



LITERACY
RESEARCH
ASSOCIATION

CROSSING BOUNDARIES AND BORDERS: IN PURSUIT OF EQUITY, SOLIDARITY, AND SOCIAL JUSTICE

72ND ANNUAL LRA CONFERENCE

NOVEMBER 29 - DECEMBER 3, 2022 PHOENIX, AZ



The theme of the 72nd Annual LRA Conference is intended to engage LRA in discovering the origins of our collective discontents through civil dialogue and to encourage activism that makes visible the unseen stirrings that act as barriers to pursuing equity, solidarity, and social justice for the diversity of students, families, and communities we seek to serve. To accomplish our goal, we must be prepared for action. Actions that propel us to cross the boundaries and borders that negatively impact literacy research, policies, and practices.

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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, 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 newsletter.

It also sponsors a website and listserv. To support these activities, LRA maintains a full-time 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>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

WELCOME

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

As the 2022 Conference Chair, I, along with the members of the Annual Conference Planning Committee, want to extend a heartfelt welcome to everyone attending the 72nd Annual Meeting of the Literacy Research Association in Phoenix, AZ! We are elated that you are here with us!

We want to extend a special welcome to all new LRA members, and those who are not members but are attending LRA for the first time to decide if they want to make LRA their professional home. May you leave this year's conference convinced this is the scholarly community where you will be nurtured and supported by an esteemed community of scholars and where your voice and perspectives about the development of lifespan literacies in a multicultural and multilingual world are valued.

This year has awakened a desire to forward and reclaim our lives by resuming old routines or creating new ones, renewing connections with old friends, and engaging in face-to-face interactions with others. Amid our increased optimism about improving health treatments and new concerns about new health challenges, we have had to face polarizing ideologies and actions that have created divisions within our respective social, political, and academic communities. These divisions have serious implications for the education of multicultural and multilingual children and youth and has global implications. It is in the midst of these challenges that we gather at this year's conference to renew our goal of "growing in solidarity to humanize literacy research and practice." We are mindful as we gather that policies and actions have been enacted to prevent all of our valued scholars and researchers from being with us this week.

The theme of the Literacy Research Association's 72nd Annual Conference is influenced by the words of African-American feminist poet, Audre Lorde, who said "It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences....I speak these words in an attempt to break that silence and bridge some of those differences between us, for it is not difference which immobilizes us, but silence. And there are so many silences to be broken."

Isabel Wilkerson, author of *Caste: The Origins of our Discontent*, further challenges us to address the longstanding and powerful issues that divide us and operate in silence in "search for the unseen stirrings of the human heart to discover the origins of our discontents."

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The 2022 theme, “Crossing Boundaries and Borders: In Pursuit of Equity, Solidarity, and Social Justice”, is intended to engage LRA in discovering the origins of our collective discontents through civil dialogue and to encourage activism that makes visible the unseen stirrings that act as barriers to pursuing equity, solidarity, and social justice for the diversity of students, families, and communities we seek to serve. To accomplish our goal, we must be prepared for action. Actions that propel us to cross the boundaries and borders that negatively impact literacy research, policies, and practices.

This year’s timely theme is poignantly captured in the 2022 Conference logo and is represented by a photography driven layout created by graphic designer, Stepheni Collins, who incorporated bleeding watercolors to represent the intersectionality of the theme, “Crossing Boundaries and Borders.” The photographs feature the faces of diverse group of children and youth, in and out of school contexts, whose educational outcomes are impacted by a multiplicity of intersecting economic, physical, and social challenges. The depictions are intended to stimulate conversations that lead to both advocacy and action.

It has been both an honor and privilege to serve as the Conference Program Chair for the 72nd Annual Conference and work cooperatively with this year’s conference planning team with Alfred Tatum, Co-Chair and Vice President; Amy Hutchison, Past Chair of the Technology and Digital Communications Committee; and the ASG Management Team of VJ Mayor, LRA Executive Director, Kelley Atkinson, Conference Services Director, Kendra Tyner, former Program Services Coordinator; and Will Johnson, current Program Services Coordinator. Their expertise, attention to detail, and enthusiasm for hard work to create the type of high-quality conference that you deserve and have come to expect is noteworthy.

