



LITERACY™
RESEARCH
ASSOCIATION

LITERACY RESEARCH: ILLUMINATING THE FUTURE

69th LRA Annual Conference
DECEMBER 4-7, 2019

Tampa Marriott Water Street



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ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association is composed of scholars who share an interest in improving literacy research and practices. LRA advocates research that enhances knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA sponsors a conference each year consisting of plenary addresses, paper sessions, poster sessions, roundtable discussions, alternative format sessions, and symposiums.

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 monthly newsletter.

LRA also sponsors a website and listserv. To support these activities, LRA maintains a fulltime administrative staff in Lagrange, GA.

For more information contact the LRA Headquarters at P.O Box 3105 Lagrange, GA 30241. Phone: 706-443-1334, Fax: 706-883-8215, <http://www.literacyresearchassociation.org>

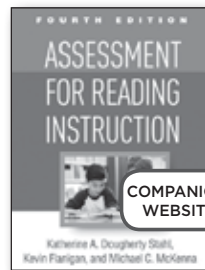
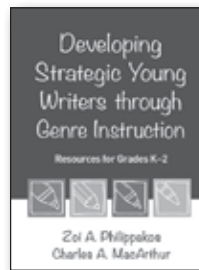
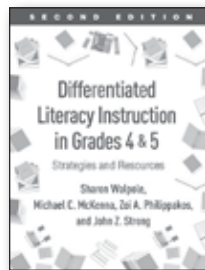
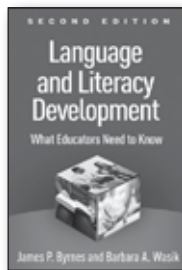
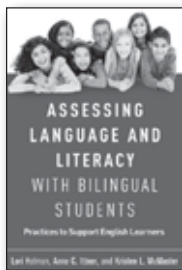
BOOK DISPLAY, SILENT AUCTION & EXHIBITS: WEDNESDAY–FRIDAY

The Silent Auction provides a unique and fun way to promote literacy and add to your professional library while bringing in vital revenue to LRA. Professional books authored by LRA members will be displayed throughout the conference. Each book will have a bidding sheet located beneath it. If you wish to bid, just add your name to the end of the list of bids. The highest bids will win the books. Bidding will close at 1:00 pm on Friday, December 6, 2019. Names of the highest bidders will be listed on the bidding sheet. You may purchase books on Friday, December 6, 2019 from 4:00 pm –7:00 pm and Saturday from 7:00 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 Press, Routledge, and Teachers College Press**

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Lori Helman, PhD
Anne C. Ittner, PhD
Kristen L. McMaster, PhD

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—Amy Frederick, PhD,
University of Wisconsin–River Falls

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James P. Byrnes, PhD
Barbara A. Wasik, PhD

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Michael C. McKenna, PhD
Zoi A. Philippakos, PhD
John Z. Strong, MEd

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—Paola Pilonieta, PhD, University of
North Carolina at Charlotte

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Resources for Grades K–2
Zoi A. Philippakos, PhD
Charles A. MacArthur, PhD
Foreword by **Jill Fitzgerald, PhD**

“Getting off to a good start in learning to write is critical for school success. Philippakos and MacArthur provide primary-grade teachers with the tools to make this happen.”—Steve Graham, EdD,
Arizona State University

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Kevin Flanigan, PhD
Michael C. McKenna, PhD

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University of Michigan

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Keys to School Improvement
Edited by **Allison Swan Dagen, PhD**
Rita M. Bean, PhD
Foreword by **Diane Kern, PhD**

“Each chapter in the second edition takes a close look at an essential topic through the lens of the literacy leader....This is my text of choice for learners in my graduate Leadership and Literacy course!”

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Texas A&M University–Corpus Christi

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WELCOME

Welcome to the 69th Annual Conference of the Literacy Research Association! We are indebted to you for submitting fabulous research proposals, the reviewers for providing thoughtful feedback, the Area Chairs for overseeing the review and acceptance process and Headquarters for pulling it all together into a workable schedule. We invite you to attend research presentations, plenary sessions, Innovative Community Groups (ICGs), Study Groups, and Standing Committee meetings. We think you will be invigorated and inspired while attending LRA 2019! To help you plan, here are a few highlights:

- Wednesday, December 4, 4:45 pm
Attend the Presidential Address! **Dr. Marcelle Haddix** will inspire us with her talk entitled, **This Is Us: Discourses of Community Within and Beyond Literacy Research**.
- Wednesday, December 4, 6:00 pm
Dr. Marcelle Haddix invites you to attend a reception immediately following the Presidential Address.
- Thursday, December 5, 7:15 am
Newcomers and doctoral students are invited to breakfast where you will meet other attendees and LRA leaders. RSVP required.
- Thursday, December 5, 7:15 am
Be sure to attend the **Standing Committee Meeting** of your choice! While there are appointed members to each committee, a great way to get involved is to attend their meetings with the possibility of future appointments.
- Thursday, December 5, 10:15 am
Attend the **Oscar S. Causey Address** to be given by last year's recipient for outstanding contributions to reading research, **Dr. James V. Hoffman**. He will explore the foundations of initial literacy teacher preparation and the need for change. In addition, the 2019 recipient will be revealed.
- Thursday, December 5, 3:00 pm
Join members of the **Reading Hall of Fame** for a mentoring session. RSVP preferred.



Betsy Baker



Gwen McMillon

- Thursday, December 5, 4:45 pm
Attend the Distinguished Scholar **Lifetime Achievement Award Address** to be given by **Dr. Sonia Nieto** who will recount the lessons she learned about language and literacy while learning to speak Spanish and then English.
- Thursday, December 5, 6:15 pm
Popcorn will be waiting for you at **Town Hall** where we will celebrate LRA's 2019 accomplishments and open the floor for conversations about how to advance LRA's mission.
- Friday, December 6, 1:15 pm
Celebrate STAR's 10th Anniversary by attending the **STAR Fellows Research Showcase**.
- Friday, December 6, 3:00 pm
Join the **Area Chairs** to learn more about how to write and review proposals for LRA 2020.
- Friday, December 6, 4:45 pm
Attend the **2019 Invited Address** to be given by renowned scholar **Dr. Barbara Rogoff**. Her talk is entitled, **What is the goal of learning? Lessons from Indigenous communities of the Americas**.
- Friday, December 6, 6:00 pm
Get involved with leadership by attending the **Annual Business Meeting** where you will hear reports by LRA's President, President-Elect, Vice President, and Treasurer.

continued on next page



- Saturday, December 7, 8:45 am
Join **JLR, LRTMP and RRQ Editors** for conversations about how to get published.

- Saturday, December 7, 10:30 am
Don't miss the 2019 grand finale, the **Integrative Review Panel** presented by scholars who represent a range of research paradigms. The panelists will challenge us to reexamine our own paradigms, update our methodological tools, and reconsider our own assumptions about the ways we can serve children and youth from diverse backgrounds using multiple perspectives to illuminate the future of educational research.

- Saturday, December 7, 12:00-5:00 pm & Sunday December 8, 8:00 am-noon
Stay Saturday afternoon and Sunday morning to join a new opportunity this year: **Literacy Research to Practice Forum**. Teachers, administrators, and policymakers will join us to dialog, critique, and brainstorm directions for literacy research. Pre-registration requested. <https://www.literacyresearchassociation.org/research-to-practice-forum>

- Join the following **ICGs (Innovative Community Groups)** each morning, 7:15-8:15

Doctoral Students, Formative Experiments & Design-Based Research, History, International, Multilingual & Translingual Literacies as well as Reading Clinics and Literacy Labs. <https://www.literacyresearchassociation.org/innovative-community-groups>

- Join **Study Groups** each day (noon-1:00) to engage in conversations about posthumanism, transformative activist stances, critical race theory, postsecondary literacy, Asian Americans Pacific Islanders, If I knew then what I know now, teacher education, disciplinary literacy, writing research, word studies, adult literacy, discourse analysis, graphic novels as well as conversations hosted by several ICGs.

- Peruse the **Exhibit Hall and Silent Book Auction**. Be sure to pick up your Silent Auction purchases Friday 4 pm – 7 pm and Saturday 7am-11am.

- After dinner each night (9:00 pm – 11 pm), come down to the hotel lobby bar for **Vital Issues** where you can meet and have conversations with old friends, new friends, plenary speakers, session presenters, ICG chairs, committee chairs, editors and LRA Board Members.

The theme, *Literacy Research: Illuminating the Future*, calls for paradigmatic, theoretical, methodological, and substantive diversity. We celebrate the polyphony of our rich and diverse field by recognizing that no one lens can fully capture the complexities and nuances of the phenomenon we refer to as literacy. We embrace a full gamut of perspectives and approaches to make sense of and advocate for literacy. Spend the week engaged in conversations about rigorous research that gleans insights from the past, sheds light on the present, and illuminates the future of literacy practices, policies, and research.

Have a fabulous conference!

Sincerely,

Elizabeth (Betsy) A. Baker
Conference Chair, President Elect
University of Missouri

Gwen McMillon
Conference Co-chair, Vice President
Oakland University

IN MEMORIAM



Roger C. Farr 1937-2019

Dr. Roger Farr was an Emeritus Chancellor's Professor of Education at Indiana University. During his more than 30 years in higher education he held esteemed positions within the field of reading research and instruction including President of the International Reading Association, Director of the Center of Innovation in Assessment at IU, and Co-Editor of *Reading Research Quarterly*.

Dr. Farr was the co-author of Harcourt School Publishers' K-8 basal reading program *Signatures and Treasury of Literature*, Steck-Vaughn's *Think Along: Comprehending as You Read* series, Harcourt's *Power Up: Building Reading Strength*, and Rally Education's *Think Reading*. Farr authored or edited both standardized tests and performance assessments including *Rigby Reads*, the *SSSMART*, the *Iowa Silent Reading Tests*, the *Metropolitan Achievement Tests*, and the *Language Arts Performance Assessments*. Roger served as a consultant to the *National Assessment of Educational Progress* as well. Farr was the author or co-author of countless articles, books, and monographs for the profession.

It was in 1984 that the International Reading Association honored Farr with the William S. Gray Citation for lifetime contributions to the teaching of reading. He was elected to the Reading Hall of Fame in 1986. In 1988 IRA named him Outstanding Teacher Educator.

Throughout his long career Dr. Farr taught students from pre-kindergarten through graduate school. He earned an Ed.D. in Reading and Educational Psychology from the State University of New York.



IN MEMORIAM



Professor Gunther Kress 1940-2019

On Thursday June 20th, 2019 the literacy community alongside adjacent fields like semiotics, media, writing and rhetoric studies lost an intellectual beacon in Professor Gunther Kress. As renowned as one can be in academia, Gunther changed the field by moving literacy beyond a focus on words to appreciate and acknowledge the substantive role of other modes of expression and representation such as images, hypertext, and film to name a few. Indeed, Professor Kress gave literacy a language and framework for interpreting texts in a more expansive, dynamic and diverse way.

Born in Germany in 1940, Gunther and his family relocated to Australia where he completed his schooling with the intent of becoming a furrier. Gunther sometimes referred to these early craft roots in the furrier

trade when he worked with his hands and tools as the early days of building a theory of multimodality. As a young man, Gunther completed an undergraduate degree in English literature at the University of Newcastle, Australia (1962-66). Having spent time as a researcher in Germany and the UK (University of Kent), he returned to his studies, taking a postgraduate course in linguistics at University College London under the late Professor Michael Halliday. He then moved to a lecturer post at the University of East Anglia. During this time Gunther was highly productive in his writing and thinking about social semiotics and linguistics with such scholars as Bob Hodge and Terry Threadgold. In 1978, Gunther returned to Australia where he took on a variety of senior administrative and academic roles while also carving out a scholarly reputation for work in critical linguistics and critical discourse analysis. It was around this time that Gunther, with the publication of *Learning to Write* (1982), moved into the domain of education and began work that would eventually shift the landscape of literacy by accounting for other modes of representation beyond language.

In 1991, Gunther moved back to the UK, taking up the post of Professor of English at the Institute of Education. In the early nineties, theorizing and writing about expansive views of literacy beyond language and based within social semiotics was not an easy or straight-forward pursuit and in this way and others, Gunther was truly a trailblazer. In 1997 he wrote a ground-breaking book about children and meaning making entitled *Before Writing*. With this book, Gunther gave the field a rich account of children's varied pathways into literacy demonstrating clearly and eloquently the complex patterns of children's meaning making. When asked about the book, Gunther modestly described it as having moderate take-up and very much informed by his tremendous respect for young children's capacities as meaning makers.

It was around this time that Gunther began his long collaboration with Carey Jewitt. In addition, he collaborated with van Leeuwen on *Reading Images: The Grammar of Visual Design* (2006), a tremendously well-cited tome on design and multimodality that has since had several editions and serves as course readings in most media, material culture, literacy, and communications foundations courses at universities around the world. All of this work developed Gunther's view that communication is always and inevitably multimodal, and that each mode is a site for agency but operates within existing structures. In relation to the Literacy Research Association, in 2004, Gunther gave a keynote address at the National Reading Conference sharing his many writings within the field of multimodality. The fact that a social semiotician gave a keynote at the leading reading and literacy organization signals his stature as a visionary.

Behind all of his writings and stunning international profile, Gunther always had time for his family, friends, and colleagues. Generous, warm hearted, incredibly supportive, and above all else modest, Gunther leaves a hole within the field and he is dearly missed by so many colleagues. There will always be a chair for him at Carluccio's across from Euston Square tube stop, where he would sit, laugh and share his brilliance with anyone and everyone. Speaking for myself, I treasure the times I sat beside him.

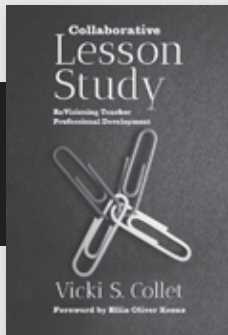
Jennifer Rowsell, University of Bristol

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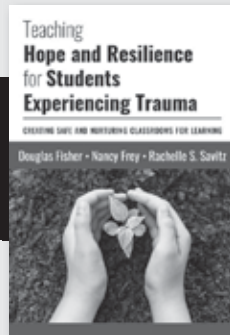
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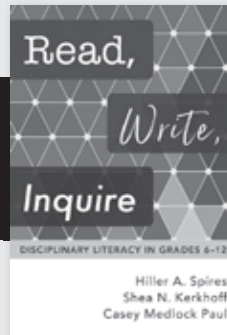
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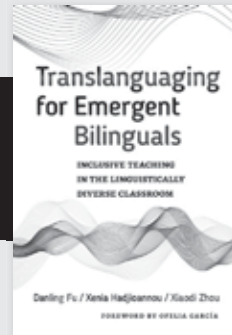
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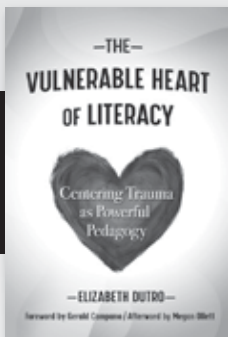
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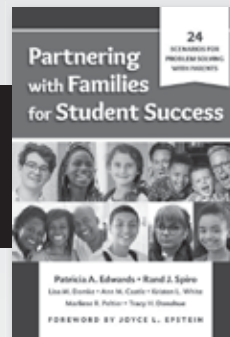
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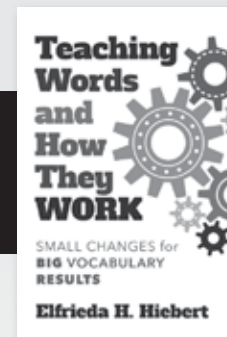
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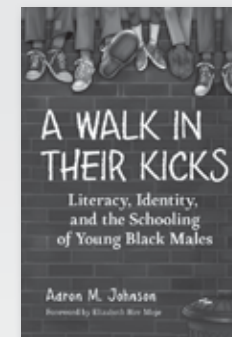
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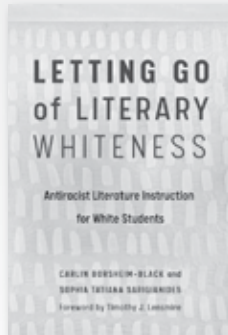
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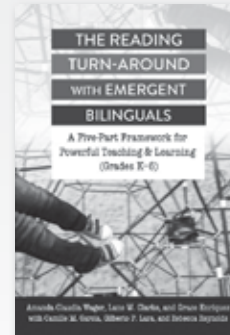
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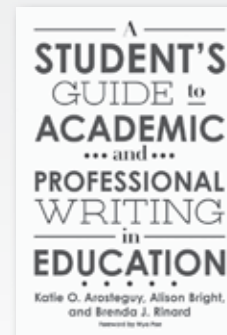
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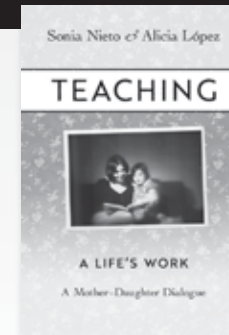
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PLENARY ADDRESSES

2019 Presidential Address

Marcelle Haddix – Wednesday, December 4

4:45 – 6:00 p.m. Grand Salons E, F, G, H, I, and J.

This Is Us: Discourses of Community Within and Beyond Literacy Research



Oscar S. Causey Address

James V. Hoffman - Thursday, December 5

10:15 -11:45 a.m. Grand Salons E, F, G, H, I, and J.

Practicing Imagination and Activism in Literacy Research, Teaching and Teacher Education “I still don’t know how to change the world with rocks.”



Distinguished Scholar Award Address

Dr. Sonia Nieto – Thursday, December 5

4:45 – 6:00 p.m. Grand Salons E, F, G, H, I, and J.

A Lifetime of Language, Literacy, Identity, and Solidarity



Invited Address

Barbara Rogoff – Friday, December 6

4:45 – 6:00 p.m. Grand Salons E, F, G, H, I, and J.

What is the Goal of Learning? Lessons from Indigenous Communities of the Americas



Integrative Research Review

Saturday, December 7

10:30 a.m. – 12:00 p.m. Grand Salons E, F, G, H, I and J.

How Can We Study Children's/Youth's Experiences Out Of School To Inform Classroom Practices?



Chair
Sarah McCarthy



Discussant
Donna Alvermann

Presenters:



David Bloome
How Can We Study
Children's/Youth's
Experiences Out Of
School To Inform
Classroom Practices?
A Microethnographic
Discourse Analysis
Perspective.



Nell Duke
Informing Classroom
Instruction: How Do
Experimental and Quasi-
Experimental Designs
Contribute?



**Inmaculada
Garcia Sanchez**
A Linguistic
Anthropological
Approach to Everyday
Learning: Bridging
Immigrant Children's
In- and Out-of-School
Language & Literacy
Practices.



Amy Stornaiuolo
Tracing Multimodal
Writing on the Move:
A Transliterations
Perspective.

2019 AREA CO-CHAIRS

Program Chairs

Chair, Elizabeth (Betsy) A. Baker, *University of Missouri*

Co-Chair, Gwendolyn Thompson McMillon, *Oakland University*

Area 1: Pre-service Teacher Education in Literacy

- Noah Golden – *Chapman University* – ngolden@chapman.edu
- Darrell Hucks – *Keene State College* – dhucks@keene.edu
- Mary McVee – *University at Buffalo - SUNY* – mcvee@buffalo.edu
- Jennifer Danridge Turner – *University of Maryland College Park* – jdturner@umd.edu

Area 2: In-Service Teacher Education/Professional Development in Literacy

- Emily Hayden – *Iowa State University* – ehayden@iastate.edu
- Kristen Hill – *University of Michigan-Dearborn* – kirdara@umich.edu
- Pelusa Orellana – *Universidad de los Andes* – prellan@uandes.cl
- Seth Parsons – *George Mason University* – sparsons5@gmu.edu

Area 3: Literacy Instruction and Literacy Learning

- Grace Enriquez – *Lesley University* – genrique@lesley.edu
- Katherine Frankel – *Boston University* – kfrankel@bu.edu
- Evan Ortlieb – *St. John's University* – ortliebe@stjohns.edu
- Jennifer Rowsell – *Brock University* – jrowsell@brocku.ca
- Sheri Vasinda – *Oklahoma State University* – sheri@vasinda.net

Area 4: Literacy Assessment, Evaluation, and Public Policy

- Bobbie Kabuto – *Queens College* – Bobbie.Kabuto@qc.cuny.edu
- Elizabeth Stevens – *Roberts Wesleyan College* – Stevens_Elizabeth@roberts.edu

Area 5: Early and Elementary Literacy Processes

- Sonia Cabell – *Florida State University* – scabell@fsu.edu
- Jacquelynn Malloy – *Clemson University* – malloy2@g.clemson.edu
- Ashley Patterson – *Penn State University* – anp5404@psu.edu

Area 6: Adolescent, College, and Adult Literacy Processes

- Jill Castek – *University of Arizona* – jcastek@email.arizona.edu
- Jody Polleck – *Hunter College* – jody.polleck@gmail.com
- Kristine Pytash – *Kent State University* – kpytash@kent.edu
- Phillip Wilder – *Clemson University* – pwilder@clemson.edu

2019 AREA CO-CHAIRS

Area 7: Social, Cultural, and Political Issues of Literacy Practices in and Out of School

- Jen Scott Curwood – *The University of Sydney* – js.curwood@sydney.edu.au
- Christina Dobbs – *Boston University* – cdobbs@bu.edu
- Judith Dunkerly-Bean – *Old Dominion University* – jdunkerl@odu.edu
- Christian Ehret – *McGill University* – christian.ehret@mcgill.ca
- Melody Zoch – *University of North Carolina at Greensboro* – mzoch@uncg.edu

Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings

- Ana Christina da Silva Iddings – *Vanderbilt University* – chris.sasilva@vanderbilt.edu
- P. Zitlali Morales – *University of Illinois at Chicago* – zitlali@uic.edu
- Kwangok Song – *Arkansas State University* – ksong@ku.edu
- Ting Yuan – *CUNY College of Staten Island* – ting.yuan@csi.cuny.edu

Area 9: Text Analysis/Children's Young Adult, and Adult Literature

- Mark Lewis – *James Madison University* – lewis6ma@jmu.edu
- Amanda Thein – *University of Iowa* – amanda-haertling-thein@uiowa.edu

Area 10: Literacy Technology and Media

- Poonam Arya – *Wayne State University* – parya@wayne.edu
- Tanya Christ – *Oakland University* – christ@oakland.edu
- Jon Wargo – *Boston College* – wargoj@bc.edu

Area 11: Research Theory, Methods, and Practices

- Jamie Colwell – *Old Dominion University* – jcolwell@odu.edu
- Danny Martinez – *UC Davis* – dcmar@ucdavis.edu
- Joseph Rumennapp – *Judson University* – Joseph.rumennapp@judsonu.edu

Area 12: International Research on Literacy, Teaching and Learning

- Lori Czop Assaf – *Texas State University* – lassaf@txstate.edu
- Jacqueline D'warte – *Western Sydney University* – j.dwarte@westernsydney.edu.au
- Patience Sowa – *Research Triangle Institute International* – paciencessowa95@gmail.com
- Katina Zammit – *Western Sydney University* – k.zammit@westernsydney.edu.au

Area 13: Study Groups

- Meghan Barnes – *University of North Carolina at Charlotte* – meghan824@gmail.com
- Keisha Green – *University of Massachusetts Amherst* – klgreen@umass.edu

Area 14: Other topics

- Bridget Dalton – *University of Colorado* – bridget.dalton@colorado.edu
- Bong Gee Jang – *Syracuse University* – bojang@syr.edu



STUDY GROUP ORGANIZERS

Adult Literacy Study Group: Illuminating the Future of Research in Adult, Family, and Community Literacy Contexts - Leah Katherine Saal, *Loyola University Maryland*

Approaches to Discourse Analysis Study Group - Laura A. Taylor, *Rhodes College*, Amy Vetter, *University of North Carolina, Greensboro*, Diana Jaleh Arya, *University of California, Santa Barbara*

Approaches to Studying Graphic Novels – Stergios Botzakis, *University of Tennessee, Knoxville*, Ashley K. Dallacqua, *The University of New Mexico*, Danielle Kachorsky, *Texas A&M University, Corpus Christi*

Asian Americans Pacific Islanders (AAPIs) & Literacy - Betina Hsieh, *California State University Long Beach*, Jung Kim, *Lewis University*, Kwangok Song, *University of Kansas*, Monica S. Yoo, *University of Colorado, Colorado Springs*

Critical Race Theory Study Group Proposal - Judson Laughter, *University of Tennessee, Knoxville*

Culturally Sustaining Literacy Pedagogy Study Group - Susan Cantrell, *University of Kentucky*, Althier M. Lazar, *Saint Joseph's University*, Doris Walker-Dalhouse, *Marquette University*

Design-Based Research in Literacy - Emily Howell, *Clemson University*

Doctoral Student ICG Study Group Session: Publish or Perish?: Designing Studies, Writing Manuscripts, and Publishing Research While Maintaining Self-Care - Stephanie Renee Toliver, *The University of Georgia*

Early Authoring as Multimodal Practice Study Group - Melanie Reaves, *MSU Billings*

If I Knew Then... What I Know Now – Lara J. Handsfield, *Illinois State University*

International Research on Literacy Teaching and Teacher Education Study Group – Katina Zammit, *Western Sydney University* Lori Assaf, *Texas State University*, Patience Adjekai Sowa, *Snr Research Education Analyst*, Claudia Hilde Finkbeiner, *University of Kassel*

Literacy Lab/Reading Clinic Study Group – Cheryl Dozier, *University of Albany*, Theresa Deeney, *University of Rhode Island*, Leslie Cavendish, *High Point University*

LRA Disciplinary Literacy Study Group - Rachelle Sarah Savitz, *Clemson University*, Phillip Wilder, *Clemson University*

LRA Writing Research Study Group: Writing Assessment - Zoi A. Traga Philippakos, *University of Tennessee*

Multilingual/Transnational ICG Study Group - Mandy Stewart, *Texas Woman's University*

Poetry, Spoken Word, and Hip Hop Literacies in Research and Education– Jennifer D. Morrison, *University of South Carolina*

Posthumanism/Feminist New Materialism: Tangles of Literacies and Time – Karen Spector, *The University of Alabama*

Postsecondary Literacy Study Group: Illuminating the Past, Present, and Future of the Field - Jeanine Latoya Williams, *University of Maryland University College*, Sonya L. Armstrong, *Texas State University*, Jennifer Theriault, *Northern Illinois University*, Mariko Carson, *University of Maryland University College*, Sarah Felber, *University of Maryland University College*

Public Literacy Scholars' Reflections on Challenges in our Past and Future Work with Communities – Carolyn Colvin, *University of Iowa*, Vaughn W. M. Watson, *Michigan State University*, Kate E Kedley, *Rowan University*

Recovering Differences from Representations in the History of Reading Research and Pedagogy History of Reading ICG Study Group - James King, *University of South Florida*, Norman A. Stahl, *Northern Illinois University*, Samuel DeJulio, *University of Texas at San Antonio*

Teacher Education Research Study Group (TERSG) – Courtney Shimek, *University of Georgia*, Joy Myers, *James Madison University*

Transformative Activist Stance: Concepts and Practices for a 'Pedagogy of Daring' - Patricia Enciso, *Ohio State University*

Word Study: Phonics, Vocabulary, and Spelling – Anne Ittner, *Western Oregon University*, Kevin Flanigan, *West Chester University*



WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Adult Literacy Study Group: Illuminating the Future of Research in Adult, Family, and Community Literacy Contexts

Meeting Room: Meeting Room 1

Session Organizer(s):

Leah Katherine Saal, *Loyola University Maryland*

Presenter(s):

- Xia Chao, *Duquesne University*
- Carmela Romano Gillette, *University of Michigan*
- Rachael Gruen, *University of Illinois at Chicago*
- Tisha Lewis Ellison, *University of Georgia*
- Erik Jacobson, *Montclair State University*
- Silvia Nogueron-Liu, *University of Colorado-Boulder*
- Kristen H. Perry, *University of Kentucky*
- Emily Rose Schwab, *University of Pennsylvania*
- Melody Zoch, *University of North Carolina at Greensboro*

Abstract: The Adult Literacy Study Group develops and supports diverse collaborations among scholars and raises awareness of the acute need for adult literacy research. Each day, a group of scholars across the career trajectory will guide the day's conversation and collaboration around the past, present, and future of the adult, family, and community literacy topics below.

Wednesday: Lenses on Theory & State of Publishing

Thursday: Lenses on Method & Research Funding

Friday: Advocacy for the Future

Approaches to Discourse Analysis Study Group Meeting Room: Meeting Room 10

Session Organizer(s):

- Laura A. Taylor, *Rhodes College*
- Amy Vetter, *University of North Carolina Greensboro*
- Diana Jaleh Arya, *University of California, Santa Barbara*

Presenter(s):

- Michiko Hikida, *The Ohio State University*
- Ashley Patterson, *Penn State University*

Abstract: The Approaches to Discourse Analysis (DA) study group 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 new and ongoing scholarly collaborations.

Approaches to Studying Graphic Novels Meeting Room: Meeting Room 11

Session Organizer(s):

- Stergios Botzakis, *University of Tennessee, Knoxville*
- Ashley K. Dallacqua, *The University of New Mexico*
- Danielle Kachorsky, *Arizona State University*

Presenter(s):

- Francisco Luis Torres, *University of Colorado, Boulder*
- Rachel Skrlac Lo, *Villanova University*
- Ewa McGrail, *Georgia State University*

Abstract: This study group's purpose is to share empirical research that flesh out theoretical and methodological approaches of texts that combine words with images, with the ultimate goal of

continued on next page

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

supporting researchers/educators of all experience levels in developing work on graphic novels in literacy education. We will also be discussing representations of race, class, language, culture, (dis)ability, and gender/sex/uality in graphic novels and comics, features that make them appeal to a wide variety of readers.

Asian Americans Pacific Islanders (AAPIs) & Literacy Meeting Room: Florida Salon IV

Session Organizer(s)

- Betina Hsieh, *California State University, Long Beach*
- Jung Kim, *Lewis University*
- Kwangok Song, *University of Kansas*
- Monica S. Yoo, *University of Colorado, Colorado Springs*

Presenter(s):

- Betina Hsieh, *California State University, Long Beach*
- Jung Kim, *Lewis University*
- Monica S. Yoo, *University of Colorado, Colorado Springs*
- Kwangok Song, *University of Kansas*
- Shim Lew, *University of West Florida*
- Khanh Bui, *University of Georgia*
- Mary Yee, *University of Pennsylvania*
- Kongji Qin, *New York University*

Abstract: Asian American Pacific Islanders (AAPIs) are the fastest growing immigrant group in the United States. Yet, they are often overlooked in discussions race, particularly in relation to literacy. This study group, in calling attention to and calling for more research and discussion of AAPIs and their various literacies, centers a group persistently pushed to the margins to illuminate the future of educational research by including these necessary perspectives.

Multilingual/Transcultural ICG Study Group Meeting Room: Meeting Room 2

Session Organizer(s):

- Mandy K. Stewart, *Texas Woman's University*

Presenter(s):

- Kristen L. Pratt, *Western Oregon University*
- Mileidis Gort, *University of Colorado, Boulder*
- Susan Hopewell, *University of Colorado, Boulder*
- Mandy K. Stewart, *Texas Woman's University*

Abstract: The study sessions of the Multilingual/Transcultural Innovative Community Group will be devoted to challenging monoglossic ideologies through and within literacy research. Co-chairs of the group will lead a discussion to name monoglossic ideologies and how these ideologies manifest in literacy research. Then, two leading scholars will share their how their literacy research challenges monoglossic ideologies and offers alternative entry points for more additive practices.

Critical Race Theory Study Group Proposal Meeting Room: Meeting Room 4

Session Organizer(s):

- Judson Laughter, *University of Tennessee, Knoxville*

Chair:

- Keonghee Tao Han, *University of Wyoming*

Presenter(s):

- Marcus Croom, *Brio Education Consulting*
- Eurydice Bauer, *University of South Carolina*
- AJ Welton, *University of Illinois*
- Aaron Johnson, *Farmington Public Schools*

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WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Abstract: At LRA, the Critical Race Study Group members embrace the past but look forward to and illuminate the future. The CRT Study Group is a brave place where researchers come to wrestle with the difficult issues of race and racism in literacy research, in education, and in society at large.

Culturally Sustaining Literacy Pedagogy Study Group Meeting Room: Meeting Room 5

Session Organizer(s):

- Susan Cantrell, *University of Kentucky*
- Althier M. Lazar, *Saint Joseph's University*
- Doris Walker-Dalhouse, *Marquette University*

Presenter(s):

- Kindel Turner Nash, *University of Maryland*
- Crystal Glover, *Winthrop University*
- Bilal Polson, *Northern Parkway School*
- Leah M. Panther, *Mercer University*
- Selena Hughes, *Christo Rey High School*
- Jen Scott Curwood, *The University of Sydney*
- Rick Coppola, *University of Illinois at Chicago*
- Rebecca Woodard, *University of Illinois at Chicago*
- Joanne E. Marciano, *Michigan State University*
- Vaughn W. M. Watson, *Michigan State University*

Abstract: Culturally sustaining pedagogy (CSP) legitimizes students' linguistic and cultural practices to foster student learning and reshape the curriculum. Study group participants will examine: 1) how teachers mediate prescriptive, standardized teaching through CSP, 2) the use of song-writing and spoken word poetry, 3) literacy educators' reform efforts in CSP, and 4) a youth participatory action research project. Participants will be invited to discuss research opportunities and collaborations related to the individual or collective presentations.

Design-Based Research in Literacy Meeting Room: Meeting Room 6

Session Organizer(s):

- Emily Howell, *Clemson University*

Presenter(s):

- Ryan McCarty, *National Louis University*
- Allison Parsons, *George Mason University*
- Jamie Colwell, *Old Dominion University*
- Amy Hutchison, *George Mason University*

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

Doctoral Student ICG Study Group Session: Publish or Perish?: Designing Studies, Writing Manuscripts, and Publishing Research While Maintaining Self-Care Meeting Room: Meeting Room 7

Session Organizer(s):

- Stephanie Renee Toliver, *The University of Georgia*

Presenter(s):

- Wan Shun Eva Lam, *Northwestern University*
- Maneka Deanna Brooks, *Texas State University*
- Jon M. Wargo, *Boston College*
- Raúl Alberto Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
- Caitlin Ryan, *University of North Carolina Wilmington*

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WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

- Allison Skerrett, *The University of Texas at Austin*
- Catherine Compton-Lilly, *University of South Carolina*
- H. Gerald Campano, *University of Pennsylvania*
- Kathleen Hinchman, *Syracuse University*

Abstract: Navigating research processes and publishing research are challenging but critical experiences for doctoral students. Additionally, it can be difficult to learn new research methods and approaches, write and publish research studies, and maintain a semblance of self-care while doing so. Thus, the 2019 Doctoral Student study group will focus on the research process, from choosing a research methodology to publishing a manuscript. It will also center how students can maintain self-care throughout the publication process.

Early Authoring as Multimodal Practice Study Group Meeting Room: Meeting Room 8

Session Organizer(s):

- Melanie Reaves, *MSU Billings*

Presenter(s):

- Melanie Reaves, *MSU Billings*

Abstract: Our goal is to sustain dialogue and generate scholarship about young children's authoring as multimodal practice. 2019 Sessions:

Day 1: Preschoolers' Emergent Reading as Multimodal Authoring by Melanie Reaves, Montana State University Billings & Forming Research Groups

Day 2: Designing Scholarly Projects and Discussing Research and Theory Connected to Early Authoring as Multimodal Practice

Day 3: Designing Scholarly Projects and Discussing Research and Theory Connected to Early Authoring as Multimodal Practice.

If I Knew Then... What I Know Now Meeting Room: Florida Salon IV

Session Organizer(s):

- Lara J. Handsfield, *Illinois State University*

Chair(s):

- Jesse Gainer, *Texas State University*
- Lara J. Handsfield, *Illinois State University*
- Steve Amendum, *University of Delaware*
- Lori Assaf, *Texas State University*
- Lina Trigos-Carrillo, *Universidad de La Sabna*
- Jennifer Danridge Turner, *University of Maryland College Park*

Presenter(s):

- Marjorie Faulstich Orellana, *University of California Los Angeles*
- Kevin Leander, *Vanderbilt University*
- Sharon Walpole, *University of Delaware*
- Guofang Li, *University of British Columbia*
- Eurydice Bauer, *University of South Carolina*
- H. Gerald Campano, *University of Pennsylvania*
- Judith Scott, *University of California, Santa Cruz*
- Cynthia Lewis, *University of California, Santa Cruz*
- Katherine D. Stahl, *New York University*

Abstract: This study group, sponsored by LRA's Research Committee, is designed to support emerging scholars' transition into the literacy research community. Based on attendees' and moderators' questions, seasoned literacy scholars representing a diversity of research foci and theoretical and methodological expertise will share personal narratives and insights about their professional and academic trajectories. Conversations will focus on how panelists' research has shifted over time and how they have navigated different challenges in their work.

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WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

International Research on Literacy Teaching and Teacher Education Study Group Meeting Room: Florida Salon IV

Session Organizer(s):

- Katina Zammit, *Western Sydney University*
- Lori Assaf, *Texas State University*
- Patience Adjekai Sowa, *RTI International*
- Claudia Hilde Finkbeiner, *University of Kassel*

Presenter(s):

- Katina Zammit, *Western Sydney University*
- Lori Assaf, *Texas State University*
- Patience Adjekai Sowa, *RTI International*
- Claudia Hilde Finkbeiner, *University of Kassel*

Abstract: International Research on Literacy Teaching and Teacher Education Study Group provides a formal space for members engaging or interested in international literacy research to come together as a community of learners and learn from one another. In 2019, we will discuss Tierney's (2018) dimensions of global meaning making to our own research, form collaborative writing teams to create a proposal for a chapter in an edited book or article in a special issue.

Literacy Lab/Reading Clinic Study Group Meeting Room: Grand Salon C

Session Organizer(s):

- Cheryl Dozier, *University of Albany*
- Theresa Deeney, *University of Rhode Island*
- Leslie Cavendish, *High Point University*

Presenter(s):

- Cheryl Dozier, *University of Albany*
- Theresa Deeney, *University of Rhode Island*
- Leslie Cavendish, *High Point University*

Abstract: Attendees of the Literacy Lab/Reading Clinic Study Group work together to understand and improve the range of experiences offered within clinics/labs and examine through research how these experiences support graduates' development as literacy professionals, students' experiences as literacy learners, and families' experiences of literacy and schooling. Our labs/clinics seek to address issues of equity and access for students and families underserved in their schools.

LRA Disciplinary Literacy Study Group Meeting Room: Florida Salon V

Session Organizer(s):

- Rachelle Sarah Savitz, *Clemson University*
- Phillip Wilder, *Clemson University*

Presenter(s):

- Phillip Wilder, *Clemson University*
- Christina Dobbs, *Boston University*
- Kelly Chandler-Olcott, *Syracuse University*
- Michael Manderino, *Leyden High School*
- Rachelle Sarah Savitz, *Clemson University*

Abstract: The study group will not only focus on where disciplinary literacies currently resides within research and practice, but also how a synergistic approach to disciplinary literacy could contribute to a robust, collaborative research agenda which supports disciplinary literacy pedagogy and the literacy of students in school disciplines.

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WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

LRA Writing Research Study Group: Writing Assessment Meeting Room: Florida Salon VI

Session Organizer(s):

- Zoi A. Traga Philippakos, *University of Tennessee*

Discussant(s):

- Zoi A. Traga Philippakos, *University of Tennessee*

Presenter(s):

- Paul Douglas Deane, *Educational Testing Service*
- Steve Graham, *University of Arizona*
- Sarah W. Beck, *New York University*

Abstract: Writing assessment should be sensitive to reliably assess students' product and process. The need for valid and reliable assessments in writing is imperative to allow researchers and practitioners to identify student needs. Also, a careful examination of writing assessments can support the development of Tiers of assessments in Response to intervention models of writing instruction. The three-day sessions will examine automated essay scoring (AES), feedback (teacher, peer, etc.), and dialogic think-aloud approaches.

Poetry, Spoken Word, and Hip Hop Literacies in Research and Education Meeting Room: Meeting Room 9

Session Organizer(s):

- Jennifer D. Morrison, *University of South Carolina*

Presenter(s):

- Adam Henze, *Indiana University*
- Jennifer D. Morrison, *University of South Carolina*
- Anna Howard, *University of South Carolina*
- Mary-Celeste M. Schreuder, *Clemson University*
- Andrew Torres, *University of Massachusetts Amherst*

Abstract: The aim of this study group is to invite poetry researchers, educators, and artists to consider how spoken word, poetry, and hip hop can impact literacy learning. The session uses a creative structure, which includes poetry performances, lectures, workshops, and discussions on topics such as poetic inquiry and spoken word pedagogy. A major focus is on ways poetry provides access to critical themes related to social justice, identity, and community.

Posthumanism/Feminist New Materialism: Tangles of Literacies and Time Meeting Room: Florida Salon I & II

Session Organizer

- Karen Spector, *The University of Alabama*

Presenters:

- Karen Spector, *The University of Alabama*
- Jaye Johnson Thiel, *University of Georgia*
- Kimberly Lenters, *University of Calgary*
- Bessie Patricia Dernikos, *Florida Atlantic University*
- Briana Gilbert Kidd, *University of Alabama*

Abstract: The focus of this year's study group is on exploring the conference theme, Illuminating the Future of Literacy Research, through Posthuman and Feminist New Materialism concepts that trouble time. We ask what are the ethical, ontological, and epistemological implications of troubling time in troubling times.

Postsecondary Literacy Study Group: Illuminating the Past, Present, and Future of the Field Meeting Room: Florida Salon IV

Session Organizer (s)

- Jeanine Latoya Williams, *University of Maryland University College*
- Sonya L. Armstrong, *Texas State University*
- Jennifer Theriault, *Northern Illinois University*

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WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

- Mariko Carson, *University of Maryland University College*
- Sarah Felber, *University of Maryland University College*

Presenter(s):

- Norman Stahl, *Northern Illinois University*
- Jeanine Latoya Williams, *University of Maryland University College*
- Sarah Felber, *University of Maryland University College*
- Amarillis M. Castillo, *Texas State University*
- Sonya Armstrong, *Texas State University*
- Tricia Edgel, *Texas State University*
- Adam Alejandro, *Texas State University*
- James Dyer, *Texas State University*

Discussant(s):

- Jennifer Theriault, *Northern Illinois University*
- Emily Suh, *Texas State University*
- Amarilis M. Castillo, *Texas State University*
- Mariko Carson, *University of Maryland University College*
- Jodi Holschuh, *Texas State University*
- Adam Alejandro, *Texas State University*
- Sarah Felber, *University of Maryland University College*

Abstract: Postsecondary literacy is a particularly important topic, as reform-era arguments for ‘college and career readiness’ continue to be at odds with the overwhelming reductions in postsecondary literacy support and instruction. Four days of thoughtful and informed conversation on various postsecondary literacy issues will be facilitated by doctoral students, faculty, researchers, and administrators. Sessions will include an informal presentation, followed by a faculty and early-career discussant and group discussion on the implications for research and practice.

Public Literacy Scholars’ Reflections on Challenges in our Past and Future Work with Communities Meeting Room: Grand Salon B

Session Organizer(s)

- Carolyn Colvin, *University of Iowa*
- Vaughn W. M. Watson, *Michigan State University*
- Kate E. Kedley, *Rowan University*

Presenter(s):

- Meghan Barnes, *University of North Carolina, Charlotte*
- Joaquin Munoz, *Augsburg University*
- Abigail Rombalski, *University of Minnesota*

Abstract: Our study group proposal mirrors the theme of the 2019 LRA conference. As we mark the Study Group’s fifth anniversary, our three-day schedule allows for a retrospective examination of previous themes and illuminates pathways for our future work as a Public Scholars Study Group. We revisit significant themes of interest, share cases of scholarship, and (re)introduce critical questions that emerged in recent years to challenge our thinking.

Recovering Differences from Representations in the History of Reading Research and Pedagogy History of Reading ICG Study Group Meeting Room: Meeting Room 12

Session Organizer(s)

- James King, *University of South Florida*
- Norman A. Stahl, *Northern Illinois University*
- Samuel DeJulio, *University of Texas at San Antonio*

Presenter(s):

- James King, *University of South Florida*
- Norman A. Stahl, *Northern Illinois University*
- Samuel DeJulio, *University of Texas at San Antonio*

WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Abstract: This proposal examines the historical construction of race and culture as they are represented in documents from literacy research.

Teacher Education Research Study Group (TERSG) Meeting Room: Meeting Room 3

Session Organizer

- Courtney Shimek, *University of Georgia*
- Joy Myers, *James Madison University*

Presenters:

- Courtney Shimek, *University of Georgia*
- Joy Myers, *James Madison University*

Abstract: The Teacher Education Research Study Group (TERSG) creates a space where literacy teacher educators can meet to discuss, collaborate, design, and conduct action research about issues related to literacy teacher preparation. This study group serves as a forum for ideas in teacher education, as a supportive place for individual and collaborative study efforts in teacher preparation, and as a place where beliefs related to literacy teaching and learning are challenged and interrogated.

