

66TH ANNUAL CONFERENCE

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MOBILIZING LITERACY RESEARCH FOR SOCIAL TRANSFORMATION

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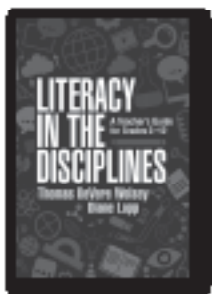
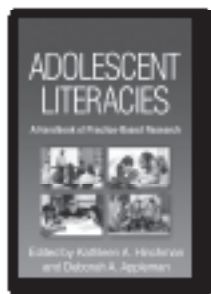
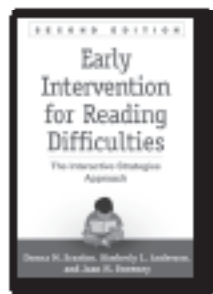
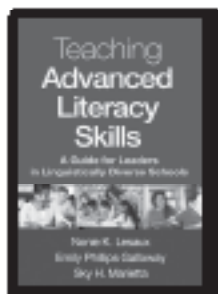
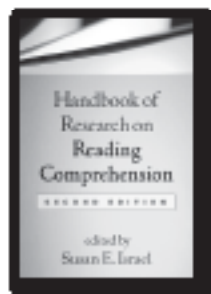
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TABLE OF CONTENTS

| | |
|---|-----------|
| General Information | 3 |
| About LRA Book Display, Silent Auction, & Exhibits | |
| Welcome | 4 - 5 |
| In Memoriam | 6 - 8 |
| Major Addresses | 9 |
| 2016 Area Co-Chairs | 10 |
| Study Group Organizers | 11 |
| Study Groups..... | 12 - 15 |
| LRA Policy & Briefing Room..... | 16 |
| Events at a Glance | 17 - 19 |
| Wednesday Schedule..... | 23 - 60 |
| Thursday Schedule | 63 - 90 |
| Friday Schedule..... | 93 - 129 |
| Saturday Schedule | 133 - 142 |
| LRA Leadership and Honorees | 143 - 144 |
| LRA Committees | 145 |
| 2016 Proposal Reviewers | 147 - 149 |
| Hotel Maps..... | 150 |
| Participants Index..... | 151 - 159 |

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 *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,

What would happen if we could design, generate, and disseminate literacy research across disciplines and boundaries and address some of the most complex crises facing this generation?

The great honor and privilege of being 2016 Program Chair is that I can see all of the ways in which we are doing this as a research community. The theme of this year's conference is "Mobilizing Literacy Research for Social Transformation." Many of us engaged with this theme in our papers and presentations and made visible the complexities of interpretation, particularly where historically marginalized communities are concerned. In our time together this week, I think you will see these themes evident in the content and structure of the conference.

I want to recognize and thank Gay Ivey, Co-Chair/Vice President, and all of the Area Chairs who contributed time, effort, and care in cultivating this program. The Areas really are the backbone of our conference. You can find a list of the Areas and Area Chairs [here](#). Be sure to introduce yourself to them and thank them for their diligent work in guiding the review process and developing sessions. Thank you also to Field Council for their work across the year, reaching out to members. Cristina Griffin, Lynn Hupp, and Sasha Jaquith, from our management company were instrumental in coordinating the technical end of our conference.

For the first time in our conference history, we have a digital program. It seems apropos in a conference devoted to mobilizing literacy research and transformation that we would make the switch from a print to digital program! The Board voted in the Spring for the use of Guidebook as our conference APP. Please consider an apprenticeship model as we integrate this new tool into our community of practice.

One of the best parts of working on the program was finding ways to connect with people, organizations, and initiatives in Nashville. I extend a heartfelt thank you to literacy colleagues in Nashville who were in dialogue with the Executive Committee in the early stages of planning: Christina DaSilva Iddings, Judson Laughter, Robert Jiménez, Anne McGill Franzen, Kevin Leander, Emily Pendergrass, and Deborah Rowe. Amongst all of our collective efforts we managed to infuse the program with many local influences and meaningfully connect with the community. Our local partner this year is the Latino Parent Engagement Program run by Conexión Americas and housed at Casa Azafrán in Nashville. If you have not yet made a donation, you can still do so by [clicking here](#). You

can also find them by registration, so please stop by and learn about their work.

At the heart of mobilizing literacy research are relationships. One of the reasons I love LRA's annual conference is because of the many spaces for gathering with colleagues to collaborate, celebrate, and gain inspiration. Whether it is in the Study Groups, the Presidential Reception, the Newcomer's Breakfast, Vital Issues and PecháKucha, or the group dinners organized by Field Council, there are plenty of opportunities for you to connect with longtime colleagues and meet new ones. We have an inspiring line-up of plenary speakers.

- Patricia Enciso, President of LRA, will deliver the Presidential Address on Wednesday, November 30, from 4:45 pm - 6:00 pm. The title of her address is "Stories Lost and Found: Mobilizing Imagination in Literacy Research and Practice." All attendees are invited to attend the Presidential Reception immediately following the address.
- Elfrieda Hiebert, President/CEO of TextProject, will deliver the Oscar Causey Address on Thursday, December 1, from 10:45 am - 12:00 pm. Her address is entitled "The Texts of Literacy Instruction: Obstacles to or Opportunities for Educational Equity?"
- Richard Milner, Helen Faison Endowed Chair of Urban Education, Professor of Education as well as Director of the Center for Urban Education at the University of Pittsburgh, will deliver the plenary address on Thursday, December 1, from 4:45 pm - 6:00 pm. The title of his presentation is "Rac(e)d Talk and Opportunity Gaps: Confronting Dangers in (Teacher) Education."
- The Distinguished Scholar Award will be presented to Dr. Allan Luke. His talk is scheduled for Thursday, December 1, from 3:00 pm - 4:30 pm and is called "No Grand Narrative in Sight: Double Consciousness, Place and the Politics of Literacy."
- Dr. Barbara Comber, Professor of Research at the University of South Australia, will present the plenary address on Friday, December 2, from 4:45 pm - 6:00 pm. Her presentation is titled, "Geography, Literacy, and Pedagogy: Imagining Translocal Research Alliances for Educational Justice."

WELCOME

- The Integrative Research Review plenary session will be held on Saturday, December 3, from 10:45 am – 12:00 pm. It focuses on “Readings and Experiences of Multimodality” and will include leading scholars of multimodality including: Seemi Aziz, Stergios Botzakis, Christian Ehret, David Landry (Nashville-based graphic novelist/artist), Kevin Leander, and Jennifer Rowsell. Each speaker will review his or her orientation to multimodality and how it informs their reading and experience of a life-sized graphic novel created by artist David Landry. The graphic novel will be on display and integrated into Saturday’s plenary session for attendees to experience and interpret.

I would also like to bring to your attention a few other places in the program where we have special opportunities to imagine how our research might transcend its usual locations and learn from and contribute to diverse publics. The Policy & Briefing Room, for example, is an intentional space where LRA members can gather to discuss, draft, and get feedback on synthesizing research into a condensed and accessible format (e.g. research briefs, endorsements, resolutions, policy briefs etc.). The Policy & Briefing Room will be open Monday-Friday and a schedule is available [here](#). These are open discussions/working sessions.

You may find that some of the initiatives discussed in the Briefing Room find their way into the Town Hall Meeting held on Thursday night from 6:15 pm - 7:15 pm. The Town Hall Meeting (THM) is an important part of the Literacy Research Association’s annual meeting. This year, in an effort to inform and extend the impact of our research efforts, the THM will feature a participatory dialogue amongst LRA members about the transformative impact of our research. I have been in dialogue with dozens of people about the THM and, together, we have envisioned the Town Hall Meeting as space where LRA members can contribute to the growth, development, and transformation of the organization. With this in mind, I invite you to contribute to LRA’s Town Hall Meeting.

If you are wondering where one can ask questions and learn about organizational processes, procedures, and decision-making, please come to the Annual Business Meeting held on Friday at 6 pm. In an effort to make LRA’s organizational meeting more transparent and accessible, the time for the Business Meeting has been extended this year. This is the place to come with your questions about organizational policies and procedures. Time will be given for Q & A. Executive Committee members will be there

and prepared to answer your questions. To respond to reoccurring questions, the Executive Committee created a FAQ which can be found [here](#). If you cannot attend, the Business Meeting will be streamed live.

For many of us, being at LRA’s conference is a time to get feedback on our research initiatives. Likewise, the Board and Executive Committee of LRA seek your input. A draft of the Strategic Plan, which we have been working on for several years, can be found on LRA’s website. Would you read the strategic plan and fill out the online form to give us feedback? When the Board meets on Saturday, we will consider your input. We will also be examining the strategic plan using an anti-bias lens, led by Dr. Yolanda Sealey-Ruiz.

We occupy a privileged space as an academic community. There are histories, contexts, and people that have been rendered invisible for us to be here together. For example, we are in close proximity to the main route that the U.S. Army used to forcibly remove Cherokee people from their homes to internment camps. Jefferson Street, just blocks from here, was a thriving African American commercial, musical, and residential district until interstate planners routed the highway through the center of the Black community in the 1960s. The highway demolished many homes, places of worship, and businesses. It separated children from playgrounds, schools, and other community resources¹. This has happened in cities across the United States. Yet, people continue to work together for equity. On Friday evening, we will have the opportunity to hear from the musicians of Jefferson Street Sound, a group focused on the preservation and regeneration of the cultural and musical legacy of Jefferson Street. Please take a moment to reflect on the land on which we gather. Finally, join me in expressing gratitude for all of the people – named and unnamed – who make our time at LRA’s conference possible.

Sincerely,
Rebecca Rogers
2016 Program Chair and President-Elect

¹ Mohl, R. A. (2012). The expressway teardown movement in American cities: Rethinking postwar highway policy in the post-interstate era. *Journal of Planning History*, 11(1), 89-103.

IN MEMORIAM



Ira E. Aaron

For those of you who did not have an opportunity to meet Dr. Ira Aaron, you may be interested to learn that he founded the Department of Reading Education at The University of Georgia in the mid-1950s. Approximately five decades later, the Departments of Reading Education and Language Education were merged to become what is now called the Language and Literacy Education Department.

Dr. Aaron began his career in education as a teacher-principal in a small school system in Georgia, but it was not until 1954 (after he had served his country in the armed services) that he earned his Ph.D. from the University of Minnesota. All told, he devoted more than 43 years of his life to the field of education, including serving as the elected president of the International Reading Association (now, the International Literacy Association). A founding member of the Reading Hall of Fame and the recipient of many awards during his long career, Dr. Aaron was especially proud of the William S. Gray Citation of Merit, which is still one of the highest honors the field can bestow on a professional in reading education.

Reading teachers and teacher educators across the United States knew Dr. Aaron as the co-author of many editions of the Scott, Foresman basal reading program. As his grandnephew Michael Covington recalled in a blog entry written in honor of his “Uncle Ed” (Ira Aaron’s middle name was Edward), a whole generation of Americans grew up reading the Fun with Dick and Jane elementary book series. According to Covington, “Uncle Ed once boasted of being the co-author of one of the most notorious sentences in American literature, ‘See Dick run!’” Perhaps lesser known is the fact Dr. Aaron also devoted time and scholarship to preparing numerous talks on the topic of children’s literature and why it needs to be part of every reading teacher’s repertoire.

Close to the time of Dr. Aaron’s retirement from the Department of Reading Education in the mid-1980s, two people who knew him well—one a faculty colleague, Dr. Bob W. Jerrolds, and the other a doctoral student at the time, Deborah R. Dillon—published reports of their separate interviews with him. Their research aptly captured the compassion, humor, and collegiality that all who knew Dr. Aaron admired. For instance, when Deborah Dillon, now a full professor at the University of Minnesota, asked Dr. Aaron to whom he would attribute the reading field’s increased interest in higher level comprehension skills, he replied without hesitation that Dr. Dolores Durkin “deserved as much credit as anyone [because] her articles are readable and they cause people to talk and think.”

On his passing at 97 years of age, Ira E. Aaron leaves behind thousands of people whose lives he touched and changed. We in the Department of Language and Literacy Education find comfort in the fact his memory will live on in his work in reading instruction and children’s literature, and through the many present-day literacy scholars on whose dissertation committees he served.

Respectfully submitted,
Donna E. Alvermann, Ph.D.
University of Georgia
November 5, 2016

IN MEMORIAM



Tim Blair

“Tim Blair cares.” “Tim is dedicated to students and teachers.” All those whose lives were touched by Tim share in his colleague’s, Dr. Vicky Zygoris-Coe’s, sentiments that we have “lost a friend, scholar, mentor and renowned reading education professor who epitomized community engagement and learning.” To that I would add that Tim changed lives. I share one example, back in the mid-1970s, when Tim was my advisor in the masters in education program at the University of North Carolina at Greensboro. It was his first assistant professor position, after receiving his degree at what also eventually became my alma-mater, University of Illinois at Urbana-Champaign. Like many assistant professors, he could be found working late even on nights he wasn’t teaching. On a break from a methods course about teaching ELA, I saw the light on in Dr. Blair’s (I couldn’t imagine calling him “Tim” though he always corrected us when we called him Dr. Blair) office. I was at a crossroads, thinking about leaving teaching to study law or an MBA – fields just opening up to women at that time. I hesitated outside his office, sure I would be interrupting work he needed to attend to – for his teaching, writing, or whatever I understood to be important at that time – on his journey to tenure. Yet, when he saw me lurking tentatively at the door, he invited me to come in, listened to me as I tried to figure out what to do as I wandered around the idea of leaving education entirely. He encouraged me to not take that path, describing what important work education was and why I should instead consider going on to study for my doctorate. He mentioned some important work happening in comprehension at the University of Minnesota, led by a contemporary of his who he described as a rising star (P. David Pearson, in fact), and encouraged me to apply there instead. That conversation changed the course of my life, just as his work in reading clinics including Connecticut, Illinois, and Florida, and his work in teacher education including Universities of Illinois, North Carolina, Texas A&M, Florida, and Central Florida changed the lives of children, families, teachers, and educational scholars.

Tim was recognized by our alma-mater in 2008 as a Distinguished Alumni. He was selected by the mayor of Orlando as a “Local Literacy Hero” who named March 25, 2013, as Dr. Timothy Blair Day. Tim will be missed by all those whose lives he had touched.

Dr. Blair is survived by his wife, Jeanne, two sons, four grandchildren, and thousands of students, teachers, and teacher educators who have benefitted immeasurably from his legacy.

IN MEMORIAM



Bonnie Armbruster

Bonnie Armbruster was born Dec. 25, 1948, in Washington, D.C., and grew up in Alexandria, Virginia, and Bremerton, Washington. She graduated as valedictorian from Fort Hunt High School in Alexandria and attended Swarthmore College for two years before joining Volunteers in Service to America (VISTA), where she met her future husband, Harry VanderVelde. She did her placement in Tajique, New Mexico. Tajique was a small village with about 35 families where she worked in developing Child Development with both the pre-school children and school age children. After VISTA, she battled and overcame Hodgkin's disease, and later received her Bachelor of Arts from San Francisco State University.

Bonnie and Harry married on May 27, 1973, and moved to the midwest, where Bonnie earned her PhD in Education at the University of Illinois at Urbana-Champaign. She remained at the University of Illinois as a distinguished professor until retirement in 2009, adopting three children along the way, Kristina, Seth and Ruth.

After retiring from The University of Illinois, Bonnie, Harry, and granddaughter Lena moved to Bend, Oregon, where she enjoyed volunteering, hiking, and photography. Her first volunteer job was establishing reading groups at the various retirement centers where they met once a month to discuss the book that they chose to read. She also volunteered with Partners-in-Care Hospice and helped patients of hospice. She also volunteered with CASA of Central Oregon (Court Appointed Special Advocates) and was an advocate for children placed in Foster Care and advocated for them in the State Judicial System. She also successfully trained her dog Blessing, a Golden-Doodle, as a Service Dog. She would visit fourth grade students who were needing help with their reading skills and have Blessing lie next to them as they read to him. It proved to be a very successful program. The children loved to read to Blessing while he listened and didn't remark when they may have made a mistake.

Bonnie particularly loved hiking and photographing the great northwest. She and Harry would go out on a planned weekly hike of six to eight miles in the "High Desert Area of the Central Cascades of Oregon." Bonnie put together and published 6 small photo books for family and friends.

Bonnie died suddenly on March 1, 2016, of pneumonia. She is survived by her husband, Harry VanderVelde; daughters, Kristina VanderVelde and Ruth Maher; son, Seth VanderVelde; granddaughter, Lena VanderVelde; and brother, Larry Armbruster.

Those of us who had the good fortune to work with her at Illinois and the Center for the Study of Reading remember her for her important research, especially the work that she did with Tom Anderson in generating innovative techniques (remembering the "frames" study from the early 1990s) for assisting middle and high school students in negotiating what we now call complex text; her capacity to synthesize findings (her 1984 chapter on Studying for the first Handbook of Reading Research is still a good read); her later work on studying teacher education and the literacy of young readers; her personal warmth—captured so vividly in her wonderful smile, and her unrelenting sense of social justice.

MAJOR ADDRESSES

Presidential Address – Wednesday, November 30, 2016
4:45 pm - 6:00 pm, Level 2, Broadway Ballroom A-E

Stories Lost and Found: Mobilizing Imagination in Literacy Research and Practice
Dr. Patricia Enciso, *The Ohio State University*



Patricia Enciso

Oscar S. Causey Address – Thursday, December 1, 2016
10:45 am - 12:00 pm, Level 2, Broadway Ballroom A-E

The Texts of Literacy Instruction: Obstacles to or Opportunities for Educational Equity?
Dr. Elfrieda Hiebert, *Text Project, Inc.*



Elfrieda Hiebert

Distinguished Scholar Lifetime Achievement Presentation –
Thursday, December 1, 2016
3:00 pm - 4:30 pm, Level 2, Broadway Ballroom A-E

No Grand Narrative in Sight: Double Consciousness, Place and the Politics of Literacy
Dr. Allan Luke, *Queensland University of Technology*



Allan Luke

Plenary Address One – Thursday, December 1, 2016
4:45 pm - 6:00 pm, Level 2, Broadway Ballroom A-E

Rac(e)d Talk and Opportunity Gaps: Confronting Dangers in [Teacher] Education
Dr. Richard Milner, *University of Pittsburgh*



Richard Milner

Plenary Address Two – Friday, December 2, 2016
4:45 pm - 6:00 pm, Level 2, Broadway Ballroom A-E

Geography, Literacy and Pedagogy: Imagining Translocal Research Alliances for Educational Justice
Dr. Barbara Comber, *University of South Australia*



Barbara Comber

Integrative Research Review – Saturday, December 3, 2016
10:45 am - 12:00 pm, Level 2, Broadway Ballroom A-E

Readings and Experiences of Multimodality

Dr. Seemi Aziz, *University of Arizona*
Dr. Stergios Botzakis, *University of Tennessee*
Dr. Christian Ehret, *McGill University*
David Landry, *Graphic Novelist/Artist*
Dr. Jennifer Rowsell, *Brock University*
Moderator: Dr. Kevin Leander, *Vanderbilt University*



Seemi Aziz



Stergios Botzakis



Christian Ehret



David Landry



Jennifer Rowsell



Kevin Leander

2016 AREA CO-CHAIRS

Program Chair: Rebecca Rogers, University of Missouri, St. Louis • Associate Chair: Gay Ivey, University of Wisconsin, Madison

AREA 1. PRE-SERVICE TEACHER EDUCATION IN LITERACY

Treavor Bogard
University of Dayton
tbogard1@udayton.edu

Caitlin Law Ryan
East Carolina University
Ryanca@ecu.edu

Rob Simon
University of Toronto
Rob.simon@utoronto.ca

Melissa Mosley Wetzel
The University of Texas-Austin
mmwetzel@utexas.edu

AREA 2. IN-SERVICE TEACHER EDUCATION/ PROFESSIONAL DEVELOPMENT IN LITERACY

Soria Colomer
University of South Florida
Soria.colomer@gmail.com

Jud Laughter
University of Tennessee, Knoxville
jud.laughter@utk.edu

Courtney Kelly
Manhattanville College
courtneyryankelly@gmail.com

Mary McGriff
New Jersey City University
mmcgriff@njcu.edu

Marva Soloman
Angelo State University
Marva.soloman@angelo.edu

AREA 3. LITERACY INSTRUCTION AND LITERACY LEARNING

Amy Stornaiuolo
University of Pennsylvania
amystorn@gmail.com

Ted Kesler
Queens College - CUNY
tkesler@qc.cuny.edu

Sarah Vander Zanden
University of Northern Iowa
Sarah.vanderz@uni.edu

Keonghee Tao Han
University of Wyoming
khan@uwyo.edu

Jacqueline Lynch
York University
jlynch@edu.yorku.ca

AREA 4. LITERACY ASSESSMENT, EVALUATION, AND PUBLIC POLICY

Sarah Beck
New York University
Sarah.beck@nyu.edu

Carolyn Colvin
University of Iowa
carolyn-colvin@uiowa.edu

Rachael Gabriel
University of Connecticut
rachael.gabriel@uconn.edu

AREA 5. EARLY AND ELEMENTARY LITERACY PROCESSES

Maria Paula Ghiso
Teachers College
Mpg2134@tc.columbia.edu

Jill McClay
University of Alberta
jmcclay@ualberta.ca

Ying Guo
University of Cincinnati
guoy3@ucmail.uc.edu

AREA 6. ADOLESCENT, COLLEGE, AND ADULT LITERACY PROCESSES

Nathan Phillips
University of Illinois - Chicago
phillipn@uic.edu

Carol Delaney
Texas State University
cdelaney@txstate.edu

Heidi Bacon
Southern Illinois University - Carbondale
hrbacon@siu.edu

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

Kristen Perry
University of Kentucky
Kristen.perry@uky.edu

Michelle Honeyford
University of Manitoba
michelle.honeyford@umanitoba.ca

Kate Pahl
University of Sheffield
k.pahl@sheffield.ac.uk

Lenny Sanchez
University of Missouri-Columbia
sanchezo@missouri.edu

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

Erika Mein
University of Texas-El Paso
Elmein2@utep.edu

Maneka D. Brooks
Texas State
maneka@txstate.edu

Mariana Pacheco
University of Wisconsin-Madison
mariana.pacheco@wisc.edu

Julie Pennington
University of Nevada-Reno
juliep@unr.edu

Sandra Osario
Illinois State University
sosorio@ilstu.edu

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

Denise Davila
University of Georgia
ddavila@uga.edu

Ebony Thomas
University of Pennsylvania
ebonyt@gse.upenn.edu

Jesse Gainer
Texas State University
JesseGainer@txstate.edu

AREA 10. LITERACY TECHNOLOGY AND MEDIA

Amy Hutchinson
Iowa State
amyhutch@iastate.edu

Silvia Noguero-Liu
University of Georgia
snoguero@uga.edu

Tisha Lewis
Georgia State University
tishayL@yahoo.com

AREA 11. RESEARCH THEORY, METHODS, AND PRACTICES

Stephanie Jones
University of Georgia
Sjones1@uga.edu

Mark Vagle
University of Minnesota
mark.vagle@gmail.com

Kristin Conradi
The College of William and Mary
conradi@wm.edu

AREA 12. STUDY GROUPS

Kristien Zenkov
University of Kentucky
kzenkov@gmu.edu

Christine Mallozzi
University of Michigan
christine.mallozzi@gmail.com

AREA 13. OTHER TOPICS

George Hruby
University of Kentucky
George.hruby@uky.edu

Candace Kuby
University of Missouri-Columbia
kubyc@missouri.edu

STUDY GROUP ORGANIZERS

Adult Literacy Study Group: Social Transformation Through Literacy in Education, Workplaces, Families, and Communities

Leah Katherine Saal, *Loyola University Maryland*

Alt.Pub: Transforming Literacy Research in the Open

Greg McVerry, *Southern Connecticut State University*

Approaches to Discourse Analysis

Amy Vetter, *UNC Greensboro*

Julie Justice, *Elon University*

Laura A. Taylor, *The University of Texas, Austin*

Approaches to Studying Graphic Novels

Stergios Botzakis, *University of Tennessee, Knoxville*

Dani Kachorsky, *Arizona State University*

David E. Low, *California State University, Fresno*

Critical Literacy and Social Justice

Carol Jeanne Delaney, *Texas State University*

Critical Race Theory Study Group

Judson Laughter, *University of Tennessee, Knoxville*

Keonghee Tao Han, *University of Wyoming*

Culturally Responsive Literacy Instruction Study Group

Doris Walker-Dalhouse, *Marquette*

Susan Cantrell, *University of Kentucky*

Rebecca Powell, *Georgetown College*

Design-Based Research in Literacy

Jamie Colwell, *Old Dominion University*

David Reinking, *Clemson University*

Emily Howell, *Clemson University*

Doctoral Student ICG Study Group: Navigating Multiple Pathways to Publication

Colleen Whittingham, *University of Illinois, Chicago*

Tiffany Nyachae, *University of Buffalo*

Melanie Obitz-Bukartek, *University of Wisconsin*

Drama and Literacy

Brian Edmiston, *The Ohio State University*

Early Authoring as Multimodal Practice Study Group

Melanie Reaves, *Northern Michigan University*

History of Literacy Study Group

Norman A. Stahl, *Northern Illinois University*

If I Knew Then, What I Know Now...

Kelly Puzio, *Washington State University*

Gwendolyn McMillon, *Oakland University*

Judith Lysaker, *Purdue University*

International Research on Literacy Teaching and Teacher Education Study Group

Patience Adjekai Sowa, *Educational Consultant*

Lori Czap Assaf, *Texas State University*

Katina Zammit, *Western Sydney University*

Literacy Lab/Reading Clinic Study Group

Cheryl Dozier, *SUNY, Albany*

Living the Writerly Life in Academia

Terry Stafford Atkinson, *East Carolina University*

LRA Writing Research Study Group: Argumentation and Disciplinary Writing with Special Guests, Drs. Charles A. MacArthur, Susan De La Paz, and Jennifer VanDerHeide

Zoi A. Philippakos, *UNC Charlotte*

Vicki McQuitty, *Towson University*

Publicly Engaged Scholars and Literacy Research

Carolyn A. Colvin, *University of Iowa*

Kate Kedley, *University of Iowa*

Rossina Zamora Liu, *The University of Iowa*

Response to Intervention: Analysis of the Research to Support Students' Literacy Achievement

Linda M. Carr

Kathy Champeau, *University of Wisconsin, Milwaukee*

Valerie J. Robnolt, *Virginia Commonwealth University*

Teacher Education Research Study Group (TERSOG)

Kenneth Kunz, *Wall Township Public Schools & Rutgers University*

Transnational and Transcultural Literacies: Journeys Across Time, Distance and Space

Iliana Reyes, *Literacy Research Center/ CINVESTAV- UA*

Word Study: Phonics, Vocabulary and Spelling

Donald Bear, *Iowa State University*

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

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

Drama and Literacy and Literacies and the Body
Broadway Ballroom A - Level 2

Presenter:

Bridget Lee, *The Ohio State University*

We envision this study group as a space to continue to develop a national and international forum for collaboration among scholars who are researching dramatic approaches in literacy education or who are interested in becoming more knowledgeable about the relevant research literature and research methods.

Literacies and the Body Study Group

Presenters:

Grace Enriquez, *Lesley University*
Elisabeth Johnson, *St. Edward's University, Austin, Texas*
Stavroula Kontovourki, *University of Cyprus*

The focus of this study group is on the intersection of literacies and bodies. Given the recent increase of publications around this topic, this study group will consider key issues on literacies and embodiment, premises upon which such work is based, connections between work on embodied literacies and broader work on the body, especially in the social sciences, and methodological issues related to researching embodied literacies, including approaches and ethics in conducting such research.

Doctoral Student ICG Study Group:
Navigating Multiple Pathways to Publication
and Living the Writerly Life in Academia
Broadway Ballroom B - Level 2

Presenters:

Dennis Davis, *University of Texas, San Antonio*
Virginia Goatley, *University at Albany, SUNY*
Miriam Martinez, *The University of Texas, San Antonio*
Misty Sailors, *University of Texas, San Antonio*
Fenice B. Boyd, *The State University of New York, University at Buffalo*
Noah Asher Golden, *Chapman University*
Marcelle Haddix, *Syracuse University*
Gholneshar Muhammad, *Georgia State University*
Yolanda Sealy-Ruiz, *Teachers College, Columbia University*

LRA doctoral students are devoted to making substantial contributions to the field of literacy learning and instruction

through the development, implementation, and publication of educational research. The pathway to publishing this research can be overwhelming to doctoral students as they consider their careers post-graduation. In order to support doctoral students' development as educational researchers, this study group series will draw upon the shared experiences of faculty members with demonstrated expertise in the publication process.

Living the Writerly Life in Academia

Presenters:

Johna Lee Faulconer, *East Carolina University*
Robin R. Griffith, *Texas Christian University*
Elizabeth Swaggerty, *East Carolina University*

Living the writerly life is more complex than ever for literacy researchers who seek to better understand and address what it means to be literate in an ever-changing world. Issues to be considered during this year's study group include (a) Balancing writing demands while mobilizing important research ideas, (b) Dealing productively with editorial feedback (with participation by JLR and RT editors), and (c) Transforming writing challenges and setting attainable writing goals.

Approaches to Studying Graphic Novels
Broadway Ballroom C- Level 2

Our purpose is to address the need for the formulation and dissemination of empirical research studies about using graphics in/and literacy education. The combination of words and images used in graphics offers a complex, and up-to-now undertheorized platform of study. We use study group time to share and flesh out theoretical and research approaches, with the ultimate goal being to support researchers of all experience levels in developing research regarding graphic novels in literacy education.

Critical Race Theory Study Group
Broadway Ballroom C- Level 2

Presenters:

Marcelle Haddix, *Syracuse University*
Rachel Salas, *University of Nevada, Reno*
Judson Laughter, *University of Tennessee, Knoxville*
Vincent Price, *University of Tennessee, Knoxville*

In response to this year's conference theme, the 2016 CRT Study Group will examine critical race theories and their use in literacy teacher education and how to accomplish the following: 1) Better prepare a homogeneous teaching force for culturally, linguistically, and racially different student populations; 2) Increase teacher diversity and crucial

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

teacher education diversity; and 3) Hire diverse faculty and administrators in policy- and decision-making teams.

Culturally Responsive Literacy Instruction Study Group Broadway Ballroom G - Level 2

Consistent with the theme for the 2016 LRA Conference “Mobilizing Research for Social Transformation,” this study group will be a space for educators and researchers to consider culturally responsive literacy instruction (CRLI) as a vehicle for mobility, materiality, movement, and transformation in addressing disparities in attainment, access, and achievement. This year’s session will focus on language/discourse barriers to implementing culturally responsive instruction and family and community literacies.

Design-Based Research in Literacy Broadway Ballroom H - Level 2

The study group focuses on design-based research (DBR). Specifically, this study group will address the complexities, contributions, and challenges DBR presents in literacy research. Each day of the study group will highlight accomplished researchers who have recently conducted DBR to present and discuss their experiences using such methods. After these presentations, the floor will be open for group discussion and questions that may further LRA discussion regarding DBR in literacy.

Critical Literacy and Social Justice Broadway Ballroom J - Level 2

Presenters:

Patrick Shannon, *The Pennsylvania State University*
Margaret Vaughn, *University of Idaho*
Jacquelynn A. Malloy, *Clemson University*
Lori Czop Assaf, *Texas State University*

Scholars with expertise and new research on critical literacy and social justice will lead discussions. Sessions are sequenced as past, present, and future. Day 1: Patrick Shannon, distinguished professor, will address the past with “American Antecedents of Critical Pedagogy.” Day 2: Margaret Vaughn, assistant professor, and Lori Assaf, Professor, will address the present in “Empowerment of Indigenous Students and Teachers.” Day 3: Jacquelynn Malloy, assistant professor, will highlight “Teachers as Change Agents for the Future.”

International Research on Literacy Teaching and Teacher Education Study Group Broadway Ballroom K- Level 2

Members of the LRA International Innovative Community group propose a continuation of their study group “International Research on Literacy Teaching and Teacher Education.”

Teacher Education Research Study Group (TERSG)

Chairs:

Kenneth Kunz, *Wall Township Public Schools & Rutgers University*
Joy Myers, *James Madison University*

TERSG has three primary purposes: 1. To provide a forum for the exchange of information and ideas for teacher educators. 2. To support individual and collaborative scholarly efforts as they study their own practices. 3. To challenge our own conceptions and beliefs as they relate to literacy teaching and learning.

Alt. Pub: Transforming Literacy Research in the Open Cumberland 1 – Level 3

Presenter:

William Ian O’Byrne, *College of Charleston*

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 finally we will try out new tools that allow us to transform literacy research.

Approaches to Discourse Analysis Cumberland 2 – Level 3

The Approaches to Discourse Analysis is a longstanding study group providing attendees with an opportunity to develop their understandings and use of discourse analysis as a methodology, as well as providing a space for scholars drawing on discourse analysis to meet and collaborate.

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

Early Authoring as Multimodal Practice Study Group Cumberland 3 – Level 3

Presenters:

Jaye Johnson Thiel, *University of Tennessee-Knoxville*
Candace Kuby, *University of Missouri*
Deborah Rowe, *Vanderbilt University*
Mary Ellen Miller, *Vanderbilt University*
George Kamberelis, *Colorado State University*

In this study group, we explore the expansion of what counts as “literacy” by considering young children’s multimodal authoring. Visiting scholars will facilitate our sessions around three theories/research approaches: Day 1: Multimodal Literacies as a Posthuman Project by Jaye Johnson Thiel and Candace Kuby. Day 2: Analysis of Young Children’s Multimodal Composing With Digital Tools by Deborah Wells Rowe and Mary Ellen Miller. Day 3: The Cultural Tools of Multimodal Authoring by George Kamberelis

History of Literacy Study Group Cumberland 4 – Level 3

Presenters:

James R. King, *University of South Florida*
Dixie D. Massey, *University of Washington*
Sonya L. Armstrong, *Texas State University*
James V. Hoffman, *University of Texas, Austin*
Donna Alvermann, *University of Georgia*

The History of Literacy ICG Study Group will focus on the role of biographical research in the field of literacy. Sessions will focus on Francis P. Robinson, Nila B. Smith, and the LRA oral history collection as both cases and as historiography.

If I Knew Then, What I Know Now... Cumberland 5-Level 3

Presenters:

P. David Pearson, *University of California, Berkeley*
Robert Jimenez, *Vanderbilt University*
Yetta Goodman, *University of Arizona*
Ken Goodman, *University of Arizona*
Patty Anders, *The University of Arizona*
Arlette Willis, *The University of Illinois, Urbana - Champagne*

Sponsored by LRA’s Research Committee, the goal of this study group is to support the movement of emerging scholars—both doctoral students, early career, and mid-career professors—into the community of literacy research by inviting experienced literacy scholars to share their personal narratives. In response to the development of our diverse membership, we have purposely selected long-standing

LRA researchers with a wide variety of interests, theoretical perspectives, and methodological commitments.

Literacy Lab/Reading Clinic Study Group Cumberland 6 – Level 3

Presenters:

Terry Deeney, *University of Rhode Island*
Barbara Laster, *Towson University*

The 2016 Literacy Lab/Reading Clinic Study Group offers directors of literacy labs and reading clinics opportunities to share research interests, questions, and models of clinical teacher preparation. Our aim is to understand and research the experiences we provide within the clinical practicum and examine how these experiences impact graduates’ development as literacy professionals. Working together, our labs/clinics seek to address issues of equity and access for students and families who are underserved in their schools.

Publicly Engaged Scholars and Literacy Research Mockingbird 1 – Level 3

The study group will explore the connections between literacy research and publicly engaged scholarship. Scholars who identify their work as publicly-engaged/community-based will be invited to describe the challenges and opportunities of campus-community partnerships.

Response to Intervention: Analysis of the Research to Support Students’ Literacy Achievement Mockingbird 2 – Level 3

Presenters:

Jennifer Jones Powell, *Radford University*
Jodi Welsch, *Frostburg State University*
Barbara A. Marinak, *Mount St. Mary’s University*

The Response to Intervention (RTI) Study Group provides the opportunity to discuss and analyze RTI research and its impact on policy to achieve the goal of making literacy accessible for all students regardless of culture, language, and demographics to ensure equity to meet the needs of all students.

Transnational and Transcultural Literacies: Journeys Across Time, Distance and Space Mockingbird 3 – Level 3

Chair:

Mikel Cole, *Clemson University*

Presenter:

Eva Lam, *Northwestern University*

This year’s conference theme for the LRA Conference encourages authors to consider issues for “Mobilizing

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

Literacy Research for Social Transformation.” To this end, the Multilingual/Transnational Innovative Community Group (ICG) presents this proposal for a study group to explore the complex ways of hybrid language, multilingual literacies, and their intersection to further understand children’s and families’ experiences and their impact on their multilingual and multicultural journeys to understand in- and out-of-school language and literacy practices.

Word Study: Phonics, Vocabulary and Spelling Mockingbird 4 – Level 3

Chair:

Donald Bear, *Iowa State University*

Presenters:

Heidi Mesmer, *Virginia Tech*
Sara Nelson, *Iowa State University*
Sam von Gillern, *Iowa State University*
Karen Huang, *Iowa State University*
Marcia Invernizzi, *University of Virginia*
Laura Tortorelli, *Michigan State University*
Kristin Gehsmann, *Saint Michael’s College*
Lori Helman, *University of Minnesota*
Karen Ford, *University of Virginia*

Facilitators share research and guide discussions. Topics are included in three categories: 1) Word Study Starts With Words: New Understandings About Concept of Word in Print; Rhythm and Literacy Development and Instruction With Emergent Learners, 2) Language Interactions During Word Study, and 3) A Translanguaging Approach to Word Study; Spanish Spelling Development. A few additional PechaKucha-style presentations will be appreciated.

LRA Writing Research Study Group: Argumentation and Disciplinary Writing With Special Guests, Drs. Charles A. MacArthur, Susan De La Paz, and Jennifer VanDerHeide Electric – Level 4

Presenters:

Charles MacArthur, *University of Delaware*
Susan De La Paz, *University of Maryland*
Jennifer VanDerHeide, *Michigan State University*

The Common Core State Standards (2010) brought attention to argumentative writing and to reading and writing connections. The standards call for students to be able to produce arguments that are based on disciplinary information. The purpose of the study group is to discuss specific approaches that support argumentative writing and critical thinking in the disciplines, comment on their effectiveness, and explore research opportunities.

Adult Literacy Study Group: Social Transformation Through Literacy in Education, Workplaces, Families, and Communities Bass – Level 4

Presenters:

Xia Chao, *Duquesne University*
Catherine Compton-Lilly, *University of Wisconsin,
Madison*
Tisha Lewis Ellison, *University of Georgia*
Erik Jacobson, *Montclair State University*
Silvia Nogueron-Liu, *University of Colorado, Boulder*
Kristen Perry, *University of Kentucky*
Donita Shaw, *Oklahoma State University*
Melody Zoch, *University of North Carolina at
Greensboro*

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: Authentic Literacy Contexts Thursday: Family Literacy, Friday: Adult English Language Learners

LRA POLICY & BRIEFING ROOM: SCHEDULE OF TOPICS

The Policy & Briefing Room is an intentional space where LRA members can gather to discuss, draft, and get feedback on synthesizing research into a condensed and accessible format (e.g., research briefs, endorsements, resolutions, policy briefs etc.). These are open discussions/working sessions.

| | Wednesday November 30 7:30am to 5:00pm | Thursday December 1 9:15 am to 5:00pm | Friday December 2 8:30am to 5:00pm |
|-------------|--|---|---|
| 8:00-9:00 | | | |
| 9:00-10:15 | | <p>Topic: Federal and State Literacy Policy and Advocacy</p> <p>Participants: Mark Conley (NCEE), Vicki Risko (TN), Diane Stephens (SC), Kathy Champeau (WI), Devon Brenner (MS), Carolyn Colvin (IA)</p> <p>Facilitators: P&L Committee</p> | <p>Topic: IES and Funding Opportunities for LRA</p> <p>Participant: Rebecca Kang McGill-Wilkinson, PhD Education Research Analyst National Center for Education Research Institute of Education Sciences</p> <p>Facilitator: Anne McGill-Franzen, P&L Committee</p> |
| 10:45-12:00 | <p>Topic: Community Service Literacy Experiences</p> <p>Facilitators: Dori Harrison and Cassie Brownell and Doctoral Student ICG</p> | Oscar Causey Address | <p>Topic: Federal Research Funding and Policy: AERA Advocacy for Research</p> <p>Participant: Juliane Baron, Director of Government Relations, American Educational Research Association</p> <p>Facilitator: Devon Brenner</p> |
| 12:00-1:00 | | <p>Topic: LRA Policy Briefs: Proposing, Developing, Approval and Sharing of LRA Policy Briefs</p> <p>Participants: P&L Committee</p> | <p>Topic: State and ILA Perspectives: Dyslexia, Reading Specialists, and Reading Policy</p> <p>Participants: Diane Stephens (SC), Kathy Champeau (WI), Peter Johnston (ILA)</p> <p>Facilitators: P&L Committee</p> |
| 1:15-2:45 | <p>Topic: Dual Language Literacy Environments</p> <p>Facilitators: Kristen Pratt and Lyuda Ivanyuk and Doctoral Student ICG</p> | <p>Topic: IES and Funding Opportunities for LRA</p> <p>Participant: Rebecca Kang McGill-Wilkinson, PhD Education Research Analyst National Center for Education Research Institute of Education Sciences</p> <p>Facilitator: Anne McGill-Franzen, Natalia Ward, P&L Committee</p> | <p>Topic: Gendered Perceptions and Policy in Higher Education</p> <p>Facilitator: Corrine Wickens and Gender and Sexualities ICG</p> |
| 3:00-4:30 | <p>Topic: Ethnicity, Race, and Multilingualism</p> <p>Facilitators: Detra Price-Dennis, Mikel Cole, Ann Bennett, Maria Selena Protacio</p> | <p>Topic: Strategies for Developing and Disseminating Research in International Contexts</p> <p>Facilitators: Patience Sowa and International ICG</p> | |
| 4:45-6:00 | Presidential Address | Plenary Address | Plenary Address |

EVENTS AT A GLANCE

| Time | Event | Room |
|-------------------------------------|--|-------------------------|
| TUESDAY, NOVEMBER 29, 2016 | | |
| 8:00 am - 9:00 am | Executive Committee Breakfast..... | Kitchen Notes |
| 9:00 am - 12:00 pm | Executive Committee Meeting..... | Mockingbird 1 |
| 12:00 pm - 1:00 pm | Board of Directors Luncheon..... | Acoustic |
| 1:00 pm - 5:00 pm | Board of Directors Meeting..... | Acoustic |
| 3:00 pm - 8:00 pm | Attendee Registration Open..... | Broadway Ballroom Foyer |
| WEDNESDAY, NOVEMBER 30, 2016 | | |
| 7:00 am - 5:00 pm | Attendee Registration Open..... | Broadway Ballroom Foyer |
| 7:30 am - 8:30 am | Transnational and Transcultural Literacies Committee Meeting..... | Bass |
| 7:30 am - 8:30 am | Albert J. Kingston Award Committee Meeting | Electric |
| 7:30 am - 8:30 am | History ICG Committee Meeting | Mockingbird 1 |
| 7:30 am - 5:00 pm | LRA Policy & Briefing Room: Supported by LRA Policy & Legislative Committee..... | Broadway Ballroom F |
| 8:00 am - 5:00 pm | Exhibits Open | Broadway Ballroom Foyer |
| 8:00 am - 5:00 pm | Book Display/Silent Auction Open..... | Foyer |
| 8:45 am - 10:15 am | Roundtable Session 1..... | Broadway Ballroom F |
| 8:45 am - 10:15 am | Concurrent Sessions | Pages 23 -31 |
| 9:00 am - 12:00 pm | Conexión Américas/Padres Comprometidos..... | Broadway Ballroom Foyer |
| 10:30 am - 12:00 pm | Roundtable Session 2 | Broadway Ballroom F |
| 10:30 am - 12:00 pm | Concurrent Sessions | Pages 32 - 40 |
| 12:00 pm - 1:00 pm | Study Groups | Pages 12 - 16 |
| 12:00 pm - 1:00 pm | Committee/ICG Exhibits | Broadway Ballroom Foyer |
| 1:15 pm - 2:45 pm | Concurrent Sessions | Pages 41 - 50 |
| 3:00 pm - 4:30 pm | Roundtable Session 3 | Broadway Ballroom F |
| 3:00 pm - 4:30 pm | Concurrent Sessions | Pages 50 - 59 |
| 4:45 pm - 5:00 pm | Albert J. Kingston Award Presentation..... | Broadway Ballroom A-E |
| 5:00 pm - 6:00 pm | 2016 Presidential Address: Patricia Enciso..... | Broadway Ballroom A-E |
| 6:00 pm - 7:30 pm | President's Reception | Broadway Ballroom Foyer |
| 9:00 pm - 11:00 am | Vital Issues | Barlines |
| THURSDAY, DECEMBER 1, 2016 | | |
| 7:00 am - 6:30 pm | Attendee Registration Open..... | Broadway Ballroom Foyer |
| 7:00 am - 8:30 am | Newcomers' & Graduate Students' Breakfast | Broadway Ballroom F |
| 7:30 am - 8:30 am | International Innovative Community Group Meeting | Bass |
| 7:30 am - 8:30 am | Early Career Achievement Award Committee Meeting..... | Cumberland 1 |
| 7:30 am - 8:30 am | Ethnicity, Race, and Multilingualism Committee Meeting..... | Cumberland 2 |
| 7:30 am - 8:30 am | P. David Pearson Scholarly Impact Award Committee Meeting..... | Cumberland 3 |
| 7:30 am - 8:30 am | Research Committee Meeting..... | Electric 4 |
| 7:30 am - 8:30 am | Distinguished Scholar Lifetime Achievement Award Committee Meeting..... | Mockingbird 1 |
| 7:30 am - 8:30 am | Student Outstanding Research Award Committee Meeting | Mockingbird 2 |
| 7:30 am - 8:30 am | Publications Committee Meeting | Mockingbird 3 |

EVENTS AT A GLANCE

| Time | Event | Room |
|---|---|-------------------------|
| THURSDAY, DECEMBER 1, 2016 (continued) | | |
| 7:30 am - 8:30 am | Technology Committee Meeting..... | Mockingbird 4 |
| 8:00 am - 5:00 pm | Book Display/Silent Auction Open..... | Broadway Ballroom Foyer |
| 8:00 am - 5:00 pm | Exhibits Open | Foyer |
| 8:45 am - 10:15 am | Concurrent Sessions | Pages 63 - 70 |
| 9:00 am - 12:00 pm | Conexión Américas/Padres Compremitados..... | Broadway Ballroom Foyer |
| 10:30 am - 10:45 am | J. Michael Parker Award Presentation..... | Broadway Ballroom A-E |
| 10:45 am - 11:00 am | Oscar S. Causey Award Presentation..... | Broadway Ballroom A-E |
| 11:00 am - 12:00 pm | 2016 Oscar S. Causey Address: Elfrieda Hiebert | Broadway Ballroom A-E |
| 12:00 pm - 1:00 pm | Study Groups | Pages 12 - 15 |
| 12:00 pm - 1:00 pm | Committee/ICG Exhibits | Broadway Ballroom Foyer |
| 1:15 pm - 2:45 pm | Roundtable Session 4 | Broadway Ballroom F |
| 1:15 pm - 2:45 pm | Concurrent Sessions | Pages 71 - 79 |
| 3:00 pm - 4:30 pm | Roundtable Session 5 | Broadway Ballroom F |
| 3:00 pm - 4:30 pm | Concurrent Sessions | Pages 80 - 89 |
| 3:00 pm - 4:30 pm | Distinguished Scholar Lifetime Achievement Session: Allan Luke | Broadway Ballroom E |
| 4:45 pm - 5:00 pm | Distinguished Scholar Lifetime Achievement Award Presentation | Broadway Ballroom A-E |
| 4:45 pm - 5:00 pm | Early Career Achievement Award Presentation..... | Broadway Ballroom A-E |
| 5:00 pm - 6:00 pm | Invited Plenary Address: H. Richard Milner, IV..... | Broadway Ballroom A-E |
| 6:15 pm - 7:15 pm | Town Hall Meeting..... | Broadway Ballroom F |
| 9:00 pm - 11:00 pm | Vital Issues..... | Barlines |
| 9:00 pm - 11:00 pm | Vital Issues: Pecha Kucha | Broadway Ballroom K |

FRIDAY, DECEMBER 2, 2016

| | | |
|---------------------|---|-------------------------|
| 7:00 am - 8:30 am | <i>Literacy Research: Theory, Method, and Practice</i> Breakfast (Invitation Only) | Acoustic |
| 7:00 am - 7:30 pm | Attendee Registration Open..... | Broadway Ballroom Foyer |
| 7:30 am - 8:30 am | Edward B. Fry Book Award Committee Meeting..... | Bass |
| 7:30 am - 8:30 am | Doctoral Student ICG Committee Meeting | Cumberland 1 |
| 7:30 am - 8:30 am | Field Council Committee Meeting..... | Cumberland 2 |
| 7:30 am - 8:30 am | Oscar S. Causey Award Committee Meeting..... | Electric |
| 7:30 am - 8:30 am | Gender and Sexualities Committee Meeting..... | Mockingbird 1 |
| 7:30 am - 8:30 am | Ethics Committee Meeting..... | Mockingbird 2 |
| 7:30 am - 8:30 am | Formative and Design-Based Experiment ICG Committee Meeting..... | Mockingbird 3 |
| 7:30 am - 8:30 am | J. Michael Parker Award Committee Meeting..... | Mockingbird 4 |
| 8:00 am - 3:30 pm | Book Display/Silent Auction Open..... | Broadway Ballroom Foyer |
| 8:00 am - 5:00 pm | Exhibits Open | Broadway Ballroom Foyer |
| 8:45 am - 10:15 am | Concurrent Sessions | Pages 93 - 102 |
| 8:45 am - 10:15 am | Roundtable Session 6 | Broadway Ballroom F |
| 10:30 am - 12:00 pm | Concurrent Sessions | Pages 102 - 111 |

EVENTS AT A GLANCE

| Time | Event | Room |
|---|---|--|
| FRIDAY, DECEMBER 2, 2016 (continued) | | |
| 10:30 am - 12:00 pm | Roundtable Session 7 | Broadway Ballroom F |
| 10:30 am - 12:00 pm | International ICG Alternative Poster Session | Acoustic |
| 12:00 pm - 1:00 pm | Past Presidents' Luncheon (Invitation Only) | Acoustic |
| 12:00 pm - 1:00 pm | Study Groups | Pages 12 - 15 |
| 12:00 pm - 1:00 pm | Committee/ICG Exhibits | Broadway Ballroom Foyer |
| 1:15 pm - 2:45 pm | Roundtable Session 8 | Broadway Ballroom F |
| 1:15 pm - 2:45 pm | Concurrent Sessions | Pages 111 - 119 |
| 3:00 pm - 4:30 pm | Roundtable Session 9 | Broadway Ballroom F |
| 3:00 pm - 4:30 pm | Concurrent Sessions | Pages 120 - 128 |
| 4:45 pm - 5:00 pm | Edward B. Fry Book Award Presentation..... | Broadway Ballroom A-E |
| 5:00 pm - 5:15 pm | P. David Pearson Scholarly Impact Award Presentation | Broadway Ballroom A-E |
| 5:15 pm - 6:00 pm | Invited Plenary Address: Barbara Comber | Broadway Ballroom A-E |
| 6:00 pm - 6:40 pm | Annual Business Meeting..... | Broadway Ballroom A-E |
| 6:30 pm - 7:30 pm | Purchase Silent Auction Books | Broadway Ballroom Foyer |
| 6:30 pm - 8:00 pm | <i>Journal of Literacy Research</i> Editorial Board Dessert Reception..... | Broadway Ballroom K (Invitation Only) |
| 8:00 pm - 9:00 pm | In Memoriam Gathering | Electric |
| 8:00 pm - 10:00 pm | Jefferson Street Sounds | Broadway Ballroom G-H |
| 9:00 pm - 11:00 pm | Vital Issues | Barlines |
| SATURDAY, DECEMBER 3, 2016 | | |
| 7:00 am - 8:30 am | 2016 Conference Area Chairs' Breakfast | Music Row 3 |
| 7:30 am - 1:00 pm | Attendee Registration Open..... | Broadway Ballroom Foyer |
| 8:00 am - 11:00 am | Purchase Silent Auction Books | Broadway Ballroom Foyer |
| 8:30 am - 10:00 am | Concurrent Sessions | Pages 133 - 141 |
| 10:30 am - 12:00 pm | 2016 Integrative Research Review..... | Broadway Ballroom A-E |
| 12:00 pm - 8:00 pm | STAR Post-Conference Mentoring Session..... | Music Row 6 |
| 12:00 pm - 2:00 pm | Executive Committee Meeting..... | Gibson Boardroom |
| 12:00 pm - 1:00 pm | EC, Board, and STAR Luncheon..... | Acoustic |
| 2:00 pm - 6:00 pm | Board of Directors Meeting..... | Acoustic |

SAVE THE DATES

2017 LRA ANNUAL CONFERENCE

TAMPA MARRIOTT WATERSIDE HOTEL & MARINA

NOVEMBER 29 - DECEMBER 2, 2017

Wednesday • November 30, 2016

Wednesday

Mobilizing Literacy Research for Social Transformation
66th Annual Conference of the Literacy Research Association
November 30 - December 3, 2016 | Nashville, TN

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are comprised of three or four accepted papers grouped together into a session by the Area Chair. Each paper presentation will have approximately 15-20 minutes. The session will have a Chair but not a Discussant (unless formally requested during the proposal submission process). The Chair is responsible for opening the session, introducing the speakers, and managing time. Chairs are not discussants. At the end of the paper presentations, 10-15 minutes should be used for dialogue amongst the audiences and presenters. Chairs can facilitate this discussion.

PAIRED ROUNDTABLES

allow for two papers that have topical, theoretical, or methodological likeness. The roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters are asked to Chair their own sessions—that is, manage time, introduce themselves, and facilitate a discussion amongst attendees.

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.

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the 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 time slots. 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.

Registration Desk
7:00 am - 5:00 pm
Broadway Ballroom Foyer

History ICG Committee Meeting
7:30 am - 8:30 am
Mockingbird 1 - Level 3

Albert J. Kingston Award Committee Meeting
7:30 am - 8:30 am
Electric - Level 4

**Transnational and Transcultural Literacies
Committee Meeting**
7:30 am - 8:30 am
Bass - Level 4

Conexión Américas/Padres Comprometidos
9:00 am - 12:00 pm
Broadway Ballroom Foyer

**LRA Policy & Briefing Room: Supported by
LRA Policy & Legislative Committee**
7:30 am - 5:00 pm
Broadway Ballroom F

Book Display/Silent Auction
8:00 am - 5:00 pm
Broadway Ballroom Foyer

Exhibits
8:00 am - 5:00 pm
Broadway Ballroom Foyer

Committee/ICG Exhibits
12:00 pm - 1:00 pm
Broadway Ballroom Foyer

**8:45 am - 10:15 am – INVITED SESSION – AREA 6
Broadway Ballroom A - Level 2**

**Transformation & Innovation: J. Michael Parker
and the Adult Literacy Research Community at
LRA**

Presenters:

Julie Kramer, *Nashville Adult Literacy Council*
Elizabeth Attack, *Nashville Public Library*
Elyse Adler, *Nashville Public Library*
Eric Jacobson, *Montclair University*

This interactive session will highlight the work of a panel of adult, family, and community literacy researchers and practitioners. These scholars employ a multiplicity of theoretical frameworks and methods in order to innovate and transform literacy research and practice for and with participants. Local community literacy practitioners will inform and extend the session's perspective around engaged scholarship and reciprocity. This session will include opportunities for audience participation and collaboration.

**8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom B - Level 2**

Area 7

**Literacy and Racial Violence: Ethnicity, Race, and
Multilingual Themed Session**

Chair:

Jennifer D. Turner, *University of Maryland*

Discussant:

Tamara T. Butler, *Michigan State University*

This symposium responds to social injustices and the various assaults projected onto youth in this social context by presenting three papers with the unifying theme of teaching literacy education in this current racial climate. These three papers illuminate the current state of race and racism in the United States through an examination of young adult literature, teaching and learning practices of Latinx immigrants, and examining how colleges of education respond through their instruction.

**1. Do #blacklivesmatter?: Examining Pre-Service
Teachers' Responses to Historic Violence
Against Black Bodies in Their Readings of
Young Adult Literature**

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

WEDNESDAY

2. “Nothing About Us Without Us: Latinx Immigrants Teaching and Learning for Their/Our Rights”

Alicia Rusoja, *University of Pennsylvania*

3. What Diversity and Inclusion Exists in a College of Education?

Gilda Martinez-Alba, *Towson University*

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom C - Level 2

Area 2

Coaching Contexts and Connections: University-Based Experiences That Promote Literacy Coaching Development

Chair:

Allison Ward Parsons, *George Mason University*

Discussant:

Cheryl Dozier, *SUNY, Albany*

This symposium describes the findings from three unique studies that examined the development of in-service teachers learning to become literacy coaches. Each study explores the effects of different university coursework and practicum experiences designed to aid coaching growth and understanding. Similar findings across the studies demonstrate teachers’ growth in coaching skills and literacy content knowledge, suggesting useful coaching experiences. Implications for university coursework will be discussed.

1. Building Pre-Service Teachers’ Pedagogical Content Knowledge Through Collaborative Coaching

Joy Myers, *James Madison University*

Erika S. Gray, *UNC, Greensboro*

2. Coaches Coaching Tutors: Peer Coaching Transforms Teachers as Reading Specialists and Coaches in an Online Practicum Course

Sandra Webb, *Georgia College & State University*

3. Navigating the Literacy Coaching Paradigm: Year Three of a Longitudinal Study

Allison Ward Parsons, *George Mason University*

Susan V. Groundwater, *George Mason University*

Elizabeth Sturtevant, *George Mason University*

Jennifer Drake-Patrick, *George Mason University*

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom D - Level 2

Area 11

(Still) Becoming a Nation of Readers: A Retrospective and Visionary Examination of Literacy Instruction

Chairs:

Lee Indrisano, *Boston University*

Jeanne Paratore, *Boston University*

Discussants:

Freddy Hiebert, *Text Project*

Judith Scott, *University of California, Santa Cruz*

Ian Wilkinson, *The Ohio State University*

Richard C. Anderson, *University of Illinois*

In this symposium we examine the *Becoming a Nation of Readers* report sponsored by the National Academy of Education and published in 1985. Five teams of scholars report on their analysis of the various sections of this report with attention to past and continuing contributions to the field. The original team of authors of this report will serve as the discussants.