The Area Chairs have worked diligently in reviewing proposals, arranging sessions, and identifying featured sessions. Their expert management of the review process is truly inspiring and speaks volumes about their dedication to the mission of LRA. I am forever grateful to both the Conference Planning Team and the Area Chairs for their efforts.

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We are enthusiastic about announcing the impressive slate of plenary speakers at the LRA 72nd Annual Conference and encourage you to participate in the full conference program. All the plenaries below will be held in the Grand Ballroom

- **David Yaden**, Professor, Teaching, Learning & Sociocultural Studies, Professor, Second Language Acquisition, Director, Center for Policy & Research on Children's Early Education, *University of Arizona* will deliver the Presidential Address, titled "*Chasing Shadows: Why There Cannot be a "Simple" Science of Literacy*" on Wednesday, November 30th, from 4:45 pm-6:00 pm. All attendees are invited to attend the Presidential Reception from 6:00 pm-7:30 pm in the Oasis Exclusive immediately following the address.
- **Arlette Willis**, Professor of Education, University of Illinois-Urbana Champaign will deliver the Oscar Causey address on Thursday, December 1st, from 10:15-11:45 am. The title of her address is "*Revolutionizing Literacy: The Life of Omar ibn Said, Written by Himself*."
- **Guadalupe Valdés**, Bonnie Katz Tenenbaum Professor of Education, Emerita at Stanford University, will present the Distinguished Scholar Lifetime Achievement Award Address on Thursday, December 1st, from 4:45-6:00 pm in a presentation titled, "*English Language Learners, Initial Reading, and Language Teaching: Can Language be Curricularized for Children?*"
- **Bryan Brayboy**, President's Professor in the School of Education, Arizona State University. The title of his speech, "*Thoughts on Boundaries and Borders: Toward Presence and Solidarity*" will take place on Friday, December 2nd, from 10:15-11:45 am.
- **Angela Valenzuela**, Professor, Department of Educational Leadership and Policy, Professor of Cultural Studies in the Department of Curriculum & Instruction, and Director of Texas Center of Educational Policy, University of Texas at Austin. Her presentation will take place on Friday, December 2nd, from 4:45-6:00 pm and is titled, "*Struggles for Inclusive Curriculum, Ethnic Studies, and Academic Freedom: Scholars' Responses to the Conservative Backlash in Texas*."

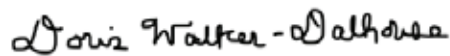
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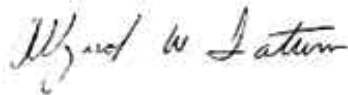
The **Integrative Research Review plenary session** will be held on Saturday, December 3rd from 10:30 a.m.-12:00 p.m. entitled a “*Review and Scholarly Syntheses as Anti-Racist Action.*” Panelist members include Catherine Compton-Lilly, Allison Skerret, Mary McVee, and Marcus Croom.

In closing, Al and I wish everyone an enlightening and engaging conference. As my West Indian extended family like to say, “Good company keep long hours.” May you enjoy the good company of fellow conferees and keep long hours in conversation about the critical issues of equity, solidarity, and social justice in literacy research, policy, and practice that more than ever demand our attention.

Sincerely and With Much Appreciation,



Doris Walker-Dalhouse
President-Elect and 72nd Annual Meeting Conference Chair



Alfred Tatum
Vice President and 72nd Annual Meeting Conference Chair

2022 LITERACY RESEARCH ASSOCIATION

IN MEMORIAM

Barbara Guzzetti

1948 - 2022



Barbara J. Guzzetti, Professor at Arizona State University, passed away on May 21, 2022. Her death was both a shock and a heartbreak for her friends, colleagues, and family. Barbara was a long-time and active member of NRC and LRA. She provided service to NRC/LRA and the profession at-large. She presented yearly at the conferences, and authored, convened, chaired many symposiums and special sessions. She authored distinguished books, chapters, and refereed articles. One of her publications, “Literacy in America: An Encyclopedia of History, Theory, and Practice” is a unique two-volume encyclopedia of the study and teaching of literacy in the US. Barbara’s list of academic credits, awards, and citations are endless. Her personal life has been as fulfilling as her academic one. She was known as a gourmet cook and an animal-rights activist. She was respected and loved by her many NRC/LRA colleagues and friends. I, for one, will miss her so very much. We will all miss Barbara and are deeply saddened by her loss to the community and beyond. Other close colleagues and professional friends share their tributes, memories, and thoughts of Barbara. With my love always to Barb. - Rona Flippo