Transformative Activist Stance: Concepts and Practices for a 'Pedagogy of Daring' Meeting Room: Florida Salon III

Session Organizer(s):

- Patricia Enciso, *Ohio State University*

Discussant(s):

- Anna Stetsenko, *CUNY Graduate Center*

Presenter(s):

- Brian Edmiston, *Ohio State University*
- Cynthia Lewis, *University of California, Santa Cruz*
- Carmen Medina, *Indiana University*
- Maisha Winn, *UC Davis*

Abstract: Stetsenko's (2017) critical expansion of Vygotskian sociocultural theory continues to influence literacy researchers who seek explanations for individual, collective, and social change in relation with textual, embodied and discursive practices. Following the 2018 TAS Study Group design, attendees will discuss readings, respond to activist scholars' presentations, and engage in dramatic/metaphoric interpretations of theory as they consider how their own and others' research contributes to a vision of literacy education oriented to socially just futures.

Word Study: Phonics, Vocabulary, and Spelling Meeting Room: Grand Salon D

Session Organizer(s):

- Anne Ittner, *Western Oregon University*
- Kevin Flanigan, *West Chester University*

Discussant(s):

- Donald Bear, *Iowa State University & University of Nevada, Reno*

Presenter(s):

- Kristin Gehsmann, *East Carolina University*
- David K. Dickinson, *Vanderbilt University's Peabody College*
- Ioney James, *North Carolina A&T State University*
- Dianna Townsend, *University of Nevada Reno*
- Amy Crosson, *Penn State*
- Lori Bruner, *Michigan State University*

Abstract: In line with the theme of the conference, we illuminate the future of literacy research by sharing promising approaches and diverse perspectives of word study. Speakers will present and guide discussions. Topics include: The Confluence of Reading Efficiency and Orthographic Knowledge, Word Study with In-Service and Pre-Service Teachers, Academic Word Learning with Emergent Bilinguals, Morphological Awareness in Science, and Vocabulary Teaching in Preschool. Handouts are shared on our website, and discussion is open to all.

LITERACY RESEARCH: THEORY, METHOD, AND PRACTICE, VOL. 69

Call for Manuscripts

Editors of the 69th volume of *Literacy Research: Theory, Method, and Practice (LR: TMP)* are accepting manuscripts presented at the 2019 Annual Meeting for consideration for publication. Manuscripts must be prepared according to the style guide, submitted electronically, and received by 11:59 pm Pacific Standard Time. The style guide can be accessed under the Research and Publications tab on the Literacy Research Association website: <https://www.literacyresearchassociation.org/>. For any questions, please email the editors at LRTMP@missouri.edu.

MANUSCRIPTS DUE: Friday, February 7, 2020

Submit manuscripts to Scholar One: <https://mc.manuscriptcentral.com/lrtmp>

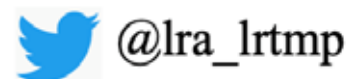
View the Style Guide:



Call for Reviewers

Reviewers are needed! *Literacy Research: Theory, Method, and Practice (LR: TMP)* is a peer-reviewed publication that reports on contemporary research and theory in literacy and literacy education. Each year we invite professors and doctoral students to serve as reviewers. Your involvement is important. To review, please create or update your account on ScholarOne (mc.manuscriptcentral.com/lrtmp) and email verification to LRTMP@missouri.edu. Thank you!

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EVENTS AT A GLANCE

Time	Event	Room
TUESDAY, DECEMBER 3, 2019		
8:00 a.m. – 9:00 a.m.	Executive Committee Breakfast	Waterside Grill
9:00 a.m. – 7:00 p.m.	Exhibit Hall Set-Up	Grand Ballroom Foyer
9:00 a.m. – 12:00 p.m.	Executive Committee Meeting	Meeting Room 1
12:00 p.m. – 12:45 p.m.	Board of Directors Lunch.....	Meeting Room 2
1:00 p.m. – 5:00 p.m.	Board of Directors Meeting	Meeting Room 3
3:00 p.m. – 8:00 p.m.	Registration Open	Registration Desk

WEDNESDAY, DECEMBER 4, 2019		
7:00 a.m. – 5:00 p.m.	Registration	Registration Desk
7:15 a.m. – 8:15 a.m.	Concurrent ICG Sessions.....	Listed on Page: 31
7:15 a.m. – 8:15 a.m.	Sara Bruce McGraw Doctoral Student Networking Session	Florida Salon IV
8:00 a.m. – 5:00 p.m.	Exhibit Hall and Silent Book Auction	Grand Ballroom Foyer
8:30 a.m. – 10:00 a.m.	Concurrent Sessions	Listed on Page(s): 31-41
8:30 a.m. – 10:00 a.m.	Roundtable Session 1	Florida Salon IV
10:15 a.m. – 11:45 a.m.	Concurrent Sessions	Listed on Page(s): 41-48
12:00 p.m. – 1:00 p.m.	Study Groups	Listed on Page(s): 15-22
1:15 p.m. – 2:45 p.m.	Concurrent Sessions	Listed on Page(s): 49-58
1:15 p.m. – 2:45 p.m.	Roundtable Session 2.....	Florida Salon IV
3:00 p.m. – 4:30 p.m.	Concurrent Sessions	Listed on Page(s): 58-68
3:00 p.m. – 4:30 p.m.	Roundtable Session 3	Florida Salon IV
4:45 p.m. – 6:00 p.m.	Presidential Address	Grand Salons E, F, G, H, I and J
6:00 p.m. – 7:30 p.m.	President’s Reception	Grand Ballroom Foyer
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Hotel Lobby Bar

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EVENTS AT A GLANCE

Time	Event	Room
THURSDAY, DECEMBER 5, 2019		
7:00 a.m. – 5:00 p.m.	Registration	Registration Desk
7:00 a.m. – 8:30 a.m.	Thursday Poster Presenter Set-Up	Florida Salon Foyer I & II
7:00 a.m. – 8:30 a.m.	Reading Hall of Fame Breakfast and Induction Ceremony	Florida Salon I & II
7:00 a.m. – 8:15 a.m.	Newcomers' & Graduate Students' Breakfast	Florida Salon IV
7:15 a.m. – 8:15 a.m.	Concurrent Standing Committees Sessions	Listed on Page: 72
8:00 a.m. – 5:00 p.m.	Exhibit Hall and Silent Book Auction	Grand Ballroom Foyer
8:30 a.m. – 10:00 a.m.	Reading Hall of Fame Inaugural Addresses.....	Meeting Room 8
8:30 a.m. – 10:00 a.m.	Concurrent Sessions	Listed on Page(s): 72-82
8:30 a.m. – 10:00 a.m.	Roundtable Session 4.....	Florida Salon IV
8:30 a.m. – 10:00 a.m.	Poster Session 1 & 2	Florida Salon Foyer I & II
10:15 a.m. – 11:45 a.m.	Oscar S. Causey Award Session.....	Grand Salons E, F, G, H, I and J
12:00 p.m. – 1:00 p.m.	Study Groups	Listed on Page(s): 15-22
12:00 p.m. – 1:00 p.m.	STAR Luncheon (Closed Event).....	Grand Salon A
1:15 p.m. – 2:45 p.m.	Concurrent Sessions	Listed on Page(s): 83-90
1:15 p.m. – 2:45 p.m.	STAR Mentoring Session (Closed Event)	Florida Salon I & II
3:00 p.m. – 4:30 p.m.	Reading Hall of Fame Mentoring Session.....	Florida Salon I & II
3:00 p.m. – 4:30 p.m.	Concurrent Sessions	Listed on Page(s): 91-97
4:45 p.m. – 6:00 p.m.	Distinguished Scholar Lifetime Achievement Award Address.....	Grand Salons E, F, G, H, I and J
6:00 p.m. – 7:30 p.m.	Thursday Poster Presenter Tear-Down.....	Florida Salon Foyer I & II
6:15 p.m. – 7:00 p.m.	Town Hall Meeting.....	Florida Salon Foyer IV & V
7:30 p.m. – 9:00 p.m.	ERM/STAR Reception.....	Terrace Room
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Hotel Lobby Bar

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EVENTS AT A GLANCE

Time	Event	Room
FRIDAY, DECEMBER 6, 2019		
7:00 a.m. – 5:00 p.m.	Registration	Registration Desk
7:00 a.m. – 8:30 a.m.	Friday Poster Presenter Set-Up	Florida Salon Foyer I & II
7:15 a.m. – 8:15 a.m.	Concurrent Sessions – Award Committees	Listed on Page: 101
7:15 a.m. – 8:15 a.m.	<i>Journal of Literacy Research</i> and <i>LR:TMP</i> Breakfast	Florida Salon I & II
7:15 a.m. – 7:45 a.m.	Doctoral Student ICG Proposal Mentoring Project Breakfast	Florida Salon IV
7:45 a.m. – 8:15 a.m.	Doctoral Student ICG Business Meeting	Florida Salon IV
8:00 a.m. – 1:00 p.m.	Silent Book Auction Open	Grand Ballroom Foyer
8:00 a.m. – 4:00 p.m.	Exhibit Hall Open	Grand Ballroom Foyer
8:30 a.m. – 10:00 a.m.	Concurrent Sessions	Listed on Page(s): 102-112
8:30 a.m. – 10:00 a.m.	Roundtable Session 5	Florida Salon IV
8:30 a.m. – 10:00 a.m.	Poster Session 3 & 4	Florida Salon Foyer I & II
10:15 a.m. – 11:45 a.m.	Concurrent Sessions	Listed on Page(s): 112-122
10:15 a.m. – 11:45 a.m.	Roundtable Session 6	Florida Salon IV
12:00 p.m. – 1:00 p.m.	Study Groups	Listed on Page(s): 15-22
12:00 p.m. – 1:00 p.m.	Past President’s Luncheon (Invitation Only)	Terrace Room
12:00 p.m. – 1:00 p.m.	ERM / Gender and Sexualities Intersectionality Brown Bag Discussion	Grand Salon A
1:15 p.m. – 2:45 p.m.	Concurrent Sessions	Listed on Page(s): 122-132
1:15 p.m. – 2:45 p.m.	Roundtable Session 7	Florida Salon IV
1:15 p.m. – 2:45 p.m.	STAR Fellows Research Showcase	Grand Salon C
3:00 p.m. – 4:30 p.m.	Concurrent Sessions	Listed on Page(s): 132-141
3:00 p.m. – 4:30 p.m.	Roundtable Session 8	Florida Salon IV
3:00 p.m. – 4:30 p.m.	Meet the Area Chairs: Submitting and Reviewing Proposals	Florida Salon I & II
4:00 p.m. – 7:00 p.m.	Purchase Silent Auction Books	Grand Ballroom Foyer

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EVENTS AT A GLANCE

Time	Event	Room
4:45 p.m. – 6:00 p.m.	“What is the goal of learning? Lessons from Indigenous communities of the Americas” Barbara Rogoff, University of California, Santa Cruz...	Grand Salons E, F, G, H, I and J
6:00 p.m. – 6:45 p.m.	Annual Business Meeting.....	Grand Salons E, F, G, H, I and J
6:00 p.m. – 7:30 p.m.	Friday Poster Presenter Tear-Down.....	Florida Salon Foyer I & II
7:00 p.m. – 8:30 p.m.	Doctoral Students ICG Happy Hour	Waterside Grill & Patio
8:00 p.m. – 9:00 p.m.	In Memoriam Gathering	Florida Salon IV
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Hotel Lobby Bar

SATURDAY, DECEMBER 7, 2019

7:00 a.m. – 8:30 a.m.	Area Chairs’ Breakfast	Florida Salon VI
7:00 a.m. – 8:30 a.m.	STAR Fellow and Mentors Breakfast (Closed Event)	Florida Salon IV
7:00 a.m. – 12:00 p.m.	Registration	Registration Desk
7:00 a.m. – 11:00 a.m.	Purchase Silent Auction Books	Grand Ballroom Foyer
8:45 a.m. – 10:15 a.m.	Concurrent Sessions	Listed on Page(s): 145-148
8:45 a.m. – 10:15 a.m.	STAR Program Cross-Cohort Research Showcase	Florida Salon IV
8:45 a.m. – 10:15 a.m.	Catch the Vision Leadership Summit.....	Florida Salon V
8:45 a.m. – 10:15 a.m.	Circulating literacy research for social transformation in the <i>Journal of Literacy Research; Reading Research Quarterly; and Literacy Research: Theory, Method, and Practice</i>	Florida Salon I & II
10:30 a.m. – 3:00 p.m.	Exhibitor Tear-Down.....	Grand Ballroom Foyer
10:30 a.m. – 12:00 p.m.	Integrative Research Review Panel	Grand Salons E, F, G, H, I and J
12:00 p.m. – 5:00 p.m.	Literacy Research to Practice Forum.....	Florida Salon VI
12:15 p.m. – 1:45 p.m.	Executive Committee and Board of Directors Lunch	Meeting Room 3
1:00 p.m. – 1:45 p.m.	Executive Committee Meeting	Meeting Room 6
2:00 p.m. – 6:00 p.m.	Board of Directors Meeting	Meeting Room 1

SUNDAY, DECEMBER 8, 2019

8:00 a.m. – 12:00 p.m.	Literacy Research to Practice Forum.....	Florida Salon VI
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FUTURE LOCATIONS

2020

Hilton Americas Houston | Houston, TX
December 2-5, 2020

2021

Westin Peachtree Plaza | Atlanta, GA
December 1-4, 2021



Wednesday • December 4, 2019

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SESSION DESCRIPTIONS

PAPER SESSIONS

Will include research reports, 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 and a Discussant. The Chair is responsible for opening the session, introducing the speakers, and managing time. 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. Discussants will stimulate discussion. The final 30 minutes in the session are reserved for the discussant's comments and audience interaction.

ROUNDTABLES

Will include two or three research and research-in-progress presentations that have topical, theoretical or methodological likeness followed by audience conversation. Several papers are combined so that scholars might engage in scholarly discussions. Each roundtable will have a Chair and a Discussant. The Chair is responsible for opening the session, introducing the speakers and managing time. Discussants will stimulate conversations. The final 30 minutes are reserved for the discussant's comments and interactive conversation.

POSTER SESSIONS

Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS

Will 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

Will 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

Will focus on bringing 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.

HIGHLIGHTED SESSIONS

Are sessions where the topics have been highlighted 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.



Registration

7:00 to 5:00 pm

Meeting Room: Registration Desk

Annual Sara Bruce McGraw Doctoral Student Networking Session

7:15 to 8:15 am

Meeting Room: Florida Salon IV

This event is for doctoral student members interested in meeting and networking with other doctoral student members. While a short amount of time will be dedicated to explaining the purpose of the Doctoral Student Innovative Committee Group (DSICG), the majority of our time will be spent getting to know one another.

Field Council Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 1

History ICG Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 5

International ICG Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 6

Multilingual/Transcultural ICG Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 7

Reading Clinics/Literacy Lab ICG Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 8

Financial Advisory Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 9

Exhibit Hall and Silent Book Auction

8:00 to 5:00 pm

Meeting Room: Grand Ballroom Foyer

8:30 am – 10:00 am – Alternative Format Session

Meeting Room: Florida Salon I & II

Area 11. Imagining Transformative Literacy Pedagogies and Practices: Exploring Possibilities and Tensions within Reconstructive Discourse Analysis

Discussant:

Danny C. Martinez, *University of California, Davis*

Seeking to foreground how literacy research might illuminate paths towards justice, this alternative session explores the use of reconstructive approaches to discourse analysis (DA) in critical studies of literacy teaching and teacher education. In two paired roundtables, presenters will engage in analysis of data excerpts alongside attendees to examine the possibilities of reconstructive DA in the field as well as tensions that arise in applying this analytic lens.

Participants:

- **Using Reconstructive Discourse Analysis with a Teacher Inquiry Group to Study Critical Conversations About Race**
Amy Vetter, University of North Carolina, Greensboro
Melissa Schieble, Hunter College
- **“Not Good Enough”: Examining the Practice of White Teachers Through a Reconstructive Lens**
Laura A. Taylor, Rhodes College
Michiko Hikida, the Ohio State University
- **Spanish in English Dominant Settings: Examining Hidden Bilingualism in High School**
Thea Williamson, Salisbury University
Aris Clemons, University of Texas, Austin

continued on next page



**8:30 am – 10:00 am – Symposium
Meeting Room: Florida Salon III**

Area 2. Books in Hands: An Examination of how University Professors Ensure Children have Access to Books

Chair:

Liz Storey, *Grand Valley State University*

Discussant:

Megan Freudigmann, *Grand Valley State University*

Sheryl Vlietstra, *Grand Valley State University*

Barbara Lubic, *Grand Valley State University*

Kathryn Ann Ohle, *Grand Valley State University*

The importance of children having access to books has long been documented; what has not been documented is how university faculty have been systematically ensuring “books are in hands” through their own community-engaged projects. This symposium brings together faculty from multiple institutions to share their efforts to get books into the hands of children and teachers. Time will also be reserved for discussing ways to measure the outcomes of these types of efforts.

- **Culturally Sustaining Pedagogical Practices Becoming Legible through Reconstructive Analysis of Discourse**
Ashley Patterson, *Penn State*

**8:30 am – 10:00 am – Roundtable Session 1
Meeting Room: Florida Salon IV**

1) Area 1: Teacher Candidates’ Perspectives on Multimodal Literacies

Chair:

Carolyn Hitchens, *Ball State University*

Discussant:

Carolyn Hitchens, *Ball State University*

Participants:

- **Space for All Stories: Teacher Candidates’ Multimodal Literacy Autobiographies**
Maria Hernandez Goff, *California State University, Fresno*
- **The Edge of Belief: Four Preservice Teachers Enact a Pedagogy of Poetics**
Alecia Beymer, *Michigan State University*

2) Area 3: Exemplary Literacy Practices for Learners with Disabilities

Chair:

Carla K. Meyer, *Duquesne University*

Discussant:

Carol Jeanne Delaney, *Texas State University*

Participants:

- **Capitalizing on the Socio-Cultural Nature of Writing with School-Aged Children with Autism**
Ryan L. Nelson, *University of Louisiana Lafayette*
Jack S. Damico, *University of Louisiana Lafayette*
Christine Weill, *University of Louisiana Lafayette*
Holly Damico, *University of Louisiana Lafayette*
Jamie Maxwell
- **How Do Teachers Plan Literacy for Dis/ability?: A Study of the Literature**
Allison Serceki, *Chapman University*

3) Area 3: Critical Writing and Comprehensive Literacy Instruction

Chair:

Dorian Harrison, *The Ohio State University*

Discussant:

Martille R. Elias, *University of Missouri-St. Louis*

continued on next page

Participants:

- **Exploring Emergent Literacy Practices and Identity Performances in a Classroom with Disability Labels**
Monica Christine Kleekamp, *University of Missouri-Columbia*
- **Reclaiming Literacy Education by Using Dramatic Imagination: A Theoretical Discussion of the Implications for Research**
Brian Edmiston, *Ohio State University*
Allison Volz, *Columbus City Schools, Ohio*
- **Surfacing Teachers' Beliefs and Practices Concerning the Role of Talk in Small Group Reading**
Kathryn Mitchell Pierce, *Saint Louis University*
Carol Gilles, *University of Missouri*
Sarah Reid, *University of Missouri*
Katherine (Kate) Booher, *Saint Louis University*

4) Area 5: Capitalizing on Interest: Students at the Center of Literacy Learning

Chair:

Anne Simpson, *Texas Woman's University*

Discussant:

Anne Simpson, *Texas Woman's University*

Participants:

- **Children's Strategic Reading Behaviors During Peer-peer Text Interactions**
Kathryn Roberts, *Wayne State University*
Poonam Arya, *Wayne State University*
Kathleen K. Plond, *Wayne State University*
- **K-8 Students' Motivation to Read in a Culturally-relevant, Literacy-focused Summer Camp**
Alysia Roehrig, *Florida State University*
Makana Craig, *Florida State University*
Cheyeon Ha, *Florida State University*
Shawna Durtschi, *Florida State University*
Erik Rawls, *Florida State University*
Michael Mesa, *Florida State University*
Chelsea Funari, *Florida State University*
Jeannine Turner, *Florida State University*
Cheron Davis, *Florida A&M University*

- **Mutual Manifestations of Meaning: How Young Readers Navigate Understandings of Nonfiction Read Alouds**
Courtney Shimek, *University of Georgia*

5) Area 7: Engaging Multimodal Literacies with Families and Communities: Illuminating (Re) Imagined Futures

Participants:

- **(Re)Imagining Literate Identities: Literacies Beyond Bars**
Tori K. Flint, *University of Louisiana at Lafayette*
- **Immigrant Mothers and Their Children Traversing Borders and Boundaries through the Co-Authoring of Digital Stories**
Ana Christina da Silva Iddings, *Vanderbilt University*
- **(Re)claiming Power through Reggaeton Music Video Production in Habana, Cuba**
Eliza D. Butler, *University of Arizona*

6) Area 7: Reading images of educational fields critically: representations of inclusive education, refugee education and family literacy.

Chair:

Peggy Albers, *Georgia State University*

Discussant:

Peggy Albers, *Georgia State University*

Participants:

- **Inclusive Education and Disabled Children: A Critical Visual Analysis**
Elizabeth Walton, *University of Nottingham*
Kerryn Dixon, *University of the Witwatersrand*
- **Images of Refugee Children: The Difference that Education Makes**
Joanna McIntyre, *University of Nottingham*
- **Images of Family Literacy: Scholarship and Practice**
Catherine Compton-Lilly, *University of South Carolina*

continued on next page



7) Area 10: At the Intersection of Theory, Texts, and Technology: Innovations in Technology, Media, and Literacy Research

Chair:

Earl Aguilera, *California State University, Fresno*

Discussant:

Earl Aguilera, *California State University, Fresno*

Participants:

- **“It’s more than just a place to squeal over pics & gifs.” Exploring Groups, Roles, and Disparate Purposes within an E-Fandom**

Marva J. Solomon, *Angelo State University*

- **Multimodal and Multilingual Text-Making in SNSs: Exploring the Intertextual Properties of Adolescents’ Literacy Practices in Transnationally Networked Spaces**

Ruethairat Trakulchang, *Institute of Education, UCL*

- **The Conceptual Technologies of Paul Virilio: Speed, Technology, and Democratic Literacy**

Thomas Bradley Robinson, *University of Georgia*

8) Area 11: Current Topics in Literacy Research, Methods and Practice

Chair:

Meg Jones, *University of South Florida*

Participants:

- **Disabling Research about Autistic People and Reading Comprehension**

Erin McCloskey, *Vassar College*

- **Enlivening Discussion Posts via Dialogic Smoothing: The Fabricated Focus Group as Novel Method for Literacy Research**

Joshua Cruz, *Texas Tech University*

Kate T. Anderson, *Arizona State University*

- **School Mission as Enacted Text: An Actor-Network Reading of the Institutional Mission Statement**

Joshua Cruz, *Texas Tech University*

Josephine Peyton Marsh, *Arizona State University*

Adam Clark, *Arizona State University*

Deborah Gonzalez, *Tempe Union School District*

8:30 am – 10:00 am – Symposium
Meeting Room: Florida Salon V

Area 7: Illuminating Approaches to Collaborative Literacies Research: A Comparative Analysis and Discussion of Three Long-term, Community-Based Partnerships

Chair:

Tonya Perry, *University of Alabama, Birmingham*

Discussant:

Tonya Perry, *University of Alabama, Birmingham*

This symposium examines collaborative literacies research in three geographic locations with the aim of broadening understandings of what this kind of research entails. By examining three distinct projects and then addressing key questions across them, we look to offer a landscape rather than a road map for this work, foregrounding our learnings, our failings, and our continual efforts to become worthy, responsive collaborators in the communities, schools, and neighborhoods where we live and work.

Participants:

- **Participatory Filmmaking and/as Community Literacies: Documenting Coalitional Inquiry Toward Educational Equity**

H. Gerald Campano, *University of Pennsylvania*

- **When Everyone’s Story Counts: Navigating Epistemological Justice in Collaborative Research**

Joanne Larson, *University of Rochester*

- **Race, Class and Resistance through Digital Stories and Counter-Stories in Collaborative Community Literacies Research**

Caroline T. Clark, *Ohio State University*

Jenell Igeleke Penn, *Ohio State University*

continued on next page



8:30 am – 10:00 am – Symposium
Meeting Room: Florida Salon VI

Area 8: Stance, Design, and Shifts: Exploring Translanguaging Pedagogies in Literacy Instruction and Teacher Education

Chair:

Leah Shepard-Carey, *University of Minnesota*

Discussant:

Robert Jiménez, *Vanderbilt University*

Translanguaging pedagogies are much more than spontaneous integration of languages in the classroom; they are transformative strategies that purposefully integrate and expand students' linguistic repertoires, with the aim of resisting monoglossic language ideologies and practices. This symposium features four presentations by nine researchers who used García et al.'s (2017) framework of stance, design, and shifts to explore translanguaging pedagogies across a range of instructional contexts.

Participants:

- **Translanguaging Trajectories During Reading: Collaborative Mobilization and Adaptation of Translanguaging Pedagogies throughout the School-year**
Leah Shepard-Carey, *University of Minnesota*
- **Scaffolds, Signs and Bridges: Pre-service Teachers and Translanguaging Ideologies in Dual-language Classrooms**
Mark Barba Pacheco, *University of Florida*
Hyun-Sook Kang, *University of Illinois*
- **Strategic Language Approaches for Teachers of Emergent-multilinguals (SLATE)**
Samuel David, *University of Minnesota*
Leah Shepard-Carey, *University of Minnesota*
Dustin Hemsath, *University of Minnesota*
Amanda Swearingen, *University of Minnesota*
Saem Heo, *University of Minnesota*
- **An Exploratory Study of Translanguaging Pedagogies in Literacy Teacher Education**
Emily Machado, *University of Washington*
Grace Cornell Gonzalez, *University of Washington*

8:30 am – 10:00 am – Alternative Format Session
Meeting Room: Grand Salon A

Area 1: Disrupting Deficit Ideologies and Whiteness in Teacher Education

Discussant:

Brian M. Flores, *Salisbury University*

In this alternative session, we explore directions for research and pedagogy related to implementing social justice-oriented literacy teacher education. We argue that it is not possible to successfully engender culturally sustaining pedagogy (Paris & Alim, 2014) and an appreciative perspective (Bomer, 2017) without deliberately working to disrupt deficit ideologies and white supremacy.

Participants:

- **Beyond Mindset and Grit: Addressing Deficit Ideologies in a Clinical Experience**
Carolyn S. Hunt, *Illinois State University*
Lara J. Handsfield, *Illinois State University*
Shamaine Bertrand, *Illinois State University*
- **Exploring White Pre-Service Teachers' Racial Identities Within a Critical Literacy Course**
Alice Y. Lee, *Illinois State University*
- **Mapping Privilege: Preservice Teachers Engaging with Critical Race Spatial Analysis**
Stephanie Patrice Jones, *Grinnell College*
- **Exploring Teacher Candidates' Civic Efficacy in a Content Area Literacy Course**
Dana Karraker, *Illinois State University*

continued on next page



8:30 am – 10:00 am – Alternative Format Session
Meeting Room: Grand Salon B

Area 3: Authoring Writing Through Relationships: A Language Relations Perspective on the Process of Writing

Chair:

Lindsey Rowe, *The Ohio State University*

Discussant:

Jackie Ridley, *The Ohio State University*

Authoring in the early childhood classroom both reflects and constitutes relations. Yet limited attention has been paid to how these relationships are languaged (Beach & Bloome, 2011). This presentation takes a close look into the authoring practices in culturally and linguistically diverse classrooms to analyze how authoring is languaged to understand how relationships in authoring are enacted, and how these relationships constitute stances that students take towards authoring together with others in the classroom.

8:30 am – 10:00 am – Alternative Format Session
Meeting Room: Grand Salon C

Area 10: Highlighted Session - Examining Processes and Products of Collaborative Online Inquiry and Social Deliberation in Virtual Environments

This alternative session will engage participants in conversation and reflection around research and development efforts to design and validate a digitally-based assessment of collaborative online inquiry and social deliberation. Presenters will share theoretical frameworks, design documentation, and digital artifacts alongside quantitative and qualitative findings gleaned from small-scale pilot testing of this assessment. Participants will be invited to grapple with ideas and artifacts in small groups while discussing implications for their own work.

Participants:

- **Developing Digital Assessment Spaces Using Evidence-Centered Design**
Julie Coiro, *University of Rhode Island*
- **Individual Correlates of Collaborative Online Inquiry and Social Deliberation**
Jesse R. Sparks, *Educational Testing Service*
- **Examining Collaboration Across F2F and Remote Conditions**
Jill Castek, *University of Arizona*
Carita Kiili, *University of Oslo*
Changhee Lee, *University of Rhode Island*

8:30 am – 10:00 am – Symposium
Meeting Room: Grand Salon D

Area 4: Assessing Children’s Early Writing Development: Attention to Compositional Processes, Task Performance, and Teacher Use

Chair:

Gary E. Bingham, *Georgia State University*

Discussant:

Laura Northrop, *Cleveland State University*

This symposium presents innovative approaches for assessing children’s writing development, with particular attention to composing skills and processes. Because the goal of creating new measures for assessing early writing development is to assist teachers in documenting student learning, we also address how teachers use early literacy data to inform instruction. Importantly, presentations hail from a wide range of theoretical and methodological perspectives and include attention to writing task, mode (digital vs. pencil/paper), and writing genre.

continued on next page



Participants:

- **Designing an Assessment of Young Children’s Early Composing**
Hope Gerde, *Michigan State University*
Gary E. Bingham, *Georgia State University*
Ryan Bowles, *Michigan State University*
Margaret Ferguson Quinn, *University of Tennessee, Knoxville*
- **Children’s Writing in Digital and Traditional Contexts: Implications for Development and Instruction**
Margaret Ferguson Quinn, *University of Tennessee, Knoxville*
- **Assessing Speech-Print Matching in Preschoolers’ Writing**
Deborah Rowe, *Vanderbilt University*
- **What do Early Childhood Teachers Do with Early Literacy Data?**
Rachel Schachter, *University of Nebraska*
Shayne B. Piasta, *The Ohio State University*

- **From Assignment, to Online Engagement, to In-person Experience: Using Simulations to Support Pre-service Teachers’ Differentiation Practices**
Katrina Bartow Jacobs, *University of Pittsburgh*
Michelle Sobolak, *University of Pittsburgh*
- **“The More I See the Less I Know”: Harnessing Social Media Literacies to Support Teacher Identity Development in the Field**
Shannon Prince, *Michigan State University*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 1**

Area 1: New Literacies in Preservice Teacher Education

Chair:

Ann M. Castle, *Michigan State University*

Discussant:

Lauren Leslie, *Marquette University*

Participants:

- **Writing the Rainbow: Facilitating Undergraduate Teacher Candidates’ LGBTQIA+ Allyship through Interdisciplinary Multimodal Writing**
Judith Dunkerly-Bean, *Old Dominion University*
Helen Crompton, *Old Dominion University*
Valerie Taylor, *Old Dominion University*
Julia Morris, *Old Dominion University*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 10**

Area 10: Digital Literacies, Online Learning: Tech, Talk, and Teaching

Chair:

Elena Forzani, *Boston University*

Discussant:

Elena Forzani, *Boston University*

Participants:

- **Towards an Understanding of New Literacies and Social Practices in Online Learning Discussions**
Lesley Wilton, *Ontario Institute of Studies in Education/University of Toronto*
 - **Attending to Digital Literacies in Online Learning: How Early Childhood Educators’ Technological Affinity and Skill Impact Them as Online Learners**
Emily Brown Hoffman, *Ball State University*
- Changes in How Undergraduates Respond to an Online Discussion When Encountering Autonomy-supportive and Connectedness-building Practices**
Allison Zengilowski, *University of Texas at Austin*
Jeongbin Hannah Park, *University of Texas at San Antonio*
Rachel E. Gaines, *Kennesaw State University*
Diane Schallert, *University of Texas at Austin*

continued on next page



8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 11

Area 2: Innovative Literacy Practices and Policies Informed by Literacy Coaching, Co-Teaching, and Professional Development Strategies

Chair:

Kristen Howell Gregory, *East Carolina University*

Discussant:

William Loyess Peek, *University of Illinois at Chicago*

Participants:

- **Illuminating the Future with 1:1 Technology Initiatives: A Discussion of Relevant and Meaningful Recommendations for P-12 Policy and Practice**

Erin Elizabeth Margarella, *Western Kentucky University*

Rebecca Powell, *Florida Southern College*

Aimee Frier, *University of South Florida*

- **Lessons from Middle School Co-Teachers' Experiences in a Year-long Professional Development and Coaching Program**

Erin Hogan, *University of Maryland*

Erin Clancy, *University of Maryland*

- **Literacy Coaches: A Case Study of Beginning Teacher Perceptions of Literacy Coaching**

Jennifer Bambrick, *University of North Carolina at Charlotte*

8:30 am – 10:00 am – Symposium
Meeting Room: Meeting Room 12

Area 1: Pedagogical Approaches to Wrestling with Race in the Preparation of Literacy Instructors

Chair:

Sarah Schneider Kavanagh, *University of Pennsylvania*

Discussant:

Elizabeth Dutro, *University of Colorado Boulder*

This symposium showcases three studies examining how literacy teacher educators wrestle with race and racism in their instruction. Much has been written

about the importance of such work, but less research has focused on how teacher educators do it. Each of the three research projects highlighted in this symposium focus in this under-researched area: what pedagogical approaches do literacy teacher educators employ when they set out to engage novices in wrestling with race and racism?

Participants:

- **Supporting Teachers to Wrestle with Race in Text-Based Discussions**

Sarah Schneider Kavanagh, *University of Pennsylvania*

Katie Danielson, *University of Portland*

Chenelle Boatswain, *University of Pennsylvania*

Elizabeth Schiavone, *University of Pennsylvania*

- **Teaching Teachers to See Parents of Color as Rich Literacy Resources**

Lorena Gutierrez, *University of California Riverside*

- **Race, Racism, and Teacher Education Pedagogy**

Lisette Enumah, *University of Pennsylvania*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 2

Area 2: Embracing Local Knowledge: Literacy Teachers' Enactment of Discursive Practices in Multiple Educational Settings

Chair:

Tia Frahm, *Northern Arizona University*

Discussant:

Sarah Hunt-Barron, *University of South Carolina Upstate*

Participants:

- **Achieving Agency: An Ethnographic Study of One Primary Literacy Teacher's Journey Toward Adaptive Expertise**

Danielle Dennis, *University of South Florida*

Chris Hemmings, *Cottenham Primary School*

- **Inviting Student Talk: English Teachers Developing Dialogic Discussion Practices**

Wendy Keyser, *Fitchburg State University*

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- **Supporting Beginning K-2 Teachers' Self-Efficacy for Literacy Instruction in Rural, High-Need Schools**

Janet Kim Boone, *NC State University*
Jill Grifenhagen, *NC State University*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 3

Areas 3: Transformations in Practice: Identities and Representations of Literacy Learners

Chair:

Charlotte L. Land, *The University of Texas at Austin*

Discussant:

Sara A. Field, *George Mason University*

Participants:

- **Reading Identities in the Prekindergarten Classroom: Does Social Status Matter?**
Christopher Wagner, *Queens College, City University of New York*
- **Two Mexican American Kindergarten Bilingual Teachers Building Cultural and Linguistic Identity(s) when Using Spanish Children's Literature in a Dual Language Immersion Classroom**
Adeli Ynostroza, *University of Utah*
- **"WHATCHU LOOKIN' AT": Reframing Deficit Views of Youth with Critical Affect Theory**
Mary Beth Hines, *Indiana University*
Casey M. Pennington, *Indiana University*
Rebecca Rupert, *Monroe Co. Schools*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 4

Area 4: The Implementation of Literacy Policies, Practices, and Processes: Perspectives In and Out Classrooms

Chair:

Elizabeth Years Stevens, *Roberts Wesleyan College*

Discussant:

Rachael Gabriel, *University of Connecticut*

Participants:

- **An Exploration of Elementary School Principals' Visual Representations Explaining Literacy Curriculum Adoption and Implementation Processes**
Roya Q. Scales, *Western Carolina University*
Margaret Vaughn, *University of Idaho*
Elizabeth Years Stevens, *Roberts Wesleyan College*
Sonia M. Kline, *Illinois State University*
Jennifer Barrett-Tatum, *Western Carolina University*
Karen Yoder, *Goshen College*
Deb Wellman, *Rollins College*
Ann Van Wig, *Eastern Washington University*
- **Not Allowed: Teaching Elementary Literacy in the Context of School Change Discourses**
Michael J. Young, *University of Iowa*
- **From Policy to Practice: Tensions and Possibilities in ELA Standards**
Tracy Harper, *Baylor University*
Lindsay Knofski, *Baylor University*
T. Philip Nichols, *Baylor University*
Kelly C. Johnston, *Baylor University*
Yuyan Jiao, *Baylor University*

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**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 5**

Area 5: Making Sense: Explorations of Children Building Understandings Across a Variety of Literacy Practices

Chair:

Hitomi Kambara, *The University of Texas Rio Grande Valley*

Discussant:

Robin R. Griffith, *Texas Christian University*

Participants:

- **An Examination of Small-Group Reading Instruction for Students Identified as Having the Most Difficulty in Reading: A Multi-Case Study**
Jill S. Jones, *North Carolina State University Teacher Education and Learning Sciences Department*
- **A Simultaneous Trilingual Child' Emergent Writing Across Three Scripts: Directionality and Name Writing**
Jayoung Choi, *Kennesaw State University*
- **Preschoolers' Meaning-Making and Composing Practices with Photography**
Barbara Jean Peterson, *University of South Florida – Tampa*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 6**

Area 6: Exploring Writing Instruction to Support Young Adults

Chair:

Ryan McCarty, *National Louis University*

Discussant:

Sonya L. Armstrong, *Texas State University*

Participants:

- **Registerial Choices in Adolescents' Informational Writing**
Zhihui Fang, *University of Florida*
Jungyoung Park, *University of Florida*

Valerie Gresser, *University of Florida*

- **Iterating for Inclusion: A Cross-Case Analysis of Three Summer Writing Programs for Youth**
Kelly Chandler-Olcott, *Syracuse University*
Bryan Ripley Crandall, *Fairfield University*
Elizabeth Carol Lewis, *Dickinson College*
- **The Best of Both Worlds: Helping Latinx Adolescents Excel in Advanced Coursework Through Dialogic Writing Instruction**
Ryan McCarty, *National Louis University*
Tim Pappageorge, *Maine West High School*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 7**

Area 7: Youth Storytelling and Response to Literature

Chair:

Blake Tenore, *Florida State University*

Discussant:

Katherine Scurba, *SDSU*

Participants:

- **The Critical Work of Serious/Funny Storytelling: Inside a Proleptic Funhouse**
Patricia Enciso, *Ohio State University*
Beth Krone, *Ohio State University*
- **“That really worked my nerves”: High School Students' Emotional Responses to The Hate U Give and Classroom Discourse of Race and Gender**
Mary L. Neville, *Michigan State University*
- **“What was, What is, What will be”: Centering Youth Narratives in Community-Based Organizations**
Crystal Chen Lee, *North Carolina State University*
Nina R. Schoonover, *North Carolina State University*

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8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 8

Area 8: Humanizing the Writing Curriculum for Bilingual Students: Translanguaging Practices and Multimodal Compositions

Chair:

Shea N. Kerkhoff, *University of Missouri - St. Louis*

Discussant:

Elizabeth Morphis, *SUNY Old Westbury*

Participants:

- **An Equity-Based Critique of Calkins' Writing Workshop**
Sharon Besser, *Edgewood College*
Ruslana Westerland, *University of Wisconsin-WIDA*
- **No One Else Can Tell Your Story: A First Grade Bilingual Writer's Workshop that Humanizes Immigrant Students and Their Stories**
Rosalyn Harvey, *The University of Texas at Austin*
- **The Written Translanguaging Practices of Bilingual Korean-American First Graders**
Chaehyun Lee, *Southeastern Oklahoma State University*
Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 9

Area 9: Resistance through Young Adult Literature

Chair:

James Joshua Coleman, *University of Pennsylvania*

Discussant:

Mark Lewis, *James Madison University*

Participants:

- **Silent No More: Black Women Authors Using the Paratext to Influence Reader Response**

Stephanie Renee Toliver, *The University of Georgia*

- **The Horror Survival Guide: Resisting, Restorying, and Reclaiming a Problematic Genre**

Alex Corbitt, *Boston College*

- **Tracing Terror: An Examination of Anti-black Violence in Middle Grade Novels**

Wanda Brooks, *Temple University*

Desiree Cueto, *Western Washington University*

10:15 am – 11:45 am – Alternative Format Session
Meeting Room: Florida Salon I & II

Area 12. Global Meaning Making: Challenging Perceptions, Ideologies, and Spaces

Chair:

Tammy Milby, *University of Richmond*

Discussant:

Misty Sailors, *UNT*

Our readers' theatre will provide six research snapshots that serve as exemplars of one or more of Tierney's (2018) categories of the multiple dimensions of global meaning making. As numerous perspectives and experiences are represented, audience members will be invited to share their own insights throughout this fast-paced, lively session that celebrates the pluralities of our experiences in actualizing and advocating for literacy.

10:15 am – 11:45 am – Symposium
Meeting Room: Florida Salon III

Area 6: Illuminating the Future of Teaching Literature: Research and Theory into Practice

Chair:

Yolanda Sealey-Ruiz, *Teacher's College Columbia University*

Discussant:

Yolanda Sealey-Ruiz, *Teacher's College Columbia University*

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The symposium brings together four scholars of research on and theoretical exploration of literature instruction in contemporary classrooms. The critical examination of mass incarceration, language experience and character relations, literature and identity construction, and (re)storying of canonical texts will be discussed. Symposium participants will be invited to respond to each of the presentations as well as discuss their own perspectives on the future of literature pedagogy, both theoretically and pragmatically.

Participants:

- **Critical Literary Theory and Mass Incarceration: Shared Inquiry in Urban Classrooms**
Deborah Appleman, *Carleton College*
- **High School Students Connecting Language Experiences Constituting Relations with Characters' Relations**
Richard W. Beach, *University of Minnesota*
- **Beyond Windows and Mirrors: Literature, the Self, and the Other**
Bob Fecho, *Teachers College, Columbia University*
- **(Re)storying Canonical Texts: Youths' Critical Art-Making Practices and Productively Disruptive Interpretations of Fahrenheit 451**
Rob Simon, *Ontario Institute for Studies in Education of The University of Toronto*
Ashleigh Allen, *University of Toronto/OISE*
Doug Friesen, *University of Toronto/OISE*
Ben Gallagher, *University of Toronto/OISE*
Ty Walkland, *University of Toronto/OISE*

**10:15 am – 11:45 am – Symposium
Meeting Room: Florida Salon V**

Area 3: Examining Text Complexity from Multiple Lenses: Teachers, Students, Assessments, Policy, and Tools

Chair:

John Z. Strong, *University at Buffalo*

Discussant:

Al M. Tatum, *The University of Illinois at Chicago*

This symposium explores text complexity research from multiple perspectives, including teacher beliefs about texts, the complexity of student miscues, analysis of the vocabulary on high-stakes assessments, studies that underpin policy and state guidelines about text selection, and research of popular tools used to different texts for learners. Through examining text complexity from multiple lenses, we explore implications for all students and raise important questions about the future text complexity research needed to better inform practice.

Participants:

- **Elementary Students' Text Diets: Results from a Nationwide Survey**
Kristin Conradi Smith, *William & Mary*
Allison Parsons, *George Mason University*
Margaret Vaughn, *University of Idaho*
Jane Core Yatzek, *William and Mary*
- **What's in a Word? The Relationship Between Reading Accuracy and Word Characteristics in First-Grade**
Lori Bruner, *Michigan State University*
Laura Tortorelli, *Michigan State University*
Elfrieda H. Hiebert, *TextProject*
- **The Third-Grade Milestone: An Examination of Vocabulary Demands of Summative Assessments**
Elfrieda H. Hiebert, *TextProject*
- **The Past, Present, and Future of Text Complexity Research for Adolescents**
Daniel Reynolds, *John Carroll University*
Laura Northrop, *Cleveland State University*
Sarah M. Lupo, *James Madison University*
John Z. Strong, *University at Buffalo*
Elena Andrei, *Cleveland State University*

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**10:15 am – 11:45 am – Symposium
Meeting Room: Florida Salon VI**

Area 6: Understanding and Addressing the Linguistic Challenges of Disciplinary Learning

Chair:

Suzanne Chapman, *University of Florida*

Discussant:

Zhihui Fang, *University of Florida*

This symposium describes (a) the linguistic resources that construct causality and discursive flow in middle school environmental science texts and the challenges these resources present to reading comprehension, (b) the linguistic complexities in algebra word problems and the challenges these complexities present to high school students in solving these problems, (c) a set of text analysis tools for helping upper elementary school students cope with the linguistic challenges of informational reading in social studies.