1. What is Reading?

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

2. Emerging Reading and the Practice Turn Research in Language, Literacy and Teaching

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

Ramon Martinez, *Stanford University*

Katie Danielson, *University of Washington*

3. Extended—and Extending—Literacy

Elizabeth Moje, *University of Michigan*

Tisha Lewis Ellison, *University of Georgia*

4. The Teacher and the Classroom

Nell K. Duke, *University of Michigan*

Gina N. Cervetti, *University of Michigan*

Crystal Wise, *University of Michigan*

5. Epilogue: Looking Back to Look Ahead

Donna Alvermann, *University of Georgia*

A.J. Jackson, *University of Georgia*

Latasha Price, *University of Georgia*

8:45 am - 10:15 am – PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 8

Alternative Perspectives in Literacy Education

1. **Examining the Analytical Writing Development of Diverse Adolescents in Alternative High School Preparatory Program**
Susan Fields, *Boston University*
2. **Exploring Literacy Learning Through Space in an Alternative Education Program**
Tierney B. Hinman, *The University of North Carolina, Greensboro*

2) Area 8

Bilingualism and Multilingualism in Classrooms

1. **Literacy and Numeracy in a Multilingual World: An Ethnographic Case Study of Three Multilingual Children Making Meaning**
Janelle Franco, *UCLA*
2. **“It’s so Funny How the Word Energía is in Spanish and Everything Else is in English”:
Enhancing Recursive Bi(literacy) Practices Across Content Areas**
Lucia Cardenas, *University of Texas, Austin*

3) Area 8

Bilinguals/Heritage Language Identities

1. **Journeys of Language and Identity Amongst Cuban-American Bilinguals**
Natasha Perez, *Michigan State University*
2. **Students’ Identities and Investment in a Korean Heritage Language Classroom: Implications for Heritage Language Maintenance**
Jung-In Kim, *University of Colorado, Denver*
Kobi K. Nelson, *University of Colorado, Denver*

4) Area 8

Biliteracy & Dual Language Classrooms

1. **From “Struggling” to “Successful”: The Use of Bilingual Graphic Novels in Dual-Immersion Programs**
Rhianna H. Casesa, *Sonoma State University*
2. **Same Program, Distinctive Development: Exploring the Biliteracy Trajectories of Emergent Bilinguals at Two Dual Language Schools**
Alexandra Babino, *University of North Texas*

5) Area 3

Building Disciplinary Literacy in Elementary School

1. **Science Literacy Integration in the K-6 Classroom: Teacher Perceptions and Resulting Decision Making**
LaShay Jennings, *East Tennessee State University*
Renee Moran, *East Tennessee State University*
2. **Supporting Technology-Enhanced Disciplinary Literacy Teaching in an Urban Elementary School**
Katia Ciampa, *Widener University*

6) Area 7

Critical Literacies & Critical Pedagogies

1. **Digging Into Critical Literacy Across Content Areas**
Aimee Ellis, *Loyola University, Chicago*
2. **Literacies and Learning Rejected and Amplified in Anti-Racist, Youth-Centered Spaces**
Abigail Rombalski, *University of Minnesota*

7) Area 6

Critical Literacies in High School ELA classrooms

1. **Fakes, Jocks, Thugs, and Nerds: Deconstructing Stereotypes in Tenth Grade English Language Arts**
Carol Jeanne Delaney, *Texas State University*
2. **Learning From Each Other: Justice Work with Ninth Grade Urban English I Students**
Joanne Larson, *University of Rochester*
James Fitta, *East Upper and Lower School*
Eugene Domiano, *East Upper and Lower School*
Christopher Bethmann, *East Upper and Lower School*

8) Area 3

Critical Literacy Pedagogies and Third Spaces

1. **Teaching and Learning Within the Tensions: Literacy Conferring as Third Space**
Laura A. Taylor, *The University of Texas, Austin*
2. **“Now That I’ve Turned on This Way of Thinking, I Can’t Turn It Off”: Developing Critical Literacy Pedagogy With Elementary School Teachers**
Brooke H. Langston-DeMott, *University of North Carolina, Greensboro*

WEDNESDAY

9) Area 10

Critical Pedagogy and Technology in Professional Development

1. LOL? Racial Comedy and Critical Media Literacy in College Classrooms

Ellie Fitts Fulmer, *Ithaca College*

Alesha Gayle, *University of Pennsylvania*

2. Supporting Digital Literacy Tools With an Inquiry Approach to Professional Development

Beau Michael Whitsett, *The University of Tennessee, Knoxville*

10) Area 3

Developing Embodied and Material Dimensions of Literacies

1. Don't Look in the Closet: Materialities in Early Literacy Reform

Daniel Ferguson, *Teachers College, Columbia University*

2. The Play's the Thing: Embodied Theater Practices as a Tool to Dialogue With Text

Michael Goldberg, *University of Iowa*

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom G - Level 2

Area 1

Digital Tools for Mediating Discussion and Reflection in Pre-Service Teacher Education

Chair:

Vicki McQuitty, *Towson University*

1. Using Video-Based Discussions to Increase the Quality of Pre-Service Teachers' Use of Core Literacy Practices

Deanna Birdyshaw, *University of Michigan*

Charles W. Peters, *University of Michigan*

Amy Bacevich, *Northern Kentucky University*

2. Video-Mediated Reflection on Literacy Field Experiences: A Framework for Teacher Educators

Andrea Gelfuso, *University of Central Florida*

3. Using Cross-Institutional Critical Peer Review to Scaffold Pre-Service Teachers' Development of Literacies Instruction Through Digital Design

Jennifer Barrett-Tatum, *College of Charleston*

Lori Caudle, *Western Carolina*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Broadway Ballroom H - Level 2

Area 13

Lessons From Around the Globe: International Literacies, Mobility, and Social Transformation

The International Innovative Community Group offers this PechaKucha session as an alternate method of presenting ideas using a framework of 20 slides of 20 seconds each. The individual session submissions address international literacies, the literacy practices of international students across contexts, and considerations for using literacies as a tool for social justice. Collectively, they demonstrate how literacy research can be used to uncover social and cultural forces that impact language and literacy education.

1. English as a Gateway? Korean Youth Perspectives on Linguistic Capital

Christopher K. Bacon, *Boston College*

2. Building on the Cultural Capital of Students in Literary Interpretation in a Super-Diverse Middle School Classroom

Angela Joy Fortune, *University of Illinois, Chicago*

3. Sanctioning Spaces for Translanguaging in the Secondary Classroom

Mary Amanda Stewart, *Texas Woman's University*

Holly Hansen-Thomas, *Texas Woman's University*

4. Singaporean Children's Ways With Books

Yvonne Pek, *University of Wisconsin, Madison*

5. Renewal in the Land of Eternal Spring: Literacy Teacher Educators in Guatemala

Barbara Laster, *Towson University*

Tammy Ryan, *Jacksonville University*

Jeanne Cobb, *Coastal Carolina University*

6. Critical Analysis of Popular World War II History Texts for Students in Japan

Gumiko Monobe, *Kent State*

Jiening Ruan, *University of Oklahoma*

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom J - Level 2

Area 2

Language, Culture and International Perspectives on Teacher Development

Chair:

Sarah Nelle Newcomer, *Washington State University*

1. Cultural Agents: International Teachers to Negotiating Tension to Build Culturally Responsive Literacy Practices

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

**2. “Motho ke motho ka batho ba bangwe”:
Redesigning a Summer Writing Institute
for Teachers in Support of Immigrant and
Refugee Youth**

Bryan Ripley Crandall, *Fairfield University*

**3. Examining NNES EFL Teachers’ Professional
Development Through Online Web Seminars**

Ji Hye Shin, *Georgia State University*
Aram Cho, *Georgia State University*
Peggy Albers, *Georgia State University*

**4. An In-Service Teacher’s Use of Code-Switching
Pedagogies: Cultivating Formal and Informal
Contexts for Writing Development in a Clinical
Setting**

Kirsten Dara Hill, *The University of Michigan,
Dearborn*

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom K - Level 2

Area 10

Multimodal Composition

Chair:

Carol Smith, *West Chester University of Pennsylvania*

Discussant:

Rohit Mehta, *Michigan State University*

**1. Developing Character Analysis and Figurative
Expression Through Multimodal Composition**

Bridget Dalton, *University of Colorado, Boulder*
Cecilia Valenzuela, *University of Colorado, Boulder*
Ashley Potvin, *University of Colorado, Boulder*

**2. Identifying Key Domains and Criteria of
Digital Multimodal Composition Assessment:
A Literature Review**

Sohee Park, *University of Delaware*

**3. The Transformative Power of Choice in
Multimodal, Digital Composition**

Jessica Zacher Pandya, *California State University,
Long Beach*
Laura Carlos, *California State University, Long Beach*
Yesenia Salguero, *California State University, Long
Beach*
Mariana Castellanos, *California State University,
Long Beach*

**4. “In the computer, you can go delete, delete,
delete:” Composing Multimodal Texts in
Elementary Classrooms**

Amy Seely Flint, *University of Louisville*
Sarah Turnbull, *Georgia State University*
Rebecca Barria, *Georgia State University*

8:45 am - 10:15 am - PAPER SESSION
Music Row 1 - Level 2

Area 6

**Adolescent Literacy Processes: Metacognition
and Affect**

Chair:

Monica S. Yoo, *University of Colorado, Colorado
Springs*

**1. Motivated or Unmotivated? How Middle
School Students’ Self-Efficacy for Writing
Shifts Through the Grades**

Tracey S. Hodges, *The University of Southern
Mississippi*
Katherine Landau Wright, *Texas A&M University*

**2. The Word Factory: Exploring Adolescent
Identity and Motivation on a Blog Affinity
Space**

Grace Pigozzi, *UIC*

**3. Youth-Led Spaces: Bridges Between In and
Out of School Literacies**

Veena Vasudevan, *University of Pennsylvania*

8:45 am - 10:15 am - PAPER SESSION
Music Row 2 - Level 2

Area 7

Adult, Community, and Workplace Literacies

Chair:

Leah Katherine Saal, *Loyola University, Maryland*

**1. Narrative Inquiry to Address Community
Literacy Needs**

Meghan Block, *Central Michigan Univeristy*
Betsy Vandeusen-Macleod, *Central Michigan
University*

Annie Spear, *Central Michigan University*

**2. Health Literacy and Type 2 Diabetes: A Case
Study in Complexity**

Megan Hughes, *Prairie State College*

**3. Utilizing Anatomy of the Story to Promote
Change: Mortuary Science Learners’ Stories**

Jose Luis Moreno, *San Antonio College*

WEDNESDAY

4. Adult and Community Educators' Experiences Building Linguistic Landscapes

Clarena Larrotta, *Texas State University*

8:45 am - 10:15 am - PAPER SESSION
Music Row 5 - Level 2

Area 5 Beginning Readers

Chair:

Robert H. Kelly, *The Ohio State University*

1. How Do Full Alphabetic Readers Learn to Read Irregular Words?

Bruce A. Murray, *Auburn University*

Mary Jane McIlwain, *Auburn University*

Chih-hsuan Wang, *Auburn University*

Geralyn G. Murray, *St. Michael's Catholic Church*

Stacie Finley, *Auburn University*

2. The Reciprocal Nature of Phonics and Sight Word Knowledge

Sharon Ruth Gill, *Murray State University*

3. Helping DLL Preschoolers Learn New Concepts and Vocabulary Through Guided Drawing

Christina Cassano, *Salem State University*

4. Effects of Print Referencing on Vocabulary Learning

Susan Joy Chambre, *Fordham University*

Linnea Ehri, *CUNY Graduate Center*

Molly Ness, *Fordham University*

8:45 am - 10:15 am - SYMPOSIUM
Cumberland 1 - Level 3

Area 6 Painting a Picture of Adolescent Readers: Implications and Challenges of Assessment

Chair:

Michael McKenna, *University of Virginia*

Discussant:

Gay Ivey, *University of Wisconsin, Madison*

In this symposium, research will be presented about assessment protocols for adolescent readers and implications for teachers. Challenges of identifying the various needs of struggling older readers will be examined as well as how research can investigate the use of assessment to address these needs. Initial findings demonstrate the need to better understand how assessment can be used to

make literacy instruction more equitable while addressing the need for better assessments to use with adolescents.

1. Development of a Quick, Valid Informal Reading Assessment for Students in Middle School Grades

Ali Mitnick Wilson, *Appalachian State University*

2. Reinforcing Recreational Reading to Improve Academic Literacy Skills? Investigating Implications of the Relationship Between Comprehension Proficiency and Attitudes Towards Texts

Sarah M. Lupo, *University of Virginia*

Michael McKenna, *University of Virginia*

Bong Gee Jang, *Syracuse University*

3. The Relationship Between Student Achievement and Motivation Profiles

Dixie D. Massey, *University of Washington*

8:45 am - 10:15 am - SYMPOSIUM
Cumberland 2 - Level 3

Area 1

Situating and Embodying Practice: Utilizing the Arts to Engage Pre-Service Literacy Teachers in Developing Professional Identities

Chair:

Katrina Bartow Jacobs, *University of Pittsburgh*

Discussant:

Matthew Hall, *The College of New Jersey*

This symposium explores the possibilities for using arts-based pedagogies as a way of rethinking central practices within literacy teacher education.

1. Narratives From the Field: Exploring How Pre-Service ELA Teachers Author and Discuss Stories of School-Based Professional Practice

Katrina Bartow Jacobs, *University of Pittsburgh*

2. Visual Teaching Philosophies: An Arts-Based Approach to the Teaching Philosophy Statement

Debora Broderick, *Chester County Intermediate Unit*

3. Metaphor and the Making of a Teacherly Identity: Engaging Symbolic Representation as a Pathway to Reframing Art, Ideologies of Childhood, and the Book

Jessica Whitelaw, *University of Pennsylvania*

8:45 am - 10:15 am - PAPER SESSION
Cumberland 3 - Level 3

Area 4 State Literacy Policies and Literacy Instruction

Chair:

Rachael Gabriel, *University of Connecticut*

- 1. State's Department of Education Response to Intervention Frameworks**
Rachelle S. Savitz, *University of Tennessee*
Richard Allington, *University of Tennessee, Knoxville*
- 2. Framing Dyslexia in State Education Policy**
Rachael Gabriel, *University of Connecticut*

8:45 am - 10:15 am - PAPER SESSION
Cumberland 4 - Level 3

Area 11 The Epistemological and Methodological Landscapes of LRA: An Examination of Journals and Leadership

Chair:

Michael McKenna, *University of Virginia*

- 1. The Changing Face of Leadership in a Professional Literacy Research Organization**
Laurie A. Henry, *University of Kentucky*
Lisa Zawilinski, *University of Hartford*
Denise Johnson, *The College of William & Mary*
- 2. Western Epistemology and Global Literacy Research: a Decade of Literacy Research in the United States**
Rob Tierney, *University of British Columbia*
Ran Xiang, *University of British Columbia*
Kan Wei, *Beijing Normal University*
- 3. Methodological Landscapes in Literacy Research, 1996 - 2015: JLR, RRQ, and the LRA Yearbook**
Victoria Gillis, *University of Wyoming*
Ann Van Wig, *University of Wyoming*
Karen Ventura-Kalen, *University of Wyoming*
Anna Mikhaylovna Shur, *University of Wyoming*
Tia Frahm, *University of Wyoming*
Amanda Sanders, *University of Wyoming*
Adeline Borti, *University of Wyoming*
Dilnoza Khasilova, *University of Wyoming*
Douglas Ray Reutzell, *University of Wyoming*
Kathleen Hinchman, *Syracuse University*
Courtney Ann McKim, *University of Wyoming*

8:45 am - 10:15 am - PAPER SESSION
Cumberland 5 - Level 3

Area 6 Supporting Adolescent Writers

Chair:

Anne Juele Peel, *The College of New Jersey*

- 1. The Impact of Audience on Language: Investigating an Argument Writing Project across Rural Secondary Classrooms**
Michael Thomas O'Connor, *Boston College*
- 2. Sentence Stems as Supports for Interpretive Reading and Writing**
Sarah Levine, *Stanford University*
- 3. Young Adolescent Writers' Language Resource Mobility**
Claire Lambert, *Salem College*

8:45 am - 10:15 am - PAPER SESSION
Cumberland 6 - Level 3

Area 5 Classroom Interactions in the Elementary Years

Chair:

Jane Bean-Folkes, *Marist College*

- 1. Literacy Learning During Transition: Examining Visible and Invisible Pedagogical Practices**
Lisa Kervin, *University of Wollongong*
Jan Turbill, *University of Wollongong*
Jessica Mantei, *University of Wollongong*
- 2. Teaching for Tomorrow: Literacy Instruction in a Time of Rising Expectations**
Erin Flynn, *Portland State University*
Rachel Erin Schachter, *The Ohio State University*
- 3. Reading, Writing, and Talk: Inclusive Teaching Practices for Diverse Learners**
Mariana Souto-Manning, *Teachers College, Columbia University*
Jessica Martell, *Central Park East II, New York City Public Schools*
- 4. Between Standards and Social Worlds: Exploring Intermediate Elementary Students' Writing and Storied Selves**
Cassie Brownell, *Michigan State University*

WEDNESDAY

8:45 am - 10:15 am - SYMPOSIUM
Mockingbird 1 - Level 3

Area 3

A Big Picture Look at Writing Workshop in Three Primary Elementary Settings: A Repertoire of Classroom Talk Practices Across Time, Grouping, and Purposes

Chair:

Maureen Boyd, *University of Buffalo*

Discussant:

Maren Aukerman, *Stanford University*

We take a big picture look at three discourse genres associated with Writing Workshop. First, we examine the range of classroom talk practice for mini-lessons in a second grade classroom. Second, we explore how one primary grade teacher staged her invitations to write. Finally, we consider the role that “purposeful talk” played within writing conferences in two primary grade classrooms. Together these three papers illuminate productive ways classroom talk can support student agentic voice.

1. How Can Whole Group Mini-Lesson Talk Serve a Dialogic, Socially Transformative Instructional Stance?

Maureen Boyd, *University of Buffalo*

Lori Potteiger, *University at Buffalo*

2. Talk That Moves Us: Staging and Responding to Invitations to Write in a Primary Grade Writing Workshop

Angela J. Stefanski, *Ball State University*

Shirley Thacker, *Indiana Writing Project*

3. The Transformative Power of Purposeful Talk: Writing Conference Genres and How They Position Children as Authoritative Agents or Passive Observers

Lisa K. Hawkins, *Ball State University*

8:45 am - 10:15 am - SYMPOSIUM
Mockingbird 2 - Level 3

Area 4

A State K-2 Literacy Initiative: Getting Better at Getting Better

Chair:

Anne McGill-Franzen, *University of Tennessee*

Discussants:

George G. Hruby, *University of Kentucky*

Deborah Rowe, *Vanderbilt University*

Anne McGill-Franzen, *University of Tennessee*

State level policy actors, including the commissioner, will share (1) strategically gathered comprehensive data on students’ literacy proficiencies and the nature of that data; (2) how they have used those data to make informed policy and programmatic decisions; and (3) how they have communicated those data and other findings from state-wide analyses of observational data of classroom instruction and focus group interviews with stakeholders in a way that motivates change in practice.

1. Strategic Plan

Candice McQueen, *Tennessee Department of Education*

2. Research Methodologies

Nate Schwartz, *Tennessee Department of Education*

3. Tactical Actions

Karen Hollett, *Tennessee Department of Education*

4. The Academic Perspective

Victoria Risko, *Vanderbilt University*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Mockingbird 3 - Level 3

Area 13

Academia 101: Navigating the Journey From Graduate Student to Professional

Presenters:

Katherine Brodeur, *Bowling Green State University*

Gail Lovette, *University of Virginia*

David E. Low, *California State University, Fresno*

Kathleen Ann Paciga, *Columbia College, Chicago*

Jennifer M. Smith, *Austin College*

Ebony Elizabeth Thomas, *University of Pennsylvania*

In this alternative session, the Doctoral Student Innovative Community Group (DSICG) has invited a panel of five early career scholars to share their experiences with the job search, interviewing for academic positions, and finding and working with mentors. Panelists from a variety of institutions will share insight about the daily demands of their jobs as well as advice for building on valuable experiences in graduate school.

8:45 am - 10:15 am - PAPER SESSION
Mockingbird 4 - Level 3

Area 1

Adaptive Challenges in Pre-Service Teacher Literacy Instruction

Chair:

Pamela Correll, *University of Kentucky*

1. Investigating Self-Efficacy of Pre-Service Middle School Teachers' Literacy Practices Through Book Clubs

Gerlinde G. Beckers, *Southeastern Louisiana University*

2. "We can't teach it unless we know it perfectly ourselves:" Exploring Pre-Service Teachers' Knowledge and Perceptions of Information Literacy

Jennifer J. Wimmer, *Brigham Young University*
Sophie Ladd, *University of Nevada, Las Vegas*
Rachel Wadham, *Brigham Young University*
Suzanne Julian, *Brigham Young University*

3. Engaging in Queer Pedagogy: Creating Opportunities for Teacher Educators and Pre-Service Teachers to (Re)imagine Classrooms

Jennifer J. Wimmer, *Brigham Young University*
Roni Jo Draper, *Brigham Young University*

8:45 am - 10:15 am - PAPER SESSION
Electric - Level 4

**Area 11
Critical, Post, and Participatory Literacy Research**

Chair:

Mark Vagle, *University of Minnesota*

1. Youth Participatory Art-Making as Multimodal Ethnography: The Case of Kate's Room

Amanda Smith, *Michigan State University*

2. Examining Rhizomatics and Literacy: A Critical Analysis

Kelly Johnston, *Teachers College, Columbia University*

3. Ill-fitting Glass Slippers, or Everyday Discomfort in Trying New Methods?: Why Reading & Critical Literacy Researchers Need Each Other

Tracey Psycher, *Metropolitan State University*
Anne Crampton, *University of Minnesota*
Anne Ittner, *University of Minnesota*
Maggie Struck, *University of Minnesota*

4. A Step Towards Social Transformation: Participatory Action-Research to Explore an Inclusive Writing Process

Julie Ruel, *Université du Québec en Outaouais*
André C. Moreau, *Université du Québec en Outaouais*
Bernadette Kassi, *Université du Québec en Outaouais*

8:45 am - 10:15 am - PAPER SESSION
Bass - Level 4

Area 9

"More Than the Sum of Our Parts": Author Representations of Gender, Agency, and Power

Chair:

Rachel Skrlac Lo, *University of Pennsylvania*

Discussant:

Gina DeBlase, *Wayne State University*

1. Black Girl Power: Examining Identity and Agency in Williams-Garcia's One Crazy Summer Novels

Christy Howard, *East Carolina University*
Caitlin Law Ryan, *East Carolina University*

2. Ideologies About Gender and Literacy in Guys Read

Chris Parsons, *University of Michigan*

3. More Than the Sum of Our Parts: Examining Representations of Women and Girls in Graphic Novels

Laura Maria Jimenez, *Boston University*

8:45 am - 10:15 am - PAPER SESSION
Acoustic - Level 4

Area 8

Critical Lenses: Literacies & Language Awareness

Chair:

Christine Montecillo Leider, *Boston University*

Discussant:

Marjorie Orellana, *UCLA*

1. Implementation of Critical Global Literacy With ELLs

Ozge Yol, *SUNY, Binghamton*
Bogum Yoon, *Binghamton University*

2. Reading the World Through Images: Latina/o Emergent Bilinguals Exploring Inequities and Transnational Migration Through Photography

Maria Paula Ghiso, *Teachers College, Columbia University*
Patricia Martínez-Álvarez, *Teachers College, Columbia University*

WEDNESDAY

3. Building Knowledge About and With Young People: Exploring Plurilingual Competencies Through a Semiotic Analysis of Student Mapping in Two Australian Classrooms

Katina Zammit, *Western Sydney University*
Jacqueline D'warte, *Western Sydney University*

4. Examining the Co-Construction and Implementation of a Critical Literacy Unit for English Language Learners

Marriam Ewaida, *George Mason University*
Kristien Zenkov, *George Mason University*
Katie Gaffney, *Manassas City Public Schools*
Frances Garcia, *Manassas City Public Schools*

10:30 am - 12:00 pm - SYMPOSIUM
Broadway Ballroom A - Level 2

Area 7 Youth Mobility, Boundary and Border Crossing in Language and Literacy Research

Chair:

Elizabeth Montano, *St. Marys College of California*

Discussant:

Maisha T. Winn, *University of Wisconsin, Madison*

Authors of this symposium take up the conference theme by examining the dexterity of youths' language and literacy practices in varied secondary schooling contexts in urban Arizona, California, and New York schools and classrooms. Drawing on diverse theoretical and methodological perspectives, the following papers centralize youth of color as agential in their development of powerful language and literacy practices that can transform what counts as language and literacy in reductive schooling contexts.

1. Moving Beyond Essentialist, Purist, and Prescriptivist Understandings of Chican@ and Latin@ Students' Linguistic Repertoires

Ramon Martinez, *Stanford University*
Danny Martinez, *University of California, Davis*

2. Engaging Multiple Literacies and Identities in the Context of Youth Participatory Action Research

Jamila J. Lyiscott, *Teachers College, Columbia University*
Limarys Caraballo, *Queens College of the City University of New York*

3. Exploring Latin@ Immigrant Youth's Racial and Civic Literacies Through Photovoice Projects

Cati de los Rios, *Teachers College, Columbia University*

4. Critical Listening and Storying: Fostering Respect for Difference and Action Within and Beyond a Native American Literature Classroom

Timothy San Pedro, *The Ohio State University*

10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom B - Level 2

Area 9

Reader Response and Play in a Digital Age: Research in Early Childhood and Elementary Education

Chair:

Eliza Allen, *University of South Carolina*

Discussant:

Dawnene D. Hassett, *University of Wisconsin, Madison*

1. First-Graders' Re-Descriptions of Ezra Jack Keats' Narratives: Transforming Story Worlds Into Social Worlds Through Oral and Written Responses Within Read-Aloud Discussions and Pen Pal Letters

Susan King Fullerton, *Clemson University*
Koti Hubbard, *Clemson University*
Erin Leslie McClure, *Clemson University*

2. Analysis of a Home Literacy Event Vis-À-Vis Structural Analysis of the Informational Book Used

Yvonne Pek, *University of Wisconsin, Madison*

3. Transforming Response: Use of Multiple Intersecting Digital Technologies to Expand Literature Access and Response Opportunities for All Students

Karla Möller, *University of Illinois, Urbana-Champaign*
Lisa Ferguson, *Martin Luther King, Jr. Elementary School, USD #116*

4. Responsive Play: Exploring Play as Reader Response in a First-Grade Classroom

Tori K. Flint, *University of Louisiana, Lafayette*

**10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Broadway Ballroom C - Level 2**

Area 7

Black Girl Literacies: Why They Matter

Chair:

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

Presenters:

Marcelle Haddix, *Syracuse University*
Gholneskar Muhammad, *Georgia State University*
Yolanda Sealy-Ruiz, *Teachers College, Columbia University*
Sherell McArthur, *Boston University*
LaToya Sawyer, *Syracuse University*
Delicia T. Greene, *University of Albany*

This Ethnicity, Race, and Multilingualism Committee-sponsored alternative session brings together five researchers who work with practicing teachers, pre-service educators, and Black girls to share findings from their work informed by a Black girls' literacy framework. Their research traverses the multiple literacies of writing, digital media, advocacy, and community engagement. This session will include a panel presentation, followed by roundtable conversations, and conclude with a discussion about curricular implications, with a specific focus on advocacy.

**10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom D - Level 2**

Area 3

Standards, 21st Century Literacies, and Global Citizenship

Chair:

Lisa K. Hawkins, *Ball State University*

1. Tracing '21st Century Literacies' in College and Career-Ready State Standards: A Multi-State Scalar Analysis

Amy Stornaiuolo, *University of Pennsylvania*
T. Philip Nichols, *University of Pennsylvania*
Emily Plummer, *University of Pennsylvania*

2. Post-Colonial, School-Wide Literacy Reform Efforts: The Case of the Roadrunner Readers

Misty Sailors, *University of Texas, San Antonio*
Dennis Davis, *University of Texas, San Antonio*
Teresa Sellers, *University of Texas, San Antonio*
Alicia Villarreal, *University of Texas, San Antonio*
Marcy Wilburn, *University of Texas, San Antonio*

3. Designing Global Futures: A Mixed Methods Study to Operationalize and Validate Teaching for Global Readiness

Shea N. Kerkhoff, *North Carolina State University*

4. The Effects of Drama-Based Pedagogies on Literacy-Related K-16 Student Outcomes: A Meta-Analysis of the Research

Bridget Lee, *The Ohio State University*
Megan Brown, *The Ohio State University*
Patricia Enciso, *The Ohio State University*

**10:30 am - 12:00 pm - PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2**

1) Area 6

Approaches to High School Literacies Instruction

1. Empowering Students Through Inquiry: Using a Guided Inquiry Approach in High School Research

Sarah M. Fleming, *Syracuse University*

2. Investigating the Relationship of Text Selection and Instructional Method to Adolescent Readers' Comprehension Proficiency During Intervention

Sarah M. Lupo, *University of Virginia*

2) Area 1

Culturally Responsive and Social Justice Focused Approaches to Literacy Methods Courses

Chair:

Deborah Ann Horan, *Metropolitan State University of Denver*

Discussant:

Kirsten Dara Hill, *The University of Michigan, Dearborn*

1. "I had never given a thought to developing a multicultural library:" Transformations into Culturally Responsive Literacy Practices

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

Kim G. Thomas, *Polk State College, Winter Haven*
AnnMarie Gunn, *University of South Florida, St. Petersburg*

2. Re-Imagining Pre-Service Teacher Education: Co-Designing Social Justice Practices in a Studio-Based Workshop for Secondary English Education Pre-Service Teachers

Mary Kelly, *University of Colorado, Boulder*
Melia Repko-Erwin, *University of Colorado, Boulder*

WEDNESDAY

3) Area 10

Digital Writing in Early Childhood

- 1. Listening to Young Children's Voices: Possibilities of Early Critical Media Literacy Practices in Bilingual Classrooms**
So Jung Kim, *University of Texas, El Paso*
- 2. From Barriers to Bridges: Mobilizing Early Writing Students Through Successful Digital Writing Experiences**
Jessica Mitchell, *University of North Alabama*
Rachel Thompson, *University of Memphis*
Rebecca Anderson, *University of Memphis*

4) Area 5

Early Reading Demands and Intervention

Discussant:

Sharon Walpole, *University of Delaware*

- 1. Vocabulary Demands in Recommended Books**
Sharon Kletzien, *West Chester University of Pennsylvania*
Mariam Jean Dreher, *University of Maryland*
- 2. Rethinking Miscue Analysis From the Perspectives of Beginning Readers**
Sharon Pratt, *Indiana University Northwest*
Anita Martin, *Indiana University Northwest*

5) Area 3

Engaging Students Through Disciplinary Literacies

- 1. Examining the Role of Text, Literacy, Language, and Identity in Productive Disciplinary Engagement**
Susanna C. Eng, *George Mason University*

6) Area 8

ESL Language and Practice

- 1. Language and Literacy Practices at a Public Library: Drawing on Multilingual and Multicultural Resources**
Jenny Zhang, *University of California, Berkeley*
Gabriela Borge Janetti, *University of California, Berkeley*
- 2. Mobilizing Theory Into Practice: A Call for a Sociocultural Approach to "English for Academic Purposes" Curricula**
Elizabeth Rose Baertlein, *University of Iowa*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Broadway Ballroom G - Level 2

Area 7

Alt Pubs & Alt Metrics: Exploring the Potential, Examining the Challenges

Discussant:

Richard Beach, *University of Minnesota*

During this session, media producers and hosts will share successful efforts to harness the potential of digital media to disseminate literacy research. Using Alt Metrics, university faculty will discuss efforts to revise university promotion and tenure policies that value alt publications. The discussant will provide fodder for conversations to ensue among panel and audience members regarding initiatives to harness digital media and open source publications and efforts to update university policies to incorporate Alt Metrics.

- 1. Networked and Critical Spaces of Professional Development**
Peggy Albers, *Georgia State University*
- 2. One Million Requests, No Impact: Alt Pubs in a Citation Index World**
Elizabeth Baker, *University of Missouri*
- 3. Documenting Scholarly Productivity in Digital Spaces**
David Reinking, *Clemson University*
Mikel Cole, *Clemson University*
Andrew Wesolek, *Clemson University*

10:30 am - 12:00 pm - SYMPOSIUM
Broadway Ballroom H - Level 2

Area 3

Approaches to Dual Language Instruction Implemented at the Classroom, Program, and National Level

Chair:

David Dickinson, *Vanderbilt University*

Discussant:

Jeannette Mancilla-Martinez, *Vanderbilt University*

This session presents three models for teaching dual language learners. The first paper describes a classroom-based approach in a second grade that incorporates home experiences into school using e-books. The second paper describes a programmatic intervention in a preschool in which English and Spanish are used during distinct times of the day. The final paper describes how one school in

Abu Dhabi is implementing a national policy that calls for dual language English-Arabic instruction.

- 1. Mobilizing Second Graders' Heritage Language Resources to Support Literacy Learning in English-Dominant Classrooms**
Mary Ellen Miller, *Vanderbilt University*
- 2. Preschool Teachers' Typical Vocabulary Instruction and DLLs' Language Outcomes**
Sharolyn Pollard-Durodola, *University of Nevada, Las Vegas*
Jorge E. Gonzalez, *University of Houston*
Laura Saenz, *University of Texas, Rio Grande Valley*
Laura Soares, *University of Mississippi*
Nora Resendez, *University of Texas, Rio Grande Valley*
Heather Davis, *Texas A & M University*
Leina Zhu, *University of Houston*
- 3. English-Arabic Dual Language Instruction in an Abu Dhabi Preschool**
David Dickinson, *Vanderbilt University*
Molly Fuller Collins, *Vanderbilt University*
Pion Georgene, *Vanderbilt University*

10:30 am - 12:00 pm - PAPER SESSION Broadway Ballroom J - Level 2

Area 4 Assessing Linguistic Components of Literacy in the Elementary Grades

Chair:

Juliet Halladay, *University of Vermont*

- 1. What Else Are They Assessing: A Close and Critical Look at Phonological Awareness Assessments**
Christina Cassano, *Salem State University*
Lilly Steiner, *Monmouth University*
- 2. Validating an Online Assessment of Developmental Spelling Knowledge**
Kristin Gehsmann, *Saint Michael's College*
Alexandra Spichtig, *Taylor Associates, Inc.*
Elias Tousley, *Taylor Associates, Inc.*
Jeffrey Pascoe, *Taylor Associates, Inc.*
John Ferrara, *Taylor Associates, Inc.*
- 3. 'It's a sad picture now, and then it has all grey because he's sad': Assessing Visual Knowledge and Metalanguage of Elementary Students**
Jon Callow, *The University of Sydney*

10:30 am - 12:00 pm - SYMPOSIUM Broadway Ballroom K - Level 2

Area 8

Beyond Word Meanings: A Deeper Look at CCSS Vocabulary Instruction to Examine Fourth Grade ELs' Teaching and Learning Opportunities

Chair:

Freddy Hiebert, *Text Project*

Discussant:

Freddy Hiebert, *Text Project*

This symposium presentation highlights three papers from content analyses of a widely used Common Core reading series' teacher's guide to explore the extent to which ELs' current vocabulary instruction is supported to learn words deeply across three sampled units. Specifically we examine how vocabulary instruction and learning are clustered across individual instructional blocks, during differentiated whole class instruction for varying English proficiency levels, and at different phases of reading instruction (pre-, during, and post-reading).

- 1. Examining the Distribution and Features of Vocabulary Within and Across Instructional Blocks in a CCSS Reading Program**
Alain Bengochea, *The Ohio State University*
- 2. Examining Differentiation of Vocabulary Instruction for ELs' Opportunity to Learn in a CCSS Reading Program**
Mary A. Avalos, *University of Miami*
Irina Malova, *University of Miami*
- 3. Examining Pre-, During, and Post-reading for Depth of Vocabulary Instruction in a CCSS Reading Program**
Susan Massey, *St. Thomas University*

10:30 am - 12:00 pm - PAPER SESSION Music Row 1 - Level 2

Area 9

From Competence to Transformation: Classroom Reading Materials for Early Childhood Education

Chair:

Denise Davila, *University of Nevada, Las Vegas*

Discussant:

Alyssa Michelle Boardman, *University of Wisconsin, La Crosse*

WEDNESDAY

1. Transforming Classroom Libraries: The Diversity of Children's Literature in Early Childhood Settings

Thomas Crisp, *Georgia State University*
Suzanne Knezek, *University of Michigan, Flint*
Margaret Quinn, *Georgia State University*
Francheska Starks, *Georgia State University*
Kristy Girardeau, *Georgia State University*

2. Building Emotional Competence: Using Book Readings to Develop Emotional Competence in the Head Start Classroom

Megan Elise Goetsch, *Michigan State University*
Hope K. Gerde, *Michigan State University*

3. The Reading Wonders Reality: Stories of Success for Unsuccessful Readers

Elizabeth L. Jaeger, *University of Arizona*

4. The "Lived-In" Moment: The Potential of Nonfiction Literature in a Third-Grade Class

Stacey Korson, *Eastern Kentucky University*

10:30 am - 12:00 pm - SYMPOSIUM
Music Row 2 - Level 2

Area 3

Articulating the Body in Literacy Research

Chair:

Marianne McTavish, *University of British Columbia*

Discussant:

Marjorie Siegel, *Teachers College, Columbia University*

This panel focuses on the challenges in articulating the body in literacy research with a focus on classroom ethnographies, multimodal analysis, and post-structural accounts of children's playful interactions. Juxtaposing diverse methodological approaches, it challenges established accounts of 'subjects' and 'objects' and raises questions about how literacy researchers interface with the empirical materials they collect. In doing so, the panel asserts that 'learning to talk about the body,' as Latour (2014) argues, demands multiple perspectives.

1. A Critical Reflection on the Politics of Investigating Embodiment of/With Youth in K-12 Classrooms

Elisabeth Johnson, *St. Edward's University*
Stavroula Kontovourki, *University of Cyprus*

2. Negotiating 'Voices' Through Embodied Semiosis: The Co-Construction of a Science Text

Roberta Taylor, *Sheffield Hallam University*

3. Magic Spells, Being Invisible and Flying: Young Children's Expression of the Human and the Superhuman Through Spatial and Material Explorations in Small World Play

Karen Daniels, *Sheffield Hallam University*

4. Backs, Shoes, Cables, and Screens

Cathy Burnett, *Sheffield Hallam University*
Guy Merchant, *Sheffield Hallam University*

10:30 am - 12:00 pm - PAPER SESSION
Music Row 5 - Level 2

Area 2

Literacy Within and Across Disciplines

Chair:

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

1. Building Disciplinary Literacy Through Close Readings: An Analysis of History, Science, and Math Teachers' Close Reading Strategies

Casey Medlock Paul, *North Carolina State University*

2. Teachers as Learners: The Transformative Power of Professional Development on Teachers' Beliefs About Vocabulary Instruction

Joanna Newton, *George Mason University*

3. Developing Pedagogical Content Knowledge in Content-Area Literacy

Kristy A. Brugar, *University of Oklahoma*
Kathryn Leigh Roberts, *Wayne State University*

10:30 am - 12:00 pm - PAPER SESSION
Cumberland 1 - Level 3

Area 2

Conceptual Perspectives on Disciplinary Literacy

Chair:

Courtney Kelly, *Manhattanville College*

1. Improving Disciplinary Literacy Teaching: A Formative Experiment Exploring Professional Learning

Phillip Wilder, *Clemson University*
Susan Hughes, *Clemson University*
Emily Howell, *Clemson University*
Lorraine Jacques, *Clemson University*

2. Is this literacy?: Defining and Redefining Literacy in a Disciplinary Literacy Professional Development Initiative

Christina Dobbs, *Boston University*
 Jacy Ippolito, *Salem State University*
 Megin Charner-Laird, *Salem State University*

3. “It’s About Deconstructing Everything We Are Doing”: Teachers Transforming Understandings of Disciplinary Literacy Pedagogy

Angela Joy Fortune, *University of Illinois, Chicago*
 MariAnne George, *University of Illinois, Chicago*
 Taffy E. Raphael, *University of Illinois, Chicago*

**10:30 am - 12:00 pm - ALTERNATIVE FORMAT
 Cumberland 2 - Level 3**

Area 11

Constructing an Ethnographic Logic of Inquiry to Determine the Literate Practices of STEM-Related Thinking, Being and Mind-Set

Presenter:

Noreen Balos, *University of California, Santa Barbara*

Making visible the chains of reasoning developed in an ethnographic study allows for deeper understanding of the social construction of knowledge, situationally defined knowledge, and literate practices of members. In this alternative session, participants will have an opportunity to explore a series of proposed principles of operation for developing an ethnographic logic of inquiry to guide the design, fieldwork, and post-fieldwork analyses of a particular sociocultural, discursive phenomenon.

1. Making Engineering Thinking Visible Through an Ethnographic Frame

Diana Arya, *University of California, Santa Barbara*
 Mariateresa Napoli, *University of California, Santa Barbara*

**10:30 am - 12:00 pm - SYMPOSIUM
 Cumberland 3 - Level 3**

Area 6

Critical Frameworks in Adolescent Literacy Motivation and Engagement: How We Got Here and Where We’re Going

Chair:

Judson Laughter, *University of Tennessee, Knoxville*

Discussant:

Richard Allington, *University of Tennessee, Knoxville*

We explore, clarify, and complicate the terms “motivation” and “engagement” in literacy research journals. We seek to understand how these constructs have changed over the past century so that we might be best prepared to mobilize our research in the future. We organize this symposium around five presentations based on a multi-person, multi-site review of adolescent literacy research aimed at specific audiences.

1. Introduction and Objectives

George G. Hruby, *University of Kentucky*

2. Methods

Les Burns, *University of Kentucky*
 George G. Hruby, *University of Kentucky*

3. Findings and Implications for Policy

Les Burns, *University of Kentucky*

4. Implications for Adolescent Engagement and Motivation

Stergios Botzakis, *University of Tennessee, Knoxville*
 Susan Groenke, *University of Tennessee, Knoxville*

5. Findings and Implications for Social Transformation

Judson Laughter, *University of Tennessee, Knoxville*

**10:30 am - 12:00 pm - PAPER SESSION
 Cumberland 4 - Level 3**

B

Area 8

Assessment & Linguistic Diversity

Chair:

Audrey Lucero, *University of Oregon*

Discussant:

Mileidis Gort, *The Ohio State University*

1. Expanding Assessment Repertoires: Co-Constructing Biliteracy With Immigrant Parents and Emergent Bilingual Students

Silvia Nogueron-Liu, *University of Colorado, Boulder*
 Chelsey M. Bahlmann Bollinger, *The University of Georgia*

Courtney Shimek, *The University of Georgia*

2. Exploring the Role of Non-Native Speaker Status and Value Orientation in ELLs’ Reflections During Retrospective Miscue Analysis (RMA)

Melissa Latham Keh, *Bridgewater State University*
 Amy Gooden, *Lesley University*

WEDNESDAY

3. Flexible Assessments: Transforming Our Understandings of How African American and Latina/o Emergent Bilinguals Approach Literacy

Eurydice Bauer, *University of Illinois*
Soria Elizabeth Colomer, *Oregon State University*

4. Narrative Assessment With 1st Grade Spanish-English Emergent Bilinguals: Spontaneous Versus Retell Conditions

Audrey Lucero, *University of Oregon*
Yuuko Uchikoshi, *University of California, Davis*

10:30 am - 12:00 pm - PAPER SESSION
Cumberland 5 - Level 3

Area 4

Assessing the Literacy of English Language Students

Chair:

Carolyn A. Colvin, *The University of Iowa*

1. Assessment Accommodations for English Language Learners: Confluence of State Mandates and Pedagogical Practice

Natalia Ward, *University of Tennessee*

2. Development and Validation of a Reading Motivation Survey for English Learners

Maria Selena Protacio, *Western Michigan University*
Bong Gee Jang, *Syracuse University*

3. Assessing Spanish-Speaking Students' Literacy: Evidence From Two Diverse Populations

Karen Ford, *University of Virginia*
Marcia Invernizzi, *University of Virginia*
Pelusa Orellana, *Universidad de los Andes*

10:30 am - 12:00 pm - SYMPOSIUM
Cumberland 6 - Level 3

Area 9

Children's Literature as Advocacy: Linking Communities With Universities

Chair:

Julia Lopez-Robertson, *University of South Carolina*

Discussant:

Lucy Spence, *University of South Carolina*

Findings from research on the use of children's literature as a mobilizing agent for transforming the views some hold of school, home, and community literacy practices will be presented. Presenters will share findings from studies

conducted with pre- and in-service teachers and with Latina mothers and their children that examined the use of children's literature in various contexts (e.g. university courses, public libraries) and for various purposes (e.g. children's literature as a mentor text).

1. Children's Literature as Advocacy: Linking Communities With Universities

Julia Lopez-Robertson, *University of South Carolina*
Lucy Spence, *University of South Carolina*
Yang Wang, *University of South Carolina*
Eliza Allen, *University of South Carolina*

2. Honoring Students Funds of Knowledge: Pre-Service Teachers Composing Children's Literature

Eliza Allen, *University of South Carolina*

3. A Bridge to Cultural Authenticity: In-Service Teachers Read Global Children's Literature

Yang Wang, *University of South Carolina*

4. Choosing Children's Literature as a Cultural Advocacy Project

Lucy Spence, *University of South Carolina*

5. Learning From and About the Everyday Literacies of Latina Mothers and Their Young Children Through Latino Children's Literature

Julia Lopez-Robertson, *University of South Carolina*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Mockingbird 1 - Level 3

Area 10

Digital Literacies for Disciplinary Learning

This alternative symposium features researchers engaging with each other, and engaging the audience, in a shared conversation about conceptualizing digital literacies for disciplinary learning in ways that extend the current conversations that tend to separate these intrinsically linked areas.

1. Making Stories: How Adult and Youth Makers Represent Their Work Online

Eli Tucker-Raymond, *TERC*
Brian Gravel, *Tufts University*
Aditi Wagh, *Tufts University*
Kaitlin Kohberger, *Tufts University*

2. Critical Media Literacies and Historical Interpretation

Michael Manderino, *Northern Illinois University*

3. Integrating Science, Technology, Engineering and Math: A Carbon & Climate Change Investigation

Jill Castek, *University of Arizona*
Bernadette Dwyer, *St. Patrick's College*

4. Mentoring Teachers and Students in Disciplinary Learning Pathways Through Digital Media

Nathan Phillips, *University of Illinois, Chicago*
Rebecca Woodard, *University of Illinois, Chicago*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Mockingbird 2 - Level 3

Area 2

Enacting Critical Literacy Across the Educational Spectrum: Journeys From Theory to Action

This interactive presentation traces the experiences of four teachers, representing different points along the educational spectrum (from elementary school to college), who make bold attempts to incorporate critical literacy into everyday classroom practice. By leveraging a range of modalities from video to reader's theater to textual illustrations, the teachers will individually, and collectively, articulate concrete strategies for incorporating critical literacy practices into P-20 classrooms.

1. Interrogating Columbus: Fostering Authentic Inquiry in the Elementary Classroom

Elizabeth Herrera, *Albuquerque Public Schools*

2. Unpacking Stereotypes: Developing Critical Perspectives With Middle School Students

Kahlil Simpson, *Albuquerque Public Schools*

3. Investigating Identities: Reconstructing Notions of the "Other" in YA Lit

Annamarie Sheahan, *University of New Mexico*

4. Deconstructing College Composition: Mobilizing Critical Literacies to Question, Problematize and Create Texts

Breanne Potter, *University of New Mexico*

10:30 am - 12:00 pm - PAPER SESSION
Mockingbird 3 - Level 3

Area 7

Entanglements of Matter and Meaning in Literacy Research

Chair:

Michelle Honeyford, *University of Manitoba*

1. (Re)Imagining and (Re)Defining Social: Intra-Activity of Humans and Non-Humans in Writers' Studio

Candace Kuby, *University of Missouri*
Shonna Crawford, *Evangel University*

2. Visualizing Families: Children Relocalizing and Remaking Family Photographs

Diane R. Collier, *Brock University*
Jennifer Rowsell, *Brock University*

3. The Social Transformation of Writing Artifacts: From Narratives of Grief to Narratives of Resiliency

Kathleen Olmstead, *SUNY, Brockport*
Bobbie Kabuto, *Queens College*

10:30 am - 12:00 pm - SYMPOSIUM
Mockingbird 4 - Level 3

Area 8

Exploring New Paths to Academic and Digital Literacy for English Learners

Chair:

William Ian O'Byrne, *College of Charleston*

Discussants:

Kouider Mokhtari, *University of Texas, Tyler*
Robert Jimenez, *Vanderbilt University*

This symposium explores the challenges and opportunities that exist as we embed digital literacy practices into classrooms to support English learners (ELs). The researchers bring together multiple perspectives and participants to conceptualize the use of digital literacies in EL instruction. The presenters focus on opportunities to demonstrate the link between technology use and what research suggests leads to educational equity and academic success for culturally and linguistically diverse students.

1. Exploring New Paths to Academic Literacy for English Language Learners

Mayra Daniel, *Northern Illinois University*
Dong-shin Shin, *Northern Illinois University*

2. Microblogging: Using Digital Literacies to Engage Middle School English Learners

Carolyn Stufft, *Berry College*
Susan Casey, *Stephen F. Austin State University*

3. Multiliteracy in English as a Second Language (ESL) Language Arts (LA) Middle School Classrooms

Elena Andrei, *Coastal Carolina University*

WEDNESDAY

4. Problems and Possibilities: Emergent Bilinguals and Multimodalities

Kathy M. Bussert-Webb, *University of Texas, Rio Grande Valley*

5. Toward Integrative CALL: A Progressive Outlook on the History, Trends, and Issues in CALL

Kasumi Yamazaki, *University of Toledo*

6. Literacy in Our Lives, Past, Present and Future: Exploring Digital Stories by UAE Pre-Service Teachers

Patience Adjekai Sowa, *Educational Consultant*

10:30 am - 12:00 pm - PAPER SESSION
Electric - Level 4

Area 3

Adolescent and High School Literacy Practices

Chair:

Gilberto P. Lara, *Oregon State University*

1. Barriers to Implementing an Engagement Model of Reading Intervention in High School

Susan Cantrell, *University of Kentucky*

Margaret Rintamaa, *University of Kentucky*

2. "Even Tho' We Be Hoodlums We Still Gotta Finish High School": Interrogating Culturally Responsive Instructive Through Affective Economies at Last Chance High

Mary Beth Hines, *Indiana University*

Michael L. Kersulov, *Indiana University*

3. For Argument's Sake: Building a Pathway to College for Urban Adolescents

Jon-Philip Imbrenda, *Salisbury University*

4. The Social Construction of a 'Textual Community' in a High School English Language Arts Classroom: Analyzing How Collective Memory Supports Literary Interpretation Across Time

Brent Goff, *Ohio State University*

10:30 am - 12:00 pm - SYMPOSIUM
Bass - Level 4

Area 7

A Critical Examination of Dyslexia Legislation, Policy, and Practice in Three States

Chair:

Jo Worthy, *University of Texas, Austin*

Discussant:

Peter Johnston, *University at Albany*

Dyslexia legislation, policy, practice, and media attention greatly outpace research. After over a century of research in a range of fields, there is limited consensus about the topic. Many literacy education researchers avoid the term dyslexia because it provides limited guidance for instruction. Articles about dyslexia in major literacy journals are practically nonexistent. Meanwhile, dyslexia conversations and legislation are taking place across the nation without the input of literacy education researchers.

1. Legislation and Policy

Samuel DeJulio, *University of Texas, Austin*

Villarreal A. Doris, *University of Texas, Austin*

Angela J. Stefanski, *Ball State University*

Amy Leitze, *Ball State University*

Cooper Jennifer, *Ball State University*

Wanda Hedrick, *University of North Florida*

2. Teachers' Understandings, Perspectives, and Experiences

Jo Worthy, *University of Texas, Austin*

Natalie Svrcek, *University of Texas, Austin*

3. Students' Perspectives: Dyslexia Influence on Student Learning and Identity

Katharine Chamberlain

10:30 am - 12:00 pm - PAPER SESSION
Acoustic - Level 4

Area 3

Considering the Materiality of Literacy Across Space and Place

Chair:

Ingrid Enniss

1. The Discursive Construction of "Safe Spaces" in Schools and the Possibilities for a Queer Alternative

Caroline Clark, *The Ohio State University*

2. Towards a Socio-Material Understanding of Resources in Early Childhood Classroom Writing

Lisa Kervin, *University of Wollongong*

Barbara Comber, *Queensland University*

Annette Woods, *Queensland University of Technology*

3. Improvisation, Literacy, and Emergence

Samuel Jaye Tanner, *The Pennsylvania State University, Altoona*

Kevin Michael Leander, *Vanderbilt University*

4. Museums as Sites for Literacy Research Consciousness: A Trans-National Comparison of Two Experiences

Raul A. Mora, *Universidad Pontificia Bolivariana*
William Kist, *Kent State University*
Gloria Gutierrez, *Universidad Pontificia Bolivariana*
Monica Maria Lopez-Ladino, *Universidad Pontificia Bolivariana*
Ana Karina Rodriguez, *Universidad Pontificia Bolivariana*
Jennifer L. Toney, *Kent State University*
Beth Walsh-Moorman, *Kent State University*
Lisa Hart, *Kent State University*

STUDY GROUPS
12:00 pm - 1:00 pm
See Pages 12 - 15

3. A Girl Named George: Finally Representing the “T” in LGBT in Chapter Books for Elementary School Readers

Jon Michael Wargo, *Michigan State University*
Jill Hermann-Wilmarth, *Western Michigan University*
Caitlin Law Ryan, *East Carolina University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Broadway Ballroom C - Level 2

Area 6 Can Practice-Based Adolescent Literacies Research Mobilize Social Transformation?

Chair:

Kathleen Hinchman, *Syracuse University*

Discussant:

Deborah Appleman, *Carleton College*

This alternative format session includes roundtables with a wide array of practice-based adolescent literacies researchers who will share literature reviews, research, and conceptual arguments to ground discussion about the value of such research for transformative adolescent literacies pedagogies, affordances and challenges to widespread school implementation of such transformative practices, and implications for our ongoing efforts.

1. Youth, Popular Culture, and the Media: Examining Race, Class, Gender, Sexuality, and Social Histories

Marcelle Haddix, *Syracuse University*
Antero Garcia, *Colorado State University*
Detra Price-Dennis, *Teachers College, Columbia University*

2. Adolescent Literacies Beyond Heterosexual Hegemony

Mollie Blackburn, *The Ohio State University*
Ryan Schey, *The Ohio State University*

3. What Research Says (and Doesn't Say) About Literacy for Youth With Disabilities

Kelly Chandler-Olcott, *Syracuse University*
Michelle Duffy, *Virginia Commonwealth University*
Joanna Robertson, *New Hartford*

4. The Development of Literacy Practices Across a Decade: Families, Friends, and Schools

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



1:15 pm - 2:45 pm - INVITED SESSION – AREA 2
Broadway Ballroom A - Level 2

Literacy Research and Service Initiatives Impacting Urban Schools and Communities

Presenter:

Dr. J. Helen Perkins, *The University of Memphis*

Effective teaching requires teachers who are experts in their literacy knowledge and pedagogy. This session will examine teacher academies and a non-profit that have improved teacher capacity and enhanced the literacy of the students they teach.

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom B - Level 2

Area 9 Becoming Their Own Heroes: New Directions in LGBTQ Children's and Young Adult Literature

Chair:

Selena E. Van Horn, *University of Missouri*

Discussant:

Amanda Haertling Thein, *University of Iowa*

1. Becoming Their Own Hero: The Storied Worlds of LGBTQ YouTubers

Treavor Bogard, *University of Dayton*

2. “Feeling Brown” in Gay YA: Reading Machismo, Mariposas, and the Drag of Identity in Award-Winning Queer Latino Literature

WEDNESDAY

5. **Constructing Literacies in Secondary English Language Arts Curriculum: Discourses, Histories, Ethics**
Mary Juzwik, *Michigan State University*
Jennifer VanDerHeide, *Michigan State University*
Natasha Perez, *Michigan State University*
Amanda Smith, *Michigan State University*
Kati Macaluso, *University of Notre Dame*
Michael Macaluso, *University of Notre Dame*
Samantha Caughlan, *Michigan State University*
Cori McKenzie, *Michigan State University*
6. **Diverse Youth, New Teachers, and “Picturing” Literacy: Using Photovoice to “Partner” Our Way to Adolescents’ Perspectives on Literacy**
Kristien Zenkov, *George Mason University*
Laurel Taylor
Jim Harmon
7. **Disciplinary Literacy: A Multidisciplinary Synthesis From Traditional Artifacts of Learning to New Digital Landscapes**
David O’Brien, *University of Minnesota*
Lisa L. Ortmann, *Western Illinois University*
8. **Avoiding the Cheapest Room in the House: Dialoguing Through Fear of Dialogical Practice**
Bob Fecho, *Teachers College, Columbia University*
Steven Landry, *University of Georgia*
Jennifer Jackson Whitley, *The University of Georgia*
9. **Missing in Action: Learning From Texts in Subject-Matter Classrooms**
Cynthia Greenleaf, *Strategic Literacy Initiative*
Sheila Valencia, *University of Washington, Seattle*
10. **“No More Paperwork!?”: Student Perspectives on Multimodal Composing in Response to Literature: Sustained Engagement, Intermittent Aversion, and Creative Possibilities**
Kelly Wissman, *University at Albany*
11. **Acquiring Processes for Responding to and Creating Multimodal Digital Productions**
Richard Beach, *University of Minnesota*
Jill Castek, *University of Arizona*
John Scott, *University of California, Berkeley*
12. **Adolescents Reading Graphic Novels and Comics: What We Know From Research**
Stergios Botzakis, *University of Tennessee, Knoxville*
Rachelle S. Savitz, *University of Tennessee*
David E. Low, *California State University, Fresno*
13. **How Practice-Based Research Informs Adolescent English-Language Learners’ Composing and Compositions**
Jill Fitzgerald, *University of North Carolina, Chapel Hill*
14. **Adolescent Literacy and Collaborative Inquiry**
Rob Simon, *University of Toronto*
Amir Kalan, *University of Toronto*
15. **Teaching and Learning Literary Argumentation in High School English Language Arts Classrooms**
George Newell, *The Ohio State University*
David Bloome, *The Ohio State University*
16. **Academic Language and Subject Area Learning**
Zhihui Fang, *University of Florida*
17. **Scaffolding Students’ Reading of Challenging Text—In Search of Balance**
Michael Graves, *University of Minnesota*
18. **Teaching Writing to Adolescents: The Use of Evidence-Based Practices**
Amy Gillespie Rouse, *Southern Methodist University*
Steve Graham, *Arizona State University*

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom D - Level 2

Area 3 Disciplinary Literacies and Expertise

Chair:

Deborah Augsburger, *Lewis University*

1. **“Competent Outsider” Literacy**
Angela Kohnen, *University of Florida*
Wendy Saul, *University of Missouri, St. Louis*
2. **Disciplinary Literacy in the Middle School: Navigating Pedagogical Tensions**
Abbey C. K. Graham, *North Carolina State University*
Hiller A. Spires, *North Carolina State University*
Shea N. Kerkhoff, *North Carolina State University*
3. **How do Economists Read Discipline-Specific Texts?**
Stephanie M. Bennett, *Mississippi State University*
Rebecca C. Smith, *Mississippi State University*
4. **Empowering Students in an Age of High Stakes: Improving Stamina for Comprehension-Based Silent Reading**
Emily Hayden, *University of Nebraska, Omaha*
Guy Trainin, *University of Nebraska, Lincoln*
Freddy Hiebert, *Text Project*

1:15 pm - 2:45 pm – PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 9

Considering Popular Children's and Young Adult Literature: Analysis of Award Winners and Book Fair Selections

Chair:

Ebony Elizabeth Thomas, *University of Pennsylvania*

1. Who Is Represented: Have Depictions of Diversity in Newbery Winner Books Changed Over Time?

Melanie Koss, *Northern Illinois University*

2. Coherence and Linguistic Dimensions of Popular Texts: Analysis of Summer Book Fair Book Selections

Anne McGill-Franzen, *University of Tennessee*

Natalia Ward, *University of Tennessee*

2) Area 1

Defining and Supporting “Successful” Literacy Education

Chair:

Anne Juele Peel, *The College of New Jersey*

Discussant:

Marjorie Orellana, *UCLA*

1. Defining Literacy Achievement: Pre-Service Teachers Make Sense of the Goals of Secondary English Education

Mary Martha Neville, *Michigan State University*

Ashley A. Johnson, *Michigan State University*

2. Connections Between Literacy Pedagogy and College and Career Readiness for Pre-Service Teachers

Holly Hungerford-Kresser, *University of Texas, Arlington*

3) Area 3

Exploring Cultural Responsiveness in Literacy Environments

1. Exploring Cultural Responsiveness in Afterschool Literacy Tutoring: “White People Don’t Eat Chicken!”

Margie Lyn Stevens, *University of Memphis*

Dana L. Skelley, *University of Memphis*

Rebecca Anderson, *University of Memphis*

2. Multimodal and Culturally Responsive Teaching Strategies for Diverse Learners to Support Social Identities and Equity Within the Elementary Classroom.

Melody Brennan, *University of Wisconsin, Stout*

Emily Hines, *University of Wisconsin, Stout*

Kimberly Martinez, *University of Wisconsin, Stout*

4) Area 3

Exploring Motivation and Identity in Literacy-Rich Contexts

1. Exploring Students’ Motivation in an After-School Literacy Program

Sheree E. Springer, *University of Utah*

Janice Dole, *University of Utah*

Douglas J. Hacker, *University of Utah*

Kenna Rodgers, *University of Utah*

2. “Who says I’m a struggling reader?” Examining Student Identities in Classroom Digital Spaces

Stacy Haynes-Moore, *University of Iowa*

5) Area 6

Exploring New Approaches to Teaching Reading and Writing in College

1. Initial Readings of Textbook Content: Analyzing Student Approaches and Effective Ways to Facilitate Learning

Deborah Scott, *Penn State, Harrisburg*

2. Structured Blogging as Multimodal Academic Pre-Writing: MAPing Academic Literacy With First-Year College Students

Courtney Kelly, *Manhattanville College*

Carleigh Brower, *Manhattanville College*

6) Area 3

Improving Literacy Through Instruction

1. Towards a Ground Theory Effective ‘Reading-Like-a Writer’ Instructional Pedagogy, with a Particular Focus on Boy Writers

Jan Turbill, *University of Wollongong*

2. Effective Literacy Interventions for At-Risk Readers: A Literature Review

Lesley Smith Noel, *University of South Florida*

WEDNESDAY

7) Area 2 Instruction in Reading and Comprehension

- 1. Kindergarten Teachers' Structuring of Small-Group Reading Instruction and Responses to Students' Miscues**
Kimberly L. Anderson, *East Carolina University*
- 2. Text Analysis: Critical Component of Specialized Knowledge for Comprehension Instruction**
Linda Lee Kucan, *University of Pittsburgh*
Annemarie Sullivan Palincsar, *University of Michigan*

8) Area 1 Investigating Approaches to Writing Instruction in Teacher Education

Chair:
Kelly Nelson Tracy, *Western Carolina University*

Discussant:
Vicki McQuitty, *Towson University*

- 1. Components and Models of Effective Writing-Intensive Methods Courses in Teacher Education**
Jennifer Sanders, *Oklahoma State University*
Joy Myers, *James Madison University*
Chinwe Ikpeze, *St. John Fisher College*
Karen Kreider Yoder, *Touro University California*
Linda D. Smetana, *California State University, East Bay*
Roya Q. Scales, *Western Carolina University*
Kelly Nelson Tracy, *Western Carolina University*
- 2. Painting a Picture of Pre-Service and In-Service Teachers as Writers and Writing Teachers**
Rebecca R. Norman, *Mount Saint Mary College*
Janine K. Bixler, *Mount Saint Mary College*
Jane Gangi, *Mount Saint Mary College*
Nancy J. Benfer, *Bishop Dunn Memorial School*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Broadway Ballroom G - Level 2

Area 11 Critical Conversations: Making Race and Power Visible in Literacy Research

Discussant:
Gwendolyn McMillon, *Oakland University*

Presenters:
Judith Lysaker, *Purdue University*
Misty Sailors, *University of Texas, San Antonio*

Lamar Johnson, *Miami University*
Arlette Willis, *The University of Illinois, Urbana - Champagne*

This alternative session is organized to emphasize the importance of having critical conversations with critical friends who can offer diverse perspectives about research methodologies, especially data collection, analysis, and write-up. Each researcher in this session comes from a different social location that impacts the way they think about research, and each researcher is committed to participating in a conversation about data from an ongoing study.