Participants:

- **Comprehension Challenges in Environmental Science Texts**
Shan Zhu, *University of Florida*
- **The Linguistic Challenges of Word Problems in Grade 9 Coordinate Algebra: A Systemic Functional Analysis**
Peijuan Cao, *University of Florida*
Khanh Bui, *University of Georgia*
Ling Hao, *University of South Carolina*
- **Linguistic Tools for Advanced Literacy Development**
Valerie Gresser, *University of Florida*

**10:15 am – 11:45 am – Alternative Format Session
Meeting Room: Grand Salon A**

Area 11. Literacy Research in Rural Settings: Illuminating an Inclusive Future

Presenters:

Karen Eppley, *Penn State University*

Amy Price Azano, *Virginia Tech*

Devon Brenner, *Mississippi State University*

Although one-third of all schools in the U.S. are rural, rural contexts are frequently ignored in conversations about inequality and social justice. Never has there been a more critical time to consider the challenges, complexities, and opportunities for rural literacy research. This interactive session invites participants to consider how and why place matters in literacy research, addresses specific methodological concerns, and shares strategies for communicating rural literacy research to broad audiences.

**10:15 am – 11:45 am – Symposium
Meeting Room: Grand Salon B**

Area 7: Authoring Selves: Identity Enactment and Agency in Multilingual and Transnational Literacy Practices in Communities

Chair:

Kwangok Song, *University of Kansas*

Discussant:

Soria Colomer, *Oregon State University*

This session includes three talks addressing how participating in multilingual and transnational literacy practices (re)shapes individuals' identities. By using multiple theoretical lenses, we aim to extend our understanding of agency in identity practices in which individuals cross linguistic, cultural, and racial boundaries. Additionally, this session will open up conversations on ways to reshape and transform

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literacy learning and teaching by collaborating with transnational and immigrant students and communities.

Participants:

- **Identity Practices of One Mixed-Race Girl**
Jieun Kim, *University of Wisconsin-Madison*
- **A Bilingual Child's Journal Writing as a Space of Authoring**
Min-Seok Choi, *The Ohio State University*
Hana Cho, *Ewha University*
- **"Teaching My Language Empowered Me": East-Asian Community Heritage Language Teachers' Situated Identities**
Kwangok Song, *University of Kansas*
Jamie Moon, *University of Kansas*
Tsung-han Weng, *University of Kansas*
Lu He, *University of Kansas*

10:15 am – 11:45 am – Alternative Format Session
Meeting Room: Grand Salon C

Area 3. Reconceptualizing the Writing Process: Embracing 'Othered' Dimensions of Writing

Chair:

Amy Leigh Tondreau, *Austin Peay State University*

Through this session, we hope to disrupt what writing is "supposed to be" for teachers and students. We draw on theories of identity, affect, and translanguaging to share moments when the writing process emerged in emotive ways that escaped schooled expectations of process writing. The session invites participants to think about reconsidering normed conceptions of the writing process in ways that more fully embrace the substantive social, cultural, and linguistic diversity of students and teachers.

Presenters:

- Amy Leigh Tondreau, *Austin Peay State University*
- Kelly C. Johnston, *Baylor University*
- Elizabeth Morphis, *SUNY Old Westbury*

10:15 am – 11:45 am – Symposium
Meeting Room: Grand Salon D

Area 8: Advancing The Study of Transnational Language and Literacy Practices Through Diverse Methodologies

Chair:

Wan Shun Eva Lam, *Northwestern University*

Discussant:

Robert Jiménez, *Vanderbilt University*

This symposium aims to further our understanding of transnational language and literacy practices through multiple methodologies that attend to material and ideological contexts across nation-states that affect the communicative practices of youth and families. Presenters will discuss their research and educational work involving diverse methodological approaches, including transnational fieldwork, critical connective case study, and practitioner inquiry, as they seek to understand and support transnational literacies and knowledge making among immigrant youth and families.

Participants:

- **Advancing Methodological Approaches for Researching Transnational Youths' Literacy Learning Within and Across Geographical Educational Worlds**
Allison Skerrett, *The University of Texas at Austin*
- **Materiality and Power: Examining Transnational Communicative Practices through a Critical Connective Case Study**
Ron Darvin, *University of British Columbia*
- **Practitioner Inquiry through Transnational Lenses: Exploring Texts about Indigenous Communities with Latinx Families**
Silvia Nogueron-Liu, *University of Colorado-Boulder*
Benjamin Walsh, *University of Colorado-Boulder*

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**10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 1**

Area 1: Identity As Content and Context for Preservice Teachers

Chair:

Maria Hernandez Goff, *California State University, Fresno*

Discussant:

Tasha Anne Vice, *A & M- San Antonio*

Participants:

- **A Pre-service Teachers’ Construction of Literacy Teacher Identity Through Literacy Content Coaching**
Brian M. Flores, *Salisbury University*
- **The Emotional Content and Value of Critical Narratives: A Study of Pre-Service Teachers**
Emma T. Abruzzo, *University of Pittsburgh*
Katrina Bartow Jacobs, *University of Pittsburgh*
- **“What are you? You can’t even speak Spanish?” A Latina Preservice Teacher’s Testimonio**
Cori Salmerón, *University of Texas at Austin*

**10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 10**

Area 7: Adolescent Concerns

Chair:

Katherine Scieurba, *SDSU*

Discussant:

Kathleen Hinchman, *Syracuse University*

Participants:

- **Marginalization Disguised as Friendship: Seeking Humanizing Literacies in a Predominantly White Rural School**
Rohit Mehta, *California State University, Fresno*
- **More, Faster, Neater: Middle School Students’ Self-assessed Literacy Concerns**
Thea Williamson, *Salisbury University*
Kira LeeKeenan, *The University of Texas at Austin*

Sinélia Espindola Peixoto, *Salisbury University*

- **Shedding Light on Their Future: Insight into Adolescent Identity of Failure**

Zoe Cassady, *Northern Illinois University*

Corrine M. Wickens, *Northern Illinois University*

**10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 11**

Area 10: Multimodality and Media: Experience, Analytic, and Authoring Technology

Chair:

Shannon Prince, *Michigan State University*

Discussant:

Cassie J Brownell, *Ontario Institute for Studies in Education (OISE)-University of Toronto*

Participants:

- **Multimodal Analysis of Video Gameplay: Experiences and Perceptions of Middle School Students**
Carolyn Stufft, *Berry College*
Sam von Gillern, *Texas A&M University*
- **Multimodal Composition as Alternative Authoring Paths for Meaning Making**
Olivia Grace Stewart, *St. John’s University*
- **Digital Multimodal Writing among Preadolescents in an Urban Educational Setting: An Exploratory Survey Study**
Ewa McGrail, *Georgia State University*
J. Patrick McGrail, *Jacksonville State University*

**10:15 am – 11:45 am – Symposium
Meeting Room: Meeting Room 12**

Area 5: Young Authors as Text Designers

Chair:

Ted Kesler, *Queens College, CUNY*

Discussant:

Deborah Rowe, *Vanderbilt University*

This symposium brings together three early childhood

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researchers, representing three geographical regions of the U.S., who apply a sociocultural, multimodal, and translanguaging framework to enable young children to act as text designers. We present studies with second graders in diverse public school settings, using a range of methodologies, to show possibilities of expanding what counts in writing workshop to enable young children to more fully realize their development as authors.

Participants:

- **Digital Tools Supporting Second Graders' Spanish Use While Composing in the English-dominant Classroom**
Lindsey Rowe, *The Ohio State University*
- **Designing on the Page: Composing Picturebooks in a Kevin Henkes Author Study**
Ted Kesler, *Queens College, CUNY*
- **Emergent Bilinguals as Text Designers: Rendering Meaning Through Signs**
Sally Brown, *Georgia Southern University*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 2

Area 11: Reimagining Literacy Research: Critical Reviews of the Field

Participants:

- **A Synthesis of Qualitative Research on Secondary Reading Intervention Classes**
Katherine Frankel, *Boston University*
Maneka Deanna Brooks, *Texas State University*
- **Diversifying Ontological and Epistemological Literacy Landscapes for Individuals with Significant Disability Labels: A Multidisciplinary Conceptual Review of Research**
Monica Christine Kleekamp, *University of*

Missouri-Columbia

- **Journal of Literacy Research from 1969 to the Present: An Analysis of Studies Related to Linguistic Diversity**
Cynthia Brock, *University of Wyoming*
Anna Shur, *University of Wyoming*
Lauren Padesky, *University of Wyoming*
Joyce Stewart, *University of Wyoming*
Margaret Pesch, *University of Wyoming*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 3

Area 2: Examining Teachers' Emotions and Experiences that Impact Students' Literate Identities via Discursive Classroom Practices

Chair:

George G. Hrubby, *University of Kentucky*

Discussant:

Lindsay Woodward, *Drake University*

Participants:

- **Feeling as a Core Practice in the English Language Arts Classroom**
Sarah Levine, *Stanford University*
Karoline Trepper, *Stanford University*
Rosalie Hiuyan Chung, *University of Virginia*
- **Novice Teachers' Experiences with Authoritative and Internally Persuasive Discourse in Literacy Instruction**
Claire Lambert, *High Point University*
Joy Myers, *James Madison University*
Melissa Adams-Budde, *West Chester University*
Christy Howard, *East Carolina University*
- **"Who Am I but a Combinatoria of Things Encountered, Imagined?": Exploring Teachers' Literacy Lives as Literary Lives**
Scott Jarvie, *Michigan State University*

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10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 4

Area 3: Building Community through Collaborative Literacies

Chair:

Jennifer Rowsell, *Brock University*

Discussant:

Pamela Mason, *Harvard Graduate School of Education*

Participants:

- **Building Critical Communities of Care Through Inquiry and Innovation**
Amanda Deliman, *Indiana University Bloomington*
- **I Am Because We Are: Black Girls Socially Constructing a Collective Motivation Through Literacy**
Sara Ann Jones, *Vanderbilt University*
- **(Meta)Languaging: Exploring Metalinguistic Engagement with Upper Elementary Bi/multilingual Students**
Renata Love Jones, *Boston College*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 5

Area 4: Evaluating Literacy Initiatives and Evidence-Based Decision Making Processes

Chair:

Deborah Augsburger, *Lewis University*

Discussant:

Carla K. Meyer, *Duquesne University*

Participants:

- **Gates Foundation Funded School Initiatives: Analysis with IES/NSF Pipeline-of-Evidence Protocol**
Barbara R. Schirmer, *Walden University*
Alison S. Lockman, *Walden University*

Todd N. Schirmer, *Saybrook University*

- **Supporting Writing Instruction and Writing Outcomes in the Elementary Grades Using Automated Writing Evaluation Software: Results from a District-wide Implementation**
Joshua Wilson, *University of Delaware*
Yue Huang, *University of Delaware*
Gaysha Beard, *Red Clay Consolidated School District*
Charles MacArthur, *University of Delaware*
- **The Role of Literacy Leadership in Instruction: The Impact of Data-based Decision Making**
Melanie Walski, *Northern Illinois University*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 6

Area 5: The Power of the Picturebook: Elementary Student Engagement with Text and Content in Children's Books

Chair:

Christopher Wagner, *Queens College, City University of New York*

Discussant:

Juliet Halladay, *University of Vermont*

Participants:

- **Interactive Read-Alouds in the Early Childhood Classroom: An Exploratory Case Study Examining the Development of Social Imagination Through Picturebook Reading**
Norline Rose Wild, *University at Buffalo*
- **"It's Kinda Weird:" Second Graders' Responses to Word-Picture Relationships in Picturebooks**
Koti Lee Hubbard, *Winthrop University*
Susan King Fullerton, *Clemson University*
- **Narrative Coherence and Social Imagination: Kindergartners' Reading of Wordless Picture Book**
Rong Zhang, *Purdue University*
Judith Lysaker, *Purdue University*

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**10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 7**

Area 6: Intergenerational Coalition Building to Enhance Youth Literacies

Chair:

Durrell Jamerson-Barnes, *University of Texas at Austin*

Discussant:

Judith Dunkerly-Bean, *Old Dominion University*

Participants:

- **Cultivating Minds in Transition: The Mutual Benefits of Sustained Service Learning through Dialogic Buddy Reading**

Mary Jane McIlwain, *Auburn University*

Chad Cunningham, *Auburn University*

- **Mothers of Children with Dyslexia Share the Protection and “In-betweenness” of Living with a Reading Disability: A Feminist Autoethnography**

Christine Woodcock, *American International College*

- **If Only I Listened to My Mom: How Black Women’s Literacy Helps Black Boys Make Sense of Their Masculinity**

Durrell Jamerson-Barnes, *University of Texas at Austin*

**10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 8**

Area 9: Picturebooks as Educative Tools

Chair:

Hayley Jordan Hoover, *Clemson University*

Discussant:

Frank Serafini, *Arizona State University*

Participants:

- **Literacy Experiences and Expectations Found in Picture Books about Starting Kindergarten**

Laura Cutler, *University of Delaware*

Gerilyn Slicker, *University of Delaware*

- **Performing Fatherhood: The Changing Representations of Parenting in Children’s Picture Books**

Laura Cutler, *University of Delaware*

William Lewis, *University of Delaware*

- **Wonderland, Illuminated: Shifting Perspectives and Illustrator/Reader/Author Relationships Through a Curated Collection of Wonderland Illustrations Since 1865**

Lindsay Persohn, *University of South Florida*

**10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 9**

Area 8: Multilingual Adult Literacies across Time and Space

Chair:

Catherine Michener, *Rowan University*

Discussant:

Natalia Ward, *East Tennessee State University*

Participants:

- **Becoming Multilingual Writers through Translation**

Xiqiao Wang, *Michigan State University*

- **Asian Adult Third Culture Kids’ Reflection on Their Identity Negotiation Journey and Transnational Literacy Practices**

Ahrum Jeon, *Boston college*

- **Health Literacy of Bhutanese Adult Refugees in the U.S.: An Ethnography**

Xia Chao, *Duquesne University*

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**1:15 pm – 2:45 pm – Alternative Format Session
Meeting Room: Florida Salon I & II**

Area 12. Exploring Classroom Texts – Using Functional Linguistics in Literacy Research and Teaching in Australia, USA and Denmark

Chair:

Raúl Alberto Mora, Literacies in Second Languages Project, *Universidad Pontificia Bolivariana*

Discussant:

Rick Marlatt, *New Mexico State University*

This alternative session will first present a short overview of a functional approach to thinking about texts, followed by roundtables of scholars who have then applied this theory to their own specific teaching and researching contexts. Roundtable #1: Writing literary texts to engage the reader (Australia) Roundtable #2: Writing to reason in elementary engineering (USA) Roundtable #3: Using the UAM Corpus Tool for analysis of texts from Vocational Education (Denmark)

Participant:

- **Exploring Classroom Texts – Using Functional Linguistics in Literacy Research and Teaching in the US, Australia and Denmark**

Jon Callow, *The University of Sydney*

Katina Zammit, *Western Sydney University*

Patricia Paugh, *University of Massachusetts, Boston*

Bettina Buch, *University College Absalon*

**1:15 pm – 2:45 pm – Symposium
Meeting Room: Florida Salon III**

Area 11. Just How Critical Is “Critical”? Dismantling the Onto-Epistemologies of White Supremacy in Literacy Research

Chair:

Stephanie Patrice Jones, *Grinnell College*

Discussant:

Marcus Croom, *Brio Education Consulting*

Researchers problematize “critical” literacy research, examining how even well-intentioned studies may be complicit in preserving and reproducing White supremacy. Framed by Critical Race and emancipatory perspectives, four qualitative studies on anti-racist education challenge “colonial genealogies” embedded in methods and methodologies commonly used in racial research. Presenters discuss White blamelessness/color-muteness via “proxy language,” Sister Circles as methodology, anti-colonial analytical methods when assessing essays by AAL-speaking students, and positionality of non-Black researchers in critical qualitative inquiry.

Participant:

- **Just How Critical Is “Critical”? Dismantling the Onto-Epistemologies of White Supremacy in Literacy Research**

Rossina Zamora Liu, *University of Maryland*

Stephanie Patrice Jones, *Grinnell College*

Shenika D. Hankerson, *University of Maryland*

Alice Y. Lee, *Illinois State University*

**1:15 pm – 2:45 pm – Roundtable Session 2
Meeting Room: Florida Salon IV**

1) Area 1: Cultivating Critical Literacies in Teacher Education

Chair:

Susan Lee Groenke, *University of Tennessee*

Discussant:

Susan Lee Groenke, *University of Tennessee*

Participants:

- **Confronting Privilege with Community Awareness that Disrupts or Possibly Reinforces Ideologies with Preservice Teachers**

Deborah Morbitt, *The Ohio State University*

- **Courting Controversy: Examining the Evolving Beliefs of Preservice Teachers in Online and In-Person Spaces**

James Kieran Rigney, *University of Florida*

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Gage Jeter, *University of Florida*

- **Danger of the Single Story: One Preservice Teacher's Resistance to Teaching the Dominant Narrative Regarding Current Political Topics**
Saba Khan Vlach, *The University of Texas at Austin*
Maya Muhi, *The University of Texas at Austin*
Samuel DeJulio, *The University of Texas at San Antonio*

2) Area 1: Pre-Service Teachers' Perspectives on Diversity and Social Justice

Chair:

Judy Paulick, *University of Virginia*

Discussant:

Judy Paulick, *University of Virginia*

Participants:

- **Examining Influences on Preservice Teachers' Culturally Sustaining Literacy Pedagogy and Practice**
Steve Hart, *CSU, Fresno*
Monica Billen, *CSU, Fresno*
Ana Soltero Lopez, *CSU, Fresno*
- **"Now in the classroom I have all the concerns..." Secondary ELA Preservice Teachers' Attitudes About Linguistically Diverse Classrooms**
Olivia Ann Murphy, *The University of Maryland at College Park*
- **The Hate You Give: Examining Pre-Service Teachers' Perspectives of Social Justice Through Literature Discussions**
Dawn Castagno-Dysart, *Winona State University*
Joel Traver, *Winona State University*

3) Area 3: Engineering a New Way: Rethinking Traditional Notions of Where Literacy Happens

Discussant:

Dee Asaah, *University of Pennsylvania*

Participants:

- **"Bridging Towards Literacy": Exploring Disciplinary Literacy in an Engineering Club through Engineering Habits of Mind**
Mary McVee, *University at Buffalo, SUNY*
Lynn Shanahan, *University at Buffalo, SUNY*
Christopher Jarmark, *University at Buffalo, SUNY*
Kelly Schucker, *University at Buffalo, SUNY*
- **Time as a Normalizing Force: Navigating Individual Student Needs in Schooled Time**
Laurie M. Rabinowitz, *Teachers College Columbia University*
Amy Leigh Tondreau, *Austin Peay State University*
- **Weaving a Culturally-Sustaining, Literacy-Forward Project-Based Science and Engineering Unit**
Gabriel DellaVecchia, *University of Michigan*
Annemarie Palincsar, *University of Michigan*

4) Area 4: Multidimensional Initiatives and Assessments towards More Complex Understandings of Literacy

Chair:

Bobbie Kabuto, *Queens College*

Participants:

- **Comprehension Assessment: Do Researchers Embrace a Multidimensional Approach?**
Jennifer Jones Powell, *Radford University*
Valerie J. Robnolt, *Virginia Commonwealth University*
Jodi Welsch, *Frostburg State University*
- **Social Network Analysis of a Statewide Literacy Initiative**
Caitlin Dooley, *GA Department of Education*
Meltem Alemdar, *Georgia Institute of Technology*
Meghan Welch, *GA Department of Education*
Zehra Ozturk, *Atlanta Speech School/ Rollins Center for Language and Literacy*
- **Toward More Complete Social Media Assessment**
Judson Laughter, *University of Tennessee, Knoxville*
Ashley Stroud, *University of Tennessee, Knoxville*

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5) Area 6: Disciplinary Literacy: New Directions and Perspectives

Chair:

Christina Dobbs, *Boston University*

Discussant:

Christina Dobbs, *Boston University*

Participants:

- **English Scholars' Disciplinary Literacy Orientations**

Eric Rackley, *Brigham Young University-Hawaii*

- **Ten Years of Disciplinary Literacy: What Have We Learned from Research and Practice about Instruction, Policy and Directions for Further Research?**

Christina Dobbs, *Boston University*

Jacy Ippolito, *Salem State University*

Megin Charner-Laird, *Salem State University*

- **Agency in Didactical Disciplinary Literacy: Using a New Theory to Interpret Reading Interviews of a College Calculus Textbook**

Ellie Fitts Fulmer, *Ithaca College*

Aaron Weinberg, *Ithaca College*

Emilie Wiesner, *Ithaca College*

John Barr, *Ithaca College*

6) Area 7: Illuminating Imprisoned Voices

Chair:

Olabisi Adenekan, *Judson University*

Discussant:

Jeanne Dyches, *Iowa State University*

Participants:

- **The Louisiana Storybook Project: Incarcerated Fathers' Supporting the Early Literacy of Their Children**

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

Marietta S. Adams, *University of Louisiana at Lafayette*

Valin S. Jordan, *University of Louisiana at Lafayette*

Allison M. Bernard, *University of Louisiana at Lafayette*

Lafayette

- **Words No Bars Can Hold: Illuminating the Narratives of the Incarcerated**

Deborah Appleman, *Carleton College*

7) Area 8: Addressing Cultural and Linguistic Diversity in Higher Education

Chair:

Kwangok Song, *University of Kansas*

Participants:

- **"It's a touchy subject": Multicultural Learning in a Graduate Course**

Carol Jeanne Delaney, *Texas State University*

- **Using L1 Literacies in an L2 Classroom to Grow Empathy in Students**

Erin Carlson, *University of South Carolina*

Alanna Breen, *University of South Carolina*

Stephanie Madison Schenck, *Clemson University*

- **Biliteracy in Academia: Case Studies of Translanguaging Practices among University Scholars**

Buyi Wang, *University of Florida*

8) Area 9: Critically Exploring Literature

Chair:

Rachel Skrlac Lo, *Villanova University*

Discussant:

Rachel Skrlac Lo, *Villanova University*

Participants:

- **Ethnographic Storytelling as Tool for Content Analysis of Literature: Reflections on Reader Response, Subjectivity, and Becoming**

Kinga Varga-Dobai, *Georgia Gwinnett College*

- **Finding a Voice: Raising Awareness Around Female Refugee Issues Through Children's Literature**

Julie Carbaugh, *University of Georgia*

- **From Haiti to Detroit: One Girl's Journey of Becoming a Black American**

Lakeya Omogun, *The University of Texas at Austin*

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1:15 pm – 2:45 pm – Symposium
Meeting Room: Florida Salon VI

Area 6: Research on College Reading and Studying: Transforming College Students' Literacy Futures

Chair:

Rona Flippo, *University of Mass - Boston*

Discussant:

Sonya L. Armstrong, *Texas State University*

Abstract The purpose of this symposium is to engage participants in a consideration of contemporary college reading and studying theory centering on how college reading praxis is moving beyond its historical roots in developmental reading to address change theory, sociocultural theory, disciplinary literacies, multimodal texts, and the reading of complex college material.

Participants:

- **History of College Reading**
Kinga Varga-Dobai, *Georgia Gwinnett College*
- **College Reading**
Eric Paulson, *Texas State University*
Jodi Holschuh, *Texas State University*
- **Social Media and College Reading**
Barbara Guzzetti, *Arizona State University*
Leslie Michele Foley, *Grand Canyon University*
- **Disciplinary Literacy in College Reading**
Thomas W. Bean, *Old Dominion University*
Judith Dunkerly-Bean, *Old Dominion University*
Kristen Howell Gregory, *East Carolina University*
- **Reading and Writing in College**
Sonya L. Armstrong, *Texas State University*
Jeanine Latoya Williams, *University of Maryland University College*
- **Test Preparation and Test Taking in College**
Rona Flippo, *University of Mass - Boston*
Victoria Appatova, *Clermont College*

1:15 pm – 2:45 pm – Alternative Format Session
Meeting Room: Grand Salon A

Area 6. New Dissertations: The Future of Literacy Practices in Academic Research

Presenters:

Nick Sousanis, *San Francisco State University*

A. D. Carson, *University of Virginia*

Rachel Kaminski Sanders, *University of Texas at San Antonio*

Discussant:

Donna Alvermann, *University of Georgia*

This alternative format session — a curated museum exhibition — features the work of three nationally recognized scholars (Sousanis, 2015; Carson, 2017; Sanders, 2018) from diverse fields of study who produced dissertations accredited as research by doctoral committees at various universities in formats beyond written language. These scholars bring attention to the broadening forms of academic research traditionally accepted within higher education to accommodate the diverse language forms represented in new literacy practices.

1:15 pm – 2:45 pm – Symposium
Meeting Room: Grand Salon B

Area 8: Language, Race, and Literacy Learning: Leveraging Competencies, Ideologies, and Experiences for Teaching Education

Chair:

Aria Razfar, *University of Illinois at Chicago*

Discussant:

Maneka Deanna Brooks, *Texas State University*

This symposium brings together papers that explore constraints and possibilities related to leveraging language as a resource for literacy teacher education. Spanning both conceptual and empirical papers, and drawing on ethnographic data from California,

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Illinois, and Texas, this panel speaks directly to the current context of increasingly diverse literacy classrooms and teacher education programs.

Participants:

- **Tu Eres Mi Otro Yo: Latinx Teachers Leveraging Cultural and Linguistic Capital in Chicago Classrooms**
P. Zitlali Morales, *University of Illinois at Chicago*
Ramona Meza, *University of Illinois at Chicago*
Joanna Maravilla-Cano, *University of Illinois at Chicago*
- **A Raciolinguistic Perspective on Leveraging: Preparing Pre-service Teachers and Prefiguring Anti-racist Modes of Perception**
Ramon A. Martínez, *Stanford University*
Alexander Feliciano Mejía, *Stanford University*
- **The Limits of Leveraging: Race, Power, and Practice in Language Education Settings**
Danny C. Martinez, *University of California, Davis*
Javier Rojo, *University of California, Davis*
- **Language Ideologies and Identities: Examining the Language and Literacy Experiences of Latina/o/x Bilingual Education Teacher Candidates**
Lucila Ek, *University of Texas at San Antonio*

**1:15 pm – 2:45 pm – Alternative Format Session
Meeting Room: Grand Salon C**

Area 7: Identity, Agency, and Solidarity: Families and Communities as Diverse Sites for Practices, Policies and Research

Chair:

Angela M. Wiseman, *North Carolina State University*

This alternative session explores and expands family and community literacy research in order to recognize and honor the broad range of literacy practices that occur in homes and communities. Therefore, this session expands our views about families, challenges prevailing negative stereotypes of children and families, and explores how our identities can be an important lens for understanding our research.

Participants:

- **Fathers in Recovery: Exploring Family Literacy Practices Amidst Separation**
Angela M. Wiseman, *North Carolina State University*
Ashley Atkinson, *North Carolina State University*
- **African American and Latinx Girls’ Expressions of Truth about STE(A)M with Multimodal Community Journaling**
Tisha Lewis Ellison, *University of Georgia*
- **One Child’s Counternarrative as Cosmopolitan Post-Truth: Introducing Adam’s World**
Catherine Compton-Lilly, *University of South Carolina*
- **“I learned that you can actually convince people”: Critical Literacy, Mathematics, and Community Engagement**
Kristen H. Perry, *University of Kentucky*
Cindy Jong, *University of Kentucky*
- **Humanizing Recently Resettled Refugee Children, Youth, and their Families**
Nermin Vehabovic, *North Carolina State University*
- **Somos Escritoras/We Are Writers: A Communal Space of Writing, Sharing and Love for Latina Mothers and Daughters**
Tracey Flores, *University of Texas-Austin*

**1:15 pm – 2:45 pm – Alternative Format Session
Meeting Room: Grand Salon D**

Area 14: Black Girl Composers: Representations of Black Girls’ Multimodal Literacies

Chair:

Autumn Griffin, *University of Maryland - College Park*

Discussant:

Detra Price-Dennis, *Columbia University*

This session is grounded on the premise that Black girls’ literacies are: multiple, tied to identities and selfhood, historical, collaborative, intellectual, and political/critical (Muhammad & Haddix, 2016). We

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present three research studies that highlight the ways Black girls engage multimodal tools to agitate systemic racism and other oppressions, compose digital texts, and depict their futures.

Participants:

- **Black Girls and the Need for Agitation Literacies in Schools**
Gholnecsar Muhammad, *Georgia State University*
- **Black Girls' Multimodal Composing Practices in the Urban Secondary Literacy Context**
Delicia Greene, *University at Albany, State University of New York (SUNY)*
- **Black Teen Girls as Future-makers: Multimodal Representations of Aspirational, Navigational, and Resistant Capital**
Autumn Griffin, *University of Maryland - College Park*
Jennifer Danridge Turner, *University of Maryland College Park*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 1

Area 12: Successful Interventions in International Literacy Studies

Chair:

Diana Jaleh Arya, *University of California, Santa Barbara*

Discussant:

Crystal Dail Rose, *Texas Tech University*

Participants:

- **Effects of Relationship Building in Belize on Teacher Identities, Classroom Practices, and Student Learning**
Jean Kirshner, *Colorado State University*
George Kamberelis, *Western Colorado University*
- **Envisioning a Better Future: Nurturing Perspective-Taking with the Use of Visual Thinking Strategies in a Korean Secondary EFL Classroom**

Eun Young Yeom, *University of Georgia*

- **Promising Educational Interventions in Upper Primary Grades in Sub-Saharan Africa**
Patience Adjekai Sowa, *Snr Research Education Analyst*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 10

Area 12: Language, Literacy and the Development of Globally-Minded Teachers

Chair:

Huili Hing, *Towson University*

Discussant:

Debalina Maitra, *The Learning Partnership*

Participants:

- **Explorations of Pre-Service Teachers' Linguistic Funds of Knowledge**
Jacqueline Ann D'warte, *Western Sydney University*
- **Examining Japanese Pre-service Teachers' Reading Motivation**
Hitomi Kambara, *The University of Texas Rio Grande Valley*
Zhidong Zhang, *University of Texas Rio Grande Valley*
Sachiko Adachi, *Niigata University*
- **Transnational Teacher Education from Nepantla: A Critical Analysis of a Study Abroad Project in Oaxaca, Mexico**
Stephanie Abraham, *Rowan University*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 11

Area 3: Supportive Means for Literacy Learners: Perspectives and Pedagogies

Chair:

Min-Young Kim, *Grand Valley State University*

Discussant:

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Muriel Rand, *New Jersey City University*

Participants:

- **A Multi-tiered System of Language Support Improves Oral and Written Academic Language**
Douglas B. Petersen, *Brigham Young University*
Trina D. Spencer, *University of South Florida*
Matthew E. Foster, *University of South Florida*
- **“Those don’t sound like real words to me”:
Students’ Search for Meaning within a Dyslexia
Intervention Program**
Anne Daly-Lesch, *University of Texas at Austin*
Susan Tily, *University of Texas at Austin*
Vickie Godfrey, *University of Texas*
Erica Steinitz, *University of Texas at Austin*
Jo Jo Worthy, *University of Texas Austin*

**1:15 pm – 2:45 pm – Symposium
Meeting Room: Meeting Room 12**

Area 10: Discourse Processes in Divisive Times: Affects, Materialities, and Trans-modalities

Chair:

Christian Ehret, *McGill University*

Discussant:

Cynthia Lewis, *University of California, Santa Cruz*

Presenters expand perspectives on discourse processes in literacy studies, addressing at least three objectives: (1) to illustrate how ideologies spread across digital platforms and physical space through often irrational, affective processes; (2) to examine the interplay between personal memory, feelings about the past and past selves, and algorithmically-mediated digital content (3) to investigate how neoliberal discourses of value affect what counts as learning and play across virtual and physical playgrounds.

Participants:

- **Personal History and Social Media: Feeling “On This Day” in the Movement of Time**
Kevin Leander, *Vanderbilt University*

Sarah Burriss, *Vanderbilt University*

- **Affecting Discourse across a Youth-Driven Digital Ecology: The Role of Agonistic Conflict in Literacy and Digital Culture**
Christian Ehret, *McGill University*
Anita Hagh, *McGill University*
- **(De)Polarizing Assemblages: A Rhizomatic Analysis of Communication across Political Differences**
David Sabey, *Vanderbilt*
- **Boogeymen and Hackers: Affective Discourses of the Known and Unknown in Online and Offline Playgrounds**
Mia Perry, *University of Glasgow*
Elizabeth Nelson, *University of Glasgow*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 2**

Area 1: Pre-Service Teachers’ Self Efficacy

Chair:

Darrell Hucks, *Keene State College*

Discussant:

Matthew R. Deroo, *University of Miami*

Participants:

- **Developing Preservice Teachers’ Critical Literacy through Study Abroad and International Service Learning**
Kristie O’Donnell Lussier, *Collin College*
Lori Assaf, *Texas State University*
Meagan Hoff, *Texas State University*
- **Exploring Canadian and American Pre-Service Teachers’ Self-Efficacy and Knowledge of Literacy Instruction**
Katia Ciampa, *Widener University*
Tiffany Lynn Gallagher, *Brock University*
- **How Much Practice Makes Perfect? Preservice Teachers’ Self-Efficacy for Teaching Reading Following a Field-Based Tutoring Experience**
Caitlin Galligane, *University of Florida*
Peijuan Cao, *University of Florida*

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**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 3**

Area 2: Disciplinary Literacies: Perceptions and Practices

Chair:

Abdulsamad Yahya Humaidan, *Southern Illinois University Carbondale*

Discussant:

William Terrell Wright, *University of Georgia - Athens*

Participants:

- **Disciplinary Literacy Perceptions and Realities: A National Survey of Middle School and Secondary School Teachers**
Kristine Pytash, *Kent State University*
Phillip Wilder, *Clemson University*
Michael Manderino, *Leyden High School*
Paula DiDomenico, *Leyden High School*
Lorraine Jacques, *Louisiana Tech*
- **Illuminating Teachers' Perspectives About Ideal Engagement with Texts in Social Studies**
Jacquelynn Popp, *Lake Forest College*
Paula DiDomenico, *Leyden High School*
Joanna Makhoul, *Lake Forest College*
- **Middle School Engineering Teachers' Perceptions and Practices of Disciplinary Literacy Instruction**
Amy Wilson-Lopez, *Utah State University*
Ashley Strong, *Utah State University*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 4**

Area 5: Strategic Skill Development: Using Strategies to Enhance Comprehension and Fluency in Elementary Grades

Chair:

Lauren Fletcher, *University of Louisville*

Discussant:

Renarta Hutchinson Tompkins, *University of South Carolina Beaufort*

Participants:

- **An Exploration of Fourth-Graders' Comprehension and Their Reported Strategies for Reading Multimodal Science Texts**
Sharon Marie Pratt, *Indiana University Northwest*
Julianne M. Coleman, *University of Alabama*
- **Comprehension Strategies as Springboards to Meaningful Conversations in an Urban Kindergarten Classroom**
Paola Pilonieta, *University of North Carolina at Charlotte*
Jennifer I. Hathaway, *George Mason University*
- **Engineering Word Overlap to Enhance Specific Fluency Gains Over Repeated Readings**
Patricia Adams Dorman, *Auburn University*
Bruce A. Murray, *Auburn University*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 5**

Area 6: Literacy Education: Student Voices and Teacher Beliefs as Roadmaps

Chair:

George W. Boggs, *Florida State University*

Discussant:

Josephine Peyton Marsh, *Arizona State University*

Participants:

- **“What Would Be Your Watergate?” Novice Teachers' Beliefs and Instructional Practices Related to Teaching Disciplinary Literacy**
Christy Howard, *East Carolina University*
Melissa Adams-Budde, *West Chester University*
Claire Lambert, *High Point University*
- **How to Talk About the Economic Significance of Literacy Education: A Lens for Future Literacy Research**
George W. Boggs, *Florida State University*
Trevor Thomas Stewart, *Virginia Tech*
- **“I Feel Like You're Just Summarizing Badly What We're Saying”: Student Skepticism of Teacher Revoicing in Dialogically-Organized Text Discussions**
Liam Aiello, *Stanford University*

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**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 6**

Area 7: Critical Literacy from Different Perspectives

Chair:

Stergios Botzakis, *University of Tennessee, Knoxville*

Discussant:

Lara J. Handsfield, *Illinois State University*

Participants:

- **A Theoretical Framework for Ecoliteracies: Using Critical Literacy to Infuse Environmental Education into English Curricula**
Velta Douglas, *OISE, University of Toronto*
- **Beyond Good Intentions: A Critical Discourse Analysis of Critical Literacy Claims in Instructional Materials**
Kate Dower Lechtenberg, *University of Iowa*
- **Critical Service Learning as a Critical Literacy Pedagogy: Cultivating Identity Development, Empathy, and Agency in the Community College English Classroom**
Alexandra Fields, *Indiana University - Bloomington, Middlesex County College*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 7**

Area 8: Inservice Teachers' Perspectives on Promoting Multilingualism

Chair:

Amy Frederick, *University of Wisconsin - River Falls*

Discussant:

Lori Norton-Meier, *University of Louisville*

Participants:

- **Classroom Teachers' Critical Practices for Empowering ELLs**
Christine Uliassi, *State University of New York at Cortland*
Bogum Yoon, *State University of New York at Binghamton*

- **Peeking over the Language Barrier: Using Material and Spatial Design to Create Horizons of Observation in a Translingual Literacy Activity**
Samuel David, *University of Minnesota*
Corinne Mathieu, *University of Minnesota*
Mikel Walker Cole, *Clemson University*
- **Rural - Urban Intersections in Teacher Language Ideologies**
Mike Metz, *University of Missouri*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 8**

Area 10: Future Forward: Pathways and Potentials for Teaching Digital Literacies

Chair:

Christiane Wood, *California State University San Marcos*

Discussant:

Christiane Wood, *California State University San Marcos*

Participants:

- **Preparing Teachers to Use Digital Storytelling in the Literacy Classroom**
Valerie Shinas, *Lesley University*
Huijing Wen, *Moravian College*
- **Pedagogical Implications for Digital and Social Media for Classroom Writing**
Olivia Grace Stewart, *St. John's University*
- **Illuminating the Future of Videogame Programming and Literacy Practices in US Libraries**
Sandra Schamroth Abrams, *St. John's University*
Richard Van Eck, *University of North Dakota*

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**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 9**

Area 11: Exploring Themes in Reading Research and Practice

Discussant:

George G. Hruba, *University of Kentucky*

Participants:

- **A Multimodal Representation and Analysis of the Corporeal Presence of the “At-Risk” Reader Status**
Kristen L. White, *Northern Michigan University*
- **Critical Issues in Verbal Protocol Analysis of Online Reading: A Methodological Review**
Lindsay Woodward, *Drake University*
Byeong-Young Cho, *University of Pittsburgh*
- **Reading Motivation and Engagement: A Research Synthesis, 1992-2017**
Seth A. Parsons, *George Mason University*
Samantha T. Ives, *George Mason University*
Deidre Cutter, *George Mason University*
Sara A. Field, *George Mason University*

**1:15 pm – 2:45 pm – Symposium
Meeting Room: Florida Salon V**

Area 7: Practitioner Inquiry as Humanizing Methodology: Multiperspectival Knowledge Production from Marginalized Educational Spaces and Communities

Chair:

Grace D. Player, *University of Connecticut*

Discussant:

Rob Simon, *Ontario Institute for Studies in Education of The University of Toronto*

This symposium juxtaposes three literacy-focused practitioner inquiry (PI) studies occurring across marginalized educational spaces, including an after-school writing club for Black and Asian girls, grassroots and intergenerational Latinx immigrant

rights organizing, and an adult English for Speakers of other Languages (ESoL) class of multilingual immigrant learners. Together these studies explore how PI has and could be applied in future literacy research/practice as a humanizing methodology for multiperspectival knowledge production and action from marginalized communities.

Participants:

- **“Unnormal” Methods: Sisterhood As Methodology and Pedagogy in a Practitioner Research Study**
Grace D. Player, *University of Connecticut*
- **Practitioner Inquiry to Resist Coloniality in Latinx Immigrant Research and Organizing**
Alicia Rusoja, *Saint Lary’s College of California*
- **Disrupting the Adult ESoL Curriculum: Troubling Language Learning Norms through Practitioner Inquiry**
Emily Rose Schwab, *University of Pennsylvania*

**3:00 pm – 4:30 pm – Symposium
Meeting Room: Florida Salon I & II**

Area 11: Think Tank Session: Grassroots Literacy Research Communities and the Future of our Field

Chairs:

Raúl Alberto Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Lindy L. Johnson, *College of William and Mary*

In this think tank session, the authors, members of two research communities in Colombia and the United States, will engage in a collective conversation about why our field must embrace a grassroots model to build research teams to ensure its relevance and sustainability in years to come. This session calls for an integrative model where students, practitioners and teacher educators can build research from a community perspective to make research more relevant and applicable.

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Participants:

- **“It Takes a Legion to Build a Field” - A Grassroots Research Experience in the South**
Raúl Alberto Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
- **Disrupting Traditional Hierarchies of Knowledge through Critical, Project-Based Clinical Experiences**
Lindy L. Johnson, *College of William and Mary*
- **Toward an Organic Praxis in Literacies Research: A Collective Ethnography of Growing Researchers**
Claudia Cañas, *Universidad Pontificia Bolivariana*
Tatiana Salazar Patiño, *Colegio San José de las Vegas*
Tatiana Chiquito, *Universidad Pontificia Bolivariana*
Maria Camila Mejía-Vélez, *La Trobe University*
Zeidy Agudelo-Lopera, *Institución Educativa Rodrigo Correa Palacio*
- **Designing for Engagement: Supporting Youth Literacy Practices through Analog Games**
Anna Wong, *Roanoke Public Schools*

Chair:

Maria Leija, *The University of Texas Rio Grande Valley*
Discussant:
María Fránquiz, *University of Utah*

Participants:

- **“Es valiente, agradecida y decidida”: Using Mentor Texts to Teach the Biography**
Genre Maria Leija, *The University of Texas Rio Grande Valley*
- **Nuestras historias: Using Mentor Texts for Contextualizing (Auto)biographical Authoring**
Brenda Ayala Lewis, *The University of Texas at Austin*
- **Desenmascarando: Unmasking the Character Development Process through Bilingual Culturally Relevant Chapter Books**
Gilberto P. Lara, *The University of Texas Rio Grande Valley*
- **Pedagogical Contributions of Spanish Informational Texts for Aspiring Bilingual Teachers**
Desiree Pallais, *The University of Texas at Austin*

3:00 pm – 4:30 pm – Symposium
Meeting Room: Florida Salon III

Area 8: Culturally Relevant Mentor Texts as Guides for Biliteracy, Bilingualism, and Writing Development of Latinx Students

This session unites four qualitative research studies examining the various forms classroom teachers and pre-service teachers employ mentor texts as scaffolds to develop bilingual and biliterate practices in bilingual elementary classrooms. A common theme across the presentations is the purposeful incorporation of culturally relevant mentor texts. This session brings together approaches from various grade levels and a variety of mentor texts as vehicles for writing biographies, developing biliteracy, character development, and creating informational Spanish texts.

3:00 pm – 4:30 pm – Roundtable Session 3
Meeting Room: Florida Salon IV

1) Area 1: Exploring Models and Assessments of Teacher Preparation

Chair:

Anne Daly-Lesch, *University of Texas at Austin*

Participants:

- **Observing the Players Instead of the Coach: Using 360-degree Video Case Studies to Enhance Pre-service Literacy Understandings about Teaching and Learning**
Chrystine Mitchell, *York College of Pennsylvania*
- **Preparing Preservice Teachers to Provide Evidence-Based Literacy Intervention: The UFLI Models**
Holly Lane, *University of Florida*
Valentina A. Contesse, *University of Florida*

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- **The End of “I Didn’t Learn Anything”:** Teacher Candidates’ Perspectives of Their Learning in Online Literacy Coursework Paired with a Reading Endorsement Clinical Experience
Caitlin Galligane, *University of Florida*
Brittany Adams, *University of Florida*

2) Area 2: Understanding the Multidimensionality of Book Choice and Literacy Growth

Discussant:

Christina Dobbs, *Boston University*

Participants:

- **How Student Choice of Text is Facilitated within a School District**
Kirsten Andler, *School District 220*
- **Teachers Talking about Children’s Books: Grappling with Bias**
Aimee Ellis, *Loyola University Chicago*
Kristine M. Schutz, *University of Illinois Chicago*
- **The Next Generation of Literate Lives: A Complexity-based Approach to Understanding the Role of Maker Literacies in Teaching and Learning**
Emily Ward Schindler, *University of Wisconsin-Madison*

3) Area 3: Planning for Engagement: More Than Lip Service

Chair:

Kristi Tamte Bergeson, *Minnesota State University, Mankato*

Discussant:

Rachael Gabriel, *University of Connecticut*

Participants:

- **A Case Study of How Two Third-grade Teachers Conceptualized and Designed Instruction for Literacy Engagement**
Alessandra Ward-Goldberg, *Boston University*

- **Fishy Mov(i)es: Assembling Improv as Language Play in a Sixth Grade Classroom**
Kimberly Lenters, *University of Calgary*
Jana Boschee, *University of Calgary*
Stacey Hanzel, *University of Calgary*
- **Fostering Agentic Engagement: A Teacher and her Fifth-grade Readers’ Ongoing Efforts**
Christine Leighton, *Emmanuel College*
Kierstin Giunco, *Mission Grammar school*
Lisa O’Brien, *Merrimack College*

4) Area 3: Literacy Practices of Today and Tomorrow

Chair:

Lori Assaf, *Texas State University*

Discussant:

Estanislado S. Barrera IV, *Louisiana State University*

Participants:

- **Illuminating the Future of Cosmopolitan Literacies in the English Language Arts Classroom**
Kelli Ann Rushek, *University of Iowa*
- **Reading and Writing in Emergent Genres**
Lisa Ciecierski, *Penn State Erie, the Behrend College*
- **The Fractured World of Literacy Instruction: Determining Effective Literacy Practices in a Field of Mixed Messages**
Jenn Manak, *Rollins College*
Jennifer Barrett-Tatum, *Western Carolina University*
Chelsey Bahlmann Bollinger, *James Madison University*
Sarah M Lupo, *James Madison University*

continued on next page



5) Area 5: Learning with Little Ones: Literacy Instruction in Preschool and Prekindergarten Settings - Working with Books

Chair:

Judy Paulick, *University of Virginia*

Discussant:

Judy Paulick, *University of Virginia*

Participants:

- **Empathetic Discussions Through the Use of Picture Books in a Preschool Setting**
Elizabeth Gore, *Judson University*
- **Engaged Meaning-making: The Beginnings of Reading Comprehension in Preschool**
Kathleen A. Martin, *Purdue University*
- **What a Multilingual Family Can Teach Researchers and Teachers about Engaging with Wordless Picturebooks**
Judy Paulick, *University of Virginia*
Alexa Quinn, *University of Virginia*

6) Area 8: Supporting Culturally and Linguistically Diverse Students' Academic Literacy

Chair:

Ana Christina da Silva Iddings, *Vanderbilt University*

Participants:

- **An Examination of Teachers' Experiences in the Development and Implementation of a Home Literacy Program for Young Emergent Bilingual Learners**
Leanne M. Evans, *University of Wisconsin-Milwaukee*
Alexandra M. Campos, *University of Wisconsin-Milwaukee*
- **Discourse Analysis of Chronotope and Revoicing in the Co-creation of a Culturally-Relevant Children's Text**
Anna Jennerjohn, *University of Minnesota*

- **Developing Present and Future Communities of Learners from Culturally and Linguistically Diverse Backgrounds**
Stephanie L. McAndrews, *Southern Illinois University Edwardsville*
Shadrack Msengi, *Southern Illinois University, Edwardsville*

7) Area 9: Literature Choices and Discussions in K-12 Classrooms

Chair:

Rachelle Sarah Savitz, *Clemson University*

Discussant:

Rachelle Sarah Savitz, *Clemson University*

Participants:

- **An Analysis of Diverse Children's Literature Used in Classrooms**
Mary-Kate Sableski, *University of Dayton*
Jackie Arnold, *University of Dayton*
- **An Investigation of Middle School ELA Teachers' Decision Making about Novel Studies**
Janis Harmon, *University of Texas at San Antonio*
Miriam Martinez, *University of Texas at San Antonio*
Marcy Wilburn, *University of Texas at San Antonio*
Jessica Gonzales, *University of Texas at San Antonio*
- **Critical Race Theory and LatCrit as Analytical Tools for Examining Young Latinas' Meaning Making During Literature Discussions**
Julia Maria Lopez-Robertson, *University of South Carolina*

8) Area 7: Children's Use of Artifacts in Opening up Heteroglossic Space

Chair:

Min-Seok Choi, *The Ohio State University*

Discussant:

Patricia Enciso, *Ohio State University*

continued on next page



Participants:

- **Radical Re-mediations in Eighth Grade Superhero Storytelling**
Beth Krone, *Ohio State University*
- **Children’s Spontaneous Peer Play in a Kindergarten Classroom**
Jungmin Lee, *The Ohio State University*
- **Border-Crossing through Reading Exhibit Text at a Science Museum**
Min-Seok Choi, *The Ohio State University*

**3:00 pm – 4:30 pm – Symposium
Meeting Room: Florida Salon V**

Area 8: Resisting Dominant Ideologies: Illuminating “Investment” in the Multilingual Literacy Practices of Asian American Families and Communities

Chair:

Jayoung Choi, *Kennesaw State University*

Discussant:

Maria P. Ghiso, *Teachers College, Columbia*

This symposium includes four studies examining the literacy practices of participants who range from being young children and youth to adults within Asian American community and home settings. In particular, each study focuses on (re)claiming and negotiating aspects of culture, ethnicity and heritage as participants invest in translanguaging and literacy practices.

Participants:

- **“Figuring” Ethnic Identification Through Language and Literacy Practices**
Monica S. Yoo, *University of Colorado, Colorado Springs*
- **A Young Trilingual Child’s Emergent Language Ideologies: Leveraging Multilingual Identity**
Jayoung Choi, *Kennesaw State University*
- **Translanguaging as Social Justice Practice**
Mary Yee, *University of Pennsylvania*

- **Heritage Language Teachers’ Use of Cultural Wealth in Teaching Literacy in Community-Based Heritage Schools**
Kwangok Song, *University of Kansas*
Tsung-han Weng, *University of Kansas*
Lu He, *University of Kansas*
Jamie Moon, *University of Kansas*

**3:00 pm – 4:30 pm – Symposium
Meeting Room: Florida Salon VI**

Area 11: Potentials of a Critical Multimodal Literacy Framework: Illuminating the Future through Illustrative Cases

Chair:

Jennifer Danridge Turner, *University of Maryland College Park*

Discussant:

Frank Serafini, *Arizona State University*

This symposium features multimodal research methods, demonstrating how they provide powerful opportunities to reflect understanding and challenge dominant identity narratives in various contexts. Multimodal research methods allow us to understand inclusive literacy practices that promote equity and social justice. This session will provide an overview of a critical multimodal literacy framework and conclude with a panel of literacy scholars who will present and analyze multimodal and visual images from their research.

Participants:

- **Drawn Together, Drawn Apart: Multimodal Methods for Reflecting Parental Identity**
Angela M. Wiseman, *North Carolina State University*
- **“I wanna be a NASA scientist!”: The Case of an African American Girl’s Multimodal Future-Making in STEM**
Jennifer Danridge Turner, *University of Maryland College Park*

continued on next page



- **Multilingual Students Using Multiliteracies in School**

Marva Cappello, *San Diego State University*
Reka Barton, *SDSU*

**3:00 pm – 4:30 pm – Alternative Format Session
Meeting Room: Grand Salon A**

Area 10: What’s Age and Culture Got to Do with It? Early Multimodal Authoring Across Ages and Cultures

Participants will explore ways to support individuals of varying ages/cultures as multimodal authors. First, we highlight four studies that focus on individuals from preschool to adulthood and from a variety of cultural contexts as early multimodal authors. Then participants will engage in interactive inquiry identifying issues and effective strategies for supporting individuals in this literacy practice. We aim to expand our thinking and strategies in our work as researchers and teacher educators.

Participants:

- **From Owls to Knights, Princesses, and Dragons: Three Children’s Emergent Readings as Multimodal Authoring**
Melanie Reaves, *Montana State University Billings*
- **Traditional or Digital Writing and Preschoolers’ Play**
Renee Casbergue, *Louisiana State University*
Julie Parrish, *Louisiana State University*
- **Preservice Teachers’ use of Multimodal Texts to Explore the Multiple Modes of Comprehension**
Sara Kersten-Parrish, *University of Nevada - Reno*
- **Photovoice As Multimodal Authoring with Adult Burgeoning Print Learners**
Leah Katherine Saal, *Loyola University Maryland*

**3:00 pm – 4:30 pm – Symposium
Meeting Room: Grand Salon B**

Area 7: “Unnatural Invisibility”: Asian American Literate Practices as Resistance and Disruption

Chair:

Jung Kim, *Lewis University*

Discussant:

Maneka Deanna Brooks, *Texas State University*

This symposium features research challenges problematic framings of the ways in which Asian American communities are racialized. The four paper all draw upon Asian Crit as a framework to underscore the multiplicity of identities, practices, and values, and therefore, socio-economic/-political and racial experiences of Asian Americans. Include Asian American teachers and youth, this symposium will explore and disrupt different notions of identity around race, gender, and racial solidarity.

Participants:

- **Pushing Back from the Margins: Centering Asian American Female Teacher Voices**
Betina Hsieh, *California State University Long Beach*
- **Somewhere in Between: Asian American Teachers Addressing Black Lives Matter**
Jung Kim, *Lewis University*
- **Breaking White Space in Rural America: Asian American Students as Cultural Disruptions**
Rossina Zamora Liu, *University of Maryland*
- **Negotiating Racialized Masculinity and Learner Identity: Understanding One Immigrant Boy’s Language Learning Experience Through a Lens of Asian Crit**
Kongji Qin, *New York University*

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**3:00 pm – 4:30 pm – Alternative Format Session
Meeting Room: Grand Salon C**

Area 6: Youth Making Media for Social Representation and Reconstruction

Chair:

Leslie Michele Foley, *Grand Canyon University*

Discussants:

Erik Jacobson, *Montclair State University*

Ian O’Byrne, *College of Charleston*

Thomas W. Bean, *Old Dominion University*

Kathryn Pole, *University of Texas Arlington*

Theodore Ransaw, *Michigan State University*

This session focuses on how youth ranging from their teens to their twenties of varying subjectivities (e.g., race, social class, age, and location) create media, including digital media and print media (zines or independent self-publications) and highlights texts individuals create to explore inclusivity and advance their identities as citizens of the 21st century.

Participants:

- **Men’s Zines Down Under: Finding a Niche for Themselves**
Katina Zammit, *Western Sydney University*
- **Young Women Making Feminist/Political Zines for Social Critique**
Barbara Guzzetti, *Arizona State University*
Leslie Michele Foley, *Grand Canyon University*
- **Marginality in Social Media: Sites for Resisting**
Donna Alvermann, *University of Georgia*

**3:00 pm – 4:30 pm – Symposium
Meeting Room: Grand Salon D**

Area 3: Patterns of Practice of Elementary and Secondary Writing Teacher Educators

Chair:

Roya Q. Scales, *Western Carolina University*

Discussant:

Amy Vetter, *University of North Carolina Greensboro*

This session shares the results of three collaborative inquiry endeavors which sought to identify the patterns of practice for university writing teacher educators who prepare elementary and secondary teachers. Findings highlight the instructional methods and models of fifteen writing teacher educators from across the U.S.

Participants:

- **A Curriculum Model for K-12 Writing Teacher Education**
Jenn Sanders, *Oklahoma State University*
Chinwe H. Ikpeze, *St John Fisher College*
- **Exploring Connections Between Writing Methods Teacher Education Courses and K-12 Field Experience**
Joy Myers, *James Madison University*
Karen Yoder, *Goshen College*
- **A National Study of Exemplary Writing Methods Instructors’ Course Assignments**
Roya Q. Scales, *Western Carolina University*
Kelly Tracy, *Western Carolina University*
Linda M. Smetana, *Cal State East Bay*
Dana Grisham, *National University*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 1**

Area 3: Pedagogical Development in Teacher Education

Chair:

Min-Young Kim, *Grand Valley State University*

Discussant:

Tanji Reed Marshall, *American University*

Participants:

- **Exploration of Three Pedagogical Structures to Train Preservice Teachers to Integrate Technology into Early Literacy Classrooms**
Lauren Marie Eutsler, *University of North Texas*

continued on next page



- **Not Quite Official: How Middle School Teachers' Pedagogical Practices Situate Multimodal Composing in School**

Carrie L. James, *University of Illinois Urbana-Champaign*

- **"Our Voices Will Be Heard": Reframing an Undergraduate Writing Class as Dialogue with the Public**

Sarah Rapp, *University of California, Santa Cruz*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 10

Area 9: Transnational Children's Literacy and Translanguaging Practices In and Out of Schools

Chair:

Stephanie Abraham, *Rowan University*

Discussant:

Melody Zoch, *University of North Carolina at Greensboro*

Participants:

- **Immigrant Latina & Latino Children Using Literacy and their Linguistic Resources Outside School Walls**

Myriam Jimena Guerra, *Texas A & M University-San Antonio*

Lucila Ek, *University of Texas at San Antonio*

- **Korean Bilingual Students' Strategic Employment of Translanguaging**

Chaehyun Lee, *Southeastern Oklahoma State University*

- **The Circulation of Care and Immigrant Children's Transnational and Multilingual Lives**

Jungmin Kwon, *Teachers College, Columbia University*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 11

Area 11: The Role of Teachers and Researchers in Literacy Research and Methods

Chair:

Amarilis M. Castillo, *Texas State University*

Discussant:

Kate T. Anderson, *Arizona State University*

Participants:

- **Illuminating the Teacher's Voice: Integrated Literacy and Social Studies in a Fifth Grade Classroom**

Rebecca Powell, *Florida Southern College*

- **Limits and Potentials of 'Co-research' and Participatory Approaches in Literacy Research with Children and Youth**

Diane Collier, *Brock University*

- **Practitioner Inquiry in Literacy: Who are the scholars? What are they investigating?**

Maida Finch, *Salisbury University*

Judith Franzak, *Salisbury University*

- **"Researcher-As-Instrument" in Qualitative Literacy Research: Complexities of Researchers' Identities**

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

Christine Uliassi, *State University of New York at Cortland*

3:00 pm – 4:30 pm – Symposium
Meeting Room: Meeting Room 12

Area 3: Highlighted Session - Meta-Synthesis and Mixed-Methods Reviews of Comprehension Research

Chairs:

Douglas Fisher, *San Diego State University*

Diane Lapp, *San Diego State University*

Discussant:

Nancy Frey, *San Diego State University*

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The intent of this symposium is to present research related information regarding comprehension instruction. Comprehension is arguably the point of reading and other literacy processes are in service of understanding. We argue that limiting conversations about “what works” to improve students’ comprehension neglect a wide body of evidence from qualitative traditions. To address this, various researchers will review the evidence either using a meta-synthesis or mixed-methods review approach.

Participants:

- **Critique in the Service of Comprehension**
P. David Pearson, *University of California, Berkeley*
- **Affective Factors in Informational Text Comprehension: Evidence from Text Processing Studies**
Nell Duke, *University of Michigan*
- **Text-Based Discussion as a Context for Comprehension Instruction**
Annemarie Palincsar, *University of Michigan*
Linda Kucan, *University of Pittsburgh*
- **A Critique of the Methods and Approach**
Richard Anderson, *University of Illinois*
- **Reading Fluency: From Theory to Proof of Concept**
Timothy Rasinski, *Kent State*
David Paige, *Bellarmino University*
William Henry Rupley, *Texas A&M University*
Chase Young, *Sam Houston State University*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 2

Area 9: Diversity Considerations when Selecting Texts and Assessments

Chair:

Jesse Gainer, *Texas State University*

Discussant:

Deborah Augsburger, *Lewis University*

Participants:

- **Illuminating Racialized Messages in Reading Interventions: A Critical Content Analysis of Fountas and Pinnell’s Leveled Literacy Intervention**
Deani Thomas, *Iowa State University*
Jeanne Dyches, *Iowa State University*
- **Teachers’ Consideration of Diversity when Selecting Books for Classroom Libraries and Read Alouds**
Raven N. Cromwell, *Marietta College*
- **The Selective Tradition: Does it Continue 40 Years Later?**
Rachael L. Ross, *University of Memphis*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 3

Area 1: Racial Factors in Preservice Teacher Preparation

Chair:

Lauren Fletcher, *University of Louisville*

Discussant:

Susan Lee Groenke, *University of Tennessee*

Participants:

- **A Preservice English Teacher of Color: Navigating Multiple Worlds**
Arlette Ingram Willis, *University of Illinois, Champaign Urbana*
Shirlei Sales, *Universidade Federal de Minas Gerais*
- **Finding Insights from Preservice Teacher Reading Experiences: A Post-intentional Phenomenological Study of Reading Whately**
Sara K. Sterner, *University of Minnesota*
- **“When I was an ELL myself, ...”: Exploring Bilingual/ESL Pre-service Teachers’ Shifting Identities, Teacher Emotions, and Knowledge Co-construction Enacted in Synchronous Computer-Mediated Classroom Discussion**
Jeongbin Hannah Park, *University of Texas at San Antonio*

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3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 4

Area 1: Pre-Service Teachers and Writing Instruction

Chair:

Heather Fleming, *Mount St. Joseph University*

Discussant:

Shannon Howrey, *Kennesaw State University*

Participants:

- **Digital Dialogue, Digital Identities: Tensions in Learning to Respond to Student Writing**
Alison Heron Hruby, *Morehead State University*
Andrea R. Olinger, *University of Louisville*
James S. Chisholm, *University of Louisville*
- **Equitable Teaching and the Core Practices Movement: Preservice Teachers' Development of Professional Reasoning**
Britnie Kane, *The Citadel*
- **Learning to Give Feedback: Examining Pre-Service Teachers' Feedback to Elementary Writers**
Lorien Chambers Schuldt, *Fort Lewis College*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 5

Area 2: Learning in Practical Settings

Chair:

Julie Bell, *University of Nebraska at Omaha*

Discussant:

Theresa Deeney, *University of Rhode Island*

Participants:

- **A Reading Specialist Candidate's Negotiation of Code-switching and Code-meshing Pedagogies during a clinical practicum experience**
K. Dara Hill, *The University of Michigan-Dearborn*

- **Finding Common Ground: Engaged Scholarship as a Key to Literacy Reform and University Partnerships in K-12 Settings**
Julie Smit, *Texas Tech University*
Mellinee Lesley, *Texas Tech University*
Whitney Baker-Beach, *Texas Tech University*
Stephanie Millett, *Texas Tech University*
- **Literacy-Specific Induction for K-2 Teachers: A Design-Based Research Project**
Jill Grifenhagen, *NC State University*
Ann Duffy Harrington, *NC State University*
Janet Kim Boone, *NC State University*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 6

Area 3: Multimodal Environments as Conduits of Literacy Practices

Chair:

Miranda Fitzgerald, *University of North Carolina at Charlotte*

Discussant:

Jieun Kim, *University of Wisconsin-Madison*

Participants:

- **Can Metacognitive Knowledge Support Adolescents' Critical Questioning in an Internet Reading Task**
Byeong-Young Cho, *University of Pittsburgh*
Scott Fraundorf, *University of Pittsburgh*
Kole Norberg, *University of Pittsburgh*
Hyeju Han, *University of Pittsburgh*
- **Using Face-to-Face and Virtual Book Clubs to Facilitate Motivation with Sixth Grade Students: A Design-Based Research Study**
Leslie Dawn Roberts, *Clemson University*
- **What We Miss When We Ask for Final Videos: An argument for Re-imagining the Video Production Classroom**
Jessie Nixon, *University of Wisconsin Madison*

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**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 7**

Area 6: Writing as Practice and Resistance

Chair:

Shirin Vossoughi, *Northwestern University*

Discussant:

Kristine Pytash, *Kent State University*

Participants:

- **Writing as a Social Act: How Feedback Can Support Undergraduate Students’ Development as Expansive Scholarly Writers**

Shirin Vossoughi, *Northwestern University*

Kalonji Nzinga, *Northwestern University*

Allena Berry, *Northwestern University*

- **Learning to Write in an Academic Genre: Adult English Learners’ Use of Sociocultural Resources**

Lyudmyla Ivanyuk, *University of Kentucky*

- **“Writing in English—That is My Hope”: Generation 1 Learners’ Resistance as Participation within the Periphery**

Emily Suh, *Texas State University*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 8**

Area 7: Critical Lenses in the Classroom

Chair:

Amy Burke, *Texas Woman’s University*

Discussant:

Judith Dunkerly-Bean, *Old Dominion University*

Participants:

- **Developing Critical Sociohistorical Consciousness in the English Classroom**

Lauren Kelly, *Rutgers University*

- **“Very Fine People on Both Sides”: White Justice as Fairness and its Discursive Resistance to Social-Justice Education**

Rick Lybeck, *Minnesota State University, Mankato*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 9**

Area 12: Transglobal Explorations of Identity and Literacy

Chair:

Nilufer Guler, *Avila University*

Discussant:

Hitomi Kambara, *The University of Texas Rio Grande Valley*

Participants:

- **Language Self-Identification and Reading Literacy Performance among ‘First World’ and ‘Third World’ Youth**

Patriann Smith, *Texas Tech University*

Jaehoon Lee, *Texas Tech University*

Rong Chang, *University of Houston*

Tala Karkar Esperat, *TTU*

- **Shedding Light on Contemporary Identities: Disrupting Single-Stories of Historical War and Conflict in the Pacific**

Anne Ticknor, *East Carolina University*

Jennifer McKinnon, *East Carolina University*

Anna Froula, *East Carolina University*

- **Why Literacy Matters and the Mattering of Literacy**

Lisa O. Velarde, *University of Wisconsin Madison*

**4:45 to 6:00 pm – Plenary Session
Meeting Room: Grand Salons E, F, G, H, I and J**

Chair:

Elizabeth (Betsy) A. Baker, *University of Missouri*

Introduction of Star Fellows:

Mileidis Gort, *University of Colorado Boulder*

Student Outstanding Research Award Presentation

Soria Colomer, *Oregon State University*

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Introduction of LRA President

Detra Price-Dennis, *Teachers College,
Columbia University*

2019 Presidential Address: This Is Us: Discourses of Community Within and Beyond Literacy Research

Marcelle Haddix, *Syracuse University*

In this talk, LRA President Marcelle Haddix will reflect on the significance of community across four areas of her work: with youth and in school communities; within literacy teacher education; with community engaged theories and methodologies; and within the professional organization. How do we define and understand community? Who and what is included and excluded? As a literacy research community, who are we becoming and who do we want to be? Drawing from historical and contemporary examples within and beyond literacy research, this talk will look back and at the present to examine discourses of community and imagine possibilities for the future.

**6:00 – 7:30 pm – President’s Reception
Meeting Room: Grand Ballroom Foyer**

**9:00 – 11:00 pm – Vital Issues
Meeting Room: Hotel Lobby Bar**



Thursday • December 5, 2019

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SESSION DESCRIPTIONS

PAPER SESSIONS

Will include research reports, 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 and a Discussant. The Chair is responsible for opening the session, introducing the speakers, and managing time. 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. Discussants will stimulate discussion. The final 30 minutes in the session are reserved for the discussant's comments and audience interaction.

ROUNDTABLES

Will include two or three research and research-in-progress presentations that have topical, theoretical or methodological likeness followed by audience conversation. Several papers are combined so that scholars might engage in scholarly discussions. Each roundtable will have a Chair and a Discussant. The Chair is responsible for opening the session, introducing the speakers and managing time. Discussants will stimulate conversations. The final 30 minutes are reserved for the discussant's comments and interactive conversation.

POSTER SESSIONS

Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS

Will 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

Will 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

Will focus on bringing 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.

HIGHLIGHTED SESSIONS

Are sessions where the topics have been highlighted 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.

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Thursday Poster Presenter Set-Up

7:00 to 8:30 am

Meeting Room: Florida Salon Foyer I & II

Reading Hall of Fame Breakfast and Induction Ceremony

7:00 to 8:30 am

Meeting Room: Florida Salon I & II

Newcomers' and Graduate Students' Breakfast

7:00 to 8:15 am

Meeting Room: Florida Salon IV

Registration

7:00 to 5:00 pm

Meeting Room: Registration Desk

Research Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 1

Policy and Legislative Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 2

Ethnicity, Race and Multilingualism Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 3

Publications Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 4

Technology Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 5

Ethics Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 6

Formative Experiments/Design Based Research ICG

7:15 to 8:15 am

Meeting Room: Meeting Room 8

Exhibit Hall and Silent Book Auction

8:00 to 5:00 pm

Meeting Room: Grand Ballroom Foyer

8:30 am – 10:00 am – Poster Session 1

Meeting Room: Florida Salon Foyer I

A Systematic Literature Review on Reading Engagement Research

Yongjun Lee, *University of Minnesota – Twin Cities*
Megan McDonald Van Deventer, *Webster State University*

An Examination of Second Grade Teachers' Engagement in Interactive Read Alouds of Informational Texts across Four Disciplines

Galelah Alawami, *University of Toledo*

Analysis of Invented Spelling Patterns using Association Rule Mining Method

Ling Wang, *Austin Peay State University*

Can Tablets Really Teach My Child to Read?: Kindergarten Parents' Attitudes Towards Mobile Device Use In and Out of Schools

Tracy Donohue, *Michigan State University*
Fashina Alade, *Michigan State University*

Examining Awareness of Literacy Demands Before and After Literacy Education Instruction

Amanda Rigell, *University of Tennessee-Knoxville*
Amy Broemmell, *University of Tennessee-Knoxville*
Cassie K. Norvell, *The University of Tennessee*

Fostering Kindergarteners' Narrative Writing through Oral Language Instruction

Trina Spencer, *University of South Florida College of Behavioral & Community Sciences Department of Child and Family Studies*
Yi-Jui Chen, *Rightpath Research and Innovation Center*
Megan Kirby, *University of South Florida College of Behavioral & Community Sciences Department of Child and Family Studies*

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8:30 am – 10:00 am – Poster Session II
Meeting Room: Florida Salon Foyer II

Playing, Storying, World-Making: Improvising New Adolescent Literacy Pedagogies

Laura Carter-Stone, *Vanderbilt University*

Functional Writing in Primary School – a Large-Scale Writing Intervention Program

Gustaf Bernhard Uno Skar, *Norwegian University of Science and Technology*

Arne JohannesAasen, *Norwegian University of Science and Technology*

Improving Adult Inmate Behavior with Increased Literacy Skills

Katie Millsap, *St. John's University*

Using the “Confusabet” to Build Empathy in Preservice Elementary Teacher Candidates

Jennifer Gardner, *Lewis-Clark State College*

Improving Writing – a Process-focused and Project-based Writing Task with Asian American Students

Ran Hu, *East Carolina University*

Korean American Parents’ Bilingual and Bicultural Teaching Practices

Guang-Lea Lee, *Old Dominion University*

Leveled Texts and Representations of Diversity: A Critical Analysis

Melanie Walski, *Northern Illinois University*

Melanie Koss, *Northern Illinois University*

Peet Smith, *Northern Illinois University*

8:30 am – 10:00 am – Alternative Format Session
Meeting Room: Florida Salon I & II

Area 1: Embodying the Polyphony: Multivocality and Visions for Literacy in English Education

Chair:

Jennifer VanDerHeide, *Michigan State University*

Discussant:

Rae Oviatt, *Michigan State University*

Participants:

- **Teaching Composing for Meaning-Making and Change**
Jennifer VanDerHeide, *Michigan State University*
- **Multimodal Composing for Critical Discussions**
Rae Oviatt, *Michigan State University*
- **Unfolding the Enfolded Potential in English Education**
Lance Wheatley, *Michigan State University*
- **Intersections and Possibilities of New Literacies and English Education**
Shannon Prince, *Michigan State University*
- **English Teaching as Literary Text**
Scott Jarvie, *Michigan State University*
- **Students’ Emotional Responses to The Hate U Give**
Mary L. Neville, *Michigan State University*
- **Re-imagining Enactments of Literacy Teaching, Learning, and Research toward Social Justice**
Joanne E. Marciano, *Michigan State University*
- **Enacting a Poetics of Teaching in English Classrooms**
Alecia Beymer, *Michigan State University*

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8:30 am – 10:00 am – Paper Session
Meeting Room: Florida Salon III

Area 1: Pre-Service Teachers' Identity Development

Chair:

Dorian Harrison, *The Ohio State University*

Discussant:

Carol Jeanne Delaney, *Texas State University*

Participants:

- **Illuminating Meaning of Pre-service Teachers' Reading Identity Metaphors**
Donita Shaw, *Oklahoma State University*
Suzii Parsons, *Oklahoma State University*
Sheri Vasinda, *Oklahoma State University*
Abby Weyen, *Oklahoma State University*
- **Know Thyself: A Collective Case Study of Preservice English Teachers' Reading Identities**
Shea N. Kerkhoff, *University of Missouri - St. Louis*
- **Learning To Become A Teacher Through Field Experience: Three Chinese Preservice Teachers' Identity Negotiation**
Feifei Fan, *University of Florida*

8:30 am – 10:00 am – Roundtable Session 4
Meeting Room: Florida Salon IV

1) Area 1: Narratives of Self and Self Studying in Teacher Education

Chair:

Katrina Bartow Jacobs, *University of Pittsburgh*

Discussant:

Katrina Bartow Jacobs, *University of Pittsburgh*

Participants:

- **An Exploration of Storyworld Possible Selves Theories as a Lens for Pre-Service Teachers' Attitudes Toward Reading and Reading Instruction**
Shannon Howrey, *Kennesaw State University*

- **Critical Literacy in Community: A Self-Study of Teacher Educators Across Contexts**
Kathy Cullen, *Utica College*
Sophie Degener, *National Louis University*
Tess M. Dussling, *St. John's University*
Wendy Gardiner, *Pacific Lutheran University*
Tierney Hinman, *University of North Carolina at Greensboro*
Elizabeth Years Stevens, *Roberts Wesleyan College*
Kristen L. White, *Northern Michigan University*
Nance Wilson, *SUNY-Cortland*
- **Reading, Writing, and Care of the Self: Sustaining Literacy Practices in Teacher Education**
Kinga Varga-Dobai, *Georgia Gwinnett College*

2) Area 3: Enriching Language as a Focus within Reading Interventions

Chair:

Aimee Frier, *University of South Florida*

Discussant:

Christiane Wood, *California State University San Marcos*

Participants:

- **Exploration of Teachers' Use of Academic Language in A Fourth-Grade Reading Intervention**
Tarie Lewis, *SUNY New Paltz & University at Albany, SUNY*
- **Investigating Roadblocks to Reading Recovery Implementation**
Sarah Campbell Lightner, *West Chester University*
Sara Kersten-Parrish, *University of Nevada - Reno*
- **The Effects of Pre-teaching Classroom Reading Instruction Through a Tier 2 Intervention to First-grade ELL Students**
Melinda Lucko, *Texas Tech University*

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3) Area 3: Writing, Literacy, and Leadership Frameworks of Effective Practice

Chair:

Jeannette Elaine Armstrong, *Indiana University*

Discussant:

Diana Jaleh Arya, *University of California, Santa Barbara*

Participants:

- **Keep Your Pencils Moving!: The Uses of Freewriting and Writers' Notebooks**
Sara A. Field, *George Mason University*
- **Learning the Rules: How Critical Disciplinary Literacy Helped Secondary Students Deconstruct Supreme Court-Issued Legal Decisions**
Jeanne Dyches, *Iowa State University*
Deani Thomas, *Iowa State University*
Mary Pat Gunderson, *Iowa Judiciary Branch*
- **The Elementary School Principal: Instructional Leader of Literacy**
Anastasia Gruper, *Judson University*

4) Area 5: Learning with Little Ones: Literacy Instruction in Preschool and Prekindergarten Settings - Teacher Strategies

Chair:

Susan V. Piazza, *Western Michigan University*

Discussant:

Susan V. Piazza, *Western Michigan University*

Participants:

- **Closing the Word and Knowledge Gap: Conceptual Knowledge and Vocabulary Development in Preschool and Kindergarten**
Tara Burke Johnston, *University of Maryland*
Mariam Jean Dreher, *University of Maryland*
- **Literacy Coaching in Prekindergarten Settings: Supporting Research-Informed Practices by Teaching and Learning Together**
Chad H. Waldron, *The University of Michigan-Flint*

- **Writing in Preschool Classrooms: Teacher Beliefs and Practices**
Chelsey Bahlmann Bollinger, *James Madison University*

5) Area 7: Parent Perspectives

Chair:

Heeok Jeong, *University of Massachusetts, Amherst*

Discussant:

Heeok Jeong, *University of Massachusetts, Amherst*

Participants:

- **An Examination of Low-Income Parents' Perspectives of Home-School Engagement and Literacy Learning in an Inner City School**
Jacqueline Lynch, *Florida International University*
Brittney Jones, *Florida International University*
- **Middle Class Parents' Participation in a Parent Network and Perspectives of School Choice and Reading Curriculum in Detroit Schools**
K. Dara Hill, *The University of Michigan-Dearborn*
- **Preschool Parent Perspectives About At-home Shared Book Reading with Dolly Parton Imagination Library Books**
Elizabeth A. Swaggerty, *East Carolina University*
Kimberly L. Anderson, *East Carolina University*
Terry S. Atkinson, *East Carolina University*

6) Area 7: Illuminating Chinese Family Experiences

Chair:

Xiufang Chen, *Rowan University*

Discussant:

David Alan Smith, *Judson University*

Participants:

- **Transnationalism, Cultural Capital, and Parenting Strategies: Astronaut Chinese Immigrant Families' Investment in Second Language and Literacy Learning in Canada**
Guofang Li, *University of British Columbia*
Caroline Locker-Lo, *University of British Columbia*

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- **Understanding Chinese Immigrant Parents’ Academic Expectations and Involvement in School Through a Lens of AsianCrit**
Kongji Qin, *New York University*
Soria Colomer, *Oregon State University*
Linyu Yu, *Independent researcher*
Colin Cole, *Oregon State University*
- **The Impact of US Federal Education Policies on Chinese Emergent Bilinguals: A Case Study of the ESSA in Illinois**
Chen Li, *Purdue University*

- **Personal Connections to Literature: Teaching English Language Arts While Grieving a Death**
Mandie B. Dunn, *Michigan State University*
- **Reading Lynda Barry’s “The Freddie Stories”: Difficult Knowledge and the Reader’s Interpretive Performance of Traumatic Effects**
David Lewkowich, *University of Alberta*

**8:30 am – 10:00 am – Symposium
Meeting Room: Florida Salon V**

7) Area 8: Translanguaging Pedagogy for Linguistically Diverse Students

Chair:
Ting Yuan, *CUNY*

- Participants:
- **Envisioning Translanguaging Pedagogy in Superdiverse Elementary Classrooms**
Sujin Kim, *George Mason University*
Sungshim Choi, *George Mason University*
 - **Translanguaging Pedagogy as an Enactment of Authentic Cariño in a Bilingual Elementary Classroom**
Cori Salmerón, *University of Texas at Austin*
 - **Purposeful and Dynamic: Translanguaging in Meaning-making and Response**
Lisa Wymore, *University of Iowa*

8) Area 9: Lived and Literary Disruptions

Chair:
Mark Lewis, *James Madison University*
Discussant:
Mark Lewis, *James Madison University*

- Participants:
- **“Every Person is a Possibility:” A Post-postmodern Analysis of LGBTQ Young Adult Novel Every Day**
Corrine M. Wickens, *Northern Illinois University*
Eric Junco, *Harlem High School*

Area 5: Fostering Language Learning In Multiple Settings in Preschool Classrooms: Outcomes and Language Using Processes

Chair:
David K. Dickinson, *Vanderbilt University’s Peabody College*
Discussant:
David K. Dickinson, *Vanderbilt University’s Peabody College*

This symposium reports results of the effects of interventions that use music and small group games to foster vocabulary learning and examines in detail patterns of discourse in two settings known to foster language learning, book reading and mealtimes. Two papers report quantitative data showing the effects of interventions and two that describe qualitative features of the conversations. We discuss implications for multiple methods of enhancing support for language in early childhood classrooms.

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Participants:

- **Exploring the Effectiveness of Small-group Games in Vocabulary Learning**
Molly Scott, *Temple University*
Emily Hopkins, *University of Scranton*
Jason Schatz, *New York University*
Tamara Spiewak Toub, *Temple University*
Rebecca Dore, *Ohio State University*
Marcia Shirilla, *University of Delaware*
Molly Collins, *Vanderbilt University*
Jessica Lawson-Adams, *Vanderbilt University*
Roberta Golinkoff, *University of Delaware*
Kathy Hirsh-Pasek, *Temple University*
David K Dickinson, *Vanderbilt University's Peabody College*
- **Building Children's Knowledge of Verbs and Abstract Nouns in a Music Classroom through Semantically-related Sound Effects**
Jessica Lawson-Adams, *Vanderbilt University*
- **Examining Child Engagement and Teachers' Responsiveness During Mealtimes in Head Start: A Sequential Analysis**
Jill Grifenhagen, *NC State University*
Erica Barnes, *University at Albany, State University of New York*
- **Inquiring into the Role of a Vocabulary Intervention in Shaping Teachers' Book Reading Practices**
Kaitlin Herbert, *Vanderbilt University*
Josephine Mark, *Vanderbilt University*
David K Dickinson, *Vanderbilt University's Peabody College*

8:30 am – 10:00 am – Symposium Meeting Room: Florida Salon VI

Area 6: The Racial, Linguistic, and Cultural Resources of Families in Raising Young Children of Color

Chair:
Discussant:
Alicia Rusoja, *Saint Mary's College of California*

This symposium shares findings from three studies illustrating how children of color and their families make meaning of the racial, linguistic, cultural, and gendered worlds in which they develop. The first examines how adult ESOL students' literacies reflect dialectical relationships with their children; the second examines how white adoptive parents engage in race conscious child-rearing of young African American children; the third examines how Latinx parents engage intergenerational sharing of stories as tools of resistance.

Participants:

- **"I feel like they are helping me": Adult ESOL Students' Learnings From Children**
Emily Rose Schwab, *University of Pennsylvania*
- **Examining The Role of White, LGBTQ Adoptive Parents in Raising Young Race Conscious African American Children**
Wintre Foxworth Johnson, *University of Pennsylvania*
- **Raising Chicas Fuertes: Latinx Parents (Re) Writing Their Worlds Alongside Their Daughters**
Tracey Flores, *University of Texas-Austin*

8:30 am – 10:00 am – Symposium Meeting Room: Grand Salon B

Area 7: Sounding Affect, Affective Sounds: Tuning into "More-than-Human" Literacies

Chairs:
Bessie Patricia Dernikos, *Florida Atlantic University*
Jon M. Wargo, *Boston College*
Discussant:
Christian Ehret, *McGill University*

Literacy researchers within this symposium seek to explore the promising and threatening (Stewart, 2007) ways that affect, sound, and literacies are relationally entangled and mutually co-constituted. Collectively, we consider how turning to affect-as-sound not only attunes us to the subtle ways affective in/

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equalities circulate to impact “literate bodies,” but also illuminates more-than-human modes of inquiry that ‘sound out’ the social in ethically charged ways.

Participants:

- **“You’re Not a Camper!” Tracing the Affective Dimensions of Young Children’s Literacies and Musical Play**

Jon M. Wargo, *Boston College*

- **Re/membering “Fleshy” Frequencies with/in Readers Workshop**

Bessie Patricia Dernikos, *Florida Atlantic University*

- **Relating Without Words**

Gail Louise Boldt, *Pennsylvania State University*

- **Relational Soundscapes in an Elementary Classroom**

Jennifer Rowsell, *Brock University*

Amelie Lemieux, *Mount Saint Vincent University*

**8:30 am – 10:00 am – Symposium
Meeting Room: Grand Salon D**

Area 14: Highlighted Session - Reaping the Rewards of the Reading for Understanding Initiative: What Have We Learned?

Chair:

Amy Berman, *National Academy of Education*

Discussants:

Annemarie Palincsar, *University of Michigan*

Gina N. Cervetti, *University of Michigan*

Peter Afflerbach, *University of Maryland*

Panayiota Kendeou, *University of Minnesota*

Gina Biancarosa, *University of Oregon*

Miranda Fitzgerald, *University of North Carolina at Charlotte*

Jennifer Higgs, *University of California, Davis*

In 2010, the Institute of Education Sciences made a commitment of \$120 million to establish the Reading for Understanding Initiative (RFU), a research and development network focused on improving reading comprehension for students in grades preK-12. Six teams were funded, each at the \$20 million level. In

this symposium, a team from the National Academy of Education addresses what has been learned about reading development, instruction, and assessment as a result of the RFU initiative.

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 1**

Area 1: Preservice Teachers and the Revisioning of Practice

Chair:

Ellie Fitts Fulmer, *Ithaca College*

Discussant:

William Loyess Peek, *University of Illinois at Chicago*

Participants:

- **Imagining Future Students: Personas as a Tool for Complicating Adolescent Identity**

Kate Dower Lechtenberg, *University of Iowa*

Amanda Thein, *University of Iowa*

Nicole Ann Amato, *University of Iowa*

Katie Priske, *University of Iowa*

- **Lesson Study during Student Teaching: ReVisioning Literacy Instruction**

Vicki Stewart Collet, *University of Arkansas*

- **Multimodal Meaning Making and Social Semiotics at the Museum: Supporting Preservice Teacher’s Learning through Visual Thinking Strategies**

Matthew R. Deroo, *University of Miami*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 10**

Area 8: Creating a Linguistically and Culturally Supportive Literacy Learning Environment for Youth

Chair:

Emily Machado, *University of Washington*

Discussant:

Rebecca Linares, *Montclair State University*

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Participants:

- **A Community Classroom as “Our Home” for Children and Youth Resettled as Refugees and Teachers: Language and Literacy Practices in a Transcultural Space**
Nermin Vehabovic, *North Carolina State University*
- **The Case for Translanguaging in Black Immigrant Literacies**
Patriann Smith, *Texas Tech University*
- **Why Teacher Feedback on African American Language Matters to Student Self-Efficacy**
Gina Caneva, *Doctoral Candidate*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 11

Area 9: Perceptions of Ability in Teaching Reading and Children’s Books

Chair:

Lauren Fletcher, *University of Louisville*

Discussant:

Martille R. Elias, *University of Missouri-St. Louis*

Participants:

- **Children’s Books Representing Characters with Upper Limb Deficiencies**
Amber Meyer, *Salisbury University*
Vincent Genareo, *Salisbury University*
- **(Dis)ability and Fractured Fairy Tales: Shattering Narrative and Societal Perceptions**
Alexandra Lampp Berglund, *The University of Georgia*
- **The Role of Pinyin in Chinese Literacy Development for Primary Level Deaf Students**
Qiuying Wang, *Oklahoma State University*
Jean F Andrews, *Lamar University*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 12

Area 10: Precarities and Possibilities of Teaching with Technology: Voices from the Field

Chair:

William Ian O’Byrne, *College of Charleston*

Discussant:

William Ian O’Byrne, *College of Charleston*

Participants:

- **The Difficulties of Implementing the Critical in Digital Literacies** *Vicki Hosek, Illinois State University*
Lara J. Handsfield, *Illinois State University*
- **“Why I Press Play:” A Phenomenological Study of Teachers Using Film in Appalachian School**
Jason D. DeHart, *The University of Tennessee, Knoxville*
- **Promises and Pitfalls of Using a Scoring Rubric for Formative Assessment of Multimodal Composition: Voices of Elementary School Teachers**
Sohee Park, *Chadwick School*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 2

Area 1: Studying Pre-Service Teacher Preparation Programs

Chair:

Stephanie M. Lemley, *Mississippi State University*

Discussant:

Carin Appleget, *Creighton University*

- **Amplifying Student Voice: Field Experience for Immigrant Student Futures**
Joaquin Munoz, *Augsburg University*

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- **Preparing Preservice Literacy Teachers as Researchers: A Design Development Study**
James V. Hoffman, *The University of North Texas*
Anne Daly-Lesch, *University of Texas at Austin*
Vickie Godfrey, *University of Texas*
Catherine Anne Lammert, *University of Texas at Austin*
- **Illuminating PST Literacy PCK Development to Inform Teacher Education Practices**
Danielle Dennis, *University of South Florida*
Stephanie Branson, *University of South Florida*
Sherridon Sweeney, *Doctoral Student*
Meg Jones, *University of South Florida*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 3

Area 2: Family Literacy Practices and Funds of Knowledge: Student, Family, and Practitioner Perspectives

Chair:
Melody Zoch, *University of North Carolina at Greensboro*
Discussant:
Patricia Anders, *University of Arizona*

Participants:

- **Student and Family Perspectives of Literacy Labs/reading Clinics**
Theresa Deeney, *University of Rhode Island*
Cheryl Dozier, *University at Albany, Albany, New York*
Barbara Laster, *Towson University*
Stephanie McAndrews, *Southern Illinois University Edwardsville*
Shadrack Msengi, *Southern Illinois University, Edwardsville*
Gurvitz Debra, *National Louis University*
Mary Hoch, *National Louis University*
Thea Yurkewecz, *SUNY Geneseo*
Leslie Cavendish, *High Point University*
Tammy Milby, *University of Richmond*
Tiffany Lynn Gallagher, *Brock University*
Laura Northrop, *Cleveland State University*

- **Illuminating Constructed Teacher Identities Around Dispositions About Students' Family Literacies**
Marliese Peltier, *Michigan State University*
- **Early Childhood Teachers' Literacy Beliefs of Literacy Learning Standards: Multidimensional Scaling**
Ya-Fang Cheng, *Marian University*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 4

Area 3: Writing Communities: Considering Author, Reader, and Purpose

Chair:
Elizabeth Morphis, *SUNY Old Westbury*
Discussant:
Catherine Michener, *Rowan University*

Participants:

- **Constructing 'Writing Community' as Negotiation Among and Between Readers and Writers: Lessons from a Black Adolescent Female Writing in School and Online**
Heather Hill, *Cleveland State University*
- **Recentring Audience and Purpose in the Writing Classroom**
Charlotte L. Land, *The University of Texas at Austin*
- **The Use of Humor in the Persuasive Writing of Children and Adolescents: A Comparative Analysis**
Ekaterina Midgette, *The College of Saint Rose*

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8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 5

Area 3: Expanding Notions of Literacy: Beyond the 5 Pillars

Chair:

Hitomi Kambara, *The University of Texas Rio Grande Valley*

Discussant:

Kelly C. Johnston, *Baylor University*

Participants:

- **Bringing Joy to School through Play and Participatory Literacies: Examples from Grade 3 and Literacy Teacher Education**

Summer Davis, *Indiana University*

Jill A. Scott, *Indiana University*

Casey M. Pennington, *Indiana University*

Karen Wohlwend, *Indiana University*

- **Effects of Genre-Based and Dialogic Pedagogy Professional Development on Teachers' Implementation Fidelity and on Second-Graders' Quality of Procedural Writing**

Zoi A. Traga Philippakos, *University of Tennessee*

Ashley Voggt, *UNC Charlotte*

- **Teaching and Learning Argument in an 8th Grade Science Classroom Studying Evolution**

George Newell, *The Ohio State University*

Katherine St. Clair Misar, *The Ohio State University*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 6

Area 6: Young Adult Literature and Explorations of Self

Chair:

Katie K. Walker, *Coastal Carolina University*

Discussant:

Raúl Alberto Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Participants:

- **Positive Impacts of Graphic Novels on Intrinsic Motivation for Reading**
Alejandra Ojeda-Beck, *UC Berkeley*
- **Skyping with a Young Adult Author: Perspectives from a Global Dharma Camp**
Lo DeWalt, *University of Texas at Austin*
- **Writing about Literature as an Inquiry Process: What Dialogic Assessment Reveals**
Sarah W. Beck, *New York University*
Karis Jones, *New York University*
Scott Storm, *New York University*
Meghan Bennett, *New York University*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 7

Area 7: Reconceptualizing Critical Literacies

Chair:

Rachel Skrlac Lo, *Villanova University*

Discussant:

Elizabeth Jaeger, *University of Arizona*

Participants:

- **Critical Literacies for Healing: Reading and Writing School through YPAR**
Aimee Hendrix-Soto, *The University of Texas at Austin*
- **“Disenchanted Discourse” in a High School English Classroom: Reconceptualizing Critical Literary Study Through the Work of Sylvia Wynter**
Beth Krone, *Ohio State University*
- **Visualizations of America: Engaging Students in Critical Arts in a Literacy Intervention Context**
Katherine Sciorba, *SDSU*
Keelie Bauman, *SDSU*

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**8:30 am – 10:00 am – Special Event
Meeting Room: Meeting Room 8**

Reading Hall of Fame Inaugural Address

Chairs:

Ray Reutzell, *University of Wyoming*
Diane Lapp, *San Diego State University*

Presenters:

- Pekka Olavi Niemi, *University of Turku, Finland*
- Elizabeth Moje, *University of Michigan*
- Steve Graham, *University of Arizona*
- Dorit Aram, *Tel Aviv University*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 9**

Area 7: Refugees and School Experiences

Chair:

Kristen H. Perry, *University of Kentucky*

Discussant:

Christina Dobbs, *Boston University*

Participants:

- **‘But I Am Still Strong’: The Identities and Schooling Experiences of Three Refugees from Burma**
Lisa M. Roof, *University at Buffalo*
Mary McVee, *University at Buffalo, SUNY*
- **Sociocultural Home and School Literacy Practices of Syrian Refugee Families Revealed Across Domains, Space and Time**
Christiana Kfoury, *University at Buffalo*
- **“School is a light, and we are blind:” Afghan Refugee Parents Beliefs Regarding Literacy and Language.**
Assadullah Sadiq, *University of British Columbia*

**10:15 am – 11:45 am – Oscar S. Causey Address
Meeting Room: Grand Salon E, F, G, H, I and J**

Chair:

Gwendolyn McMillon, *Oakland University*

J. Michael Parker Award Presentation

Donita Shaw, *Oklahoma State University*

Arthur Applebee Award Presentation

Virginia Goatley, *University at Albany – SUNY*
P. David Pearson, *University of California, Berkeley*

Oscar S. Causey Award Presentation

Aria Razfar, *University of Illinois*

Oscar S. Causey Address:

Practicing Imagination and Activism in Literacy Research, Teaching and Teacher Education “I still don’t know how to change the world with rocks.”