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom H - Level 2

Area 5 Culturally Sustaining Writing Pedagogies in Early & Elementary Classrooms

Chair:
Rebecca Woodard, *University of Illinois, Chicago*

Discussant:
Aria Razfar, *University of Illinois, Chicago*

Recently, Paris & Alim (2014) have extended the notion of culturally relevant pedagogy further to culturally sustaining pedagogy, which seeks to “perpetuate and foster” students’ literate, linguistic, and cultural resources. Together, the papers in this symposium provide sorely lacking empirical examinations of culturally sustaining pedagogies in pre-service, pre-K, K, and elementary classrooms.

- 1. “I think this is more important than alliteration at the end of the day”: Culturally Relevant/Sustaining Writing Instruction in Elementary Classrooms**
Rebecca Woodard, *University of Illinois, Chicago*
Emily Machado, *University of Illinois, Chicago*
Andrea Vaughan, *University of Illinois, Chicago*
- 2. “My hair has a lot of stories!”: Culturally Sustaining Writing Pedagogies in Pre-Service Education and Elementary Classrooms**
Tasha Tropp Laman, *University of Louisville*
Tammi Davis, *University of Louisville*
- 3. Culturally Sustaining Pedagogies: Evidence From One Urban Preschool Writing Center**
Colleen Whittingham, *University of Illinois, Chicago*
- 4. Singing and Dancing Our Way Into Writing: A Kindergarten Inquiry During “Black History Month”**
Kathryn Whitmore, *University of Louisville*

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom J - Level 2

Area 6 Engaging and Supporting Adolescent Readers

Chair:

Emily Sauls Pendergrass, *Vanderbilt University*

- 1. Adolescents' Diverse Meaning Making and the Limitations of "Comprehension"**
Gay Ivey, *University of Wisconsin, Madison*
Peter Johnston, *University at Albany*
- 2. Personal Transformations Within a Knowledge Building Community of Eighth-Grade Readers**
Julie Smit, *Texas Tech University*
- 3. Reconceptualizing Literacy Engagement Through Roland Barthes' Jouissance: A Microethnographic Discourse Analysis of Jouissance in a Middle School Language Arts Classroom**
Robert Heggestad, *The Ohio State University*
- 4. Spoken Word Poetry and the Power of "I Am" in the Teacher Education Classroom**
Shuaib James Meacham, *University of Northern Iowa*
Susan Harden, *University of North Carolina, Charlotte*

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 3 Becoming: Three Studies of Literacy and Identity Across Spaces, Ages, and Theories

Chair:

Amy Tondreau, *Teachers College, Columbia University*

Discussant:

Makila Meyers, *Teachers College, Columbia University*

These three studies examine identity construction in an elementary school library, middle school minority recruitment programs, and a teacher writing group. Each presenter takes up a different theoretical framework to analyze the ways that identities are constructed, enacted, and understood in a particular context. We explore the different possibilities of literacy-and-identity studies (Moje & Luke, 2009) and the ways literacy and identity inform and shape one another.

- 1. Becoming Writers: Identity Construction in a Teachers Writing Group**
Amy Tondreau, *Teachers College, Columbia University*
- 2. The Library as a Site for Identity Construction**
Alyson Rumberger, *Teachers College, Columbia University*
- 3. Literacy as Gatekeeper: High-Achieving African American Students and Minority Recruitment Programs**
Makila Meyers, *Teachers College, Columbia University*

1:15 pm - 2:45 pm - PAPER SESSION
Music Row 1 - Level 2

Area 1 Exploring Issues Impacting Quality Teacher Preparation in Literacy

Chair:

Angela J. Stefanski, *Ball State University*

- 1. Beyond State Requirements: Examining Teacher Preparation for Literacy Instruction in U. S. Teacher Education Programs**
Elizabeth Swaggerty, *East Carolina University*
Deanna Birdyshaw, *University of Michigan*
Mary McGriff, *New Jersey City University*
Angela Rutherford, *The University of Mississippi*
Jill Lewis-Spector, *New Jersey City University*
April Marie Leach, *G-Star School of the Arts for Film Animation & Performing Arts*
Joyce Fine, *Florida International University*
- 2. Is it Working? A Study of the Literacy Instruction of Novice Teachers Who Are Graduates of a Redesigned Teacher Preparation Program**
Sophie C. Degener, *National Louis University*
Ruth C. Freedman, *National Louis University*
Diane Salmon, *National Louis University*
- 3. A Framework for Decomposition in Teacher Education**
Katie Danielson, *University of Washington*

WEDNESDAY

1:15 pm - 2:45 pm - PAPER SESSION
Music Row 2 - Level 2

Area 11 Discourse and Design-Based Literacy Research

Chair:
Annie Mogush Mason, *University of Minnesota*

1. Cross-Cultural Researcher Perspectives on Small Group Instruction Within the Context of a Literacy Classroom

Danielle V. Dennis, *University of South Florida*
Fiona Maine, *University of Cambridge*

2. Methodological Considerations for Analyzing Teachers' Situated Learning About Supporting Students' Historical Literacies

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

3. Transformation by Design: Exploring a Horizon of Possible Meanings With Poetry in High School English Classrooms through Design-Based Research

Michael Barber

1:15 pm - 2:45 pm - SYMPOSIUM
Music Row 5 - Level 2

Area 3 Exploring the Relationship Between Music, Language, and Literacy

Chair:
David Dickinson, *Vanderbilt University*

Discussant:
Steven Camarata, *Vanderbilt University*

There is a growing body of research in the fields of education and neuroscience analyzing the relationship between music, language, and literacy. This symposium will present current findings on the specific musical skills that correlate with language and reading abilities in both children and adults. Results from the presented studies hope to inform future interventions that may consider using music as a way to promote language and literacy learning.

1. On Beat With Pre-Literacy Skills: Examining Phonological Awareness and Musical Abilities

Jessica R. Lawson, *Vanderbilt University*

2. Rhythm Skills and Their Foundational Role in Literacy and Language Acquisition

Reyna Gordon, *Vanderbilt University*

3. Music Training, Speech Rhythm and Reading Skills

Cyrille Magne, *Middle Tennessee State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 1 - Level 3

Area 8 Biliteracy as Resource: Understanding Theory, Problematizing Practice

Chair:
Iliana Reyes, *Literacy Research Center*

Discussant:
Carmen Liliana Medina, *Indiana University*

This year's conference theme for the LRA Conference encourages authors to consider issues for "Mobilizing Literacy Research for Social Transformation." To this end, our symposium brings together a collection of papers that exemplify the variety of ways in which research focusing on English and Spanish biliteracy as a resource reveals and problematizes this social and academic transformation for teachers, children, and their families when biliteracy practices are translated to provide opportunities to foster children's literate potential.

1. Understanding Spontaneous Biliteracy

Leah Duran, *University of Arizona*

2. The Role of Spanish Literacy and Translanguaging in Students' Conceptualizations of Ecosystems

Carmen Martínez-Roldán, *Teachers College, Columbia University*

3. Expanding Pedagogical Approaches to Biliteracy Teaching and Learning in Immersion Schooling: Recognizing and Building Upon Latino Emergent Bilinguals' Biliteracy Repertoires

Mileidis Gort, *The Ohio State University*

4. Home Interactions With Prospective Teachers and Families: Understanding Home Language and Literacy Practices to Foster Biliteracy

Iliana Reyes, *Literacy Research Center*
Chris Iddings, *Vanderbilt University*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Cumberland 2 - Level 3

Area 7

Black Women as Publicly Engaged Scholars: Mobilizing Literacy for Social Transformation

Chair:

Ryann Randall, *Ohio State University*

Discussant:

Valerie Kinloch, *Ohio State University*

In this session, five Black women attending and/or working at predominately white institutions of higher education discuss what publicly engaged scholarship means and why we view ourselves as publicly engaged scholars. Aligning scholarship on engagement with stories of engagement in relation to access, mobility, materiality, movement, and literacy, we consider: What is publicly engaged scholarship when guided by Black feminist perspectives? How can Black women's engagement stories lead to increased consciousness about literacy for transformation?

1. Introduction: A Conversation on Publicly Engaged Scholarship

Ryann Randall, *Ohio State University*

2. A Theoretical-Political Framing of Publicly Engaged Scholarship

Tamara T. Butler, *Michigan State University*

3. Methodological Underpinnings to Publicly Engaged Scholarship

Ashley Patterson, *Pennsylvania State University*

4. Black Women, Engagement, and Institutions of Higher Education

Halima Alhassan, *Ohio State University*

1:15 pm - 2:45 pm - PAPER SESSION
Cumberland 3 - Level 3

Area 6

Connecting Communities Through Digital Literacy

Chair:

Roberto de Roock, *National Institute of Education*

1. Meeting the Author With Friends: Collaborating With Other Meaning Makers in Online Discussion

Jeonghyun Jonna Lee, *University of Texas, Austin*
Jeongbin Hannah Park, *University of Texas, Austin*
Rachel Gaines, *University of Texas, Austin*
Kyle M. Williams, *University of Texas, Austin*
Eunjeong Choi, *University of Texas, Austin*
Lina Mattar, *University of Texas, Austin*
Sunyoung Hwang, *University of Texas, Austin*
Diane Schallert, *University of Texas, Austin*

2. Collaborative Digital Storytelling: Group Flow Within Communities of Activity

Brian Erlich, *University of Illinois, Chicago*

3. Making Sense in Affinity Spaces: A Case Study of One High-School Writing Class

Valerie L. Marsh, *University of Rochester*

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

Area 2

Considering Individual Experiences: Teachers' Participation in Authentic Professional Development

Chair:

Melissa Stinnett, *Western Illinois University*

1. Individualized Professional Development: Supports and Obstacles to Teacher Growth in Literacy Understanding

Cassie K. Norvell, *The University of Tennessee*
Amy Broemmell, *The University of Tennessee*
Denise Morgan, *Kent State University*

2. Narrative Inquiry: Storying a Professional Development Planning Initiative

Amy R. Vujaklija, *University of Louisville*

3. Researcher-Teacher Collaboration: Impact on Teacher Practice

Maria Hernandez Goff, *Arizona State University*

WEDNESDAY

1:15 pm - 2:45 pm - PAPER SESSION
Cumberland 5 - Level 3

Area 2 Creating Community With Technology

Chair:

Cathy Toll, *University of Wisconsin, Oshkosh*

- 1. Mobile Professional Learning: A Case-Study of a Twitter Chat for Literacy Educators**
Suzanne Porath, *Edgewood College & Concordia University*
- 2. Blogging as Transformative Classroom Practice: Creating Affinity Spaces at School**
Grace Pigozzi, *University of Illinois, Chicago*
- 3. Online Learning to Improve Classroom Text Discussion Quality**
Lindsay Clare Matsumura, *University of Pittsburgh*
Donna DiPrima Bickel, *Institute for Learning*
Rip Correnti, *University of Pittsburgh*
Elaine Wang, *RAND Corporation*
Dena Zook-Howell, *Institute for Learning*
Marguerite Walsh, *University of Pittsburgh*

1:15 pm - 2:45 pm - PAPER SESSION
Cumberland 6 - Level 3

Area 1 Exploring Ideologies of Language and Race in Urban Teacher Preparation

Chair:

Chrystine Mitchell, *Penn State Berks*

- 1. Toward Leveraging Discoveries About Language Use for Teaching Linguistically Diverse Students**
Steven Z. Athanases, *University of California, Davis*
Leslie C. Banes, *University of California, Davis*
Joanna W. Wong, *California State University, Monterey Bay*
Danny Martinez, *University of California, Davis*
- 2. "But that's not really my job": The Development of Disciplinary Teacher Language Ideologies Throughout a Required ELL Methods Course**
Christopher K. Bacon, *Boston College*
- 3. The Racial Literacies of Teaching: Learning About Race and Racism in an Urban Education Fellowship**
Kathryn Solic, *West Chester University*
Kathleen Riley, *West Chester University*

1:15 pm - 2:45 pm - PAPER SESSION
Mockingbird 1 - Level 3

Area 2 Culture, Community and Teachers' Ways of Knowing

Chair:

Dana A. Robertson, *University of Wyoming*

- 1. Kindergarten and First Grade Teachers' Knowledge of Reading at Rural, High-Poverty Schools**
Rebecca Lee Payne Jordan, *Appalachian State University*
- 2. Local Knowledge as a Pressure Balance for Improved Instruction**
Vicki Stewart Collet, *University of Arkansas*
- 3. "How do we find that balance?": A Case Study of Sociocultural Knowledge Development in Inservice Teacher Education**
Laura A. Taylor, *The University of Texas, Austin*
Saba Vlach, *The University of Texas, Austin*
Melissa Mosley Wetzel, *University of Texas, Austin*
- 4. Writing Development Through the Primary Years: An Examination of School and Home Influences on Students' Identities as Writers**
Anna Hall, *Clemson University*
Ysaaca Axelrod, *University of Massachusetts, Amhurst*

1:15 pm - 2:45 pm - SYMPOSIUM
Mockingbird 2 - Level 3

Area 8 Developing Literacy Teachers' Cultural Understanding and Communication: A Collaboration Between U.S. and E.U. Partners

Chair:

Shelley Xu, *California State University, Long Beach*

Discussant:

Shelley Xu, *California State University, Long Beach*

This symposium session includes four research studies related to the two-year long TRANSABCs that investigated the implementation of the ABCs of cultural understanding and communication (a.k.a., the ABCs) (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. They will give insight into the implementation process of the project and present most important results.

1. Promoting Cultural Awareness Through the ABCs: Insights from an International Research Study

Claudia Hilde Finkbeiner, *University of Kassel*

2. Learning About Power and Inequality Through the ABCs Project

Althier M. Lazar, *Saint Josephs University*

3. The ABCs and Impact on Literacy Coaches

Patricia A. Edwards, *Michigan State University*

Susan V. Piazza, *Western Michigan University*

4. Increasing Teacher Understanding of Different Cultures Through the ABCs

Jiening Ruan, *University of Oklahoma*

1:15 pm - 2:45 pm - PAPER SESSION
Mockingbird 3 - Level 3

Area 5

Disciplinary Literacies in the Elementary Grades

Chair:

Debra Jean Coffey, *Kennesaw State University*

1. Getting Out of Our Silos to Make Sense of Disciplinary Literacies in Elementary Teacher Education

Charlotte Frambaugh-Kritzer, *University of Hawaii, Manoa*

Stephanie Buelow, *University of Hawaii, Manoa*

2. Literacy Through Science: Literacy Activities Observed During K-1 Science Activities

Beth Van Meeteren, *University of Northern Iowa*

Sohyun Meacham, *University of Northern Iowa*

Brenda Hite, *University of Northern Iowa*

Allison Barness, *University of Northern Iowa*

Mahjabeen Hussain, *University of Northern Iowa*

3. Promoting Elementary Students' Computational Thinking Through Writing

Yune Tran, *George Fox University*

Susanna Mae Steeg, *George Fox University*

4. Talk, Action, and Artifact Use as Indicators of Elementary Students' Literacy Practices in the Engineering Design Process

Mary McVee, *University at Buffalo, SUNY*

Lynn Shanahan, *University at Buffalo, SUNY*

Katarina Silvestri, *University of Buffalo*

Kate Shands Haq, *University at Buffalo, SUNY*

Amanda Ramia, *University at Buffalo, SUNY*

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

Area 6

Exploring Adolescent Disciplinary Literacy

Chair:

Ryan McCarty, *National Louis University*

1. Missing the Savoir for the Connaissance: Disciplinary and Content Area Literacy as Regimes of Truth

Thomas Bean, *Old Dominion University*

Judith Dunkerly Bean, *Old Dominion University*

2. A Week-in-the-Life of Adolescent Readers: Text Types and Tasks Across the Disciplines

Rachael Gabriel, *University of Connecticut*

Christopher Wenz, *University of Connecticut*

3. In Pursuit of Equity: Disciplinary Literacy in English/Language Arts

Todd Reynolds, *University of Wyoming*

Jodi Lampi, *Northern Illinois University*

Jodi P. Holschuh, *Texas State University*

Leslis S. Rush, *University of Wyoming*

1:15 pm - 2:45 pm - SYMPOSIUM
Electric - Level 4

Area 5

Exploring Disciplinary Literacy in Elementary Classrooms: Learning from and with Teachers and Students

Chair:

Dianna Townsend, *University of Nevada, Reno*

Discussant:

Dianna Townsend, *University of Nevada, Reno*

As a field, we know little about how disciplinary literacy instruction may be enacted in the elementary grades where teachers are less likely to have disciplinary expertise than secondary teachers who specialize in various disciplines. The three papers in this symposium explore disciplinary literacy instruction in three different elementary classrooms in three different contexts. Two classrooms focus on social studies and the other classroom focuses on science.

WEDNESDAY

1. Elementary Students' Use of Informational Texts, Primary Sources, and Discourse to Apply Notions of Civic Virtue to their Community

Julie Pennington, *University of Nevada, Reno*

Kathryn Obenchain, *Purdue*

Maryliz Magee, *University of Nevada, Reno*

Hannah Carter, *University of Nevada, Reno*

Melissa Bedford, *University of Nevada, Reno*

2. Elementary Teachers' Emerging Understanding of and Instructional Strategies for Science Disciplinary Literacy

Cami Condi, *Salem State University*

Jacy Ippolito, *Salem State University*

3. The Role of Children's Talk in a Grade Five/Grade Six History Unit

Cynthia Helen Brock, *University of Wyoming*

Katy Brock, *University of Wyoming*

Samantha McCarthy, *St. Mary Magdalene School*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Bass - Level 4

Area 7

A Misfit's Medium: Mobilizing Diverse Scholarly Identities in Discussions of Graphic Novels and Comics in Literacy Education

Presenters:

David E. Low, *California State University, Fresno*

Rachel Skrlac Lo, *University of Pennsylvania*

This alternative format session provides an affinity space for researchers and practitioners to collaboratively consider the meaning-making potential of graphic novels and comics. The session fosters a dialogue that is both expansive and inclusive, recognizing ways that our scholarly community mobilizes graphics for the purposes of transforming literacy pedagogy and research.

1:15 pm - 2:45 pm - PAPER SESSION
Acoustic - Level 4

Area 7

Critical Encounters: Bodies, Gender, Sexuality, & Power

Chair:

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

1. Reading Outside the Box: Adopting a Queer Pedagogy to Challenge Students' Normative Literacies

Stephanie Anne Shelton, *The University of Alabama*

2. "Miss, I'll Be your Date": Masculinity and (Hetero)sexuality in a High School Yoga Class

Janet Johnson, *Rhode Island College*

Jeff Heath, *Rhode Island College*

3. A Young Woman's Deference to Male Peers in a Collaborative, STEM Informal Learning Environment

Olivia Grace Stewart, *Arizona State University*

Michelle Jordan, *Arizona State University*

4. Teaching, Hetero-Normativity, and the Male Gaze: Critically Examining Memories of Our Teacher Bodies

Erin B. Stutelberg, *University of Minnesota*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Broadway Ballroom A - Level 2

Area 4

What Does ESSA Mean for You?: Federal Legislation and the Literacy Researcher and Teacher Educator

Presenters:

Devon Brenner, *Mississippi State University*

Anne McGill-Franzen, *University of Tennessee*

Kathy Champeau, *Wisconsin State Reading Association*

Diane Stephens, *University of South Carolina*

Amy Owen, *Tennessee Department of Education*

This alternative format session, presented by the LRA Policy and Legislative Committee, provides an overview of the Every Student Succeeds Act of 2015 and other federal legislation relevant to literacy researchers, teacher educators, and teachers and students, particularly those in underserved communities. The session will present the role of evidence in federal legislation, funding for literacy research, and concerns for teacher preparation. "Bring your own device" to explore resources related to federal legislation.

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Broadway Ballroom B - Level 2

Area 1

Engaging Pre-Service Teachers in Disciplinary Inquiry to Promote Disciplinary Literacy Teaching

Discussant:

Kelly Chandler-Olcott, *Syracuse University*

Presenters:

Michael Manderino, *Northern Illinois University*

Phillip Wilder, *Clemson University*

Jamie Colwell, *Old Dominion University*

To meet the literacy needs of young adults, secondary teachers must be prepared to teach specialized literacy practices unique to their discipline. This alternative session aims to illuminate methods for scaffolding pre-service teachers as they design instruction that is inquiry-based and considerate of the cultural conventions and social interactions of literacies specific to particular disciplines. In addition, this session provides critical insights into the successes and dilemmas pre-service teachers face when enacting disciplinary literacy instruction.

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Broadway Ballroom C - Level 2

Area 3

A Closer Look at the Transformation of Close Reading in Research and Practice

Discussant:

Heidi Mesmer, *Virginia Tech*

Presenters:

Jennifer Jones Powell, *Radford University*

Jodi Welsch, *Frostburg State University*

Valerie J. Robnolt, *Virginia Commonwealth University*

Douglas Fisher, *San Diego State University*

Nancy Frey, *San Diego State University*

This session examines close reading from various perspectives. First, presenters examine close reading via content analysis of research and practice publications. Next, close reading in the classroom is showcased, with research in primary, intermediate and secondary classrooms presented. The session concludes with discussion threads posed to researchers and the audience, with the final question, "Is close reading a fad, here now and gone with the CCSS, or is it here to stay?"

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom D - Level 2

Area 11

Creating Powerful Alliances: Embracing Other Epistemologies in Teacher Education

Chair:

Keonghee Tao Han, *University of Wyoming*

Discussant:

Patricia A. Edwards, *Michigan State University*

The goal for this session is to promote the inclusion of diverse perspectives and social transformation in literacy research and teacher education. As CRT literacy researchers, we think that the key to constructing conditions to accept diversity and mobilize research for social transformation begins with creating powerful alliances with one another—both White and Others. We concur in what Frankenberg (1993) reminded us—Whites should be involved if structural and institutional transformations are to occur.

1. CRT in Teacher Education: Moving Beyond and Behind the Achievement Gap

Judson Laughter, *University of Tennessee, Knoxville*

Brittany Aronson, *Miami University*

2. A LatCrit Lens on the Politics of Immigration: Preparing Teacher Candidates to Teach English Learners in U.S. Schools

Rachel Salas, *University of Nevada, Reno*

3. Racial Literacy: Ebony and Ivory Perspectives of Race in Two Graduate Courses

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

Gwendolyn McMillon, *Oakland University*

4. Creating Powerful Alliances: Embracing Indigenous Epistemologies in Teacher Education

Ufemia Camaitaoga, *National Association for Early Childhood Teachers*

Cynthia Helen Brock, *University of Wyoming*

Keonghee Tao Han, *University of Wyoming*

WEDNESDAY

3:00 pm - 4:30 pm – PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 2

Writer Identities In and Out of School

- 1. Who Counts as a Writer: An Examination of Teacher, Parent, and Child Perceptions of Writing During the Preschool Years**
Anna Hall, *Clemson University*
Ying Guo, *University of Cincinnati*
Kelley White, *College of Charleston*
- 2. “Investing in teachers”: Teachers’ Writing Identities and Decisions to Leave the Profession**
Marilyn McKinney, *University of Nevada, Las Vegas*

2) Area 7

Writing Informational Texts

- 1. Engaging Teacher Candidates in a Content Analysis of Informational Texts from Their Communities**
Shelley Xu, *California State University, Long Beach*
- 2. “How to broahê yo tey”: Writing Informational Texts with Young Children in Botswana**
Lynne Watanabe, *Arizona State University*
Meghan Block, *Central Michigan Univeristy*

3) Area 1

Using New Literacies in Teacher Education

Chair:

Valerie Harlow Shinas, *Lesley University*

Discussant:

Mary Louise Gomez, *University of Wisconsin, Madison*

- 1. Intertextuality and Remix: Pre-Service Teachers Reading and Designing Memes As a Response to Literature**
Suzette Youngs, *University of Northern Colorado*
Christine Kyser, *University of Northern Colorado*
- 2. Technology to Advance the Acquisition of Academic Language: V-Tweets**
Dana L. Grisham, *National University*
Linda D. Smetana, *California State University, East Bay*

4) Area 3

Understanding and Developing Students’ Multiliteracies

- 1. A Case Study Examining the Use of TED Talks to Develop Multiliterate Students**
Matt Hollibush, *Mount Saint Mary College*
J. David Gallagher, *Mount Saint Mary College*
Matthew Freedman, *Newburgh Free Academy*
- 2. Students’, Teachers’, and Librarians’ Views on the Concept of Multiliteracies**
Annette Ukkola, *University of Oulu*
Siinamari Tikkinen, *University of Oulu*
Mariam Jean Dreher, *University of Maryland*
Riitta-Liisa Korkeamäki, *University of Oulu*

5) Area 9

Selecting and Evaluating Children’s and Young Adult Literature in the Age of the Common Core

Chair:

Michelle Marie Falter, *University of Georgia*

- 1. Analysis of Common Core English Language Arts K-5 Text Exemplars**
Soowon Jo, *University of Florida*
- 2. Identification and Utilization of Diverse Children’s Literature in Classroom Instruction**
Jackie Arnold, *University of Dayton*
Mary-Kate Sableski, *University of Dayton*

6) Area 6

Transforming School Literacies: Connecting to Youth Lives, Learning, and Engagement

- 1. Possibilities for School and Social Change: A Rhizomatic Analysis of Youth’s Engagements with Literacy**
Kelly Johnston, *Teachers College, Columbia University*
- 2. Social Transformation: Connecting with Students’ Worlds**
Carol Jeanne Delaney, *Texas State University*
Sandra Matson, *Conroe Independent School District*

7) Area 8

Teachers and Diversity

- 1. Exploring Pre-service Teacher’s Perceptions of Reading Aloud Multicultural Children’s Books to Preschool Children: Challenges and Possibilities**
Xiufang Chen, *Rowan University*

2. Exploring Educators' Articulated Attitudes and Beliefs About Linguistically Diverse Students, Teaching, and Learning: New Methodological Possibilities for Exploring Attitudes-in-Context

Kate T. Anderson, *Arizona State University*
Megan Hoelting, *Arizona State University*
Eric Ambroso, *Arizona State University*

**8) Area 4
Reading and Motivation for Diverse Elementary Students**

Chair:

Robert D. Carpenter, *Eastern Michigan University*

1. Diggin Deeper: An Understanding of Non-Proficient Minority Students Through Reading and Motivational Profiles

Hiawatha Smith, *University of North Carolina, Greensboro*
Samuel Miller, *University of North Carolina, Greensboro*

2. Reading Achievement and Motivation Development: Gender Differences Across Third, Fourth, and Fifth Grade Chilean Students

Pelusa Orellana, *Universidad de los Andes*
Paula Baldwin, *Universidad de los Andes*

**3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom G - Level 2**

**Area 3
Breaking up Adventure Time: Moving Teachers and Students toward Dialogic Engagement with Ideas**

Chair:

Mandie Dunn, *Michigan State University*

Discussant:

Maren Aukerman, *Stanford University*

We bring together Bakhtin's (1981) adventure time with notions of dialogic pedagogy to show teachers across three ELA contexts disrupting traditional reading and writing routines in school. The first paper explores how one teacher enacts fishbowl discussions centered on student ideas, the second considers how students engage in unexpectedly personal ways with classroom tasks, and the final paper examines how one teacher deconstructs traditional ways of reading a whole-class text to center dialogic sense-making.

1. Disrupting Adventure Time to Foster Student-to-Student Discussions

Mandie Dunn, *Michigan State University*

2. Students Moving Teachers Beyond Adventure Time and Toward Responsiveness

Ashley A. Johnson, *Michigan State University*

3. Deconstructing Adventure Time to Build a Dialogic Reading Space

Allison Gulamhussein, *George Washington University*

**3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom H - Level 2**

Area 7

Bridging Communities and Building Partnerships Through Literacy

1. "We have the right to have a light": The Theory, Practices, and Outcomes Of A "Partnership Literacy" Approach to Teaching and Research

Kristien Zenkov, *George Mason University*

2. Affordances and Constraints of the Discursive Construction of Community in a Fifth-Grade Classroom

Amy Burke, *Texas Woman's University*

3. Bridging the Chasm: Exploring the Intersection of Creative Literacy Practices and Civic Engagement with High School Tutors and Underserved Elementary Students

Judith Dunkerly Bean, *Old Dominion University*
Thomas Bean, *Old Dominion University*

David Kidd, *Norfolk Academy*

Elizabeth Johnson, *Norfolk Academy*

4. Building on Literacy and Imagination: "Church Ladies Helping Refugees"

Xia Chao, *Duquesne University*

**3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom J - Level 2**

Area 6

Culturally Responsive Literacy Teaching and Social Transformation

Chair:

David Bwire, *The Ohio State University*

1. Semiotic Re-mediation: A Call to Action in Engaging Marginalized Students in Secondary Literacies

Rachael Gruen, *University of Illinois, Chicago*

WEDNESDAY

2. Leveraging Literacy for Social Transformation: Using Genre Pedagogy to Equip Culturally and Linguistically-Diverse Adolescents to Write Historical Explanations

Laura Schall-Leckrone, *Lesley University*

Debra Barron, *Medford High School*

3. Channeling Hooks, Banks, Freire, and Gay: Mobilizing Doctoral Candidates for Social Transformation

Gillian Stewart-Wells, *Judson University*

Ryan Schaefer, *Judson University*

David A. Smith, *Judson University*

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 5 Developing Young Children's Knowledge of Everyday and Academic Vocabulary Words

Chair:

Anita C. Gonzalez, *The Ohio State University*

Discussant:

Tanya S. Wright, *Michigan State University*

Presenters:

Elizabeth Burke Hadley, *Vanderbilt University*

Jill F. Grifenhagen, *North Carolina State University*

Jill S. Jones, *North Carolina State University Teacher Education and Learning Sciences Department*

Kathy Ganske, *Vanderbilt University*

This symposium presents three studies focused on developing young children's vocabulary knowledge. The first intervention examines factors of informational book reading and play that foster preschool children's depth of vocabulary knowledge. The second explores K-1 students' vocabulary learning through the use of visual supports during book reading in summer and afterschool programs. The final study investigates K-1 children's learning of academic vocabulary and multiple meanings of words during small-group word-study instruction.

3:00 pm - 4:30 pm - SYMPOSIUM
Music Row 1 - Level 2

Area 4 How Do Youth Learn to Write Arguments? What Assessments from Three Research Projects Tell Us

Chair:

Margaret Sheehy, *University at Albany-State University of New York*

Discussant:

Ian Wilkinson, *The Ohio State University*

Papers in this symposium are drawn from three interventions, funded by the Institute of Education Sciences, for teaching argument writing. The symposium's focus is assessments developed within each project. Key to improving students' skills in this critical area of writing are understanding students' strengths and weaknesses and how instruction provides direction for supporting students' progress. Developing strong assessments can provide insight into students' skills and into instructional effects.

1. Assessing Argument as Communities' Content and Rhetorical Knowledge Building

Margaret Sheehy, *University at Albany*

Donna M. Scanlon, *University at Albany*

Bridget Smith, *University at Albany*

Gretchen Roesch, *University at Albany*

2. Assessing Learning to Argue and Arguing to Learn in High School English Language Arts Classrooms

George Newell, *The Ohio State University*

Tzu-Jung Lin, *The Ohio State University*

Seung Yon Ha, *The Ohio State University*

Subeom Kwak, *The Ohio State University*

3. Assessments for Understanding Students' Growth in Understanding and Writing Arguments

Rip Correnti, *University of Pittsburgh*

Lindsay Clare Matsumura, *University of Pittsburgh*

Amy C. Crosson, *University of Pittsburgh*

Margaret G. McKeown, *University of Pittsburgh*

3:00 pm - 4:30 pm - PAPER SESSION
Music Row 2 - Level 2

Area 10 Identity and Online Learning

Chair:

Dawnene D. Hassett, *University of Wisconsin, Madison*

Discussant:

April Marie Leach, *G-Star School of the Arts for Film Animation & Performing Arts*

1. Contextualizing Online Learning Discussions: Instructor Practices to Support Learners

Lesley Wilton, *University of Toronto*

Clare Brett, *University of Toronto*

2. Examining Social Presence in Multimodal Learning Environments

Chesta Khurana, *Rutgers University*

3. Good Student/Bad Student: Situated Identities in the Figured Worlds of School and Creative Multimodal Production

Robin Jocius, *The Citadel*

3:00 pm - 4:30 pm - PAPER SESSION
Music Row 5 - Level 2

Area 8

Postsecondary Literacies: Examinations of Languages & Disciplines

Chair:

Roberto de Roock, *National Institute of Education*

Discussant:

Zaline Roy-Campbell, *Syracuse University*

1. "I assumed everything was meant to be in English:" Transnational College Students Entering the Job Search
Alberto Esquinca, *University of Texas, El Paso*
2. Linguistic Belonging
Lisel Alice Murdock-Perriera, *Stanford University*
3. Bilingualism and Disciplinary Literacy Practices Among Mexican-Origin Engineering Students
Erika Mein, *University of Texas, El Paso*
Alberto Esquinca, *University of Texas, El Paso*
4. Language-as-Resource—When, Where, and for Whom? Case Studies of Dual Language Graduates
Nadia Granados, *University of Utah*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Cumberland 1 - Level 3

Area 11

Diffractings in a Posthuman Literacy Workshop

Presenters:

Karen Spector, *University of Alabama*
Candace Kuby, *University of Missouri*
Stephanie Jones, *University of Georgia*
Jaye Johnson Thiel, *University of Tennessee, Knoxville*
Lalitha Vasudevan, *Teachers College, Columbia University*

We invite you to intra-act with materials, people, and practices to perform new literacy research methodologies. We will play with a mixture of fixed and mobile elements as we diffractively engage with five curated museum exhibits from different research projects across the country using concepts from Barad (2007). We will then come back together to produce something new within small groups and end by sharing the new commitments that were made during the workshop.

3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 2 - Level 3

Area 9

Rethinking Reader Response: Hybridity, Transmediation, and Multimodality

Chair:

Mary Catherine Miller, *Ohio State University*

Discussant:

Jon Michael Wargo, *Michigan State University*

1. "These are the most awesomest books we've ever read!": A Case Study of Students' Aesthetic Responses to Literature
Alyssa Michelle Boardman, *University of Wisconsin, La Crosse*
2. Visual Interpretation of a Novel
Diane Barone, *University of Nevada*
Rebecca Barone, *Clark County School District*
3. Collaborative Visual Responses to Literature: Opportunities for Inferential and Higher Order Thinking in the Act of Transmediation
Andrea L. Tochelli-Ward, *Le Moyne College*
4. The Hybrid Nature of Science Trade Books: A Sensible Approach to a False Dichotomy of Informational Texts
Laura May, *Georgia State University*
Gary Bingham, *Georgia State University*
Thomas Crisp, *Georgia State University*
Rebecca Barria, *Georgia State University*
Mehmet Gultekin, *Georgia State University*
Mario Pickens, *Georgia State University*
Sarah Turnbull, *Georgia State University*

WEDNESDAY

3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 3 - Level 3

Area 7 Affective Aspects of Literacy and Learning

Chair:

Gilberto P. Lara, *Oregon State University*

- 1. Relational Dimensions of Reading Together: An Exploration of Shared Joy in a Classroom Read-Aloud**
Faythe Beauchemin, *The Ohio State University*
- 2. When Children of Color ‘Feel White’? The Effects and Affects of Young Immigrant Children’s Literacy Performances**
Bessie Patricia Dernikos, *Florida Atlantic University*
Mariana Souto-Manning, *Teachers College, Columbia University*
- 3. Children’s Insights about Bilingual Education Via Small Group Discussions**
Patrick Proctor, *Boston College*
Marcela Ossa Parra, *Boston College*
Joelle Pedersen, *Boston College*
- 4. When it Hurts to Learn: A (re)reading of Gail Boldt’s Resistance, Loss, and Love in Learning to Read**
Annie Mogush Mason, *University of Minnesota*

3:00 pm - 4:30 pm - SYMPOSIUM
Cumberland 4 - Level 3

Area 3 Critical Transitions and Literacy Learning: A “Pipeline” Perspective

Chair:

Jennifer Collett, *Lehman College*

Discussant:

Katherine K. Frankel, *Boston University*

This symposium brings together scholars whose research focuses on understanding critical transitions in the lives of children and adolescents and their implications for literacy learning. Each paper focuses on a different transition (to fourth grade, middle school, high school, and college). These transitions are important for all literacy learners, but they are particularly critical for students from historically underserved communities because they are points at which we might imagine new possibilities for social transformation.

- 1. The Transition to Fourth Grade: Sam and Bella—Easy and Difficult Transitions**
Elizabeth L. Jaeger, *University of Arizona*
- 2. The Transition to Middle School: An English Learner’s Struggle to Lose Linguistic Labels**
Jennifer Collett, *Lehman College*
- 3. The Transition to High School: Examining Reading Practices in Three Ninth-Grade Literacy Intervention Classrooms**
Maneka Deanna Brooks, *Texas State University*
Katherine K. Frankel, *Boston University*
- 4. The Transition to College: Examining the Literacy Practices of First-Generation College Students**
Juliet Wahleithner, *Fresno State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Cumberland 5 - Level 3

Area 6 Disciplinary Literacy Teaching, Learning, and Teacher Education: Promoting Deep, Broad, and Flexible Literacy Learning

Chair:

Emily Rainey, *University of Michigan*

Discussant:

Elizabeth Moje, *University of Michigan*

Disciplinary literacy has garnered significant attention in recent years, but the field is still building shared understandings of disciplinary literacy teaching and learning. In this symposium, we ask: What are necessary facets of disciplinary literacy teaching in secondary school contexts? What does it take for teachers to learn to teach across disciplinary ways of knowing, doing, reading, writing, speaking, and listening? And, how does disciplinary literacy help youth learn to be metadiscursive?

- 1. Student Practices and Learning from Engaging in Historical Inquiry with Multiple Texts**
Gayle Cribb, *Strategic Literacy Initiative*
Cynthia Greenleaf, *Strategic Literacy Initiative*
- 2. Recruiting Everyday Repertoires as Tools for Navigation in the Development of Literary Reasoning**
Carol D. Lee, *Northwestern University*
- 3. Literacies in the Practices of the Sciences: What Do Teachers Need to Learn?**
Susan R. Goldman, *University of Illinois, Chicago*
MariAnne George, *University of Illinois, Chicago*

Mon-Lin Monica Ko, *University of Illinois, Chicago*
 Angela Joy Fortune, *University of Illinois, Chicago*

4. **Teaching Disciplinary Literacy as Navigating Ways of Knowing, Ways of Doing, and Ways with Words**

Emily Rainey, *University of Michigan*
 Elizabeth Moje, *University of Michigan*
 Bridget L. Maher, *University of Michigan*

3:00 pm - 4:30 pm - SYMPOSIUM
 Cumberland 6 - Level 3

Area 2

Examining the New Materialities of Teaching, Teacher Learning, and Professional Development Within the Current Digital Turn: Some International Perspectives

Chair:

Judy Kalman, *Centro de Investigación y Estudios Avanzados*

Discussant:

Anne Burke, *Memorial University*

The papers in this symposium embody a new ethos of collaboration, distributed practice, and participation and take a transformative stance towards teacher learning and literacy. We examine how digital technologies can move across contexts of learning and how they play out in complex teacher development experiences. From Australia, Canada, Mexico and the US, papers present insights into the new materialities of teaching and what it means to “be digital” within teacher learning projects and spaces.

1. **Examining the New Materialities of Teacher Professional Development**

Judy Kalman, *Centro de Investigación y Estudios Avanzados*

Michele Knobel, *Montclair State University*

2. **Expanding Notions of Professional Development in Adult Basic Education**

Erik Jacobson, *Montclair State University*

3. **From Professional Development to Professional Learning: Re-Defining Teaching, Learning, and Literacies**

Susi Bostock, *Half Hollow Hills School District*

4. **Professional Development from the Inside Out: Developing Creative Multimodal Literacies that Work in Real Time—and Place**

Heather Lotherington, *York University, Toronto*

5. **Audience, Alliance, and Agency: Teacher Professional Learning Through Online Social Networking**

Jen Scott Curwood, *University of Sydney*

3:00 pm - 4:30 pm - PAPER SESSION
 Mockingbird 1 - Level 3

Area 5

Early Literacy: Review and Reform

Chair:

Guang-Lea Lee, *Old Dominion University*

1. **Early Childhood Literacy: A Decade in Review**

William H Teale, *University of Illinois, Chicago*
 Colleen Whittingham, *University of Illinois, Chicago*
 Emily Brown Hoffman, *University of Illinois, Chicago*

2. **How Adults Help Preschoolers Build Foundational Understandings about Speech/Print Matching During Writing**

Deborah Rowe, *Vanderbilt University*
 Laura Piestrzynski, *Vanderbilt University*

3. **4K Teachers and Writing**

Lois Delwiche Zamzow, *University of Wisconsin, Oshkosh*

3:00 pm - 4:30 pm - PAPER SESSION
 Mockingbird 2 - Level 3

Area 9

Diversity in Children’s and YA Literature: Toward Critical Multicultural Content Analysis

Chair:

Nora Peterman, *University of Pennsylvania*

Discussant:

Denise Davila, *University of Nevada, Las Vegas*

1. **A Content Analysis of Diversity in Caldecott Winner and Honor Books Across the Decades**

Melanie Koss, *Northern Illinois University*
 Miriam Martinez, *The University of Texas, San Antonio*

Nancy Johnson, *Western Washington University*

2. **An Analysis of Spanish Use in Award-Winning Children’s Literature**

Laura Beth Kelly, *Arizona State University*

3. **Critically Analyzing and Exploring the Cultural Authenticity of Latino/a Children’s Books**

Eliza Allen, *University of South Carolina*
 Sanjuana Rodriguez, *Kennesaw State University*

WEDNESDAY

4. Troubling Transnormativity: An Analysis of Children's Picture Books

Scott Ritchie, *Kennesaw State University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Mockingbird 3 - Level 3

Area 7

Calling out and Countering Deficit Discourse in Journalism and Research About the Language of Poor and Racialized Young Children

Chair:

Randy Bomer, *University of Texas, Austin*

This session will report on Critical Discourse Analyses of deficit discourse in recent research as well as popular media reports about research, especially “word gap” studies. Popular media reports both represent literacy research and help create the “common sense” out of which literacy research may arise. Participants will leave equipped with understandings about the quality of the studies themselves, the slant of the reporting, and ways of responding to local deficit perspectives.

1. Deficit Thinking and its Manifestations in “Word Gap” Claims

Randy Bomer, *University of Texas, Austin*

2. Deficit Vs. Appreciative Perspectives on the Language of Young Latin@ Children

Ramon Martinez, *Stanford University*

3. Journalistic Representations of Research Studies About Poverty and Education

Charlotte Land, *University of Texas, Austin*

Jessica Rubin, *University of Texas, Austin*

Saba Vlach, *The University of Texas at Austin*

Natalie Svreck, *University of Texas, Austin*

Catherine Lammert, *University of Texas, Austin*

Cori Salmeron, *University of Texas, Austin*

Aimee Hendrix, *The University of Texas, Austin*

3:00 pm - 4:30 pm - PAPER SESSION
Mockingbird 4 - Level 3

Area 6

Explorations of Inquiry, Learning, and Functional Literacy

Chair:

Alex Hoobie Schott, *University of Iowa*

1. Who Researches Functional Literacy?: Mobilizing Research Across Interdisciplinary Boundaries

Donita Shaw, *Oklahoma State University*

Kristen Perry, *University of Kentucky*

Lyudmila Ivanyuk, *University of Kentucky*

Sarah Tham, *University of Kansas*

2. A Multidisciplinary Perspective on Inquiry in Disciplinary Literacy

David O'Brien, *University of Minnesota*

Lisa L Ortmann, *Western Illinois University*

3. The Reading-Writing-Thinking Connection: Revisiting the Contribution of Metacognition to a Better Understanding of Literacy Processes

Annamary Consalvo, *The University of Texas, Tyler*

Diane Schallert, *University of Texas, Austin*

3:00 pm - 4:30 pm - PAPER SESSION
Electric - Level 4

Area 8

Early Literacy & Language in Diverse Settings

Chair:

Katie Bernstein, *Arizona State University*

Discussant:

Stephanie Lynn Abraham, *Rowan University*

1. Sustaining Diverse Literacies in the Early Childhood Classroom: An Integrative Review

Emily Machado, *University of Illinois, Chicago*

2. English Rhyme and Beginning Sound Awareness Skills in Spanish-English Bilingual Prekindergarten Children

Laura B. Reynolds, *Southern Connecticut State University*

Angela M. Lopez-Velasquez, *Southern Connecticut State University*

3. A Case Study: Refining Dialogic Teaching in an Early Elementary Classroom to Support ELL Students

Amber Meyer, *Michigan State University*

4. Translingual Practices in a Singapore Preschool Classroom

Yvonne Pek, *University of Wisconsin, Madison*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Bass - Level 4

Area 7

A Participatory Performance Process: Educators Respond to High Stakes Testing Discourses

Discussant:

Maureen Boyd, *University of Buffalo*

Presenters:

Ruth Harman, *University of Georgia*

A.J. Jackson, *University of Georgia*

Melanie Marty, *University of Georgia*

Melissa Perez, *University of Georgia*

Nicole Siffrinn, *University of Georgia*

Informed by critical sociocultural perspectives on literacy and performance (e.g. Bakhtin, 1981; Baumann & Briggs, 1992; Delgado & Stefanic, 2002; Gutierrez, 2008; Halliday, 1994), the presenters transmediate the findings from our four action research studies focused on classroom instruction, family engagement, institutional practices and professional development into dramatic scenarios that both show and amplify the discourses at play in the contexts wherein we research and teach.

1. Reconceptualizing Home Visits: How Schools can Promote Language Rights and Access for Latino Parents

Melissa Perez, *University of Georgia*

Ariel Gordon, *Cedar Shoals High School*

3:00 pm - 4:30 pm - PAPER SESSION
Acoustic - Level 4

Area 7

Critical Multimodal Literacies: Dialogue, Laughter, Truth & Drama

Chair:

Selena E. Van Horn, *University of Missouri*

1. Mobilizing Critical Dialogue for Social Transformation: The Intersemiotic Relationship amid Multimodal Text and Teacher Supported Student Talk

Tiffany Nyachae, *University at Buffalo*

2. Laughter as Critical Engagement in a Documentary Filmmaking Class

Jessica Dockter Tierney, *University of Minnesota*

3. Unpacking Ethical Dilemmas Through Critical Multimodal Literacies: Process Drama in a Grade 9 Social Studies Classroom

Amanda Claudia Wager, *Lesley University*

Sara Schroeter, *University of British Columbia*

4. "You Could Tell They Was Telling the Truth": On Digital Compositions, Authentic Audiences, and the Stories We Weave

Julie Rust, *Millsaps College*

4:45 pm - 6:00 pm - PRESIDENTIAL ADDRESS
Broadway Ballroom East - Level 2

Albert J. Kingston Award Presentation

Jill Castek, *University of Arizona*

Kathleen Hinchman, *Syracuse University*

Student Outstanding Research Award Presentation

Doris Walker-Dalhouse, *Marquette University*

Introduction of LRA President

Cynthia Lewis, *University of Minnesota*

2016 Presidential Address: Stories Lost and Found: Mobilizing Imagination in Literacy Research and Practice Patricia Enciso, *The Ohio State University*

Patricia Enciso is professor of Literature for Children and Young Adults in the Department of Teaching and Learning at The Ohio State University. She also is affiliated with the Adolescent, Post-Secondary and Community Literacies; Dramatic and Arts-based Research in Teaching and Learning; and Language, Education and Society specializations. Her research and teaching grow out of a lifelong interest in the ways drama, the arts and literature contribute to more equitable relations and deeper understanding, across texts, among people and within institutions.

As a fourth/fifth grade classroom teacher and co-teacher/researcher in language arts middle grade classrooms, she has more than 20 years of experience in teaching literature in school settings. Her research focuses on youth and teachers' understanding and practices of equity, imagination and engagement in literary reading and everyday storytelling. She has been awarded funding and recognition by the Spencer Foundation, NCTE and the Literacy Research Association. She also is an active leader in the literacy research field, serving

WEDNESDAY

as past chair of the NCTE Research Foundation, co-editor of Language Arts and current president-elect of the Literacy Research Association. She is co-editor of *The Handbook of Research on Children's and Young Adult Literature* (2011), and *Reframing Sociocultural Theory in Literacy Research: Identity, Agency & Power* (2007).

Presidential Reception
6:00 pm - 7:00 pm
Broadway Ballroom Foyer

Vital Issues
9:00 pm - 11:00 pm
Barlines-Lobby Level

Thursday • December 1, 2016

Thursday

Mobilizing Literacy Research for Social Transformation
66th Annual Conference of the Literacy Research Association
November 30 - December 3, 2016 | Nashville, TN

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are comprised of three or four accepted papers grouped together into a session by the Area Chair. Each paper presentation will have approximately 15-20 minutes. The session will have a Chair but not a Discussant (unless formally requested during the proposal submission process). The Chair is responsible for opening the session, introducing the speakers, and managing time. Chairs are not discussants. At the end of the paper presentations, 10-15 minutes should be used for dialogue amongst the audiences and presenters. Chairs can facilitate this discussion.

PAIRED ROUNDTABLES

allow for two papers that have topical, theoretical, or methodological likeness. The roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters are asked to Chair their own sessions—that is, manage time, introduce themselves, and facilitate a discussion amongst attendees.

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.

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the 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 time slots. 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.

Registration Desk

7:00 am - 6:30 pm
Broadway Ballroom Foyer

Newcomer's Breakfast

7:00 am - 8:30 am
Broadway Ballroom F - Level 2

Early Career Achievement Award Committee Meeting

7:30 am - 8:30 am
Cumberland 1 - Level 3

Ethnicity, Race, and Multilingualism (ERM) Committee Meeting

7:30 am - 8:30 am
Cumberland 2 - Level 3

P. David Pearson Scholarly Impact Award Committee Meeting

7:30 am - 8:30 am
Cumberland 3 - Level 3

NCRL Business Meeting

7:30 am - 8:30 am
Cumberland 4 - Level 3

Distinguished Scholar Lifetime Achievement Award Committee Meeting

7:30 am - 8:30 am
Mockingbird 1 - Level 3

Student Outstanding Research Award Committee Meeting

7:30 am - 8:30 am
Mockingbird 2 - Level 3

Publications Committee Meeting

7:30 am - 8:30 am
Mockingbird 3 - Level 3

Technology Committee Meeting

7:30 am - 8:30 am
Mockingbird 4 - Level 3

Research Committee Meeting

7:30 am - 8:30 am
Electric - Level 4

International Innovative Community Group Meeting

7:30 am - 8:30 am
Bass - Level 4

Book Display/Silent Auction

8:00 am - 5:00 pm
Broadway Ballroom Foyer

Exhibits

8:00 am - 5:00 pm
Broadway Ballroom Foyer

Conexión Américas/Padres Comprometidos

9:00 am - 12:00 pm
Broadway Ballroom Foyer

LRA Briefing Room: Supported by LRA Policy & Legislative Committee

9:15 am - 5:00 pm
Broadway Ballroom F

Committee/ICG Exhibits

12:00 pm - 1:00 pm
Broadway Ballroom Foyer

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom A - Level 2

Area 9

Children's Literature in the Digital Age: Can Social Media Lead to Social Change?

Chairs:

Patricia Enciso, *The Ohio State University*
Denise Davila, *University of Nevada, Las Vegas*

Discussant:

Patricia Enciso, *The Ohio State University*

Although stories matter (Fox & Short, 2003), not all stories are equally present in today's literary landscape. Over the past decade, much has been made of the persistence of racial and ethnic achievement gaps in literacy and educational attainment. These conversations have extended from classrooms and communities to the White House. However, until recently, less attention has been paid to a corresponding gap in children's literature and media. Then, in the spring of 2014, New York Times op-eds by the late pioneering Black children's author Walter Dean Myers and his son Christopher Myers thrust the glaring disparities in children's publishing and media into the public discourse (Myers, 2014; Myers, 2014). Their powerful op-eds referenced their work with children as well as their lifelong commitments as writers

THURSDAY

to represent diverse kids' lives. Both authors cited studies by the University of Wisconsin's Cooperative Children's Book Center, which has analyzed trends in children's publishing on an annual basis for more than two decades, and found that every year, over 90% of all children's and young adult books published feature White characters—a statistic that has not moved since the 1960s (CCBC, 2014). After the Myers father-and-son editorials appeared on the front page of one of the nation's most esteemed fora for literature, the largest publishers remained largely silent. Soon, a bold new campaign and hashtag were launched on social media—#WeNeedDiverseBooks. Prominent voices within the industry, including Jason Low, founder and CEO of the multicultural publisher Lee and Low Books, publisher and editorial director Stacy Whitman of the diverse science fiction and fantasy imprint Tu Books, and award-winning young-adult author and advocate Malinda Lo became leading voices in serious conversations around diversifying children's literature, and analyzing racial disparities in media more generally. They are connected to a protest tradition launched decades ago by children's literature diversity pioneers such as Augusta Baker, Nancy Larrick, and Rudine Sims Bishop, as well as many authors, librarians, educators, and community activists who work with some of the nation's most vulnerable young people today. Yet, as author, creative writing professor, and activist Daniel José Older and others pointed out during the heated discussions, calling for diversity is not enough: The question industry professionals need to ask themselves is: How can I use my position to help create a literary world that is diverse, equitable, and doesn't just represent the same segment of society it always has since its inception? What concrete actions can I take to make actual change and move beyond the tired conversation we've been having for decades? (Older, 2014) This proposed session for the Literacy Research Association's 2016 annual meeting in Nashville will feature leading authors, librarian, scholars, and educators talking about social media as a tool for advancing more diverse and informed reviewing and publishing practices. Using the #SlaveryWithoutASmile twitter campaign as a recent exemplar, this dialogue will address the power of a rapid and collective approach to social change, as well as the changing role of authors/librarians/scholars in shaping the aims and material (published books) of children's and young-adult literature publishing.

- 1. #slaverywithoutasmile: The Power of a Social Media Campaign**
Edith Campbell, *Indiana State University Library*
- 2. Broadening the Audience for Equity and Social Change**
Ebony Elizabeth Thomas, *University of Pennsylvania*

- 3. Reading While White: Staying in Dialogue**
K.T. Horning, *University of Wisconsin, Madison*
- 4. Social Media and Latinx Representation**
Ashley Hope Perez, *The Ohio State University*

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom B - Level 2

Area 7 Confronting Inequitable Language Policy in the Classroom: An Ethnicity, Race, and Multilingualism-sponsored Symposium

- Chair:**
Mikel Cole, *Clemson University*
- Discussant:**
Mary McGriff, *New Jersey City University*
- Presenters:**
Leah Duran, *University of Arizona*
Christopher K. Bacon, *Boston College*
Mikel Cole, *Clemson University*

This symposium examines the ways that educators at different levels within the educational system confront restrictive, inequitable language policies.

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom C - Level 2

Area 3 Destabilizing Certainty in Education: Moving Toward Teaching and Learning Literacy as Uncertainty and Risk

- Chair:**
Kevin J. Burke, *University of Georgia*
- Discussant:**
Kevin J. Burke, *University of Georgia*

Certainty in education is encouraged in today's high-stakes testing and accountability milieu. This symposium moves toward uncertainty in literacy instruction. First, we begin with the theoretical underpinnings which make this movement toward uncertainty possible. Second, we theorize preservice teachers' articulation of uncertainty in "narratives of tension." Finally, we interrogate notions of pedagogical risk-taking as uncertainty when supporting language validation. All three studies frame uncertainty as a means for mobilization and humanization in ELA classrooms.

1. Destabilizing Certainty in Education: Moving Toward Teaching and Learning Literacy as Uncertainty and Risk

Mary Martha Neville, *Michigan State University*
 Mandie Dunn, *Michigan State University*
 Scott Jarvie, *Michigan State University*
 Jennifer VanDerHeide, *Michigan State University*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Broadway Ballroom D - Level 2

Area 11
Disseminating Literacy Research for Social Transformation in the *Journal of Literacy Research*; *Reading Research Quarterly*; and *Literacy Research: Theory, Method, and Practice*

Discussant:
 Rachel Karchmer-Klein, *University of Delaware*

Presenters:
 Misty Sailors, *University of Texas, San Antonio*
 Miriam Martinez, *University of Texas, San Antonio*
 Dennis Davis, *University of Texas, San Antonio*
 Virginia Goatley, *University at Albany, SUNY*
 Logan Manning, *University of Texas, San Antonio*
 Linda Gambrell, *Clemson University*
 Susan Neuman, *New York University*
 Betsy Baker, *University of Missouri*
 Lenny Sanchez, *University of Missouri*
 Carol Gilles, *University of Missouri*
 Amy Lannin, *University of Missouri*
 Candace Kuby, *University of Missouri*
 Laurie Kingsley, *University of Missouri*
 Angie Zapata, *University of Missouri*
 Jessica H. Gonzales, *University of Texas, San Antonio*

In this alternative session, the editors of *Journal of Literacy Research (JLR)*; *Reading Research Quarterly (RRQ)*; and *Literacy Research: Theory, Method, and Practice (LRTMP)* will share insights into their respective journals and the ways in which the processes and products of each journal is contributing to the transformation of society.

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom G - Level 2

Area 8
English Learners/Emergent Bilinguals: Classroom Instruction & Intervention

Chair:
 Dawnene D. Hassett, *University of Wisconsin, Madison*
Discussant:
 Sharolyn Pollard-Durodola, *University of Nevada, Las Vegas*

- Putting Pieces Together: A Review of Research on Bilinguals' Reading Comprehension Strategies**
 Kwangok Song, *Arkansas State University*
 Hyun Joo Kwon, *Texas State University*
 Bokhee Na, *University of Texas, Austin*
 So Jung Kim, *University of Texas at El Paso*
- Reading Comprehension Strategies Research for Learners of English**
 Rachel University Brown, *Syracuse University*
- The Effectiveness of Targeted Reading Intervention for English Learners in Kindergarten and First Grade**
 Steve Amendum, *University of Delaware*
 Mary Bratsch-Hines, *University of North Carolina, Chapel Hill*
 Lynne Vernon-Feagans, *University of North Carolina, Chapel Hill*
- Transforming Emergent Biliteracy Instructional Scaffolds in a 3rd-Grade Spanish-English Dual-Language Classroom**
 Kristen Lynne Pratt, *Washington State University*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Broadway Ballroom H - Level 2

Area 3
Eventful Teaching With Literature: Moving Stories Into Lives

Chair:
 Brian Edmiston, *The Ohio State University*

In this session we will compare examples from elementary and secondary classrooms as we introduce the pedagogy of eventful teaching with literature and explore its significance for literacy learning across the age range and across socioeconomic, racial, and ethnic demographics. We will present and analyze preliminary data from classrooms in several schools in two states.