James V. Hoffman, *The University of North Texas*

In this session, Dr. Hoffman will explore the foundations of initial literacy teacher preparation and the need for change. He presents findings from two recent studies that have focused on efforts to promote an activism stance in literacy teacher preparation. Dr. Hoffman proposes directions for changes in literacy teacher preparation that are considerate of theories of practice and the policy contexts for teacher preparation.

**12:00 pm – 1:00 pm – Special Event
Meeting Room: Grand Salon A**

STAR Luncheon (STAR Cohort and Mentors Only)

Chair:

Mileidis Gort, *University of Colorado Boulder*

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Presenters:

- Patricia Abril-Gonzalez, *University of Texas*
- Earl Aguilera, *California State University, Fresno*
- Rebecca Linares, *Montclair State University*
- Tran Nguyen Templeton, *University of North Texas*
- Bianca J. Nightengale-Lee, *Florida Atlantic University*
- Idalia Nuñez, *University of Illinois Urbana-Champaign*
- Tiffany Nyachae, *Buffalo State College (SUNY)*
- Alicia Rusoja, *Saint Mary's College of California*
- Carmen Medina, *Indiana University*
- Tisha Lewis Ellison, *University of Georgia*
- Patricia Baquedano-Lopez, *UC Berkeley*
- Latrise Johnson, *University of Alabama*
- Carmen Martínez-Roldán, *Teachers College, Columbia University*
- Jennifer Danridge Turner, *University of Maryland College Park*
- Danny C. Martinez, *University of California, Davis*
- Ana Christina da Silva Iddings, *Vanderbilt University*
- Marcelle Haddix, *Syracuse University*

**1:15 pm – 2:45 pm – Symposium
Meeting Room: Florida Salon III**

Area 3: A Systematic Review of 18 years of Comprehension Research: Where are we now?

Chair:

Danielle Dennis, *University of South Florida*

Discussant:

James King, *University of South Florida*

This symposium will engage participants in discussions about the integrated set of processes involved in reading comprehension by building on the historical treatment of comprehension in the second edition of the Handbook of Reading Comprehension Research (Israel, 2017). This session will shed light on the multiplicity of comprehension and how it is situated in a variety of contexts, attended by multiple cognitive processes, taught, tested, and managed by myriad strategies.

Participants:

- **Culturally Responsive Teaching and K-12 Comprehension: What do we Know?**
Sherridon Sweeney, *Doctoral Student*
- **Struggling Readers and Comprehension**
Lesley Noel, *Doctoral Student*
- **Teacher Education and Reading Comprehension**
Allison Papke, *Doctoral Candidate*
- **Policy and Reading Comprehension**
Lesley Noel, *Doctoral Student*
- **Technology and Reading Comprehension**
Allison Papke, *Doctoral Candidate*
- **Content Area and Comprehension**
Karyn Zalman Mendez, *Doctoral Student*
- **Motivation and Comprehension**
Karyn Zalman Mendez, *Doctoral Student*

**1:15 pm – 2:45 pm – Symposium
Meeting Room: Florida Salon VI**

Area 6: Illuminating the Legacy of J. Michael Parker on Adult Literacy: A Conversation with Past Award Winners

Chair:

Donita Shaw, *Oklahoma State University*

Discussant:

Carmela Romano Gillette, *University of Michigan*

The purpose of this session is to highlight the J. Michael Parker Award. In collaboration with current committee members, six former award-winning J. Michael Parker researchers will share how their past research impacts the present and sheds light on the future of adult literacy.

Participants:

- **Laboring with Vulnerability in Public Spaces: The Ethics of Sharing and Witnessing Trauma Narratives by Writers at a Homeless Shelter**
Rossina Zamora Liu, *University of Maryland*
- **Authoring Self: GED Students Transforming their Identity in a Composition Makerspace**
Rachael Gruen, *University of Illinois at Chicago*

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- **From Transmission to Transformation: Critical Pedagogy for Adult Immigrant ESL Literacy**
Xia Chao, *Duquesne University*
- **Burgeoning Literacy Learners: Engaged Scholarship & Community-based Media Literacy Education**
Leah Katherine Saal, *Loyola University Maryland*;
- **Navigating Early College: Literacy Experiences and Identity Negotiations of Latina/o College Students**
Holly Hungerford-Kresser, *University of Texas Arlington*
- **Literacy Brokering among Sudanese Refugee Families: Past, Present, and Future**
Kristen H. Perry, *University of Kentucky*

**1:15 pm – 2:45 pm – Alternative Format Session
Meeting Room: Grand Salon A**

Area 11: What is Culturally Responsive Literacy Instruction? A Review of Research in P-5 Contexts

This critical, qualitative review explores how researchers approach, describe, and justify culturally relevant/responsive/sustaining literacy instruction in P-5 classrooms. We reviewed 50 studies between 1995 and 2018. We analyzed: terms researchers use, theorists cited, rhetorical role of the achievement gap in justifying the research, methods, student outcomes, student populations, who implements instruction, how researchers address positionality, what literacy instructional practices researchers describe as culturally responsive, and how researchers determine that instruction is culturally responsive.

Participants:

- **How are Researchers using the Term “Culturally Responsive”?**
Lynne Watanabe-Kganetso, *Arizona State University*
Wendy Wakefield, *Arizona State University*

- **What Methods do Researchers use to Explore Culturally Responsive Literacy Instruction?**
Lindsey Moses, *Arizona State University*
Jackie Hernandez, *Western Oregon University*
- **What Classroom Practices do Researchers Describe as Culturally Responsive Literacy Instruction?**
Laura Beth Kelly, *Rhodes College*;
Evelyn Baca, *Bucknell University*
- **Moving the Field Forward**
Cara Djonko-Moore, *Rhodes College*

**1:15 pm – 2:45 pm – Symposium
Meeting Room: Grand Salon B**

Area 5: Digging in to Vocabulary: Strategies that Work, the Language Children Need, and Moving the Needle

Chair:

Molly Collins, *Vanderbilt University*

Discussant:

Tanya Wright, *Michigan State University*

This symposium explores three areas of vocabulary instruction from read alouds and impacts on preschoolers’ language abilities. The first study identifies word support strategies and types of adult-child interactions that foster vocabulary breadth and depth. The second study examines relationships between the academic language of storybooks and teachers’ vocabulary and complex syntax to bridge text language and everyday talk. The third study describes findings of a vocabulary intervention on children’s vocabulary growth and word-learning rates.

Participants:

- **Investigating Factors That Support Word-Learning: The Role of Word Supports and Interaction Types**
Elizabeth Hadley, *University of South Florida*
- **Supporting Academic Language during Pre-Kindergarten Read-Alouds**
Erica Barnes, *University at Albany, State University of New York*

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- **Increasing Children’s Capacity for Word Learning: Examining Growth in Vocabulary**

Molly Collins, *Vanderbilt University*
Kaitlin Herbert, *Vanderbilt University*
Emily Hopkins, *University of Scranton*
Jessica Lawson-Adams, *Vanderbilt University*
Molly Scott, *Temple University*
David K Dickinson, *Vanderbilt University’s Peabody College*
Roberta Golinkoff, *University of Delaware*
Kathy Hirsh-Pasek, *Temple University*

1:15 pm – 2:45 pm – Alternative Format Session
Meeting Room: Grand Salon C

Area 10: Coding, Computational Thinking, and Teacher Learning: Supporting Educators as They Infuse Computer Science into Instruction

Chair:

Britnie Kane, *The Citadel*

Discussants:

Amy Hutchison, *George Mason University*

Julia Hagge, *Ohio State University*

Detra Price-Dennis, *Columbia University*

As state and national standards for literacy learning continue to evolve, computational thinking (CT), which encompasses the set of problem-solving practices and habits of mind that draw on concepts from computer science, is rapidly becoming an integral piece of P-12 curricula. This alternative format session seeks to explore and draw attention to potential of leveraging disciplinary literacy practices as a means to support richer and more nuanced understandings of CT principles, and vice versa.

Participants:

- **Theoretical Framework: CT, Disciplinary Literacy and Teacher Learning**

Jennifer Albert, *The Citadel*

Britnie Kane, *The Citadel*

- **Code, Connect, Create: A Professional Development Model for CT Integration**

Robin Jocius, *The Citadel*

Deepti Joshi, *The Citadel*

- **Shifts in Participants’ Thinking of CT**

William Ian O’Byrne, *College of Charleston*

- **Characteristics of Teacher-Created CT-Infused Lessons**

Tiffany Barnes, *North Carolina State University*

Yihuan Dong, *North Carolina State University*

Veronica Catete, *North Carolina State University*

Nicholas Lytle, *North Carolina State University*

- **What’s Killing Jamestown?: A Case Study of CT Integration**

Ashley Andrews, *The Citadel*

Richard Robinson, *The Citadel*

1:15 pm – 2:45 pm – Alternative Format Session
Meeting Room: Grand Salon D

Area 6: Illuminating Productive Disciplinary Discussion in Literary Reading: Reflection on Classroom Practice

Chair:

Carol D. Lee, *Northwestern University*

Discussant:

Judith A. Langer, *University at Albany*

This symposium discusses ongoing work in the context of a project whose overarching aim is to promote productive disciplinary discussion (PDD) in literary reading. The papers in this symposium report on three cases—two high school literature teachers and a middle school language arts teacher. Each case addresses shifts in classroom practice that occurred over time as teachers deepened their understanding of the epistemology of literature.

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Participants:

- **Literary Reasoning and Identity Wrestling: Discussion as Resource and Dilemma**
Carol D. Lee, *Northwestern University*
- **Shifting the Focus in Literature: From Reading Comprehension to Literary Interpretation**
Allison H. Hall, *University of Illinois at Chicago*
Susan R. Goldman, *University of Illinois at Chicago*
- **Looking in the Mirror: A Middle School Teacher Reflecting on the Past to Illuminate the Future**
MariAnne George, *University of Illinois at Chicago*
Rick Coppola, *University of Illinois at Chicago*

**1:15 pm – 2:45 pm – Special Event
Meeting Room: Florida Salon I & II**

Star Mentoring Session (Closed Event)

Chair:

Mileidis Gort, *University of Colorado Boulder*

Presenters:

- Patricia Abril-Gonzalez, *University of Texas*
- Earl Aguilera, *California State University, Fresno*
- Rebecca Linares, *Montclair State University*
- Tran Nguyen Templeton, *University of North Texas*
- Bianca J. Nightengale-Lee, *Florida Atlantic University*
- Idalia Nuñez, *University of Illinois Urbana-Champaign*
- Tiffany Nyachae, *Buffalo State College (SUNY)*
- Alicia Rusoja, *Saint Mary's College of California*
- Carmen Medina, *Indiana University*
- Tisha Lewis Ellison, *University of Georgia*
- Patricia Baquedano-Lopez, *UC Berkeley*
- Latrise Johnson, *University of Alabama*
- Carmen Martínez-Roldán, *Teachers College, Columbia University*
- Jennifer Danridge Turner, *University of Maryland College Park*
- Ana Christina da Silva Iddings, *Vanderbilt University*
- Danny C. Martinez, *University of California, Davis*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 1**

Area 1: Pre-Service Teachers Engaging in Perspective-Taking through Literature

Chair:

Gemma Cooper-Novack, *Syracuse University*

Discussant:

Caroline T. Clark, *Ohio State University*

Participants:

- **Elementary Literacy Teacher Candidates Grappling with (In)justices During Text-based Discussions**
Amanda R. Diaz, *The University of Illinois at Chicago*
Kristine M. Schutz, *University of Illinois Chicago*
Rebecca Woodard, *University of Illinois at Chicago*
- **Promoting Preservice Teachers' Perspective Taking Through Young Adult Literature and Field Experiences**
Kristine Pytash, *Kent State University*
Rhonda Hylton, *Kent State University*
- **"The Blood Occurs": Wonder and Distance in Pre-service Teacher Responses to Culturally Diverse Literature**
Mary L. Neville, *Michigan State University*
Ashley Johnson, *Michigan State University*
- **Examining Preservice Teachers' First Attempts at Eliciting and Responding to Student Thinking in the Context of Facilitating an Interactive Read Aloud**
Andrea Gelfuso, *University of Central Florida*
Courtney Lopas, *University of Central Florida*

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**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 10**

Area 9: Role of Illustrations in Readers’ Responses to Literature

Chair:

Diana Jaleh Arya, *University of California, Santa Barbara*

Discussant:

Jennifer Graff, *UGA*

Participants:

- **Postmodern Wordless Books: Transaction and Imagination**
Mengying Xue, *Purdue University*
Judith Lysaker, *Purdue University*
- **Roles of Pictures on Students’ Visual Responses to Where the Wild Things Are**
Eun Hye Son, *Boise State University*
Daibao Guo, *Boise State University*
- **Using Postmodern Picture Books to Support Middle years Students’ Text Analyst Skills**
Jon Callow, *The University of Sydney*
Natasha Small, *The University of Sydney*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 11**

Area 10: Fake News! Examining Youths’ Perceptions and Evaluations of Media

Chair:

Lindsey Rowe, *The Ohio State University*

Discussant:

Michael Manderino, *Leyden High School*

Participants:

- **Productive Thinking During Online Inquiry: Investigating Students’ Practices for Evaluating Relevancy and Credibility While Constructing Meaning**
Elena Forzani, *Boston University*
Julie Corrigan, *University of Ottawa*

- **Secondary English Language Arts Teachers’ Attitudes and Practices for Teaching Students to Detect Fake News**
Matthew Corona, *George Mason University*
- **Digital Natives or Digital Novices?: A Study of Middle School Students’ Digital Credibility Evaluation Practices**
Angela M. Kohnen, *University of Florida*
Gillian Mertens, *University of Florida*
John W. Hampton, *University of Florida*
Danling Fu, *University of Florida*

**1:15 pm – 2:45 pm – Symposium
Meeting Room: Meeting Room 12**

Area 2: Highlighted Session - Literacy Research, Practice, and Agency: Professional Development in Contexts of Change

Chair:

Gay Ivey, *UNC Greensboro*

Discussant:

Gay Ivey, *UNC Greensboro*

The 2019 LRC conference call asks for research informed by the past that “sheds light on the present, and illuminates the future of literacy practices, policies, and research.” In this symposium, four sets of researchers explore how literacy professional development (PD) that foregrounds teacher and student agency create conditions for sustainable and agentic professional learning contexts into the future.

Participants:

- **Exploring the Development of Agency in the Co-Construction of a Literacy Learning Community**
Cynthia Brock, *University of Wyoming*
Dana A. Robertson, *University of Wyoming*
Adeline Mansa Borti, *University of Wyoming*

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- **Cultivating Agency Through Teachers’ Professional Learning**

Dana A. Robertson, *University of Wyoming*
Cynthia Brock, *University of Wyoming*
Lauren Padesky, *University of Wyoming*
Laurie “Darian” Thraillkill, *University of Wyoming*
Avia Kelly, *University of Wyoming*

- **Multiple Voices, Common Goal: Disciplinary Experts Co-Constructing Knowledge about the Role of Disciplinary Literacy in Science Teaching and Learning**

Vicky Zygouris-Coe, *University of Central Florida*
Rebeca Grysko, *University of Central Florida*
Su Gao, *University of Central Florida*
Jonathan Hall, *University of Connecticut*

- **Designing Literacy Professional Development from a Wider Lens: Including School Infrastructure and Leadership to Build Systemic Change that Values Teacher Agency**

Lynn Shanahan, *University at Buffalo, SUNY*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 2

Area 1: Pre-Service Teachers Using Literature and Language Strategies

Chair:

Mihaela Gazioglu, *Clemson University*

Discussant:

Judy Paulick, *University of Virginia*

Participants:

- **Pre-service Teachers Building Communities of Strength Through Journaling and Witnessing**
Cassie Lo, *Georgian Court University*
- **Pre-Service Teachers’ Use of Code-meshing Pedagogies in an Urban Practicum**
K. Dara Hill, *The University of Michigan-Dearborn*
- **Teaching Mr. Penguin: Leveraging the Surprises to Support Emergent Bilinguals’ Writing**
Pamela J. Hickey, *Towson University*
Vicki McQuitty, *Towson University*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 3

Area 2: Unique and Intriguing Explorations of Teacher Identity, Learning, and Agency

Chair:

Nilufer Guler, *Avila University*

Discussant:

Tasha Anne Vice, *A & M- San Antonio*

Participants:

- **Agency in English Language Arts Teaching: A Scoping Review of the Literature**
James S. Chisholm, *University of Louisville*
Jennifer Alford, *Queensland University of Technology*
Leah Halliday, *University of Louisville*
- **Disequilibrium, Discourse, and Identity: Using the Ancora Imparo Model (AIM) to Understand Teachers’ Professional Learning as Literacy Educators**
Cathy Toll, *University of Wisconsin Oshkosh*
- **Leveraging Graphica as a Literacy Tool to Communicate Teacher Identity**
Marva Cappello, *San Diego State University*
Rhianna Casesa, *Sonoma State University*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 4

Area 3: Disciplinary Literacies in the Elementary Grades

Chair:

Amarilis M. Castillo, *Texas State University*

Discussant:

Leslie Dawn Roberts, *Clemson University*

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Participants:

- **Advancing Young Children’s Disciplinary Learning Through Connected Learning and Culturally Relevant Teaching**
Lisa O’Brien, *Merrimack College*
Jeanne Paratore, *Boston University*
Alejandra Salinas, *Boston University*
Sarah Blodgett, *Boston University*
- **Examining the Use of Science-Infused Literacy Instruction that Emphasizes Speaking and Listening to Teach Second Graders to Write Informational Text**
Sarah K. Clark, *Brigham Young University*
- **Determining the Effects of Two Instructional Strategies When Teaching Second Graders to Read and Write Science Informational Text**
Sarah K. Clark, *Brigham Young University*
Leigh Smith, *Brigham Young University*
Richard Sudweeks, *Brigham Young University*

- **Teacher Supports for Emergent Writers: Material and Embodied Practices**
Zarabeth Davis, *Vanderbilt University, Peabody College*
Deborah Rowe, *Vanderbilt University*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 5**

Area 5: Letters, Words & Word Knowledge: Young Students’ Interaction with and Production of Text

Chair:
Dorian Harrison, *The Ohio State University*
Discussant:
Christiane Wood, *California State University San Marcos*

- Participants:
- **A Dime Rolls Up to a Domino: Using Mnemonic Stories to Orient Confusable Letters**
Bruce A. Murray, *Auburn University*
Chih-hsuan Wang, *Auburn University*
Geraldyn Murray, *Independent researcher*
Mary Sanders, *Auburn City Schools*
Ashley McHugh, *Auburn City Schools*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 6**

Area 6: Innovative Approaches for our Understanding of the Complexities of Disciplinary Literacies

Chair:
Kathleen Hinchman, *Syracuse University*
Discussant:
Patricia Anders, *University of Arizona*

- Participants:
- **Toward Postcolonial Disciplinary Literacy Research**
Kathleen Hinchman, *Syracuse University*
David O’Brien, *University of Minnesota--Twin Cities*
 - **Illuminating the Role of Stance in Disciplinary Literacies**
Heather Porter, *Salisbury University*
 - **Collaborative Expertise: Literacy in the Disciplines from the Inside Out**
Laura Lemanski, *University of Minnesota*
David O’Brien, *University of Minnesota--Twin Cities*
Yongjun Lee, *University of Minnesota-Twin Cities*
Robert Poch, *University of Minnesota-Twin Cities*
Megan McDonald Van Deventer, *Weber State University*
Lisa Ortmann, *University of North Dakota*
Deborah Dillon, *University of Minnesota-Twin Cities*

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**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 7**

Area 8: Understanding the Complexities of Multilingual and Dual Language Contexts

Chair:

Maritza Lozano, *California State University, Fullerton*

Discussant:

Christopher Wagner, *Queens College, City University of New York*

Participants:

- **El Futuro Es Multilingüe: Moving From Monolingual Resistance to Engagement with Multilingual Texts**
Tamar Bernfeld, *University of Iowa*
- **Local, Global, Profit, Pride: Competing Discourses in Arizona Principals' Talk About Their Dual Language Programs**
Katie Bernstein, *Arizona State University*
Saida Mohamed, *Arizona State University*
Noah Katznelson, *UC Berkeley*
Sarah Diaz, *Arizona State University*
Angélica Amezcua, *Arizona State University*
- **“Eu sei, I know”: Balancing Literacies and Immigrant Experience in a Portuguese-English Dual Language Program**
Mariana Lima Becker, *Boston College*
Chris K. Bacon, *Boston College*
Gabrielle Oliveira, *Boston College*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 8**

Area 3: Comics and Toys: Emerging Toolkits for Today's Learners

Chair:

Hayley Jordan Hoover, *Clemson University*

Discussant:

Muriel Rand, *New Jersey City University*

Participants:

- **Redesigning to Reinvent: Embracing Film, Comics, and the Canon in a Tenth-grade ELA Classroom**
Ashley K. Dallacqua, *The University of New Mexico*
Annmarie Sheahan, *Western Washington University*
- **Sequential Art in the Classroom: Talking to Teachers About Reading and Teaching with Comics**
David Lewkowich, *University of Alberta*
- **Tinkering with Toys: Maker Literacies and Action Texts in Doc McStuffins Museum Play**
Karen Wohlwend, *Indiana University*
Yanlin Chen, *Indiana University*
Adam Maltese, *Indiana University*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 9**

Area 7: Emergent Bilinguals' Language and Literacy Connections

Chair:

Kwangok Song, *University of Kansas*

Discussant:

Francisco Luis Torres, *University of Colorado Boulder*

Participants:

- **Paradigmatic Fronteras: Sticky Tack, Emerging Bilinguals, and the Unfolding of Literacy**
Stephanie Abraham, *Rowan University*
- **Writing Ideologies: Relationships of Written Language and Power in a Fourth-grade Classroom of Bilingual Learners**
Joanna W. Wong, *CSU Monterey Bay*
- **Young Immigrant Children's Transcultural Play: Mobilizing Funds of Knowledge Beyond Local-Global**
Jungmin Kwon, *Teachers College, Columbia University*

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3:00 pm – 4:30 pm – Symposium
Meeting Room: Florida Salon III

Area 2: Coaching and Collaboration: Thinking Across Approaches to Supporting In-service Literacy Teachers

Chair:

Kristine M. Schutz, *University of Illinois Chicago*

Discussant:

Emily C. Rainey, *University of Pittsburgh*

This symposium explores three studies of literacy coaching that examine these gaps in the literature from different angles. One study offers an in-depth view of an innovative coaching model at one K-8 school, another examines literacy coaching across an entire district, while the third examines the role that coaching played in one professional development program.

Participants:

- **Collective Coaching for Instructional Improvement**
Sarah Schneider Kavanagh, *University of Pennsylvania*
Katie Danielson, *University of Portland*
Chenelle Boatswain, *University of Pennsylvania*
Elizabeth Schiavone, *University of Pennsylvania*
- **The Role of the Nuanced Relationship in Literacy Coaching**
Rosalie Hiuyan Chung, *University of Virginia*
Julie Cohen, *University of Virginia*
- **Supporting Teacher Modeling in Writing Through Content Instruction and Coaching**
Chandra Alston, *University of Michigan*
Katie Danielson, *University of Portland*

3:00 pm – 4:30 pm – Symposium
Meeting Room: Florida Salon VI

Area 8: Iluminando El Futuro: Publicly Engaging Translanguaging in a Community Based Writing Space

Chair:

Stephanie Abraham, *Rowan University*

Discussant:

Maria P. Ghiso, *Teachers College, Columbia*

In this symposium, we provide a multifaceted discussion of the activist and coalitional possibilities of translanguaging literacy practices in our studies from different lens and perspectives. We share a common goal of understanding possibilities and limitations of literacy learning contexts where bilingual children can learn, flourish, and contribute to the enrichment of their communities. To do this, we look at this project using theories of translanguaging, spatiolinguistics, and publicly engaged literacy scholarship.

Participants:

- **Following the Corriente of Bilingual Youths' Out of School Language and Literacy Practices**
Kate Seltzer, *Rowan University*
- **Translanguaging Spaces and Bodies in a Community Based Writing Center**
Stephanie Abraham, *Rowan University*
- **La Lucha y Academic Activism - Ethical Considerations in Working with Bilingual Youth**
Kate E. Kedley, *Rowan University*

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3:00 pm – 4:30 pm – Symposium
Meeting Room: Grand Salon B

Area 8: Leveraging Student Bilingualism in Mandarin/English Dual Language Bilingual Education Programs

Chair:

Danling Fu, *University of Florida*

Discussant:

Danling Fu, *University of Florida*

Drawing upon a holistic, dynamic understanding of bilingualism, this symposium brings together three empirical studies to investigate bilingual students' translanguaging practices and teachers' strategic use of translanguaging strategies in Mandarin/English dual language bilingual education (DLBE) programs. The three presentations altogether challenge the current strict language allocation policy in DLBE contexts and call for leveraging students' full linguistic repertoires to maximize their learning opportunities and foster positive bilingual identities.

Participants:

- **A Multiple Case Study: Understanding Bilingual Students' Translanguaging Flow**
Xiaochen Du, *University of Florida*
- **Translanguaging Design in a Chinese Language Arts Class**
Zhongfeng Tian, *Boston College*
- **Translanguaging Design in Math and Science: One Exemplar Teacher's Practice**
Xiaodi Zhou, *Georgia Southwestern State University*

3:00 pm – 4:30 pm – Symposium
Meeting Room: Grand Salon D

Area 7: Illuminating Futures through the Work and Writings of Brian V. Street

Chair:

Jennifer Rowsell, *Brock University*

Discussant:

Cheryl McLean, *Rutgers Graduate School of Education*

The history of theorizing literacy as a social process has examined how changing literacy practices reflect changes in cultural life. Brian Street pointed out that their 'autonomous models' of literacy that conceptualized literacy as a monolithic set of psychological processes failed to account for diverse meanings and significances of different forms of reading and writing across cultures. In this symposium, three researchers draw on the work of Brian Street as a lens for their research.

Participants:

- **Literacy Practices, Changes on Communicational Landscapes and Ideologies Among Working Class Families in Trombetas, Brazil**
Maria Lucia Castanheira, *Federal University of Minas Gerais, Brazil*
- **Hitting the Autonomous Wall: How Brian Street Helped Navigate an Urban High School Literacy Program**
Joanne Larson, *University of Rochester*
- **Navigating the Local and Global: Literacy Practices in Online Authoring Spaces**
Amy Stornaiuolo, *University of Pennsylvania*

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**3:00 pm – 4:30 pm – Special Event
Meeting Room: Florida Salon I & II**

Reading Hall of Fame Mentoring Session

Presenters:

- P. David Pearson, *University of California, Berkeley*
- Patricia Anders, *University of Arizona*
- Peter Afflerbach, *University of Maryland*
- Judith A. Langer, *University at Albany*
- Diane Lapp, *San Diego State University*
- Lesley Mandel Morrow, *Rutgers the State University of New Jersey*
- Ray Reutzel, *University of Wyoming*
- Patricia Edwards, *Michigan State University*
- Gay Ivey, *UNC Greensboro*
- Norman A. Stahl, *Northern Illinois University*
- David Reinking, *University of Georgia*
- Donna Alvermann, *University of Georgia*
- Dorit Aram, *Tel Aviv University*
- Jane Hansen, *University of Virginia*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 1**

Area 1: Highlighted Session - Disrupting Deficit Perspectives: Historically Marginalized in Preservice Teacher Education

Participants:

- **Transcending Borders: Contextualizing Dyslexia in a Literacy Teacher Preparation Program in the Midst of Ideological Tension**
Margaret Billings Krause, *University of South Florida*
Jenifer Schneider, *University of South Florida*
Danielle Dennis, *University of South Florida*
Elizabeth Hadley, *University of South Florida*
Lindsay Persohn, *University of South Florida*
Aimee Frier, *University of South Florida*
Gretchen Dodson, *University of South Florida*
- **Who Will Stand Up for Us: A Critical Sociocultural Case Study of a Queer Preservice Teacher's Induction into Professional English/ Language Arts Educator**
Summer Davis, *Indiana University*

- **Why 'Grady' Continues to Matter: Disrupting Teacher Candidates' and Literacy Professors' Deficit Perspectives on Marginalized Students' Literacy Identities**

Anne Crampton, *University of Minnesota*

Tracey Pyscher, *Western Washington University*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 10**

Area 9: Re-imagining People and Place through Young Adult Literature

Chair:

Mihaela Gazioglu, *Clemson University*

Discussant:

Stergios Botzakis, *University of Tennessee, Knoxville*

Participants:

- **Illuminating Death through Micro-(re) storytelling: Using "Small Stories" to Restory Dominant Discourses Surrounding Thirteen Reasons Why in One Urban Educational Context**
James Joshua Coleman, *University of Pennsylvania*
Emily C. Plummer, *University of Pennsylvania*
- **Representations of Rural People and Places in Contemporary YA Literature**
Jennifer Sanders, *Oklahoma State University*
Jill A. Bindewald, *Oklahoma State University*
- **White Savior Reeditado? Attempting to Identify Teacher Caring in YA Novels with Latinx Characters**
Gwynne Ellen Ash, *Texas State University*
Rubén Garza, *Texas State University*
Jane M. Saunders, *Texas State University*

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**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 1**

Area 12: Exploring Reading and Writing Assessments in International Contexts

Chair:

Janelle B. Mathis, *University of North Texas*

Discussant:

Lori Assaf, *Texas State University*

Participants:

- **Development of a New Rubric to Support the Teaching and Assessment of Writing**
Eithne Kennedy, Institute of Education, Dublin City University
Gerry Shiel, ERC, Dublin City University, St Patrick's Campus
- **International Assessment of Foreign Language Literacy Skills**
Anna Shur, University of Wyoming
- **International Approaches to Media Literacy and Writing Instruction: Assessing Standards to Meet Future Literacy Needs**
Tammy Milby, University of Richmond
Joan Rhodes, VCU
Katina Zammit, Western Sydney University

**3:00 pm – 4:30 pm – Symposium
Meeting Room: Meeting Room 12**

Area 11: Hidden and Suppressed Narratives: A Feminist, Intersectional Look at Women's Experiences in Academia

Chair:

Jill Ewing Flynn, *University of Delaware*

Discussant:

Jill Ewing Flynn, *University of Delaware*

Inviting audience responses throughout the presentations, this symposium will explore the diversity of women's lives in academia, embracing Crenshaw's (1989) intersectional framework.

Consistent with feminist praxis, the symposium's grounding in narrative-based research emphasizes the personal as being both political and worthy of academic attention. Panelists will discuss the complexities of personal and professional relationships, emotionality as a perceived weakness, mental health concerns, and the complexities of race, highlighting narratives typically hidden or suppressed.

Participants:

- **"I Would Never Let My Wife Do That": The Stories We Tell to Stay Afloat**
Amy Leigh Tondreau, Austin Peay State University
- **The Ancestral Double Dutch: From Cotton Myths to Future Dreams**
Stephanie Patrice Jones, Grinnell College
- **You Can't Un-See Color: A PhD, a Divorce, and The Wizard of Oz**
Meghan Barnes, University of North Carolina, Charlotte

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 2**

Area 2: An Examination of Policies and Culturally Responsive Practices of Teachers of English Learners

Chair:

Karen Kleppe Graham, *Arkansas State University*

Discussant:

Carolyn S. Hunt, *Illinois State University*

Participants:

- **Equity for Emergent Bilinguals: Does California New Teacher Induction Support Teaching in Linguistically Diverse Classrooms?**
Lucrecia Santibanez, Claremont Graduate University
Christine Marie Snyder, Claremont Graduate University

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- **Teachers' Efficacy for and Implementation of Culturally and Linguistically Responsive Practices**

Susan Cantrell, University of Kentucky

Kristen H. Perry, University of Kentucky

Shannon Sampson, University of Kentucky

- **"That Was Really a Win": Teachers' Experiences with Culturally Responsive Instruction and English Learners (ELs)**

Pamela Sue Correll, Missouri State University

Victor Malo-Juvera, University of North Carolina - Wilmington

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 3**

Area 3: Guiding Literacy Learners: Building Supportive Frameworks for Success

Chair:

Elena Forzani, Boston University

Discussant:

Crystal Dail Rose, Texas Tech University

Participants:

- **A University-District Partnership to Provide Literacy Supports for Developing Middle School Readers**

Anna Jennerjohn, University of Minnesota

Lori Helman, University of Minnesota

Kristin Burger, University of Minnesota

Matthew K. Burns, University of Missouri

- **Reasoning Relationally: Guiding Students to Make Connections and Disconnections During and After Reading**

Courtney Hattan, Illinois State University

- **Theory in Development: From High Literacy to Knowledge-Transforming Literacy**

Marc Nachowitz, Miami University

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 4**

Area 4: Writing Practices and Policies in the Age of Accountability

Chair:

Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology

Discussant:

Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology

Participants:

- **Exploring Elementary ELA Teachers' Writing Assessment Practices Using a Visible Levels of Literacy Learning Framework**

LaTonya Slater, Mississippi State University

Kathleen M. Alley, Mississippi State University

Devon Brenner, Mississippi State University

- **Validating Writing Process Features to Support Classroom Writing Assessment**

Paul Douglas Deane, Educational Testing Service

Amanda Roth, Educational Testing Service

- **Writing in the Age of Accountability: Standardized Writing Assessments as Boundary Objects**

Joelle Marie Pedersen, Boston College

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 5**

Area 6: Cultivating Critical Literacies for the Exploration of Issues around Gender and Sexuality

Chair:

Jon M. Wargo, Boston College

Discussant:

Corrine M. Wickens, Northern Illinois University

continued on next page



Participants:

- **Hard to Conquer, Easy to Love: One Teen’s Writings on Identity, Sexuality and Agency in the Juvenile Justice System**
Judith Dunkerly-Bean, *Old Dominion University*
Barbara Guzzetti, *Arizona State University*
Julia Morris, *Old Dominion University*
Thomas W. Bean, *Old Dominion University*
- **Sounds of Sponsorship as Queer Extracurriculum: Examining Zine Making and House Music as Coalition Building in the Literacy Lives of LGBTQ Adults**
Jon M. Wargo, *Boston College*
- **Cultivating Critical Literacy in the College Classroom: Using YAL to Make Sense of #MeToo**
Brittany Adams, *University of Florida*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 6**

Area 7: Religious Identities

Chair:

Laura A. Taylor, *Rhodes College*

Discussant:

Patriann Smith, *Texas Tech University*

Participants:

- **Negotiating Pedagogical and Religious Identities: A Qualitative Case Study**
Christopher A. Olshefski, *University of Pittsburgh*
- **“Real Religion”: The Roles of Knowledge, Dialogue, and Sense-Making in Coming to a Faith**
Allison Skerrett, *The University of Texas at Austin*
- **The Glocal in Classroom Contexts: Connecting International Literature to Student Personal Experience, Religious Culture, and Ethnic Identity**
Jacquelyn Chappel, *Kapiolani Community College*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 7**

Area 8: Fostering Critical Conversations in Multilingual Early Childhood and Elementary Classrooms.

Chair:

Diana Jaleh Arya, *University of California, Santa Barbara*

Discussant:

Katherine Sciorba, *SDSU*

Participants:

- **“I’m ready for this conversation”: Linguistic Belonging and Discussions about Language and Power in Elementary Classrooms**
Lisel Alice Murdock-Perriera, *Sonoma State University*
- **“See, that’s me, I’m prooooouuud”: Pedagogy that Cultivates Young Literate Identities**
Amy Seely Flint, *University of Louisville*
Lauren Fletcher, *University of Louisville*
- **Young Children’s Discussions about Poverty and Social Class During Read-alouds: A Case Study with Korean Bilingual Kindergarteners**
So Jung Kim, *University of Texas at El Paso*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 8**

Area 1: Applying A Critical Literacy Lens in Teacher Education

Chair:

Anne Daly-Lesch, *University of Texas at Austin*

Discussant:

Nathaly Batista-Morales, *The University of Texas at Austin*

continued on next page



Participants:

- **“A Fresh New Lense”: A Collaborative Critical Literacy Unit in a Dual Language Classroom**
Nathaly Batista-Morales, *The University of Texas at Austin*
Melissa Rojas Williams, *The University of Texas at Austin*
- **Multimodality and Translanguaging: Transforming Latinx Bilingual Pre-Service Teacher Development and Ideologies**
Patricia Abril-Gonzalez, *University of Texas*
Mohit Praful Mehta, *University of Texas Austin*
Nathaly Batista-Morales, *The University of Texas at Austin*
- **Preservice and Early Career Teachers’ Notions of “Justice”: A Critical, Developmental Approach to Educating for Equity**
Kristien Zenkov, *George Mason University*
Michelle Lague, *George Mason University*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Grand Salon C

Area 6: Illuminating the Challenges of Infusing Literacies across the Disciplines

Chair:

Dan Reynolds, *John Carroll University*

Discussant:

Michael Manderino, *Leyden High School*

Participants:

- **Challenges and Tensions in Teaching and Learning of Argumentation: Two Cases of Crafting Complex Literary Arguments**
Eileen Maura Shanahan, *Eastern Kentucky University*
Min-Young Kim, *Grand Valley State University*
- **Disciplinary Literacy and the 4Es in Physics: Rigorous and Substantive Responses to Interdisciplinary Standards**
Emily Hayden, *Iowa State University*
Michelle Eades Baird, *Empire State College*
- **Engineers’ Argumentation Practices**
Amy Wilson-Lopez, *Utah State University*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 9

Area 2: In-Service Teachers’ Perspectives of Adolescent Writing Practices

Chair:

Julie Bell, *University of Nebraska at Omaha*

Discussant:

Ted Kesler, *Queens College, CUNY*

Participants:

- **Coming to Terms: Secondary ELA and College Writing Teachers’ Divergent Views of College Readiness**
Alecia Magnifico, *University of New Hampshire*
Christina Ortmeier-Hooper, *University of New Hampshire*
- **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 Tracy, *Western Carolina University*
W. David Scales, *Western Carolina University*
- **Year-long Writing Professional Development Model on Genre-Based Strategy Instruction**
Zoi A. Traga Philippakos, *University of Tennessee*
Charles MacArthur, *University of Delaware*

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THURSDAY

4:45 pm – 6:00 pm – Plenary Session
Meeting Room: Grand Salons E, F, G, H, I and J

**Distinguished Scholar Lifetime Achievement
Award Address**

Chair:

Elizabeth (Betsy) A. Baker, *University of Missouri*

Albert J. Kingston Award Presentation

Jennifer Jones-Powell, *Radford University*

Early Career Award Presentation

Julia Lopez-Robertson, *University of South Carolina*

**Distinguished Scholar Lifetime Achievement
Award Presentation**

Patricia Edwards, *Michigan State University*

**Distinguished Scholar Lifetime Achievement
Award Presentation**

**A Lifetime of Language, Literacy, Identity,
and Solidarity**

Presenter:

Sonia Nieto, *University of Massachusetts, Amherst*

In this address, Sonia Nieto recounts the lessons she learned about language and literacy - from learning to speak Spanish and then English, to reading and writing – and the impact of these lessons on her teaching, research, and life.

**6:00 pm – 7:30 pm – Thursday Poster Presenter
Tear Down**
Meeting Room: Florida Salon Foyer I & II

6:15 pm – 7:00 pm – Special Event
Meeting Room: Florida Salons IV & V

Town Hall Meeting

Facilitators:

Fenice Boyd, *University of South Carolina*

Katina Zammit, *Western Sydney University*

Popcorn will be waiting for you at Town Hall where we will celebrate LRA's 2019 accomplishments and open the floor for conversations about how to advance LRA's mission.

7:30 pm – 9:00 pm – Special Event
Meeting Room: Terrace Room

ERM/STAR Reception

9:00 pm – 11:00 pm – Special Event
Meeting Room: Hotel Lobby Bar

Vital Issues

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Friday • December 6, 2019

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SESSION DESCRIPTIONS

PAPER SESSIONS

Will include research reports, 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 and a Discussant. The Chair is responsible for opening the session, introducing the speakers, and managing time. 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. Discussants will stimulate discussion. The final 30 minutes in the session are reserved for the discussant's comments and audience interaction.

ROUNDTABLES

Will include two or three research and research-in-progress presentations that have topical, theoretical or methodological likeness followed by audience conversation. Several papers are combined so that scholars might engage in scholarly discussions. Each roundtable will have a Chair and a Discussant. The Chair is responsible for opening the session, introducing the speakers and managing time. Discussants will stimulate conversations. The final 30 minutes are reserved for the discussant's comments and interactive conversation.

POSTER SESSIONS

Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS

Will 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

Will 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

Will focus on bringing 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.

HIGHLIGHTED SESSIONS

Are sessions where the topics have been highlighted 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.

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FRIDAY

Friday Poster Presenter Set-Up

7:00 to 8:30 am

Meeting Room: Florida Salon Foyer I & II

Registration

7:00 to 5:00 pm

Meeting Room: Registration Desk

Journal of Literacy Research and *Literacy Research: Theory, Methods, and Practice (LRTMP)* Reviewers

Breakfast

7:15 to 8:15 am

Meeting Room: Florida Salon I & II

The Editorial teams of *Literacy Research: Theory, Method, and Practice (LR:TMP)* and the *Journal of Literacy Research (JLR)* invite past reviewers for breakfast as a thank you for their service and to introduce the new lead editors of each publication. Together, the editorial teams will provide an overview of past accomplishments and point to new directions in their publications.

Doctoral Student ICG Proposal Mentoring Project Breakfast

7:15 to 7:45 am

Meeting Room: Florida Salon IV

This event is for those doctoral student members and faculty who participated in the mentoring project for the 2016 conference. Are you interested in presenting next year? Would you like to know more about connecting with an LRA member from another university? Stop in before the business meeting, and bring your questions.

Albert J. Kingston Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 1

Arthur Applebee Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 11

Brian Street Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 12

Distinguished Scholar Lifetime Achievement Award Committee Meeting

8:30 to 10:30 am

Meeting Room: Meeting Room 6

Early Career Achievement Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 3

Edward B. Fry Book Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 4

Gender and Sexualities Committee Meeting

7:15 to 8:15 am

Meeting Room: Grand Salon A

J. Michael Parker Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 5

Oscar S. Causey Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 6

P. David Pearson Scholarly Influence Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 7

Student Outstanding Research Award Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 8

Barr Mosenthal Handbook of Reading Research Fund Committee Meeting

7:15 to 8:15 am

Meeting Room: Meeting Room 9

Doctoral Student ICG Business Meeting

7:45 to 8:15 am

Meeting Room: Florida Salon IV

Silent Book Auction Open

8:00 to 1:00 pm

Meeting Room: Grand Ballroom Foyer

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Exhibit Hall Open

8:00 to 4:00 pm

Meeting Room: Grand Ballroom Foyer

8:30 am – 10:00 am – Poster Session 3

Meeting Room: Florida Salon Foyer I

Highlighted Session - Illuminating Alternate Narratives: Postsecondary Academic Literacy Practices of Students from Refugee Backgrounds
Meagan Hoff, *Texas State University*

Literacy Outcomes of a Community Bookshelf Program

Amanda Giust, *Miami Dade College*
Johanna Lawshea, *Miami Dade College*
Jose Villar, *Miami Dade College*

Naming Our Joy: Queering YPAR in Preservice Literacy Teacher Education

Cassie Feith, *Michigan State University*
Rae Oviatt, *Michigan State University*

Not only Talking the Talk, but Walking the Walk: Negotiating My Life as Literacy Educator and School Board Member

Carla K. Meyer, *Duquesne University*
Rachel K. Ayieko, *Duquesne University*

Nurturing Young Global Citizens' Appreciation of Cultural Others Through Picturebook Read Alouds

Ariel Robinson, *Stephens College*

Past, present and future: Icelandic language & literacy professional development

Barbara Laster, *Towson University*
Sigrithur Ólafsdóttir, *University of Island*
Carla Finkelstein, *Towson University*

Popular Media and New Literacy Skills: A Review of Practitioner Literature

Kelli Bippert, *Texas A&M University- Corpus Christi*

Scaffolding Interactions between Teacher and Students: Teacher Candidates' Noticing and Enacting Practices during Small Group Literacy Instruction

Ann M. Castle, *Michigan State University*

8:30 am – 10:00 am – Poster Session 4

Meeting Room: Florida Salon Foyer II

Sequential Graphic Remix: Adolescent ELLs Interpreting and Analyzing Traditional Texts via Transmediation to Digital Comics
Daryl B. Axelrod, *University of Miami*

The Cultural Negotiations of Zomi Youth
Rae Ross, *University of Oklahoma*

Transformative Affect: An Exploration of Political Affect in Critical Media Literacy and Collective Identities on LGBTQ+ Response Video Channels
Addie Shrodes, *Northwestern University*

Watered-down or New Ground? An Analysis of Young Readers Editions of Popular Nonfiction
Jason J. Griffith, *Penn State University*

Youth and High School Curriculum: A Comparative Analysis Between High School Literacy Policies in Brazil and in the U. S. A.

Shirlei Sales, *Universidade Federal de Minas Gerais*
Arlette Ingram Willis, *University of Illinois, Champaign Urbana*

8:30 am – 10:00 am – Symposium

Meeting Room: Florida Salon III

Area 8: Translanguaging, Theory, and How These Play Out for Teachers and Emergent Bilingual Students

Chair:

Robert Jiménez, *Vanderbilt University*

Discussant:

Mileidis Gort, *University of Colorado Boulder*

In this symposium we pull together four presentations grounded in tenets of translanguaging theory that explore language and literacy. Scholars have theorized that translanguaging pedagogies, which capitalize on bilingual advantages, may be one instructional method for supporting the close to 5 million emergent

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bilingual students in U.S. schools--a population that while isolated and marginalized are increasingly becoming the linguistic norm.

Participants:

- **Promoting Translingual Subjectivities**
Robert Jiménez, *Vanderbilt University*
Holland White, *Vanderbilt University*
Alexis McBride, *Vanderbilt University*
- **TRANSLATE as a Tool to Promote Dialogic Conversation**
Lisa Pray, *Vanderbilt University*
Janna Brown McClain, *Year*
- **Translingual Pedagogy as Emergent Social Practice**
Samuel David, *University of Minnesota*
Mark Barba Pacheco, *University of Florida*
- **Language-Minoritized Learners' Sense-Making of English Only Classroom Settings: Identifying Barriers and Affordances to Translingual Pedagogies**
Emily Phillips Galloway, *Vanderbilt University*

8:30 am – 10:00 am – Roundtable Session 5
Meeting Room: Florida Salon IV

1) Area 1: Pre-Service Teachers' Engagement and Agency

Chair:

Steve Hart, *CSU, Fresno*

Discussant:

Steve Hart, *CSU, Fresno*

Participants:

- **How Writing Attitudes affect Preservice Teachers' Plans for Writing Instruction**
Anna Hall, *Clemson University*
- **Using Moje's Heuristic to Teach Disciplinary Literacy Through Service-Learning**
Steve Hart, *CSU, Fresno*

- **"When and How to Remove Yourself": Early Career Literacy Teachers Navigating their First Years**

Susan Tily, *University of Texas at Austin*

Erica Steinitz, *The University of Texas at Austin*

Charlotte L. Land, *The University of Texas at Austin*

Jessica Cira Rubin, *The University of Texas at Austin*

Lori Van Dike, *The University of Texas at Austin*

2) Area 2: Improving Classroom Practice from Within: Teachers as Reflective Agents of Change

Discussant:

Ya-Fang Cheng, *Marian University*

Participants:

- **An Observation Protocol For Observing Teacher Think-Alouds**
Sharon Marie Pratt, *Indiana University Northwest*
- **Lesson Study as a Tool for English Teachers' Learning**
Vicki Stewart Collet, *University of Arkansas*
Angelia Greiner, *University of Arkansas*
- **STEAM-based Literacy: Challenging Paradigms to Impact Teacher Efficacy and Student Engagement**
Melanie Koss, *Northern Illinois University*
Melanie Walski, *Northern Illinois University*
Peet Smith, *Northern Illinois University*
Gillian King-Cargile, *Northern Illinois University*
Kristin Brynteson, *Northern Illinois University*

3) Area 3: Disciplinary Literacy in Multiple Contexts

Chair:

Deborah Augsburger, *Lewis University*

Discussant:

Patricia Anders, *University of Arizona*

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Participants:

- **Examining the Mediating Contexts of Disciplinary Literacy Teaching**
Emily C. Rainey, *University of Pittsburgh*
Corey Humphrey, *University of Pittsburgh*
- **Historical Thinking in Middle School: Developing Disciplinary Literacy in Special Education**
Eric Claravall, *California State University, Sacramento*
Irey Robin, *University of California, Berkeley*
- **Third-grade Teachers' Enactment of Project-based Curriculum Materials: An Exploration of Integrated Literacy and Civics Instruction**
Katie Ziemba Revelle, *University of Michigan*

4) Area 6: Developing Adolescents as Readers and Writers

Chair:

Mary-Celeste M Schreuder, *Clemson University*

Discussant:

Mary-Celeste M Schreuder, *Clemson University*

Participants:

- **Developing Emotional Capital in College-Bound High School Students through Writing**
Stephanie Millett, *Texas Tech University*
Julie Smit, *Texas Tech University*
- **High School Students Use of Linguaging Actions to Enact Figured Worlds**
Richard W. Beach, *University of Minnesota*
Faythe Beauchemin, *Ohio State University*
- **Shifting Perspectives: Adolescent Responses to Critical Lenses on Texts**
Sarah Campbell Lightner, *West Chester University*

5) Area 7: Tender Geographies and Strategic Optimism in Literacy & Language Education Research

Chair:

Alexandra Panos, *University of Nebraska at Omaha*

Discussant:

Lenny Sanchez, *University of South Carolina*

Participants:

- **Seeking Spatial Justice in Practice: Assertive Struggle with/in Consequential Geographies**
Nathan Phillips, *University of Illinois Chicago*
Virginia Killian Lund, *University of Illinois Chicago*
Simeko Washington, *University of Illinois Chicago*
- **Praisesongs of Place: Youth Envisioning Space and Place in a Literacy-and-songwriting Initiative**
Vaughn W. M. Watson, *Michigan State University*
- **Challenging the Mainstream: Places of Inclusivity, Citizenship, and Participation for Adult Immigrant Students**
Carolyn Colvin, *University of Iowa*
- **Intentional (re)Engagement: Community Book Clubs, Activism, Space, and Place**
Christy Wessel Powell, *Purdue University*
Regina Weir, *Indiana University*
- **Tender, Strategic, Damaging? Discursive Spatialities of Public School and Christian Church**
Alexandra Panos, *University of Nebraska at Omaha*

6) Area 8: Academic Literacies in Higher Education

Chair:

Kongji Qin, *New York University*

Participants:

- **A Cross Case Analysis of Academic Literacy Experiences Between Culturally Linguistically Diverse International and Domestic Undergraduate Students...Do They Differ?**
Crystal Dail Rose, *Texas Tech University*

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- **Literacy Challenges Faced by International Students in American Classrooms**
Fnu Dawayangzong, *University of Florida*

7) Area 12: Strengthening Teaching and Learning in International Contexts

Chair:

Phillip Wilder, *Clemson University*

Discussant:

Phillip Wilder, *Clemson University*

Participants:

- **Challenges and Successes Implementing an International Literacy Project**
Michelle Vaughn, *Mercer University*
Sherah Carr, *Mercer University*
- **Using International Field Experiences to Develop Critical Consciousness with Reading Specialists**
Samuel DeJulio, *The University of Texas at San Antonio*
Misty Sailors, *UNT*
Miriam Martinez, *Univeristy of Texas at San Antonio*
Bekisizwe Ndimande, *The University of Texas at San Antonio*
Rebecca Stortz, *The University of Texas at San Antonio*
Pelusa Orellana, *Universidad de los Andes*
Kayla Graves, *The University of Texas at San Antonio*
- **Investigating Local Literacy Practices with Colombian Teachers to Connect Communities and School Curricula**
Amparo Clavijo-Olarte, *Universidad Distrital Francisco José de Caldas*
Daniel Calderon-Aponte, *Universidad Distrital Francisco José de Caldas*

8:30 am – 10:00 am – Symposium
Meeting Room: Florida Salon V

Area 11: Challenging Boundaries: Re-envisioning the Permissible in Literacy Education Theory and Practice

Chairs:

George G. Hruby, *University of Kentucky*

Frank Serafini, *Arizona State University*

Discussant:

Donna Alvermann, *University of Georgia*

The shared concern of the presenters in this session is that the current range of theoretical options for literacy scholarship may be inadequately capacious for the tasks many literacy academics would like to pursue. In this symposium, the presenters question the imposition of theoretical walls, pushing against the boundaries of theoretical propriety to demonstrate the value of an expanded range of theoretical positions for literacy education research.

Participants:

- **Introduction and Justification**
Frank Serafini, *Arizona State University*
- **Challenging Theoretical Propriety**
George G. Hruby, *University of Kentucky*
- **Toward a Conceptual Framework for a New Science and Ethics of Te(chx)tuality: The “Action Potentials” of Text Technologies and Who Gets to Realize the Potential**
Paul Morsink, *Oakland University*
Douglas K. Hartman, *Michigan State University*
- **The Theory and Practices of Face Value: Exploring Photography as a Lived Theory and Practice**
Jennifer Rowsell, *Brock University*
- **Bodies of Knowledge and Researchers’ Bodies: Beyond Critique and Praxis**
Kevin Leander, *Vanderbilt University*
Ana Christina da Silva Iddings, *Vanderbilt University*

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- **Upending the Hierarchy: Making Room for Womanism in Literacy Research with Black Girls**
Stephanie Renee Toliver, *The University of Georgia*

- **Online Professional Communities to Structure Peer Revision in Disciplinary Literacy Planning**
Jamie Colwell, *Old Dominion University*
Valerie Taylor, *Old Dominion University*

8:30 am – 10:00 am – Symposium
Meeting Room: Florida Salon VI

8:30 am – 10:00 am – Alternative Format Session
Meeting Room: Grand Salon A

Area 2: Qualitative Examinations of Collaborative Reflection Opportunities in Online Literacy Courses

Chair:

Kristine Pytash, *Kent State University*

Discussant:

Rachel Karchmer-Klein, *University of Delaware*

Online education programs have become more common in recent years (Butrymowicz, 2012). The purpose of this symposium is to build the research base related to literacy by presenting qualitative findings drawn from data collected at four universities across the United States. These studies, conducted in online literacy courses, were framed by evidence-based collaborative learning strategies: (1) collaborative discussions of assigned readings, and (2) collaborative peer feedback and reflection on lesson planning (Darling-Hammond & Richardson, 2009).

Participants:

- **Promoting Culturally and Linguistically Sustaining Teaching Through Online Discussion of Case Studies**
Amber Warren, *University of Nevada Reno*
Natalia Ward, *East Tennessee State University*
- **Examining the Use of Open Annotation in Virtual Study Groups**
Sheri Vasinda, *Oklahoma State University*
- **The Digital Microteaching Cycle: Reflecting, Collaborating, and Modifying in an Online Practicum**
Emily Howell, *Clemson University*
Rebecca Kaminski, *Clemson University*
Mihaela Gazioglu, *Clemson University*
Oluwaseun Aina, *Clemson University*

Area 14. The Gradual Release of Responsibility Model: Influences on Past and Future Literacy Research and Practice

Chair:

Mary McVee, *University at Buffalo, SUNY*

Discussants:

Nell Duke, *University of Michigan*

Ian Wilkinson, *University of Auckland*

Janice Dole, *University of Utah*

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

This interactive alternative session explores the Gradual Release of Responsibility (GRR) model (Pearson & Gallagher, 1983). The model's genesis is presented in context of studies and theories of the late 70's and 80's. Next, presenters share research, applications to practice, or new visualizations of the GRR model in breakout groups. To conclude, a panel of scholars will comment on the GRR as an instructional model in literacy research and practice and answers audience questions.

Participants:

- **Overview of the Gradual Release of Responsibility, Its Genesis and History**
P. David Pearson, *University of California, Berkeley*
- **“See, you can make connections with the things you learned before!” Using the GRR to Scaffold Language and Concept Learning in Science**
Emily Hayden, *Iowa State University*

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- **Releasing Responsibility for What? Developing Learning Environments for Text-Based Inquiry in the Disciplines**

Cynthia Greenleaf, *WestEd*

Mira-Lisa S. Katz, *WestEd, Strategic Literacy Initiative*

- **The Role of Collaborative Learning in the Gradual Release of Responsibility**

Douglas Fisher, *San Diego State University*

Nancy Frey, *San Diego State University*

- **Literacy Coaching for Agentive and Sustainable Teacher Reflection: Joint Action Within a Gradual Release of Responsibility as Apprenticeship**

Jennifer Reichenberg, *Medaille College*

- **The Ebb and Flow of Scaffolding: Thinking Flexibly about the Gradual Release of Responsibility during Explicit Strategy Instruction**

Lynn Shanahan, *University at Buffalo, SUNY*

Andrea Tochelli-Ward, *LeMoyne College*

Tyler Rinker, *University at Buffalo, SUNY*

- **Passing the Pen - A Gradual Release Model of the Recursive Writing Process**

Evan Ortlieb, *St. John's University*

Susan Schatz, *St. John's University*

- **Sustaining Culture, Expanding Literacies: Culturally Relevant Literacy Pedagogy and Gradual Release of Responsibility in K-8 Classrooms**

Jennifer Danridge Turner, *University of Maryland College Park*

Christine Mitchell, *York College of Pennsylvania*

- **Gradual Release in the Early Literacy Classroom: Taking Language Into Account with Emergent Bilingual Students**

Joseph C. Rumenapp, *Judson University*

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

- **We Must Know What They Know (and So Do They) for Children to Sustain Learning and Independence in Literacy**

Janet S. Gaffney, *University of Auckland*

Rebecca Jesson, *University of Auckland*

**8:30 am – 10:00 am – Symposium
Meeting Room: Grand Salon B**

Area 3: Developing Curriculum to Support Black Girls' Literacies for Today and the Future

Chair:

Stephanie Robillard, *Stanford University*

Discussant:

Detra Price-Dennis, *Columbia University*

The four qualitative papers highlight different dimensions of curriculum development to engage Black girls' digital literacies across multiple learning spaces. The first two papers consider how Black girls' can be co-creators of curriculum. The subsequent two papers consider the pedagogical knowledge required by educators to develop curriculum. One paper focuses on the learning educators must undertake prior to developing curriculum. The other illuminates the need of educators to consider Black girls' bodily experience of curriculum.

Participants:

- **Digital Quilting Across Time, Space & Modalities: Digital Pedagogy to Cultivate Black Girls Digital Literacies**
Cherise McBride, *University of California, Berkeley*
- **Black Girls & Curriculum Co-Creation for Digital Engagement**
Autumn Griffin, *University of Maryland - College Park*
- **Digital Witnessing: The Affective Impact of Curriculum on Black Girls' Literacies**
Lanette Jimerson, *Purdue University*
- **Crafting Digital Narratives: Black Girls' Literacies, Social Media and Identity Formation**
Lakisha Odlum, *Teachers College*

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**8:30 am – 10:00 am – Symposium
Meeting Room: Grand Salon D**

Area 7: Critical Literacy: Reading with Texts that Threaten our Identity Investments

Chair:

Kerryn Dixon, *University of the Witwatersrand*

Discussant:

Cynthia Lewis, *University of California, Santa Cruz*

This symposium makes the case for the necessity of reading with texts, including texts that threaten our own identity investments, as essential for critical literacy education. Three case studies - protests at a neoliberal university in the US, the Fees Must Fall movement in South African higher education, and studies in neuroscience of conservative and liberal brains - offer insights for working across difference to create a fairer and more just future in neoliberal times.

Participants:

- **Possibilities and Pitfalls of Racial and Queer Student Protests in Higher Education**
Tracey Pyscher, *Western Washington University*
- **Decoloniality and Carnival During Fees Must Fall**
Kerryn Dixon, *University of the Witwatersrand*
Hilary Janks, *University of the Witwatersrand*
- **Critical Literacy, Disgust, and Proper Distance: Intersections of Neuroscience and Cosmopolitanism**
Anne Crampton, *University of Minnesota*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 1**

Area 1: Shifting the Landscape of Literacy Teacher Education

Chair:

Michelle Falter, *North Carolina State University*

Discussant:

Nathaly Batista-Morales, *The University of Texas at Austin*

Participants:

- **Comparing Contextual Cases: Examining Learning Experiences Designed to Help Teacher Candidates Navigate Diverse Curricular Contexts**
Marliese Peltier, *Michigan State University*
Elizabeth Bemiss, *University of West Florida*
Laura J. Hopkins, *Houghton College*
Ann Van Wig, *Eastern Washington University*
Stephanie Davis, *University of North Carolina at Greensboro*
- **Dilemmatic Tensions in the Development of Literacy Conceptualizations: A Dialogic Approach to Teacher Education**
Tierney Hinman, *University of North Carolina at Greensboro*
Chris Kirkman, *University of North Carolina at Greensboro*
- **“It opened my eyes...”: The Potential of Field-based Literacy Laboratories in Teacher Preparation**
Nicole Maxwell, *University of North Georgia*
Danielle Hilaski, *University of North Georgia*
Jennie Jones, *University of North Georgia*
- **Video-Based Discussions: Face-to-Face vs. Online Formats**
Poonam Arya, *Wayne State University*
Tanya Christ, *Oakland University*
Ming Ming Chiu, *The Education University of Hong Kong*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 10**

Area 10: Cyborgs and (Digital) Bodies: Building Knowledge and Learning with Technology

Chair:

Bridget Dalton, *University of Colorado Boulder*

Discussant:

Bridget Dalton, *University of Colorado Boulder*

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Participants:

- **Dialogic Literacy in Cross-community, Technology-enhanced Interactions to Build Knowledge about the Human Body**
Barbara Vokatis, *SUNY Oneonta*
Jianwei Zhang, *SUNY Albany*
- **Rise of the Cyborg Collaborator: Composition, Co-operation, and Expertise Across Face-to-face and Digital Sites of Learning and Practice**
José Lizárraga, *University of California, Berkeley*
- **Parents of Children with Disabilities' Literacies of the Body in Online Learning**
Mary Frances Rice, *University of New Mexico*

8:30 am – 10:00 am – Paper Session Meeting Room: Meeting Room 11

Area 1: Exploring Technology, Multimodality and Pre-Service Teaching

Chair:

Beth Beschorner, *Minnesota State University, Mankato*

Discussant:

Katrina Bartow Jacobs, *University of Pittsburgh*

Participants:

- **OERs and Multimodal Texts for Literacy Educators: Now and in the Future**
Jane Kelley, *Washington State University*
Sarah Newcomer, *Washington State University*
- **Pre-Service Teachers' Use of the Technology Integration Planning Cycle: Lessons Learned**
Kristi Tamte Bergeson, *Minnesota State University, Mankato*
Beth Beschorner, *Minnesota State University, Mankato*
- **"That's how you're always going to discuss a poem": PST Commognitive Conflict around Poetic Discourse in Digital Spaces and Implications for Equitable Teaching**
Karis Jones, *New York University*

8:30 am – 10:00 am – Symposium Meeting Room: Meeting Room 12

Area 11: Understanding Diverse Readers' Meaning Making Processes: Using Eye Movement Miscue Analysis (EMMA) as an Empowering Research Tool

Chair:

Judith Franzak, *Salisbury University*

Discussant:

Peter Duckett, *Bahrain Bayan School*

The papers in this symposium deepen understandings of the meaningfulness of reading by using EMMA methodology to: (1) demonstrate rich and dynamic meaning making processes of diverse readers; and (2) explore the roles of multimodal disciplinary specific texts. After a brief overview of the session, presenters will share findings from their empirical studies. Then the discussant will critique the papers and facilitate an interactive audience discussion about EMMA research.

Participants:

- **Understanding French and English Emergent Bilingual High School Readers**
Marcie McBurney Stutzman, *Salisbury University*
Chelsea Tyndall, *Salisbury University*
- **Understanding How College Readers in Medical Laboratory Science Transact with STEM Texts**
Jake Follmer, *West Virginia University*
Meghan East, *Salisbury University*
Koomi Kim, *Salisbury University*
- **Examining How Students Read Visual Images in Graphic Novels: Using Eye Movement Miscue Analysis**
Maria Perpetua Liwanag, *Towson University*
Shannon Tucker, *University of Maryland, Baltimore*

continued on next page



- **Using Eye Movement and Miscue Analysis to Understand Diverse College Readers as Meaning Makers**

Heather Porter, *Salisbury University*

Katherine MacDonald, *Salisbury University*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 2**

Area 2: In-Service Teachers' Transformative and Collaborative Practices: The Enactment of Multicultural Literature and Project-Based Learning

Chair:

Tia Frahm, *Northern Arizona University*

Discussant:

Ah-Young Song, *Teachers College Columbia University*

Participants:

- **A Three-Year Case Study of Kindergarten Teachers' Collaborative Professional Learning and Instructional Change**
Debra Stevens Peterson, *Minnesota Center for Reading Research, University of Minnesota*
- **Developing Literacy Instruction through Project-Based Learning: A Case Study of One Teacher's Transformation**
Kristina Marie Stamatis, *University of Colorado Boulder*
Ashley Potvin, *University of Colorado Boulder*
Alison Boardman, *University of Colorado Boulder*
- **In-service Teachers' Evolving Understandings of Multicultural Literature and Its Usage in the Classrooms in a Graduate Course**
Xiufang Chen, *Rowan University*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 3**

Area 3: Writing as Empowerment

Chair:

Anne Daly-Lesch, *University of Texas at Austin*

Discussant:

Zoi A. Traga Philippakos, *University of Tennessee*

Participants:

- **"I Have a Plan": The Impact of Reflection and Goal Setting on Student Self Efficacy in Writing**
Huy Chung, *University of California, Irvine*
Vicky Chen, *University of California, Irvine*
Lauren Godfrey, *University of California, Irvine*
Rachel Stumpf, *Boston University*
Carol Booth Olson, *University of California, Irvine*
- **Transforming the Work of Writing Instruction: Managed Nonmanagement and Intimacy as Tools for Decommodification**
Thea Williamson, *Salisbury University*
- **Writing Capital: A Teacher-Writer Teaches Writing**
Jodi C. Baker, *University of Minnesota*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 4**

Area 4: Considering Fluency and Comprehension through Multiple Lenses

Chair:

Elena Forzani, *Boston University*

Discussant:

Elena Forzani, *Boston University*

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Participants:

- **Illuminating the Complexity of Oral Reading Fluency: A Multiple Lens Approach**
Amanda Blanchard Percle, *University of Louisiana at Lafayette*
Laura Arrington, *University of Louisiana at Lafayette*
Alan D. Flurkey, *Hofstra University*
Holly Damico, *University of Louisiana Lafayette*
Jack S. Damico, *University of Louisiana at Lafayette*
Ryan L. Nelson, *University of Louisiana at Lafayette*
- **Moving Beyond Oral Reading Fluency: Examining Predictors of Third-Grade Reading Comprehension by Student Demographic Groups**
Steve Amendum, *University of Delaware*
Kristin Conradi Smith, *William & Mary*
Meghan D. Liebfreund, *Towson University*
- **Revising the Metacognitive Awareness of Reading Strategies Inventory and Testing for Factorial Invariance Across Gender and Ethnicity**
Kouider Mokhtari, *The University of Texas at Tyler*
Carla Reichard, *The University of Texas at Tyler*
Dimitar Dimitrov, *George Mason University*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 5

**Area 5: “We Have Lots to Say If You’ll Listen”:
Insights Learned from Young and Emergent Learners**

Chair:

Huili Hong, *Towson University*

Discussant:

Kathryn Roberts, *Wayne State University*

Participants:

- **Challenging and Supporting Young Readers to Engage with Complex Text**
Antony T. Smith, *University of Washington Bothell*
Adrienne Minnery, *Seattle Public Schools*

- **“I really want to read more about animals...”:
Kindergarten Children Share their Motivation-related Perceptions of a Reading Intervention**
Joy Dangora Erickson, *University of New Hampshire*
- **Out of the Shadows: How Misspellings Cast Light on Children’s Literacy Development**
April M. Spencer, *University of Maine*

8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 7

Area 7: Black Literacies and Afrofuturism

Chair:

Olabisi Adenekan, *Judson University*

Discussant:

Theda Gibbs Grey, *Ohio University*

Participants:

- **Black Literacies Matter: Fostering Black Intellectualism through Hip-Hop Literacy Modules**
Bianca J. Nightengale-Lee, *Florida Atlantic University*
Nyree Clayton-Taylor, *Jefferson County Public Schools*
- **Remixing Wakanda: Developing Critical Literacies through Afrofuturist Design Studies**
Michael Benjamin Dando, *Saint Cloud State University*
Nathan R. Holbert, *Teachers College*
- **“Wakanda Forever!”: Black Males, Sci-Fi Writing, and Community-Based Afrofuturism**
Jevon Delexander Hunter, *SUNY Buffalo State*

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**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 8**

Area 8: Elementary Bi/multilingual Readers' Identity Negotiation

Chair:

Kristen L. Pratt, *Western Oregon University*

Discussant:

Mandy Stewart, *Texas Woman's University*

Participants:

- **Changes in Multilingual Children's Reading Identities Across Language Contexts**
Christopher Wagner, *Queens College, City University of New York*
- **Positioning and Pedagogies: Negotiating Identities and Discourses in Translanguaging Reading Pedagogies**
Leah Shepard-Carey, *University of Minnesota*
- **Relationships between Students' Cross-Linguistic Strategies and Bilingual Oral Reading Accuracy When Reading Dual-Language Texts**
Lisa Domke, *Georgia State University*

**8:30 am – 10:00 am – Paper Session
Meeting Room: Meeting Room 9**

Area 9: Highlighted Session - Using Children's and Young Adult Literature in Teacher Education

Chair:

Craig A. Young, *Bloomsburg University of PA*

Discussant:

Shannon Howrey, *Kennesaw State University*

Participants:

- **Advancing Adolescent Literature Discussions One Tweet at a Time**
Kathleen M. Alley, *Mississippi State University*
Stephanie M. Lemley, *Mississippi State University*

- **Can I Get a Witness?: Teaching Urban Elementary Teachers About Race, Racism, and Revisionist History through Young Adult Literature**
Chonika Coleman-King, *University of Tennessee, Knoxville*
Susan Lee Groenke, *University of Tennessee*
- **Mediating Transformative Learning from Challenging Texts like Towers Falling with the Arts**
Kathryn F. Whitmore, *University of Louisville*
James S. Chisholm, *University of Louisville*
Lauren Fletcher, *University of Louisville*

**10:15 am – 11:45 am – Symposium
Meeting Room: Florida Salon I & II**

Area 7: The Evolution of YPAR as Critical Literacy Praxis: (Re)Designing across Contexts, Modalities, and Generations

Chair:

Molly Buckley-Marudas, *Cleveland State University*

Discussant:

Nicole Mirra, *Rutgers University*

This symposium showcases cutting-edge innovations in youth participatory action research (YPAR) in relation to literacy theory, research, and practice. Presenters will explore how YPAR praxis continues to evolve in multiple ways: within informal and formal educational contexts, through in-person and digital modalities, and across generations of community members. The session explores how the process of (re)designing YPAR deepens its epistemological and methodological value to critical literacy studies.

Participants:

- **Collaborative Analysis as Stancetaking and Literacy Practice in a YPAR Inquiry**
Joanne E. Marciano, *Michigan State University*
Alecia Beymer, *Michigan State University*

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- **(Re)Centering Students’ Perspectives: Examining YPAR Pedagogies In School**
Molly Buckley-Marudas, *Cleveland State University*
- **Forging Agency: Exploring Conceptualizations of Agency through School Leaders’ Life History Memories and YPAR Development**
Danielle Filipiak, *University of Connecticut*
- **(Re)Designing YPAR for a Digital Literacy Learning Context: Lessons from the 3D Project**
Nicole Mirra, *Rutgers University*
Antero Garcia, *Stanford University*

- **How do Diverse Groups of Readers Learn to Comprehend Texts Deeply?**
Danielle McNamara, *Arizona State University*
- **How Might We Integrate Frameworks to Study Reading Across Social and Cultural Difference?**
Allison Skerrett, *The University of Texas at Austin*
- **What Teaching Practices Support Students in Reading Disciplinary Texts?**
Cynthia Greenleaf, *WestEd*

**10:15 am – 11:45 am – Symposium
Meeting Room: Florida Salon III**

Area 11: New Times, New Demands: What Are the Gaps and Possibilities in Reading Research?

Chair:
Michelle Mai Kwok, *Texas A&M University*
Discussant:
Peter Afflerbach, *University of Maryland*
Elizabeth Moje, *University of Michigan*
Patricia Enciso, *Ohio State University*

As we reflect on the past, present, and future of reading research, we see that it is an enterprise filled with gaps and possibilities. The focus of our symposium is on the purpose of reading research in changing times and on whether “old” assumptions, methods, and designs are up to the task of producing research that not only addresses the conditions of change, but also bridges the gaps to be useful in rapidly changing contexts.

Participants:

- **Who Are We Teaching to Read in Today’s World and How is that Population Different from the Past?**
C. Patrick Proctor, *Boston College*

**10:15 am – 11:45 am – Roundtable Session 6
Meeting Room: Florida Salon IV**

1) Area 1: Creating Space for Teacher Candidates’ Voices in Teacher Education

Chair:
Chrystine Mitchell, *York College of Pennsylvania*
Discussant:
Ted Kesler, *Queens College, CUNY*

Participants:

- **“Without boundaries, something great might just be created”: Examining Preservice Teachers’ Radical Imagination through Becoming Writers and Teachers of Writing**
Erica Steinitz, *The University of Texas at Austin*
Susan Tily, *University of Texas at Austin*
- **“Your classroom library must represent your students”: Preservice Teachers’ Knowledge of and Intention to use Diverse Literature for Children**
Catherine M. Kelly, *St. Catherine University*

2) Area 1: Navigating Power, Pedagogy and Placements in Teacher Education

Chair:
Matthew R. Deroo, *University of Miami*
Discussant:
Matthew R. Deroo, *University of Miami*

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Participants:

- **Examination of Practicum Practices for Placement Institutions: Barriers and Benefits**
Jennifer M. Thoma, *Drake University*
DeDe Small, *Drake University*
- **“They had all this power that they didn’t know what to do with”: Permeable Conferencing in Teacher Education**
Stephanie Marie Rollag Yoon, *University of Minnesota*
Anna Schick, *University of Minnesota*
Jana Lobello, *University of Minnesota*
- **Undergraduate Research as Pedagogy: Resisting Reproduction by Studying Novice Teachers**
Andrew Huddleston, *Abilene Christian University*
Jordyn Arendse, *Abilene Christian University*
Hannah Lowry, *Plano Independent School District*
Denae Shake, *Coppell Independent School District*

3) Area 3: Early Literacy Learners and their Teachers

Chair:

Xiufang Chen, *Rowan University*

Participants:

- **An Examination of Perspectives of Supporters of Children with Challenges Learning to Read; Parents, Literacy Specialists and Special Education Teachers**
Kristi Tamte Bergeson, *Minnesota State University, Mankato*
Kay Michelle Rosheim, *Eden Prairie Schools*
- **Decodables 2.0: Combining Decodability and Meaning to Improve Texts for Beginning Readers**
Julia Lindsey, *University of Michigan*
- **How Current Preschool Teachers Build Alphabet Knowledge in the Classroom: When Research and Practice Align**
Hillary A. Libnoch, *The Ohio State University*
Lorianne R. Fitzgerald, *The Ohio State University*
Shayne B. Piasta, *The Ohio State University*

4) Area 5: Connections Between Texts, Reading and Writing in the Service of Literacy Development

Chair:

Catherine Rand, *Rutgers University*

Discussant:

Catherine Rand, *Rutgers University*

Participants:

- **Exploring the Role of Illustrations on Children’s Oral Reading Behaviors and Comprehension by Using Reading Miscue Analysis**
Peijuan Cao, *University of Florida*
- **Second-Grade Writing Identity: The Impact of Mentor Texts**
Amy Stewart, *Judson University*
- **Shedding Light on the Writing Practices of Young Children Who Live in Low-Income Communities**
Julie K. Kidd, *George Mason University*
Leslie La Croix, *George Mason University*
M. Susan Burns, *George Mason University*
Sehyun Yun, *George Mason University*

5) Area 7: Race and Social Justice

Chair:

Laura A. Taylor, *Rhodes College*

Participants:

- **Implementing Social Justice Topics in an Afterschool Program: Successes and Limitations**
Dana Skelley, *University of Alabama at Huntsville*
Rebecca Anderson, *University of Memphis*
- **Learning Race, Racism, and Sociocultural Knowledge Through Story: Reification, Disruption, and Complication of Framing Discourses Within Teacher Narratives**
Laura A. Taylor, *Rhodes College*
Katherine Bryant, *Rhodes College*
- **Racial Literacy: Its importance in Elementary Students and Teachers in a Rural School**
Keonghee Tao Han, *University of Wyoming*

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6) Area 7: Children's Discourses of Immigration: Underscoring Oral Language and Talk as Meaningful Literacy Practices in Elementary Contexts

Chair:

Beth Maloch, *The University of Texas at Austin*

Discussant:

Maria P. Ghiso, *Teachers College, Columbia*

Participants:

- **Young African American Children's Oral Expression of Immigration, Politics, and Race in After-School Literacy Circles**
Wintre Foxworth Johnson, *University of Pennsylvania*
- **Do you think things like this really happen in Mexico?: An Analysis of Anti-oppressive Educators' Facilitation of Talk when Teaching Immigration**
Saba Khan Vlach, *The University of Texas at Austin*
- **Developing Bilingual Latinx Students' Oral Language Through Interactive Read Alouds**
Maria Leija, *The University of Texas Rio Grande Valley*

7) Area 9: Analytical Responses to Children's and Young Adult Literature

Chair:

Jesse Gainer, *Texas State University*

Discussant:

Jesse Gainer, *Texas State University*

Participants:

- **For F-'s Sake: A Genre-based Content Analysis of Contemporary Award-winning Nonfiction Children's Literature**
Jennifer Graff, *UGA*
Courtney Shimek, *University of Georgia*
- **South Korean Working Mothers' Responses in Blogs to Contemporary Picturebooks**
Ji Hyun Hong, *University of Georgia*

- **Young Adult Novels and Their Graphic Novel Adaptations : A Comparative Multimodal Content Analysis of Book Covers**

Danielle Kachorsky, *Texas A&M University - Corpus Christi*

Stephanie F. Reid, *Arizona State University*

**10:15 am – 11:45 am – Symposium
Meeting Room: Florida Salon V**

Area 7: Repositioning Youth in Literacy Education

Chair:

Amy Vetter, *University of North Carolina Greensboro*

Discussant:

Danny C. Martinez, *University of California, Davis*

To counter historical and current deficit notions of students' languages and literacies, youth must find ways to reposition themselves as capable and knowledgeable readers, writers, and speakers. To examine those transformative practices, this symposium explores how adolescents repositioned themselves within three unique literacy learning spaces. Our symposium ends with discussion about how positioning theory can be used to illuminate future scholarship and pedagogy related to humanizing practices for youth in literacy education and research.

Participants:

- **Navigating Trauma in School: Youth Repositioning and the Fostering of Literate Identities**
Noah Golden, *California State University, Long Beach*
- **Indigenous Youth Repositioning Themselves from Failing Students to Teacher Educators**
Robert Petrone, *University of Missouri*

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- **Refugee Youth Reposition Themselves through Stories in a Young Writers’ Camp**

Amy Vetter, *University of North Carolina Greensboro*

Melody Zoch, *University of North Carolina at Greensboro*

Beverly Faricloth, *UNC Greensboro*

Dominique McDaniel, *UNC Greensboro*

Christy Marhatta, *UNC Greensboro*

- **Teachers’ Academic Language Ideologies and the Challenges of the New Demography**

Janna Brown McClain, *Year*

Emily Phillips Galloway, *Vanderbilt University*

Heather Meston, *Vanderbilt University*

- **Connecting with the Language Ideologies of our Students: An Investigation of Teacher Sensemaking around Students’ Understandings of the Academic Register**

Christina Dobbs, *Boston University*

Emily Phillips Galloway, *Vanderbilt University*

- **Beyond Vocabulary: Developing Academic Language and Disciplinary Thinking with Pre-Service Teachers**

Melissa Wrenn, *East Carolina University*

Julie Stanley, *East Carolina University (ECU)*

**10:15 am – 11:45 am – Symposium
Meeting Room: Florida Salon VI**

Area 2: Teacher Sensemaking about the Language and Literacy Demands of the Classroom

Chair:

Emily Phillips Galloway, *Vanderbilt University*

Discussant:

Pamela Mason, *Harvard Graduate School of Education*

In order to support the development of language, literacy and content knowledge, language-minoritized students benefit from participating in linguistically-rich, intellectually rigorous learning. Questions remain, however, about how to prepare teachers to deliver this instruction. Through detailed analyses of teacher sensemaking around the language demands of academic reading and writing, these studies highlight the ways in which teachers’ perspectives on language-in-use shape literacy teaching and the learning opportunities of language-minoritized students across rural and urban contexts.

Participants:

- **It’s All In the Details: Understanding Instructor Evaluations of Adolescent and Adult Summary and Argumentative Essay Writing**

Alexis McBride, *Vanderbilt University*

Min Oh, *Vanderbilt University*

**10:15 am – 11:45 am – Alternative Format
Session**

Meeting Room: Grand Salon A

Area 10. Conducting Research on Use of Digital Tools for Addressing Climate Change

Chair:

Richard W. Beach, *University of Minnesota*

Given the conference theme of Illuminating the Future, this alternative session presents research on ways in which teachers and students employ digital visualization tools, digital narratives/storytelling, online resources about climate change, use of a website for teaching about climate change, and high school students’ construction of multimodal texts as social literacy practices to understand climate change and communicate the need to addressing climate change as the most challenging problem facing humanity in the future.

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Presenters:

- Velta Douglas, OISE, *University of Toronto*
- Nance Wilson, *SUNY-Cortland*
- Richard W. Beach, *University of Minnesota*
- George W. Boggs, *Florida State University*
- Alexandra Panos, *University of Nebraska at Omaha*
- James W. Damico, *Indiana University*
- Mark Baildon, *National Institute of Education, Singapore*
- Blaine E. Smith, *University of Arizona*
- Ji W. Shen, *University of Miami*
- Hua W. Ran, *University of Miami*

10:15 am – 11:45 am – Symposium
Meeting Room: Grand Salon B

Area 8: Multilingualism: What Literacy Educators and Researchers Need to Know

Chairs:

Mandy Stewart, *Texas Woman's University*
Kristen L. Pratt, *Western Oregon University*

Discussant:

Hilary Janks, *University of the Witwatersrand*

This symposium brings together cutting edge research from South Africa, Hong Kong and the U.S. providing convincing evidence that multilingual-pedagogies enhance literacy learning and support the learning of dominant language varieties. New theories and practices that challenge our taken-for-granted assumptions will be shared during this symposium offering reimagined possibilities for literacy education through inclusive multilingual pedagogies.

Participants:

- **Language Ideologies and Literacy Teaching: Developing Translingual Pedagogies of Connection**
Carolyn McKinney, *University of Cape Town*
- **Translating Words and Worlds: Poetry Inside Out as a Tool for Supporting Teachers and Students to Think with Many Languages**
Sarah Michaels, *Clark University*

- **Theories of Trans/languageing and Trans-semiotizing: Implications for Supporting English Language Learners in Mainstream Classrooms**
Angel M.Y. Lin, *Simon Fraser University*

10:15 am – 11:45 am – Paper Session
Meeting Room: Grand Salon C

Area 6: Creating Third Spaces to Foster Learner Literacies

Chair:

Jon M. Wargo, *Boston College*

Discussant:

Jill Castek, *University of Arizona*

Participants:

- **Any-space-whatever: Relationscapes of an Arts-based After-school Program**
Nicole Siffrinn, *University of Georgia*
- **Literacies Development in a Community-based Makerspace: A Closer Look at Engagement and Social Interaction**
Wen Wen, *University of Arizona*
Jill Castek, *University of Arizona*
- **Space-Holding Acts of Making and Composing**
Virginia Killian Lund, *University of Illinois at Chicago*

10:15 am – 11:45 am – Symposium
Meeting Room: Grand Salon D

Area 7: Global Literacies: Applying a Transliteracies Framework Across Educational Contexts

Chair:

Glynda Hull, *University of California Berkeley*

Discussant:

Anna Smith, *Illinois State University*

Our symposium relates to trends within literacy studies to consider the effects of global connections

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and digital technology. We build off of the transliteracies framework and analytical tools proposed by Stornaiuolo, Smith, & Phillips (2017) in their call for literacy scholars to “study the global flows of information, things, and persons in critical, reflexive and humanizing ways that take into account multiple ways of engaging with the world” (p. 69).

Participants:

- **From Spicy Noodle Challenges to Global Poverty: Shifting Scales and Stories in Digital Composition**
Devanshi Unadkat, *University of California, Berkeley*
Jessica Adams, *University of California, Berkeley*
- **What Happened to Storify? A Transliteracies Approach to Reveal the Paradox of Mobility in Teachers’ Development of Digital Pedagogy**
Cherise McBride, *University of California, Berkeley*
- **Critical Global Literacies: Re-imagining global Travel Programs for Adolescent Youth**
Daniele Fogel, *University of California, Berkeley*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 1

Area 3: Critical Issues in Reading Pedagogy

Chair:

Susan V. Piazza, *Western Michigan University*

Discussant:

Susan Lee Groenke, *University of Tennessee*

Participants:

- **A Systematic Narrative Literature Review of Existing Research on Reading Aloud in the Classroom**
Natalia Ward, *East Tennessee State University*
Amber Warren, *University of Nevada Reno*
Rachael Gabriel, *University of Connecticut*
- **Perspectives on “Balanced Literacy”**
Douglas Fisher, *San Diego State University*
Diane Lapp, *San Diego State University*
Nancy Frey, *San Diego State University*

- **Shifting Literacy Practices: A District in Transition**

Stacie R. Noisey, *Judson University*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 10

Area 9: Representations of Race and Ethnicity in Children’s Literature

Chair:

Stephanie Renee Toliver, *The University of Georgia*

Discussant:

Caitlin Ryan, *East Carolina University*

Participants:

- **Cuentos del Huracán: A Racialization of Bodies and Decolonial Analysis of Puerto Rican Picture Books about Hurricane Maria**
Francisco Luis Torres, *University of Colorado Boulder*
Carmen Medina, *Indiana University*
- **Discourses and Ideologies in Smoky Night**
Hee Young Kim, *University of Arizona*
- **Unpacking Diversity Statistics: A Deeper Look at Asian American Representation in Children’s Literature**
Joanne Yi, *Indiana University*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 11

Area 9: The Critical Literacy of Elementary Students

Chair:

Katherine Sciorba, *SDSU*

Discussant:

Janelle B. Mathis, *University of North Texas Teacher Education*

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Participants:

- **Children’s Critical Interpretations of Gender and Beauty through Play in Response to Storybooks**
Tori K. Flint, *University of Louisiana at Lafayette*
- **“I think I don’t like that word normal”: Critical Textual Engagements in a 3rd Grade Classroom**
Robin Jocius, *The Citadel*
Samantha Shealy, *Charleston County School District*
- **Making Sense of Gender Across Elementary Ages: Examining Kindergarten, Second, and Fourth Graders’ Responses to Gender Identity in Owl Moon**
Katrina Bartow Jacobs, *University of Pittsburgh*
Thomas Hill, *University of Pittsburgh*

**10:15 am – 11:45 am – Symposium
Meeting Room: Meeting Room 12**

Area 4: Sixty Years of Literacy Education with Standardized National Curriculum and Assessment: A Critical Analysis of Three Cases of China, Japan, and Korea

Chair:
Huijing Wen, *Moravian College*
Discussant:
Sohee Park, *Chadwick School*

In this symposium, three international literacy scholars from East Asian countries, China, Japan, and Korea, will present key trends and issues in literacy education in each country. To identify the major trends and issues, we analyzed multiple data sources including the national curriculum and standards, relevant literature, and our own reflective memos. This symposium will provide an opportunity to rethink about the current implementation of CCSS and its influence on literacy education in the US.