THURSDAY

1. Eventful Teaching with Literature in Middle and High School Classrooms

Richard Beach, *University of Minnesota*
Michelle Marie Falter, *University of Georgia*
Jennifer Jackson Whitley, *The University of Georgia*

2. Eventful Teaching: Toward a Pedagogy of Comprehension as Dialogic Sense-Making Using Dramatic Inquiry

Brian Edmiston, *The Ohio State University*
Meredith Whittaker, *The Ohio State University*
Megan Brown, *The Ohio State University*
Sarah Jackson, *The Ohio State University*
Shaimaa Fatani, *The Ohio State University*
Nithya Sivashankar, *The Ohio State University*

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom J - Level 2

Area 2 Exploring Content Area Literacy Practices

Chair:

Anne Ittner, *University of Minnesota*

1. Elementary Teachers' Beliefs and Practices Related to Literacy-Infused Mathematics Instruction

Kathryn Chavez, *University of Arizona*
Patty Anders, *University of Arizona*
Amy Wilson-Lopez, *Utah State University*

2. Fostering Engaging Vocabulary Instruction Through Responsive Professional Development

Blythe Anderson, *Michigan State University*
Melissa Gallagher, *George Mason University*

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom K - Level 2

Area 6 Exploring Literacy Identities

Chair:

Megan Munson-Warnken, *The University of Vermont*

1. Critical Historical Identity: Mobilizing the Past in the Present

Shawndra Allen, *University of Illinois, Chicago*
Mellissa Gyimah, *University of Illinois, Chicago*

2. College Readers' Perceptions of Literacy: Identity, Engagement and the Role of Anomaly.

Kelly Allen, *University of Arizona*

3. Social Literacy Learning: Literacy Histories Shaping Literacy Identities

Christy Howard, *East Carolina University*
Joy Myers, *James Madison University*
Melissa Adams-Budde, *West Chester University of Pennsylvania*

8:45 am - 10:15 am - PAPER SESSION
Music Row 1 - Level 2

Area 8 Language & Multimodal Expressions of Writing

Chair:

Ann Bennett, *Kennesaw State University*

Discussant:

Kate T. Anderson, *Arizona State University*

1. Engaging Multilingual Guatemalan Students in Literacy through Dialogue Journal Writing

Rebecca E Linares, *University of Illinois, Urbana-Champaign*

2. Multimodal L2 Writing: Recontextualizing Semiotic Modes in Digital Videos

Dong-shin Shin, *University of Cincinnati*

3. "And for That, I Won't Forgive You": ELL and Migrant Youth Act With Agency for Social Justice Through Multimodal Composition

Elizabeth C. Lewis, *Dickinson College*

8:45 am - 10:15 am - PAPER SESSION
Music Row 2 - Level 2

Area 13 Issues and Trends in Literacy

Chair:

Judy Hicks Paulick, *Stanford University*

1. Effects of Poverty on Reading Development: A Framework for Research, Teaching, and Policy

Nancy Flanagan Knapp, *University of Georgia*

2. Illustrating the Range of Teacher Language During Child-Directed Playtime in Head Start Preschools

Judy Hicks Paulick, *Stanford University*

3. Unpacking Impact Factors

Carol Gilles, *University of Missouri*
Erin Small, *University of Missouri*
Jere Gilles, *University of Missouri*

Area 9
Imagining Adolescence: Comics, Young Adult Literature, and Popular Culture

Chair:

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

Discussant:

Ebony Elizabeth Thomas, *University of Pennsylvania*

1. **Comic Artists' Depictions of Adolescence: Fabrication, Enchantment, and Nostalgia**
 Mark A. Lewis, *Loyola University Maryland*
2. **Consuming Identities: Response and Revision in Youth Engagement With Branded Young-Adult Literature**
 Nora Peterman, *University of Pennsylvania*
3. **Wonderland to Un Lun Dun: Using Speculative Literature to Critique Reading as Windows and Mirrors**
 Bevin Roue, *Michigan State University*
4. **"I Don't Feel ... Like a Real Person": Giftedness as Dispossession and Memoir Comics of Alienation**
 Michael L. Kersulov, *Indiana University*

8:45 am - 10:15 am - PAPER SESSION
 Cumberland 1 - Level 3

Area 1
Frameworks and Practices for Approaching Disciplinary Literacy in Teacher Education

Chair:

Susan Dougherty, *Rider University*

1. **Pre-Service Teachers Translating Disciplinary Literacies in Science: From the Methods Class to Elementary Classrooms**
 Stephanie Buelow, *University of Hawaii, Manoa*
 Charlotte Frambaugh-Kritzer, *University of Hawaii, Manoa*
 Lori Fulton, *University of Hawaii, Manoa*
2. **Beyond the Textbook: Reimagining Disciplinary Literacy in Teacher Education**
 David O'Brien, *University of Minnesota*
 Megan McDonald Van Deventer, *University of Minnesota*
 Laura Lemanski, *University of Minnesota*

3. Mobilizing Funds of Knowledge and Modalities to Teach Disciplinary Literacy in a Colonia

Kathy M. Bussert-Webb, *University of Texas, Rio Grande Valley*

María E. Díaz, *University of Texas, Rio Grande Valley*

4. Using Disciplinary Inquiry to Develop Secondary Teachers' Disciplinary Literacy Perspectives and Practices

Steve Hart, *Fresno State*

Stephanie M. Bennett, *Mississippi State University*

James R. King, *University of South Florida*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
 Cumberland 2 - Level 3

Area 11
From Messiness To Meaning Making In Digital Video Analysis

Chair:

Julie Coiro, *University of Rhode Island*

This alternative session includes six Pecha Kucha segments (40 minutes total) wherein each presenter will share a specific issue that has emerged in the context of their own analysis of video data and solutions he/she has developed to address the issue. Then, participants and presenters will have 50 minutes to engage in follow-up discussions around these issues while considering implications for analysis and presentation of their own video data and the literacy community at large.

1. **Multimodal Dimensions of Literacy Research**
 Frank Serafini, *Arizona State University*
2. **Capturing Collaborative Dimensions of Online Inquiry and Deliberation**
 Julie Coiro, *University of Rhode Island*
3. **Qualitative Analysis of Video Data**
 Lizabeth Guzniczak, *Oakland University*
4. **Representing Youth's Multimodal Composing Processes**
 Blaine E. Smith, *University of Miami*
5. **Ethnographic Approaches to Researching and Representing Online Literacy Practices**
 Roberto de Roock, *National Institute of Education*
6. **Toward an Interactive Multimodal Scholarship of Literacy**
 John E. McEneaney, *Oakland University*

THURSDAY

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Cumberland 3 - Level 3

Area 13 Gender and Sexualities ICG Research and Mentoring

Chair:

Corrine Wickens, *Northern Illinois University*

Discussants:

Elizabeth Dutro, *University of Colorado, Boulder*

Roni Jo Draper, *Brigham Young University*

Cynthia Helen Brock, *University of Wyoming*

Caitlin Law Ryan, *East Carolina University*

Jill Hermann-Wilmarth, *Western Michigan University*

Corrine 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.

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Cumberland 4 - Level 3

Area 2 Exploring Literacy Teacher Development and Decision-Making Through Multiple Methodological and Theoretical Lenses

Chair:

Lara Handsfield, *Illinois State University*

Discussant:

Gwendolyn McMillon, *Oakland University*

This alternative session highlights four research studies on teacher development and decision-making, each of which used distinct methodological approaches. Concurrent with the conference theme, "Mobilizing Literacy Research for Social Transformation," the presenters discuss their research methods and findings with a critical eye toward how different methodologies position participants and researchers and differentially benefit a range of stakeholders.

1. Exploring Interview Context as Site for Transformation: Relational Cultural Theory in Teacher Education Research

Anne Swenson Ticknor, *East Carolina University*

2. Complexity, Conceptual Models, and Teacher Decision-Making Research

Marla King Robertson, *Utah State University*

3. Preservice Teachers' Reflections About After-School Literacy Tutoring: A Poetic Exploration

Janet C. Richards, *University of South Florida*

4. Teacher Education and Professional Development to Support Content-Area Literacy for Students with Disabilities

Catherine Lipson, *University of California, Berkeley*

8:45 am - 10:15 am - SYMPOSIUM
Cumberland 5 - Level 3

Area 9

Harnessing the Potential of Multimodal Text: Graphic Novels in the English Classroom

Chair:

Laura Maria Jimenez, *Boston University*

Discussant:

Gary B. Moorman, *Appalachian State University*

This symposium will highlight research that focuses on potential uses of graphic novels in an instructional context. The research will detail how graphic novels can be used to teach young adults content traditionally taught in English language arts courses. Each study will focus on different populations and/or different aspects of instruction.

1. Accessing Canonical Literature: Creating a Bridge to Beowulf

Carla K. Meyer, *Duquesne University*

Laura Maria Jimenez, *Boston University*

2. Teaching Close Reading Skills through Graphic Novels

William Lewis, *University of Delaware*

Sean Krazit, *University of Delaware*

3. Students' Attitudes and Academic Performance Using Graphic Novels in AP English

Stergios Botzakis, *University of Tennessee, Knoxville*

8:45 am - 10:15 am - PAPER SESSION
Cumberland 6 - Level 3

Area 5

Interrogating and Reimagining Writing Processes

Chair:

Maria Paula Ghiso, *Teachers College, Columbia University*

1. A Formative Experiment of Culturally Responsive Writing Workshop in a Grades 3-5 Title 1 School

Margaret Carmody Hagood, *College of Charleston*

2. Growth Mindset and At-Risk Children's Writing Achievement: A Hidden Key to Social Transformation?

Beau Michael Whitsett, *The University of Tennessee, Knoxville*

Sherry Bell, *The University of Tennessee, Knoxville*

3. "I Play Around to Find the Just-Right Word": An Analysis of Three Fifth-Grade Students' Word Choice Decisions in Composition in a Vocabulary-Rich, Reading-and-Writing Classroom

James F Baumann, *University of Missouri*

Christine A. Mallozzi, *University of Kentucky*

Donna Ware, *Clarke County School District*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Mockingbird 2 - Level 3

Area 3

Transforming Words to Lyrics: Songwriting to Open Up Possibilities in Student Writing

Presenters:

Jennifer Luck, *Austin Theatre Alliance*

Bridget Lee, *The Ohio State University*

As we convene in Nashville – better known as Music City – this alternative format session will focus on the possibilities in transforming young peoples' writings into lyrics. We will discuss and practice how the act of transforming the written word into a performed song can expand a student's understanding of the power and value of their words.

8:45 am - 10:15 am - PAPER SESSION
Mockingbird 1 - Level 3

Area 4

Teachers' Perspectives on Literacy Policies, Tools, and Instruction

Chair:

Renee Moran, *East Tennessee State University*

1. Using Photo Elicitation to Understand Teachers' Perspectives on Literacy in the Age of Common Core

Renee Moran, *East Tennessee State University*

Karin Keith, *East Tennessee State University*

Huili Hong, *East Tennessee State University*

Stacey Fisher, *East Tennessee State University*

2. Teacher Sensemaking of Literacy Policy: Leveled Text in First Grade

Melanie Walski, *University of Illinois, Chicago*

3. Common Messages About Instruction? An Analysis of State-Provided Common Core Resources for English/Language Arts

Susanna Latham Benko, *Ball State University*

Emily Hodge, *Montclair State University*

Serena Salloum, *Ball State University*

4. Building Capacity for Teaching Writing with Rigor: Teachers' Perspectives on Where Policy Makers Should Start

Sherry Dismuke, *Boise State University*

8:45 am - 10:15 am - PAPER SESSION
Mockingbird 3 - Level 3

Area 7

Digital Media & Engagement: eMersion, Activism, & the Global Refugee Crisis

Chair:

Tisha Lewis Ellison, *The University of Georgia*

1. eMersion: A Bilateral Nostalgia for Technology and Text Among Muslim Immigrants

Rohany Nayan, *University of North Carolina, Charlotte*

Michael K. Thomas, *University of Illinois, Chicago*

2. Reading Collecting and Curating as Genres of Participation in Youth Activism: Mobilizing Social Justice through Digital Media Production

Jon Michael Wargo, *Michigan State University*

3. Media Habits & the Global Refugee Crisis: A Critical Discourse Analysis of Media Literacy Practices

Alexis Cullerton, *University of Illinois, Chicago*

Joseph Rumenapp, *Judson University*

Ryan Schaefer, *Judson University*

THURSDAY

8:45 am - 10:15 am - PAPER SESSION
Mockingbird 4 - Level 3

Area 11 Insights into Multi-Modal Research Methods

Chair:

Mark Dressman, *University of Illinois, Urbana-Champaign*

- 1. Developing Methods for Using Multimodal Interaction Analysis in Literacy Classroom Research**
Andrea L. Tochelli-Ward, *Le Moyne College*
- 2. From Sensibility to Intelligibility: Toward a Pragmatics of Multimodality**
Mark Dressman, *University of Illinois, Urbana-Champaign*
- 3. Seeking More Productive Approaches to Multimodal Analysis**
David E. Low, *California State University, Fresno*
Jessica Zacher Pandya, *California State University, Long Beach*
- 4. Visual, Embodied, and Empathetic Literacies: Research Methods to Understand How Adolescents See, Become, and Feel Challenging Texts**
James S. Chisholm, *University of Louisville*
Kathryn Whitmore, *University of Louisville*
Ashley Shelton, *University of Louisville*
Jonathan Baize, *University of Louisville*

8:45 am - 10:15 am - PAPER SESSION
Electric - Level 4

Area 10 Technology & Critical Perspectives

Chair:

Poonam Arya, *Wayne State University*

Discussant:

Alex Hoobie Schott, *University of Iowa*

- 1. Change Your Stance: Secondary English Teachers as Digital Writers with a Critical Literacy Stance**
Kathryn Ann Caprino, *University of Florida*
- 2. Hashtag Activism and Gender Advocacy: A Virtual Ethnography of Activism on Twitter**
Rohit Mehta, *Michigan State University*
Sarah Gretter, *Michigan State University*

3. Transforming the Object: Social Critique Through Documentary Film Production in a Community-Based Media Organization

Cassandra Scharber, *University of Minnesota*

Cynthia Lewis, *University of Minnesota*

Tracey Psycher, *Metropolitan State University*

Kris Isaacson, *University of Minnesota*

8:45 am - 10:15 am - SYMPOSIUM
Bass - Level 4

Area 3 Centering Presence: Pedagogies of Relational Being in the Classroom

Chair:

Jessica Whitelaw, *University of Pennsylvania*

Discussants:

Jessica Whitelaw, *University of Pennsylvania*

Stephanie Jones, *University of Georgia*

Presenters:

Kathleen Riley, *West Chester University*

Katherine Crawford-Garrett, *University of New Mexico*

Jessica Whitelaw, *University of Pennsylvania*

This symposium brings together three perspectives on cultivating presence as a “pedagogy of relational being,” an approach that we see as a radical re-centering of dominant discourses of learning. The aim of the symposium is to explore the contours of a shared framework and how it is taken up in three locations among different subject positions and across institutions.

**10:30 am - 12:00 pm – OSCAR S. CAUSEY ADDRESS
Broadway Ballroom East - Level 2**

J. Michael Parker Award Presentation

Silvia Nogueron-Liu, *University of Colorado, Boulder*

Oscar S. Causey Award Presentation

Laurie Henry, *University of Kentucky*

The Texts of Literacy Instruction: Obstacles to or Opportunities for Educational Equity?

Freddy Hiebert, *Text Project*

Elfrieda “Freddy” Hiebert has had a long career as a literacy educator, first as a teacher’s aide and teacher of primary-level students in California and, subsequently, as a teacher educator and researcher at the universities of Kentucky, Colorado-Boulder, Michigan, and California-Berkeley. Her research, which addresses how fluency, vocabulary, and knowledge can be fostered through appropriate texts, has been published in numerous scholarly journals and books. Through documents such as *Becoming a Nation of Readers* (Center for the Study of Reading, 1985) and *Every Child a Reader* (Center for the Improvement of Early Reading Achievement, 1999), she has contributed to making research accessible to educators. Hiebert’s contributions to research and practice have been recognized through awards such as the American Educational Research Association’s Research to Practice award (2013).

STUDY GROUPS

12:00 pm - 1:00 pm

See Pages 12 - 15

**1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom A - Level 2**

Area 3

Writing Intentions: Assessment, Instruction and Policy

Chair:

Shea N. Kerkhoff, *North Carolina State University*

1. Writing Like Authors: How Children’s Literature Shapes Instruction in a Fifth-Grade Writing Workshop

Ryan Colwell, *Fairfield University*

2. Taking a “discrete approach to writing”: A Multicase Study of Middle School ESL Teachers’ Writing Instruction

Natasha H. Chenowith, *Kent State University*

3. The Development of a Measure to Assess Written Messages

Sinead Harmey, *Queens College, CUNY*

Jerome V D’Agostino, *The Ohio State University*

Emily Rodgers, *The Ohio State University*

4. Teachers’ Understanding of and Response to the Writing Policy in the Common Core State Standards

Elaine Wang, *RAND Corporation*

**1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom B - Level 2**

Area 10

Exploring Problem Solving and Critical Thinking in Online Environments Among Children, Adolescents, and Adults

Chair:

Julie Coiro, *University of Rhode Island*

Discussant:

Richard Beach, *University of Minnesota*

This symposium shares work from four studies that sought to characterize how younger and older learners engaged with digital sources within the context of four different types of inquiry-based problem solving scenarios. Collectively, these four papers and insights from our discussant will provide a deeper understanding of how critical thinking and a range of digital literacy skills may influence the ability to solve web-based information problems in diverse educational settings.

1. Understanding Internet Search and Evaluation Strategies During Fifth Graders’ Group Work

Colin Harrison, *University of Nottingham, Jubilee Campus*

2. Assessing Source Evaluation Skills of Middle School Students

Jesse Sparks, *Educational Testing Service*

3. Examining High School Students’ Ability to Evaluate Multiple Sources Encountered During Online Inquiry

Julie Coiro, *University of Rhode Island*

4. Assessing Problem Solving in Technology Rich Environments within a Public Library

Jill Castek, *University of Arizona*

Gloria E. Jacobs, *Portland State University*

THURSDAY

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom C - Level 2

Area 8 Global Perspectives: Literacy, Language, and Culture

Chair:

Antonietta Avila, *University of Wisconsin, Milwaukee*

Discussant:

Maria Paula Ghiso, *Teachers College, Columbia University*

- 1. Critical Language Awareness, Biliteracy, and Digital Translanguaging in Singapore**
Roberto de Rooek, *National Institute of Education*
- 2. Lives in the Corner: Amplifying and Visualizing Yup'ik and Nairobian Lives Through Research**
David Bwire, *The Ohio State University*
- 3. Dream Search: Digital Storytelling, Identity, and Community Cultural Wealth in a Rural South African Community**
Lori Czop Assaf, *Texas State University*
- 4. Windows, Walls, and Tees as Second Language Literacies in Medellín: A Multimodal Analysis of Urban Cultural Spaces**
Raul A. Mora, *Universidad Pontificia Bolivariana*
Tatiana Chiquito, *Universidad Pontificia Bolivariana*
María Camila Mejía-Vélez, *Universidad Pontificia Bolivariana*
Sara Uribe, *Universidad Pontificia Bolivariana*
Tatiana Salazar Patiño, *Universidad Pontificia Bolivariana*
Maryori Giraldo, *Universidad Pontificia Bolivariana*

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom D - Level 2

Area 6 Graphic Novels and Comics in the Classroom

Chair:

Stergios Botzakis, *University of Tennessee, Knoxville*

- 1. Atomic Bombs and "Bad" Americans: Immigrant Youth Developing Historical Literacy with Graphic Novels**
Jie Yie Park, *Clark University*
- 2. Comprehending Comics: An Interactive Model**
Dawnelle Henretty, *Oakland University*
John E. McEneaney, *Oakland University*

3. Mobilizing Emotive Empathy With Informational Text: Three Middle School Students' Think-Aloud Protocols of Gettysburg: The Graphic Novel

James S. Chisholm, *University of Louisville*
Caroline C. Sheffield, *University of Louisville*
Ashley Shelton, *University of Louisville*

4. Geeking Out as Identity Exploration: From 90s Cartoons to Anime Expertise

Grace Pigozzi, *University of Illinois, Chicago*

1:15 pm - 2:45 pm - PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 4

Decision Making in the Face of Accountability, Evaluation, and Reform

Chair:

Leslie M. Cavendish, *High Point University*

- 1. Understanding the Decision Making of New Teachers Regarding Literacy Assessment, Instruction, and Policy**
Kathryn Ann Ohle, *University of Alaska, Anchorage*
Amy Mullins
Andrew P. Huddleston, *Abilene Christian University*
Hannah Lowry, *Abilene Christian University*
- 2. Understanding and Breaking Through the Noise: Literacy Leaders in the Face of Accountability, Evaluation, and Reform**
Catherine Maureen Kelly, *St. Catherine University*
Kenneth Kunz, *Wall Township Public Schools*
Michael McManus, *University of the Ozarks*
Sherry Sanden, *Illinois State University*
Sara Miller, *Longwood University*
Chad H. Waldron, *Penn State, Behrend*
Chelsey M. Bahlmann Bollinger, *The University of Georgia*
Karen K. Graham, *The University of Georgia*

2) Area 2

Developing Literacy Teachers Online and in Person

- 1. Digital Discourses in Early Childhood Educator Online Learning**
Emily Brown Hoffman, *University of Illinois, Chicago*
- 2. Literacy Coaching and Teacher Leadership: Promoting Expansive Learning in a Community of Practice through CARE**
Melissa Mosley Wetzel, *University of Texas, Austin*
Beth Maloch, *University of Texas, Austin*

James V. Hoffma, *University of Texas, Austin*
 Natalie Svrcek, *University of Texas, Austin*
 Samuel DeJulio, *University of Texas, Austin*
 Charlotte Land, *University of Texas, Austin*
 Kira LeeKeenan, *University of Texas, Austin*
 Catherine Lammert, *University of Texas, Austin*
 Cori Salmeron, *University of Texas, Austin*
 Annie Daly, *Austin Independent School District*
 Haylee Lavender, *Austin Independent School District*
 Rosalie Ip, *Austin Independent School District*

3) Area 11 Exploring Multiplicities in Literacy Research

Chair:

Stephanie Anne Shelton, *The University of Alabama*

Discussant:

Mark Vagle, *University of Minnesota*

1. Mobilizing Research, Researchers, and Research Methodologies to Promote the Literacy Achievement of Transnational Students

Allison Skerrett, *University of Texas, Austin*
 Saba Vlach, *University of Texas, Austin*

2. Polyphonic Analysis: Obuchenie in Qualitative Research

Vicki Stewart Collet, *University of Arkansas*
 Michelle Ciminelli, *Niagara University*

4) Area 5 Exploring Text Preferences and Explanations

1. An Exploration of Children's Written Scientific Explanations Composed Before and After Reading About Scientific Processes

Julianne Maner Coleman, *University of Alabama*
 Carol Donovan, *University of Alabama*
 John Dantzler, *University of Alabama, Birmingham*
 Christina Vanzandt, *University of Alabama*

2. Understanding the Text Preferences of Third-Grade Readers

Molly Ness, *Fordham University*
 Gina Gallo, *Fordham University*

5) Area 5 K-1 Reading and Storytelling

Discussant:

Dana Rosen, *The College of New Jersey*

1. "Like it can be fun": The Materiality of Storytelling in Pre-Kindergarten Classroom Read Alouds

Samantha Davida Stewart, *Student*

6) Area 8 Language within Communities

1. Academic Language and Emerging Bilinguals: Making Meaning in Two Classroom Communities

Mark Barba Pacheco, *Vanderbilt University*
 Shannon Daniel, *Vanderbilt University*
 Lisa Pray, *Vanderbilt University*

2. Empowering Emergent English Learners (ELs) and Building Oral Language Ability Using Healthy Recipes in Korea

Guang-Lea Lee, *Old Dominion University*

7) Area 7 Literacy Interactions, Mediations, and Mobilizations in Classrooms

1. Places and Spaces of Literacy [Inter]Action: One Linguistically and Ethnically Diverse Preschool

Colleen Whittingham, *University of Illinois, Chicago*

2. Towards a Pedagogy of Transcontextual Mobility

David Sabey, *Vanderbilt, Peabody*

8) Area 2 Literacy Leaders, Education, and Achievement

1. Across Fifty States: Endorsements to Support Students' Literacy Achievements

Mary F. Roe, *Utah State University*

2. Engaging in Effective Cross-Discipline Collaborations: Literacy Education & Speech-Language Pathology

Hannah Dostal, *University of Connecticut*
 Lisa Bowers, *University of Arkansas*
 Rachael Gabriel, *University of Connecticut*
 Heather Kindall, *University of Arkansas*

THURSDAY

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom G - Level 2

Area 7 Critical Consciousness, Difficult Topics, and Literacy Instruction

Chair:

Nora Peterman, *University of Pennsylvania*

- 1. Boundary Play With the Hijab and MLK Jr.: Youth Reassembling Difficult Topics Through Humor**
Mairi McDermott, *University of Calgary*
Kimberly Lenters, *University of Calgary*
- 2. Critical Posthumanism Meets Anne Frank: Preservice Teachers Wrestle with Difficult Knowledge**
Karen Spector, *University of Alabama*
Anne Murray, *University of Alabama*
- 3. Writing Through Resistance: Students Struggling Toward Subjectivity Through Youth Participatory Action Research**
Logan Manning, *University of Texas, San Antonio*
Phillip Twining, *University of Texas, San Antonio*
- 4. Youth Critical Literacies and Pedagogies of Public Spaces: Analyzing the Critical Discourses, Texts, and Social Action in Youth Public Performances in Puerto Rico**
Carmen Liliana Medina, *Indiana University*
Adam D. Henze, *Indiana University*

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom H - Level 2

Area 3 Examining Differentiated Instruction

Chair:

Steve Amendum, *University of Delaware*

- 1. Student Perceptions of Instructional Practices: Is Differentiated Instruction Fair?**
Dana Algeo-Nichols, *Washington State University*
- 2. Differentiated Literacy Instruction: Boondoggle or Best Practice?**
Kelly Puzio, *Washington State University*
Glenn Colby, *Cascadia College*
Dana Algeo, *Washington State University*

3. Effects of a Tier 1 Intervention Designed to Improve Fluency and Comprehension in Grades 3-5

Steve Amendum, *University of Delaware*
Adrian Pasquarella, *University of Delaware*
Sharon Walpole, *University of Delaware*
Michael McKenna, *University of Virginia*
John Z. Strong, *University of Delaware*

4. Literacy Teachers' Instructional Adaptations: A Literature Review

Seth A. Parsons, *George Mason University*
Margaret Vaughn, *University of Idaho*
Roya Q. Scales, *Western Carolina University*
Stephanie G. Davis, *University of North Carolina, Greensboro*
Melissa Gallagher, *George Mason University*
Melissa Pierczynski, *George Mason University*
Allison Ward Parsons, *George Mason University*

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 1 Integrating Technology in Preservice Teacher Preparation

Chair:

Peggy Semingson, *University of Texas, Arlington*

Discussant:

Peggy Semingson, *University of Texas, Arlington*

Presenters:

Kathryn Pole, *University of Texas, Arlington*
Marla King Robertson, *Utah State University*
Jennifer M Smith, *Austin College*
Carla Amaro-Jimenez, *University of Texas, Arlington*
Holly Hungerford-Kresser, *University of Texas, Arlington*

As teacher-educators and action-researchers, we explore how we integrate technology into our work with preservice teachers in order to engage them in their own learning as well as model effective technology practices that they can take into their own teaching. We explore the topic of preservice teacher development and technology integration from four different perspectives, under an umbrella of ways to model effective teaching for our preservice teachers.

1:15 pm - 2:45 pm - SYMPOSIUM
Music Row 1 - Level 2

Area 2

Mobilizing Teachers Through Action Research: Transformation Across Three Teacher Education Programs

Chair:

Ambareen Nasir, *Loyola University*

Discussant:

Ambareen Nasir, *Loyola University*

Action Research has been recommended as form of on-going teacher education. AR practices allow for teachers to investigate and develop their own practices as well as mobilize research within communities. Three papers will be presented from different universities, demonstrating a range of action research practices that are used in teacher education. The papers focus on the development of bilingual/ESL teaching methods, the integration of digital literacies in bilingual contexts, and the affordances of professional writing.

- 1. Teacher Candidates Applying Bilingual Methods Through Action Research**
Beverly Troiano, *Elmhurst College*
- 2. Action Research and the Usage of Digital Literacy Within a High School Transitional Bilingual Biology Classroom**
Joanna Maravilla-Cano, *University of Illinois, Chicago*
Jing Wang, *University of Illinois, Chicago*
Aria Razfar, *University of Illinois, Chicago*
- 3. Action Research: Professional Writing About Transformed Instruction**
Valerie D. Cawley, *Judson University*
Joseph Rumenapp, *Judson University*
Melissa Leisner, *Judson University*

1:15 pm - 2:45 pm - PAPER SESSION
Music Row 2 - Level 2

Area 8

Multicultural Literature in the Classroom

Chair:

Deborah Augsburger, *Lewis University*

Discussant:

Rachel Salas, *University of Nevada, Reno*

- 1. Bilingual Kindergarteners' Engagement in Multicultural Picture Books Through Prediction, Imagination, and Social Interaction: A Case Study**
So Jung Kim, *University of Texas, El Paso*
Kwangok Song, *Arkansas State University*
- 2. Transaction with Postmodern Picturebooks – A Case from Taiwan**
Ying-Hsuan Lee, *Washington State University*
- 3. “‘Wetback’ was the word they used most and they also used more offensive words”: Transformative Practices Through Interactive Read Alouds**
María G. Leija, *Oregon State University*
María E. Fránquiz, *University of Utah*
Gilberto P. Lara, *Oregon State University*

1:15 pm - 2:45 pm - PAPER SESSION
Music Row 5 - Level 2

Area 13

Literacy: Social Justice and Agency

Chair:

Arlette Willis, *The University of Illinois, Urbana – Champagne*

- 1. Re-Reading Freire in Brasil**
Arlette Willis, *The University of Illinois, Urbana - Champagne*
Gabriela Medeiros Nogueira, *Universidade Federal do Rio Grande*
Eduardo Arriada, *Universidade Federal de Pelotas*
- 2. Cartographic Literacy: An Analysis of Student Texts through Metaphors of Movement**
Amy D. Williams, *University of Utah*
Maureen A. Mathison, *University of Utah*
- 3. Response(s) and Responsibilities Across Textual Trajectories: Documentary Film and Literacy Research During Commemorative Events in Argentina**
James Damico, *Indiana University*
Alexandra Panos, *Indiana University*
Suriati Abas, *Indiana University*
Loren Lybarger, *Ohio University*
JesAlana Stewart, *Indiana University*
Heriberto Rodriguez-Vazquez, *Indiana University*
Paul Abowd, *Al Jazeera America*
Liliana Zecker, *DePaul University*

THURSDAY

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 1 - Level 3

Area 7 Ecological Designs for Recruiting Cultural Repertoires to Scaffold Social Transformations Through Literacy

Chair:

Takeena Everett, *University of Illinois, Chicago*

Discussant:

Yolanda J. Majors, *University of Minnesota*

This symposium focuses on how learning is embedded in ecological contexts that entail the recruitment of cultural repertoires within and across spaces and how the design of such spaces (e.g. home, school, community-based settings) can facilitate social transformation in terms of engagement in an array of literacy practices that open up opportunities for interrogating one's life circumstances.

1. Recruiting Cultural Repertoires Supporting Literary Reasoning as a Tool for Developing Racial Identity for Resilience

Carol D. Lee, *Northwestern University*

2. Documenting Ingenuity in the New Media Practices of Latino Families

Kris Gutierrez, *University of California, Berkeley*

3. Racialized Ecologies for Learning: Creating Transformative Learning Spaces for African American Students

Na'ilah Suad Nasir, *University of California, Berkeley*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Cumberland 2 - Level 3

Area 13 From Spitballs to Spinners: A Posthuman Approach to Paper as a Crucial Material in Literacy Practice, Pedagogy, and Research

Presenters:

Karen E. Wohlwend, *Indiana University*

Brooke Hofsess, *Appalachian State University*

We propose this alternative session as an invitation for attendees to explore the vibrant relationships between humans and materials in the literacy workshop. Through explorations with paper as a multimodal material and data vignettes, participants will explore how literacies emerge co-constitutively through relationships with humans, matter, materials, nature, and discourses. After a brief introduction to new materialism participants will

collectively engage to explore and analyze co-constructed relationships between students and classroom materials.

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Cumberland 3 - Level 3

Area 8 Intersections of Identity in the Literacy Classroom: Centering ELL Voices for Social Transformation

Presenters:

Rae Oviatt, *Michigan State University*

Laura M. Kennedy, *Michigan State University*

Sandra Pylvainen, *Michigan State University*

Reframing the deficit perspective too often placed upon multiracial and multilingual youth necessitates and acknowledges their particular ethnic identities, their deep histories, and cultural epistemologies, in short to frame these as assets. In this alternative format, presenters and participants will engage in discourse and practice with writing activities framed to create access for English Language Learners to mobilize, transform, and empower their literacy practices through engagement with the ideas of identity, agency, and intersectionality.

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 4 - Level 3

B

Area 9 Inviting Diverse Families into the Dialogic and Transformational Construction of Children's Literacies

Chair:

Yoo Kyung Sung, *University of New Mexico*

Discussant:

Jeanne Fain, *Lipscomb University*

The underlying rationale for the presentation stems from research findings that educational process can be transforming when teachers learn about the everyday lived contexts of their students' lives and the strengths that they bring to school. This symposium consists of three papers and explores a continuum of cultural practices occurring within and outside of school contexts, in which family literacy plays out as an important cultural practice.

1. “Las mamá’s Latinas”: Diciendo Cuentos to Understand School and What Counts as ‘Knowledge’

Julia Lopez-Robertson, *University of South Carolina*

2. “Turn off the Korean Song, Mom! My Friends are English (Speaking) People!”: Korean Diaspora Mother’s Study Group Inquiries on Literacy Practice with “America-Born-My-Child”

Yoo Kyung Sung, *University of New Mexico*

3. Bilingual Children and Their Families Creating Texts in Response to Informational and Global Texts

Jeanne Fain, *Lipscomb University*

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 5 - Level 3

Area 3

Features of Teacher-Child Interactions that Foster Vocabulary Knowledge and Inferential Language in Preschool Classrooms

Chair:

Erica Barnes, *University at Albany, SUNY*

Discussant:

Erica Barnes, *University at Albany, SUNY*

Teacher-child interactions are essential for language learning. There is still much to be learned about teacher-child interactions as they relate to depth of vocabulary knowledge and inferencing. The first paper investigates relationships between teachers’ inferential talk and children’s comprehension. The second paper examines how teachers support children’s inferential thinking by addressing misunderstandings. The final papers investigate mechanisms of guided play that may foster children’s depth of vocabulary knowledge: lexical quality of teacher and child talk.

1. Examining Relationships Between Teachers’ Growth in Inferential Talk During Read Alouds and Children’s Story Comprehension

Molly Fuller Collins, *Vanderbilt University*

2. Sources of Children’s Misunderstandings During Read Alouds: Knowledge About Children’s Thinking to Improve Instruction

Alyssa Janco, *Vanderbilt University*

Danielle McKiever, *Vanderbilt University*

Molly Fuller Collins, *Vanderbilt University*

3. Teachers’ Language Measures in Dramatic Play Centers and Preschoolers’ Expressive Vocabulary Outcomes

Sohyun Meacham, *University of Northern Iowa*

4. Preschool Children’s Verbal Engagement During Guided Play and Depth of Vocabulary Knowledge

Katherine Newman, *Vanderbilt University*

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 6 - Level 3

B

Area 7

El Poder de Familias/The Power of Families: Creating Welcoming Family Literacy Spaces with and for Families

Chair:

Myriam Torres, *New Mexico State University*

Discussant:

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

Presenters:

Anita Hernandez, *New Mexico State University*

Gloria Margarita Calderón García, *New Mexico State University*

Tracey Terece Flores, *Arizona State University*

This symposium shares findings from three qualitative studies with families and teachers engaging in family literacy projects in the Southwestern part of the U.S. and in northern México. These studies include: a study of ten classroom teachers creating their own family literacy projects, an action research study of two home literacy projects created in collaboration with Mexican parents’ feedback, and a case study of a bilingual writing workshop for Latina mothers and their adolescent daughters.

THURSDAY

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Mockingbird 1 - Level 3

Area 13 Mobilization of Literacy Research and Practices in International Settings

Chair:

Lijun Jin, *Towson University*

Discussant:

Xiaoming Liu, *Towson University*

Presenters:

S. Joy Stephens, *University at Albany, SUNY*
Patience Adjekai Sowa, *Educational Consultant*
Lolowa Al Marzouqi, *Technology Development Committee*
Bettina Buch, *University College Sjælland*
Evan Ortlieb, *St. John's University*
Anna C. Smith, *St. John's University*
Yusuke Sasaki, *Monash University*
Earl H. Cheek, Jr., *Louisiana State University*
Wolfram Verlaan, *University of Alabama in Huntsville*
Hitomi Kambara, *University of Oklahoma*
Jiening Ruan, *University of Oklahoma*
Lijun Jin, *Towson University*
Tammy M. Milby, *University of Richmond*
Joan Rhodes, *Virginia Commonwealth University*
Xiaoming Liu, *Towson University*
Shuzhan Li, *University of Florida*
Ran Hu, *East Carolina University*
Qian Wang, *Capital Normal University*

Sponsored by the LRA International Innovative Community Group, this poster session addresses various literacy research and practices in six countries (UAE, Denmark, Belize, New Zealand, Australia, and Japan) in addition to the U.S. The session invites the audience to interact with the authors and further discuss the research findings and issues raised.

1:15 pm - 2:45 pm - PAPER SESSION
Mockingbird 2 - Level 3

Area 6 Literacy Connections to the Arts and to Social Lives of Adolescents

Chair:

Karen E. Smith, *University of Manitoba*

1. Middle School Reading Motivation and Art Integration

Kaia-Marie Bishop, *Eastern Michigan University*
Robert D. Carpenter, *Eastern Michigan University*

2. Social Connection in a High School Writing Class

Valerie L. Marsh, *University of Rochester*

3. More Than the Second "R": Revisiting Writing Instruction for Young Adults

Kristine E. Pytash, *Kent State University*
Mellinee K. Lesley, *Texas Tech University*

1:15 pm - 2:45 pm - PAPER SESSION
Mockingbird 3 - Level 3

Area 7 Literacies, Languages, and Families

Chair:

Kristen Perry, *University of Kentucky*

1. Asian Immigrants Family-School Relationships and Literacy Learning: Patterns and Explanations

Guofang Li, *University of British Columbia*
Zhuo Sun, *University of British Columbia*

2. (re)Storying Literacy Experiences and Practices of African American Families Through Narrative Inquiry

Shana E. Rochester, *University of Michigan*

3. Beyond Synergy: Children's Role in Brokering Literacy Practices in an Afghan-American Refugee Family

Assadullah Sadiq, *University of British Columbia*

4. Developing Critically Literate Children at Bilingual Homes

Zawan Al Bulushi

1:15 pm - 2:45 pm - SYMPOSIUM
Mockingbird 4 - Level 3

Area 11 Mapping Literacies, Seeking Mobilities: Social Transformations in Four Contexts

Chair:

Jennifer Rowsell, *Brock University*

Discussant:

Glynda Hull, *University of California, Berkeley*

For this symposium, four researchers use the lens of 'mapping' as a heuristic tool to analyze findings from their research. Maps serve as both a conceptual tool to excavate multiple sources of data and a figurative device to uncover themes that remain hidden from sight. Common strands within the symposium are research studies that examine how research participants design multimodal, embodied

texts as agentic maps that reveal learning dispositions, motivations, and everyday practices.

- 1. Making the Literacy Lab: Mapping the Emergence of a High School Makerspace**
Amy Stornaiuolo, *University of Pennsylvania*
Veena Vasudevan, *University of Pennsylvania*
T. Philip Nichols, *University of Pennsylvania*
- 2. Mapping Youth Local-Global Identities: Textual, Virtual and Community Spaces**
Cheryl McLean, *Rutgers Graduate School of Education*
- 3. Mapping Responses to Visual and Written Text: Aesthetics and Their Implications for Literacy Learning**
Amélie Lemieux, *McGill University*
- 4. Tall Hair Means Happiness: Mapping Agency with Young Adult Language Learners**
Jennifer Rowsell, *Brock University*

1:15 pm - 2:45 pm - SYMPOSIUM
Electric - Level 4

Area 5 Doing Critical Literacy With Young Children

Chair:

Jerome Harste, *Indiana University*

Discussant:

Jerome Harste, *Indiana University*

Literacy researchers from four different countries report on their research with teachers, texts and materiality to develop and extend young children's imagination for the critical. They examine how teachers work with critical literacy to embrace children's imaginations for the creative expression of possible worlds that are fair and just. Critical here, includes young children's emotional, reasoned, social and ethical ways of engaging with the places and spaces in which they live.

- 1. Becoming Critical: Young Children Engaging With Texts in the World**
Kerryn Dixon, *Wits University*
- 2. Getting Out and About – Social Geography and Redesign in Elementary Schools**
Barbara Comber, *Queensland University*
- 3. A Critical Encounter With Shoes Across Time and Space**
Hilary Janks, *Wits University*

1:15 pm - 2:45 pm - SYMPOSIUM
Bass - Level 4

Area 8 Dimensions of EL Literacy Education: Lessons from Small-Group Monolingual and Bilingual Reading Instruction

Chair:

Dan Reynolds, *Vanderbilt University*

Discussant:

Mikel Cole, *Clemson University*

This symposium examines dimensions of small-group reading interventions for English learners (ELs) through the work of three research teams from three universities. Research on reading instruction responsive to ELs' needs is limited, and teacher capacity for such instruction is equally limited. We examine three instructional dimensions: building monolingual teachers' capacity for multilingual pedagogy, leveraging ELs' metalinguistic insights to develop effective curriculum, and scaffolding ELs' access to complex texts.

- 1. Teacher Learning in Translingual Spaces**
Samuel David, *Vanderbilt University*
Robert Jimenez, *Vanderbilt University*
- 2. "Will it work on this word?" The Development of English Learners' Metalinguistic Awareness During a Language-Focused Reading Intervention**
Renata Love Jones, *Boston College*
Anna M. Hartranft, *University of Maryland*
Patrick Proctor, *Boston College*
Rebecca Silverman, *University of Maryland*
- 3. Differential Effects of Scaffolding: Cautionary Evidence for ELs in Monolingual Reading Instruction**
Dan Reynolds, *Vanderbilt University*
Amanda P Goodwin, *Vanderbilt University*

THURSDAY

3:00 pm - 4:30 pm – ALTERNATIVE FORMAT
Acoustic – Level 4

Area 3

Conversations About the Influence of Methodology on Current Research in Academic Language

Chair:

Dennis Davis, *University of Texas, San Antonio*

Discussant:

Phillip Wilder, *Clemson University*

In this meta-methodological session sponsored by the LRA Research Committee, four presenters explore the topic of academic languages/literacies, broadly defined as discipline-specific forms of talk/discourse privileged in classrooms and learning spaces. Each panelist will describe a unique methodological approach to studying this topic. The methodologies discussed in this session are: single-case design, ethnographic micro-analysis, experience sampling method, and a cross-disciplinary set of analytic tools used to longitudinally examine culturally rooted literacy learning.

- Digital Games and Emergent Academic Language: Learning About ELL Preschoolers Through Single-Case Methodology**
Catherine Miller, *University of California, Berkeley*
- Looking Closely and Listening Carefully: An Ethnographic Approach to Understanding the Complexity of Students' Everyday Language**
Ramon Martinez, *Stanford University*
- Using the Experience Sampling Method to Study Sustained Engagement in Academic Literacy**
Sue Larson, *Judson University*
- Examining Eco-Cultural Dimensions of Literacy Learning Through Language: Methodological Opportunities**
Carol D. Lee, *Northwestern University*

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom A - Level 2

Area 7

Digital Play, Creative Practices

Chair:

Antonietta Avila, *University of Wisconsin Milwaukee*

- When Children Move Fluidly Between Digital and Non-Digital Activities: How Children's Non-Digital Play Influences Their Digital Choices**

Laura Teichert, *University of British Columbia*

- "I Learn a Lot of English on Facebook": Language and Literacy Play Among Girls with Refugee Backgrounds**

Delila Omerbasic, *Tulane University*

- The Literacy Practices of an Adolescent Webcomic Creator**

Stergios Botzakis, *University of Tennessee, Knoxville*

Jason D. DeHart, *University of Tennessee, Knoxville*

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom B - Level 2

Area 3

Explorations in Vocabulary Instruction

Chair:

Laura Tortorelli, *Michigan State University*

- A Moving Target: What it Means to Learn Vocabulary across Four 6th Grade Classes**
Katherine Brodeur, *Bowling Green State University*
- Enhancing Vocabulary and Semantic Awareness Growth through Systematic Instruction: A Program Training Design for Low-Income Children**
Kattia Muñoz, *Universidad de los Andes*
Maria Francisca Valenzuela, *Universidad de los Andes*
Pelusa Orellana, *Universidad de los Andes*
- Implementation of a Cross-Content Area Vocabulary Intervention in an Urban Middle School**
Linda Lee Kucan, *University of Pittsburgh*
Michelle Cianciosi-Rimbey, *University of Pittsburgh*
- Unraveling Vocabulary Learning: Reader and Item-level Predictors of Vocabulary Learning within Comprehension Instruction for Fifth and Sixth-Graders**
Amanda P. Goodwin, *Vanderbilt University*
Sun-Joo Cho, *Vanderbilt University*

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom C - Level 2

Area 11
Issues of Design, Policy, and Publication in Literacy Research

Chair:

Nell K. Duke, *University of Michigan*

1. A Content Analysis of Fifteen Literacy Journals, 2009-2014

Seth A. Parsons, *George Mason University*
Melissa Gallagher, *George Mason University*
Allison Ward Parsons, *George Mason University*
Alicia Bruyning, *George Mason University*
Nisreen Daoud, *George Mason University*
Content Analysis Team, *George Mason University*

2. Designing a Goal 3 Instructional Study to Optimize Results

Michael Graves, *University of Minnesota*
Linlin Li, *WestEd*
Kylie Flynn, *WestEd*

3. The Worrisome Neuroscience Transforming Response to Reading Difficulty: A Review of Current Reviews:

George G. Hruby, *University of Kentucky*

4. Using Video-Mediated Interviewing to Learn About Teachers' Literacy Practice in Times of Policy Change

Lauren Anderson, *Connecticut College*
Jamy Stillman, *University of Colorado Boulder*
John Beltramo, *University of Southern California*
Kathryn Struthers, *Bank Street College of Education*

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom D - Level 2

Area 5
Language, Literacy and the Disciplines in the Early Childhood and Elementary Years

Chair:

Tanya S. Wright, *Michigan State University*

Discussant:

Susan Neuman, *New York University*

This symposium highlights four innovative research initiatives investigating language, literacy, and disciplinary learning during the early childhood and elementary years. Together these papers demonstrate the potential that integrated language, literacy, and disciplinary learning may provide for young children. Discussion will focus on

future research that is needed in this burgeoning area of study.

1. Building Content Knowledge in Kindergarten

Juliet Halladay, *University of Vermont*

2. Missed Opportunities: Disciplinary Literacy Learning in Second-Grade Social Studies Instruction

Stephanie Strachan, *Michigan State University*

3. Examining the Associations of Book Reading on Children's Mathematics Achievement Using Data from the ECLS-B

Erica Barnes, *University at Albany, State University of New York*

Jaime Puccioni, *University at Albany, State University of New York*

4. The Role of Oral Discourse in K-5 Science and Social Studies Standards

Tanya S. Wright, *Michigan State University*

Lisa Domke, *Michigan State University*

2016 Distinguished Scholar Lifetime Achievement Award Address
Broadway Ballroom East - Level 2

Allan Luke, *Queensland University of Technology*

No Grand Narrative In Sight: Double Consciousness, Place and the Politics of Literacy

Chair:

Patricia Edwards, *Michigan State University*

In 'The Souls of Black Folk' (1903), W.E.B. Du Bois introduced the term "double consciousness" to describe the African-American experience of "always looking at oneself through the eyes of others." My pathway through the politics of literacy education—via those culturally vexed institutions of schooling, the academy and government—was one of unintended but then deliberate displacement, where I gradually learned the lesson that double or even triple consciousness was a cultural gift from family and kin, generation, culture and place. Seeing the world (and yourself and the institution) through the eyes of others is hardly deficit or disabling: it is the key to epistemological and cultural power, it enables us to generate new strategies and insights for changing theory and practice, and it remains absolutely central to our political struggle to remake schooling for social justice.

THURSDAY

3:00 pm - 4:30 pm – PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 1

Methods for Supporting Reflection With Pre-Service Teachers

Chair:

Anne Swenson Ticknor, *East Carolina University*

Discussant:

Lara Handsfield, *Illinois State University*

1. Transforming Reflection: Using Social Media to Support Developing Teachers' Reflection-in-Action

Lane Whitney Clarke, *University of New England*

2. Integrating Reflecting for Practice into Collaborative Coaching in Preservice Teacher Education

Melissa Mosley Wetzel, *University of Texas, Austin*

Beth Maloch, *University of Texas, Austin*

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

Natalie Svrcek, *University of Texas, Austin*

Annie Daly, *Austin Independent School District*

Kira LeeKeenan, *University of Texas, Austin*

2) Area 5

Parent-Community Involvement

Discussant:

Shelley Stagg Peterson, *University of Toronto*

1. Parent University: Parents as Partners in School

Heather Elizabeth Lohr, *Davidson County Schools/High Point University*

2. Read to Me: A Community-University Tutoring Program for Young Children

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

3. Examining Book Distribution Impact on Kindergarten Literacy Development: Initial Steps

Kimberly L. Anderson, *East Carolina University*

Terry Stafford Atkinson, *East Carolina University*

Elizabeth Swaggerty, *East Carolina University*

3) Area 7

Parents' Roles in Early Language & Literacy Development

1. A Comparison of Fathers' and Mothers' Oral Language Interactions with Primary School Students

Jacqueline Lynch, *York University*

Nicola Williams, *York University*

2. Fostering the Early Literacy and Technology Practices of Immigrant Parents Through Project LIFE

Vera Lee, *Drexel University*

Bruce Levine, *Drexel University*

4) Area 6

Perspectives on Students' Beliefs About Their Own Literacies Learning

1. Digital Narratives: Self-Efficacy and Identity Perspectives of Literacy of Rural Adolescent Students in a Title I Reading Program

Zoe Anne Cassidy, *Northern Illinois University*

Corrine Wickens, *Northern Illinois University*

5) Area 9

Perspectives on Young Adult Literature: Learning From Trauma and Conflict

Chair:

Seemi Aziz, *University of Arizona*

1. Determining and Learning from Authentic Representations of Chronic Illness in Young Adult Literature

Leslie A. Rowland, *Indiana University, Bloomington*

2. Transformation through Literature: Reading and Responding to Stories of Human Movement to Discourage Islamophobia

Mark D. McCarthy, *Michigan State University*

6) Area 8

Marginalized Voices in Literacy Research

1. Examining Topics Toward Social Justice from Youth Perspectives

Joanne E. Marciano, *Michigan State University*

Vaughn W. M. Watson, *Michigan State University*

2. Community Literacies in Latin America: Building from Within

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

7) Area 6

Postsecondary Literacies: Undergraduate and Graduate Students' Reading and Writing

1. When the Textbook is the Curriculum: A Content Analysis of Integrated Reading and Writing Textbooks

Sonya L. Armstrong, *Texas State University*

Jodi Lampi, *Northern Illinois University*

Norman A. Stahl, *Northern Illinois University*

2. "If I Don't Do Those Things, There Will Be No Me": International Graduate Students' Professional Writing Apprehension and Mindset

Christy Goldsmith, *University of Missouri*

8) Area 2

Professional Development Across Contexts

1. The Professional Development of Primary School Teachers Project in Jamaica: Pockets of Change and Resistance

Yewande E. Lewis-Fokum, *University of the West Indies*

Michele Kennedy, *University of the West Indies*

Silvia Kouwenberg, *University of the West Indies*

2. When Suburban Meets Rural: The Effects of a Cross-District Professional Learning Community on Literacy Instruction

Briana Ronan, *Cal Poly, San Luis Obispo*

Julee Bauer, *Cal Poly, San Luis Obispo*

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom G - Level 2

Area 6

Languaging and Social Transformation

Chair:

Karen K. Graham, *University of Georgia*

1. Language, Literacy, and an Invisible University: How Moroccan Undergraduates Acquire the English Language

Mark Dressman, *University of Illinois, Urbana-Champaign*

Amine Amzil, *Mohammed V University*

2. Multilingual Mobility Towards Personal and Social Transformation: A Narrative Case Study of Language, Education, and Social Capital in Rural South Africa

Kristie O'Donnell, *Texas State University*

Lori Czop Assaf, *Texas State University*

3. Mobilizing Literacy Research for Social Transformation: Black Immigrant Medical Doctors Adjusting in America

Charity Funfe Tatah Mentan, *University of Minnesota*

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom H - Level 2

Area 7

Educational Equity and Literacy Practices in the "Transnational Local"

Chair:

Maria Paula Ghiso, *Teachers College, Columbia University*

Discussant:

María E. Franquíz, *The University of Utah*

In this symposium, scholars from various institutions explore how a faith-based site serves as a "transnational local," where community language and literacy practices are located within "multiple national affiliations, fluid migration histories, global technological networks, and plural identities" (p. 2, Author, 2016). Each study is nested within a five-year community-university partnership, and together explore how the literacy practices and epistemologies of the "transnational local" may inform equity-based literacy education in/out of schools.

1. Community Researchers Project: The Role of Care in Critical Work

Grace D. Player, *University of Pennsylvania Graduate School of Education*

Gerald Campano, *University of Pennsylvania*

2. Multiliteracies, the Arts, and Postcolonial Agency

David E. Low, *California State University, Fresno*

3. Coalitional Literacies in a Participatory ESOL Program

Alicia Rusoja, *University of Pennsylvania*

Emily Rose Schwab, *University of Pennsylvania*

THURSDAY

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom J - Level 2

Area 10 Learning in Online Communities

Chair:

Kristine E. Pytash, *Kent State University*

Discussant:

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

- 1. Easter Eggs and Semiotic Cues: Embedded Meaning Within an Online Programming Community**
Julia Hagge, *University of South Florida*
- 2. What Happens when Fanfiction Goes to School? The Challenges and Opportunities of Teacher-Supported Networked Writing**
Jayne C. Lammers, *University of Rochester*
- 3. Gaming Literacies and Second Languages: When Using a Second Language Becomes the Key to Victory**
Raul A. Mora, *Universidad Pontificia Bolivariana*
Sebastian Castaño, *Universidad Pontificia Bolivariana*
Michael Hernandez, *Universidad Pontificia Bolivariana*
Tyronne Steven Orrego, *Universidad Pontificia Bolivariana*
Daniel Ramirez, *Universidad Pontificia Bolivariana*
Walter Castaño, *Universidad Pontificia Bolivariana*
Santiago Villada, *Universidad Pontificia Bolivariana*

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom K - Level 2

Area 6 Literacy and the Power to Transform Lives

Chair:

Rachelle S. Savitz, *University of Tennessee*

- 1. Disrupting Deficit Discourses in High School English: A Study of the Construction of Reading Proficiency and Struggle Through Tracked Contexts**
Julie Learned, *University at Albany, SUNY*
Xian Li, *University at Albany, SUNY*
Mary Jo Morgan, *University at Albany, SUNY*
- 2. Literacy With and on Behalf of the Family: A Cross-Case Analysis of Adults' Practices**
Kristen Perry, *University of Kentucky*
Lyudmila Ivanyuk, *University of Kentucky*

3. Literary Theory for Social Justice: Adolescents Enact Disciplinary Literacy as Critical Literacy and Identity Inquiry

Scott Storm, *Harvest Collegiate High School*
Beth Krone, *Harvest Collegiate High School*

3:00 pm - 4:30 pm - PAPER SESSION
Music Row 1 - Level 2

Area 3 Production and Consumption of Visual Literacy Practices

Chair:

Dawnene D. Hassett, *University of Wisconsin, Madison*

- 1. A Picture is Worth a Thousand Words: Instagram Photos of Elementary Literacy Instruction**
Monica Thomas Billen, *California State University, Fresno*
- 2. Observation and Drawing as a Pathway to Expository Writing**
Kristie Miner, *Binghamton University*
Erin Washburn, *Binghamton University*
- 3. Visual Thinking Strategies: Engaging with Complex Visual Texts Across the Disciplines**
Marva Cappello, *San Diego State University*
Nancy T. Walker, *University of La Verne*
- 4. Sense-making Through Art Making: Transforming Literacy Experiences for English Learners**
Kristin Papoi, *University of Wisconsin, Madison*

3:00 pm - 4:30 pm - SYMPOSIUM
Music Row 2 - Level 2

Area 1 Pre-Service Teachers' Perceptions of What It Means to Teach Writing and Reading

Chair:

Zhihui Fang, *University of Florida*

Discussant:

Aubrey N. Comperatore, *The University of North Carolina, Chapel Hill*

The ways in which pre-service teachers think about and enact writing and reading practices influence the ways in which their students engage in writing and reading. Three groups of researchers will share results of three different qualitative studies focused on elementary and secondary pre-service teachers' perceptions of teaching writing

or reading. Researchers will also share implications for literacy teacher educators and future research directions.

1. Pre-Service English Teachers' Perceptions of Writing Instruction

Angela Kohnen, *University of Florida*
 Kathryn Ann Caprino, *University of Florida*
 Jane Townsend, *University of Florida*

2. Pre-Service Teachers' Perceptions of Writing and the Writer's Workshop Approach in a Language Arts Methods Course

Maureen Fennessy, *University of Florida*
 Soowon Jo, *University of Florida*
 Suzanne Chapman, *University of Florida*
 Caitlin Galligane, *University of Florida*

3. Changes in Pre-Service Teachers' Self-Efficacy for Teaching Reading Following a Field-Based Tutoring Experience

Caitlin Galligane, *University of Florida*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Music Row 5 - Level 2

Area 1

Obtaining Grant Funding for Literacy Research

Chair:

Amanda Godley, *University of Pittsburgh*

Presenters:

Cynthia Lewis, *University of Minnesota*
 Maisha T. Winn, *University of Wisconsin, Madison*
 George Newell, *The Ohio State University*
 Cassandra Scharber, *University of Minnesota*
 Kouider Mokhtari, *University of Texas, Tyler*
 David Dickinson, *Vanderbilt University*
 Bridget Dalton, *University of Colorado Boulder*
 Eurydice Bauer, *University of Illinois*
 Rebecca McGill-Wilkinson, *Institute of Education Sciences*

This session will share information and strategies about obtaining grant funding for literacy research. Speakers include an IES grants officer and eight experienced scholars who have obtained grants from IES, NSF, the Spencer Foundation and the W.T. Grant Foundation. The session has two parts: A panel discussion and break-out groups in which audience members will have a chance to meet in small groups with the panelists to get feedback on their own projects.

3:00 pm - 4:30 pm - SYMPOSIUM
Cumberland 1 - Level 3

Area 11

Knowledge From the Heartland: Exploring MotherScholarship with Five Diverse Voices

Chair:

Carmen Liliana Medina, *Indiana University*

Discussant:

Nicholas Husbye, *University of Missouri, St. Louis*

Presenters:

Erin Moira Lemrow, *University of Notre Dame*
 Christy Wessel Powell, *Indiana University*
 Bitu Zakeri, *Indiana University*
 Michelle C.S. Greene, *Indiana University*
 Julie Rust, *Millsaps College*

In a time in the United States when the lack of infrastructure for supporting work/life balance for parents has become part of national conversation, the academy has remained relatively silent. Recent statistics cite the career-damage that having children incurs for women in tenure-track lines (e.g. Mason, 2013). Our work troubles the binaries that persist in framing: "academic identity" with "mothering identities" and offers MotherScholar Epistemology as a generative research stance informing educational practice.

3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 2 - Level 3

Area 1

Learning Networks for Supporting Preservice Teachers' Development and Reflective Practices

Chair:

Deborah Ann Horan, *Metropolitan State University of Denver*

1. "Tweeting in Class Because Our Professor Told Us To" : Using Twitter to Build Professional Learning Networks in an Undergraduate Teacher Education Course in Disciplinary Literacy

Kathryn Pole, *University of Texas, Arlington*
 Marla King Robertson, *Utah State University*

2. Not Just Another Course: Exploring Exemplary Literacy Practices in a Study Group with Student Teachers

Kenneth Kunz, *Wall Township Public Schools*

THURSDAY

3. Mobilizing Iterative Learning Opportunities to Support Pre-Service Teacher Reflection Through Dialogue: Literature Circles Revisited

Alyson Melanie Simpson, *University of Sydney*

3:00 pm - 4:30 pm - SYMPOSIUM
Cumberland 3 - Level 3

Area 5 Literacy as Matter in Motion: Composing With Bodies, Actions, Time, and Space

Chair:

Teresa Cremin, *Open University England*

Discussant:

Teresa Cremin, *Open University England*

Each paper in this symposium investigates embodied, material, and temporal aspects of composing in a preschool or elementary classroom. Working from embodied interaction and posthumanist views of materialism, these studies explore and critically examine the potentials of research approaches that examine embodied and material practices as essential, agentic intra-actants in continually unfolding processes of composing and meaning-making.

1. How Embodied, Spatial, and Material Resources Support Learning to Write in Early Childhood

Deborah Rowe, *Vanderbilt University*

2. Play Matters: New Materialisms and the Transitory Texts of Play

Karen E. Wohlwend, *Indiana University*

3. Texturizing Time: Authoring Writerly Identities Through Artifactual Remembering

Beth Buchholz, *Appalachian State University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Cumberland 4 - Level 3

Area 3 Instruction as Learner-Centered, Responsive, Improvisational Practice: Possibilities and Pushbacks

Participants will explore instruction as responsive/improvisational practice to challenge recent policies leading toward de-professionalizing teaching (e.g., mandated scripted curricula). First we present four studies in which this approach was met with acceptance and resistance. Then participants will engage in interactive inquiry identifying barriers and ways to mitigate such resistance to this approach. We aim to develop shared

understandings and to discuss possibilities for bringing this new understanding to our work as researchers and teacher educators.

1. In-service Teachers' Professional Development as Responsive Tutors

Melanie Reaves, *Northern Michigan University*

Beth Billie, *Northern Michigan University*

2. Balancing/Negotiating "Best Practice" and Accountability

Melanie Reaves, *Northern Michigan University*

Amanda Sanders, *University of Wyoming*

George Kamberelis, *Colorado State University*

3. Explorations of the Roles of Culture, Community, and Religion in a Belizean/American Teaching Partnership

Jean Kirshner, *Colorado State University*

4. Teachers' Meaning Making from Classroom Events as Discipline-d Improvisations

Christi Edge, *Northern Michigan University*

3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 5 - Level 3

Area 10 Metacognition and Comprehension Strategies

Chair:

Chelsey M. Bahlmann Bollinger, *The University of Georgia*

Discussant:

Michael Manderino, *Northern Illinois University*

1. Assessing Metacognitive Reading Strategies: i-MARSI

Vicky Cardullo, *Auburn University*

Nance Wilson, *SUNY Cortland*

Vicky Zygouris-Coe, *University of Central Florida*

2. Exploring Skilled Web Learners' Planning Process in Online Reading and Learning for Solving Ill-Structured Problems

Cui Cheng, *Michigan State University*

Rand Spiro, *Michigan State University*

3. Letting Go of "The Research Project" In 1:1 Contexts: The Positive Impact of Embedding Online Research and Comprehension Strategies in Existing Middle School Curricula

Kellie Doubek, *University of Illinois, Chicago*

3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 6 - Level 3

Area 1

Remapping the 'field': Sites of Learning Within Literacy Teacher Preparation

Chair:

Treavor Bogard, *University of Dayton*

1. Developing an Adaptive Stance in Preservice Teachers

Margaret Vaughn, *University of Idaho*

2. Remapping "The Field": Virtual Practice as a Site of Learning Within Literacy Teacher Preparation

Michelle Sobolak, *University of Pittsburgh*

Katrina Bartow Jacobs, *University of Pittsburgh*

3. Understanding Varied Field Arrangements: Putting Action into a Real-World Setting

Kristen White, *Michigan State University*

Ann M. Castle, *Michigan State University*

Cheryl L. Rosaen, *Michigan State University*

4. Developing Pre-Service Teachers' Pedagogical Content Knowledge in Literacy Through Content Coaching in a Study Abroad Context

Danielle V. Dennis, *University of South Florida*

Stephanie Branson, *University of South Florida*

Brian M. Flores, *University of South Florida*

Allison Papke, *University of South Florida*

Sherridon Sweeney, *University of South Florida*

3:00 pm - 4:30 pm - SYMPOSIUM
Mockingbird 1 - Level 3

Area 7

Mobilizing Family Literacy for Supporting Young Children: Transforming the Early Childhood Years

Chair:

Patricia A. Edwards, *Michigan State University*

Discussant:

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

The purpose of this symposium is to counter these criticisms by mobilizing family literacy research that provides transformational literacy experiences for young children. We intentionally focus on family literacy research studies that support immigrant parents, cultural diversity, and new literacies, among others, as these are relatively new foci in the family literacy field.

1. Conceptual Review of Family Literacy Initiatives Targeting Reading Comprehension

Patricia A. Edwards, *Michigan State University*

Maria Selena Protacio, *Western Michigan University*

Laura Joy Hopkins, *Michigan State University*

Marliese Peltier, *Michigan State University*

2. Connecting Home and School Literacies in the Classroom: an Intervention Study

Patricia A. Edwards, *Michigan State University*

Marliese Peltier, *Michigan State University*

3. "Dream More, Learn More, Care More, Be More:" Erie County's Imagination Library Project and the Influence of Storybook Reading

Chad H. Waldron, *Penn State Behrend*

3:00 pm - 4:30 pm - SYMPOSIUM
Mockingbird 2 - Level 3

B

Area 10

Multilingual and Multicultural Resources in Technology-Mediated Engagements: Mobilizing the Digital Literacies of Multilingual Students and Families

Chair:

Silvia Nogueron-Liu, *University of Colorado, Boulder*

Discussant:

Aria Razfar, *University of Illinois, Chicago*

This symposium pulls together research from scholars across four different institutions featuring the digital literacy practices enacted by multilingual students and their families across three geographical regions (West Coast, Midwest, and the South) in the U.S. This work positions multilingual students and parents from an assets-based perspective by highlighting their digital media and technology use, and how they use these tools to communicate, create, and make sense of their own positions in society.

1. Digital Media Practices of Mexican and Chinese Heritage Youth Across Spaces and Scales

Eva Lam, *Northwestern University*

P. Zitali Morales, *University of Illinois, Chicago*

2. "Para que aprendan de su país": Parents' Use of Digital Resources to Reconstruct the Homeland

Silvia Nogueron-Liu, *University of Colorado, Boulder*

3. Confronting Inequities Through Critical Computational Literacy in a Transmedia Product

Lee Clifford, *Saint Mary's College of California*

THURSDAY

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Mockingbird 3 - Level 3

Area 13 Oral and Silent Reading in Middle- and High-School Classes: Multiple Perspectives

Silent reading is the mode in which most reading occurs. And yet most opportunities to read in middle- and high-school classrooms appear to be either listening to or following along as either the teacher or a classmate reads orally. A panel of long-time literacy researchers and educators will reflect on the reasons for and implications of this pattern of oral and silent reading in middle- and high-school classes.

- 1. What is Text? What is Reading?**
Patrick Shannon, *The Pennsylvania State University*
- 2. Where Has All the Reading Activity Gone?**
Richard Allington, *University of Tennessee, Knoxville*
- 3. Silent and Oral Reading Differences and Similarities: Evidence From Miscue Analysis**
Yetta Goodman, *University of Arizona*
- 4. Are Students Really Learning During Silent Reading?**
Elfrieda H. Hiebert, *TextProject*
Shannon Henderson, *Text Project*
Mark Daniel, *Pearson*
Leigh Ann Martin, *Text Project*
- 5. Online Instructor Feedback: Disregarded in Relation to Silent Reading**
Donna Alvermann, *University of Georgia*
Rachel Sanders, *University of Georgia*
Katie Mahany, *University of Georgia*

3:00 pm - 4:30 pm - PAPER SESSION
Mockingbird 4 - Level 3

Area 1 Mobilizing Funds of Knowledge Through Inquiry, Dialogue, and Collaborative Partnerships in Urban Teaching

Chair:

Alyssa Michelle Boardman, *University of Wisconsin, La Crosse*

- 1. Funds of Knowledge Mentors: The Transformative Possibilities of Collaborative Partnerships Between Minority Youth and Preservice Teachers**
Sarah Nelle Newcomer, *Washington State University*

2. Pre-Service Teachers' Participation in Parent-Teacher Conferences in Urban Primary Schools: Bridging Funds of Knowledge and School Literacy Practices

Kirsten Dara Hill, *The University of Michigan, Dearborn*

3. Preparing English Teacher Candidates to Enact a Socially Just Pedagogy Through Inquiry and Dialogue

Trevor Thomas Stewart, *Virginia Tech*
James Hill, *Virginia Tech*

3:00 pm - 4:30 pm - PAPER SESSION
Electric - Level 4

Area 8 Secondary Literacy in Linguistically Diverse Classrooms

Chair:

Mary Amanda Stewart, *Texas Woman's University*

- 1. Transnationalism and the Secondary English Classroom: Investigating the Literacy Practices of Transnational Teachers and Students**
Brooke M. Ward, *University of Wisconsin, Madison*
- 2. Korean High School Students' Recontextualizing Their Aspirations on a Global Online Community**
Jin Kyeong Jung, *University of Pennsylvania*
Emily Plummer, *University of Pennsylvania*
Amy Stornaiuolo, *University of Pennsylvania*
Matthew Hall, *The College of New Jersey*
- 3. Poetry as Reality Pedagogy: A Genre of Access for English Learners**
Audrey A. Friedman, *Boston College*
Christopher K. Bacon, *Boston College*
Joelle Pedersen, *Boston College*
- 4. Rethinking "Checked-out" Students' Silence: Transformations in an Innovative Classroom**
Jenny Sperling, *University of California, Santa Barbara*

3:00 pm - 4:30 pm - SYMPOSIUM
Bass - Level 4

Area 1

Influences of a University-School Partnership Project on Pre-service Teachers' Efficacy and Pedagogical Content Knowledge in Reading

Chair:

Lizabeth Guzniczak, *Oakland University*

Discussant:

Wendy Farkas, *Northern Michigan University*

The proposed study investigated the effect of a literacy method course taught at a partnership school on preservice teachers' instructional efficacy and pedagogical content knowledge in reading. This symposium will acquaint researchers with collaborative procedures for using multiple research methods to explore the effect of a university-school partnership. Three research teams will share the methods they employed and the results from their analyses: 1) a quasi-experimental method, 2) follow-up interviews, and 3) video data analysis.

1. Influences of a University-School Partnership Project on Pre-service Teachers' Efficacy and Pedagogical Content Knowledge in Reading

Bong Gee Jang, *Syracuse University*

Lizabeth Guzniczak, *Oakland University*

John E. McEneaney, *Oakland University*

Yu Liu, *Oakland University*

Johnnie Blunt, *Oakland University*

Pei Li, *Oakland University*

Wen Wu, *Oakland University*

4:45 pm - 6:00 pm
PLENARY ADDRESS ONE
Broadway Ballroom East - Level 2

Distinguished Scholar Lifetime Achievement Award Presentation

Patricia Edwards, *Michigan State University*

Early Career Achievement Award Presentation

Fenice Boyd, *University of Buffalo*

Introduction of Speaker

Randy Bomer, *University of Texas*

Rac(e)d Talk and Opportunity Gaps: Confronting Dangers in [Teacher] Education

H. Richard Milner, IV, *University of Pittsburgh*

H. Richard Milner, IV (also known as Rich) is the Helen Faison Endowed Chair of Urban Education, Professor of Education as well as Director of the Center for Urban Education at the University of Pittsburgh. He has courtesy professorship appointments in Africana Studies, Sociology and Social Work. His research, teaching and policy interests concern urban teacher education, African American literature, and the sociology of education. In particular, Professor Milner's research examines practices and policies that support teacher effectiveness in urban schools. His research has appeared in numerous journals, and he has published six books. In 2015, Professor Milner received the Division K Award for Innovations in Research on Diversity in Teacher Education from the American Educational Research Association. In 2016, he became a Fellow of the American Educational Research Association. Currently, he is Editor-in-chief of *Urban Education* and co-editor of the *Handbook of Urban Education*, published with Routledge Press in 2014.

**Town Hall Meeting
6:15 pm - 7:15 pm
Broadway Ballroom F - Level 2**

The Town Hall Meeting (THM) is an important part of the Literacy Research Association's annual meeting. The THM is described in LRA's Policy and Procedure Handbook as a forum to promote "the lively exchange of ideas important to LRA members." It also holds the potential to be a space where LRA members can contribute to the growth, development, and transformation of the organization. With this in mind, the Board voted to pilot a different structure this year. In an effort to inform and extend the impact of our research efforts, the THM will feature a participatory dialogue amongst LRA members about how our research informs and intersects with policy.

We will begin with thought-provoking comments by LRA researchers whose research has impacted policy in diverse ways:

Detra Price-Dennis, *Teachers College, Columbia University*, Chair of Ethnicity, Race and Multilingualism Committee

Corrine Wickens, *Northern Illinois University*, Chair of Gender & Sexualities Innovative Community Group

Diane Stephens, *University of South Carolina*, Member of the Policy & Legislative Committee

George Hruby, *University of Kentucky*, Executive Director of Collaborative Center for Literacy Development

We will then break into small groups where you will be invited to share how your research has intersected with policy. Please come to THM with examples that you are ready to share (e.g., supporting teachers and families to read and enact policies critically; working across networks to re/write policy; using an evidence base to craft a testimony or policy brief; serving on local or state policy making boards/elected office; developing unique ways to disseminate research to decision-makers, etc.). The small groups will be facilitated by LRA members who, themselves, are also engaged in this boundary-crossing work. Facilitators will include:

Devon Brenner, *Mississippi State University*
Gerald Campano, *University of Pennsylvania*
Carolyn Colvin, *University of Iowa*
Cathy Compton-Lilly, *University of Wisconsin*,

Madison

Danielle Dennis, *University of South Florida*
Elizabeth Dutro, *University of Colorado, Boulder*
Maria Paula Ghiso, *Teachers College, Columbia University*

Kathy Hinchman, *Syracuse University*
Guofang Li, *University of British Columbia, Canada*
Anne McGill Franzen, *University of Tennessee, Knoxville*

Gwen McMillon, *Oakland University*
Gholnecsar Muhammad, *Georgia State University*
Scott Richie, *Kennesaw State University*
Patriann Smith, *Texas Tech University*
Ebony Thomas, *University of Pennsylvania*
Melissa Mosley Wetzel, *University of Texas, Austin*

Facilitators will share a few examples from the small group discussions with the entire Town Hall. The goal is to mine from LRA's membership the diverse ways in which our research intersects with a broad range of policies and policy makers. Many of these examples do not get reported on in presentations and publications yet are an important part of our work as an organization. Together, we can make LRA's impact more visible. Parts of the THM may be synthesized and will live on the website, in a short video, and/or in *LR:TMP*.

We invite everyone to attend the extended Business Meeting with questions about the organization (e.g. conference site selection, elections, finances). Executive Committee members will take questions during the Business Meeting.

Vital Issues

**9:00 pm - 11:00 pm
Barlines-Lobby Level**

**PecháKucha: The Lighter Side of Vital Issues:
Interactive Insights on LRA 2016
9:00 pm - 11:00 pm
Broadway Ballroom K - Level 2**

Friday • December 2, 2016

Friday

Mobilizing Literacy Research for Social Transformation
66th Annual Conference of the Literacy Research Association
November 30 - December 3, 2016 | Nashville, TN

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are comprised of three or four accepted papers grouped together into a session by the Area Chair. Each paper presentation will have approximately 15-20 minutes. The session will have a Chair but not a Discussant (unless formally requested during the proposal submission process). The Chair is responsible for opening the session, introducing the speakers, and managing time. Chairs are not discussants. At the end of the paper presentations, 10-15 minutes should be used for dialogue amongst the audiences and presenters. Chairs can facilitate this discussion.

PAIRED ROUNDTABLES

allow for two papers that have topical, theoretical, or methodological likeness. The roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters are asked to Chair their own sessions—that is, manage time, introduce themselves, and facilitate a discussion amongst attendees.

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.

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the 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 time slots. 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.

Registration Desk
7:00 am - 7:30 pm
Broadway Ballroom Foyer

**Literacy Research:
Theory, Method, Practice Breakfast**
7:00 am - 8:30 am
Acoustic - Level 4

Doctoral Student ICG Committee Meeting
7:30 am - 8:30 am
Cumberland 1 - Level 3

Field Council Committee Meeting
7:30 am - 8:30 am
Cumberland 2 - Level 3

Gender and Sexualities Committee Meeting
7:30 am - 8:30 am
Mockingbird 1 - Level 3

Ethics Committee Meeting
7:30 am - 8:30 am
Mockingbird 2 - Level 3

**Formative and Design-Based Research
Experiments ICG Committee Meeting**
7:30 am - 8:30 am
Mockingbird 3 - Level 3

J. Michael Parker Award Committee Meeting
7:30 am - 8:30 am
Mockingbird 4 - Level 3

Oscar S. Causey Award Committee Meeting
7:30 am - 8:30 am
Electric - Level 4

Edward B. Fry Book Award Committee Meeting
7:30 am - 8:30 am
Bass - Level 4

Book Display/Silent Auction
8:00 am - 3:30 pm
Broadway Ballroom Foyer

Exhibits
8:00 am - 5:30 pm
Broadway Ballroom Foyer

**LRA Policy & Briefing Room: Supported by
LRA Policy & Legislative Committee**
8:30 am - 5:00 pm
Broadway Ballroom F

Committee/ICG Exhibits
12:00 pm - 1:00 pm
Broadway Ballroom Foyer

8:45 am - 10:15 am - PAPER SESSION
Acoustic - Level 4

Area 7
**Critical Literacy, Power, & Pedagogy:
Mobilization, Resistance & Engagement**

Chair:
María G. Leija, *Oregon State University*

- 1. A Framework of Critical Global Literacy for Literacy Educators**
Bogum Yoon, *Binghamton University*
Ozge Yol, *SUNY Binghamton*
- 2. Counter Engagement: Literacies and Power at Work in Refusing the PARCC**
Stephanie Lynn Abraham, *Rowan University*
- 3. A Multicultural Feminist Perspective on Motherhood and Literacy: Re-Centering Pedagogies of the Home**
Nadia Granados, *University of Utah*
Kelly Allen, *University of Arizona*
Heidi Bacon, *Southern Illinois University, Carbondale*
Patty Anders, *The University of Arizona*
- 4. Documentary Club and Show-and-Tell With Critical Friends: A Teacher Study Group to Mobilize Across School Contexts**
Christy Wessel Powell, *Indiana University*

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom A - Level 2

Area 3
Humor and Language Play: Multimodal Literacy Practices and Student Learning

Chair:
Diane Schallert, *University of Texas, Austin*

Discussant:
Melissa Mosley Wetzel, *University of Texas, Austin*

This symposium includes three talks addressing how a participatory culture is created by students' use of playful discourse and humor, opening a learning space in which they can freely explore new ideas. We aim to extend understanding of the relationship between emotion and learning, as positive emotions have been shown to generate

FRIDAY

more expansive cognitive processes and students' uses of humor and playful language in different multimodal classroom activities support creative, joyful approaches to literacy.

1. From IDK to LOL: When Uncertainty and Humor Form a Constructive Partnership in Computer-Mediated Classroom Discussions

Jane S. Vogler, *Oklahoma State University*
Douglas Knutson, *Oklahoma State University*
Sonya E. Munsell, *Rogers State University*

2. Improv and Playing With Words: Ways of Opening Possibilities for Third Graders' Creative Writing

Bridget Lee, *The Ohio State University*
Patricia Enciso, *The Ohio State University*

3. Student-Generated Multimodal Humor in a Learning Environment: Positive Affect Meets New Literacies

Kyle M. Williams, *University of Texas, Austin*
Kwangok Song, *Arkansas State University*
Alina A Pruitt, *University of Texas, Austin*
Diane Schallert, *University of Texas, Austin*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Broadway Ballroom B - Level 2

Area 6
Men Writing Their Lives: Situating the Authoring Processes of Zinesters

Chair:

Leslie Foley, *Grand Canyon University*

Discussants:

Kristine Pytash, *Kent State University*
Judith Dunkerly Bean, *Old Dominion University*
Thomas Bean, *Old Dominion University*
Donna Alvermann, *University of Georgia*
Michael Kehler, *Western University Canada*
George Boggs, *Florida State University*
Guy Merchant, *Sheffield Hallam University*
Kathryn Pole, *University of Texas at Arlington*
Erik Jacobson, *Montclair State University*
Ian O'Byrne, *College of Charleston*
Greg McVerry, *Southern Connecticut State*

This alternative format session focuses on how men of varying subjectivities (e.g., race, social class, age and location) create zines (independent self-publications) and highlights the ways in which zinesters compose and share their writing that advance their identities as men of the 21st century. 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 engage in literacy for self-representation.

- 1. "The joy I have found in poetry has kept me alive": Examining Men's Perzines**
Barbara Guzzetti, *Arizona State University*
- 2. "How can I share this with the world?": Examining Autobiographical Narrative Zines**
Mellinee K. Lesley, *Texas Tech University*
- 3. "It's okay to dive into your own personal life and write from experience:" Examining Men's Autobiographical Comic Zines**
Katina Zammit, *Western Sydney University*

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom C - Level 2

Area 6

Mind the Gap: Exploring the Potential of Writing Centers as Vehicles of Social Transformation for Underserved Student Groups

Chair:

Carrie Aldrich, *University of Iowa*

Discussant:

Benjamin Niedbalski, *Kirkwood Community College*

At the postsecondary level, the challenges of joining academic discourse communities, particularly through writing, represent a critical gap in academic literacy performance. To help fill the gap between what students are expected to write and what they are prepared to write, most institutions of higher learning provide free writing support at a writing center. Through our positions at three different writing centers, we explore three educational gaps related to academic literacies.

- 1. Understanding the Enculturation Gap in Graduate Student Writing**
Carrie Aldrich, *University of Iowa*
- 2. Closing the Gap in Academic Writing: The Community College Writing Center as Site for Social Change**
Angie Miller, *Kirkwood Community College*
- 3. The Gap Between "Good" Intentions and Reality for Student Writers with "Invisible" Disabilities**
Amanda Gallogly, *University of Iowa*

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom D - Level 2

Area 2
Mobilizing Connected Learning for Transformative Digital Literacy Teacher Education

Chair:

Nicole Mirra, *The University of Texas, El Paso*

Discussant:

Kris Gutierrez, *University of California, Berkeley*

This symposium brings together three empirical projects that highlight teacher agency to use multimodal literacy tools to create student learning experiences utilizing digital media. The papers are grounded in the theoretical framework of Connected Learning, an approach to education that sees digital technology as a set of tools that can broaden access to interest-driven, peer-supported, and academically-oriented learning experiences when used in order to design learning experiences that encourage production, open networking, and shared purpose.

1. Encouraging Teachers to Mess Around and Geek Out with Multimodal Literacies

Nicole Mirra, *The University of Texas, El Paso*

2. Networked Inquiry for Transformative Teacher Professional Development

Antero Garcia, *Colorado State University*

Robyn Seglem, *Illinois State University*

3. Teacher as Remixer: Professional Learning in an Open Participatory Network

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

8:45 am - 10:15 am - PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 2

Multimedia Literacy Coaching

1. Using Video Analysis Technology to Improve Literacy Coaching Practices in a Graduate Clinical Experience

Valarie Lee, *Rowan University*

Stacey Leftwich, *Rowan University*

2. Promoting Inquiry into Literacy Coaching Discourses Through Online Learning

Lisa L. Ortmann, *Western Illinois University*

Katherine Brodeur, *Bowling Green State University*

Susan L. Massey, *Northern Illinois University*

Cynthia Bertelsen, *Bowling Green State University*

2) Area 1

Pre-Service Teachers Exploring and Taking Up New Practices Around Literature

Chair:

Eliza Allen, *The University of South Carolina*

Discussant:

Elizabeth Swaggerty, *East Carolina University*

1. Preservice Teacher's Growth in Crafting Read Alouds Focused on the Visual Affordances of Picturebooks

Rebecca Stortz, *The University of Texas, San Antonio*

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

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

Raquel Cataldo, *The University of Texas, San Antonio*

Lucinda Marie Juarez, *The University of Texas, San Antonio*

2. Pre-Service Teachers' Experiences of Blended Literature Circle Discussions

Lauren Marie Eutsler, *University of North Texas*

Caitlin Galligane, *University of Florida*

Suzanne Chapman, *University of Florida*

3) Area 2

Responding to and Engaging Multilingual Learners

1. Beliefs Versus Practices: Do Early Childhood Teachers of ELs Really Practice Culturally Responsive Teaching?

Kerry Carley Rizzuto, *Monmouth University*

Lilly Steiner, *Monmouth University*

2. Examining Mentor Conversations as Mediating Elementary School Teachers' Growth when Supporting Multilingual Learners

Lisa Pray, *Vanderbilt University*

Shannon Daniel, *Vanderbilt University*

Mark Barba Pacheco, *Vanderbilt University*

4) Area 1

Researching Literacy Interventions: Beliefs and Practices

1. Taking Action: Reciprocity in Reading and Writing Within Early Intervention

Clarene P. Hight, *Texas Woman's University*

FRIDAY

2. Teacher Educators' Perspectives, Understandings, and Experiences Around Teaching About Dyslexia

Jo Worthy, *University of Texas, Austin*
Catherine Lammert, *University of Texas, Austin*
Cori Salmeron, *University of Texas, Austin*
Stacia Long, *University of Texas*
Vickie Godfrey, *Pflugerville Independent School District*
Lindsay Clark, *Trinity Episcopal School*

5) Area 9 Young Adult Literature in Secondary English Language Arts Teacher Education

Chair:

Mark A. Lewis, *Loyola University Maryland*

1. From Adolescents-in-Crisis to Adolescence-as-Construction: A Discursive Analysis of Rationales for the Use of Young Adult Literature in Secondary Curricula

Susan Groenke, *University of Tennessee, Knoxville*
Katie Thomas, *University of Tennessee*

2. "It's our block, it's our life:" Representations of Youth of Color in Award-Winning Young Adult Literature from 2000-2015

Susan Groenke, *University of Tennessee, Knoxville*
Kelly Wallace, *University of Tennessee, Knoxville*

6) Area 3 Supporting Reading Comprehension: Graphics and Informational Text Reading

1. The Impact of Adjunct Graphics on Students' Reading Comprehension: A Meta-Analysis

Daibao Guo, *Texas A&M University*
Shuai Zhang, *Texas A&M University*
Erin M. McTigue, *Texas A&M University*

2. Weaving Comprehension into Foundational Skills Development: Teaching Kindergarteners to Read Informational Text

Nicole M. Martin, *Ball State University*

7) Area 10 Supporting Teachers' Learning & Collaboration with Technology

1. Edmodo Cohort: Mobilizing E-Mentoring and Educator Meet-Ups

Chyllis E. Scott, *University of Nevada, Las Vegas*
Fawn Elise Canady, *University of Nevada, Las Vegas*
Tara Plachowski, *University of Nevada, Las Vegas*

Marilyn McKinney, *University of Nevada, Las Vegas*
Lois Parette, *University of Nevada, Las Vegas*

2. Examining Teachers' Collaboration: Planning for Technology-Integrated Instruction

Valerie Harlow Shinas, *Lesley University*
Barbara Steckel, *Lesley University*

8) Area 7 Teacher & Learner Identities

1. Learning to Cover, Learning to Resist: The Experiences of Filipino-American Students in a White-Centric School System

Henry Cody Miller, *University of Florida*
Kathleen Colantonio-Yurko, *SUNY Brockport*
Jungyoung Park, *University of Florida*
Rongrong Dong, *University of Florida*
Danling Fu, *University of Florida*

2. Teacher Identity Theory in Neoliberal Times: A Literature Review

Kate Shands Haq, *SUNY, Buffalo*

9) Area 4 Funding Opportunities at the Institute of Education Sciences

Rebecca Kang McGill-Wilkinson, *National Center for Educational Research*

8:45 am - 10:15 am - SYMPOSIUM
Broadway Ballroom G - Level 2

Area 11 Multimodal Data Analysis: A Curated, Open-Access Collection of Methodologies for Analyzing Digital, Visual, Gestural, and Filmic Texts

Chair:

Jenifer Jasinski Schneider, *University of South Florida*

Discussant:

Melanie Griffin, *University of South Florida*

In this session, we share our development of an open-access collection of products that demonstrate different methodologies for multimodal text analysis. The curated collection includes methodological procedures for analyzing digital, visual, gestural, dramaturgical, and filmic texts. During the LRA session, we will (1) explicate our individual processes for analyzing multimodal texts, (2) describe 'curation' as a method for creating a pooled-case analysis of our methodological procedures, and (3) share examples from our open-access, digital collection.

1. Multimodal Data Analysis: A Curated, Open-Access Collection of Methodologies for Analyzing Digital, Visual, Gestural, and Filmic Texts

Jenifer Jasinski Schneider, *University of South Florida*

2. Analyzing Illustrations Across Editions of Alice in Wonderland

Lindsay Persohn, *University of South Florida*

3. Analyzing Editorial Cartoons

Anne W. Anderson, *Eckerd College*

4. Analyzing Websites for Children

James L. Welsh, *Florida Center for Instructional Technology*

5. Analyzing Dramaturgical Texts

Susan Constable, *Otterbein University*

Carrie Blosser Scheckelhoff, *Otterbein University*

6. Analyzing Student-Made Films

Jenifer Jasinski Schneider, *University of South Florida*

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom H - Level 2

Area 5

Multimodal Literacies across Home and School Contexts

Chair:

Maria Paula Ghiso, *Teachers College, Columbia University*

1. Passageways of Practice: Punching Through Domain Boundaries

Liz Chamberlain, *Open University*

2. Ethics and Multimodal Literacy: Illustrations Through one Kindergarten Classroom Curriculum

Rachel May Heydon, *University of Western Ontario*

Beatrix Bocazar, *University of Western Ontario*

Zheng Zhang, *University of Western Ontario*

3. Mobility and Modality in the Hybrid Household: Literacy Ecologies of the Contemporary Western Child

Margaret Mackey, *University of Alberta*

4. Rehearsal for Writing: Multimodal Play and Digital Tools

Sally Brown, *Georgia Southern University*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Broadway Ballroom J - Level 2

Area 1

New Teachers as Mobilizers: Moving Reflexive Practice Across Learning Spaces

Chair:

Lenny Sanchez, *University of Missouri*

Our focus is to share petits récits (Lyotard, 1984), stories of our work with pre-service teachers in interaction with students in afterschool programs, reading clinics, and elementary classrooms. We hope our stories “Relational Agency in Learning to Teach; Out of the College of Education, Into the Fire; Making the Moral Case for Teachers as Advocates; and Researching and Narrating Pedagogy in Relationship” spark yours, as we explore professional learning as a complex relational, reflexive process.

1. Relational Agency in Learning to Teach

Michelle Honeyford, *University of Manitoba*

2. Out of the College of Education, Into the Fire

Nicholas Husbye, *University of Missouri, St. Louis*

3. Making the Moral Case for Teachers as Advocates

Sarah M. Vander Zanden, *University of Northern Iowa*

4. Researching and Narrating Pedagogy in Relationship

Wayne Serebrin, *University of Manitoba*

8:45 am - 10:15 am - PAPER SESSION
Broadway Ballroom K - Level 2

Area 3

Instructional Decision-Making and Teacher Perspectives

Chair:

Stephanie Branson, *University of South Florida*

1. Implementation and Effects of Project-Based Units Taught by Teachers New to Project-Based Pedagogy

Nell K. Duke, *University of Michigan*

Anne-Lise Halvorsen, *Michigan State University*

Katie Z. Revelle, *University of Michigan*

Stephanie Strachan, *Michigan State University*

FRIDAY

2. “I’m a black teacher of British literature, whatever that is”: Exploring the Tensions between Canonicity and Culturally Responsive Literacies

Jeanne Dyches Bissonnette, *Iowa State University*

3. “Kids didn’t want to leave the room”: Case Study on Reflective Teaching Practices

Olga Gould, *SUNY, University at Buffalo*

Mary McVee, *SUNY, University at Buffalo*

David Fronczak, *SUNY, University at Buffalo*

4. Flexible Grouping: One Teacher’s Formative Response to Literacy Proficiency

Dana Algeo-Nichols, *Washington State University*

8:45 am - 10:15 am - SYMPOSIUM
Music Row 1 - Level 2

Area 3

Supporting Strugglers in Becoming Competent and Engaged Readers

Chair:

Rachael L. Ross, *Clemson University*

Discussant:

Michael McKenna, *University of Virginia*

This symposium brings together leaders in the field regarding motivation and individualized reading support. The objectives are to (1) explore approaches to providing instructional support to K-8th readers; (2) explore the ways that motivation assessments support teachers in designing engaging instruction; and (3) to provide a forum for discussing multidimensional approaches to reading development.

1. Supporting Strugglers in Becoming Competent and Engaged Readers

Leslie Morrow, *State University of New Jersey*

Susan Dougherty, *Rider University*

Kenneth Kunz, *Wall Township Public Schools*

Maureen Hall, *Rutgers University*

Linda Gambrell, *Clemson University*

Koti Hubbard, *Clemson University*

Leslie Roberts, *Clemson University*

Lorraine Jacques, *Clemson University*

Luca Clinton Kimbrell, *Clemson University*

Rachael L. Ross, *Clemson University*

Jacquelynn A. Malloy, *Clemson University*

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

John Guthrie, *University of Maryland, College Park*

8:45 am - 10:15 am - SYMPOSIUM
Music Row 2 - Level 2

Area 7

Literacies, Arts, and Dissensus: Toward Radical Equality in Participatory Literacy Research with Youth, Teachers, and Artists in Non-Dominant Communities

Chair:

Ty Hollett, *Penn State University*

Discussant:

Lalitha Vasudevan, *Teachers College, Columbia University*

This symposium develops Rancière’s ontology of radical equality for participatory research methodologies in literacy studies. Papers describe how youth-teachers-researchers-artists in studies across multiple countries used their literacies in acts of dissensus—or the active resistance to an unequal distribution of the sensible. Implications include pathways toward more radically equal methodologies in literacy research that require continued inquiry into the affective textures of reading, talking, and making that cultivate pedagogies of passionate and artistic dissensus.

1. Youth-Teacher-Researchers’ Literacies in a Secondary English Classroom After Community Violence: Thinking-Feeling a (Re) distribution of the Sensible

Christian Ehret, *McGill University*

2. Urban Arts and Dissensus: Building a School Partnership Between Artists, Teachers and Researchers

Bronwen Low, *McGill University*

3. Cultivating Literacies of Dissensus and Dissention with Youth

Naomi Nichols, *McGill University*

Jessica Ruglis, *McGill University*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Music Row 4 - Level 2

Area 1

Preparing Teachers for Rural Literacies

Though half of districts and one-fifth of students are rural, literacy teacher education that focuses on rural contexts is rare. We consider rural teacher preparation as a project of social justice. This alternative format session will present context about dominant deficit views of rural communities

and their literacy practices and engage participants in conversations about specific examples of teaching practices intended to prepare literacy teachers for work in rural classrooms.

- 1. Social and Historical Contexts of Rural Education**
Karen E. Eppley, *Penn State University*
- 2. Addressing Representations of Rural in Literacy Teacher Education**
Amy Azano, *Virginia Tech*
- 3. Professional Development School Partnerships and Content Area Literacy in Rural Communities**
Kara L. Lycke, *Richwoods High School*
- 4. Addressing Rural Linguistic Diversity**
Devon Brenner, *Mississippi State University*
- 5. Native Ways of Knowing and Teacher Observation**
Nicole L. Thompson, *University of Memphis*

8:45 am - 10:15 am - PAPER SESSION
Cumberland 1 - Level 3

Area 6 Perspectives on Teaching Adolescent Writers

Chair:
Christina Dobbs, *Boston University*

- 1. How Sponsors Influence Students' Writing Practices in an Eighth Grade English Language Arts Classroom**
Adam Loretto, *Grove City College*
- 2. Learning to Write Academic Language: Lessons from A Newly-Developed Instructional Unit**
Christina Dobbs, *Boston University*
Emily Phillips Galloway, *Harvard Graduate School of Education*
- 3. Listening like Writers, Podcasting like Readers: Moving Adolescents' Funds of Rhetoric into the Writing Workshop**
Anne Juele Peel, *The College of New Jersey*

8:45 am - 10:15 am - PAPER SESSION
Cumberland 2 - Level 3

Area 1 Poetic, Dramatic, and Embodied Engagements with Texts in Learning to Teach

Chair:
Stacey Fisher, *East Tennessee State University*

- 1. Evoking Education Majors' Reflections About After-School Literacy Tutoring Through Innovative Participant-Voiced Poetry**
Janet C. Richards, *University of South Florida*
- 2. Transforming Language Arts Instruction: At the Art Gallery with Preservice Teachers**
Rebecca Lovering Powell, *Florida Southern College*
- 3. An Alternative Route Toward Development of Preservice Teachers' Productive Literacy Pedagogies: Multimodal Playspace**
Julia Hagge, *University of South Florida*
Margaret Billings Krause, *University of South Florida*

8:45 am - 10:15 am - PAPER SESSION
Cumberland 3 - Level 3

Area 2 Professional Development That Transforms Knowledge, Beliefs and Practice

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

- 1. The Impact of Professional Development on Middle School Students' Writing: Multiliteracies as Transmediating and Re-Mediating Pedagogy**
Vicki Stewart Collet, *University of Arkansas*
- 2. The Impact of Sustained Literacy Professional Learning on Teachers' Knowledge and Instruction**
Allison Ward Parsons, *George Mason University*
Seth A. Parsons, *George Mason University*
Jennifer Drake-Patrick, *George Mason University*
April Mattix Foster, *George Mason University*
Christy K. Irish, *University of Mary Washington*
Corey Sell, *Metropolitan State University*
Michelle Picard, *Arlington Public Schools*
Lori Wilt Silver, *George Mason University*
Mary Carmen Bartolini, *George Mason University*
- 3. Supporting Specialized Literacy Professionals in Teacher Leadership Positions**
Thea Yurkewecz, *State University of New York, Geneseo*

FRIDAY

8:45 am - 10:15 am - PAPER SESSION
Cumberland 4 - Level 3

Area 7

Gender, Sexuality, & Social Justice

Chair:

Stephanie Anne Shelton, *The University of Alabama*

- 1. Teacher Talk and Conversation Analysis: Examining Discussions of LGBTQ Topics in Classrooms**
Stephanie Anne Shelton, *The University of Alabama*
- 2. "It it a she or a he?": Using Literacy to Disrupt Gender-/Hetero-Normativity with Second-Graders**
Paul Hartman, *University of Illinois, Chicago*
- 3. A Post-Intentional Phenomenology Study: Exploring the Lived Experiences of Women-Who-Love-Women in Jamaica**
Keitha-Gail Martin-Kerr, *University of Minnesota*
- 4. Stability in Mobility: How Students Move through Literacy Practices for Social Justice**
Summer Melody Pennell, *Truman State University*

8:45 am - 10:15 am - SYMPOSIUM
Cumberland 5 - Level 3

Area 3

Languaging Thinking Practices in a Secondary Reading and Writing Classroom

Chair:

George Newell, *The Ohio State University*

Discussants:

Richard Beach, *University of Minnesota*
David Yaden, *University of Arizona*

This symposium explores the instructional practice of "languaging thinking." This practice consists of providing students with a language for narrativizing thinking practices for analysis and production of written texts. Using a video clip from a middle school classroom, this symposium explores the theoretical grounding of "languaging thinking", how "languaging thinking" is interactionally constructed, and the affordances and limitations of "languaging thinking" as a way of engaging students into sophisticated and complex interactions with written texts.

1. Reading Non-Fiction Text Through Narrativization in Languaging Thinking Practice

Min-Young Kim, *The Ohio State University*

2. The Social Construction of Languaging Thinking Practice in Classroom Reading Lessons

David Bloome, *The Ohio State University*

3. "I want my students to see me struggle": Pedagogical Affordances of Languaging Thinking Practice

Amy Klepcyk, *Olentangy Orange Middle School*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Mockingbird 1 - Level 3

Area 7

I Get by with a Little Help from my Girlfriends: An Autoethnographical Report of a Nontraditional Writing Group for Female Scholars

Presenters:

Ashley Dallacqua, *The University of New Mexico*
Sara Diane Kersten, *The University of Nevada, Reno*
Eileen Buescher, *The Ohio State University*
Sarah Campbell Lightner, *The Ohio State University*
Karly Marie Grice, *The Ohio State University*

In this alternative format session, the all-female collective of scholars will describe how participation in their supportive and productive, nontraditional writing group helped them to challenge and operate in academia as supported by feminist epistemological perspectives. Aligned with the goals of autoethnographies, they will use their "personal experience as a way of investigating and understanding the sub-cultures and wider-cultures of the societies we live and work within" (Hayler, 2011).

8:45 am - 10:15 am - PAPER SESSION
Mockingbird 2 - Level 3

Area 4

Complexities of Literacy Assessment: Practices, Policy, and Validity

Chair:

Carolyn A Colvin, *The University of Iowa*

1. Acknowledging Complexity: Adding a Productive Measure to Classroom Vocabulary Assessment

Emily Hayden, *University of Nebraska Omaha*
Kristin Javorsky, *Mississippi State University*

2. Toward A More Valid, Complex Model of Reading Assessment Development, Interpretation, and Policy

Sheila Valencia, *University of Washington, Seattle*
Karen Wixson, *University of North Carolina, Greensboro*

3. Practice Based Evidence: Intelligent Action Inquiry for Complex Problems

Karen E. Eppley, *Penn State University*
Patrick Shannon, *The Pennsylvania State University*

4. Unraveling Common Core and Its Tensions with High Stakes Literacy Assessments

Jody Nicole Polleck, *Hunter College, CUNY*
Jill Jeffery, *Brooklyn College, CUNY*

8:45 am - 10:15 am - PAPER SESSION
Mockingbird 3 - Level 3

Area 2

Writing Teachers/ Teachers Writing

Chair:

Terry Deeney, *University of Rhode Island*

1. Case Study of an Urban Elementary Faculty's Writing Practice: Mobilizing Transformative Whole Faculty Professional Development to Improve Writing Capacity and Student Outcomes

Margaret-Mary Sulentic Dowell, *Louisiana State University*

2. From Bystanders to Contributors: Transforming Teachers Through Academic Writing

Valerie D. Cawley, *Judson University*

3. Learning About Writing Pedagogy in an Online Course: In-Service Teachers' Perceptions of Growth as Teachers of Writing

Roya Q. Scales, *Western Carolina University*
Kelly Nelson Tracy, *Western Carolina University*

4. Quality Standards Matter: A Comparative Case Study Examining Interactive Writing

Anna Hall, *Clemson University*

8:45 am - 10:15 am - SYMPOSIUM
Mockingbird 4 - Level 3

Area 5

Write Time, Write Place: Implications of the Common Core Writing Standards for Preschool Writing Instruction

Chair:

Hope K. Gerde, *Michigan State University*

Discussant:

Gary Bingham, *Georgia State University*

Early writing skills are a critical component of young children's literacy development and predictive of later literacy achievement. This symposium uses multiple data sources from diverse groups of children, teachers, and curricula to examine what young children's writing knowledge looks like at kindergarten entry and how preschool instruction and curricula are preparing young children to succeed in the elementary school writing environments envisioned by the Common Core State Standards.

1. Ready, Set, Write: Expectations of the Common Core State Standards for Kindergarten Writing

Laura Tortorelli, *Michigan State University*
Megan Elise Goetsch, *Michigan State University*

2. Young Children's Early Writing Skills at Kindergarten Entry

Margaret Quinn, *Georgia State University*

3. Early Childhood Teachers' Environmental and Interactional Supports for Young Children's Writing

Gary Bingham, *Georgia State University*
Hope K. Gerde, *Michigan State University*

4. Curricular Supports for Writing in Head Start Classrooms

Hope K. Gerde, *Michigan State University*
Tanya S. Wright, *Michigan State University*
Lori Skibbe, *Michigan State University*
Sarah N. Douglas, *Michigan State University*

FRIDAY

8:45 am - 10:15 am - PAPER SESSION
Electric - Level 4

Area 7 Uncertainty, Activism, & Transformation: Teacher Perspectives

Chair:

Craig Young, *Bloomsburg University of Pennsylvania*

1. “My school does not even have a library”: An Analysis of High School Literacy Teachers’ Text Choices from National Survey Data

Janine Darragh, *University of Idaho*

Ashley Boyd, *Washington State University*

2. Moving away from Consensus: Encouraging Preservice Teachers to See Uncertainty as Transformative

Meghan E. Barnes, *The University of Georgia*

8:45 am - 10:15 am - PAPER SESSION
Bass - Level 4

Area 7 Engaging Pre-Service Teachers in Critical & Culturally Relevant Teaching Methods

Chair:

Lynne Watanabe, *Arizona State University*

1. Teacher Perceptions of the Impact of Freedom Schools on Student Reading and Personal Growth

Tim Pressley, *Christopher Newport University*

Alysia D. Roehrig, *Florida State University*

Erik Rawls, *Florida State University*

Sarah Hoy, *Christopher Newport University*

Delaney Boss, *Florida State University*

Guillermo Farfan, *Florida State University*

2. Tiers and Fears: Positioning and Praxis of “Almost” Specialists and “Struggling” Students in a Multilingual Reading Camp

Alaska Black-Hults, *Brigham Young University*

Patrick Shannon, *The Pennsylvania State University*

3. Making Space for Critical Conversations in Literacy Methods Courses

Anne Swenson Ticknor, *East Carolina University*

Leslie M. Cavendish, *High Point University*

8:45 am - 10:15 am - ALTERNATIVE FORMAT
Lobby

Area 7 Literacy, Embodied Movement, and Social Movement: Walking Civil Rights in Nashville

Presenter:

Kevin Michael Leander, *Vanderbilt University*

In this session, which will involve an extended walk through historic downtown Nashville, participants will be invited to examine the ways in which multiple forms of literacy (e.g., speeches, writing, music, signage, news media) were involved in the civil rights movement in Nashville and how these forms were semiotically and affectively engaged in the making of civil rights “places” and movements.

10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom A - Level 2

Area 3 Multimodal Literacies and the Social World

Chair:

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

1. 4th Graders’ Figured Worlds of Videogames and Literacy

Carolyn Stuftt, *Berry College*

2. Expressions of Social Identity Through Language, Stories, and Other Multimodal Learning to Influence Equity in the Classroom.

Melody Brennan, *University of Wisconsin, Stout*

Rebecca Bauer, *University of Minnesota*

3. Teachers’ Planning for Literacy Instruction with Digital Tools

Katrina Kennett, *University of Illinois, Urbana-Champaign*

Sarah McCarthey, *University of Illinois, Urbana-Champaign*

4. Accepting, Leveraging, and Repurposing: Stances Toward Task and Tech in the Classroom

Sarah McCarthey, *University of Illinois, Urbana-Champaign*

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

Autumn West, *University of Illinois, Urbana-Champaign*

Katrina Kennett, *University of Illinois, Urbana-Champaign*

Katrina Kennett, *University of Illinois, Urbana-Champaign*

10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom B - Level 2

Area 5

Oral Language Development in Early Childhood

Chair:

Jill McClay, *University of Alberta*

- 1. Indigenous Children's Use of Language During Play in Rural Northern Canadian Kindergarten Classrooms**
 Shelley Stagg Peterson, *University of Toronto*
 Christine Portier, *University of Toronto*
 Nazila Eisazadeh, *University of Toronto*
 Shakina Rajendram, *University of Toronto*
- 2. Talk to Me Baby: Measuring Mother's Talk to Children as a Way to Increase Interactive Reading and Conversational Exchanges**
 Constance Beecher, *Iowa State University*
- 3. What's Good About Entering your Child's Reality During Play: Exploring Intersubjective Precursors to Early Literacy**
 Jayce Warner, *University of Texas, Austin*
 Jen L. Freeman, *University of Texas, Austin*
 Holly E. Griffin, *University of Texas, Austin*
 Diane Schallert, *University of Texas, Austin*
 Molly McManus, *University of Texas, Austin*

10:30 am - 12:00 pm - SYMPOSIUM
Broadway Ballroom C - Level 2

Area 11

"There is Nothing So Practical as a Good Theory": Looking at Theory and Text Complexity

Chair:

Jill S. Jones, *North Carolina State University*

Discussant:

Nell K. Duke, *University of Michigan*

Undoubtedly, one of the most significant changes inspired by the Common Core is the push for more complex texts in the classroom. In this symposium, we offer five presentations that will critically examine how theory relates to text complexity. This includes considering how theory is (or is not) shaping the conversation, whether certain theories are sufficient, and how theory can, and should, guide instruction with complex texts.

- 1. Which Theories Ground the Conversation About Text Complexity?**
 Kristin Conradi, *College of William & Mary*
 Steve Amendum, *University of Delaware*
- 2. Refining and Extending the Work of Jeanne Chall: Quantitative and Qualitative Models of Text Complexity**
 Freddy Hiebert, *Text Project*
- 3. RAND's Reading Comprehension Heuristic, 14 Years Later**
 James Cunningham, *University of North Carolina, Chapel Hill*
- 4. Beginning Reading and Text: How a Deep Orthography and Unique Developmental Needs Compel Multiple Theoretical Approaches**
 Heidi Mesmer, *Virginia Tech*
- 5. Inviting the Struggle with Complex Texts**
 Doug Fisher, *San Diego State University*
 Nancy Frey, *San Diego State University*

10:30 am - 12:00 pm - SYMPOSIUM
Broadway Ballroom D - Level 2

Area 6

'Being a Writer': Exploring Conceptions, Perceptions and Practices

Chair:

Liz Chamberlain, *Open University*

Discussant:

Deborah Rowe, *Vanderbilt University*

The range and amount of writing taking place across all domains of life is expanding rapidly; at home, in school, at work and in the community, children, young people and adults write for numerous purposes and in multiple modes. What it means to be a 'writer' in these different domains, and the myriad of influences upon individual writers and their texts in different contexts is the focus of this symposium.

- 1. Teachers as Writers: A Systematic Review**
 Teresa Cremin, *Open University England*
 Lucy Oliver, *University of Exeter*
- 2. Moving Boundaries: What Professional Writers Can Tell Learners About Being a Writer**
 Debra Myhill, *University of Exeter*
- 3. Becoming Writers by (Re) imagining Audience in a Digital Landscape**
 Belinda Mendelowitz, *University of the Witwatersrand*

FRIDAY

4. Taught by Bitter Experience: A Timescales Analysis of Amalie's Development of Writer Identity

Nikolaj Elf, *University of Southern Denmark*

10:30 am - 12:00 pm - PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 1 Pre-Service Teacher Development Through Participation in Clinical Settings and Tutoring Sites

Chair:

Leslie M Cavendish, *High Point University*

Discussant:

Melissa Mosley Wetzel, *University of Texas, Austin*

1. **Four Years & Still Tutoring! The Impact of a Successful Literacy Intervention that Continues to Thrive & Assist Pre-Service Teachers Learn How to Teach Literacy**
Joanna Lynn Neel, *The University of Texas, Tyler*
2. **Transformative Apprenticeship: Teacher Candidate Identity Development in a Clinical Model**
Melissa Pendleton, *Western Kentucky University*
Peggy Otto, *Western Kentucky University*
Rachel Leer, *Western Kentucky University*

2) Area 13 Race in Teacher Education and Middle Grades Textbooks

Chair:

Seth A. Parsons, *George Mason University*

Discussant:

Jacquelynn A Malloy, *Clemson University*

1. **Analysis of Middle Grades Language Arts Textbook Series: Identification of Most Frequently Included Instructional Practices**
Sarah Pennington, *University of South Florida*
2. **The Illumination of Racialized Understandings of Teacher Education Students' Construction of Written Texts**
Carolyn Fuller, *University of Missouri, St. Louis*

3) Area 5 Science and Information Texts

Discussant:

Christiane Wood, *California State University*

1. **Multimodal Patterns as Elementary School Students Engaged in to Design Creative Display Boards for Classroom Projects: A Multimodal Discourse Analysis**
Hyeju Han, *University of Pittsburgh*
Byeong-Young Cho, *University of Pittsburgh*

4) Area 3 Rethinking Racial Literacy and Engagement: In and Out of School

1. **Toward the Social Practice of Race in Literacy Instruction**
Marcus Croom, *University of Illinois, Chicago*
2. **"You've elevated reading to a sport": Express, Engage, and Experience Literacies Outside the Classroom for Social Change**
Emily Sauls Pendergrass, *Vanderbilt University*
Melanie Hindley, *Vanderbilt University*

5) Area 8 Social Transformation Through Literacy

1. **Disrupting the Single Story: Utilizing Photovoice to Inspire Social Transformation in K-12 Classrooms**
Crystal Shelby-Caffey, *Southern Illinois University, Carbondale*
Lavern Byfield, *Southern Illinois University, Carbondale*
2. **Libros Cartoneros: Democratizing Access to Literacy for Social Transformation**
Mary Esther Huerta, *Texas State University*

6) Area 1 Service-Learning and Project-Based Learning Approaches to Teacher Education in Literacy

Chair:

Natasha A. Thornton, *Kennesaw State University*

Discussant:

Mark Dressman, *University of Illinois, Urbana-Champaign*

1. Apprenticing Pre-Service Teachers Through and with Project-Based Learning

Melanie Reaves, *Northern Michigan University*
 JoeyLynn Selling, *University of Michigan*

2. Mobilizing Students: The Student as Teacher-Educator in Service-Learning

Meghan E. Barnes, *The University of Georgia*

7) Area 6

Spaces of Mentoring: Spatial Perspectives on Undergraduates Mentoring Adolescent Learners

1. How Undergraduate Writing Mentors Draw upon Space and Place to Make Sense of Coaching High School Writers

Monica S. Yoo, *University of Colorado, Colorado Springs*
 Marilee Brooks-Gillies, *Indiana University-Purdue University Indianapolis*

2. Toward a Theory of Adolescent Literacy Development in Third Space: A Case Study of a Long-Term Academic Mentoring Program

J. David Gallagher, *Mount Saint Mary College*
 Matt Hollibush, *Mount Saint Mary College*

8) Area 7

Standards and Teacher Decision-Making

1. Literary Text Selection in Massachusetts' 9-12 ELA Classrooms

Leah M Van Vaerenewyck, *Lesley University*

2. What We Talk About When We Talk About Standards: Teacher Sensemaking Of Literacy Standards

Melanie Walski, *University of Illinois, Chicago*

10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom G - Level 2

Area 3

Tensions in Literacy Instruction: Student Identity and Agency

Chair:

María G. Leija, *Oregon State University*

1. Conceptualizing Student Agency During Literacy Experiences

Margaret Vaughn, *University of Idaho*

2. Can 'Mush Fake' Help Students Make Texts from 'Out-of-School'-Domains?

Bettina Buch, *University College Sjælland*

3. Young Scholars' Perceptions of their Freedom Schools Experience in the Rural South

Alysia D. Roehrig, *Florida State University*
 Delaney Boss, *Florida State University*
 Tim Pressley, *Christopher Newport University*
 Amanda Maxion, *Florida State University*
 Samantha Tackett, *Florida State University*

4. "As the test collapses in on us": A Multiple Case Study of Literacy Instruction in the Midst of High-Stakes Testing

Laura A. Taylor, *The University of Texas, Austin*
 Michiko Hikida, *The Ohio State University*

10:30 am - 12:00 pm - PAPER SESSION
Broadway Ballroom H - Level 2

Area 10

Teachers' Perspectives on Technology Integration

Chair:

Katina Zammit, *Western Sydney University*

Discussant:

Jayne C. Lammers, *University of Rochester*

1. Crossing the Second Digital Divide: Teachers Use the Power of Apps

Barbara Laster, *Towson University*
 Joan Rhodes, *Virginia Commonwealth University*
 Tammy Ryan, *Jacksonville University*
 Shelly Huggins, *Towson University*
 Melissa Stinnett, *Western Illinois University*

2. English Teachers' Curricular Responses to Technological Initiatives

Mary Frances Rice, *University of Kansas*

3. Information Seeking in the 21st Century: Student and Teacher Perceptions

Angela Kohnen, *University of Florida*
 Wendy Saul, *University of Missouri, St. Louis*

4. Leveraging the Affordances of Educational Apps in Disciplinary Literacy Instruction: A Study of Teachers' Instructional Design

Rachel Karchmer-Klein, *University of Delaware*
 Valerie Harlow Shinas, *Lesley University*
 Chrystalla Mouza, *University of Delaware*
 Sohee Park, *University of Delaware*

FRIDAY

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Broadway Ballroom J - Level 2

Area 7

Literacy and Empowerment in Pre-Carcerated, Incarcerated, and Reentry Settings

Presenters:

Angela M. Wiseman, *North Carolina State University*
Jill Castek, *University of Arizona*
Gloria E. Jacobs, *Portland State University*
George Boggs, *Florida State University*
Taylor Sauban, *Florida State University*

This alternative symposium addresses literacy in pre-carcerated, incarcerated, and reentry settings as a form of transformation, empowerment and social justice. The four papers examine different ways of conceptualizing and understanding literacy practices with pre-carcerated, incarcerated or formerly incarcerated people and considers implications for teacher education, public policy, funding, and community outreach efforts. Following the research presentations, participants will discuss themes across the studies and discuss how issues within the research surface in their own work.

10:30 am - 12:00 pm - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 9

Reconsidering Outwardly Appearances: Mobilizing New Understandings Through Critical Content Analyses of Notable Children's Literature

Chair:

Thomas Crisp, *Georgia State University*

Discussant:

Denise Davila, *University of Nevada, Las Vegas*

Cognizant of the current "Second Golden Era of Picturebooks," collective action surrounding culturally diverse literature, and a focus on quality nonfiction literature in classrooms, three panelists share research involving critical analyses of notable children's literature in the US and abroad. Issues of gender identity and expression, nuanced depictions of LGBTQ models and mentors, and semiotic interplays of nonfiction narratives illustrate the need to interrogate assumptions of diversity and the subsequent benefits of such interrogations.

1. Who's Out? Who's In?: LGBTQ Individuals Within Picturebook Biographies and the Implications of (Re)presentation

Adam Crawley, *University of Georgia*

2. Crossing Boundaries and Other Transformative Acts: Play-based Gender Construction in Contemporary Realistic Fiction Picturebooks

Jennifer Graff, *University of Georgia*
Adam Crawley, *University of Georgia*

3. Synergistic Transformations of Narrative: The Blurring of Narrative Constructs in Orbis Pictus Award-Winning Literature

Courtney Shimek, *University of Georgia*

10:30 am - 12:00 pm - PAPER SESSION
Music Row 1 - Level 2

Area 7

Literacy Lives and Learning: Equity, Diversity, & Identity

Chair:

Seemi Aziz, *University of Arizona*

1. Equity Over Time: Critical Incidents, Schooling, and Literacy Learning Over a Decade

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

2. A Journey of a Young ELL Student Through Social and Cultural Identity Transformation: What Does It Take?

Olha Tsarykovska, *Georgia College*

3. What's Right With Gavin? Recognizing Literacies in a Neurodiverse Emerging Adolescent

Kristen White, *Michigan State University*

10:30 am - 12:00 pm - PAPER SESSION
Music Row 2 - Level 2

Area 8

Translanguaging: Teaching and Research

Chair:

Alexis Cullerton, *University of Illinois, Chicago*

Discussant:

Silvia Nogueron-Liu, *University of Colorado, Boulder*

1. **Using Design Research to Develop the TRANSLATE Instructional Model (Teaching Reading And New Strategic Language Approaches To English learners)**
Robert Jimenez, *Vanderbilt University*
Abigail Do, *Vanderbilt University*
2. **Close Reading Through Translanguaging: An Examination of Collaborative Translation**
Christopher S Keyes, *Shippensburg University*
Kelly Puzio, *Washington State University*
Robert Jimenez, *Vanderbilt University*
3. **“Spanish Agaaaiin?”: Reflections on Bi(multi)lingual Students’ Language Ideologies in the Classroom**
Mariana Pacheco, *University of Wisconsin, Madison*
Leanne Seemuth, *University of Wisconsin, Madison*
4. **Poetry Translation as a Trans-Languaging Practice: Multilingual Youth Moving Between Languages, Meanings, and Worlds**
Jie Yie Park, *Clark University*

10:30 am - 12:00 pm - PAPER SESSION
Music Row 4 - Level 2

Area 6 Supporting Adult Writing Processes

Chair:

Donita Shaw, *Oklahoma State University*

1. **How a Meetup Writing Group Supports Adult Literacy**
Mathew Evans, *Arizona State University*
2. **Academic Illiteracy and Impostor Phenomenon in Graduate Education: How Literacy Interventions Can Reduce Impostor Feelings**
Jonathan Cisco, *University of Missouri*
3. **“Precarious Things: Service Literacies and Social Change”**
Jason Lovvorn, *Belmont University*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Cumberland 1 - Level 3

Area 7

Exploring the Intersection of Diverse Aspects of our Identities: Implications for Literacy Teaching and Research

Chairs:

Cynthia Helen Brock, *University of Wyoming*
Karen Ventura-Kalen, *University of Wyoming*

Discussants:

Mary McVee, *University at Buffalo, SUNY*
Julie Pennington, *University of Nevada, Reno*
Keonghee Tao Han, *University of Wyoming*

This alternative format session brings together a group of seven diverse international scholars from Uzbekistan, Russia, Ghana and the United States who have each engaged in the process of self-reflection/self-critique with respect to salient (for them) aspects of their identities. Each scholar in this session explored two or more of the following aspects of her identity: race, language, religion, sexuality, and so forth.

1. **Memoirs of a Basic White Girl and Other Such Apologies**
Amanda Sanders, *University of Wyoming*
2. **‘Russian Girl’ Re-Considering Her Cultural Identity While Staying Abroad**
Anna Mikhaylovna Shur, *University of Wyoming*
3. **Uzbekness: “Mystory” Moments of Transformation**
Dilnoza Khasilova, *University of Wyoming*
4. **Beyond the Limits: Recrafting a New Version of “The African Woman”**
Adeline Borti, *University of Wyoming*
5. **Bifurcated Identity: Exploring the Impact of Cultural Molting**
Karen Ventura-Kalen, *University of Wyoming*
6. **Getting Comfortable Being Uncomfortable: A Reflective Examination of an Unlikely Academic**
Tia Frahm, *University of Wyoming*
7. **When Face and Cultural Identity Collide**
Marian K. Stordahl, *University of Wyoming*

FRIDAY

10:30 am - 12:00 pm - PAPER SESSION
Cumberland 2 - Level 3

Area 5

Reading Comprehension across Methodological Lenses

Chair:

Robert D. Carpenter, *Eastern Michigan University*

- 1. A Case Study of a Child in a Summer Reading Program Based on Self-Determination Theory**
Loretta Holmberg-Masden, *University of Maryland*
- 2. Examining Reading Comprehension through Microethnographic Discourse Analysis**
Judith Lysaker, *Purdue University*
Alice Nie, *Purdue University*
- 3. Reading Comprehension in Third-Grade English Language Learners and Native English Speakers in the U.S.**
HyeJin Hwang, *University of Michigan*
- 4. Students' Gestures During Think-Aloud**
Ted Kesler, *Queens College, CUNY*
Kristin Rainville, *Sacred Heart University*

10:30 am - 12:00 pm - SYMPOSIUM
Cumberland 3 - Level 3

Area 6

Representing Data: Intersections of Data Literacy, Data Art, & Data Visualization

Chair:

Matthew Hall, *The College of New Jersey*

Discussant:

Glynda Hull, *University of California, Berkeley*

As access to complex data increases, students and teachers need data literacy skills to effectively use information and turn data into actionable knowledge that informs decision-making. This symposium addresses a neglected aspect of data literacy - aesthetic and artistic means of representing and interpreting data. Across the three projects featured, participants are asked to consider an expanded definition of data literacy that frames visual representations of data as a composing practice that supports meaning making.

- 1. Researcher as Data Artist: Exploring Issues of Representation**
Debora Broderick, *Chester County Intermediate Unit*

- 2. Mapping Participation Pathways: Visualizing Engagement and Transformation in Online Learning**

John Scott, *University of California, Berkeley*

- 3. Tracing Impact Through Data Visualizations of Networked Writing**

Amy Stornaiuolo, *University of Pennsylvania*

Matthew Hall, *The College of New Jersey*

10:30 am - 12:00 pm - PAPER SESSION
Cumberland 4 - Level 3

Area 10

Professional Development and Online Resources

Chair:

Chelsey M. Bahlmann Bollinger, *The University of Georgia*

Discussant:

Jen Scott Curwood, *University of Sydney*

- 1. "The argument isn't simply is it real or is it not": Pre-Service Teachers Across Academic Disciplines and Beliefs Evaluate Online Sources About Climate Change**
Alexandra Panos, *Indiana University*
James Damico, *Indiana University*
- 2. "It's not pixie dust": Professional Development as a Means of Enhancing iPad Initiatives in Secondary Schools**
Erin Elizabeth Margarella, *University of South Florida*
Danielle V. Dennis, *University of South Florida*
Jenifer Jasinski Schneider, *University of South Florida*
- 3. Enhancing Preservice Teachers' Digital Literacy Skills Through the Making of Digital Documentaries**
Erica C. Boling, *Rutgers University*
Kenchetta Dudley, *Rutgers University*
Kanika Sachdeva, *Rutgers University*

10:30 am - 12:00 pm - SYMPOSIUM
Cumberland 5 - Level 3

Area 10

Scaffolding Multimodal Composing

Chair:

Emily Howell, *Clemson University*

Discussant:

Bridget Dalton, *University of Colorado, Boulder*

Three studies will be presented that all relate to the need for scaffolding in multimodal composing. Each of these studies used a different perspective to address needed scaffolding for multimodal composing in academic contexts. These perspectives include multiliteracies, social semiotics, and sociocultural views of mediated action and tool use. These studies will give needed pedagogical guidance to an area of research that remains largely theoretical.