Participants:

- **Key Issue 1: Discrepancy Between the Curriculum Focus and Assessment**
Bong Gee Jang, *Syracuse University*
Kewman Lee, *Missouri State University*
- **Key Issue 2: Lack of High-quality Professional Development for Classroom Teachers**
Huijing Wen, *Moravian College*
- **Key Issue 3: Lack of Writing Instruction**
Hitomi Kambara, *The University of Texas Rio Grande Valley*

**10:15 am – 11:45 am – Symposium
Meeting Room: Meeting Room 2**

Area 10: De-Assembling the “Digital”: Possible Futures for Digital Literacy Research and Pedagogy

Chair:
T. Philip Nichols, *Baylor University*
Discussant:
José Lizárraga, *University of California, Berkeley*

While “digital literacy” has entered common parlance in education research, the meaning of “the digital” is often black-boxed, leaving unexamined the component parts that constitute it – hardware, algorithms, interfaces, data. This symposium convenes an international panel of scholars to interrogate these varied dimensions of “the digital” across a range of research methods and contexts. Together, panelists consider how de-assembling “the digital” might contribute to more equitable and ethical research and practice in literacy studies.

Participants:

- **Virtual Stuff: Digital Literacies as Material Practice**
Bethany Monea, *University of Pennsylvania*
T. Philip Nichols, *Baylor University*

continued on next page



- **Evoking Electricity: Computer Science, Teaching of Literature, and the Future of Literacy Education**
Tom Liam Lynch, *Pace University*
- **Centering Ethics in Digital Literacy Practice and Research: Toward Reciprocity**
Amy Stornaiuolo, *University of Pennsylvania*
Alecia Magnifico, *University of New Hampshire*
Jayne Lammers, *University of Rochester*
Jen Scott Curwood, *The University of Sydney*
- **De-Centering the Digital: Toward a Politics of Hybridity in Digital-Age Literacy Practices**
Earl Aguilera, *California State University, Fresno*
Roberto de Rooch, *National Institute of Education, Singapore*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 3

Area 1: Advocacy and Identity Development in Teacher Education

Chair:

Julia Hagge, *Ohio State University*

Discussant:

Gemma Cooper-Novack, *Syracuse University*

Participants:

- **Becoming Student Advocates: Literacy Preservice Teachers' Use of Practice-Based Research**
Catherine Anne Lammert, *University of Texas at Austin*
- **Bilingual Teacher Candidates During Science Time: Exploring Scientific Biliteracy**
Jorge L. Solis, *University of Texas at San Antonio*
- **Educating the Future: Addressing Preservice Teachers' Knowledge Gaps in Dyslexia**
Susan J. Chambre, *Marist College*
Molly Ness, *Fordham University*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 4

Area 2: Disciplinary Literacy Research Partnerships

Chair:

Phillip Wilder, *Clemson University*

Discussant:

Lindsay Woodward, *Drake University*

Participants:

- **A Design-Based Research Intervention for Disciplinary Literacy Instruction**
Megan McDonald Van Deventer, *Weber State University*
- **Seeing Scientific Sensemaking as Literacy Through Collaborative Professional Development: A Cultural-Historical Activity Theory Analysis**
Heather Waymouth, *Syracuse University*
Heidi Busa, *Onondaga Madison Cortland Board of Cooperative Education Services (OCM BOCES)*
- **Supporting In-Service Teachers' Sense-Making and Implementation of Academic Literacies by Design: Lessons from a Research-Practice Partnership**
Mary A. Avalos, *University of Miami*
Alissa Blair, *University of Miami*
Kanushri Wadhwa, *University of Miami*
Edgar Diaz, *University of Miami*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 5

Area 3: Talk and Text: Navigating the Social Dimensions of Literacy Learning

Chair:

Amarilis M. Castillo, *Texas State University*

Discussant:

Kongji Qin, *New York University*

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Participants:

- **An Overview of Instructional Talk in Current Secondary English Classrooms**
Amanda Godley, *University of Pittsburgh*
Meghan E. Dale, *University of Pittsburgh*
Sean Kelly, *University of Pittsburgh*
- **Exploring Disciplinary Literacy through Shared Reading Experiences**
Antony T. Smith, *University of Washington Bothell*
Allison Hintz, *University of Washington Bothell*
- **Use Accountable Argumentation to Support Students' Literacy Learning in and Across Disciplines**
Huili Hong, *Townson University*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 6

Area 5: Honoring Students' Knowledge Bases: Merging What Students Know with What They are Learning

Chair:

Tran Nguyen Templeton, *University of North Texas*

Discussant:

Cassie J Brownell, *Ontario Institute for Studies in Education (OISE)-University of Toronto*

Participants:

- **A Systematic Review of the Research on the Effect of Knowledge Building in Literacy Instruction on Comprehension and Vocabulary in the Elementary Years**
HyeJin Hwang, *Florida State University*
Sonia Q. Cabell, *Florida State University*
Thomas White, *University of Virginia*
- **Practices and Pedagogy of a Cultural Responsive Teacher**
Chinwe H. Ikpeze, *St John Fisher College*
- **Rethinking Prior Knowledge: What Students Need to Read Well**
Peter Afflerbach, *University of Maryland*
Matthew Hurt, *University of Maryland*
Hyoju Ahn, *University of Maryland*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 7

Area 6: Developing Literacies through Perspective-Taking

Chair:

Heidi Regina Bacon, *Southern Illinois University Carbondale*

Discussant:

Diana Jaleh Arya, *University of California, Santa Barbara*

Participants:

- **Students' Perspective Learning in a Historical Multisource Reading Task**
Byeong-Young Cho, *University of Pittsburgh*
Linda Kucan, *University of Pittsburgh*
Emily C. Rainey, *University of Pittsburgh*
- **Illuminating Student Voices in Research: What 7th Graders Report Learning After a Revision Unit of Study**
Jessica L. Hrubik, *Kent State University*
Dawn Roginski, *Kent State University*
Denise N. Morgan, *Kent State University*
- **"I don't feel like I'm capable of more": Affect, Literacy, and Dis/ability**
Heidi Regina Bacon, *Southern Illinois University Carbondale*
Abdulsamad Yahya Humaidan, *Southern Illinois University Carbondale*
Paula Rolim, *Southern Illinois University Carbondale*

10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 8

Area 7: Adolescent Writing In and Out of the Classroom

Chair:

Diane Collier, *Brock University*

Discussant:

Diane Collier, *Brock University*

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Participants:

- **Collaborative Writing in an Adolescent After-School Poetry Team**
Andrea Vaughan, *University of Illinois at Chicago*
- **Uncovering the ‘Social Work’ of Middle Schoolers’ Poetry Writing and Performances**
Andrea Vaughan, *University of Illinois at Chicago*
Rick Coppola, *University of Illinois at Chicago*
Rebecca Woodard, *University of Illinois at Chicago*
- **Writing Club as Culturally Sustaining Practice**
Jody Polleck, *Hunter College-CUNY*

**10:15 am – 11:45 am – Paper Session
Meeting Room: Meeting Room 9**

Area 8: Highlighted Session - Promoting Newcomers’ Linguistic Repertoires and Strategies in Literacy Instruction

Chair:

Silvia Nogueron-Liu, *University of Colorado-Boulder*

Discussant:

Ana Christina da Silva Iddings, *Vanderbilt University*

Participants:

- **Across and Beyond Languages and Devices: Multimodal Translanguaging in a Project-Based Classroom**
Benjamin Walsh, *University of Colorado Boulder*
- **Creating and Navigating a Transborder Liminal Writing Space: One Multilingual Student’s Take-Up of Dialogue Journaling in An All-English Classroom**
Rebecca Linares, *Montclair State University*
- **Leveraging the Strengths of Late-Entering Students with Limited or Interrupted Formal Education: Findings from a Dissertation Study**
Kristin Watson Kibler, *University of Miami*

**12:00 pm – 1:00 pm – Special Event
Meeting Room: Grand Salon A**

Intersectionality Brown Bag Discussion

Chair:

Craig A. Young, *Bloomsburg University of PA*
Bogum Yoon, *State University of New York at Binghamton*

Co-sponsored by the Ethnicity, Race, and Multilingualism Committee and the Gender & Sexualities Committee.

**12:00 pm - 1:00 pm - Special Event
Meeting Room: Terrace Room**

Past President’s Luncheon (Invitation Only)

**1:15 pm – 2:45 pm – Alternative Format Session
Meeting Room: Florida Salon I & II**

Area 14: Shifts Happen: Taking a Hard Look at the Intersections of Our Work, Moving Literacy Research Forward

Chair:

Craig A. Young, *Bloomsburg University of PA*
Bogum Yoon, *State University of New York at Binghamton*

The purpose of this alternative session is to offer space for conversations on how different areas of literacy study from varied theoretical orientations could be promoted together without leaving any area of study and theory behind. To be aligned with the 2019 conference theme, Literacy Research: Illuminating the Future, both Ethnicity, Race, and Multilingualism and Gender & Sexualities Committees suggest this co-sponsored session focused on intersectionality to begin a discussion about moving literacy research forward.

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Presenters:

Patricia Enciso, *Ohio State University*
 Kristin Gehsmann, *East Carolina University*
 Bong Gee Jang, *Syracuse University*
 Stephanie Patrice Jones, *Grinnell College*
 Kate E. Kedley, *Rowan University*

**1:15 pm – 2:45 pm – Symposium
 Meeting Room: Florida Salon III**

**Area 8: Teaching Language and Literacy to ELLs
 Across Content Areas: Research and Praxis**

Chair:

Zhihui Fang, *University of Florida*

Discussant:

Guofang Li, *University of British Columbia*

This colloquium brings together three conceptually related but methodologically divergent papers that address a range of key issues in language and literacy instruction for adolescent English language learners (ELLs) in content area classrooms. They examine the relationship between ELLs' academic language proficiency and their mathematics performance, explore science teachers' perspective on and practice in teaching writing to ELLs, and describe a linguistically-informed, responsive and embedded pedagogical heuristic for promoting historical literacy among ELLs.

Participants:

- **The Role of Language in Middle School Students' Mathematics Performance**
 Huang He, *Primrose School*
 Zhihui Fang, *University of Florida*
- **Teaching Writing to English Language Learners: Science Teachers' Perspective and Practice**
 Yang Qi, *Rhodes College*
 Zhihui Fang, *University of Florida*
- **Developing Historical Literacy Through a Functional Focus on Language**
 Zhihui Fang, *University of Florida*
 Valerie Gresser, *University of Florida*

**1:15 pm – 2:45 pm – Roundtable Session 7
 Meeting Room: Florida Salon IV**

**1) Area 1: Perceptions and Questions of Self
 Motivation and Self Efficacy**

Chair:

Gemma Cooper-Novack, *Syracuse University*

Discussant:

Gemma Cooper-Novack, *Syracuse University*

Participants:

- **Exploring Elementary Education Teacher Candidates' Perceptions of Place-Based Agricultural Education Experiences and Their Own Sense of Place**
 Stephanie M. Lemley, *Mississippi State University*
- **Exploring Questioning with Preservice Teachers: Self-Analysis and Coding for Understanding**
 Carin Appleget, *Creighton University*
 Shuling Yang, *University of Nebraska – Lincoln*
 Diane Mickey, *Nebraska Wesleyan University*
- **“It Will be a Complete Fail”: One Pre-Service Teacher's Evolving Ideas about Literacy Teaching Practices**
 Elizabeth Morphis, *SUNY Old Westbury*
 Anissa Wicktor Lynch, *SUNY Old Westbury*

2) Area 2: Teachers as Agents of Change

Discussant:

Robin R. Griffith, *Texas Christian University*

Participants:

- **Illuminating the Role of Writing Communities and Identity Development for Teachers, Children and Refugee Youth**
 Melody Zoch, *University of North Carolina at Greensboro*
 Claire Lambert, *High Point University*

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- **Negotiating Discourses between University and School-Based Literacy Mentoring: Shifting Power, Shifting Authority**

Josephine Peyton Marsh, *Arizona State University*
Joseph Sweet, *Arizona State University*

- **“Proving our Worth”: Discourses of Teacher Evaluation in Literacy Coaching**

Carolyn S. Hunt, *Illinois State University*
Deborah MacPhee, *Illinois State University*

3) Area 3: Opportunity through Equity: Learning about and with our Students

Chair:

Ann M. Castle, *Michigan State University*

Discussant:

Antony T. Smith, *University of Washington Bothell*

Participants:

- **Equitable Literacy Instruction in K-2 Classrooms: Honoring Teachers and Learners Multiplicities of Being through An Expansive View of High Leverage Practices**

Colleen E. Whittingham, *University Of North Carolina at Charlotte*

Laura Handler, *University of North Carolina at Charlotte*

Leslie Schmidt, *University of North Carolina at Charlotte*

- **Text-Based Discussions with Emergent Bilinguals**

Catherine Michener, *Rowan University*

- **We’re Born into Colorism: High-Achieving African American Students Engage in Literacy Learning Beyond the Canon in an Advanced Placement Language Class**

Tanji Reed Marshall, *American University*

4) Area 6: Understanding Diverse Approaches to Literacy Development

Chair:

Dan Reynolds, *John Carroll University*

Discussant:

Dan Reynolds, *John Carroll University*

Participants:

- **How Can Dyslexia Research Inform Literacy Teacher Education?**

Jo Jo Worthy, *University of Texas Austin*

- **What is College Literacy? Views from Across the Paths to College**

Meagan Hoff, *Texas State University*

Jessica Reynolds, *Texas State University*

- **More than Sows, Plows, and Cows: Literacy Practices in Agriculture Education**

Maria Hernandez Goff, *California State University, Fresno*

Rick Marlatt, *New Mexico State University*

5) Area 6: The Power of Voice and Collaboration in Developing Intentional Literacies

Chair:

Jody Polleck, *Hunter College-CUNY*

Discussant:

Jody Polleck, *Hunter College-CUNY*

Participants:

- **Using a Think-Aloud Protocol to Investigate Teacher Candidates’ Writing Processes**

Amanda Wall, *Georgia Southern University*

Tracy Linderholm, *Georgia Southern University*

Whitney Carter, *Georgia Southern University*

Xiaomei Song, *Central Michigan University*

- **Examining a Dialogic Approach to Supporting Adolescent Readers and Supplement Strategy Instruction through Personal and Thematic Connections**

Jim Hill, *Virginia Tech*

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6) Area 7: Writing and Social Activism

Chair:

Caroline T. Clark, *Ohio State University*

Discussant:

James Joshua Coleman, *University of Pennsylvania*

Participants:

- **Is Writing Just for Girls: An Examination of Adult and Child Perceptions of Writing**
Anna Hall, *Clemson University*
- **Journalism and Activism Anew: Participatory Movements with Adolescents Writing for Change**
Emily C. Plummer, *University of Pennsylvania, Graduate School of Education*

7) Area 7: Diverse Voices

Chair:

Ann M. Bennett, *Kennesaw State University*

Discussant:

Ann M. Bennett, *Kennesaw State University*

Participants:

- **Adolescent English Learners: Navigating Social Identity in Culturally Complex School Communities**
Tracy Butler, *Anderson University*
Teresa Kennedy, *University of Texas - Tyler*
- **Spanish Heritage Speakers Bilingual and Bicultural Literacy Practices**
Claudia Pozzobon Potratz, *University of Iowa*
- **Understanding the Voices of Native American Youth: A Case Study**
Melissa Wicker, *University of Oklahoma*
Jiening Ruan, *University of Oklahoma*

8) Area 10: Literacy, Media, and Technology across the Continuum

Discussant:

Matthew R. Deroo, *University of Miami*

Participants:

- **Designing a Model of Professional Development to Prepare K-5 Teachers to Integrate Computer Science into Literacy Instruction**
Amy Hutchison, *George Mason University*
Jamie Colwell, *Old Dominion University*
Lauren Laughlin, *Old Dominion University*
Valerie Taylor, *Old Dominion University*
Andrew Vardas-Doane, *George Mason University*
- **Humanizing Online Courses to Improve Learning Experiences**
Olivia Grace Stewart, *St. John's University*
- **Preservice Teachers Engagement in Digital Literacy Practices**
Vicky Cardullo, *Auburn University*
- **Writing the Future: Students with Literacy-Related Reading Difficulties Composition Practices Using Digital Tools**
Aimee Frier, *University of South Florida*

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**1:15 pm – 2:45 pm – Symposium
Meeting Room: Florida Salon V**

Area 12: Thinking Collectively about the Future: Epistemological Diversity and Knowledge Distribution in Literacy Research

Chair:

Carolyn McKinney, *University of Cape Town*

Discussant:

Xiufang Chen, *Rowan University*

In this symposium we present an analysis of the distribution of knowledge and diverse epistemological perspectives in literacy research. The purpose of this symposium is to provoke deep conversations about the future of literacy research in the global context. This symposium also addresses the need for deeper reflexivity about the research we are doing and disseminating, as careful critical conversations about the future directions for literacies research become a site for more diverse forms of advocacy.

Participants:

- **Decolonizing Literacy Research through Inter-Epistemic Collaboration**
David Bwire, *The College of New Jersey*
- **Are we Really Creating a New Field? And if So, What Does It Look Like?**
Raúl Alberto Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
Claudia Cañas, *Universidad Pontificia Bolivariana*
Gloria Gutiérrez-Arismendy, *Universidad Pontificia Bolivariana*
Mónica López-Ladino, *Universidad Pontificia Bolivariana*
- **Geopolitics of Knowledge in Multiliteracies Research**
Lina Trigos-Carrillo, *Universidad de La Sabana*
- **Flows of Knowledge between France and Latin America in Literacy Research**
Luzkarime Calle-Diaz, *Universidad del Norte*

**1:15 pm – 2:45 pm – Symposium
Meeting Room: Florida Salon VI**

Area 3: Shedding Light on Research-based Approaches to Teaching Argument Writing in Grades 6-12

Chair:

Carol Booth Olson, *University of California, Irvine*

Discussant:

George Newell, *The Ohio State University*

This symposium will review several research-based approaches to teaching argument writing in grades 6-12, focusing on specific teaching strategies that have been shown to enhance students' source-based analytical, argument writing. Sponsored by the IES-funded X Center, this session will consist of four presentations on research-based strategies for teaching argument writing that have been linked to increase student productive discourse, civic engagement, revision strategies, and argumentative writing across the curriculum.

Participants:

- **How Instructional Conversations Shape Argument Writing: Using the Toulmin Method to Shape Literary Arguments in an 11th grade International Baccalaureate Classroom**
George Newell, *The Ohio State University*
- **Connecting Student Outcomes and Social Justice through Argument Writing: How Students Actually, Really Change the World**
Tom Fox, *National Writing Project*
- **From Knowledge Telling to Knowledge Transformation: A Research-based Strategy to Promote Higher Literacy during the Revision Stage of Argument Writing**
Huy Chung, *University of California, Irvine*
Lauren Godfrey, *University of California, Irvine*
- **Resources for Practitioners and Researchers from The WRITE Center for Secondary Students funded by the Institute of Education Sciences**
Carol Booth Olson, *University of California, Irvine*

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**1:15 pm – 2:45 pm – Symposium
Meeting Room: Grand Salon B**

Area 5: Highlighted Session - (Re)Creating Wor(l)ds of Today and Tomorrow: Examining How Children Remix, Restory, and Remediate Texts to Mobilize Reactions and Possible Futures

Chair:

Kristen L. White, *Northern Michigan University*

Discussant:

Amy Stornaiuolo, *University of Pennsylvania*

This session extends the call to view ‘schooled’ writing in more expansive ways. In thinking with writing and literacies studies, four qualitative researchers explore young children’s production of diverse texts to nuance the theoretical affordances of remixing, restorying, and remediating. Presenters offer glimpses of how children strategically employed remix, restory, and remediation towards personally meaningful ends. Together, they outline the transformative potentials of writing in school(ed) spaces to mobilize children now toward possible future(s).

Participants:

- **Remediating the Everyday: Examining Young Children’s Remediated Personal Narratives**
Cassie J. Brownell, *Ontario Institute for Studies in Education (OISE)-University of Toronto*
- **“Like and Subscribe this Poem”: Remixing as Translingual and Transnational Writing for Young Children**
Emily Machado, *University of Washington*
Paul Hartman, *Chicago Public Schools*
- **Restorying Tomorrow, Writing Against Today: Mobilizing Young Children’s Writing as Critical Literacies**
Jon M. Wargo, *Boston College*
- **Redistributing Texts, Mobilizing Action: Circulating an ‘Amicus Brief’ Before the Bus Arrives**
Beth A. Buchholz, *Appalachian State University*

**1:15 pm – 2:45 pm – Special Event
Meeting Room: Grand Salon C**

STAR Fellows Research Showcase

Chair:

Mileidis Gort, *University of Colorado Boulder*

Presenters:

- Patricia Abril-Gonzalez, *University of Texas*
- Earl Aguilera, *California State University, Fresno*
- Rebecca Linares, *Montclair State University*
- Tran Nguyen Templeton, *University of North Texas*
- Bianca J. Nightengale-Lee, *Florida Atlantic University*
- Idalia Nuñez, *University of Illinois Urbana-Champaign*
- Tiffany Nyachae, *Buffalo State College (SUNY)*
- Alicia Rusoja, *Saint Mary’s College of California*
- Carmen Medina, *Indiana University*
- Tisha Lewis Ellison, *University of Georgia*
- Patricia Baquedano-Lopez, *UC Berkeley*
- Latrise Johnson, *University of Alabama*
- Carmen Martínez-Roldán, *Teachers College, Columbia University*
- Jennifer Danridge Turner, *University of Maryland College Park*
- Danny C. Martinez, *University of California, Davis*
- Ana Christina da Silva Iddings, *Vanderbilt University*

**1:15 pm – 2:45 pm – Symposium
Meeting Room: Grand Salon D**

Area 3: Comics Across the Curriculum: Highlighting Students’ Strengths, Knowings, and Agency in School Spaces

Chair:

Ashley K. Dallacqua, *The University of New Mexico*

Discussant:

Denise Davila, *The University of Texas at Austin*

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This session explores how comics were successfully positioned in three classrooms, challenging school norms and considering student agency in their literacy practices. Students reading *The Black Death* in social studies began to understand the value of multiple voices and perspectives. Using #foodcrisis in a science class invited exploration of evidence, facts, and personal truth. When ELA students read *El Deafo*, discussions revealed deeper insight and understanding into positioning and agency related to disability.

Participants:

- **“You can interpret things differently”: Using Comics to Support Multiple Ways of Knowing**
Ashley K. Dallacqua, *The University of New Mexico*
- **“Things like this have happened before”: Reading a Fictional Comic in a Science Classroom**
Danielle Kachorsky, *Texas A&M University - Corpus Christi*
- **Comics and Student Driven, Open-ended Dialogue: Supporting Discussions Around Agency and Power in Disability Representation**
Sara Kersten-Parrish, *University of Nevada - Reno*

1:15 pm – 2:45 pm – Symposium
Meeting Room: Meeting Room 1

Area 4: The Role of Knowledge in English/Language Arts Curriculum and Assessment

Chair:

Gina N. Cervetti, *University of Michigan*

Discussant:

Tierney Robert, *University of Sydney*

In that prior knowledge strongly predicts comprehension, the knowledge of English/Language Arts (ELA) curriculum and assessments merits attention. This symposium addresses the question of what and whose knowledge should be central to ELA. The chair will give a short review of research on knowledge and comprehension. Next, three presenters will provide varying perspectives on the question

“What knowledge should be the focus of ELA?” The discussant brings an international perspective to the session’s underlying question.

Participants:

- **Whose Knowledge?**
Nell Duke, *University of Michigan*
- **Impact of the Core Knowledge Language Arts’ Read-Aloud Program on Kindergarteners’ Vocabulary, Listening Comprehension, and General Knowledge**
Sonia Q. Cabell, *Florida State University*
Thomas White, *University of Virginia*
James Kim, *Harvard University*
HyeJin Hwang, *Florida State University*
Charles Gale, *Harvard University*
- **The Knowledge Base of the English/Language: Core Vocabulary as a Source**
Elfrieda H. Hiebert, *TextProject*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 10

Area 12: Cosmopolitan Literacies: Engaging with the Global World

Chair:

Katina Zammit, *Western Sydney University*

Discussant:

Stephanie Abraham, *Rowan University*

Participants:

- **Cosmopolitan Literacies: Global Literacy Teacher Education for an Interconnected World**
Shea N. Kerkhoff, *University of Missouri - St. Louis*
- **Mandated Cosmopolitanism: When you Must Produce in a Nonnative Language**
Maria Helena Lisak, *Chosun University*
- **Pluriversal Literacies for Sustainable and Equitable Futures**
Mia Perry, *University of Glasgow*

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**1:15 pm – 2:45 pm – Symposium
Meeting Room: Meeting Room 11**

Area 2: Responsive Teaching During Literacy Instruction

Chair:

Denise N. Morgan, *Kent State University*

Discussant:

Jennifer Smith, *Texas Christian University*

Responsive teaching, a hallmark of effective teaching (Duffy et al., 2008), is situated in teacher knowledge, including pedagogical content knowledge (Shulman, 1987). This symposium features researchers from across the country who study responsive teaching characterized by adaptations teachers made before, during, and after literacy instruction.

Participant:

- **Responsive Teaching During Literacy Instruction**

Denise N. Morgan, *Kent State University*

Celeste C. Bates, *Clemson*

Bonnie A. Barksdale, *Texas Woman's University*

Clarene Hight, *Texas Woman's University*

Macie Kerbs, *Sam Houston State University*

Robin Griffith, *Texas Woman's University*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 2**

Area 4: Highlighted Session - Approaches to Local and International Policies for Reading

Chair:

Rachael Gabriel, *University of Connecticut*

Discussant:

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

Participants:

- **Rights, Responsibilities and Learning to Read: Contrasting Claims to a “Right to Literacy” in the News**

Rachael Gabriel, *University of Connecticut*

- **Development and Validation of Leer+: A Spanish Reading Platform for Improving Vocabulary and Comprehension in Grades 3 to 6**

Pelusa Orellana, *Universidad de los Andes*

Carolina Melo, *Universidad de los Andes*

Maria Francisca Valenzuela, *Universidad de los Andes*

Kattia Muñoz, *Universidad de los Andes*

- **Get Georgia Reading: An Ecological Approach to Literacy Policy**

Caitlin Dooley, *GA Department of Education*

Arianne Weldon, *Get Georgia Reading Campaign*

Rebekah Hudgins, *AnthroEval Consulting*

Gaye Morris Smith, *Georgia Family Connection Partnership*

Valerie Hutcherson, *Village Research and Consulting Group*

Meghan Welch, *GA Department of Education*

Zehra Ozturk, *Atlanta Speech School/ Rollins Center for Language and Literacy*

**1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 3**

Area 3: Reading Instruction and Intervention that Works

Chair:

Theresa Deeney, *University of Rhode Island*

Discussant:

Judith Lysaker, *Purdue University*

Participants:

- **Effects and Social Validity of a Text Structure Intervention in Upper Elementary Grades**

John Z. Strong, *University at Buffalo*

- **Illuminating Alternative Pathways for Enhanced Listening and Viewing Comprehension: Utilizing Art Elements and Artistic Response to Clarify Meaning for Striving Readers**

Annie M. Opat, *Emporia State University*

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- **Using Readers Theater to Increase Boys' Reading Comprehension in Grade 2**
Chase Young, *Sam Houston State University*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 4

Area 10: Making a Difference: Examining the Nexus of Making, Equity, and Literacy Learning

Chair:

Alecia Magnifico, *University of New Hampshire*

Discussant:

Alecia Magnifico, *University of New Hampshire*

Participants:

- **Examining Literacy Spaces for Making Through the Lens of Equity and Inclusion**
Jill Castek, *University of Arizona*
Blaine E. Smith, *University of Arizona*
Wen Wen, *University of Arizona*
Michelle Schira Hagerman, *University of Ottawa*
- **Learning Through Critical Making: Education and Engineering Students Collaborate to Design 3D Printed Multimodal Picture Books**
Bridget Dalton, *University of Colorado Boulder*
Benjamin Walsh, *University of Colorado Boulder*
Kirsten Musetti Tivirenge, *University of Colorado Boulder*
- **Using Mobile Maker Kits to Enact Transdisciplinary Literacy Pedagogies**
Robin Jocius, *The Citadel*
Jennifer Albert, *The Citadel*
Ashley Andrews, *The Citadel*
Melanie Blanton, *The Citadel*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 5

Area 6: Exploring Motivation in Literacy and Literature Studies

Chair:

Yongjun Lee, *University of Minnesota-Twin Cities*

Discussant:

Sarah M. Lupo, *James Madison University*

Participants:

- **Motivation and Engagement in Discipline-Specific Literacy Enactments**
Yongjun Lee, *University of Minnesota-Twin Cities*
David O'Brien, *University of Minnesota-Twin Cities*
Laura Lemanski, *University of Minnesota*
Robert Poch, *University of Minnesota-Twin Cities*
Megan McDonald Van Deventer, *Weber State University*
Deborah Dillon, *University of Minnesota-Twin Cities*
- **Mapping the Gap: Connecting Research and Theory on Motivation, Engagement, and YAL**
Arianna Banack, *University of Tennessee*
Amanda Rigell, *University of Tennessee Knoxville*
Susan Lee Groenke, *University of Tennessee*
- **Exploring Adolescent Motivation to Read with an Online YA Book Club**
Mary-Celeste M. Schreuder, *Clemson University*
Rachelle Sarah Savitz, *Clemson University*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 6

Area 7: Embracing Immigrant Youth

Chair:

Patricia Anders, *University of Arizona*

Discussant:

Patricia Anders, *University of Arizona*

continued on next page



Participants:

- **Embracing the Tingles and Tensions: Tracing the Ordinary Affects in Latino/a Immigrant Youth Narratives**
Crystal Chen Lee, *North Carolina State University*
Michelle Falter, *North Carolina State University*
Nina R. Schoonover, *North Carolina State University*
- **“Juntos Somos Fuertes” Collaborative Youth Corridos of Unity and Social Justice**
Cati de los Rios, *University of California, Davis*
Kate Seltzer, *Rowan University*
- **“Los Músicos”: Mexican Corridos, the Aural Border, and the Evocative Musical Renderings of Transnational Youth.**
Cati de los Rios, *University of California, Davis*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 7

Area 1: Engaging and Sustaining Preservice Teacher Education

Chair:

Adeline Mansa Borti, *University of Wyoming*

Discussant:

Katrina Bartow Jacobs, *University of Pittsburgh*

Participants:

- **Contested Pasts, Complicated Presents: Pre-Service Teachers’ Developing Conceptions of Community**
Meghan Barnes, *University of North Carolina, Charlotte*
- **From Reflection to Analysis: Learning to Language Literacy Teaching and Learning**
Lindsey Rowe, *The Ohio State University*
Jackie Ridley, *The Ohio State University*
Michiko Hikida, *The Ohio State University*
- **Lifting Patriarchy’s White Veil: Using Poetic Inquiry to Look Back at Systems of Power**
Elise Toedt, *University of Minnesota*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 8

Area 2: Perspectives and Practices of Teachers of Immigrant, Refugee, Diverse Youth

Chair:

Karen Kleppe Graham, *Arkansas State University*

Discussant:

Sarah Hunt-Barron, *University of South Carolina Upstate*

Participants:

- **Teachers and Immigrant Students: A Knowledge-to-Action Reader Response Model**
Mandy Stewart, *Texas Woman’s University*
Patricia Flint, *Texas Woman’s University*
Mariannella Núñez, *Texas Woman’s University*
- **“Trying to Figure it Out, But by Golly, I’ll Get There”: A Study of the Ideological Becoming of an ESL Teacher and her Refugee Students**
Emily Zuccaro, *University of Louisville*
- **Supporting Student Agency: Themes of Educator Perspectives**
Lindsey Moses, *Arizona State University*
Danielle Rylak, *Arizona State University*
Tanya Reader, *Carl Sandburg Middle School*
Christine Hertz, *Doty Memorial School*
Meridith Ogden, *Pinnacle Peak Elementary*

1:15 pm – 2:45 pm – Paper Session
Meeting Room: Meeting Room 9

Area 3: Reclaiming Literacy across Multiple Contexts

Chair:

Amy Burke, *Texas Woman’s University*

Discussant:

William Terrell Wright, *University of Georgia - Athens*

Participants:

- **Playing and Making in Imagined Communities**
Christiane Wood, *California State University San Marcos*

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- **Re-Imagining Literacy: Toward a Theory of the Imagination in Literacy Studies**
John B. Porco, *University of Wisconsin - Madison*
- **Social Displays of Thinking Practices in Literacy Events: Theorizing Linguaging Thinking from Middle School Reading Lessons**
Min-Young Kim, *Grand Valley State University*

3:00 pm – 4:30 pm – Symposium
Meeting Room: Florida Salon I & II

Area 14: Meet the Area Chairs: Submitting and Reviewing Proposals

Chairs:

Jill Castek, *University of Arizona*
Jennifer Rowsell, *Brock University*

Discussants:

Christina Dobbs, *Boston University*
Sheri Vasinda, *Oklahoma State University*
Jennifer Danridge Turner, *University of Maryland College Park*
Darrell Hucks, *Keene State College*

This highly interactive session, guided by Area Chairs, will address submitting competitive, high quality proposals for the annual conference. Activities and discussions will surface helpful guidelines for reviewing proposals and tips for providing helpful feedback to peers will be emphasized. This session will be beneficial for graduate students, newcomers, and experienced submitters/reviewers alike.

3:00 pm – 4:30 pm – Symposium
Meeting Room: Florida Salon III

Area 7: Re/turning to the Body in Literacy Research

Chairs:

Jaye Johnson Thiel, *University of Georgia*
Bessie Patricia Dernikos, *Florida Atlantic University*

Discussant:

Stephanie Renee Jones, *University of Georgia*

This symposium brings together literacy researchers who seek to consider how “insights from the past, shed[s] light on the present, and illuminate[s] the future of literacy practices, policies, and research” (LRA, 2019). Collectively, we consider how re/turning to the body matters for our understandings of how social in/equalities circulate and illuminates possibilities to engage in literacy research in more ethically just ways.

Participants:

- **Literacy Learning as Cruelly Optimistic: Embodying Different Stories**
Bessie Patricia Dernikos, *Florida Atlantic University*
Jaye Johnson Thiel, *University of Georgia*
- **Hieroglyphics of the Flesh and Racializing Assemblages**
Karen Spector, *The University of Alabama*
Briana Gilbert Kidd, *University of Alabama*
- **Licking, Folding, and Touching Images: What Photographs Do with Children**
Tran Nguyen Templeton, *University of North Texas*
- **Gentrified School Literacies and the Enrolled Student Body**
Daniel Ferguson, *George Mason University*

3:00 pm – 4:30 pm – Roundtable Session 8
Meeting Room: Florida Salon IV

1) Area 1: Teacher Candidates’ Beliefs Regarding Preparation and Instruction

Chair:

Carolyn Hitchens, *Ball State University*

Discussant:

Carolyn Hitchens, *Ball State University*

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Participants:

- **A Multi-State Examination of Teacher Candidates' Experiences with and Beliefs about Writing and Writing Instruction**

Sonia M. Kline, *Illinois State University*

Joy Myers, *James Madison University*

Amanda Wall, *Georgia Southern University*

Chinwe H. Ikpeze, *St John Fisher College*

Jenn Raskauskas, *West Chester University*

Roya Q. Scales, *Western Carolina University*

Linda M. Smetana, *Cal State East Bay*

Dana Grisham, *National University*

Kelly Tracy, *Western Carolina University*

Grace Kang, *Illinois State University*

- **An Examination of Preservice Teacher Educators' and In-Service Teachers' Views of Literacy Teacher Preparation**

Catherine Anne Lammert, *University of Texas at Austin*

Kathryn Allen, *University of Wisconsin Oshkosh*

Ann Van Wig, *Eastern Washington University*

Brittany Worthen, *Asbury University*

- **"But am I doing them a disservice?": Preservice Teachers Grapple with Responding to Student Writing**

Katie Nagrotsky, *Teachers College, Columbia University*

2) Area 1: Using Assessment Data to Inform Teacher Preparation

Chair:

Ya-Fang Cheng, *Marian University*

Discussant:

Ya-Fang Cheng, *Marian University*

Participants:

- **Design Principles for Coaching: A Longitudinal Study of Reflective Coaching in Preservice Teacher Education**

Melissa Mosley Wetzel, *The University of Texas at Austin*

James V. Hoffman, *The University of North Texas*

Beth Maloch, *The University of Texas at Austin*

- **Equipping Preservice Teachers to Use Assessment Data to Promote Culturally and Linguistically Diverse Young Children's Literacy/language Development**

Sehyun Yun, *George Mason University*

Leslie La Croix, *George Mason University*

Julie K. Kidd, *George Mason University*

3) Area 2: Reflection and Collaboration as Key Components of Professional Development

Discussant:

Mandie B Dunn, *Michigan State University*

Participants:

- **Illuminating the Effects of Professional Development: Targeted Support for Rural Teachers in Argument Writing**
Sarah Hunt-Barron, *University of South Carolina Upstate*
Emily Howell, *Clemson University*
Rebecca Kaminski, *Clemson University*
- **The Learning that Happens in the Pauses: 'Teacher Time Out' As an Enactment Tool in Collaborative, School-Embedded Professional Development on Literacy Classroom Discussion**
Elizabeth Dutro, *University of Colorado Boulder*
Erica Caasi, *University of Colorado Boulder*
Kirsten Musetti Tivirenge, *University of Colorado Boulder*
Sarah Schneider Kavanagh, *University of Pennsylvania*
Chenelle Boatswain, *University of Pennsylvania*
Elizabeth Schiavone, *University of Pennsylvania*
Katie Danielson, *University of Portland*
- **Toward Theorizing Variation in Teachers' Specialized Knowledges for Teaching Reading Comprehension**
Dennis S. Davis, *North Carolina State University*
Blake Tenore, *Florida State University*
Dot McElhone, *Portland State University*

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4) Area 3: Digital Literacy Learning and Language Acquisition

Chair:

Heather Fleming, *Mount St. Joseph University*

Discussant:

Karen Kleppe Graham, *Arkansas State University*

Participants:

- **Toward the Unknown-But-Soon-to-Be: Imagining Literacy Education & Research within the Context of Youth Epistemologies**
Robert Petrone, *University of Missouri*
Vaughn W. M. Watson, *Michigan State University*
Keisha Lynette Green, *University of Massachusetts Amherst*
Nicole Mirra, *Rutgers University*
Cati de los Rios, *University of California Davis*
- **Using Case-Based Instructional Design to Develop Literacy Coaching Skills in an Online Course**
Rachel Karchmer-Klein, *University of Delaware*
- **“Words and Images go Together like Peanut butter and Jelly”: Eighth-grade Students Respond to Word-image Relationships in Shaun Tan’s Stick Figures**
Stephanie F. Reid, *Arizona State University*

5) Area 6: Building Youth Agency and Empowerment through Critical Literacy and Social Justice Pedagogies

Chair:

Kristin Black, *New York University*

Discussant:

Kristin Black, *New York University*

Participants:

- **Disrupting Discourse: Adolescents’ Critical Resistance through Youth Action Research**
Cindi M. Koudelka, *Judson University*

- **Critical Literacy in AP World History: Teaching Adolescents to Evaluate Source Reliability and Bias**

Vera Lee, *Drexel University*

Meloche Alysha, *Drexel University*

Allen Grant, *Drexel University*

Neuman Delia, *Drexel University*

Mary Jean Tecce DeCarlo, *Drexel University*

- **Students’ Experiences of Literacy in a Social Justice-Oriented Classroom**

Greg Bartley, *University of Wisconsin-Madison*

6) Area 7: Care and Compassion In and Out of School

Discussant:

Jacquelyn Chappel, *Kapiolani Community College*

Participants:

- **Compassionate Pedagogy as a Tool to Dismantle the Deficit Thinking Model of Literacy Instruction in Special Education: A Narrative Inquiry**
Eric Claravall, *California State University, Sacramento*
- **Learning from Students and Families: Using Home-School Journals to Uncover Content-Area Knowledge**
Laura May, *Georgia State University*
Carina Windom Brown, *Georgia State University*
Yolanda Santini-Díaz, *Georgia State University*
Melissa Schellenberg, *Georgia State University*
Kate Woodbridge, *Georgia State University*
- **Literacy Programs “con, para y de la comunidad”: A Case Study Exploration of a Critical Care-focused Model of Engagement in One Detroit Neighborhood Community Center**
Maggie Hanna, *University of Michigan*



7) Area 8: Promoting Bilingual Youth’s Engagement

Chair:

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

Participants:

- **Negotiating with Care: Exploring Individual and Collective Identities in a Transnational Youth Writing Collective**

Chloe Kannan, *University of Pennsylvania*

Ankhi Thakurta, *University of Pennsylvania*

Maria P. Ghiso, *Teachers College, Columbia*

H. Gerald Campano, *University of Pennsylvania*

- **Writing in a Dual Language Program: The Experiences of Middle School Emergent Bilingual Learners**

Margarita Gomez, *Loyola University Maryland*

Mark Lewis, *James Madison University*

- **Addressing Parent and Family Engagement of Middle School English Learners**

Selena Protacio, *Western Michigan University*

Virginia David, *Western Michigan University*

Susan V. Piazza, *Western Michigan University*

8) Area 12: Perceptions of Teaching and Learning in International Contexts

Chair:

Shea N. Kerkhoff, *University of Missouri - St. Louis*

Discussant:

Shea N. Kerkhoff, *University of Missouri - St. Louis*

Participants:

- **Applying Dynamic Ethnographic Approaches to Rethink Girls’ Gender Reconstruction Through Textual Practice in Rural Northeastern China**

Jue Wang, *Pennsylvania State University*

- **Kosovan Youth’s Critical Engagent: A Think-aloud Study**

Anemone Zeneli, *Syracuse University*

Heather Waymouth, *Syracuse University*

- **Voices of Asian Instructors Teaching Diversity and Equity in ESOL Courses**

Shim Lew, *University of West Florida*

Jayoung Choi, *Kennesaw State University*

Khanh Bui, *University of Georgia*

**3:00 pm – 4:30 pm – Alternative Format Session
Meeting Room: Grand Salon A**

Area 14: Identity Diversity or Identity Crisis? A Constructive Dialog About Our Identities as Literacy Researchers

Chair:

David Reinking, *University of Georgia*

Discussants:

Sharon Walpole, *University of Delaware*

Fenice Boyd, *University of South Carolina*

Loukia Sarroub, *University of Nebraska, Lincoln*

Colin Harrison, *University of Nottingham*

George G. Hruby, *University of Kentucky*

Organizational identity crises inevitably entail tensions, turmoil, discomfort, risk, and sometimes even existential danger. But, they also provide opportunities for reflection, greater understanding, and growth (Blemenfeld, 2006). Realizing those potential benefits means acknowledging and reflecting on our diverse identities and trying to understand their dimensions, welcoming all voices. This session aims to initiate such understanding individually and organizationally for the betterment of the field, LRA, and the contribution our work makes to productively improving literacy.

Participant:

- **Identity Diversity or Identity Crisis?**

David Reinking, *University of Georgia*

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**3:00 pm – 4:30 pm – Symposium
Meeting Room: Grand Salon B**

Area 6: Storying through Gaming

Chair:

Scott Storm, *New York University*

Discussant:

Patricia Enciso, *Ohio State University*

How do groups navigate “storying” through gaming, and what can we learn about the unfolding process of literacy negotiation from these spaces? This symposium provides four contexts of “storying” through gaming: 1) a public middle school classroom, 2) a university course for pre-service teachers, 3) an afterschool gaming club, and 4) a networked gaming community. This work extends research on literacies, storying, and gaming by centering criticality in the exploration of activity and context.