1. Scaffolding Multimodality in the Classroom: Design, Writing Process, and Tools

Emily Howell, *Clemson University*

2. Digital Tools as Mediational Means for Multimodal Composing

Lindy L. Johnson, *College of William & Mary*

3. The Affordances and Constraints of Pedagogical Supports for Multimodal Composing

Robin Jocius, *The Citadel*

**10:30 am - 12:00 pm - SYMPOSIUM
Cumberland 6 - Level 3**

Area 7

Becoming Comfortable With the Uncomfortable: Moments of Tension in Critical Literacy Teacher Research

Chair:

Meredith Labadie, *Crestwood Elementary School*

Discussant:

Hilary Janks, *Wits University*

This symposium includes the work of four teacher-researchers who have grappled with critical literacy in different contexts. Each teacher-researcher will discuss and unpack the inevitable tensions in their individual research context to illustrate the productive potential of such moments to spark new possibilities in the classroom and lead students (and teacher-researchers) to reconsider texts and the world around them.

1. Rereading Tensions in the Critical Literacy Classroom

Meredith Labadie, *Crestwood Elementary School*

2. Making Place Through Poetry

Katherine O'Daniels, *University of Missouri, St. Louis*

3. Back and Forth: Editor and Author

Lee Heffernan, *Fairview Elementary*

4. Critical Tensions in Social Justice Teaching

Scott Storm, *Harvest Collegiate High School*

**10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Mockingbird 1 - Level 3**

Area 13

Stepping Into an Uncertain Future: Literacy Teaching and Research for Transformation

This session is designed to explore how literacy professionals can build adaptive capacity for addressing uncertainties in the complex adaptive systems where they live and work. We will apply the techniques of Forum Theater to invite participants into dialogue about how to help clients, colleagues and students navigate complexity in diverse learning ecologies. We will consider the multiple, layered roles of literacies, teaching and research in the face of an uncertain future.

1. Multimodal Literacies and Adaptive Capacity for Elementary Students

Whitney Young, *University of North Texas*

2. Literacy Coaches and Adaptive Capacity

Joan Curtis, *University of North Texas*

3. Preservice Teachers and Adaptive Capacity

Carol Wickstrom, *University of North Texas*

4. Family Therapy and Adaptive Capacity

Dana O'Brien, *Cook Children's Medical Center*

5. Alaska Native Educators and Adaptive Capacity

Joan Parker Webster, *University of Alaska, Fairbanks*

Sabine Siekmann, *University of Alaska, Fairbanks*

6. School District Leadership and Adaptive Capacity

Royce Holladay, *Human Systems Dynamics Institute*

**10:30 am - 12:00 pm - PAPER SESSION
Mockingbird 2 - Level 3**

Area 2

Supporting Students' Literacy Learning

Chair:

David Bloome, *The Ohio State University*

1. How Do Teachers Mobilize and Transform Their Conceptualizations of Reader-Text Interactions into Representations of Instructional Practice?

Dot McElhone, *Portland State University*

Blake Tenore, *Florida State University*

Dennis Davis, *University of Texas at San Antonio*

2. Pre-Kindergarten Teachers' Pedagogical Reasoning During the Enactment of a Scripted Language Arts Curriculum

Rachel Erin Schachter, *The Ohio State University*

FRIDAY

3. Framing Literary Argumentation: Teaching and Learning Writing and Reading in English Language Arts Classrooms

George Newell, *The Ohio State University*
David Bloome, *The Ohio State University*
Brent Goff, *The Ohio State University*

4. Responses to Reading Through Strategy Instruction: Supporting Opinion Writing in Grades K and 1

Zoi A. Philippakos, *University of North Carolina, Charlotte*
Charles MacArthur, *University of Delaware*
Sarah Munsell, *University of Pennsylvania*

10:30 am - 12:00 pm - SYMPOSIUM
Mockingbird 3 - Level 3

Area 5 Understanding Young Readers' Use of Semiotic Resources to Construct Meanings With Picturebooks

Chair:

Frank Serafini, *Arizona State University*

Discussant:

Jennifer Rowsell, *Brock University*

In this symposium, various literacy researchers discuss how design features, including typographic elements, speech bubbles, illustrations, and peritextual elements serve as semiotic resources used by young readers to construct meanings in transactions with contemporary picturebooks.

1. Semiotic Resources Utilized by Young Readers

Dani Kachorsky, *Arizona State University*
Megan Hoelting, *Arizona State University*

2. Languages, Literacies, and Design Elements

Lindsey Moses, *Arizona State University*

3. Beyond Miscue Analysis: Multimodal Perspectives on Readers Reading

Frank Serafini, *Arizona State University*

10:30 am - 12:00 pm - SYMPOSIUM
Mockingbird 4 - Level 3

Area 8

Teaching About Dialects for Social Transformation

Chair:

Amanda Godley, *University of Pittsburgh*

Discussant:

Amanda Godley, *University of Pittsburgh*

This symposium focuses on teaching about dialects for social justice and social transformation as part of literacy instruction. The four presentations represent a range of institutions, perspectives, and empirical studies of teaching about dialect diversity and language ideologies with pre-service teachers, in-service teachers, and K-12 students in literacy classrooms.

1. "Negotiating With Language" in Literacy Learning: Addressing Linguistic Ideological Dilemmas to Support Equitable, Responsive Approaches to Language Variation

Melinda McBee Orzulak, *Bradley University*

2. Toward a Pedagogy of Linguistic Justice: Interrupting White, Monolingual Pre-Service English Teachers' Attitudes Toward Black Language

April Baker-Bell, *Michigan State University*

Kamahra Ewing, *Michigan State University*

Mary Neville, *Michigan State University*

3. The Integration of Teachers' Critical Language Ideology Into English Content Instruction

Mike Metz, *Stanford University*

4. Pre-Service English Teachers' Race Talk During Discussions of Dialect Diversity

Amanda Godley, *University of Pittsburgh*

Christina Ashwin, *University of Pittsburgh*

Jeff Reaser, *North Carolina State University*

10:30 am - 12:00 pm - ALTERNATIVE FORMAT
Electric - Level 4

Area 1

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

Chair:

Sherry Dismuke, *Boise State University*

The purpose of this alternative session is to share both the pedagogical practices of literacy researchers and research into those practices. It brings together six culturally relevant teacher education literacy practices from a variety of social contexts. These practices will be presented in six, ten-minute presentations. It is our hope that this session will encourage more research into the pedagogy of literacy teacher educators.

1. Vocabulary Technique: Lightning Words

Thomas DeVere Wolsey, *International Association for Intercultural Education*

Diane Lapp, *San Diego State University*

Douglas Fisher, *San Diego State University*

Nancy Frey, *San Diego State University*

2. Making e-Books

Chinwe Ikpeze, *St. John Fisher College*

3. Creating a Unit of Study

Denise Morgan, *Kent State University*

4. Writing a Mentor Text

Vicki McQuitty, *Towson University*

5. Effective Revision Strategies

Karen Kreider Yoder, *Touro University California*

6. The Wonder Project: Teaching Emerging Themes and Character Traits

Sandra A. Chambers, *Kutztown University*

1. MOOCs, Disciplinary Literacy & Inquiry: Supporting Transformative Teaching & Learning

Hiller A. Spires, *North Carolina State University*

Casey Medlock Paul, *North Carolina State University*

2. New Faces, Fertile Places, Online Spaces: Advocating for Multimodal Literacy Experiences in Teacher Education

Sue Ringer-Pet, *Sacred Heart University*

Stephanie Loomis, *Georgia State University*

3. MOOCs and Teacher Professional Development: Creating Meaningful and Empowering Opportunities for Professional Learning to Support Students' Language and Literacy Development

Neil Hasser, *University of California, Berkeley*

4. Leadership and Literacy: Tracing Pathways of Apprenticeships Through Multimodal Text Moves

Greg McVerry, *Southern Connecticut State*

5. The Digitally Literate Project: Research and Reflection Conducted in Open, Online Spaces

William Ian O'Byrne, *College of Charleston*

Michelle Schira Hagerman, *University of Ottawa*

Heather Woods, *University of Ottawa*

10:30 am - 12:00 pm - SYMPOSIUM
Bass - Level 4

Area 10

Open Educational Research: Investigations of Literacy Practices Modified Across Path, Place, Time, and Pace

Chair:

Katarina Silvestri, *University of Buffalo*

Discussants:

David Reinking, *Clemson University*

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

Elfrieda H. Hiebert, *TextProject*

The nature of literacy is rapidly evolving, and demands an expanded view of "text" to include visual, digital & other formats. Researchers are increasingly conducting research and interacting openly online. Open research is defined as research that makes elements of the research methodology, data, and results available on the Internet to permit collaboration and access by others. This symposium uses multiple methods united by similar perspectives to describe current trends in open research and scholarship.

1:15 pm - 2:45 pm - INVITED SESSION AREA 10
Broadway Ballroom A - Level 2

Connected Learning

Presenter:

Dr. Mimi Ito, *University of California, Irvine*

Today's social, mobile and gaming technologies offer new ways of supporting learning that is engaging, connected to the wider world, and tailored to specific interests, identities, and learning styles. Our research has found, however, that only the most activated digital learners are taking advantage of this potential. Young people are going online for informal and interest driven learning, but with few connections back to school and academic subjects. What kinds of platforms, policies, and technologies can best connect between in-school and out-of-school learning and between adult and young people's social and cultural worlds? Mimi Ito will describe her research on her ongoing research on interest-driven and digitally enabled learning, and describe connected learning, as a framework for understanding and building connections between in-school and out-of-school learning literacy.

FRIDAY

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom B - Level 2

Area 3

On the Evolution of Teaching Argumentative Writing Across an Academic Year in High School English Language Arts Classrooms

Chair:

Laurie Katz, *Ohio State University*

Discussant:

Deborah Appleman, *Carleton College*

This symposium explores variations in how the teaching of argumentative writing evolves across a year. Teachers continuously adapt to students' evolving understanding of argumentation, to how students are evolving as readers of literary texts, to how they understand what counts as knowledge, to students' evolving social identities, and evolving definitions of rationality. Three classroom case studies are presented. Ethnographic data was collected for an academic year using video recordings, class observations, field notes, and interviews.

- 1. The Case of Mr. Watson: Adaptive Teaching and Responsiveness in Teaching Argumentative Writing**
Seung Yon Ha, *The Ohio State University*
Tzu-Jung Lin, *The Ohio State University*
- 2. The Case of Mr. Jacobs: Shifting Literacy Practices in Learning to Argue About Literature - From Comprehension to Exploration to Problematizing**
John Brady, *Ohio State University*
- 3. The Case of Ms. Morris: The Evolution of Indexicality, Metadiscursive Markers, and Stance in the Teaching of Literary Texts and Argumentative Writing**
David Bloome, *Ohio State University*

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom C - Level 2

Area 1

Preservice Teachers' Perceptions and Approaches to Implementing Digital Literacies and Methods Instruction

Chair:

Stephanie Buelow, *University of Hawaii, Manoa*

- 1. Exploring Pre-Service Teachers' Perceptions of Using Digital Technologies in Literacy Instruction**
Melissa Pierczynski, *George Mason University*
- 2. Learning to Develop Culturally Competent Approaches to Digital Literacies Instruction**
Detra Price-Dennis, *Teachers College, Columbia University*
Molly Wiebe, *University of Texas, Austin*
Erin Greeter, *University of Texas, Austin*
- 3. Teacher Candidates' Perceptions of a Literacy Methods Course Embedded in Clinical Practice**
Melissa Gallagher, *George Mason University*
Seth A. Parsons, *George Mason University*

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom D - Level 2

Area 2

Sensemaking, Dialogue and Pedagogy: Building an Understanding of Classroom Practice

Chair:

Nancy Flanagan Knapp, *University of Georgia*

- 1. Productive for Whom? English Teachers' Sensemaking Surrounding Productive Classroom Talk**
Liam Aiello, *Stanford University*
- 2. Teachers' Sensemaking Within Professional Development in Language Arts Instruction**
Rachel Stumpf, *University of California, Irvine*
Carol Olson, *University of California, Irvine*
- 3. Building Dialogue: A Cross-institutional Site for English Teachers' Professional Development**
Alecia Marie Magnifico, *University of New Hampshire*
Christina Ortmeier-Hooper, *University of New Hampshire*
- 4. Unpacking Productive Coaching Interactions: The Influences of Discourse, Stances, and Critical Self-Reflection on Teachers' Uptake of Instructional Ideas**
Dana A. Robertson, *University of Wyoming*
Evelyn Ford-Connors, *Boston University*
Jeanne Paratore, *Boston University*
Tia Frahm, *University of Wyoming*
Cherylanne Lombardi, *Boston University*
Donna Kiessling, *Boston University*
Kristine Frey, *University of Wyoming*

1:15 pm - 2:45 pm - PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 10

Supporting Adult Learners with Technology

1. Supporting Adult Literacy Development Through Mobile App Design

Earl Aguilera, *Arizona State University*

2. Teaching Beyond Text Boxes: Embodied Learning in Open-Access, Online Teaching

Jenifer Jasinski Schneider, *University of South Florida*

Csaba Osvath, *University of South Florida*

Aimee Frier, *University of South Florida*

2) Area 2

Teachers as Adaptable and Transformative

1. Entering and Changing the Field: New Teachers' Strategies of Transforming Literacy Education in Urban Schools

Allison Skerrett, *University of Texas, Austin*

Thea Williamson, *University of Texas, Austin*

Jessica Rubin, *University of Texas, Austin*

Kira LeeKeenan, *University of Texas, Austin*

Charlotte Land, *University of Texas, Austin*

2. Setting Conditions for Teacher Adaptation and Transformation

Marla King Robertson, *Utah State University*

Carol Wickstrom, *University of North Texas*

Leslie Patterson, *University of North Texas*

3) Area 3

Supporting Argumentative Writing

1. Exploring Dialogic Argumentation in Young Children's Talk and Writing

Huili Hong, *East Tennessee State University*

Karin Keith, *East Tennessee State University*

Renee Moran, *East Tennessee State University*

2. Perceptions of Seventh Graders in using Debate to Support their Argumentative Writing

Jacquelynn A Malloy, *Clemson University*

Kelly Nelson Tracy, *Western Carolina University*

Lea C Evering, *Seneca Middle School*

Kristin Menickelli, *Cullowhee Valley School*

Roya Q Scales, *Western Carolina University*

4) Area 3

Supporting Elementary Writers Through Interactive Writing Instruction

1. An Efficacy Study of Strategic and Interactive Writing Instruction in Grades 3-5

Hannah Dostal, *University of Connecticut*

Kimberly Wolbers, *University of Tennessee*

Jennifer R. Kilpatrick, *University of North Florida*

5) Area 2

Teacher Interactions in Virtual Social Worlds

1. Pinning English Curriculum: Practitioner Engagement in Social Media

Sarah Bausell, *University of North Carolina, Chapel Hill*

2. Self-Reflection and Collaboration in a Virtual Professional Learning Community

Celeste Compton Bates, *Clemson University*

Leslie Salley, *Clemson University*

6) Area 6

Teaching with Texts: Multimodality and Digital Technologies in Secondary Classrooms

1. (Em)PowerPoint: Exploring Teacher Perceptions of a Tired Technology Awakening Disciplinary Literacy Success

Sue Ringler-Pet, *Sacred Heart University*

Ashley Napoli, *William W. Niles Middle School*

Barry Palmer, *Newtown Middle School*

Elizabeth Nash, *Atmosphere Academy*

Christina DiStanislao, *Atmosphere Academy*

2. Teaching and Learning from Multimodal Texts in a Secondary English Classroom

Abbey C. K. Graham, *North Carolina State University*

7) Area 10

Technology Integration in the Middle Grades

1. "Scrolling is just like flipping": A Pilot Study of Middle Grades Learners and Connected Reading Practices

Jennifer Lubke, *University of Tennessee, Chattanooga*

2. How Cross-District Peer Mentoring at an Urban Middle School is Transforming Teacher Practice and Engaging Underserved Students in iPad-mediated Learning

Carol Smith, *West Chester University*

Diane Santori, *West Chester University*

FRIDAY

8) Area 8 Transnational Literacies Across Contexts

1. **From Southern Mexico to South Jersey: Bringing Our Languages & Literacies with Us**
Stephanie Lynn Abraham, *Rowan University*
2. **Literacy Across Scales of Time: The Context of Classroom Discourse**
Joseph Rumennapp, *Judson University*

9) Area 7 Research on Writing as a Transformational Practice

1. **A Teaching Abroad Program That Connects Writing Instruction, Social Justice, and Intercultural Competency: Analysis of Development and Implementation**
Douglas Kaufman, *University of Connecticut*
2. **Ethical Tensions between Vulnerability and Public Literacy Spaces: Writers at a Homeless Shelter Negotiate Personal Narratives for Public Access**
Rossina Zamora Liu, *The University of Iowa*

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom G - Level 2

Area 7 Journeying Toward a Critical Teacher Identity

Chair:
Michelle Fowler-Amato, *Old Dominion University*

Discussant:
Melissa Mosley Wetzel, *University of Texas, Austin*

Leland & Harste (2005) write that the formation of a critical identity is important in the development of teachers. In this session, three researchers will examine the ways in which critical teacher identities are shaped in teacher education programs, professional learning communities, and classrooms in response to learner needs and how the enactment of these identities promotes teacher and learner growth and fulfillment.

1. **“How do you talk to kids about that?”: Building Teacher Agency in an Elementary Practicum**
Katie Peterson, *St. Edward University*
2. **“Couldn’t stop seeing it!”: How Exploring Language, Power, and Privilege Opened Our Eyes to What Students Already Knew—and What We Had Yet to Learn**
Michelle Fowler-Amato, *Old Dominion University*

3. **Mis/Recognizing Critical Literacies: Responsive Curriculum in Motion**
Elisabeth Johnson, *St. Edward’s University*

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom H - Level 2

Area 1 Self-Reflexivity and the Discursive Construction of Selves in Teaching

Chair:
Elizabeth Hammond Brinkerhoff, *University of South Carolina Beaufort*

1. **How Pre-Service Teacher Literacy Identities Effect Sociopolitical Awareness**
Emily Sauls Pendergrass, *Vanderbilt University*
Andrew Hostetler, *Vanderbilt University*
2. **“Can I have two interpretations”? Becoming Teacher Educators in a Reading/Writing Community**
Janet Kesterson Isbell, *Tennessee Technological University*
Lee Sapp, *Tennessee Technological University*
3. **Teacher Educators’ Autoethnographies as a Transformational Tool in Critical Teacher Preparation**
Julie Justice, *Elon University*
Blake Tenore, *Florida State University*
4. **“It’s not just me being stupid”: Teacher Candidates with Learning Disabilities Negotiate Academia**
Karen K. Graham, *The University of Georgia*

1:15 pm - 2:45 pm - SYMPOSIUM
Broadway Ballroom J - Level 2

Area 7 Re-Imagining Multiliteracies: 20 Years After the New London Group

Chair:
Elisabeth Gee, *Arizona State University*

Discussants:
James Paul Gee, *Arizona State University*
Frank Serafini, *Arizona State University*

This symposium will focus on the evolution and continued significance of the concept of multiliteracies since its inception in the New London Group Manifesto, “A Pedagogy of Multiliteracies,” published in the *Harvard Educational Review* in 1996. The New London Group

(NLG) was an international gathering of noted scholars who would influence the direction of literacy scholarship for decades to come.

1. **Around and Around We Go: Layering Turns onto the Multiliteracies Manifesto**
Jennifer Rowsell, *Brock University*
2. **Embodied Learning and Multiliteracies: Thinking Beyond Multimodality**
Mary McVee, *University at Buffalo, SUNY*
3. **Mode of Thought: Imagination and the Image**
Dawnene D. Hassett, *University of Wisconsin, Madison*
4. **Intersecting Intellectual Histories**
Rebecca Rogers, *University of Missouri, St. Louis*
Lina M Trigos-Carrillo, *University of Missouri, Columbia*
5. **Play, Merged Media, and Converging Imaginaries**
Karen E. Wohlwend, *Indiana University*
6. **Videogames, Distributed Teaching and Learning Systems, and Multi-Pedagogies**
Jeff Holmes, *Arizona State University*
7. **Interpreting and Producing Diverse Digital Texts Through Online Inquiry**
Julie Coiro, *University of Rhode Island*
Jill Castek, *University of Arizona*
Carita Kiili, *University of Jyväskylä*

1:15 pm - 2:45 pm - PAPER SESSION
Broadway Ballroom K - Level 2

Area 9

Stories for Our Fractured Times: Young Adult Literature and Agency During Crisis

Chair:

Ebony Elizabeth Thomas, *University of Pennsylvania*

Discussant:

Nora Peterman, *University of Pennsylvania*

1. **From “I don’t like Mondays” to “Pumped Up Kicks”: School Shootings in Young Adult Fiction and Young Adults’ Lives, 1977-2016**
Gwynne Ellen Ash, *Texas State University*
Jane Marie Saunders, *Texas State University*
2. **Reading Sacrifice Zones Ecocritically: Opportunities to Explore Fluid Landscapes and Mobile Activism in Realistic Environmental Fiction**
Alexandra Panos, *Indiana University*
3. **Pedagogies of (Re)membering for Young Adult Literature and Racial Trauma**
Stephanie Patrice Jones, *Grinnell College*

1:15 pm - 2:45 pm - PAPER SESSION
Music Row 1 - Level 2

Area 7

Literacy and Identity among Transnational Students and Language Learners

Chair:

Zaline Roy-Campbell, *Syracuse University*

1. **Literacy Practices and Literacy Identities**
Jennifer Collett, *Lehman College*
2. **Writing our Identities for Successful Endeavors: Transnational Teens’ Communication of Integrated Identities**
Shannon Daniel, *Vanderbilt University*
3. **Primary and Secondary Discourses: Biliteracy Practices of Latino/a Bilingual Students across Home and School in South Texas**
Lucila D. Ek, *University of Texas, San Antonio*
Myriam Jimena Guerra, *University of Texas, San Antonio*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Music Row 2 - Level 2

Area 7

New Literacies and Critical Pedagogy as a Platform for Transformation: Centering Marginalized Youth Voices for Civic Empowerment and Equity

Presenters:

Rae Oviatt, *Michigan State University*

Justin Coles, *Michigan State University*

This session seeks to explore literacy as transforming, centering, and empowering youth voices. Our goals are to (1) engage participants in dialogues of centering youth voices, and (2) consider how current research with youth activism across digital literacies creates room for further conversations of transformation and mobility. The purpose is to further examine transformative and liberatory processes in research epistemologies, methodologies, and new literacies in order to transform theory into praxis.

FRIDAY

1:15 pm - 2:45 pm - PAPER SESSION
Music Row 4 - Level 2

Area 7

Literacy, Race, and Identity: Consciousness, Constructions, and Enactments

Chair:

Kirsten Dara Hill, *The University of Michigan, Dearborn*

1. **Seeing, Thinking & Doing Race in 4K: A Multi-Case Study of Racial Constructions and Enactments Across Diversity-Focused Literacy Instruction**

Erin Quast, *University of Wisconsin, Madison*

2. **"#Young Black Voices Matter": Word Consciousness, Identity, Social Justice, and Agency Outside of School**

Susan Watts-Taffe, *University of Cincinnati*

Amy Bottomley, *University of Cincinnati*

Khahlia Sanders, *University of Cincinnati*

Theresa Kulbaga, *Miami University*

3. **"A very good reader": A Case Study of One Black Boy's Reader Identity Development**

Michiko Hikida, *The Ohio State University*

1:15 pm - 2:45 pm - PAPER SESSION
Cumberland 1 - Level 3

Area 1

Reframing Methods Instruction from a Social Justice Perspective

Chair:

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

1. **A Critical Approach to "Social Justice" Literacy Education: Beginning with New Teachers' Notions of "Equity" and "Texts"**

Kristien Zenkov, *George Mason University*

Kerry Newman, *Prince William County Schools*

Ellen Clark, *George Mason University*

2. **Grappling with Criticality: Collaborative Inquiries into Literacy Methods**

Kathleen Riley, *West Chester University*

Katherine Crawford-Garrett, *University of New Mexico*

3. **Queering the Curriculum: A Critical Content Analysis of Literacy Methods Textbooks**

Roni Jo Draper, *Brigham Young University*

Jimmy Hernandez, *Brigham Young University*

Jennifer J Wimmer, *Brigham Young University*

Alex Rosborough, *Brigham Young University*

4. **Resources, Inquiry, and Cartography: Developing Knowledge for Teaching**

Challenging ELA Topics with Diverse Youth

Steven Z. Athanases, *University of California, Davis*

Lee M. Martin, *University of California, Davis*

Crys M. Bronte, *University of California, Davis*

Sergio L. Sanchez, *University of California, Davis*

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Cumberland 2 - Level 3

Scholars of color Transitioning into Academic Research institutions Fellows Session

Navigating the Academy: Voices of Early Career Literacy Scholars of Color

Chair:

Mileidis Gort, *The Ohio State University*

Presenters:

Marcelle Haddix, *Syracuse University*

Bong Gee Jang, *Syracuse University*

ThedaMarie Gibbs, *Ohio University*

April Baker-Bell, *Michigan State University*

Maneka Deanna Brooks, *Texas State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Cumberland 3 - Level 3

Area 3

Revisiting Literacies and Identities: Mobilities of Positioning, Embodiment, and Agency

Chair:

Noah Asher Golden, *Chapman University*

Discussant:

Barbara Comber, *Queensland University*

Research in past decades has documented the significant role identity plays in literacy, highlighting the production and reception of a wide variety of texts within situated lives. This symposium revisits tensions left unaddressed in past approaches to literacy and identity work by theorizing how literacies serve as tools for youths' agentive (re)positionings and mobilities. The empirical projects represented in it document specific instances of youth negotiating identities in ways that facilitate or constrain particular literacies.

1. A Framework for Understanding the Roles of Literacy in the Identity Enactments of Marginalized Youth

Noah Asher Golden, *Chapman University*
 Jessica Zacher Pandya, *CSU Long Beach*

**2. “I imagine their bodies writing all that I am”:
 Developing Writing and Identities Across Contexts**

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

3. “Serious talking:” Metapragmatic Catholic Schooled Identities in Literacy Practice

Robert LeBlanc, *University of Pennsylvania*

1:15 pm - 2:45 pm - SYMPOSIUM
 Cumberland 4 - Level 3

Area 7

Minority Students’ Exploration of Self through Their Literacy Learning Experiences

The effect of Culturally Responsive Teaching in secondary ELA courses is explored by two separate studies, with focus on ethnic minority students. The English classrooms where these studies were conducted used Reader Response Theory to capture and understand minority students’ explorations through their literacy learning experiences. Findings from two studies demonstrate the need for culturally affirming tasks and readings for minority students in secondary English Language Arts (ELA) classes.

1. A Place in the Classroom: African American Students’ Ideas of Race Explored through Multicultural Literature

Kathleen Colantonio-Yurko, *SUNY, Brockport*

2. Latin@ Early Adolescent Girls Construct Their Identities through Writing

Xiaodi Zhou, *University of Georgia*

1:15 pm - 2:45 pm - PAPER SESSION
 Cumberland 5 - Level 3

Area 1

Supporting English Language Learners: Literacy Practices, Instruction, and Approaches to Teacher Education

Chair:

Shannon Howrey, *Kennesaw State University*

1. Pre-Service Teachers’ Metaphors of Learning and Teaching English as a Second Language

Donita Shaw, *Oklahoma State University*

Elena Andrei, *Coastal Carolina University*

2. Effectiveness of an Electronic Pen-Pal Project on Preservice Teachers’ Self-Competency and Knowledge of Instructional Strategies Working with ELs

Laura Mahalingappa, *Duquesne University*
 Elizabeth Hughes, *Duquesne University*
 Nihat Polat, *Duquesne University*

3. Teachers’ Preparation to Teach English Learners: An Investigation of Perceptions, Preparation, and Current Practices

Pamela Correll, *University of Kentucky*

1:15 pm - 2:45 pm - SYMPOSIUM
 Cumberland 6 - Level 3

Area 7

Mobilizing LGBTQ-Themed Literature and Queer Pedagogies in K-12 classrooms: Towards School Contexts that Help LGBTQ Students Learn and Flourish

Chair:

Ryan Schey, *The Ohio State University*

Discussant:

Caroline Clark, *The Ohio State University*

This symposium explores the possibilities for school curricula and classroom pedagogies to become sites for interrupting heteronormativity and transforming schools into contexts that help LGBTQ people and their allies learn and flourish. To provide a multifaceted discussion of current questions in queer literacy research, we examine a range of age levels, regional contexts, and research concerns, including multimodality, pedagogy, youth literacy practices, and the sociopolitical contexts of school districts.

1. LGBTQ Graphic Novels in Conversation with Gender and Sexuality in the ELA Classroom

Jenna Spiering, *University of Iowa*
 Kate Kedley, *University of Iowa*

2. Who Makes the Decisions?: Including LGBTQ Literature in Elementary and Middle School Classrooms

Selena E Van Horn, *University of Missouri*

3. Queer Readings of Canonized Texts in Literature Classrooms

Stephanie Anne Shelton, *The University of Alabama*

FRIDAY

4. Vulnerability and Protection in a High School LGBTQ-Themed Literature Course: Seeking, Finding, and Losing Compassion in Literacy Events

Ryan Schey, *The Ohio State University*

Mollie Blackburn, *The Ohio State University*

1:15 pm - 2:45 pm - SYMPOSIUM
Mockingbird 1 - Level 3

Area 1

Teacher Educator Pedagogies in Practice-Focused Programs

Chair:

Sara Kersey, *University of California, Los Angeles*

Discussant:

Fenice B. Boyd, *The State University of New York, University at Buffalo*

This symposium will showcase teacher educator pedagogies used in practice-focused programs across three institutions. The research projects investigated teacher educator pedagogies to support novice teachers to learn ambitious pedagogical practices.

1. Using Pedagogical Tools of Teacher Education to Advance Novices' Disciplinary Literacy Teaching in Secondary ELA

Emily Rainey, *University of Michigan*

Sarah Schneider Kavanagh, *University of Washington*

Sarah Munger, *University of Washington*

2. Rehearsing in Literacy: What Do Teacher Educators Do and Why Do They Do It?

Kristine M. Schutz, *University of Illinois, Chicago*

Katie Danielson, *University of Washington*

3. Enactment as a Continuum

Katie Danielson, *University of Washington*

1:15 pm - 2:45 pm - PAPER SESSION
Mockingbird 2 - Level 3

Area 10

Technology Use in Early Childhood Education

Chair:

Kate T. Anderson, *Arizona State University*

Discussant:

Kristine E. Pytash, *Kent State University*

1. Speech Recognition Apps as Interlocutor: Disfluencies and New Literacies in a First-Grade Writing Center

Elizabeth Baker, *University of Missouri*

2. Second Graders' Responses During Interactive Read-Alouds Within the Multi-Sensory Robotic LIT Room and Traditional Story Room: Social and Technological Transformations in Talk and Literature

Susan King Fullerton, *Clemson University*

George J. Schafer, *Clemson University*

Koti Hubbard, *Clemson University*

Erin Leslie McClure, *Clemson University*

Rachael L. Ross, *Clemson University*

Leslie Salley, *Clemson University*

Keith E. Green, *Clemson University*

Ian Walker, *Clemson University*

3. "I want to buy this app!": A Case Study of One Child's Engagement with "Dress Up" Applications

Barbara Vokatis, *SUNY Oneonta*

1:15 pm - 2:45 pm - SYMPOSIUM
Mockingbird 3 - Level 3

Area 5

Stepping onto the Staircase: Needs, Nuances, and New Perspectives on Text Complexity for Young Readers

Chair:

Laura Tortorelli, *Michigan State University*

Discussant:

James Cunningham, *University of North Carolina, Chapel Hill*

The Common Core State Standards have raised important questions about what children should read in school and when, especially for elementary educators. This symposium addresses key questions about text complexity in the early grades in both theory and practice. Two presentations address the best methods to measure text complexity for young readers and two presentations describe instructional programs and materials that can support beginning readers in at-risk populations as they tackle complex texts.

1. One Size Fits All? Differentiating Text Difficulty Prediction by Developmental Level

Heidi Mesmer, *Virginia Tech*

James Cunningham, *University of North Carolina, Chapel Hill*

Freddy Hiebert, *Text Project*

2. Beyond Readability: Word, Sentence, and Discourse Measures of Text Complexity Associated with Reading Rate in Second Grade

Laura Tortorelli, *Michigan State University*

3. A Simplified Text Program for the Early Primary Years

Sharon Walpole, *University of Delaware*
Michael McKenna, *University of Virginia*
Adrian Pasquarella, *University of Delaware*

4. Examining Deaf Children's Engagement with Multimedia Texts Varying in Word Length, ASL Sign Complexity, and Word Familiarity

Annie M. Moses, *John Carroll University*
Debbie B. Golos, *University of Minnesota*

1:15 pm - 2:45 pm - SYMPOSIUM
Mockingbird 4 - Level 3

Area 11

The Multimodalities of Meaning: Representing Materiality and Movement in Data Analysis

Chair:

Emily Brown Hoffman, *University of Illinois, Chicago*

Discussant:

Nathan Phillips, *University of Illinois, Chicago*

A central challenge Leander & Boldt (2013) identify in literacies research is the "textual domestication" of our inquiry. Enacted in social practices situated within complex ideological systems, literacies are characterized by the movements and interactions of people and things (Latour, 2005). These three papers explore the possibilities of multimodal discourse analysis to address questions of power and learning and to push further the possibilities of representing multimodality in discourse analysis.

1. Early Childhood Space & Place: A Geosemiotic Analysis of Preschool Practices

Colleen Whittingham, *University of Illinois, Chicago*

2. Virtual Learning through Multiple Modes: An Analysis of Constantly Changing Communications

Emily Brown Hoffman, *University of Illinois, Chicago*

3. Disciplinary Literacy Apprenticeship in Middle School: A Critical, Multimodal Discourse Analysis of the Power Dynamics of Pair-Share

Rick Coppola, *University of Illinois, Chicago*

1:15 pm - 2:45 pm - SYMPOSIUM
Electric - Level 4

Area 3

Support for Academic Language Across Grade Levels and Domains

Chair:

Jill F. Grifenhagen, *North Carolina State University*

Discussant:

David Dickinson, *Vanderbilt University*

Academic language is the language children need to access, acquire, and communicate knowledge in school (Anstrom et al., 2010; Schleppegrell, 2004). This construct is tied to success in literacy and is relevant to instruction in all grade levels and disciplines. This symposium explores academic language through a variety of approaches, spanning grade levels (prekindergarten through middle school), disciplines (literacy, math, cross-disciplinary), language domains (vocabulary, discourse functions), and linguistic modes (spoken, written, expressive, receptive).

1. What Are Important Academic Words For Reading?

Joshua Lawrence, *University of California, Irvine*
Jin Kyoung Hwang, *University of California, Irvine*
Grace Lin, *University of California, Irvine*
Aste Hagen, *University of Oslo*

2. Academic Vocabulary Instruction and Support through Mathematics Curricula, Grades 1 & 2

Erica Barnes, *University at Albany, State University of New York*
Jessica Namkung, *University at Albany, State University of New York*

3. Paper 3: Creating Opportunities for Academic Talk in Urban Middle School Classrooms

Jin-Sil Mock, *Vanderbilt University*

4. ALOT to Measure: Developing an Academic Language Observation Tool

Jill F. Grifenhagen, *North Carolina State University*

FRIDAY

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom A - Level 2

Area 6 Reading and Writing in the Disciplines

Chair:

Stephanie M. Bennett, *Mississippi State University*

1. **“Hey this guy, he was actually there”: Teaching Students to Write Arguments Warranted With Historical Thinking Heuristics**
Ryan McCarty, *National Louis University*
2. **Disciplinary Literacy Instruction for Social Transformation in High School Engineering Classes**
Amy Wilson-Lopez, *Utah State University*
Kristin Strong, *Utah State University*
3. **Reading Graphs: Uncovering Adolescent Girls’ Perceptions of Their Science Literacy**
Michelle Whitacre, *University of Missouri, St. Louis*

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom B - Level 2

Area 11 Visceral Travels Through Multimodality: Sites/Sights and Sounds of Critical-Affective Pedagogies

Chair:

Elizabeth Dutro, *University of Colorado, Boulder*

Discussant:

Jaye Johnson Thiel, *University of Tennessee, Knoxville*

This session explores what is possible when critical and affective theories are deeply engaged with multimodal approaches. We present research that senses, sounds out and re/members affect’s pre-arrival, encounter, in/betweenness and excess while moving through multimodalities. We explore methods and theories that foreground affect and its critical effect as we explore the question: What does it look like, feel like and/or sound like when one reads the affective as always-already with/ in multimodal inquiries?

1. **The Affective Archive: A Teacher Education Project in A Writing Methods Course**
Ashley Cartun, *University of Colorado, Boulder*
2. **Blending Genre and Mode Toward Meaningful Writing Practice in 7th Grade Digital Composing**
Ellie Haberl, *University of Colorado, Boulder*

3. **Sounding the Classroom: Observing 9th Grade Classrooms through Sound Art Theory**
Kristina Marie Stamatis, *University of Colorado, Boulder*
4. **The Sites/Sights & Sounds of Visceral Multimodal Literacies; White Cotton Myths and a Call for Critical-Affective Pedagogies**
Cecilia Valenzuela, *University of Colorado, Boulder*
Stephanie Patrice Jones, *Grinnell College*

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom C - Level 2

Area 8 Teachers’ Understandings of Literacy Classroom Practices

Chair:

Jennifer Collett, *Lehman College*

Discussant:

Jane Bean-Folkes, *Rowan University*

1. **English Language Arts Teachers’ Self-efficacy for and Perceptions About Culturally Responsive Teaching**
Melissa Bedford, *University of Nevada, Reno*
Hannah Carter, *University of Nevada, Reno*
2. **Equity-Minded Literacy Teachers in Underserved Urban Communities: An Exploration of Teacher Narratives**
Althier M. Lazar, *St. Josephs University*
3. **Contending with Close Reading of Complex Text: How Teachers Make Sense of and Implement Common Core Standards with Emerging Bilingual Students**
Jamy Stillman, *University of Colorado, Boulder*
Lauren Anderson, *Connecticut College*
Kathryn Struthers, *Bank Street College of Education*
John Beltramo, *University of Southern California*
4. **Toward Productive Small Group Learning: Promoting Disciplinary Literacy with Collaborative Argumentation**
Chinwe Ikpeze, *St. John Fisher College*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Broadway Ballroom D - Level 2

Area 9

Texts, Readers, and Gendered Identities: Transactions Between and Across Sipe's Models of Literary Understanding

Reading stories with children is a crucial component of literacy development and widely researched; however, research on children's responses is "the neglected part of the literacy landscape" (Sipe, 2008). The purpose of this alternative session is to consider how children respond to multimodal texts and postmodern picturebooks about race, class and gender. Using Larry Sipe's literary understanding and reader response theories, the audience will engage in collaborative analysis to explore how children respond to texts.

1. Theoretical Framework: Sipe's Approach to Reader Response

Angela M. Wiseman, *North Carolina State University*
Craig Young, *Bloomsburg University of Pennsylvania*

2. "Boys need training": Critical Media Literacy and Students' Responses to Texts

Angela M. Wiseman, *North Carolina State University*
Melissa Pendleton, *Western Kentucky University*
Abbey C. K. Graham, *North Carolina State University*

3. "I fit [fight] the other batl bare" - Interactive Play as Reader Response

Rachel Skrlac Lo, *University of Pennsylvania*

3:00 pm - 4:30 pm - PAIRED ROUNDTABLES
Broadway Ballroom F - Level 2

1) Area 7

Ethical Tensions Between Vulnerability and Public Literacy Spaces: Writers at a Homeless Shelter Negotiate Personal Narratives for Public Access

Rossina Zamora Liu, *University of Iowa*

2) Area 3

Fostering Discussion-Based Disciplinary Learning Through Shared Reading Experiences

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

3) Area 11

Trends in Reading and Comprehension Research

Chair:

Ann Bennett, *Kennesaw State University*

Discussant:

George G. Hrubby, *University of Kentucky*

1. Neural Signatures in Reading and Reading Comprehension for Typical, Bilingual, and Adults with Reading Disabilities: An fNIRS and Eye-Tracking Examination of Syntactic Processing

Stephanie Marlene Juth, *Utah State University*
Kathleen A. J. Mohr, *Utah State University*
Ron Gillam, *Utah State University*
Vicki Simonsmeier, *Utah State University*

2. Reading Research and Trends

Sungyoon Lee, *Texas A&M University*
Li-Jen Kuo, *Texas A&M University*
Zhuo Chen, *Texas A&M University*
Angela Wang, *Texas A&M University*
Daibao Guo, *Texas A&M University*
Chi Yun Moon, *Texas A&M University*
Jeong Hyun Park, *Texas A&M University*
Amber Schluens, *Texas A&M University*
Joshep Dobson, *Texas A&M University*
Amy Boettcher Ging, *Texas A&M University*

4) Area 1

Supporting Pre-Service Teachers' Developing Instructional Abilities

Chair:

Lisa L. Ortmann, *Western Illinois University*

Discussant:

Meghan E. Barnes, *The University of Georgia*

1. Supporting Teacher Decision Making with Pre-Service Teachers Using a Teacher Decision Making Framework

Robin R Griffith, *Texas Christian University*

2. New Elementary Teachers' Evolving Development for Teaching Literacy

Melissa Adams-Budde, *West Chester University of Pennsylvania*

Christy Howard, *East Carolina University*

FRIDAY

5) Area 3 Supporting Reading Comprehension for Students with Special Needs

1. Exploring and Supporting Teachers' Use of Retrospective Miscue Analysis

Carol Gilles, *University of Missouri*

Anna Osborn, *Columbia Public Schools*

Danielle Johnson, *Columbia Public Schools*

2. Improving Reading Comprehension for Students with Autism: A Formative Approach

Meghan D. Liebfreund, *Towson University*

6) Area 7 Teachers' Beliefs Regarding Diverse Students' Literacies

1. Investigating Reading Capital in Rural Literacy Learning Contexts: Students Speak Up

Jenny McFadden, *Salisbury University*

Judith Franzak, *Salisbury University*

Christine Taylor, *Salisbury University*

Frederick Briggs, *Salisbury University*

Hanna Poist, *Salisbury University*

2. Moving Literacy Onward: Examining Culturally Responsive Teacher Beliefs

Maria Danielle Schlup, *Doctoral Student*

7) Area 7 Writing Pedagogies & Spoken Word

1. Out Loud: Promoting Social Transformation through Spoken Word Poetry

Jen Scott Curwood, *University of Sydney*

2. Writing Celebration with Girls of Color: A Feminist of Color Writing Pedagogy

Grace D. Player, *University of Pennsylvania*

Graduate School of Education

8) Area 7 Written Texts as Cultural Artifacts: Representation and Relevance

1. Identical Readers, Identical Readings?: First-Generation Twin Brothers and the Complexities of Textual Relevance

Katie Sciorba, *San Diego State University, Imperial Valley Campus*

2. The Communication of Literacy Through Teacher-Created Literacy-Focused Charts

Melody Zoch, *University of North Carolina, Greensboro*

Stephanie G. Davis, *University of North Carolina, Greensboro*

Erika S. Gray, *University of North Carolina, Greensboro*

9) Area 7 Transforming Literacy, Transforming Justice: Toward a Restorative English Education

Chair:

Maisha T. Winn, *University of Wisconsin, Madison*

Discussant:

Gay Ivey, *University of Wisconsin, Madison*

The purpose of this panel is to demonstrate the ways in which educators and teacher educators are creating tools to foster O'Reilly's notion of the "peaceable classroom" in schools and in out-of-school contexts. Panelists—researchers and teacher educators—share data from their work on intersections of literature, religion, identity and justice. More specifically, this panel addresses the role of literacy and literacy classrooms in practicing justice.

1. Reading and Writing for Social Change: Exploring the Role of Literacy in the Lives of Muslim Girls

Gholneshcar Muhammad, *Georgia State University*

2. To Practice Justice: Teaching English in the Age of Incarceration

Maisha T. Winn, *University of Wisconsin, Madison*

3. Transformative Possibilities: Restorative Justice Work in Literacy Spaces

Hannah Graham, *University of Wisconsin, Madison*

10) Area 7 Understanding Literacy Programs & Partnerships

1. Books in Every Maine Child's Hands: Assessing the Impact of the Raising Readers Book Distribution Program at Well-Child Visits

Rachel Groenhout, *University of Maine*

Susan Bennett-Armistead, *University of Maine*

2. Mapping the Research Claims of the New York City Literacy Improvement Sector

Daniel Ferguson, *Teachers College, Columbia University*

Alyson Rumberger, *Teachers College, Columbia University*

Meesuk Ahn, *Teachers College, Columbia University*

Thomas Hatch, *Teachers College, Columbia University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Broadway Ballroom G - Level 2

Area 3
Systems Thinking for Personal and Social Transformation: Framing Literacy through University-School Partnerships, Teacher Development, Elementary Classroom Instruction, and Formative Research Methodology

Chair:

Leslee Kathryn Tarbett, *University of Memphis*

Discussant:

Dennis Sumara, *University of Calgary*

This alternative format session explores various ways systems thinking in four arenas: professional development school programs, teacher development, elementary school classroom curriculum, and formative research methodology. Systems thinking demands an understanding of the “big picture” in order to leverage educational change on social, economic, cultural, cognitive, and emotional levels for a thriving 21st century existence. The session will involve a whole group systems thinking activity, three research papers, reflections from a discussant, and small group discussions.

1. **Systems Thinking, University-School Partnerships, and Disciplinary Literacy**
Kara Lyke, *University of Illinois*
2. **Systems Thinking, Inquiry-Based Literacy Interventions, and Formative Research**
Lindsey Moses, *Arizona State University*
3. **Kindness and Slavery: Examining, Identifying, and Disrupting Systems**
Amy Lassiter Ardell, *Chapman University*
Margaret Saucedo Curwen, *Chapman University*
Laurie MacGillivray, *University of Memphis*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Broadway Ballroom H - Level 2

Area 9
Transformative Approaches to Critical Content Analysis of Children’s and YA Literature: Methodology Informs Instruction

Chair:

Kathy Short, *University of Arizona*

Discussant:

Holly Johnson, *University of Cincinnati*

This presentation considers process, questions, and strategies used by researchers examining children’s and young adult literature through critical content analysis. Compelled by the question of how this research might inform teachers and students in their critical reading of books in K -12 and teacher preparation classrooms, this inquiry looks beyond implications of the actual critique of literature and application of findings to research strategies and processes that offer potential for taking a critical stance.

1. **Identifying Tensions, Texts, and Critical Theories**

Janine Schall, *University of Texas, Rio Grande Valley*
Vivian Yenika-Agbaw, *Pennsylvania State University*
Wanda Brooks, *Temple University*

2. **Exploring Sociocultural and Historical Contexts and Ideologies**

Janelle Mathis, *University of North Texas*
Julia Lopez-Robertson, *University of South Carolina*
Carmen Martínez-Roldan, *Teachers College, Columbia University*

3. **Examining Analysis Strategies**

Kathy Short, *University of Arizona*
Yoo Kyung Sung, *University of New Mexico*
Holly Johnson, *University of Cincinnati*

3:00 pm - 4:30 pm - PAPER SESSION
Broadway Ballroom J - Level 2

Area 2

Technology as a Transformative Practice

Chair:

Dana Rosen, *The College of New Jersey*

1. **“I never realized I was doing that!” Peer and Self-Captured Videos as Professional Development Tools to Meet the Literacy Needs of English Learners**
Leticia Grimaldo, *University of Texas, Austin*
Shannon Giroir, *University of Texas, Austin*
2. **Examining a Model of Professional Development to Support Teachers’ Integration of Digital Technologies into Literacy Instruction**
Amy Hutchison, *Iowa State University*
Lindsay Woodward, *Drake University*

3. Exploring Preservice Teachers Understanding of Literacy Through Digital Images

Stephanie Branson, *University of South Florida*
Allison Papke, *University of South Florida*
Danielle V. Dennis, *University of South Florida*
Brian M. Flores, *University of South Florida*

4. How Teachers Plan to Integrate Technology into Literacy Instruction: A Think-Aloud Study of Planning Processes

Lindsay Woodward, *Drake University*
Amy Hutchison, *Iowa State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 7

Mobilizing Literacies for Transcultural and Cosmopolitan Transformations

Chair:

Marjorie Orellana, *UCLA*

Discussant:

Candace Kuby, *University of Missouri*

Presenters consider the notion of mobility and what it means to research in local and global spaces. Presenters have examined how children and young people use language, texts, and other modalities to connect with social and cultural contexts. The symposium will demonstrate that students are able to draw on multilingual repertoires and dual frames of reference, and they can make meaning from their experiences of migration, transnationalism, and literacy practices in creative and subversive ways.

1. Nesting Literacy and Language in Transcultural and Cosmopolitan Flows

Rahat Naqvi, *University of Calgary*
Jennifer Rowsell, *Brock University*

2. Emotion in Motion: Meaning, Signs, and Cosmopolitan Identities

Cynthia Lewis, *University of Minnesota*
Jessica Dockter Tierney, *University of Minnesota*
Anne Crampton, *University of Minnesota*

3. Rescripting Lives and Imagining Audiences Through Online Multimodal Composition

Diane R. Collier, *Brock University*

4. Artifacts as Catalysts for Reimagining Transcultural Literacy Pedagogies

Michelle Honeyford, *University of Manitoba*

3:00 pm - 4:30 pm - SYMPOSIUM
Music Row 2 - Level 2

Area 9

Who are books for? Who are they about?: Mobilizing Reading Engagements with Books for Diverse Communities of Children

Chair:

Karla Moller, *University of Illinois*

Discussant:

Denise Davila, *University of Nevada, Las Vegas*

Presenters:

Denise Davila, *University of Nevada, Las Vegas*
Karla Moller, *University of Illinois*
Katrina Bartow Jacobs, *University of Pittsburgh*
Yunying Xu, *University of Nevada, Las Vegas*

This symposium brings together four unique studies from a variety of contexts and perspectives to explore the complex questions of how texts, readers, and communities intersect. Across all of the papers there is a belief in the need not only for more equitable representation of diverse populations in order to transform society in more just ways, but also for further research into how these texts are contextualized and discussed within communities and schools (Möller, 2014).

3:00 pm - 4:30 pm - SYMPOSIUM
Music Row 4 - Level 2

Area 6

Variations on Arthur N. Applebee's Themes: A Tribute to his Writing Research and a Look Forward

Chair:

Judith Langer, *University at Albany*

Discussant:

George Newell, *The Ohio State University*

This symposium features researchers who worked closely with Applebee on his final research project: The National Study of Writing Instruction. The presenters will highlight how writing instruction has typically manifested in secondary classrooms based on Applebee's studies and share recent research that continues his work. Breakout sessions will be facilitated by the discussant inviting participants an opportunity to discuss and share how Arthur Applebee's work has shaped current literacy research and impacted their scholarship.

- 1. Arthur Applebee's Promises and Perils Revisited: What's Happening in the Teaching of Writing in Schools Implementing the Common Core State Standards?**
Kristen Wilcox, *University at Albany*
- 2. How Writing in Math Could Shape Disciplinary Conversations**
Marc Nachowitz, *University of Miami (Ohio)*
- 3. Arthur Applebee's Vision for Writing in School and Secondary Students' Perspectives**
Jill Jeffery, *Brooklyn College, CUNY*

3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 1 - Level 3

Area 4

Writing Assessment that Supports Teaching and Learning

Chair:

Sarah Beck, *New York University*

- 1. Access to College-Ready Writing through Classroom Writing Assessment**
Hannah Franz, *College of William and Mary*
- 2. Using Learning Progressions to Formatively Assess Students' Argumentation Skills**
Yi Song, *Educational Testing Service*
Jesse Sparks, *Educational Testing Service*
- 3. The Reliability and Validity of an Automated Essay Scoring Program for Assessment of the Outcomes of Instruction**
Charles MacArthur, *University of Delaware*
Joshua Wilson, *University of Delaware*

3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 2 - Level 3

Area 3

Science and Literacy

Chair:

Nancy Flanagan Knapp, *University of Georgia*

- 1. Uniting Science Knowledge and Literacy Development: Reading to Learn in First Grade**
Alison K. Billman, *University of California, Berkeley*
P. David Pearson, *University of California, Berkeley*
Marjorie Rowe, *University of California, Berkeley*

- 2. Reading and Writing to Learn: The Affordances and Constraints of Literacy and Science Integration in Fourth Grade Classrooms**
Tanya Flushman, *Cal Poly State University, San Luis Obispo*
- 3. Writing-to-Learn in Secondary Science Classes: For Whom is it Effective?**
Katherine Landau Wright, *Texas A&M University*
Tracey S. Hodges, *The University of Southern Mississippi*
Erin M. McTigue, *Texas A&M University*

3:00 pm - 4:30 pm - SYMPOSIUM
Cumberland 3 - Level 3

Area 6

Transforming Talk With and About Youth in English Language Arts Pedagogy and Research

Chair:

Amanda Haertling Thein, *University of Iowa*

Discussant:

Robert Petrone, *Montana State University*

This panel presents research on English teachers' and researchers' talk with and about youth. Papers explore teachers' uncertainties in classroom talk with youth; teachers' "blindspots" in discussing race with youth; emotional rules that constrain youth talk; and limitations of literacy researchers' stances in writing and talking about the youth. The presenters recommend a transformative stance toward talk with and about youth that considers how youth are positioned through pedagogical and scholarly discomforts, naiveties, and confines.

- 1. Living Beyond the Transcript: Listening to Teachers' Lived Experiences With Dialogic Teaching**
Mark A. Sulzer, *University of Cincinnati*
- 2. Blindspots: Pedagogical Moves That Undermine Productive Race Talk in Secondary Literature Study**
Carlin Borsheim-Black, *Central Michigan University*
- 3. (De)Mobilizing Emotion About Race in Multicultural Literature Pedagogy**
Amanda Haertling Thein, *University of Iowa*
Jenna Spiering, *University of Iowa*
- 4. Re-Positioning Adult Centrism Within Literacy Research**
Robert Petrone, *Montana State University*

FRIDAY

3:00 pm - 4:30 pm - PAPER SESSION
Cumberland 4 - Level 3

Area 7

Reading: Implications of Policy & Practice

Chair:

Julia Gillen, *University of Lancaster*

- 1. Constructing Early Reading “Deficiency”: A Critical Analysis of the Colorado Reading to Ensure Academic Development Act**
Melia Repko-Erwin, *University of Colorado, Boulder*
- 2. Deconstructing Reading Curricula: A Critical Analysis of Constructing Kinds of Readers**
Kristen White, *Michigan State University*
- 3. The Garden in the Machine: An Environmental History of Classroom Space**
T. Philip Nichols, *University of Pennsylvania*
- 4. “I wish I was in B”: Influences of Tracking on School Experiences and Constructions of Selves**
Sarah Lynn Swauger, *Quitman County Elementary School*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Cumberland 5 - Level 3

Area 7

Researching Meaning-Making and Embodiment: Cases and Methods

Discussants:

James R. Gavelek, *University of Illinois, Chicago*
Rogers Hall, *Vanderbilt University*

In this alternative session, we collectively consider embodied aspects of meaning-making across five distinct studies that each present cases of and/or methods for researching embodied literacies. The session both highlights and interrogates the human work of meaning-making in which our bodies are “intervolved” (Dreyfus, 1991) with the material world (Streeck, Goodwin, & LeBaron, 2011). The session also attends to methods for researching embodiment and meaning-making.

- 1. Mobile Methodologies for Moving Bodies: From Interaction to Intra-Action**
Ty Hollett, *Penn State University*
Christian Ehret, *McGill University*
- 2. New Readings of ‘Othered’ Bodies: Young People Learning to Map Their Mobility for Community Change**

- Katie Headrick Taylor, *University of Washington*
- 3. “These are my students!”: An Embodied Counter-Discourse**
Nathan Phillips, *University of Illinois, Chicago*
Virginia Killian Lund, *University of Illinois, Chicago*
 - 4. “I don’t want to play with you”: Language, Embodiment, and Race at an Urban Elementary School**
Rebecca Woodard, *University of Illinois, Chicago*
Emily Machado, *University of Illinois, Chicago*
 - 5. Embodied Methods for Imagining Disciplinary Futures**
Nathan Phillips, *University of Illinois, Chicago*
Shawndra Allen, *University of Illinois, Chicago*
Simeko Washington, *University of Illinois, Chicago*

3:00 pm - 4:30 pm - SYMPOSIUM
Cumberland 6 - Level 3

Area 7

The Arts in Critical Knowing

Chair:

Jerome Harste, *Indiana University*

Discussant:

Hilary Janks, *Wits University*

How and why do we make the meanings we do in and out of school? How can educators enact pedagogies, situated centrally in the arts, to understand relationships of meaning made visible in the talk and artifacts created by learners? The papers in this symposium distinctly address the role of the arts in a primary classroom and in a critical literacy master’s program.

- 1. Responding to Photography in TIME For Kids With Activist Art**
Mitzi Lewison, *Indiana University*
Lee Heffernan, *Fairview Elementary*
Hyejeong Park, *Indiana University*
Zawan Al Bulushi, *Indiana University*
- 2. Collagistic Interpretations of Reading With/Against Text**
Vivian Vasquez, *American University*
Jerome Harste, *Indiana University*
- 3. The Matter of Knowing Art and the Knowing of Art Matter**
Peggy Albers, *Georgia State University*
Vivian Vasquez, *American University*
Jerome Harste, *Indiana University*

3:00 pm - 4:30 pm - SYMPOSIUM
Mockingbird 1 - Level 3

Area 2

The Impact of Transformative Professional Development: National Writing Project's College-Ready Writers Program

Chair:

Linda Friedrich, *National Writing Project*

Discussant:

Steve Graham, *Arizona State University*

This symposium provides perspectives on effective professional development focused on source-based argument writing through the National Writing Project's College-Ready Writers Program and highlights the program's robust, statistically significant outcomes for teacher practice and student writing across 22 high-poverty rural districts in ten states. The four papers demonstrate how an adaptive approach to scaling innovation takes advantage of nationally networked knowledge and tools, while remaining responsive to students, classrooms, teachers, schools, and communities.

1. **Preparing Youth for College, Career, and Community: CRWP's Positive Impacts**
Linda Friedrich, *National Writing Project*
2. **Adapting Professional Development for Varying Contexts: CRWP in Three Rural Southeastern Districts**
Sarah Hunt-Barron, *University of South Carolina Upstate*
Rebecca Kaminski, *Clemson University*
Rachel Sanders, *University of Georgia*
3. **When Transformation Isn't: A Case Study of Two Resistant Teachers in the CRWP**
Christian Goering, *University of Arkansas*
Nikki Holland, *University of Arkansas*
4. **Cross Grade Level Collaboration: Assessing Student Argument Writing**
Cathie English, *Missouri State University*

3:00 pm - 4:30 pm - SYMPOSIUM
Mockingbird 3 - Level 3

Area 1

Transforming Teacher Knowledge Into Action

Chair:

Cami Condie, *Salem State University*

Discussant:

Douglas Kaufman, *University of Connecticut*

The papers in this multinational symposium by literacy teacher educators/researchers from the U.S., Scotland and Australia identify challenges in the transfer of knowledge from teacher preparation or professional development to teaching. Models and methods for facilitating knowledge transfer and teacher agency critical for the improvement of equity in literacy attainment and access to quality instruction are discussed.

1. **Transfer and Transformation: From Pre-service to Classroom Teacher**
Cami Condie, *Salem State University*
Francesca Pomerantz, *Salem State University*
2. **Boundary Crossing: Exploring the Role of Epistemological Choice**
Alyson Melanie Simpson, *University of Sydney*
3. **Developing Teacher Knowledge in a Landscape of Practice**
Susan Ellis, *University of Strathclyde*

3:00 pm - 4:30 pm - SYMPOSIUM
Mockingbird 4 - Level 3

Area 3

Transforming Understandings of the Reading Process Through Eye Movement Miscue Analysis (EMMA)

Chair:

Prisca Martens, *Towson University*

Discussant:

Brian Cambourne, *University of Wollongong*

This symposium examines the reading process through research using Eye Movement Miscue Analysis (EMMA) methodology. The papers demonstrate, through eye movements, miscue analyses, and retellings, how readers of different ages/proficiencies make sense of texts and consider how readers' fixation and gaze point data relate to the readers' strategies and comprehension.

1. **Toward a Theory-Based View of Brain-Eye**

FRIDAY

Functioning in Reading

Ken Goodman, *University of Arizona*

2. The Role of Eye Movements in Readers' Comprehension of Picturebooks

Maria Perpetua Socorro U. Liwanag, *Towson University*

Prisca Martens, *Towson University*

Ray Martens, *Towson University*

Christina Pelatti, *Towson University*

3. Understanding Readers' Strategies in Dealing With Unfamiliar Syntactic Elements

Alan Flurkey, *Hofstra University*

4. Eye Movements at the Moments of Mediation: Examining Real Time Impact of Shared Reading

Ryan Nelson, *University of Louisiana Lafayette*

James Damico, *Indiana University*

Holly Damico, *University of Louisiana Lafayette*

Christine Weill, *University of Louisiana Lafayette*

5. Theoretical and Methodological Considerations in Evaluating Eye Movement Research

David Yaden, *University of Arizona*

Kelly Allen, *University of Arizona*

David Betts, *University of Arizona*

Ken Goodman, *University of Arizona*

3:00 pm - 4:30 pm - PAPER SESSION
Electric - Level 4

Area 7

Parents, Partnerships, and Community Programs: Mobilizing Knowledge

Chair:

Beth Beschorner, *Minnesota State University, Mankato*

1. Exploring the Diversities of Truth: Stories From Immigrant Parents and Teachers

Carolyn A. Colvin, *The University of Iowa*

Elizabeth Willmore, *The University of Iowa*

Daisy Patino, *The University of Iowa*

2. Establishing Effective Home-School Partnerships by Building Capacity

JaNiece Elzy, *National Louis University*

3. Low-Income Parents, Educators, Policymakers and a Misalignment of Perceptions About Barriers to Early Childhood Home Literacy Practice

Molly McManus, *University of Texas, Austin*

Lora Dewalt, *University of Texas, Austin*

Marie-Anne Suizzo, *University of Texas, Austin*

4. La Plaza: Centro Comunitario Adult Education Program

Kristen Lynne Pratt, *Washington State University*

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Bass - Level 4

Area 1

Pre-Service Teacher Education in Literacy: A Web-Based, Interactive Literature Review

Chair:

Judith Lysaker, *Purdue University*

Discussant:

Lara Handsfield, *Illinois State University*

Presenters:

Beth Maloch, *University of Texas, Austin*

Randy Bomer, *University of Texas, Austin*

Melissa Mosley Wetzel, *University of Texas, Austin*

Nancy Roser, *University of Texas, Austin*

Diane Schallert, *University of Texas, Austin*

David Osman, *University of Texas, Austin*

Rachel Gaines, *University of Texas, Austin*

Jayne Warner, *University of Texas, Austin*

Charlotte Land, *University of Texas, Austin*

Jessica Rubin, *University of Texas, Austin*

Kira LeeKeenan, *University of Texas, Austin*

Natalie Svrcek, *University of Texas, Austin*

Laura A. Taylor, *The University of Texas, Austin*

Saba Vlach, *The University of Texas at Austin*

Catherine Lammert, *University of Texas, Austin*

Cori Salmeron, *University of Texas, Austin*

Doris Villareal, *University of Texas, Austin*

Samuel DeJulio, *University of Texas, Austin*

Michelle Fowler-Amato, *Old Dominion University*

Michiko Hikida, *The Ohio State University*

Katharine Chamberlain, *Open*

Amber Warrington, *Boise State University*

Leah Duran, *University of Arizona*

Christine Derbyshire, *University of Texas, Austin*

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

We report on the building of an innovative web-based approach to a research synthesis focused on initial teacher preparation in literacy. We will engage the participants with the goals, sources, procedures, and initial displays of evidence so as to gather feedback on the ways in which the website might be adapted for effective use across research, policy, and instructional communities of users.

**4:45 pm - 6:00 pm – PLENARY ADDRESS II
Broadway Ballroom East - Level 2**

Edward B. Fry Book Award Presentation

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

**P. David Pearson Scholarly Impact Award
Presentation**

Douglas Fisher, *San Diego State University*

Introduction of Speaker

Guofang Li, *University of British Columbia*

**Geography, Literacy, and Pedagogy: Imagining
Translocal Research Alliances for Education**

Barbara Comber, *University of South Australia*

Barbara Comber is a Research Professor in the School of Education at the University of South Australia. Her research interests include teachers' work, critical literacy, and social justice. She has conducted longitudinal ethnographic case studies and collaborative action research with teachers working in high poverty and culturally diverse communities. Her research examines the kinds of teaching that make a difference to young people's literacy learning trajectories and what gets in the way. She recently published *Literacy, Place and Pedagogies of Possibility* (Comber, 2016).

Business Meeting

6:00 pm - 6:40 pm

Broadway Ballroom East - Level 2

(Session will be filmed for live streaming online)

JLR Dessert Reception (By Invitation Only)

6:30 pm - 8:00 pm

Broadway Ballroom K - Level 2

In Memoriam Gathering

8:00 pm - 9:00 pm

Electric - Level 4

Jefferson Street Sounds

8:00 pm - 10:00 pm

Broadway Ballroom G-H

The Jefferson Street Sounds will be represented by Wendall Bigsby's band. The band has been described as "a good dance band...plays Motown and plays to the crowd." Lorenzo Washington and Jesse Boycz (Little Richard's bass guitarist) will serve as moderators and provide insight into the cultural, economic, racial, and political history of the Jefferson Street musical legacy in Nashville alongside musical sets from the band.

Vital Issues

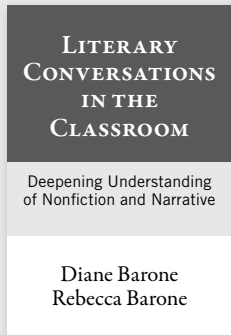
9:00 pm - 11:00 pm

Barlines-Lobby Level

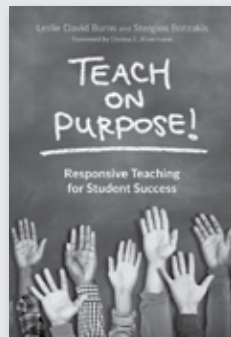
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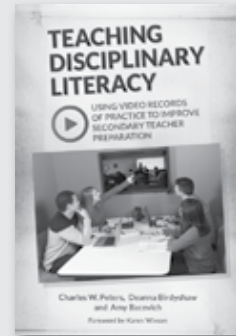
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REBECCA BARONE



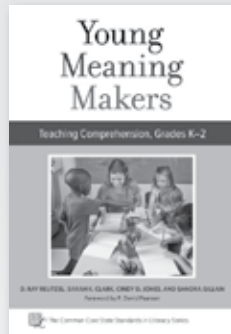
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STERGIOS BOTZAKIS



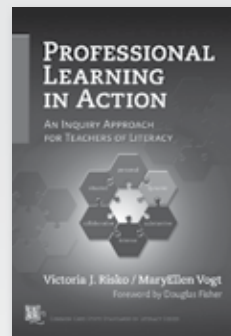
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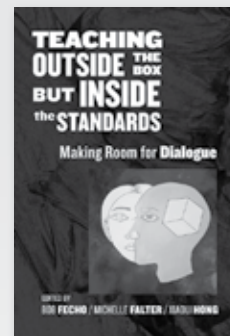
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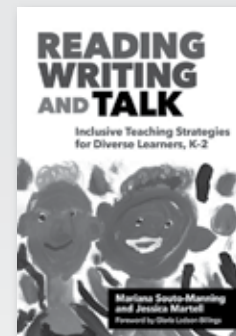
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AND SANDRA L. GILLAM



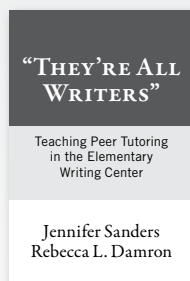
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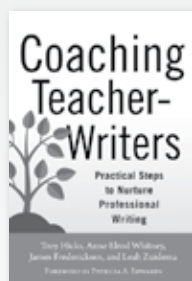
BOB FECHO, MICHELLE
FALTER, AND XIAOLI HONG



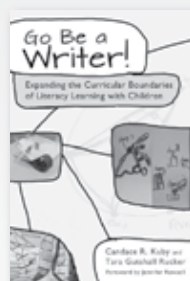
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JESSICA MARTELL



JENNIFER SANDERS
REBECCA L. DAMRON



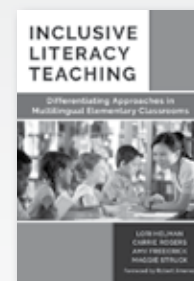
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66th Annual Conference of the Literacy Research Association
November 30 - December 3, 2016 | Nashville, TN

131

Saturday

SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are comprised of three or four accepted papers grouped together into a session by the Area Chair. Each paper presentation will have approximately 15-20 minutes. The session will have a Chair but not a Discussant (unless formally requested during the proposal submission process). The Chair is responsible for opening the session, introducing the speakers, and managing time. Chairs are not discussants. At the end of the paper presentations, 10-15 minutes should be used for dialogue amongst the audiences and presenters. Chairs can facilitate this discussion.

PAIRED ROUNDTABLES

allow for two papers that have topical, theoretical, or methodological likeness. The roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters are asked to Chair their own sessions—that is, manage time, introduce themselves, and facilitate a discussion amongst attendees.

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.

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the 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 time slots. 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.

Registration Desk

7:30 am - 1:00 pm

Broadway Ballroom Foyer

Area Chairs' Breakfast

7:00 am - 8:30 am

Music Row 3 - Level 2

Silent Auction (Purchase Books)

8:00 am - 1:00 pm

Broadway Ballroom Foyer

8:30 am - 10:00 am - SYMPOSIUM
Broadway Ballroom A - Level 2

Area 7

"We are required to be": The Mobilizing & Sustaining Literacy Practices of Black Girls and Women

Chair:

Maima Chea, *Georgia State University*

Discussant:

Gholnecar Muhammad, *Georgia State University*

The presenters offer three distinct, yet intersecting, perspectives on the responsibilities of literacy educators and researchers in the wake of racial violence. The presenters draw from research projects that bring attention to racist, sexist, and other xenophobic practices that threaten the lives and livelihood of Black girls within and beyond English Language Arts classrooms. Collectively, the three presentations attend to the following question: How might researchers and educators conceptualize Black girl literacies as sustaining and sustainable?

- 1. Pens Down, Don't Shoot: An Analysis of How Young Black Women Use Language to Fight Back Against Racism**
Gholnecar Muhammad, *Georgia State University*
Sherell McArthur, *Boston University*
Maima Chea, *Georgia State University*
- 2. Decolonizing Interiority: Black Women's Materiality, Movement, and Transformation in DIY Spaces**
Fahima I. Ife, *University of Wisconsin, Madison*
- 3. Saying Her Name as Critical Demand: English Education in the Age of Erasure**
Tamara T. Butler, *Michigan State University*

8:30 am - 10:00 am - PAPER SESSION
Broadway Ballroom B - Level 2

Area 1

Teachers' Beliefs and Experiences Teaching Writing

Chair:

Meghan Block, *Central Michigan University*

- 1. Diverse Young Children and Pre-Service Teachers Writing for Understanding**
Leslie La Croix, *George Mason University*
Julie K. Kidd, *George Mason University*
- 2. Pre-Service Teacher to Teacher of Writing: Influence of a Writing Methods Course on Teaching Writing During Student Teaching**
Joy Towner, *Judson University*
- 3. Making a Writing Teacher: Using Case Studies to Evaluate Effective Teacher Educators**
Tracey S. Hodges, *The University of Southern Mississippi*
Sharon D. Matthews, *Texas A&M University*

8:30 am - 10:00 am - PAPER SESSION
Broadway Ballroom C - Level 2

Area 3

Teacher-Student Talk That Supports Student Learning

Chair:

Carol Gilles, *University of Missouri*

- 1. From Monologue to Natural, Critical Conversation: The Miracle of Modeling**
Allyson Hauptman, *Lipscomb University*
Michelle Hasty, *Lipscomb University*
- 2. The Linguistic Features of Teacher Explanations for Student Reading Comprehension Achievement**
Catherine Michener, *Rowan University*
Patrick Proctor, *Boston College*
Rebecca Silverman, *University of Maryland*
- 3. Argumentative and Narrative Discourse During Instructional Conversations: "Stories of Reading" over Time**
George Newell, *The Ohio State University*
Theresa Thanos, *Ohio State University*
Subeom Kwak, *The Ohio State University*

SATURDAY

4. Social Resistance to Scripted Instruction in a Rural Middle School

Brian Walker Johnson, *Southern Illinois University Edwardsville*
Melissa Batchelor, *Lewis and Clark Community College*

8:30 am - 10:00 am - ALTERNATIVE FORMAT
Broadway Ballroom D - Level 2

Area 5

“What are you doing today as a writer?”: The Transformative Power of Teacher-Student Writing Conferences on Child Writing and Child Writers in the Elementary Classroom

Chair:

Lisa K. Hawkins, *Ball State University*

In this session four panelists will share their research exploring the transformative power of teacher-student writing conferences on child writing and child writers. Audience members will have the opportunity to participate in two 40-minute conversation circles of their choosing. Presenters will share their methodology and key findings with each small group. Audience members will also engage with participants' data in substantive ways and contemplate needed next steps to move research in this field forward.

1. Appropriation, Transformation, and Rejection: The Manifestation of Teacher-Student Conference Talk in Primary-Grade Children's Writing

Lisa K. Hawkins, *Ball State University*

2. “You wrote that. You are a writer.”: How Teachers Use Conferencing to Co-Construct Student Writing Identities

Laura A. Taylor, *The University of Texas, Austin*

3. The Influence of Classroom Discourse and Teacher Decision-Making on Student Agency During Writing

Sara Philips, *Texas Christian University*

4. Using Discourse as a Tool to Transform Writing

Lyndi Maxwell, *Alexander Elementary School*

8:30 am - 10:00 am – INVITED SESSION – AREA 4&8
Broadway Ballroom F - Level 2

Language Ideologies Framework for Understanding Issues in Policy, Pedagogy, and Assessment for Emergent Bilinguals

Presenters:

Carmen Martínez-Roldan, *Teachers College, Columbia University*
Karen Ford, *University of Virginia*
Marcia Invernizzi, *University of Virginia*
Mileidis Gort, *The Ohio State University*

In an invited session hosted by LRA Areas 4 (Literacy Assessment, Evaluation, and Public Policy) and 8 (Literacy Learning and Practice in Multilingual and Multicultural Settings), four scholars discuss how language ideologies regarding bi(multi)lingualism and emergent bilinguals inform their scholarship. Representing the areas of language policy, language pedagogy, and language assessment, these researchers make brief presentations and share insights they've gained about language ideologies based on empirical research. Following each presentation, there will be a brief Q & A as these scholars explore how their research perspectives intersect and diverge. An extended discussion follows the presentations. A session goal is to explore the critical nature of language ideologies espoused by different stakeholders and how it influences research with emergent bilinguals.

8:30 am - 10:00 am - ALTERNATIVE FORMAT
Broadway Ballroom G - Level 2

Area 11

Seeking Anti-Deficit English Education: Design-based Research as a Tool to Transform Teaching and Learning

Discussant:

Randy Bomer, *University of Texas, Austin*

In this session, we explore ways that researchers use design-based research to support teachers in taking on an anti-deficit stance across an English curriculum. Specifically, we draw on a model of design-based research for equity (Gutiérrez & Vossoughi, 2010). In this model of design-based research, researchers and practitioners collaborate to develop lived arguments that explore what is possible in partnership with non-dominant communities, using a grammar of hope, possibility, and resilience (Gutiérrez & Jurow, 2014).

1. **Changing Teacher Discourse to Influence Students' Opportunities to Analyze Texts**
Sarah M. Lupo, *University of Virginia*
2. **Teachers as Co-Designers: The Role of Collaboration in Developing Teacher Agency**
Lindy L. Johnson, *College of William & Mary*
3. **"What really matters?": Appreciative Writing Assessment in Secondary English Language Arts Classrooms**
Amber Warrington, *Boise State University*
4. **"I don't think teachers think about language like this!": The Use of Design-based Research to Support Teachers in Putting Critical and Culturally Sustaining Theory into Practice**
Michelle Fowler-Amato, *Old Dominion University*

8:30 am - 10:00 am - SYMPOSIUM
Broadway Ballroom H - Level 2

Area 2

Teacher Development as Identities in the Making: Discursive Positioning in Research on Teacher Education and Professional Development

Chair:

Lara Handsfield, *Illinois State University*

Discussant:

Melissa Mosley Wetzel, *University of Texas, Austin*

This symposium brings together four papers that address how literacy researchers and teachers negotiate complex political demands in their work. Collectively, these papers situate teacher development as contexts for identities in the making, and argue for transformative inquiry that nurtures the development of teachers who are able to negotiate complex political terrain and teach against the grain.

1. **Collaborative Inquiry in a Professional Development School**
Deborah MacPhee, *Illinois State University*
Morgan Belcher, *Starke Primary School*
2. **Developing Trusting Literacy Coaching Relationships Within Spaces of Discomfort**
Carolyn S. Hunt, *Illinois State University*
3. **Classroom Participatory Action Research as Professional Development**
Lara Handsfield, *Illinois State University*
Patricia M Valente, *McLean County Unit 5 School District*

4. Inquiry, Engagement and Identity: Novice Charter School Teachers' Professional Learning

Mary McGriff, *New Jersey City University*
Muriel Rand, *New Jersey City University*

8:30 am - 10:00 am - ALTERNATIVE FORMAT
Broadway Ballroom J - Level 2

Area 3

Stories of Digital Literacies in the Early Years: Teachers, Children, and Families

Chair:

Kathleen Ann Paciga, *Columbia College, Chicago*

Discussant:

Amy Hutchison, *Iowa State University*

Mobile technologies and digital literacies are transforming the literate lives of our youngest learners, and those who teach them. The session connects perspectives on technologies, screens, and software as mediated activity situated in cultural spheres. Each paper pushes boundaries of what counts as language by exploring multimodal and multidimensional forms of literacy PreK-3. Tools served a range forms and functions and mediated the literate activities in myriad ways, from play to more "academic" literacy activities.

1. **Toyhacking and Maker Literacies: Transforming Texts With Toys, Tablets, and Glue Guns in PK-3 Teacher Education**
Karen E. Wohlwend, *Indiana University*
Jill Scott, *Indiana University*
Amanda Deliman, *Indiana University*
Joanne H. Yi, *Indiana University*
2. **Dual Language Family eBooks: Promoting the Mobility of Emergent Bilinguals' Cultural and Linguistic Resources Through Digital Literacies**
Mary Ellen Miller, *Vanderbilt University*
3. **Skyping, Typing, and Messaging: Second Graders' Pretend Digital Play in a Multimodal Literacy Classroom**
Ting Yuan, *College of Staten Island*
4. **Digital Skills and Digital Literacies in Grade 2: A Case Study in a BYOD Classroom**
Kathleen Ann Paciga, *Columbia College, Chicago*

SATURDAY

8:30 am - 10:00 am - SYMPOSIUM
Broadway Ballroom K - Level 2

Area 9 The Transformation of Intercultural Understanding Through Global Children's Literature

Chair:

Carmen Martínez-Roldan, *Teachers College, Columbia University*

Discussant:

Carmen Martínez-Roldan, *Teachers College, Columbia University*

This symposium focuses on research offering different perspectives on intercultural understanding and global literature. The studies examine the responses of readers, ranging from preschool through grade 5, as they engage in critical conversations around global literature in three long-term studies. These studies highlight the voices of readers as they struggle with cultural awareness and global perspectives and identifies categories that can be used to evaluate the development of intercultural understanding.

1. Intercultural Understanding as Knowledge, Perspective and Action

Kathy Short, *University of Arizona*

2. Young Children's Use of Play to Explore Intercultural Understanding

Maria V. Acevedo, *University of Massachusetts, Boston*

3. Developing Intercultural Understanding Through Global Literature

Prisca Martens, *Towson University*

8:30 am - 10:00 am - SYMPOSIUM
Music Row 1 - Level 2

Area 3 Writing and STEM: Performance of Diverse Learners in Elementary and Middle Grades

Chair:

Amy Gillespie Rouse, *Southern Methodist University*

Discussant:

Janice Dole, *University of Utah*

The Next Generation Science Standards and Common Core State Standards call for students to use shared disciplinary practices across the curriculum, such as evaluating information, constructing evidence-based arguments, and composing explanations to defend findings. Integrating

writing with STEM instruction addresses new educational standards and also holds promise as a way to increase students' content area knowledge. This symposium explores ways in which students use writing in STEM subjects to both facilitate and demonstrate their learning.

1. Predictors of Writing Quality Unique to Science Explanations

Sally Valentino Drew, *Central Connecticut State University*

Jeff Thomas, *Central Connecticut State University*

2. Third Graders' Use of Writing to Facilitate Learning of Engineering Concepts

Amy Gillespie Rouse, *Southern Methodist University*

Rob Rouse, *Southern Methodist University*

3. Developing Children's Understanding of Fractions via Their Written Arguments at Tier 2

Sharlene Kiuahara, *University of Utah*

8:30 am - 10:00 am - SYMPOSIUM
Music Row 2 - Level 2

Area 7 Youth Forging Culturally Sustaining Multimodal Literacies to Counter Dominant Deficit Discourses

Chair:

Nicole Mirra, *The University of Texas, El Paso*

Discussant:

Gerald Campano, *University of Pennsylvania*

This symposium offers three papers that demonstrate how youth employ various media - from oral and written literacies to multimodal visual and audio literacies - to amplify their voices and offer counternarratives to prevailing deficit narratives about themselves, their language practices, and their communities in both formal and informal learning environments.

1. Tech Talk: Discourse, Technology, and Ideology in 9th Grade English Classrooms

Antero Garcia, *Colorado State University*

Mary Kelly, *University of Colorado, Boulder*

Kristina Marie Stamatidis, *University of Colorado, Boulder*

2. Youth Language Ideologies: Exploring Linguistic Tensions in Urban English Language Arts Classrooms

Danny Martinez, *University of California, Davis*

3. Latina Teenagers Forging Community Counternarratives Through Multimodal Photovoice Literacy Practices

Nicole Mirra, *The University of Texas, El Paso*

8:30 am - 10:00 am - PAPER SESSION
Music Row 4 - Level 2

Area 7

Youth Literacies & New Possibilities

1. Growing & Empowering Minds Through Storytelling: Exploring the Literacies & Lived Experiences of African American High School Students in a GEAR-UP Program

ThedaMarie Gibbs, *Ohio University*

2. Negotiating Multiple Identities and Formal Schooling: Narratives of Somali Bantu Refugee Youths in the United States

Stella M. Rwanda, *Syracuse University*

Vivian F. Guetler, *Syracuse University*

3. Envisioning Youth-Voiced Exemplar Texts as Civic Imaginaries

Vaughn W. M. Watson, *Michigan State University*

Joanne E. Marciano, *Michigan State University*

4. Mobilizing the Visceral Literacies of Historically Marginalized Youth: Collective Witnessing, Collective Healing

Michael Domínguez, *University of North Carolina at Chapel Hill*

8:30 am - 10:00 am - SYMPOSIUM
Cumberland 1 - Level 3

Area 11

Toward a Visual Methodology in Education: Using a Critical Lens to Analyze Children's Visual Texts

Chair:

Angela M. Wiseman, *NCSU*

Discussant:

Peggy Albers, *Georgia State University*

The purpose of this symposium is to build upon the emerging history of visual qualitative methods for literacy research. The primary question of this session is: How can critical visual research methodologies provide insight on students' visual texts? By making our analytic processes visible and presenting three different qualitative methodologies, we will explore the potential of visual data analysis as well as offer new lenses for critically framing and analyzing multimodal research with children.

1. Critical Visual Analysis: Photographs and Community of a Third Grade Classroom

Angela M. Wiseman, *NCSU*

2. Visual Discourse Analysis: Understanding Children's Designs of Their Professional Futures

Jennifer D. Turner, *University of Maryland*

3. A Critical Analysis of Students' Drawings in Response to a Visual Curriculum

Marva Cappello, *San Diego State University*

8:30 am - 10:00 am - PAPER SESSION
Cumberland 2 - Level 3

Area 1

Transformative Learning Through Multicultural Literature in Dialogic Spaces

Chair:

Meghan E. Barnes, *The University of Georgia*

1. Developing Pre-Service Teachers' Positionalities in 140 Characters or Less: Examining Microblogging as Dialogic Space

Jeanne Dyches Bissonnette, *Iowa State University*

Michael Cook, *Millikin University*

2. Transforming Teachers' Dispositions Toward "Illegal" Immigration, One Picturebook at a Time

Denise Davila, *University of Nevada, Las Vegas*

Carol Brochin, *University of Arizona*

3. Critical Discourse Analysis as a Method for Understanding Pre-Service Teachers' Ways of Representing Undocumented Immigration in a Four-Week Online Literature Circle

Shannon Howrey, *Kennesaw State University*

4. Discursive Intersections: Identity Research as Social Transformation with Pre-Service Teachers

Elizabeth McCall Bemiss, *University of West Florida*

SATURDAY

8:30 am - 10:00 am - PAPER SESSION
Cumberland 3 - Level 3

Area 3 Text Difficulty and Instructional Decisions

Chair:

Poonam Arya, *Wayne State University*

1. Testing a Method of Analyzing the Difficulty of Beginning Books

Emily Rodgers, *The Ohio State University*
Robert H. Kelly, *The Ohio State University*
Jerome V. D'Agostino, *The Ohio State University*

2. The Effect of Various Text Difficulty Levels on Reading Achievement of Third Graders Using Dyad Reading.

Lisa Trottier Brown, *Utah State University*
Kathleen A. J. Mohr, *Utah State University*
Bradley R. Wilcox, *Brigham Young University*

3. Reading Scaffolding for Complex Texts

Dan Reynolds, *Vanderbilt University*

4. Moving from Spaces of Confusion to Understanding: A Teacher's Co-Constructions of Nonfiction as a Genre With Her Second Grade Students

Sara Diane Kersten, *The University of Nevada-Reno*

8:30 am - 10:00 am - SYMPOSIUM
Cumberland 4 - Level 3

Area 11 Putting to Work Posthumanist Theories as Methodologies: De-centering Common Assumptions in Writing Pedagogies

Chair:

Rebecca Schwerdtfeger, *University of Missouri*

Discussant:

Shonna Crawford, *Evangel University*

This panel puts to work posthumanist theories and engages with post-qualitative methodologies to pose three beliefs/practices of writing as a space to question and de-center common assumptions in literacy: 1) what is writing from a posthumanist stance; 2) what is produced when the traditional notions of a writer's space and tools are decentered; and 3) what is produced when we de-center Standard Written English and writing for specific audiences as crafting principles for multilingual writers?

1. Putting to Work Posthumanist Theories as Methodologies: De-Centering Common Assumptions in Writing Pedagogies

Candace Kuby, *University of Missouri*

2. Putting to Work Posthumanist Theories as Methodologies: De-Centering Common Assumptions in Writing Pedagogies

Jaye Johnson Thiel, *University of Tennessee, Knoxville*

3. Putting to Work Posthumanist Theories as Methodologies: De-Centering Common Assumptions in Writing Pedagogies

Angie Zapata, *University of Missouri*

8:30 am - 10:00 am - SYMPOSIUM
Cumberland 5 - Level 3

Area 3 Unpacking the Core of the Common Core State Standards

Chair:

Kathryn Ann Caprino, *University of Florida*

Discussant:

Angela Kohnen, *University of Florida*

Three core concepts in the Common Core State Standards — text complexity, close reading, and disciplinary literacy — have stimulated much, and often contentious, debate among scholars with diverse epistemological and theoretical orientations. This symposium draws on a meaning-based theory of language to clarify and enrich our understanding of these concepts, providing new insights that are often neglected in the current discussion about the CCSS but have important implications for literacy instruction across content areas.

1. Operationalizing Close Reading: Conceptual and Implementation Issues

Suzanne Chapman, *University of Florida*
Zhihui Fang, *University of Florida*
Caitlin Galligane, *University of Florida*

2. Reconceptualizing Text Complexity: Implications for Literacy Instruction

Zhihui Fang, *University of Florida*
Cuiying Li, *Chongqing Jiaotong University*
Chun-ru Lin, *University of Florida*

3. Language Correlates of Disciplinary Literacy

Brittany Adams, *University of Florida*
Zhihui Fang, *University of Florida*
Shan Zhu, *University of Florida*

8:30 am - 10:00 am - SYMPOSIUM
Cumberland 6 - Level 3

Area 3

Untangling the Many Threads Leading to Reading Comprehension

Chair:

Dianna Townsend, *University of Nevada, Reno*

Discussant:

Michael Kieffer, *New York University*

The purpose of this symposium is to investigate important nuances of reading comprehension through four papers from teams of researchers from four different universities. Seminal work in comprehension has framed the field for decades, but comprehension has remained a complicated construct to investigate, measure, and teach. The four papers in this symposium share findings on components of comprehension for multilingual students and students in kindergarten through twelfth grades.

1. **Early Indicators of Later Reading Comprehension Outcomes Among Spanish-Speaking Language Minority Learners**
Jeannette Mancilla-Martinez, *Vanderbilt University*
Nonie Lesaux, *Harvard*
2. **Poor Reading Comprehension in a Diverse Sample of Intermediate Grade Children**
Gina Biancarosa, *University of Oregon*
Mark Davison, *University of Minnesota*
Sarah Carlson, *University of Oregon*
Ben Seipel, *California State University, Chico*
Liu Bowen, *University of Minnesota*
HyeonJin Yoon, *University of Oregon*
3. **Investigating Polysemous Word Knowledge Through a Verbal Reading Protocol**
Kenneth Logan, *New York University*
Michael Kieffer, *New York University*
4. **Choice, Self-Efficacy, Word Knowledge, and Comprehension: How Do Adolescents Show What They Know?**
Dianna Townsend, *University of Nevada, Reno*
Ana Taboada-Barber, *University of Maryland*
Koala Koenig, *University of Nevada, Reno*
Hannah Carter, *University of Nevada, Reno*

8:30 am - 10:00 am - PAPER SESSION
Mockingbird 1 - Level 3

Area 2

Whiteness and the Challenges of Culturally Responsive Instruction

Chair:

Andrea L. Tochelli-Ward, *Le Moyne College*

1. **Whiteness Disrupted: A White Teacher Grapples With White Privilege in a Professional Book Study Group**
Autumn Macie Dodge, *St. John's University*
Karen M. Wieland, *St. Bonaventure University*
2. **"Unfamiliar Postures": The Case of Four High School English Teachers Seeing (and not seeing) the Whiteness of Their Instruction**
Kierstin H. Thompson, *University of Illinois at Chicago*
3. **Critical Conversations With Literacy Teachers**
Amy Vetter, *University of North Carolina, Greensboro*
Melissa Schieble, *Hunter College*
4. **Moving in the Right Direction on the Way to Transformation: The Impact of Coaching-Based Professional Learning on Teachers' Efficacy and Practice With Culturally Responsive Literacy Instruction**
Susan Cantrell, *University of Kentucky*
Pamela Correll, *University of Kentucky*
Victor Malo-Juvera, *University of North Carolina, Wilmington*
Rebecca Powell, *Georgetown College*
Lyudmila Ivanyuk, *University of Kentucky*

8:30 am - 10:00 am - PAPER SESSION
Mockingbird 2 - Level 3

Area 3

Teaching and Learning in the Early Literacy Settings

Chair:

Huili Hong, *East Tennessee State University*

1. **Exploring Teachers' Conceptualizations of Early Literacy and Instruction**
Jordan Buckrop, *University of Virginia*
Marcia Invernizzi, *University of Virginia*

SATURDAY

2. Teaching the Alphabet to English Learner and English Fluent Preschool Children: Letter Names, Letter Sounds, or Letter Names +Letter Sounds?

Theresa Roberts, *Oregon Research Institute*
Patricia Vadasy, *Oregon Research Institute*

3. The Quality of the Preschool Language Environment in Different Types of Settings

Julie Dwyer, *Boston University*
Alessandra Ward, *Boston University*
Sarah Arnold, *Boston University*

4. What Are First Graders Doing During Independent Reading Time? A Year-Long Study

Lindsey Moses, *Arizona State University*
Laura Beth Kelly, *Arizona State University*

8:30 am - 10:00 am - SYMPOSIUM
Mockingbird 3 - Level 3

Area 3

Who Accesses, Attains, and Achieves? The Common Core State Standards and Special Populations

Chair:

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

Discussant:

Leslie Morrow, *State University of New Jersey Rutgers*

This symposium brings together seven scholars from six institutions. Our work examines implementation of the English language arts Common Core State Standards for special populations: in this case, young children, struggling readers, and English learners. These papers draw on a shared frame of educational equity. We argue that, as literacy researchers, we are obliged to study and advocate for students who are at risk of marginalization in an era of the Common Core.

1. Reading Gets Bumped Down on the Totem Pole

Shaunte Duggins, *University of Florida*
Melanie Acosta, *University of Alabama*

2. The Intersection of the Common Core State Standards and Response to Intervention

Elizabeth L Jaeger, *University of Arizona*

3. English Learners: Writing in the Era of the Common Core

Carol Olson, *University of California, Irvine*
Tina Matuchniak, *University of California, Irvine*

8:30 am - 10:00 am - SYMPOSIUM
Mockingbird 4 - Level 3

Area 11

Tales from the Contact Zone: Mobilizing Expertise

Chair:

Julie Rust, *Millsaps College*

Discussant:

Nicholas Husbye, *University of Missouri, St. Louis*

A contact zone is a “social space where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power.” This presentation uses a contact zone frame to examine technology’s role in learning to mobilize expertise, decentralize knowledge and disrupt. Presenters span contexts: urban, suburban, and rural spaces in elementary, middle, and college classrooms with students, teachers, and pre-service educators; as well as a variety of tools, platforms, and pedagogies.

1. Mobilizing “Truth-Telling” From Page to Screen to Body: Storying Across Modes and Contexts

Julie Rust, *Millsaps College*

2. Mobilizing Un-“Schooly” Identities: A Covert Classroom Writing Community Emerges Online

Beth Buchholz, *Appalachian State University*

3. Mobilizing Expertise in a School-Based Literacy Clinic Experience

Nicholas Husbye, *University of Missouri, St. Louis*

4. Mobilizing Mini-Lessons for Curricular Change: Shared Expertise in a Reading Workshop Teacher Study Group

Christy Wessel Powell, *Indiana University*

8:30 am - 10:00 am - ALTERNATIVE FORMAT
Electric - Level 4

Area 7

Praxis and Performed Verse: Using Autoethnographic Poetry to Envision Transformed Literacy Spaces

Discussants:

Carmen Liliana Medina, *Indiana University*
Korina Jocson, *University of Massachusetts, Amherst*

Presenter:

Andrew Torres, *University of Massachusetts, Amherst*

This alternative session explores ways ‘poetic inquiry’ can be used as a reflexive lens for critiquing and transforming literacy learning spaces. In the first half of the session, two researchers share autotethnographic accounts of their experiences as literacy educators: one focuses on issues in Urban Education while the other focuses on literacy learning in the school-to-prison pipeline. Then, two Youth Literacies scholars invite the audience to discuss theoretical considerations and implications for qualitative researchers.

8:30 am - 10:00 am - PAPER SESSION
Bass - Level 4

Area 3 **Supporting Students’ Comprehension of Science Curriculum**

Chair:

Maryl A. Randel, *Rowan University*

Discussant:

Kathy Ganske, *Vanderbilt University*

This session will explore conceptual complexity of vocabulary in elementary science textbooks, challenges in activating students’ prior knowledge, and teachers’ interactions with science curriculum to support teaching ELs.

1. Conceptual Complexity of Vocabulary in Elementary Science Textbooks

Jeff Elmore, *Metametrics*

Jill Fitzgerald, *MetaMetrics*

2. Investigating Teachers’ Interactions With Educative Science Curriculum Designed to Support Teaching English Language Learners

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

Emily Mihocko-Bowling, *University of Michigan*

Gina N. Cervetti, *University of Michigan*

3. Prior Knowledge Activation: Its Definitions, Techniques, and Impact on Learning

Courtney Hattan, *University of Maryland, College Park*

Patricia Alexander, *University of Maryland, College Park*

Integrative Research Review: Readings and Experiences of Multimodality

10:15 am - 12:00 pm

Broadway Ballroom East - Level 2

Introduction of Integrative Research Panel

2016 Intergrative Research Review: Readings and Experiences of Multimodality

Moderator: Dr. Kevin Leander, *Vanderbilt University*

Presenters:

- Dr. Seemi Aziz, *University of Arizona***
- Dr. Stergios Botzakis, *University of Tennessee***
- Dr. Christian Ehret, *McGill University***
- David Landry, *Graphic Novelist/Artist***
- Dr. Kevin Leander, *Vanderbilt University***
- Dr. Jennifer Rowsell, *Brock University***

Dr. Kevin M. Leander is Associate Professor of Language, Literacy and Culture at Peabody College of Vanderbilt University (USA). His research interests include the new literacy practices of youth, spatial approaches to understanding youth identity and learning, research on new media, media and migration, non-representational approaches to embodied learning, new materialism, and affect theory. Leander was a project leader in “Wired Up” at the University of Utrecht and is currently involved in the Vanderbilt trans-institutional project called Wisdom of the Elders. Leander is also currently co-editing a book on affect theory and literacy scholarship. Leander has published widely in venues such as *Review of Research in Education*, *Ethos*, *Reading Research Quarterly*, *Journal of Literacy Research*, and *Cognition and Instruction*. He has also authored and co-authored handbook chapters on youth and new media, multimodality, and mobile technologies.

Dr. Seemi Aziz-Raina is a Visiting Assistant Professor in Global Cultures, Literacy, and Literature in the Department of Teaching and Learning and Sociocultural Studies in the College of Education at the University of Arizona. Her research interests include children’s and young adult literature, issues of representation and religious freedom, and arts and visual cultural analysis in education. She has published in renowned edited books and Journals of Children’s Literature, *School Library Journal*, and the 58th Yearbook of the National Reading Council.

SATURDAY

Dr. Stergios Botzakis is an associate professor in the Theory and Practice in Teacher Education Department at The University of Tennessee. His areas of expertise are content area reading, middle school education, working with struggling adolescent readers, and new literacies. His research interests include middle and secondary education, adolescent literacies, popular culture, graphic novels, and media literacy. He has been published in the *Journal of Adolescent & Adult Literacy*, *Review of Research in Education*, *English Journal*, *Language Arts*, *ALAN Review*, and *Teacher Education Quarterly* among other venues.

Dr. Christian Ehret is an assistant professor in the department of Integrated Studies in Education at McGill University in Montréal, Québec. Dr. Ehret taught high school English in Athens, GA before completing his Ph.D. in Learning, Teaching and Diversity at Vanderbilt University in Nashville, TN. His research desires to know and express more of our affective lives together, especially as they emerge in processes of making, reading, writing, and calling to action. This work has included anthropological engagements alongside youth in middle schools and high schools, and also in children's hospitals and other informal learning environments. Across projects, Dr. Ehret has been, and continues to be, most interested in building a more moving empiricism for knowing and expressing how affective dimensions of social life produce ethical charges for more just modes of being in the present.

David Landry is a resident artist of the Nashville based non-profit art studio, abrasiveMedia, where he teaches the theory and creation of comic art. As a career David is a commercial artist for 1220 in their scenic department. He received the majority of his art education from the Academy of Art University in San Francisco. David began his career as a professional illustrator straight out of high school and has worked for the past 20 years to bridge the gap between what is considered to be high and low brow art. In 2012 David began working on 'Th3 Anomaly'; the world's first life size graphic novel. When displayed in February of 2016, 'Th3 Anomaly' was the largest single collection of fine art to be shown in Nashville. David also hosts a weekly art vlog on YouTube.

Dr. Jennifer Rowsell Professor and Canada Research Chair at Brock University's Faculty of Education. Her research interests include: research in schools and communities doing multimodal work with children and youth; exploring how younger generations think and interact through technologies, videogames and immersive environments; and, longitudinal work in homes connecting artifacts and material worlds with literacy and identity practices. She is Co-Series Editor with Cynthia Lewis of the Routledge Expanding Literacies in Education Series and the Digital Literacy Editor for *The Reading Teacher*. Her latest books are *The Routledge Handbook of Literacy Studies*, co-edited with Kate Pahl and *Generation Z: Zombies, Popular Culture, and Educating Youth*, co-edited with Victoria Carrington, Esther Priyadharshini, and Rebecca Westrup.

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**Newsletter Editor - 2015 -
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 864-650-4581
 malloy2@clemson.edu

E-Editors - 2015-2018
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 Northern Illinois University
 815-753-7467
 mmanderino@niu.edu

Greg McVerry
 Southern Connecticut State
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 203-982-8182
 jgregmccverry@gmail.com

Ian O'Byrne
 College of Charleston
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 wiobyne@gmail.com

EDITORS

JLR Editor

Misty Sailors
The University of Texas at San Antonio
Misty.sailors@utsa.edu

JLR Co-Editors

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The University of Texas at San Antonio
miriam.martinez@utsa.edu

Dennis Davis
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dennis.davis@utsa.edu

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vgoatley@albany.edu

JLR Associate Editor

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Literacy Research: Theory, Method, and Practice Editors

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University of Missouri
BakerE@missouri.edu

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University of Texas, El Paso
jlclifton@utep.edu

Carol Gilles
University of Missouri
GillesC@missouri.edu

Laurie Kingsley
University of Missouri
kingsleyl@missouri.edu

Candace Kuby
University of Missouri
kubyc@missouri.edu

Amy Lannin
University of Missouri
LanninA@missouri.edu

Lenny Sanchez
University of Missouri
sanchezoz@missouri.edu

Angie Zapata
University of Missouri
zapatam@missouri.edu

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jcastek@pdx.edu

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doris.walker-dalhouse@marquette.edu

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University of Kentucky
859-257-7399
lauriehenry@uky.edu

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University of Wisconsin-Madison
608-572-5130
melanie.obitzbukartek@wisc.edu

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Corrine Wickens
Northern Illinois University
815-753-8485
cwickens@niu.edu

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Zayed University
97150 125 9030
patience.sowa@zu.ac.ae

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University of Buffalo
716-418-0632
tmnyacha@buffalo.edu

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Northern Illinois University
815 758-8802
flowercjs@aol.com

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Texas State University
512-245-9163
lassaf@txstate.edu

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University of Illinois at Chicago
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cwhitt2@uic.edu

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813-974-1062
jking9@usf.edu

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CINVEST AV
520-621-4087
ireyes@email.arizona.edu

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Miami University
513-529-2480
nachowm@miamioh.edu

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61421726529

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Mileidis Gort, gort.4@osu.edu
Cynthia Greenleaf, cgreenl@wested.org
Melody Zoch, mzoch@uncg.edu
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Bernadette Dwyer, bernadette.dwyer@spd.dcu.ie
Haeny Yoon, yoon3@tc.columbia.edu

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Gerald Campano, campano@gse.upenn.edu
Judy Scott, jascott@ucsc.edu
Deborah Dillon, dillon@umn.edu
Barbara Laster, bracha.laster@gmail.com
Althier Lazar, alazar@sju.edu
Lisa Patel, lps@bc.edu

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Melissa Mosley Wetzel, mmmwetzel@utexas.edu
Seth Parsons, sparson5@gmu.edu
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Jud Laughter, jud.laughter@utk.edu
Iliana Reyes, ireyes@email.arizona.edu
Patricia Isaac, patricia.isaac@esc.edu
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Mikel Cole, mikel.w.cole@gmail.com
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Kimberly Lenters, International, kalenter@ucalgary.ca

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Silvia Nogueron-Liu, Chair, snoguero@uga.edu

Leah Saal, lksaal@loyola.edu
Debbie East, debbie.east1@me.com
Amy Burke, aburke@twu.edu
Kathleen Alley, kalley@colled.msstate.edu
Jennifer Smith, jennifer.smith@alumni.twu.edu

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Aria Razfar, arazfar@uic.edu
Luz Murillo, lmurillo@illinois.edu
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Mary McVee, mcvee@buffalo.edu
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Penice Boyd, fboyd@buffalo.edu
Lesley Morrow, lesley.morrow@gse.rutgers.edu
Jung Kim, kimju@lewisu.edu
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Patrick Smith, phsmith@illinois.edu
Jennifer Jones-Powell, jjones292@radford.edu

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David O'Brien, dobrien@umn.edu
Kelly Puzio, kelly.puzio@wsu.edu
Amanda Godling, agodley@pitt.edu
Dennis Davis, dennis.davis@utsa.edu
Gwendolyn Thompson McMillon, mcmillon@oakland.edu

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Doris Walker-Dalhouse, Chair, doris.walker-dalhouse@marquette.edu
Renita Schmidt, renita-schmidt@uiowa.edu
Julie Justice, jjustice3@elon.edu
Minda Lopez, minda.lopez@txstate.edu
Chris Iddings, aiddings@email.arizona.edu
Tanya Wright, tswright@msu.edu
Laura May, lauramay@gsu.edu
Juliet Halladay, jhallada@uvm.edu
Monica Gordon Pershey, m.pershey@csuohio.edu
Tanya Wright, tswright@msu.edu
Amanda Goodwin, amanda.goodwin@vanderbilt.edu
Alice Lee, ayli@ilstu.edu
Sohyun Meacham, sohyun.meacham@uni.edu

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Jayne Lammers, Chair, jllammers@warner.rochester.edu
Blaine Smith, blaine.smith@miami.edu
Vaughn Watson, watsonv2@msu.edu
Eva McGrill, emcgrail@gsu.edu
Katie Paciga, kpaciga@colum.edu
Sonia Kline, soniakline@gmail.com
Peggy Albers, pma8@comcast.net

E-Editor, Michael Manderino, mmanderino@niu.edu
E-Editor, Greg McVerry, jgregmccverry@gmail.com
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HANDBOOK OF READING RESEARCH COMMITTEE

Rob Tierney, rob.tierney@sydney.edu.au
Janice Almasi, janice.almasi@uky.edu
Rob Tierney, rob.tierney@sydney.edu.au
Arlette Willis, aiwillis@illinois.edu
Gay Ivey, mgivey@wisc.edu
Jim Hoffman, jhoffman@mail.utexas.edu
Lori Assaf, lassaf@txstate.edu
Gwendolyn Thompson McMillon, mcmillon@oakland.edu

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Walter Kintsch (2009)
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Nell K. Duke (2003)
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Julie Shallhope Kalnin (2000)
Alex Casareno (2000)
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Rebecca Rogers (2003)
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Rebecca Barr (2004)
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Elizabeth Birr Moje (2007)
Lawrence R. Sipe (2008)
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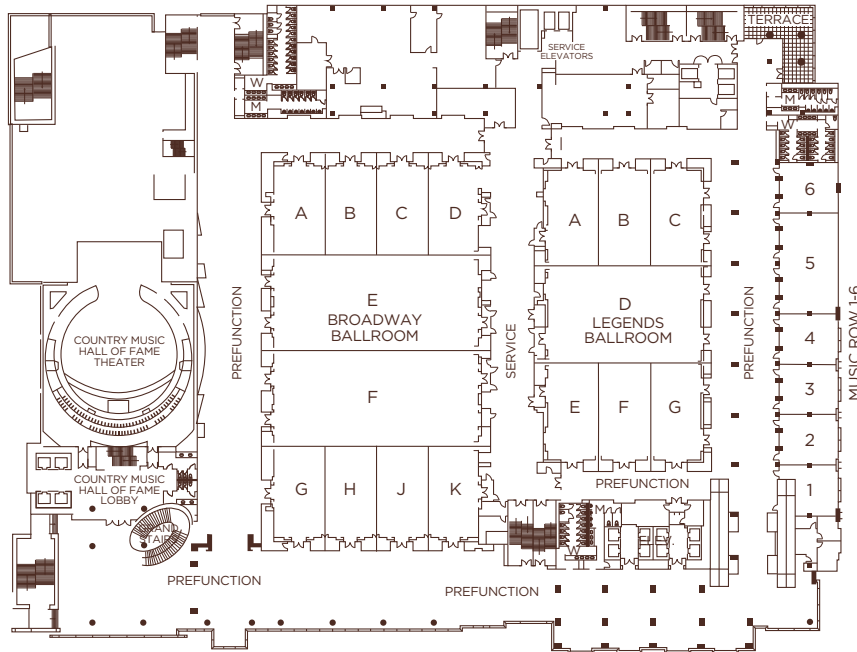
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| Savitz, Rachelle S. | Stewart, Olivia Grace | Walpole, Sharon | |
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| Schachter, Rachel Erin | Stillman, Jamy | Wang, Elaine | |
| Schallert, Diane | Strong, John Z. | Ward Parsons, Allison | |
| Scharer, Patricia Louise | Sturm, Susan | Ward, Natalia | |

FACILITY MAP

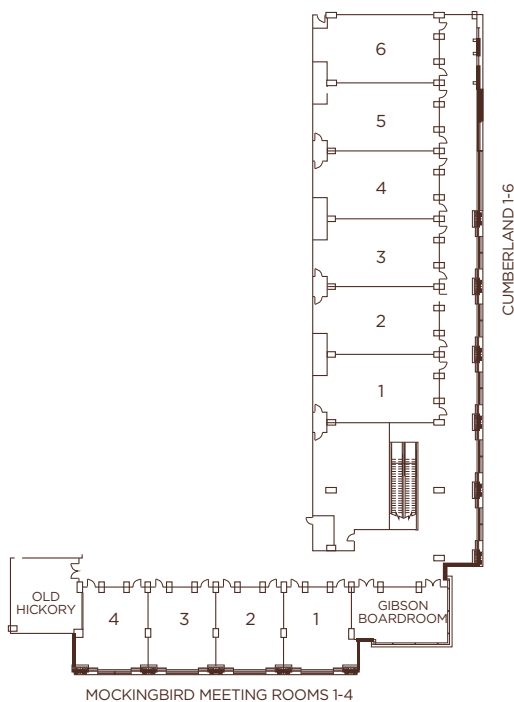
Gender-Sensitivity in Bathrooms

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. Gender neutral bathrooms have been designated on Level Three. For more information, please contact Corrine Wickens, Chair, Gender & Sexualities ICG, cwickens@niu.edu.

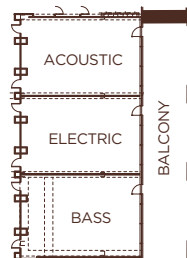
LEVEL TWO



LEVEL THREE



LEVEL FOUR



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Abowd, Paul, 75
Abraham, Stephanie, 58, 93, 114, 147
Acevedo, Maria, 136
Acosta, Melanie, 140
Adams, Brittany, 138
Adams-Budde, Melissa, 66, 121
Aguilera, Earl, 113, 147
Ahn, Meesuk, 122
Aiello, Liam, 112
Al Bulushi, Zawan, 78, 126
Al Marzouqi, Lolowa, 78
Albers, Peggy, 27, 34, 126, 137, 145
Aldrich, Carrie, 94
Alexander, Patricia, 141, 146
Algeo-Nichols, Dana, 74, 98
Alhassan, Halima, 47
Allen, Eliza, 32, 38, 57, 95, 147
Allen, Kelly, 66, 93, 128
Allen, Shawndra, 66, 126, 147
Allington, Richard, 29, 37, 88, 145, 146
Alvermann, Donna, 14, 24, 88, 94, 145, 146
Amaro-Jimenez, Carla, 74
Ambroso, Eric, 63
Amendum, Steve, 65, 74, 103, 146, 147
Amzil, Amine, 83
Anders, Patty, 14, 66, 93
Anderson, Anne, 97
Anderson, Blythe, 66, 147
Anderson, Kate, 53, 66, 118, 147
Anderson, Kimberly, 44, 82
Anderson, Lauren, 81, 120
Anderson, Rebecca, 34, 43, 147
Anderson, Richard, 24, 146
Andrei, Elena, 39, 117
Appleman, Deborah, 41, 112
Ardell, Amy, 123
Armstrong, Sonya, 14, 83, 147
Arnold, Jackie, 52
Arnold, Sarah, 140
Aronson, Brittany, 51
Arriada, Eduardo, 75
Arya, Diana, 37
Arya, Poonam, 70, 138, 147
Ash, Gwynne, 115, 147
Ashwin, Christina, 110
Assaf, Lori, 11, 13, 72, 83, 144, 145, 147
Athanasos, Steven, 48, 116
Atkinson, Terry, 11, 82
Augsburger, Deborah, 42, 75, 147
Aukerman, Maren, 30, 53
Avalos, Mary, 35, 145
Avila, Antonieta, 72, 80, 147, 159
Axelrod, Ysaaca, 48
Azano, Amy, 99
Aziz, Seemi, 9, 82, 106, 141, 147, 159
Babino, Alexandra, 25
Bacevich, Amy, 26
Bacon, Christopher, 26, 48, 64, 88
Bacon, Heidi, 10, 93, 147
Baertlein, Elizabeth, 34
Bahlmann Bollinger, Chelsey, 37, 72, 86, 108, 147
Baize, Jonathan, 70
Baker, Elizabeth, 34, 65, 118, 144, 145
Baker-Bell, April, 110, 116, 159
Baldwin, Paula, 53
Balos, Noreen, 37
Banes, Leslie, 48
Barber, Michael, 46
Barnes, Erica, 77, 81, 119
Barnes, Meghan, 102, 105, 121, 137, 147
Barness, Allison, 49
Barone, Diane, 55, 146
Barone, Rebecca, 55
Barrett-Tatum, Jennifer, 26
Barria, Rebecca, 27, 55
Barron, Debra, 54
Bartolini, Mary Carmen, 99
Batchelor, Melissa, 134
Bates, Celeste, 113
Bauer, Eurydice, 38, 85, 159
Bauer, Julee, 83
Bauer, Rebecca, 102
Baumann, James, 69
Bausell, Sarah, 113
Beach, Richard, 34, 42, 66, 71, 100, 145
Bean, Thomas, 49, 53, 94
Bean-Folkes, Jane, 29, 120, 147
Bear, Donald, 11, 15
Beauchemin, Faythe, 56
Beck, Sarah, 10, 125
Beckers, Gerlinde, 31
Bedford, Melissa, 50, 120, 147
Beecher, Constance, 103, 147
Belcher, Morgan, 135
Bell, Sherry, 69
Beltramo, John, 81, 120
Bemiss, Elizabeth, 137
Benfer, Nancy, 44
Bengochea, Alain, 35
Benko, Susanna, 69
Bennett, Ann, 66, 121, 147
Bennett, Stephanie, 42, 67, 120, 147
Bennett, Susan, 33, 147
Bennett-Armistead, Susan, 122
Bernstein, Katie, 58, 147
Bertelsen, Cynthia, 95
Bethmann, Christopher, 25
Betts, David, 128
Biancarosa, Gina, 139
Bickel, Donna DiPrima, 48
Billen, Monica, 84
Billie, Beth, 86
Billings Krause, Margaret, 99
Billman, Alison, 125, 141
Bingham, Gary, 53, 101
Birdyshaw, Deanna, 26, 45
Bishop, Kaia-Marie, 78
Bissonnette, Jeanne, 98, 137, 147
Bixler, Janine, 44
Blackburn, Mollie, 41, 118
Black-Hults, Alaska, 102, 147
Block, Meghan, 27, 52, 133, 147
Bloome, David, 42, 100, 109, 110, 112
Blunt, Johnnie, 89
Boardman, Alyssa, 35, 55, 88, 147
Bocazar, Beatrix, 97
Bogard, Treavor, 10, 41, 87, 147
Boggs, George, 94, 106
Boling, Erica, 108
Bomer, Randy, 58, 89, 128, 134, 143, 146
Borge Janetti, Gabriela, 34
Borsheim-Black, Carlin, 125
Borti, Adeline, 29, 107
Boss, Delaney, 102, 105
Bostock, Susi, 57
Bottomley, Amy, 116
Botzakis, Stergios, 5, 9, 11, 37, 42, 68, 72, 80, 141, 147
Bowen, Liu, 139
Bowers, Lisa, 73, 147
Boyd, Ashley, 102
Boyd, Fenice, 12, 89, 118, 144, 145
Boyd, Maureen, 30, 59
Brady, John, 112
Branson, Stephanie, 87, 97, 124, 147
Bratsch-Hines, Mary, 65
Brennan, Melody, 43, 102, 147
Brenner, Devon, 16, 50, 90, 99
Brett, Clare, 54
Briggs, Frederick, 122
Brinkerhoff, Elizabeth, 114, 147
Brochin, Carol, 137, 159
Brock, Cynthia, 50, 51, 68, 107, 146
Brock, Katy, 50
Broderick, Debora, 28, 108
Brodeur, Katherine, 30, 80, 95, 147
Broemmel, Amy, 47, 145, 147
Bronte, Crys, 116
Brooks, Maneka, 10, 56, 116, 159
Brooks, Wanda, 123, 159
Brooks-Gillies, Marilee, 105
Brower, Carleigh, 43
Brown, Lisa, 138
Brown, Megan, 33, 66
Brown, Rachel, 65
Brown, Sally, 47, 147
Brownell, Cassie, 16, 29, 147
Brugar, Kristy, 36
Bruyning, Alicia, 81
Buch, Bettina, 78, 105, 147
Buchholz, Beth, 86, 140, 146
Buckrop, Jordan, 139
Buelow, Stephanie, 49, 67, 112, 147
Buescher, Eileen, 100
Burke, Amy, 145, 147
Burke, Anne, 57
Burke, Kevin, 64
Burnett, Cathy, 36, 147
Burns, Les, 37, 146
Bussert-Webb, Kathy, 40, 67
Butler, Tamara, 23, 47, 133
Bwire, David, 53, 72, 147
Byfield, Lavern, 104, 145
C.S. Greene, Michelle, 85
Calderón García, Gloria, 77
Callow, Jon, 35
Camaitaoga, Ufemia, 51

PARTICIPANTS

- Camarata, Steven, 46
Cambourne, Brian, 127
Campano, Gerald, 83, 90, 136, 145
Campbell, Edith, 64
Canady, Fawn, 96
Cantrell, Susan, 11, 40, 139, 147
Cappello, Marva, 84, 137
Caprino, Kathryn, 70, 85, 138, 147
Caraballo, Limarys, 32
Cardenas, Lucia, 25
Cardullo, Vicky, 86
Carley Rizzuto, Kerry, 95, 147
Carlos, Laura, 27
Carlson, Sarah, 139
Carpenter, Robert, 53, 78, 108, 147
Carr, Linda, 11
Carter, Hannah, 50, 120, 139, 147
Cartun, Ashley, 120
Casesa, Rhianna, 25
Casey, Susan, 39
Cassady, Zoe, 82
Cassano, Christina, 28, 35
Castaño, Sebastian, 84
Castaño, Walter, 84
Castek, Jill, 39, 42, 59, 71, 106, 115, 144, 145, 147
Castellanos, Mariana, 27
Castle, Ann, 87
Cataldo, Raquel, 95
Caudle, Lori, 26
Caughlan, Samantha, 42
Cavendish, Leslie, 27, 72, 102, 104, 147
Cawley, Valerie, 75, 101
Cervetti, Gina, 24, 141
Chamberlain, Katharine, 40, 128
Chamberlain, Liz, 97, 103
Chambers, Sandra, 111
Chambre, Susan, 28
Champeau, Kathy, 11, 16, 50
Chandler-Olcott, Kelly, 41, 51
Chao, Xia, 15, 53, 146, 147
Chapman, Suzanne, 85, 95, 138
Charner-Laird, Megin, 37
Chavez, Kathryn, 66
Chea, Maima, 133
Cheek, Jr., Earl H., 78
Chen, Xiufang, 52
Chen, Zhuo, 121
Cheng, Cui, 86, 147
Chenowith, Natasha, 71
Chiquito, Tatiana, 72
Chisholm, James, 70, 72
Cho, Aram, 27
Cho, Byeong-Young, 104
Cho, Sun-Joo, 80
Choi, Eunjeong, 47
Ciampa, Katia, 25
Cianciosi-Rimbey, Michelle, 80
Ciminelli, Michelle, 73
Cisco, Jonathan, 107
Clark, Caroline, 40, 117
Clark, Ellen, 116
Clark, Lindsay, 96
Clarke, Lane, 82
Clifford, Lee, 87
Cobb, Jeanne, 26
Coffey, Debra, 49, 147
Coiro, Julie, 67, 71, 115, 146
Colantonio-Yurko, Kathleen, 96, 117, 147
Colby, Glenn, 74
Cole, Mikel, 14, 16, 34, 64, 79, 145
Coleman, Julianne, 73
Coleman-King, Chonika, 23
Coles, Justin, 115
Collet, Vicki, 48, 73, 99
Collett, Jennifer, 56, 115, 120, 147
Collier, Diane, 37, 124, 147
Collins, Molly, 35, 77
Colomer, Soria, 10, 38, 159
Colvin, Carolyn, 10, 11, 16, 38, 90, 100, 128, 145
Colwell, Jamie, 11, 51, 147
Colwell, Ryan, 71
Comber, Barbara, 4, 9, 40, 79, 116, 129
Comperatore, Aubrey, 84, 147
Compton-Lilly, Catherine, 15, 41, 87, 90, 106, 147
Condie, Cami, 50, 127
Conradi, Kristin, 10, 103, 147
Consalvo, Annamary, 58, 147
Constable, Susan, 97
Cook, Michael, 137
Coppola, Rick, 119
Correll, Pamela, 30, 117, 138, 147
Correnti, Rip, 48, 54
Crampton, Anne, 31, 124, 147
Crandall, Bryan, 27, 147
Crawford, Shonna, 39, 138
Crawford-Garrett, Katherine, 70, 116
Crawley, Adam, 106
Cremin, Teresa, 86, 103
Cribb, Gayle, 56
Crisp, Thomas, 36, 55, 106
Croom, Marcus, 104, 147
Crosson, Amy, 54
Cullerton, Alexis, 69, 106, 147
Cunningham, James, 103, 118
Curtis, Joan, 109
Curwen, Margaret, 123
Curwood, Jen Scott, 57, 108, 122, 147
D'Agostino, Jerome, 71, 138
Dallacqua, Ashley, 100
Dalton, Bridget, 27, 85, 108, 145, 147
Daly, Annie, 73, 82
Damico, Holly, 128
Damico, James, 75, 108, 128
Daniel, Mark, 88
Daniel, Mayra, 39
Daniel, Shannon, 73, 95, 115
Daniels, Karen, 36
Danielson, Katie, 24, 45, 118
Dantzler, John, 73
Daoud, Nisreen, 81
Darragh, Janine, 102
David, Samuel, 79
Davila, Denise, 10, 35, 57, 63, 106, 124, 137
Davis, Dennis, 12, 33, 65, 80, 109, 144, 145
Davis, Heather, 35
Davis, Stephanie, 74, 122
Davis, Tammi, 44
Davison, Mark, 139
De La Paz, Susan, 11, 15
de los Rios, Cati, 32
de Roock, Roberto, 47, 55, 67, 72, 147
DeBlase, Gina, 31, 147
Deeney, Terry, 14, 101, 147
Degener, Sophie, 45, 147
DeHart, Jason, 80
DeJulio, Samuel, 40, 73, 128
Delaney, Carol, 10, 11, 25, 52
Deliman, Amanda, 135
Dennis, Danielle, 46, 87, 90, 108, 124, 145, 147
Derbyshire, Christine, 128
Dernikos, Bessie, 56, 147
Dewalt, Lora, 128
Díaz, María, 67
Dickinson, David, 34, 35, 46, 85, 119
Dismuke, Sherry, 69, 110
DiStanislao, Christina, 113
Dixon, Kerryn, 79
Do, Abigail, 107
Dobbs, Christina, 37, 99
Dobson, Joshep, 121
Dodge, Autumn, 139
Dole, Janice, 43, 136
Domiano, Eugene, 25
Domínguez, Michael, 137
Domke, Lisa, 81
Dong, Rongrong, 96
Donovan, Carol, 73
Doris, Villarreal, 40
Dostal, Hannah, 73, 113, 145
Doubek, Kellie, 86
Dougherty, Susan, 67, 98, 147
Douglas, Sarah, 101
Dozier, Cheryl, 11, 24
Drake-Patrick, Jennifer, 24, 99
Draper, Roni, 31, 68, 116
Dreher, Mariam Jean, 34, 52
Dressman, Mark, 70, 83, 104, 147
Drew, Sally, 136
Dudley, Kenchetta, 108
Duffy, Michelle, 41
Duggins, Shaunte, 140
Duke, Nell, 24, 81, 97, 103, 146
Dunkerly Bean, Judith, 49, 53, 94, 147
Dunn, Mandie, 53, 65
Duran, Leah, 46, 64, 128
Dutro, Elizabeth, 68, 90, 120, 143
D'warte, Jacqueline, 32
Dwyer, Bernadette, 39, 145
Dwyer, Julie, 140
Edge, Christi, 86
Edmiston, Brian, 11, 65, 66
Edwards, Patricia, 49, 51, 81, 87, 89, 144, 145, 146
Ehret, Christian, 5, 9, 98, 126, 141, 147
Ehri, Linnea, 28, 146