Participants:

- **Inhabiting Imaginative Worlds: The Aesthetics of Reading and Role-Playing Games in the Literacy Classroom**
Lindy L. Johnson, *College of William and Mary*
- **Rime of the Emergent Teachers: Fostering Critical Engagement with Texts Through Roleplaying**
Karis Jones, *New York University*
- **Queering Dungeons & Dragons: Youth Queering Stories, Games, and YPAR in an Afterschool Space**
Scott Storm, *New York University*
- **Netrunners Wake: How a Living Card Game Dies**
Antero Garcia, *Stanford University*

**3:00 pm – 4:30 pm – Symposium
Meeting Room: Grand Salon D**

Area 7: Queer Illuminations: Imagining the Past, Animating the Present, and Composing the Future of Queer Literacy Scholarship

Chair:

Ryan Schey, *Auburn University*

Discussant:

Jon M. Wargo, *Boston College*

This symposium explores the critical juncture of LGBTQ identities, literacy research, and educational activism. It brings together scholars with a common goal of understanding possibilities for cultivating literacy learning contexts where queer youth can learn and flourish. By examining different stakeholders (such as parents, educators, and students), age levels, regional and educational contexts, methodologies, and analytic focuses, we hope to provide a multifaceted discussion of the activist and coalitional possibilities of queer literacy practices

Participants:

- **Evading the Erotic and Evoking the Euphemism: Sex and Physical Intimacy in LGBTQ YA Literature**
Kate E. Kedley, *Rowan University*
Jenna Spiering, *University of South Carolina*
- **“The Sky Didn’t Fall or Anything”: One Mother’s Allyship and Use of Gay/Lesbian-Inclusive Picturebooks in Elementary Classrooms**
Adam Crawley, *Oklahoma State University*
- **Reimagining the Unimagined Teacher: Using Queer Young Adult Literature to Address Imagination Gaps in Queer Educators**
James Joshua Coleman, *University of Pennsylvania*
- **Youth Choosing to Compose about Queer Topics: Navigating Visibility in a Secondary Classroom**
Ryan Schey, *Auburn University*

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**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 1**

Area 1: Mining Interventions in Literacy Teacher Education

Chair:

Xiufang Chen, *Rowan University*

Discussant:

Robin R. Griffith, *Texas Christian University*

Participants:

- **Ways in Which Culturally Sustaining Pedagogy are Enacted in Teacher Education: Reviewing the Literature**
Amanda R. Diaz, *The University of Illinois at Chicago*
- **The Impact of Targeted Interventions on the Foundations of Reading Test Performance**
Julia Kara-Soteriou, *Central Connecticut State University*
Linda Clark, *Central Connecticut State University*
- **Using Transcript Analysis to Improve Teacher Candidates' Writing Instruction**
Vicki McQuitty, *Towson University*
Pamela J. Hickey, *Towson University*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 10**

Area 1: Scaffolding Preservice Teachers' Literacy Lessons

Discussant:

Julie Bell, *University of Nebraska at Omaha*

Participants:

- **Not the Text, but the Task: Practice-based Principles to Improve Teacher Candidates' Guided Reading Implementation**
Wendy Gardiner, *Pacific Lutheran University*
Sophie Degener, *National Louis University*
- **Planning and Implementing in a Reading Fluency Lesson with a First Grade**
Joseph M. Wairungu, *Graduate Student*

- **Preservice Teachers' Thinking About Student Learning in Literacy: A Case for Lesson Study**
Lisa Denise Aker, *Clemson University*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 12**

Area 11: Interdisciplinary Theories for Expansive Literacy Research

Chair:

Stephanie Patrice Jones, *Grinnell College*

Discussant:

Raúl Alberto Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Participants:

- **A New "Lens" for New Literacies Research: Reporting through Filmic Ethnography**
William Fassbender, *University of Georgia*
- **Spaces Seen, but Not Heard: Interrogating Sonification as a Tool for Literacy Inquiries**
Cassie J. Brownell, *Ontario Institute for Studies in Education (OISE)-University of Toronto*
- **Leaving Mother at Home: A Collective Memory Examination of Mother/Scholar Identities**
Elise Toedt, *University of Minnesota*
Abby Boehm-Turner, *University of Minnesota*
Anna Schick, *University of Minnesota*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 2**

Area 8: Understanding of Bi/Multilingual Literacies in Instruction, Research, and Policy

Chair:

Mark Barba Pacheco, *University of Florida*

Discussant:

Kate T. Anderson, *Arizona State University*

continued on next page



Participants:

- **Biliteracy as (Whose?) Property**
Chris K. Bacon, *Boston College*
Soria Colomer, *Oregon State University*
- **Negotiating Language, Content and Identity in Multilingual Spaces During Literacy Instruction**
Kristen L. Pratt, *Western Oregon University*
Emily Machado, *University of Washington*
Paul Hartman, *Chicago Public Schools*
- **Scaffolding Multimodal Composition with Emerging Bilingual Students: A Systematic Review of the Research**
Mark Barba Pacheco, *University of Florida*
Blaine E. Smith, *University of Arizona*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 3

Area 2: Working with Adults as Partners: Adult Learners and Adult Colleagues

Chair:

Ah-Young Song, *Teachers College Columbia University*

Discussant:

Lauren Heap, *University of Wisconsin-Madison*

Participants:

- **Professional Socialization of English/Literacy Teacher-Learners into Adult Education**
Clarena Larrotta, *Texas State University*;
Jan Adversario, *Austin Community College*
- **“This ain’t gonna work for me”: The Role of the Afrocentric Praxis of Eldering in Creating more Equitable Research Partnerships**
Tasha Laman, *University of Louisville*
- **“You’re not an Administrator, You’re not a Teacher”: Transformative Teacher Leadership in an “Underperforming” High School**
Whitney Baker-Beach, *Texas Tech University*
Mellinee Lesley, *Texas Tech University*
Julie Smit, *Texas Tech University*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 4

Area 9: Intersection of Identities: Adolescence, Race, and Gender

Chair

Amanda Thein, *University of Iowa*

Discussant:

Amanda Thein, *University of Iowa*

Participants:

- **Rebellious, Raging, and Radical: A Critical Content Analysis of the Portrayal of Female Adolescence in Fiction and Non-Fiction YA Texts**
Nicole Ann Amato, *University of Iowa*
Katie Priske, *University of Iowa*
- **Turning Our Attention to Whiteness: White Fragility and White Ally Identity in #BlackLivesMatter-Inspired Young Adult Literature**
Susan Lee Groenke, *University of Tennessee*
Arianna Banack, *University of Tennessee*
Caitlin Metheny, *University of Tennessee*
Deborah Wooten, *University of Tennessee*
- **Using Young Adult Book Clubs to Develop Preservice Teachers’ Sympathetic Knowledge of Adolescents**
Michelle Falter, *North Carolina State University*
Jessica Eagle, *North Carolina State University*

3:00 pm – 4:30 pm – Symposium
Meeting Room: Meeting Room 5

Area 3: Prominent Perspectives in the Study of Vocabulary Learning and Instruction

Chair:

Elfrieda H. Hiebert, *TextProject*

Discussant:

Kathy A. Ganske, *Vanderbilt University*

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Vocabulary is at the center of learning and instruction in that words represent concepts and concepts are the building blocks of the knowledge in texts and oral language. Insights into vocabulary learning and instruction have been especially prolific over the past decade as numerous researchers have asked critical questions and applied a range of methodologies to answer questions. This symposium brings together four lines of research that exemplify current, innovative programs of research on vocabulary.

Participants:

- **Vocabulary through Listening, Speaking, Reading, and Writing in Upper Elementary Grades**
Rebecca Silverman, *Stanford University*
C. Patrick Proctor, *Boston College*
Erika Moore Johnson, *Stanford University*
Kristin Keane, *Graduate Student*
- **The Importance of Background Knowledge and Academic Vocabulary: Supporting Adolescent Long-Term English Learners' Reading Comprehension**
Dianna Townsend, *University of Nevada Reno*
Lisa Johnson, *Washoe County School District*
Lizbeth I. Lizarraga-Duenas, *University of Nevada, Reno*
- **What Difference Do Vocabulary Interventions Make?**
Gina N. Cervetti, *University of Michigan*
Miranda Fitzgerald, *University of North Carolina at Charlotte*
Elfrieda H. Hiebert, *TextProject*
Michael Hebert, *University of Nebraska, Lincoln*
- **What is the Task Represented by Rare Vocabulary in Texts?**
Elfrieda H. Hiebert, *TextProject*
Alia Pugh, *TextProject*

3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 6

**Area 10: Parents, Video Games, and Post-Truth:
Hot Topics in Literacy and Technology**

Chair:

Olivia Grace Stewart, *St. John's University*

Discussant:

Olivia Grace Stewart, *St. John's University*

Participants:

- **Playing with Story: A Narrative Inquiry into Elementary Students' Experiences with Video Games**
Laurie Thailkill, *University of Wyoming*
- **Fast and Slow Literacies: Digital Conundrums in a Post Truth Era**
James King, *University of South Florida*
Jenifer Schneider, *University of South Florida*
Deborah Kozdras, *University of South Florida*
James Welsh, *University of South Florida*
- **Partnering with Parents: Devices and Apps Elementary Children use to Support Reading**
Lauren Marie Eutsler, *University of North Texas*

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**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 7**

Area 11: Responding to Reading Research Concerns

Participants:

- **Establishing Reliability and Validity of the Multidimensional Engagement Rubric (MER)**
Peet Smith, *Northern Illinois University*
Ana Taboada Barber, *University of Maryland*
- **Further Confirmation and Re-Validation of a Teacher Self-Efficacy Measure for Content-Area Literacy Instruction**
Erin M. Ramirez, *CSUMB*
Angela D. Miller, *George Mason University*
Rosie Martinez, *CSUMB*
Michelle M. Buehl, *George Mason University*
- **Responding to the Reading Recovery Intervention: The Development of a Prediction Profile and Protocol to Increase Effectiveness**
Celeste C. Bates, *Clemson*
Richard Lomax, *Ohio State*
Jeff Brymer-Bashore, *International Data Evaluation Center*
Hayley Jordan Hoover, *Clemson University*
Stephanie Madison Schenck, *Clemson University*

**3:00 pm – 4:30 pm – Paper Session
Meeting Room: Meeting Room 8**

Area 7: What it Means to Be Black in School

Chair:

Anna Smith, *Illinois State University*

Discussant:

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

Participants:

- **Taking Center Stage: Public Service Proclamations of What It Means to Be a Black Middle School Girl**
Theda Gibbs Grey, *Ohio University*

- **“Girls have to work harder in STEM fields, especially if you’re of color”:** Illuminating an African American Girl’s Literate Identities through Journaling about STEM
Tisha Lewis Ellison, *University of Georgia*
Thomas Bradley Robinson, *University of Georgia*
Tairan Qiu, *University of Georgia*
- **Critical Civic Literacy: How Interrogations of Power Shapes the Civic Identity of Girls of Color**
Tashal Brown, *Michigan State University*

**3:00 pm – 4:30 pm – Symposium
Meeting Room: Meeting Room 9**

Area 7: Highlighted Session - Our Ancestors Wildest Dreams: Girls and Women of Color (Re) imagining Futures Through Literacy

Chair:

Tracey Flores, *University of Texas-Austin*

Discussant:

Korina Jocson, *UMass Amherst*

This symposium shares findings from three studies focused on the desires, visions, voices and literacies of Girls and Women of Color. These studies include: A creative writing & art space for Latina girls, a writing collaborative imagined by Girls and Women of Color, and the voices of Black Girls and Women designing futures through reading Science Fiction. Collectively, we share the ways Girls and Women of Color are envisioning, designing and creating futures through literacies.

Participants:

- **Las Escritoras Fuertes: Latina Girls Authoring and Performing their Futures**
Tracey Flores, *University of Texas-Austin*
Cori Salmerón, *University of Texas at Austin*
Nathaly Batista-Morales, *The University of Texas at Austin*

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FRIDAY

- **Building on Buried Knowledges to Future Gaze With Girl of Color in Writing Collaboratives**
Grace D. Player, *University of Connecticut*
Oluwaseun Animashaun, *Teachers College Columbia University*
- **“I Desperately Need Visions of Black People Thriving”: Combatting a Dream Erased through Science Fiction Stories**
Stephanie Renee Toliver, *The University of Georgia*

In this address, Barbara Rogoff will present a view of learning as a dynamic process of growth that is inherent in each person’s transformation of participation as a skilled, knowledgeable, caring, helpful contributor (and sometimes innovator) for the collective good. This view of learning seems to characterize a prevalent way of organizing learning in many Indigenous-heritage families and communities of the Americas — Learning by Observing and Pitching In to family and community endeavors (LOPI, Rogoff, 2014). It contrasts with the goals of learning that are often seen in Western schooling, where learning is seen as receiving isolated information and skills, transmitted and tested by teachers for certification of children, as prerequisites for eventual inclusion in society. The presentation will address differences in how learners are treated and institutions are organized, from these two perspectives, with illustrations from research showing cultural differences in collaboration, attention, and helpfulness.

Purchase Silent Auction Books
4:00 to 7:00 pm
Meeting Room: Grand Ballroom Foyer

Plenary Session: Friday
4:45 to 6:00 pm
Meeting Room: Grand Salons E, F, G, H, I and J

Chair:
Elizabeth (Betsy) A. Baker, *University of Missouri*

P. David Pearson Scholarly Influence Award Presentation
Jung Kim, *Lewis University*

Edward B. Fry Book Award Presentation
Iliana Reyes, *University of Arizona*

Introduction of Plenary Speaker
Kris D. Gutiérrez, *University of California, Berkeley*

Plenary Address: What is the goal of learning? Lessons from Indigenous communities of the Americas
Barbara Rogoff, *University of California-Santa Cruz*

Friday Poster Presenter Tear-Down
6:00 to 7:30 pm
Meeting Room: Florida Salon Foyer I & II

Annual Business Meeting
6:00 to 6:45 pm
Meeting Room: Grand Salons E, F, G, H, I and J

Doctoral Student ICG Happy Hour
7:00 to 8:30 pm
Meeting Room: Waterside Grill and Patio

Chair:
Rae Oviatt, *Michigan State University*

Please join us for some old-fashioned social networking! Take the chance to speak more informally with DSICG members and leaders, and see what this committee can do for you.

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Presenters:

- Stephanie F. Reid, *Arizona State University*
- Lakeya Omogun, *The University of Texas at Austin*
- Tairan Qiu, *University of Georgia*

In Memoriam Gathering

8:00 to 9:00 pm

Tampa Marriott Water Street: Florida Salon IV

Vital Issues

9:00 to 11:00 pm

Tampa Marriott Water Street: Hotel Lobby Bar

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Saturday • December 7, 2019

69TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

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STAR Fellows and Mentors Breakfast

7:00 to 8:30 am

Meeting Room: Florida Salon IV

Area Chairs' Breakfast

7:00 to 8:30 am

Meeting Room: Florida Salon VI

Purchase Silent Auction Books

7:00 to 11:00 am

Meeting Room: Grand Ballroom Foyer

Registration

7:00 to 12:00 pm

Meeting Room: Registration Desk

8:45 am – 10:15 am – Alternative Format Session

Meeting Room: Florida Salon I & II

Area 14: Circulating Literacy Research for Social Transformation in the *Journal of Literacy Research*; *Reading Research Quarterly*; and *Literacy Research: Theory, Method, and Practice*.

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 publications and the ways in which the processes and products of each publication is contributing to the transformation of society.

Presenters:

- Eurydice Bauer, *University of South Carolina*
- Catherine Compton-Lilly, *University of South Carolina*
- Robert Jiménez, *Vanderbilt University*
- Lenny Sanchez, *University of South Carolina*
- Robert Petrone, *University of Missouri*
- Monica Christine Kleekamp, *University of Missouri-Columbia*
- Carol Gilles, *University of Missouri*
- Angie Zapata, *University of Missouri*
- Mike Metz, *University of Missouri*

8:45 am – 10:15 am – Special Event

Meeting Room: Florida Salon IV

STAR Program Cross-Cohort Research Showcase

Chair:

Mileidis Gort, *University of Colorado Boulder*

Presenters:

- Patricia Abril-Gonzalez, *University of Texas*
- Earl Aguilera, *California State University, Fresno*
- Rebecca Linares, *Montclair State University*
- Tran Nguyen Templeton, *University of North Texas*
- Bianca J. Nightengale-Lee, *Florida Atlantic University*
- Idalia Nuñez, *University of Illinois Urbana-Champaign*
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- Latrise Johnson, *University of Alabama*
- Carmen Martínez-Roldán, *Teachers College, Columbia University*
- Jennifer Danridge Turner, *University of Maryland College Park*
- Danny C. Martinez, *University of California, Davis*
- Ana Christina da Silva Iddings, *Vanderbilt University*
- Marcelle Haddix, *Syracuse University*
- Bong Gee Jang, *Syracuse University*
- P. Zitlali Morales, *University of Illinois, Chicago*
- Theda Gibbs Grey, *Ohio University*
- Monica Yoo, *University of Colorado, Colorado Springs*
- Gilberto Lara, *University of Texas, San Antonio*

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**8:45 am – 10:15 am – Special Event
Meeting Room: Florida Salon V**

Catch the Vision Leadership Summit

Discussants:

- Marcelle Haddix, *Syracuse University*
- Elizabeth (Betsy) A. Baker, *University of Missouri*
- Gwendolyn McMillon, *Oakland University*
- Marla Mallette, *Binghamton University*
- Althier M. Lazar, *Saint Joseph's University*
- Ramon A. Martínez, *Stanford University*
- Sarah McCarthey, *Univ of Illinois - Urbana-Champaign*
- Detra Price-Dennis, *Columbia University*
- Allison Skerrett, *The University of Texas at Austin*
- Dixie Massey, *University of Washington*
- Bogum Yoon, *State University of New York at Binghamton*
- Dana Robertson, *University of Wyoming*
- Craig Young, *Bloomsburg University of PA*
- Amy Hutchison, *George Mason University*
- David Yaden, *University of Arizona*
- Gina N. Cervetti, *University of Michigan*
- Byeong-Young Cho, *University of Pittsburgh*
- Cynthia Brock, *University of Wyoming*
- Haeny Yoon, *Teacher's College, Columbia University*
- Kristen Perry, *University of Kentucky*
- Maneka Brooks, *Texas State University*
- Danielle Dennis, *University of Rhode Island*

**8:45 am – 10:15 am – Alternative Format
Session
Meeting Room: Grand Salon A**

**Area 14: Applying for Higher Education Careers:
Navigating the High-Stakes Job Market**

Applying for higher education faculty positions is an exciting experience. The panelists represent five different universities in the US and will represent three integral roles in the job search and hiring process: Chair of the Search Committee, Committee

Member, and Candidate. Each panelist will provide a situated perspective gained from a rigorous faculty hiring process at their university. The purpose of this session is to support the navigation of this complex job application experience.

Presenters:

- Susan V. Bennett, *University of South Florida, St Petersburg*
- Patriann Smith, *Texas Tech University*
- Susan Cantrell, *University of Kentucky*
- Estanislado S. Barrera IV, *University of Kentucky*
- AnnMarie Alberton Gunn, *University of South Florida St Petersburg*
- Kathleen M. Alley, *Mississippi State University*

**8:45 am – 10:15 am – Alternative Format
Session
Meeting Room: Grand Salon C**

**Area 14: Advocacy and the LRA Member: A
Workshop by the LRA Policy and Legislative
Committee: Communicating your Research with
Op-Eds and LRA Policy Documents**

In order for literacy research to “illuminate the future” of policy and practice, literacy scholars must be able to communicate with a wide variety of audiences. Too often, policy and practice do not seem to be informed by research. In order for policy makers and practitioners to make informed decisions, researchers must be able to communicate ideas, that is, to communicate their science, to a variety of audiences.

Presenters:

- Carolyn Colvin, *University of Iowa*
- Rachael Gabriel, *University of Connecticut*
- Renee Rice Moran, *East Tennessee State University*
- Leah Katherine Saal, *Loyola University Maryland*
- Amy Broemmell, *University of Tennessee-Knoxville*
- Carolyn Hitchens, *Ball State University*
- Danielle Dennis, *University of South Florida*

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8:45 am – 10:15 am – Alternative Format Session
Meeting Room: Meeting Room 10

Area 14: Literacy Research that Continues to Make a Difference: A Reading Hall of Fame Perspective

Discussants:

- Lesley Mandel Morrow, *Rutgers the State University of New Jersey*
- Diane Lapp, *San Diego State University*

Reading Hall of Fame members review pivotal studies that shaped the literacy field and examine how these studies influenced literacy views and practices. Each researcher will address a different area of literacy, for example comprehension or writing, by describing the contributions of pivotal research as well as related research. Emphasizing an historical context, each researcher will discuss how these studies overtime have influenced our understanding of a particular aspect of literacy development and instruction.

Participants:

- **Parents Reading to Their Children: The Impact of Huey's Prediction over 100 years later**
Patricia Edwards, *Michigan State University*
- **Research on the Preparation of Preservice Teachers in Literacy**
James V. Hoffman, *The University of North Texas*
- **Writing and Writing Instruction: Then and Now**
Judith A. Langer, *University at Albany*
- **Two Roads or More**
P. David Pearson, *University of California, Berkeley*
- **Postsecondary Literacy Research and Praxis: A Foundation of Granite or Quicksand**
Norman A. Stahl, *Northern Illinois University*

8:45 am – 10:15 am – Symposium
Meeting Room: Meeting Room 7

Area 3: Multimodality in Literacy Research: Frictions, Extensions, and Possible Futures

Chair:

T. Philip Nichols, *Baylor University*

Discussant:

Marjorie Siegel, *Teachers College, Columbia University*

This symposium explores the possibilities and tensions for multimodality in literacy research today. It convenes a panel of international scholars whose work explores multimodality from a variety of vantage points – data analysis, visual and performing arts, digital media, immersive video, and community activism – and who examine these subjects from a range of methods and contexts. Together, we consider how interrogating multimodality in the present might open generative pathways for equity-oriented research and practice moving forward.

Participants:

- **Children as Multimodal Theorists**
David Low, *California State University – Fresno*
Jessica Pandya, *California State University*
- **Assembling “Availability”: Digital Infrastructures in Multimodal Composing**
Kelly C. Johnston, *Baylor University*
T. Philip Nichols, *Baylor University*
- **Cultural Production, Literacy and the Emotional Lives of Black young men: Intersections and Initiatives**
Emmanuel Tabi, *University of Windsor*
- **Crafting with Teachers: Considerations for Arts-informed Maker Research**
Amelie Lemieux, *Mount Saint Vincent University*
- **Extending Conceptualizations of Multimodal Research through 360-Degree Video**
Jessica Adams, *University of California, Berkeley*
Devanshi Unadkat, *University of California, Berkeley*
Bethany Monea, *University of Pennsylvania*



8:45 am – 10:15 am – Alternative Format Session
Meeting Room: Meeting Room 9

Area 14: Academia 101: Navigating the Journey from Graduate Student to Professional

The alternative format session aligns with that mission of mentoring and compliments the 2019 LRA theme, “Literacy Research: Illuminating the Future” as doctoral students are moving into the field of literacy research at a time when literacies researchers must attend to the multiple implications of literacy across everyday lives and times. As emerging scholars and teacher educators, doctoral students play a key role in the future directions of literacy research.

Presenters:

- Grace D. Player, *University of Connecticut*
Justin A. Coles, *Fordham University*
Gholnecsar Muhammad, *Georgia State University*

Exhibit Hall Tear-Down
10:30 to 3:00 pm
Tampa Marriott Water Street: Grand Ballroom Foyer

10:30 am – 12:00 pm – Plenary Session
Meeting Room: Grand Salon E, F, G, H, I and J

Integrative Research Review Panel: How Can We Study Children’s/Youth’s Experiences Out Of School To Inform Classroom Practices?

- Chair:
Sarah McCarthy,
Univ of Illinois - Urbana-Champaign
Discussant:
Donna Alvermann, *University of Georgia*

Since Shirley Brice Heath’s groundbreaking study of *Ways with Words: Language, Life and Work in Communities and Classrooms* in 1983, researchers have sought to understand how we can study

children and youth’s language use and literacy experiences in their homes and communities to inform classroom practices. Using a variety of lenses to study the intersections of language, ethnicity, race, social class, and gender as they play out in communities and schools, researchers have generated numerous studies, considered political and social contexts of students’ in and out of school lives, and recommended classroom instruction to respond to the complexities of children’s and youth’s literacy practices. Still, literacy researchers continue to theorize, interrogate, and examine policies and practices at the same time they grapple with how best to understand, respond to, and serve children and youth in school contexts. The panel for the Integrative Research Review will challenge us to reexamine our own paradigms, update our methodological tools, and reconsider our own assumptions about the ways we can serve children and youth from diverse backgrounds from a multiplicity of perspectives to move us into the next decade of educational research.

Presenters:

- David Bloome, *Ohio State University*
- Nell Duke, *University of Michigan*
- Amy Stornaiuolo, *University of Pennsylvania*
- Inmaculada Garcia Sanchez, *Temple University*

Alternative Format Session
12:00 pm – 5:00 p.m.
Meeting Room: Florida Salon VI

Literacy Research to Practice Forum

Chairs:

- David Reinking, *University of Georgia*
Sharon Walpole, *University of Delaware*

The Forum’s purpose is to initiate a dialog between literacy researchers and practitioners, who will listen to and learn from each other. The intent is to identify perspectives and initiate actions that closely align research and practice. Specifically, the aim is to identify (a) the most pressing instructional issues

continued on next page



faced by practitioners/policy makers, (b) research that exists or might be undertaken to address those issues, (c) obstacles to connecting research and practice, and (d) principled perspectives and actions that might mitigate those obstacles.

Presenters:

- Barbara Bradley, *University of Kansas*
- Malanie Kuhn, *Purdue University*
- Katherine D. Stahl, *New York University*
- Marco Bravo, *Santa Clara University*
- Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*
- Pamela Mason, *Harvard New York University*

Executive Committee and Board Lunch

12:15 to 1:45 pm

Tampa Marriott Water Street: Meeting Room 3

Executive Committee Meeting

1:00 to 1:45 pm

Tampa Marriott Water Street: Meeting Room 6

Board Meeting

2:00 to 6:00 pm

Tampa Marriott Water Street: Meeting Room 1

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Sunday • December 8, 2019

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**8:00 am – 12:00 p.m. Alternative Format
Session
Meeting Room: Florida Salon VI**

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David Reinking, *University of Georgia*

Sharon Walpole, *University of Delaware*

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- Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*
- Pamela Mason, *Harvard New York University*

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LEADERSHIP AND HONOREES

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Reading Clinic/Literacy Labs

Barbara Laster

(Chair 2017 – 2019)

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COMMITTEE MEMBERS

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Arthur Applebee Committee

Virginia Goatley (vgoatley@albany.edu), Chair
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 Amy Stornaiuolo, (amystorn@gse.upenn.edu)
 Raul Alberto Mora, (raulmora@illinoisalumni.org)

PAST PRESIDENTS LIST

Oscar S. Causey	1952-59	Richard Allington	1995-96
William Eller	1960-61	Kathryn H. Au	1996-97
George Spache	1962-64	Martha R. Ruddell	1997-98
Albert J. Kingston	1964-65	Linda B. Gambrell	1998-99
Paul Berg	1967-68	Taffy E. Raphael	1999-2000
Alton Raygor	1969-70	Peter B. Mosenthal	2000-2001
Wendell Weaver	1971-72	Deborah R. Dillon	2001-2002
Earl Rankin	1972-74	Lee Gunderson	2002-2003
Edward B. Fry	1974-76	Lea M. McGee	2003-2004
Jaap Tuinman	1976-78	Donald J. Leu	2004-2005
Harry Singer	1978-80	Victoria Purcell-Gates	2005-2006
Frank Green	1980-82	Patricia A. Edwards	2006-2007
Irene Athey	1982-84	Norman A. Stahl	2007-2008
Lenore H. Ringler	1984-85	Kathleen A. Hinchman	2008-2009
P. David Pearson	1985-86	David Reinking	2009-2010
Jerry Harste	1986-87	Patricia Anders	2010-2011
M. Trika Smith-Burke	1987-88	Robert Jimenez	2011-2012
James V. Hoffman	1988-89	Richard Beach	2012-2013
Gerry Duffy	1989-90	Arlette Willis	2013-2014
Robert J. Tierney	1990-91	Janice Almasi	2014-2015
Donna E. Alvermann	1991-92	Patricia Enciso	2015-2016
Rebecca Barr	1992-93	Rebecca Rogers	2016-2017
James Flood	1993-94	Gay Ivey	2017-2018
Jane Hansen	1994-95		

AWARD RECIPIENTS

Albert J Kingston Award

Harry Singer (1985)	Donna E. Alverman (1997)	P. David Pearson (2008)
Irene Athey (1986)	Ronald P. Carver (1998)	Diane Barone (2009)
Frank Greene (1987)	Lea M. McGee (1999)	Cathy Roller (2009)
Thomas H. Estes (1988)	Lee Gunderson (2000)	Susan L'Allier (2010)
Michael L. Kamil (1989)	Linda B. Gambrell (2001)	Marla H. Mallette (2011)
M. Trika Smith-Burke (1990)	James V. Hoffman (2002)	Patricia A. Edwards (2012)
Edward B. Fry (1991)	Martha Ruddell (2003)	Norman Stahl (2013)
Patricia L. Anders (1992)	Peter Mosenthal (2004)	David Reinking (2014)
Jerry Harste (1993)	Colin Harrison (2005)	Kathleen Hinchman (2015)
Jerome A. Niles (1994)	Douglas K. Hartman (2006)	Fenice Boyd (2016)
John E. Readence (1995)	Michael McKenna (2006)	Eurydice Bauer (2017)
Richard Robinson (1996)	John McEneaney (2007)	Virginia Goatley (2018)

Arthur Applebee Award:

Ghiso, M. P. (2016). The laundromat as the transnational local: Young children's literacies of interdependence. <i>Teachers College Record</i> , 118 (1), 1 - 46. (2017)	Goldman, S. R., Britt, M. A., Brown, W., Cribb, G., George, M., Greenleaf, C., Lee, C. D., Shanahan, C. & Project READI (2016). Disciplinary literacies and learning to read for understanding: a conceptual framework for disciplinary literacy. <i>Educational Psychologist</i> , 51 (2), 219-246. (2017)	Stornaiuolo, A., Smith, A., & Phillips, N. C. (2017). Developing a Transliteracies Framework for a Connected World. <i>Journal of Literacy Research</i> , 49(1), 68-91. (2018)
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Distinguished Scholar Lifetime Achievement Award

Ann Brown (2000-2001)	Walter Kintsch (2009)	Gloria Billings (2015)
Louise Rosenblatt (2002)	Janet Emig (2011)	Allan Lake (2016)
Marie Clay (2003)	Michael Halliday (2012)	Shirley Brice Heath (2017)
Courtney B. Cazden (2004)	Keith Raynor (2013)	Luis Moll (2018)
Jerome Bruner (2007)	Marylyn Cochran-Smith (2014)	
Brian V. Street (2008)	Susan L. Lytle (2014)	

Early Career Achievement Award

Cynthia Brock (1999)	Melanie R. Kuhn (2005)	Kristen H. Perry (2012)
Joyce Many (1999)	Beth Maloch (2006)	Allison Skerrett (2013)
Elizabeth Birr Moje (2000)	Sharon Walpole (2007)	Amy Hutchinson (2014)
Lawrence R. Sipe (2001)	Nancy Frey (2008)	Steven J. Amendum (2015)
George Kamberelis (2002)	Misty Sailors (2009)	Tisha Lewis Ellison (2016)
Nell K. Duke (2003)	Leigh A. Hall (2010)	Amy Wilson Lopez (2017)
Rebecca Rogers (2004)	Julie Coiro (2011)	Anterio Garcia (2018)

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AWARD RECIPIENTS

Edward B. Fry Book Award

Elizabeth Bernhardt (1995)	P. David Pearson (2004)	Leigh Hall (2012)
Sarah Warshauer Freedman (1996)	Rebecca Barr (2004)	Leslie David Burns (2012)
David Reinking (1999)	Elaine Richardson (2005)	Elizabeth Edwards (2012)
Michael McKenna (1999)	Loukia K. Sarroub (2005)	Guofang Li (2013)
Linda D. Labbo (1999)	Guofang Li (2006)	JuliAnna Ávila (2014)
Ronald Kieffer (1999)	Patricia E. Enciso (2007)	Jessica Zacher Pandya (2014)
Sara Warshauer Freedman (2000)	Cynthia J. Lewis (2007)	Evelyn Anzpe (2015)
Elizabeth Radin Simons (2000)	Elizabeth Birr Moje (2007)	Teresa Colomer (2015)
Julie Shallhope Kalnin (2000)	Lawrence R. Sipe (2008)	Carmen Martínéz-Roldan (2015)
Alex Casareno (2000)	Randy Bomer (2009)	Kathy A. Mills (2016)
The M-Class Team (2000)	Leila Christenbury (2009)	Gerald Campano (2017)
Susan Florio-Ruane (2001)	Peter Smagorinsky (2009)	Maria Paula Ghiso (2017)
Cynthia Lewis (2002)	Mary M. Juzwik (2010)	Bethany J. Welch (2017)
Dennis J. Sumara (2003)	Patricia A. Edwards (2011)	Caitlin L. Ryan (2018)
Rebecca Rogers (2003)	Gwendolyn Thompson McMillon (2011)	Jill Hermann-Wilmarth (2018)
Michael L. Kamil (2004)	Jennifer D. Turner (2011)	
Peter B. Mosenthal (2004)		

Oscar S. Causey Award

Arthur S. McDonald (1967)	Monte Penney (Citation of Merit 1987)	Robert Calfee (2003)
Albert J. Kingston (1968)	Isabel Beck (1988)	Victoria Purcell-Gates (2004)
George D. Spache (1969)	P. David Pearson (1989)	Steven Stahl (2004)
George B. Schick (1970)	Ronald P. Carver (1990)	Annemarie Sullivan Palincsar (2005)
Homer L. J. Carter (1971)	Linnea C. Ehri (1991)	Michael L. Kamil (2006)
Al Lowe (1975)	John T. Guthrie (1992)	Scott G. Paris (2007)
Paul C. Berg (1978)	Kenneth S. Goodman (1993)	Taffy E. Raphael (2008)
Earl F. Rankin (1979)	Shirley Brice Heath (1994)	Barbara M. Taylor (2009)
Edward B. Fry (1980)	Robert Ruddell (1995)	Lesley M. Morrow (2010)
George R. Klare (1981)	Keith E. Stanovich (1996)	Linda B. Gambrell (2011)
J. Jaap Tuinman (1982)	Donna E. Alvermann (1997)	Jerry Harste (2012)
Joanna P. Williams (1983)	Kathryn H. Au (1998)	Yetta Goodman (2013)
Harry Singer (1984)	Rebecca Barr (1999)	Susan B. Neuman (2014)
S. Jay Samuels (1985)	Michael Pressley (2000)	Elfrieda H. Hiebert (2015)
Philip Gough (1986)	Patricia Ann Alexander (2001)	Kris D. Gutierrez (2016)
Richard C. Anderson (1987)	Connie Juel (2002)	Peter Johnston (2017)
		James V. Hoffman (2018)

P. David Pearson Scholarly Influence Award

Peter Johnson (2013)	Sheila W. Valencia (2015)	Timothy Shanahan (2017)
Nell Duke (2014)	Jana M. Mason (2016)	Keith Stanovich (2018)
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Marcia Riddle-Buly (2015)	Cynthia Shanahan and	

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AWARD RECIPIENTS

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Douglas K. Hartman (1990)	Emily M. Rodgers (1999)	Nathan Phillips (2011)
Joyce Holt Jennings (1990)	Rebecca Rogers (2000)	Blaine Smith (2011)
Sarah J. McCarthy (1991)	Nancy A. Place (2001)	Melody Zoch (2012)
J. Michael Parker (1991)	Kim Bobola (2002)	Angela Zapata (2013)
Debra K. Meyer (1992)	Yoon-Hee Na (2003)	Jaye Johnson Thiel (2014)
Janice F. Almasi (1993)	Rebecca Deffes Silverman (2004)	Beth Buchholz (2015)
Janet W. Bloodgood (1994)	Megan Madigan Percy (2005)	Dan Reynolds (2016)
Ann Watts Pailliotet (1994)	Antony T. Smith (2006)	Jennifer Reichenberg (2017)
Jane West (1995)	Elizabeth Stolle (2007)	Joy D. Erickson (2018)

J. Michael Parker Award

Robin Waterman (2006)	Holly Hungerford-Kresser (2009)	Diane Taveggia (2014)
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		Cheng, Ya-Fang	

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Godfrey, Vickie	Jang, Bong Gee	Lozano, Maritza	Panther, Leah
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Golden, Noah	Johnson, Andrea L.	Lupo, Sarah M.	Parker, Peter G.
Gordon Pershey, Monica	Johnson, Tracy	Lybeck, Rick	Patterson, Ashley
Graff, Jennifer	Johnston, Anthony	Lynch, Jacqueline	Paulick, Judy
Graham, Karen Kleppe	Johnston, Kelly C.	Lysaker, Judith	Peek, William Loyess
Green, Keisha Lynette	Johnston, Peter Tina	Machado, Emily	Peltier, Marliese
Gregory, Kristen Howell	Jones, Jill S.	MacPhee, Deborah	Pennington, Sarah E.
Grifenhagen, Jill	Jones, Stephanie Patrice	Maitra, Debalina	Perry, Kristen H.
Groenke, Susan Lee	Jordan, Jennifer	Malloy, Jacquelynn A.	Peterson, Nora

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Pilgrim, Jodi Louise	Ryan, Caitlin	Tenore, Blake	Wright, William Terrell
Player, Grace D.	Saal, Leah Katherine	Thailkill, Laurie	Xiao, Bing
Plummer, Emily C.	Sanderson, Christopher	Thein, Amanda	Xu, Yunying
Popp, Jacquelynn	Savitz, Rachele Sarah	Thoma, Jennifer M.	Yoo, Monica S.
Porco, John B.	Scales, Roya Q.	Tian, Zhongfeng	Young, Craig A.
Potratz, Claudia	Schey, Ryan	Toliver, Stephanie Renee	Yuan, Ting
Pozzobon	Schoonover, Nina R.	Tondreau, Amy Leigh	Zammit, Katina
Powell, Rebecca	Schutz, Kristine M.	Torres, Francisco Luis	Zhang, Xuezi
Pratt, Kristen L.	Sciurba, Katherine	Traga Philippakos, Zoi A.	Zoch, Melody
Pratt, Sharon Marie	Serafini, Frank	Trainin, Guy	
Pressley, Tim	Shaw, Donita	Trigos-Carrillo, Lina	
Protacio, Selena	Shepard-Carey, Leah	Van Wig, Ann	
Pytash, Kristine	Shiel, Gerry	Varga-Dobai, Kinga	
Qin, Kongji	Shimek, Courtney	Vasinda, Sheri	
Quinn, Margaret	Shin, Jaran	Vaughan, Andrea	
Ferguson	Silvestri, Katarina	Vehabovic, Nermin	
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Roberts, Leslie Dawn	Sosnowski, James	Waymouth, Heather	
Robertson, Dana A.	Sowa, Patience Adjekai	Whitacre, Michelle	
Robertson, Marla K.	Spiering, Jenna	White, Kristen L.	
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Rowell, Jennifer	Svrcek, Natalie Sue	Wood, Raquel	
Roy-Campbell, Zaline			

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 Luncheon:

Thursday, December 5, 2019, 12:00 pm to 1:00 pm, Grand Salon A

STAR Mentoring Session (Closed Event):

Thursday, December 5, 2019, 1:15 pm to 2:45 pm, Florida Salon I & II

ERM/STAR Reception:

Thursday, December 5, 2019, 7:30 pm to 9:00 pm, Terrace Room

STAR Fellow Research Showcase:

Friday, December 6, 2019, 1:15 pm to 2:45 pm, Grand Salon C

STAR Fellow & Mentors Breakfast:

Saturday, December 7, 2019, 7:00 am – 8:30 am, Florida Salon IV

STAR Program Cross-Cohort Research Showcase and Mentoring Session:

Saturday, December 7, 2019, 8:45 am – 10:15 am, Florida Salon IV

STAR Directors:

Mileidis Gort 2017-Present

Marcelle Haddix 2013-2017

Julia Lopez-Robertson 2010-2012

Jennifer Danridge Turner 2009-2010

STAR PARTICIPANTS

STAR FELLOWS AND MENTORS

2019-2021

Paty Abril-Gonzalez	<i>University of Texas at Austin</i>	Carmen Medina
Earl Aguilera	<i>California State University, Fresno</i>	Tisha Lewis Ellison
Rebecca Linares	<i>Montclair State University</i>	Patricia Baquenao-Lopez
Tran Nguyen	<i>Templeton University of North Texas</i>	Ana Christina da Silva Iddings
Bianca Nightengale-Lee	<i>Florida Atlantic University</i>	Latrise Johnson
Idalia Nuñez Cortez	<i>University of Illinois, Urbana-Champaign</i>	Carmen Martinez-Roldán
Tiffany Nyachae	<i>Buffalo State College, SUNY</i>	Jennifer Danridge Turner
Alicia Rusoja	<i>St. Mary's College of California</i>	Danny Martinez

2017-2019

Eliza Braden	<i>University of South Carolina</i>	Aria Razfar
Kisha Bryan	<i>Tennessee State University</i>	Jamal Cooks
Delicia Greene	<i>SUNY Albany</i>	Antero Garcia
Stephanie Jones	<i>Grinnell College</i>	Danny Martinez
Gilberto Lara	<i>The University of Texas Rio Grande Valley</i>	Grace Enriquez
Alice Lee	<i>Illinois State University</i>	Carmen Kynard
Claudia Rodriquez-Monica	<i>Santa Clara University</i>	P. Zitlali Morales
Patriann Smith	<i>Texas State University</i>	Ramón Martinez

2015-2017

April Baker Bell	<i>Michigan State University</i>	Tonya Perry
Maneka Deanna Brooks	<i>Texas State University</i>	Eurydice Bauer
Theda Gibbs	<i>Ohio University</i>	Yolanda Sealey-Ruiz
Bong Gee Jang	<i>Syracuse University</i>	Ramón Antonio Martínez
Lamar Johnson	<i>Michigan State University</i>	Jennifer Danridge Turner
Bonnie Jean (Williams) Farrier	<i>California State University Fullerton</i>	Carmen Kynard

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>Independent Scholar</i>	Aria Razfar

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STAR PARTICIPANTS

2011-2013

Marva Solomon	<i>Angelo State University</i>	Wanda Brooks
Silvia Noguerón-Liu	<i>University of Colorado - Boulder</i>	Patricia Enciso & Marjorie Orellana Faulstich
P. Zitlali Morales	<i>University of Illinois at Chicago</i>	Kathleen Hinchman

2010-2012

Tisha Ellison	<i>University of Georgia</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

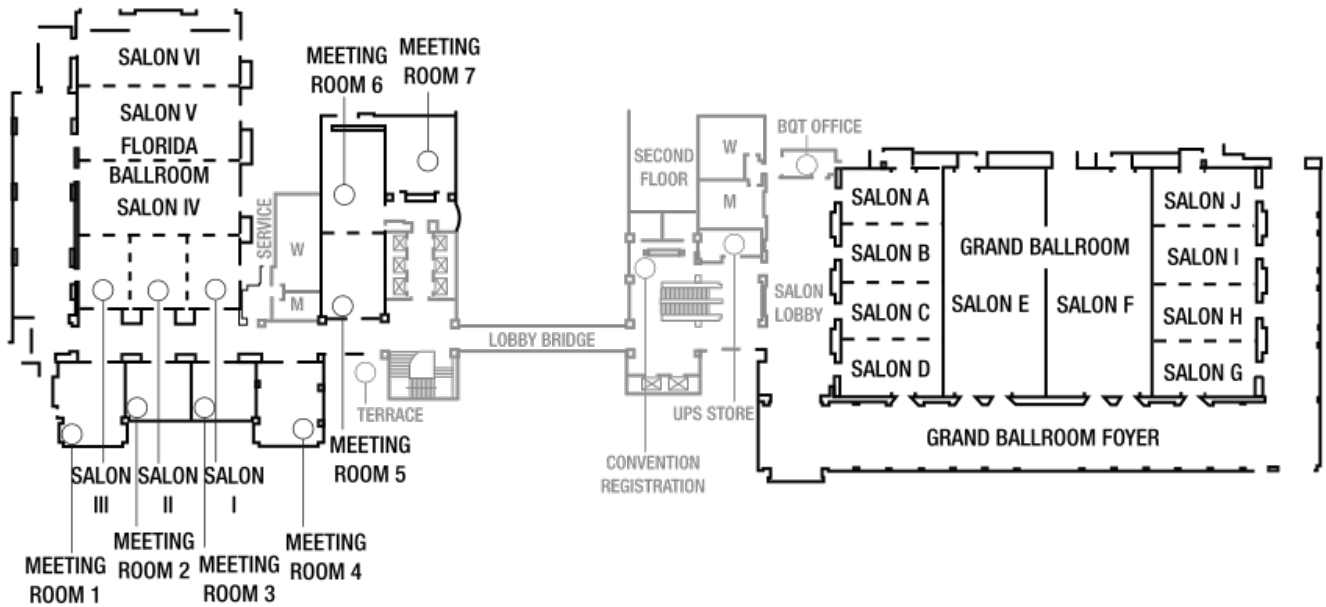
2009-2011

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



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ON THE COVER: *Dune Sunrise*

Dr. Taffy E. Raphael, Photographer
LRA Past President