PARTICIPANTS

- Eisazadeh, Nazila, 103
Ek, Lucila, 115
Elf, Nikolaj, 104
Ellis, Aimee, 25
Ellis, Susan, 127
Elmore, Jeff, 141
Elzy, JaNiece, 128
Enciso, Patricia, 4, 9, 33, 59, 63, 94, 143, 146, 147, 159
Eng, Susanna, 34, 147
English, Cathie, 127
Enniss, Ingrid, 40, 147
Enriquez, Grace, 12, 143, 145, 159
Eppley, Karen, 99, 101
Erlich, Brian, 47
Esquinca, Alberto, 55, 147
Eutsler, Lauren, 95
Evans, Mathew, 107, 147
Everett, Sakeena, 76
Evering, Lea, 113
Ewaida, Marriam, 32
Ewing, Kamahra, 110
Fain, Jeanne, 76, 77
Falter, Michelle, 52, 66, 147
Fang, Zhihui, 42, 84, 138
Farfan, Guillermo, 102
Farkas, Wendy, 89
Fatani, Shaimaa, 66
Faulconer, Johna, 12
Fecho, Bob, 42
Fennessy, Maureen, 85, 147
Ferguson, Daniel, 26, 122
Ferguson, Lisa, 32
Ferrara, John, 35
Fields, Susan, 25
Fine, Joyce, 45
Finkbeiner, Claudia, 49
Finley, Stacie, 28
Fisher, Douglas, 51, 103, 111, 129, 144, 145, 147
Fisher, Stacey, 69, 99
Fitta, James, 25
Fitzgerald, Jill, 42, 141
Fleming, Sarah, 33
Flint, Amy, 27
Flint, Tori, 32
Flores, Brian, 87, 124
Flores, Tracey, 77
Flurkey, Alan, 128
Flushman, Tanya, 125
Flynn, Erin, 29
Flynn, Kylie, 81
Foley, Leslie, 94
Ford, Karen, 15, 38, 134
Ford-Connors, Evelyn, 112
Fortune, Angela, 26, 37, 57
Foster, April, 99
Fowler-Amato, Michelle, 114, 128, 135
Frahm, Tia, 29, 107, 112
Frambaugh-Kritzer, Charlotte, 49, 67
Franco, Janelle, 25
Frankel, Katherine, 56, 147
Franquíz, María, 75, 83, 159
Franz, Hannah, 125
Franzak, Judith, 122
Freedman, Matthew, 52
Freedman, Ruth, 45
Freeman, Jen, 103
Frey, Kristine, 112
Frey, Nancy, 51, 103, 111, 145, 146
Friedman, Audrey, 88
Friedrich, Linda, 127
Frier, Aimee, 113, 147
Fronczak, David, 98
Fu, Danling, 96
Fuller, Carolyn, 104
Fullerton, Susan, 32, 118
Fulmer, Ellie, 26
Fulton, Lori, 67
Funfe Tatah Mentan, Charity, 83
Gabriel, Rachael, 10, 29, 49, 73, 147
Gaffney, Katie, 32
Gaines, Rachel, 47, 128
Gallagher, J. David, 52, 105, 147
Gallagher, Melissa, 66, 74, 81, 112
Gallingane, Caitlin, 85, 95, 138
Gallo, Gina, 73
Gallogly, Amanda, 94
Gambrell, Linda, 65, 98, 145, 146
Gangi, Jane, 44
Ganske, Kathy, 54, 141, 147
Garcia, Antero, 41, 95, 135
Garcia, Frances, 32
Gavelek, James, 126
Gayle, Alesha, 26
Gee, Elisabeth, 114
Gee, James, 114
Gehsmann, Kristin, 15, 35
Gelfuso, Andrea, 26
George, MariAnne, 37, 56
Georgene, Pion, 35
Gerde, Hope, 36, 101
Ghiso, Maria, 10, 31, 68, 72, 83, 90, 97, 147
Gibbs, ThedaMarie, 116, 137, 159
Gill, Sharon, 28, 147
Gillam, Ron, 121
Gillen, Julia, 126, 147
Gilles, Carol, 65, 66, 122, 133, 144, 147
Gilles, Jere, 66
Gillespie Rouse, Amy, 42, 136
Gillis, Victoria, 29
Ging, Amy, 121
Giraldo, Maryori, 72
Girardeau, Kristy, 36
Giroir, Shannon, 123
Goatley, Virginia, 12, 65, 144
Godfrey, Vickie, 96
Godley, Amanda, 85, 110, 145, 147
Goering, Christian, 127
Goetsch, Megan, 36, 101
Goff, Brent, 40, 110
Goff, Maria, 47, 147
Goldberg, Michael, 26
Golden, Noah Asher, 12, 116, 117
Goldman, Susan, 56
Goldsmith, Christy, 83
Golos, Debbie, 119
Gomez, Mary Louse, 52, 147
Gonzales, Jessica, 65
Gonzalez, Anita, 54
Gonzalez, Jorge, 35
Gooden, Amy, 37
Goodman, Ken, 14, 128, 146
Goodman, Yetta, 14, 88, 146
Goodwin, Amanda, 79, 80, 145, 146
Gordon, Ariel, 59
Gordon, Reyna, 46
Gort, Mileidis, 37, 46, 116, 134, 145, 147, 159
Gould, Olga, 98
Graff, Jennifer, 106, 145
Graham, Abbey, 42, 113, 121, 147
Graham, Hannah, 122
Graham, Karen, 72, 83, 114
Graham, Steve, 42, 127
Granados, Nadia, 55, 93, 147
Gravel, Brian, 38
Graves, Michael, 42, 81
Gray, Erika, 24, 122
Green, Keith, 118
Greene, Delicia, 33
Greenleaf, Cynthia, 42, 56, 145
Greeter, Erin, 112
Gretter, Sarah, 70
Grice, Karly, 100
Grifenhagen, Jill, 54, 119, 147
Griffin, Holly, 103
Griffin, Melanie, 96
Griffith, Robin, 12, 121, 147
Grimaldo, Leticia, 123
Grisham, Dana, 52
Groenhout, Rachel, 122
Groenke, Susan, 23, 37, 96, 147
Groundwater, Susan, 24
Gruen, Rachael, 53
Guerra, Myriam, 115
Guetler, Vivian, 137
Gulamhussein, Allison, 53
Gultekin, Mehmet, 55
Gunn, AnnMarie, 33, 147
Guo, Daibao, 96, 121
Guo, Ying, 10, 52, 159
Guthrie, John, 98, 146
Gutierrez, Gloria, 41
Gutierrez, Kris, 76, 95
Guzniczak, Lizabeth, 67, 89
Guzzetti, Barbara, 94
Gyimah, Melissa, 66
Ha, Seung Yon, 54, 112
Haberl, Ellie, 120
Hacker, Douglas, 43
Haddix, Marcelle, 12, 33, 41, 116, 143, 159
Hadley, Elizabeth, 54
Hagen, Aste, 119
Hagerman, Michelle, 111
Hagge, Julia, 84, 99
Hagood, Margaret, 69
Hall, Anna, 48, 52, 101, 147
Hall, Matthew, 28, 88, 108, 147
Hall, Maureen, 98
Hall, Rogers, 126
Halladay, Juliet, 59, 146
Halvorsen, Anne-Lise, 97

PARTICIPANTS

- Han, Hyeju, 104
Han, Keonghee Tao, 10, 11, 51, 107
Handsfield, Lara, 68, 82, 128, 135, 143, 145, 147
Hansen-Thomas, Holly, 26
Haq, Kate, 49, 96
Harden, Susan, 45
Harman, Ruth, 59
Harmey, Sinead, 71, 147
Harmon, Janis, 95
Harmon, Jim, 42
Harrison, Colin, 16, 71, 146
Harste, Jerome, 79, 114, 126, 145, 146
Hart, Lisa, 41
Hart, Steve, 67
Hartman, Paul, 100, 146, 147
Hartranft, Anna, 79
Hasser, Neil, 111
Hassett, Dawnene, 32, 54, 65, 84, 115, 147
Hasty, Michelle, 133
Hatch, Thomas, 122
Hattan, Courtney, 141
Hauptman, Allyson, 133, 147
Hawkins, Lisa, 30, 33, 134, 147
Hayden, Emily, 42, 100
Haynes-Moore, Stacy, 43, 147
Headrick Taylor, Katie, 126
Heath, Jeff, 50
Hedrick, Wanda, 40, 147
Heffernan, Lee, 109, 126
Heggestad, Robert, 45
Helman, Lori, 15
Henderson, Shannon, 88
Hendrix, Aimee, 58
Henretty, Dawnelle, 72
Henry, Laurie, 29, 71, 96, 144, 145, 146, 149
Henze, Adam, 74
Hermann-Wilmarth, Jill, 41, 68
Hernandez, Anita, 77
Hernandez, Jimmy, 116
Hernandez, Michael, 84
Herrera, Elizabeth, 39
Heydon, Rachel, 97
Hiebert, Elfrieda, 4, 9, 18
Hiebert, Freddy, 24, 35, 42, 71, 103, 118
Hight, Clarene, 95
Hikida, Michiko, 105, 116, 128, 147
Hill, James, 88
Hill, Kirsten, 27, 33, 88, 116, 147
Hinchman, Kathleen, 29, 41, 59, 90, 145, 146, 147, 159
Hindley, Melanie, 104
Hines, Emily, 43
Hines, Mary Beth, 40
Hinman, Tierney, 25
Hintz, Allison, 121
Hite, Brenda, 49
Hodge, Emily, 69
Hodges, Tracey, 27, 125, 133, 147
Hoelting, Megan, 53, 110
Hoffman, Emily, 57, 72, 119, 147
Hoffman, James, 14, 24, 72, 82, 128, 145, 146
Hofsess, Brooke, 76
Holladay, Royce, 109
Holland, Nikki, 127
Hollett, Karen, 30
Hollett, Ty, 98, 126
Hollibush, Matt, 52, 105, 148
Holmberg-Masden, Loretta, 108, 148
Holmes, Jeff, 115
Holschuh, Jodi, 49
Honeyford, Michelle, 10, 39, 97, 124, 148
Hong, Huili, 69, 113, 139
Hopkins, Laura, 87, 148
Horan, Deborah, 33, 85, 148
Horning, K.T., 64
Hostetler, Andrew, 114
Howard, Christy, 31, 66, 121
Howell, Emily, 11, 36, 108, 109
Howrey, Shannon, 117, 137, 148
Hoy, Sarah, 102
Hruby, George, 10, 30, 37, 81, 90, 121, 148
Hu, Ran, 78, 148
Huang, Karen, 15
Hubbard, Koti, 32, 98, 118
Huddleston, Andrew, 72
Huerta, Mary Esther, 104, 148
Huggins, Shelly, 105
Hughes, Elizabeth, 117
Hughes, Megan, 27
Hughes, Susan, 36
Hull, Glynda, 78, 108
Hungerford-Kresser, Holly, 43, 74, 146
Hunt, Carolyn, 135
Hunt-Barron, Sarah, 127
Husbye, Nicholas, 85, 97, 140
Hussain, Mahjabeen, 49
Hutchison, Amy, 123, 124, 135
Hwang, HyeJin, 108
Hwang, Sunyoung, 47
Iddings, Chris, 4, 46, 145
Ife, Fahima, 133
Ikpeze, Chinwe, 44, 111, 120
Imbrenda, Jon-Philip, 40
Indrisano, Lee, 24
Invernizzi, Marcia, 15, 38, 134, 139, 145
Ip, Rosalie, 73
Ippolito, Jacy, 37, 50
Irish, Christy, 99, 148
Isaacson, Kris, 70
Isbell, Janet, 114
Ittner, Anne, 31, 66, 148
Ivanyuk, Lyudmila, 16, 58, 84, 139
Ivey, Gay, 4, 10, 28, 45, 122, 143, 145, 148
Jackson, A.J., 24, 59
Jackson, Sarah, 66
Jacobs, Gloria, 71, 106, 148
Jacobs, Katrina, 28, 87, 124, 148
Jacobson, Erik, 15, 23, 57, 94
Jacques, Lorraine, 36, 98
Jaeger, Elizabeth, 36, 56, 140, 148
Janco, Alyssa, 77
Jang, Bong Gee, 28, 38, 89, 116, 159
Janks, Hilary, 79, 109, 126, 143
Jarvie, Scott, 65
Javorsky, Kristin, 100
Jeffery, Jill, 101, 125
Jennifer, Cooper, 40
Jennings, LaShay, 25, 146
Jimenez, Laura, 31, 68, 145
Jimenez, Robert, 4, 14, 39, 79, 107, 145, 159
Jin, Lijun, 78
Jo, Soowon, 52, 85
Jocius, Robin, 55, 109, 148
Jocson, Korina, 140
Johnson, Ashley, 43, 53
Johnson, Brian, 134
Johnson, Danielle, 122
Johnson, Denise, 29
Johnson, Elisabeth, 12, 36, 114
Johnson, Elizabeth, 53
Johnson, Holly, 123
Johnson, Janet, 50
Johnson, Lamar, 44, 159
Johnson, Lindy, 109, 135, 148
Johnson, Nancy, 57
Johnston, Kelly, 31, 52
Johnston, Peter, 16, 40, 45
Jones, Jill, 54, 103, 148
Jones, Renata, 79
Jones, Stephanie, 10, 55, 70, 115, 120
Jordan, Michelle, 50
Jordan, Rebecca, 48, 148
Juarez, Lucinda Marie, 95
Julian, Suzanne, 31, 148
Jung, Jin Kyeong, 88
Justice, Julie, 11, 114, 145
Juth, Stephanie, 129
Juzwik, Mary, 42, 146
Kabuto, Bobbie, 39, 148
Kachorsky, Dani, 11, 110, 148
Kalan, Amir, 42
Kalman, Judy, 57
Kambara, Hitomi, 78, 148
Kamberelis, George, 14, 86, 146
Kaminski, Rebecca, 127
Karchmer-Klein, Rachel, 65, 105, 143, 145
Kassi, Bernadette, 31
Katz, Laurie, 112
Kaufman, Douglas, 114, 127
Kedley, Kate, 11, 117
Kehler, Michael, 94
Keith, Karin, 69, 113
Kelly, Catherine, 72, 148
Kelly, Courtney, 10, 36, 43, 148
Kelly, Laura, 57, 140
Kelly, Mary, 33, 136
Kelly, Robert, 28, 138, 148
Kennedy, Laura, 76
Kennedy, Michele, 83
Kennett, Katrina, 102, 148
Kerkhoff, Shea, 33, 42, 71, 148
Kersey, Sara, 118
Kersten, Sara, 100, 138, 148
Kersulov, Michael, 40, 67
Kervin, Lisa, 29, 40
Kesler, Ted, 10, 108
Keyes, Christopher, 107
Khasilova, Dilnoza, 29, 107
Khurana, Chesta, 55
Kidd, David, 53

PARTICIPANTS

- Kidd, Julie, 133
Kieffer, Michael, 139, 146
Kiessling, Donna, 112
Kiili, Carita, 115
Killian Lund, Virginia, 126
Kilpatrick, Jennifer, 113
Kim, Jung-In, 25
Kim, Min-Young, 100
Kim, So Jung, 34, 65, 75
Kimbrell, Luca, 98
Kindall, Heather, 73
King, James, 144
Kingsley, Laurie, 65, 144
Kinloch, Valerie, 47
Kirshner, Jean, 86
Kist, William, 41
Kihara, Sharlene, 136
Klepcyk, Amy, 100
Kletzien, Sharon, 34
Knapp, Nancy, 66, 112, 125, 148
Knezek, Suzanne, 36
Knobel, Michele, 57
Knutson, Douglas, 94
Ko, Mon-Lin, 57
Koenig, Koala, 139, 148
Kohberger, Kaitlin, 38
Kohnen, Angela, 42, 85, 105, 138, 148
Kontovourki, Stavroula, 12, 36
Korkeamäki, Riitta-Liisa, 52
Korson, Stacey, 36, 148
Koss, Melanie, 43, 57
Kouwenberg, Silvia, 83
Krazit, Sean, 68
Krone, Beth, 84
Kuby, Candace, 10, 14, 39, 55, 65, 124, 138, 144, 148
Kucan, Linda, 44, 80
Kulbaga, Theresa, 116
Kunz, Kenneth, 11, 13, 72, 85, 98
Kuo, Li-Jen, 121
Kwak, Subeom, 54, 133
Kwon, Hyun Joo, 65
Kynard, Carmen, 159
La Croix, Leslie, 133
Labadie, Meredith, 109, 148
Ladd, Sophie, 31
Lam, Eva, 14, 87
Lambert, Claire, 29, 148
Lammers, Jayne, 84, 105, 143, 145, 148
Lammert, Catherine, 58, 73, 96, 128
Lampi, Jodi, 49, 83
Land, Charlotte, 58, 73, 113, 128
Landry, David, 5, 9, 42, 141, 142
Landry, Steven, 42
Langer, Judith, 124
Langston-DeMott, Brooke, 25
Lannin, Amy, 65, 144
Lapp, Diane, 111, 145
Lara, Gilberto, 40, 56, 75, 148
Larrotta, Clarena, 28
Larson, Joanne, 25
Larson, Sue, 80
Laster, Barbara, 14, 26, 105, 145
Latham Keh, Melissa, 137
Laughter, Judson, 4, 10, 11, 12, 37, 51, 145, 148
Lavender, Haylee, 73
Lawrence, Joshua, 119, 145, 146
Lawson, Jessica, 46
Lazar, Althier, 49, 120, 145
Leach, April, 45, 54, 148
Leander, Kevin, 4, 5, 9, 40, 102, 141, 148
Learned, Julie, 84
LeBlanc, Robert, 117
Lee, Bridget, 12, 33, 69, 94
Lee, Carol, 56, 76, 80
Lee, Guang-Lea, 57, 73, 148
Lee, Jeonghyun, 47
Lee, Sungyoon, 121
Lee, Valarie, 95
Lee, Vera, 82, 148
Lee, Ying-Hsuan, 75
LeeKeenan, Kira, 73, 82, 113, 128
Leer, Rachel, 104
Leftwich, Stacey, 95
Leider, Christine, 31, 148
Leija, María, 75, 93, 105, 148
Leisner, Melissa, 75
Leitze, Amy, 40
Lemanski, Laura, 67
Lemieux, Amélie, 79
Lemrow, Erin Moira, 85
Lenters, Kimberly, 74, 145
Lesaux, Nonie, 139
Lesley, Mellinee, 78, 94
Levine, Bruce, 82
Levine, Sarah, 29
Lewis, Cynthia, 59, 70, 85, 124, 142, 146
Lewis, Elizabeth, 66
Lewis, Mark, 67, 96, 148
Lewis, William, 68
Lewis Ellison, Tisha, 10, 15, 24, 69, 148, 159
Lewis-Fokum, Yewande, 83, 148
Lewison, Mitzi, 126
Lewis-Spector, Jill, 45
Li, Cuiying, 138
Li, Guofang, 78, 90, 129, 143, 146
Li, Linlin, 81
Li, Pei, 89
Li, Shuzhan, 78, 148
Li, Xian, 84
Liebfreund, Meghan, 122, 148
Lightner, Sarah, 100
Lin, Chun-ru, 138
Lin, Grace, 119
Lin, Tzu-Jung, 54, 112
Linares, Rebecca, 66, 148
Lipson, Catherine, 68
Liu, Rossina, 11, 114, 121
Liu, Xiaoming, 78
Liu, Yu, 89
Liwanag, Maria, 128
Logan, Kenneth, 139
Lohr, Heather, 82
Lombardi, Cheryllanne, 112
Long, Stacia, 96
Loomis, Stephanie, 111
Lopez-Ladino, Monica, 41
Lopez-Robertson, Julia, 38, 77, 123, 148, 159
Lopez-Velasquez, Angela, 58
Loretto, Adam, 99, 148
Lotherington, Heather, 57
Lovette, Gail, 30, 145
Lovvorn, Jason, 107
Low, Bronwen, 98
Low, David, 11, 30, 42, 50, 70, 83
Lowry, Hannah, 72
Lubke, Jennifer, 113
Lucero, Audrey, 37, 38
Luck, Jennifer, 69
Luke, Allan, 4, 9, 18, 81
Lupo, Sarah, 28, 33, 135
Lybarger, Loren, 75
Lycke, Kara, 99
Lyiscott, Jamila, 32
Lyke, Kara, 123
Lynch, Jacqueline, 10, 82
Lysaker, Judith, 11, 44, 108, 128, 143, 145
Macaluso, Kati, 42
Macaluso, Michael, 42
MacArthur, Charles, 11, 15, 110, 125
MacGillivray, Laurie, 123, 148
Machado, Emily, 44, 58, 126, 148
Mackey, Margaret, 97
MacPhee, Deborah, 135
Magee, Maryliz, 50
Magne, Cyrille, 46
Magnifico, Alecia, 112, 148
Mahalingappa, Laura, 117
Mahany, Katie, 88
Maher, Bridget, 8, 57, 148
Maine, Fiona, 46
Majors, Yolanda, 76
Malloy, Jacquelynn, 13, 98, 104, 113, 143, 145, 148
Mallozzi, Christine, 10, 69
Maloch, Beth, 72, 82, 128, 146
Malo-Juvera, Victor, 139
Malova, Irina, 35
Mancilla-Martinez, Jeannette, 34, 139
Manderino, Michael, 38, 51, 86, 143, 145, 146, 148
Manning, Logan, 29, 56, 65, 74
Mantei, Jessica, 29
Maravilla-Cano, Joanna, 75
Marciano, Joanne, 82, 137, 148
Margarella, Erin, 108, 148
Marinak, Barbara, 14, 98
Marsh, Valerie, 47, 78, 148
Martell, Jessica, 29
Martens, Prisca, 127, 128, 136
Martens, Ray, 128
Martin, Anita, 34
Martin, Lee, 116
Martin, Leigh Ann, 88
Martin, Nicole, 96, 148
Martinez, Danny, 32, 48, 136
Martinez, Kimberly, 43
Martinez, Miriam, 12, 57, 65, 95, 144
Martinez, Ramon, 24, 32, 58, 80, 159
Martinez-Alba, Gilda, 24

PARTICIPANTS

- Martínez-Álvarez, Patricia, 31
Martínez-Roldan, Carmen, 46, 123, 134, 136, 143, 146
Martin-Kerr, Keitha-Gail, 50, 100, 148
Marty, Melanie, 59
Mason, Annie, 46, 56, 73
Massey, Dixie, 143
Massey, Susan, 35
Mathis, Janelle, 75, 123
Mathison, Maureen, 75
Matson, Sandra, 52
Matsumura, Lindsay Clare, 48, 54
Mattar, Lina, 47
Matthews, Sharon, 133, 148
Matuchniak, Tina, 140
Maxion, Amanda, 105
Maxwell, Lyndi, 134
May, Laura, 55, 145
McArthur, Sherell, 33, 133
McBee Orzulak, Melinda, 100
McCarthy, Sarah, 102, 146
McCarthy, Mark, 82
McCarthy, Samantha, 50
McCarty, Ryan, 49, 120, 148
McClay, Jill, 10, 103, 148
McClure, Erin, 118
McDermott, Mairi, 74
McDonald Van Deventer, Megan, 67, 146, 148, 149
McElhone, Dot, 109
McEneaney, John, 67, 72, 89, 146
McFadden, Jenny, 122
McGill-Franzen, Anne, 4, 16, 30, 43, 50, 90, 145
McGill-Wilkinson, Rebecca, 16, 85, 96
McGriff, Mary, 10, 45, 64, 135, 159
McIlwain, Mary Jane, 28
McKenna, Michael, 28, 29, 74, 98, 119, 146, 148
McKenzie, Cori, 42
McKeown, Margaret, 54
McKiever, Danielle, 77
McKim, Courtney, 29
McKinney, Marilyn, 52, 96, 148
McLean, Cheryl, 79, 135
McManus, Michael, 72
McManus, Molly, 103, 128
McMillon, Gwendolyn, 11, 44, 51, 68, 90, 143, 145, 146, 159
McQueen, Candice, 30
McQuitty, Vicki, 11, 26, 44, 111, 148
McTavish, Marianne, 36
McTigue, Erin, 96, 125
McVee, Mary, 49, 98, 107, 115, 145, 148
McVerry, Greg, 11, 94, 111, 143, 145
Meacham, Shuaib, 45
Meacham, Sohyun, 49, 77, 145
Medina, Carmen, 46, 74, 85, 140, 143
Mehta, Rohit, 27, 70, 148
Mein, Erika, 10, 55, 145
Mejía-Vélez, María Camila, 72
Mendelowitz, Belinda, 103
Menickelli, Kristin, 113
Merchant, Guy, 36, 94
Mesmer, Heidi, 15, 51, 103, 118
Metz, Mike, 110
Meyer, Amber, 58
Meyer, Carla, 68, 148
Meyers, Makila, 45
Michener, Catherine, 133, 148
Mihocko-Bowling, Emily, 141, 148
Milby, Tammy M., 78
Miller, Angie, 94
Miller, Catherine, 80
Miller, Henry, 96
Miller, Mary, 55
Miller, Samuel, 53
Miller, Sara, 72
Milner IV, H. Richard, 18, 89
Miner, Kristie, 84
Mirra, Nicole, 95, 136, 137
Mitchell, Chrystine, 48
Mitchell, Jessica, 34
Mock, Jin-Sil, 119
Mohr, Kathleen, 121, 138, 148
Moje, Elizabeth, 56, 57, 146
Mokhtari, Kouider, 39, 85
Möller, Karla, 32, 124
Monobe, Gumiko, 26
Montano, Elizabeth, 32
Moon, Chi Yun, 121
Moorman, Gary, 68
Mora, Raul, 41, 72, 84
Morales, P. Zitlali, 87, 148, 159
Moran, Renee, 25, 69, 113, 148
Moreau, André, 31
Moreno, Jose, 27
Morgan, Denise, 47, 111
Morgan, Mary Jo, 84
Morrow, Leslie, 98, 140, 145, 146
Moses, Annie, 119
Moses, Lindsey, 110, 123, 140, 148
Mouza, Chrystalla, 105
Muhammad, Gholnecar, 12, 33, 122, 133, 145
Mullins, Amy, 72, 148
Munger, Sarah, 118
Muñoz, Kattia, 80
Munsell, Sarah, 110
Munsell, Sonya, 94
Munson-Warnken, Megan, 66, 148
Murdock-Perriera, Lisel, 55
Murillo, Luz, 77, 145, 148
Murray, Anne, 74
Murray, Bruce, 28
Murray, Geralyn, 28
Myers, Joy, 13, 24, 44, 66, 148
Myhill, Debra, 103
Na, Bokhee, 65
Nachowitz, Marc, 125, 144
Namkung, Jessica, 119
Napoli, Ashley, 113
Napoli, Mariateresa, 37
Naqvi, Rahat, 124
Nash, Elizabeth, 113
Nasir, Ambareen, 75
Nasir, Na'ilah, 76
Nayan, Rohany, 69
Neel, Joanna, 104
Nelson, Kobi, 25
Nelson, Ryan, 128
Nelson, Sara, 15
Ness, Molly, 28, 73
Neuman, Susan, 65, 81, 146
Neville, Mary, 43, 65, 110
Newcomer, Sarah, 26, 88, 148
Newell, George, 42, 54, 85, 100, 110, 124, 133
Newman, Katherine, 77
Newman, Kerry, 116
Newton, Joanna, 36
Nichols, Naomi, 98
Nichols, T. Philip, 33, 79, 126
Nie, Alice, 108
Niedbalski, Benjamin, 94
Noel, Lesley, 43
Nogueira, Gabriela, 75
Nogueron-Liu, Silvia, 10, 15, 37, 71, 87, 106, 144, 145, 148, 159
Norman, Rebecca, 44
Norvell, Cassie, 47
Nyachae, Tiffany, 11, 59, 144
Obenchain, Kathryn, 50
Obitz-Bukartek, Melanie, 11, 144
O'Brien, Dana, 109
O'Brien, David, 42, 58, 67, 143, 145
O'Byrne, William Ian, 13, 39, 94, 111, 143, 145
O'Connor, Michael, 29
O'Daniels, Katherine, 109
O'Donnell, Kristie, 83
Ohle, Kathryn, 72, 148
Oliver, Lucy, 103
Olmstead, Kathleen, 39
Olson, Carol, 112, 140
Orellana, Marjorie, 31, 43, 124, 159
Orellana, Pelusa, 38, 53, 80, 145
Orrego, Tyrone Steven, 84
Ortlieb, Evan, 78
Ortmann, Lisa, 42, 58, 95, 121, 148
Ortmeier-Hooper, Christina, 112
Osborn, Anna, 122
Osman, David, 128
Ossa Parra, Marcela, 56
Osvath, Csaba, 113
Otto, Peggy, 104
Oviatt, Rae, 76, 115
Owen, Amy, 50
Pacheco, Mariana, 10, 107
Pacheco, Mark, 73, 95, 148
Paciga, Kathleen, 30, 135, 145, 148
Palincsar, Annemarie, 44, 146
Palmer, Barry, 113
Pandya, Jessica, 27
Panos, Alexandra, 75, 108, 115, 148
Papke, Allison, 87, 124
Papoi, Kristin, 84
Paratore, Jeanne, 24, 112
Paretti, Lois, 96
Park, Hyejeong, 126
Park, Jeong Hyun, 121

PARTICIPANTS

- Park, Jeongbin, 47
Park, Jie, 72, 107
Park, Jungyoung, 96
Park, Sohee, 27, 105
Parsons, Chris, 31
Parsons, Seth, 74, 81, 99, 104, 112, 145, 148
Pascoe, Jeffrey, 35
Pasquarella, Adrian, 74, 119
Patino, Daisy, 128
Patterson, Ashley, 47
Patterson, Leslie, 113
Paul, Casey, 36, 111
Paulick, Judy, 66
Pearson, P. David, 7, 14, 24, 111, 125, 140, 145, 146
Pedersen, Joelle, 56, 88, 148
Peel, Anne, 29, 43, 99, 148
Pek, Yvonne, 26, 32, 58
Pelatti, Christina, 128
Peltier, Marliese, 87
Pendergrass, Emily, 4, 45, 104, 114, 148
Pendleton, Melissa, 104, 121
Pennell, Summer, 100
Pennington, Julie, 10, 50, 107
Pennington, Sarah, 104
Perez, Ashley, 59
Perez, Melissa, 59
Perez, Natasha, 25, 42
Perkins, J. Helen, 41
Perry, Kristen, 10, 15, 58, 78, 84
Perry, Tonya, 159
Perry, Lindsay, 97
Peterman, Nora, 57, 67, 74, 115, 148
Peters, Charles, 26
Peterson, Katie, 114
Petroni, Robert, 125
Philippakos, Zoi A., 11, 110, 116, 148
Phillips, Sara, 134
Phillips, Nathan, 10, 39, 119, 126, 146
Phillips Galloway, Emily, 99
Piazza, Susan, 49
Picard, Michelle, 99
Pickens, Mario, 55
Pierczynski, Melissa, 74, 112
Piestrzynski, Laura, 57
Pigozzi, Grace, 27, 48, 72, 148
Plachowski, Tara, 96
Player, Grace, 83, 122
Plummer, Emily, 33, 88
Poist, Hanna, 122
Polat, Nihat, 117
Pole, Kathryn, 74, 85, 94, 148
Pollard-Durodola, Sharolyn, 35, 65, 148
Polleck, Jody, 101
Pomerantz, Francesca, 127
Popp, Jacquelynn, 46
Porath, Suzanne, 48, 148
Portier, Christine, 103
Potteiger, Lori, 30
Potter, Breanne, 39
Potvin, Ashley, 27
Powell, Jennifer, 14, 51, 145
Powell, Rebecca, 11, 139
Pratt, Kristen, 16
Pratt, Sharon, 34
Pray, Lisa, 73, 95
Pressley, Tim, 102, 105
Price, Latasha, 24
Price, Vincent, 12
Price-Dennis, Detra, 16, 41, 90, 112, 143, 145
Prince, Shannon, 149
Proctor, Patrick, 56, 79, 133
Protacio, Maria Selena, 16, 38, 87, 145, 149, 159
Pruitt, Alina, 94
Psycher, Tracey, 31, 70
Puccioni, Jaime, 81
Puzio, Kelly, 11, 74, 107, 145
Pylvainen, Sandra, 76
Pytash, Kristine, 78, 84, 94, 118, 149
Quast, Erin, 116
Quinn, Margaret, 36, 101
Rainey, Emily, 56, 57, 118, 149
Rainville, Kristin, 108
Rajendram, Shakina, 103
Ramia, Amanda, 49
Ramirez, Daniel, 84
Rand, Muriel, 135
Randall, Ryann, 47
Randel, Maryl, 141, 149
Raphael, Taffy, 37, 145, 146
Rawls, Erik, 102
Raynolds, Laura, 58
Razfar, Aria, 44, 75, 87, 145, 159
Reaser, Jeff, 110
Reaves, Melanie, 11, 86, 105, 149
Reinking, David, 11, 34, 111, 145, 146
Repko-Erwin, Melia, 33, 126
Resendez, Nora, 35
Reutzel, Douglas, 29
Revelle, Katie, 97
Reyes, Iliana, 11, 46, 144, 145
Reynolds, Dan, 79, 138
Reynolds, Todd, 49, 149
Rhodes, Joan, 78, 105, 149
Rice, Mary, 105
Richards, Janet, 68, 99
Riley, Kathleen, 48, 70, 116
Ringler-Pet, Sue, 111, 113
Rintamaa, Margaret, 40
Risko, Victoria, 16, 30
Ritchie, Scott, 58
Roberts, Kathryn, 36
Roberts, Leslie, 98
Roberts, Theresa, 140
Robertson, Dana, 48, 112, 145, 149
Robertson, Joanna, 41
Robertson, Marla, 68, 74, 85, 113, 149
Robnolt, Valerie, 11, 51, 149
Rochester, Shana, 78
Rodgers, Emily, 71, 138, 146
Rodgers, Kenna, 43
Rodriguez, Ana, 41
Rodriguez, Sanjuana, 57, 149
Rodriguez-Vazquez, Heriberto, 75
Roe, Mary, 73
Roehrig, Alysia, 102, 105
Roesch, Gretchen, 54
Rogers, Rebecca, 5, 10, 51, 115, 143, 146
Rombalski, Abigail, 25, 149
Ronan, Briana, 83
Rosaen, Cheryl, 87
Rosborough, Alex, 116
Rosen, Dana, 73, 123
Roser, Nancy, 128
Ross, Rachael, 98, 118
Roue, Bevin, 67
Rouse, Rob, 136
Rowe, Deborah, 4, 14, 30, 57, 86, 103, 143, 146
Rowe, Marjorie, 125
Rowland, Leslie, 82
Rowsell, Jennifer, 5, 9, 39, 78, 79, 110, 115, 124, 141, 142
Roy-Campbell, Zaline, 55, 115, 149
Ruan, Jiening, 26, 49, 78
Rubin, Jessica, 58, 113, 128
Ruel, Julie, 31
Ruglis, Jessica, 98
Rumberger, Alyson, 45, 122
Rumenapp, Joseph, 69, 75, 114
Rush, Leslis, 49
Rusoja, Alicia, 24, 83
Rust, Julie, 59, 85, 140
Rutherford, Angela, 45
Rwanda, Stella, 137
Ryan, Caitlin, 10, 31, 41, 68
Ryan, Tammy, 26, 105
Saal, Leah Katherine, 11, 27, 145, 149
Sabey, David, 73
Sableski, Mary-Kate, 52, 149
Sachdeva, Kanika, 108
Sadiq, Assadullah, 78
Saenz, Laura, 35
Sailors, Misty, 12, 33, 44, 65, 144, 145, 149
Salas, Rachel, 12, 51, 75, 149
Salazar Patiño, Tatiana, 72
Salguero, Yesenia, 27
Salley, Leslie, 113, 118
Salloum, Serena, 69
Salmeron, Cori, 58, 73, 96, 128
Salmon, Diane, 45
San Pedro, Timothy, 32
Sanchez, Lenny, 10, 65, 97, 144
Sanchez, Sergio, 116
Sanden, Sherry, 72, 149
Sanders, Amanda, 29, 86, 107
Sanders, Jennifer, 44
Sanders, Khahlia, 116
Sanders, Rachel, 88, 127
Santori, Diane, 113
Sapp, Lee, 114
Sasaki, Yusuke, 78
Sauban, Taylor, 106
Saul, Wendy, 42, 105
Saunders, Jane, 115, 149
Savitz, Rachelle, 29, 42, 84, 149
Sawyer, LaToya, 33
Scales, Roya, 44, 74, 101, 113, 149
Scanlon, Donna, 54
Schachter, Rachel, 29, 109, 149
Schaefer, Ryan, 54, 69
Schafer, George, 118

PARTICIPANTS

- Schall, Janine, 123
Schallert, Diane, 47, 58, 93, 94, 103, 128, 143, 149
Schall-Leckrone, Laura, 54
Scharber, Cassandra, 70, 85
Scheckelhoff, Carrie, 97
Schey, Ryan, 41, 117, 118
Schieble, Melissa, 139
Schluens, Amber, 121
Schlup, Maria, 122
Schneider, Jenifer, 96, 97, 108, 113
Schneider Kavanagh, Sarah, 118
Schott, Alex, 58, 70, 149
Schroeter, Sara, 59
Schutz, Kristine, 118, 149
Schwab, Emily, 83
Schwartz, Nate, 30
Schwerdtfeger, Rebecca, 138
Sciurba, Katie, 122
Scott, Chyllis, 96, 149
Scott, Deborah, 43
Scott, Jill, 135
Scott, John, 42, 108
Scott, Judith, 24, 145
Sealy-Ruiz, Yolanda, 12, 33, 129, 144, 145, 159
Seemuth, Leanne, 107
Seglem, Robyn, 95
Seipel, Ben, 139
Sell, Corey, 99
Sellers, Teresa, 33
Selling, JoeyLynn, 105
Semingson, Peggy, 74
Serafini, Frank, 67, 110, 114
Serebrin, Wayne, 97
Shanahan, Lynn, 49, 143
Shannon, Patrick, 13, 88, 101, 102
Shaw, Donita, 15, 58, 107, 117
Sheahan, Annmarie, 39
Sheehy, Margaret, 54, 149
Sheffield, Caroline, 72
Shelby-Caffey, Crystal, 104
Shelton, Ashley, 70, 72, 149
Shelton, Stephanie Anne, 50, 73, 100, 117, 149
Shimek, Courtney, 37, 106
Shin, Dong-shin, 39, 66
Shin, Ji Hye, 27
Shinas, Valerie, 52, 96, 105, 149
Short, Kathy, 123, 136
Shur, Anna, 29, 107
Siegel, Marjorie, 36
Siekmann, Sabine, 109
Siffrinn, Nicole, 59
Silver, Lori, 99
Silverman, Rebecca, 79, 133, 146
Silvestri, Katarina, 49, 111
Simon, Rob, 10, 42
Simonsmeier, Vicki, 121
Simpson, Alyson, 86, 127
Simpson, Kahlil, 39
Sivashankar, Nithya, 66
Skelley, Dana, 43
Skerrett, Allison, 73, 113, 145, 159
Skibbe, Lori, 101
Sklrac Lo, Rachel, 31, 50, 121, 149
Small, Erin, 66
Smetana, Linda, 44, 52
Smit, Julie, 45
Smith, Amanda, 31, 42
Smith, Anna, 67, 78, 84, 95, 102, 117, 149
Smith, Antony, 99, 121, 146, 149
Smith, Blaine, 67, 145, 146
Smith, Bridget, 54
Smith, Carol, 27, 113, 149
Smith, David, 54
Smith, Hiawatha, 53, 149
Smith, Jennifer, 30, 74, 145, 149
Smith, Karen, 78, 149
Smith, Rebecca, 42
Soares, Laura, 35
Sobolak, Michelle, 87
Solic, Kathryn, 48, 149
Song, Kwangok, 65, 75, 94, 149, 159
Song, Yi, 125
Souto-Manning, Mariana, 29, 56
Sowa, Patience, 11, 16, 40, 78, 144, 149
Sparks, Jesse, 71, 125
Spear, Annie, 27
Spector, Karen, 55, 74
Spence, Lucy, 38
Sperling, Jenny, 88
Spichtig, Alexandra, 35
Spiering, Jenna, 117, 125
Spires, Hiller, 42, 111
Spiro, Rand, 86
Springer, Sheree, 43
Stagg Peterson, Shelley, 82, 103, 149
Stahl, Norman, 11, 83, 144, 145, 146
Stamatis, Kristina, 120, 136
Starks, Francheska, 36
Steckel, Barbara, 96
Stegg, Susanna, 49
Stefanski, Angela, 30, 40, 45, 149
Steiner, Lilly, 35, 95
Stephens, Diane, 16, 50, 90, 149
Stephens, S. Joy, 78
Stevens, Margie, 43
Stewart, JesAlana, 75
Stewart, Mary, 26, 88, 149
Stewart, Olivia, 50, 149
Stewart, Samantha, 73, 149
Stewart, Trevor, 88
Stewart-Wells, Gillian, 54
Stillman, Jamy, 81, 120, 149
Stinnett, Melissa, 47, 105
Stordahl, Marian, 107
Storm, Scott, 84, 109, 149
Stornaiuolo, Amy, 10, 33, 79, 88, 108
Stortz, Rebecca, 95
Strachan, Stephanie, 81, 97
Strong, John, 74
Strong, Kristin, 120
Struck, Maggie, 31
Struthers, Kathryn, 81, 120
Stuft, Carolyn, 39, 102
Stumpf, Rachel, 112
Sturtevant, Elizabeth, 24
Stutelberg, Erin, 50
Suizzo, Marie-Anne, 128
Sulentic Dowell, Margaret-Mary, 101
Sulzer, Mark, 125, 149
Sumara, Dennis, 123, 146
Sun, Zhuo, 78
Sung, Yoo Kyung, 76, 77, 123, 159
Svrcek, Natalie, 40, 58, 73, 82, 128
Swaggerty, Elizabeth, 12, 45, 82, 95, 149
Swauger, Sarah, 126, 149
Sweeney, Sherridon, 87
Taboada-Barber, Ana, 139
Tackett, Samantha, 105
Tanner, Samuel, 40
Tarbett, Leslee, 123
Taylor, Christine, 122
Taylor, Laura, 11, 25, 48, 105, 128, 134, 149
Taylor, Laurel, 42
Taylor, Roberta, 36
Teale, William, 57
Teichert, Laura, 80
Tenore, Blake, 109, 114, 149
Thacker, Shirley, 30
Tham, Sarah, 58
Thanos, Theresa, 133
Thein, Amanda, 41, 125, 149
Thiel, Jaye, 14, 55, 120, 138, 146
Thomas, Ebony Elizabeth, 10, 30, 43, 64, 67, 90, 115, 149
Thomas, Jeff, 136
Thomas, Katie, 96
Thomas, Kim, 33
Thomas, Michael, 69
Thompson, Kierstin, 139
Thompson, Nicole, 99
Thompson, Rachel, 34
Thornton, Natasha, 104, 149
Ticknor, Anne, 27, 68, 82, 102, 149
Tierney, Jessica, 59, 124
Tierney, Rob, 29, 145
Tikkinen, Siinamari, 52
Tochelli-Ward, Andrea, 55, 70, 139, 149
Toll, Cathy, 48
Tondreau, Amy, 45
Toney, Jennifer, 41
Torres, Andrew, 140
Torres, Myriam, 77, 149
Tortorelli, Laura, 15, 80, 101, 118, 149
Tousley, Elias, 35
Towner, Joy, 133
Townsend, Dianna, 49, 139
Townsend, Jane, 85
Tracy, Kelly, 44, 101, 113
Trainin, Guy, 42, 149
Tran, Yune, 49
Trigos-Carrillo, Lina, 82, 115, 149
Troiano, Beverly, 75
Tropp Laman, Tasha, 44
Tsarykovska, Olha, 106
Tucker-Raymond, Eli, 38
Turbill, Jan, 29, 43
Turnbull, Sarah, 27, 55
Turner, Jennifer, 23, 137, 146, 159
Twining, Phillip, 74

PARTICIPANTS

- Uchikoshi, Yuuko, 38
Ukkola, Annette, 52
Uribe, Sara, 72
Vadasy, Patricia, 140
Vagle, Mark, 10, 31, 73, 145
Valencia, Sheila, 42, 101, 146
Valente, Patricia, 135
Valenzuela, Cecilia, 27, 120
Valenzuela, Maria, 80
Van Horn, Selena, 41, 59, 117, 149
Van Meeteren, Beth, 49
Van Vaerenwyck, Leah, 105
Van Wig, Ann, 29
Vander Zanden, Sarah, 10, 97, 149
VanDerHeide, Jennifer, 11, 15, 42, 65
Vandeusen-Macleod, Betsy, 27
Vanzandt, Christina, 73
Vasquez, Vivian, 126
Vasudevan, Lalitha, 55, 98
Vasudevan, Veena, 27, 79
Vaughan, Andrea, 44, 149
Vaughn, Margaret, 13, 74, 87, 105
Ventura-Kalen, Karen, 29, 107
Verlaan, Wolfram, 78, 149
Vernon-Feagans, Lynne, 65
Vetter, Amy, 11, 139
Villada, Santiago, 84
Villarreal, Alicia, 33
Villarreal, Doris, 40, 128
Vlach, Saba, 48, 58, 73, 128
Vogler, Jane, 94
Vokatis, Barbara, 118
Von Gillern, Sam, 15
Vujaklija, Amy, 47
Wadham, Rachel, 31
Wager, Amanda, 59, 149
Wagh, Aditi, 38
Wahleithner, Juliet, 56
Waldron, Chad, 72, 87, 149
Walker, Ian, 118
Walker, Nancy, 84
Walker-Dalhouse, Doris, 11, 59, 144, 145
Wallace, Kelly, 96
Walpole, Sharon, 34, 74, 119, 143, 146, 149
Walsh, Marguerite, 48
Walsh-Moorman, Beth, 41
Walski, Melanie, 69, 105
Wang, Angela, 121
Wang, Chih-hsuan, 28
Wang, Elaine, 48, 71, 149
Wang, Jing, 75
Wang, Qian, 78
Wang, Yang, 38
Ward, Alessandra, 140
Ward, Brooke, 88
Ward, Natalia, 16, 38, 43
Ward Parsons, Allison, 24, 74, 81, 99
Ware, Donna, 69
Wargo, Jon, 41, 55, 69, 149
Warner, Jayce, 103, 128
Warrington, Amber, 128, 135
Washburn, Erin, 84
Washington, Simeko, 126
Watanabe, Lynne, 52, 102, 149
Watson, Vaughn, 82, 137, 145
Watts-Taffe, Susan, 116, 145
Webb, Sandra, 24, 36, 82, 102, 149
Webster, Joan, 109
Wei, Kan, 29
Weill, Christine, 128
Welsch, Jodi, 14, 51, 149
Welsh, James, 97
Wenz, Christopher, 49, 149
Wesolek, Andrew, 34
Wessel Powell, Christy, 85, 93, 140
West, Autumn, 102
Wetzel, Melissa, 10, 48, 72, 82, 90, 93, 104, 114, 128, 135, 145
Whitacre, Michelle, 120
White, Kelley, 52
White, Kristen, 87, 106, 126
Whitelaw, Jessica, 28, 70
Whitley, Jennifer, 42, 66
Whitmore, Kathryn, 44, 70
Whitsett, Beau, 26, 69
Whittaker, Meredith, 66
Whittingham, Colleen, 11, 44, 57, 73, 119, 144, 149
Wickens, Corrine, 16, 68, 82, 90, 144, 150
Wickstrom, Carol, 109, 113, 149
Wiebe, Molly, 112
Wieland, Karen, 139, 149
Wilburn, Marcy, 33
Wilcox, Bradley, 138
Wilcox, Kristen, 125
Wilder, Phillip, 36, 51, 80
Wilkinson, Ian, 24, 54
Williams, Amy, 75
Williams, Kyle, 47, 94
Williams, Nicola, 82
Williams Farrier, Bonnie, 159
Williamson, Thea, 113, 149
Willis, Arlette, 14, 44, 75, 144, 145
Willmore, Elizabeth, 128
Wilson, Ali, 28
Wilson, Joshua, 125
Wilson, Nance, 86
Wilson-Lopez, Amy, 66, 120
Wilton, Lesley, 54
Wimmer, Jennifer, 31, 116, 149
Winn, Maisha, 32, 85, 122
Wise, Crystal, 24
Wiseman, Angela, 106, 121, 137
Wissman, Kelly, 42
Wixson, Karen, 101
Wohlwend, Karen, 76, 86, 115, 135, 143
Wolbers, Kimberly, 113
Wolsey, Thomas, 111
Wong, Joanna, 48
Wood, Christiane, 104, 149
Woodard, Rebecca, 39, 44, 126, 149
Woods, Annette, 40
Woods, Heather, 111
Woodward, Lindsay, 123, 124
Worthy, Jo, 40, 96
Wright, Katherine, 27, 125
Wright, Tanya, 54, 81, 101, 145
Wu, Wen, 89
Xiang, Ran, 29
Xu, Shelley, 48, 52
Xu, Yunying, 124
Yaden, David, 100, 128
Yamazaki, Kasumi, 40
Yenika-Agbaw, Vivian, 123
Yi, Joanne, 135
Yoder, Karen, 44, 111
Yol, Ozge, 31, 93
Yoo, Monica, 159
Yoon, Bogum, 31, 93, 145
Yoon, HyeonJin, 139
Young, Craig, 102, 121
Young, Whitney, 109
Yuan, Ting, 135
Yurkewecz, Thea, 99
Zakeri, Bitu, 85
Zammit, Katina, 11, 32, 94, 105, 144, 149
Zamzow, Lois, 57, 149
Zapata, Angie, 65, 138, 144, 146
Zawilinski, Lisa, 29, 145
Zecker, Liliana, 75
Zenkov, Kristien, 10, 32, 42, 53, 116
Zhang, Jenny, 34
Zhang, Shuai, 96
Zhang, Zheng, 97
Zhou, Xiaodi, 117
Zhu, Leina, 35
Zhu, Shan, 138
Zoch, Melody, 15, 122, 145, 146
Zook-Howell, Dena, 48
Zygouris-Coe, Vicky, 7, 86

STAR SCHOLARS

Since 2009, the STAR program (Scholars of color Transitioning into Academic Research institutions) has mentored four cohorts of emerging scholars of color who are committed to conducting research on the literacy education and development of students from racially, ethnically, and linguistically diverse backgrounds; who have the capacity to successfully navigate the tenure and promotion process at predominantly White research institutions; and who are active and productive leaders within our organization and in the literacy profession.

STAR Fellows Session: Navigating the Academy: Voices of Early Career Literacy Scholars of Color

Friday, December 2, 2016, 1:15 to 2:45 pm Level 3, Cumberland 2

Chair:

Mileidis Gort, *The Ohio State University* (STAR Director)

Marcelle Haddix, *Syracuse University*; Bong Gee Jang, *Syracuse University*; Theda Marie Gibbs, *Ohio University*; April Baker-Bell, *Michigan State University*; Maneka Deanna Brooks, *Texas State University*; Lamar Johnson, *Miami University*; Yolanda Sealy-Ruiz, *Teachers College, Columbia University*; Ramon Martinez, *Stanford University*; Jennifer D. Turner, *University of Maryland*; Eurydice Bauer, *University of Illinois*; Carmen Kynard, *John Jay College of Criminal Justice/CUNY*; Tonya Perry, *University of Alabama at Birmingham*; Connie Williams Farrier, *California State – Fullerton*.

STAR Directors:

Mileidis Gort 2016-2018
Marcelle Haddix 2013-2016
Julia Lopez-Robertson 2010-2012
Jennifer Danridge Turner 2009-2010

STAR Fellows and Mentors 2009-2015

2015-2017

| | | |
|--------------------------------|---|--------------------------|
| April Baker Bell | <i>Michigan State University</i> | Tonya Perry |
| Lamar Johnson | <i>Miami University</i> | Jennifer Danridge Turner |
| Bonnie Jean (Williams) Farrier | <i>California State University Fullerton</i> | Carmen Kynard |
| Maneka Deanna Brooks | <i>Texas State University</i> | Eurydice Bauer |
| Bong Gee Jang | <i>Syracuse University</i> | Ramón Antonio Martínez |
| Patriann Smith | <i>University of Illinois, Urbana-Champaign</i> | Mileidis Gort |
| Theda Gibbs | <i>Ohio State University</i> | Yolanda Sealey-Ruiz |

2013-2015

| | | |
|-----------------------|---|-------------------------------------|
| Monica Yoo | <i>University of Colorado at Colorado Springs</i> | Allison Skerrett |
| Kwangok Song | <i>Arkansas State University</i> | Eurydice Bauer & Mileidis Gort |
| Maria Selena Protacio | <i>Western Michigan University</i> | Robert Jiménez |
| Mary McGriff | <i>New Jersey City University</i> | Yolanda Sealey-Ruiz and Tonya Perry |
| Soria Colomer | <i>University of South Florida</i> | María Fránquiz & Eurydice Bauer |
| Antonieta Avila | <i>University of Wisconsin Milwaukee</i> | Aria Razfar |

2011-2013

| | | |
|---------------------|--|---|
| Marva Solomon | <i>Angelo State University</i> | Wanda Brooks |
| Silvia Nogueroñ-Liu | <i>University of Georgia</i> | Patricia Enciso & Marjorie Orellana Faulstich |
| P. Zitlali Morales | <i>University of Illinois at Chicago</i> | Kathleen Hinchman |

2010-2012

| | | |
|----------------|---------------------------------|--------------------|
| Tisha Ellison | <i>Georgia State University</i> | Gwendolyn McMillon |
| Seemi Aziz | <i>University of Arizona</i> | María Fránquiz |
| Carol Brochín | <i>University of Arizona</i> | María Fránquiz |
| Yoo Kyung Sung | <i>University of New Mexico</i> | Kathy Au |

2009-2011

| | | |
|-----------------|---------------------------------|-------------------|
| Grace Enriquez | <i>Lesley University</i> | María E. Fránquiz |
| Ying Guo | <i>University of Cincinnati</i> | Lee Gunderson |
| Marcelle Haddix | <i>Syracuse University</i> | Mark Conley |



At The Casa Azafrán Community Center
 2195 Nolensville Pike
 Nashville, TN 37211
 Between I-440 and the Fairgrounds

Who we are

Our mission is to help Latino families realize their aspirations for social and economic advancement by promoting their integration into the Middle Tennessee community.

Conexión Américas is a local nonprofit organization established in 2002 that assists Latino immigrant families in their desire to start businesses, buy homes, improve their English, help their children succeed in school and improve the quality of their lives in Middle

Tennessee.

In 2012, we established **Casa Azafrán**, a nonprofit collaborative that brings together 10 organizations under one roof. Standing on Nolensville Pike, near I-440, at the gateway to Nashville’s most international and ethnically diverse district, Casa Azafrán is a place for health services and counseling; adult education and after-school programming for children and youth; mental health and financial counseling; performing and culinary arts.



“Parents as Partners” At a Glance

Participating Schools

Pre-Kindergarten

Casa Azafrán ELC, Bordeaux ELC

Elementary Schools

Cole, Charlotte Park, Tusculum, Haywood, Whitsitt, Shwab, JE Moss, Fall Hamilton, Paragon Mills, Glenview

Middle Schools

Croft, Apollo, Antioch, McMurray, STEM Prep, Cameron College Prep, Wright

High Schools

Glencliff, Overton, Antioch, Cane Ridge, STEM Prep High

2008-Present Participation

1,330
Parents
Representing
3,876

History of Partnerships with Metro Schools

- In Fall 2008, Conexión Américas inaugurated its first implementation of the Parents as Partners parental engagement program for Latino parents at Overton High School. Since then, the Parents as Partners program has added preK, elementary, and middle school level curriculums and worked extensively in the Antioch area.
- In Spring 2014, Conexión Américas inaugurated its first cohort of students in the National Council of La Raza’s Escalera: Taking Steps to Success Program. Enrolling 37 rising seniors at Glencliff High School, this program walks first generation immigrant & refugee college applicants through the career application process and supports them through high school graduation.
- In Fall 2014, Casa Azafrán opened its doors to become a Model PreK Center – a new hub for Southeast Nashville that features 80 preK spots.



Program Design

The Parents as Partners program:

- is peer-to-peer, led by trained parent facilitators
- is conducted completely in Spanish
- has a specific curriculum for preK, elementary, middle, and high school levels

“I really loved the activity where we learned what questions we could ask our child while reading. I did it at home and it was really exciting to have my son read and have a conversation with me about the book. This is something I’ll keep doing at home.” - Perla, Glenview Elementary parent

“The program gives you confidence because it helps you realize that as mothers, we don’t have to be perfect, that we each have different problems, but putting these tools in practice will help you in your relationship with your child and with your child’s teacher.” - Karina, Cole Elementary parent

“After finishing Parents as Partners, we noticed that the majority of parents who attended our school’s TCAP Night were all program graduates.”

– Edie High,
Family Involvement Specialist
for the Hillwood Cluster

Parental Engagement Program

Padres Comprometidos

Conexión Américas has been successfully implementing the Parents as Partners parental engagement program for Latino parents since 2008. The program, *Padres Comprometidos* in Spanish, aims to forge a working relationship between Latino parents and schools, to ultimately improve children’s academic achievement. Through this program, parents gain new knowledge and skills and develop the confidence necessary to improve the learning environment at home and advocate for services at school – despite the language and cultural barriers they may face. In turn, these parents can help improve their child’s chances for school success. Donated funds will be used for supplies that parent participants can use at home with their children, including science kits, math activities, and materials to make a book with their child. Additional funds will be used for refreshments and childcare, which make our program more accessible to parents.



Parent Graduates
from Haywood
Elementary,
Spring 2015

Parents from the Casa Azafrán ELC cutting materials to create a book with their child, Spring 2015



If interested or for more information, contact Maria Zapata, Family Engagement Manager at maria@conamericas.com
Conexión Américas is an approved MNPS vendor.



“The Nature of Journeys” cover art by Mary Nassar

Mary C. Nasser earned her Master of Fine Arts in Studio Art: Painting from Michigan State University. During her graduate studies, Mary also studied Medieval Art History abroad in London, England, and attended a monotype workshop in Mexico City. In 1996 she was a visiting artist and guest lecturer in Cluj-Napoca, Romania, where she lectured at Academia de Arte Vizuale “IOAN ANDREESCU” (Academy of Visual Arts) and exhibited her work in “Deschideti U.S.A.” (Open the Door) at the Casa Matei. Mary has had over 30 solo shows since 2002 and has been awarded numerous residency opportunities. Since 2007, she has participated in three public art projects in St. Louis, MO. Recently, Mary’s mixed-media map paintings and interview appeared in *Featuring* magazine. She is also a contributing artist in the book *Making Art From Maps: Inspiration, Techniques, and an International Gallery of Artists* by Jill K. Berry.