Barbara Guzzetti was a life-long educator and researcher. I had the privilege of being her student, mentee, and friend. Over the 12 years I knew Barbara, she taught me not only how to be a researcher and educator, but about animals, wine, and friendship. Barbara loved research and often referred to it as her hobby. She was passionate about serving others and the literacy community. I know the impact she had on many students and colleagues will not be forgotten. Over the years, Barbara spoke about the pain of losing a mentor. She would share stories of her colleagues and their experiences. I can relate to those experiences, but Barbara was more than just a mentor to me, we were like family. I miss Barbara greatly. - Leslie Foley

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Barbara was the ultimate academic and friend. She was passionate to make a difference to the lives of young people and to recognize their practices as valuable. She was also very supportive of colleagues and her friends. Barbara loved a good glass of red wine, including Australian wines, entertaining her many friends and her dogs. She loved a good party. I miss her greatly. - Katina Zammit

For those among us (friends, colleagues, and family) who may have similar stories to share, I can remember two times in particular that Barbara's loyalty and kindness touched me. First, was her loyalty to her pet pig, Piglet. The two of us had arranged to meet at a restaurant in New Orleans following a full day of conferencing at a major literacy organization's annual meeting. While waiting at the bar for our table, we studied the menu. Barbara was stunned to see pork on the menu (she had called ahead to make sure pork wasn't an item). We were both famished, but Barbara headed to the door with me in tow. I suggested that the featured entree was likely not available because it was already 10 pm. She would have none of that and asked if I would join her someplace else in honor of Piglet. We were both dog lovers and I figured Piglet deserved the same respect we had for our pups. The second time occurred when Barbara was staying with me in Athens, GA as part of her sabbatical from ASU. I was training a German Shepherd at the time and felt I couldn't miss the weekly training sessions. I also knew Barbara was deathly afraid of that breed because of an unfortunate biting incident. Out of kindness to both Helga (my dog) and me, Barbara not only went with us to the training barn; she also wrote about Helga and sent a small bouquet of flowers when Helga passed several years later. As professional colleagues, Barbara and I shared common interests in researching popular culture and its implications for literacy education. I will miss her dearly and always cherish times to recall 'Barbara stories' with her other admirers. Rest in peace, Barbara - you are unique. - Donna Alvermann

To Barbara's family, many friends, and colleagues, I offer my sincere condolences and share your loss. Barbara was a generous, supportive, and enthusiastic academic colleague and friend to so many people. She championed the non-formal literacy practices of young people and was always ready to support others in their research and teaching in areas where she had expertise to offer. It was always a joy to catch up at conferences and mix serious academic conversation with quirky humor, catch up on the latest with "The Fur Kids" and share in her distinctive sense of proportion. Michele and I shared a magical afternoon poring over her hard copy zines collection -- the point of shared interest around which we first met. That memory will never fade, not least because of the way it consolidated our shared sense that some of the "most fun things in life" could and should become foci for serious literacy research. Above all, however, for me Barbara was a serious force for good in the world, and we have lost her at a time when we need as much of that as we can get. Rest in peace, Barbara, and thank you so much for being you. - Colin Lankshear

Barb's research spanned curriculum in science, teenzines, and research on the intersection of gender and literacy. As a longtime member of LRA, she was very generous in mentoring future scholars. Barb enjoyed dinners at LRA with colleagues and sharing research ideas, fine wines and great conversations. Despite a demanding schedule of research and mentoring doctoral students, Barb was an avid lap swimmer. - Tom Bean

Barbara welcomed and validated the efforts of younger scholars like me. Her generosity of spirit and seriousness about the work were contagious and unforgettable. - George Boggs



72nd LRA Annual Meeting
MAJOR ADDRESSES

All Major Addresses will take place in the Grand Ballroom.

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MAJOR ADDRESSES

David Yaden, Jr. – 2022 Presidential Address

Wednesday, November 30, 2022, 4:45 – 6:00 p.m.

Title: *Chasing Shadows: Why There Cannot be a “Simple” Science of Literacy*

Abstract:

The rhetoric of the reading wars has now become more than just an armchair academic debate, but is encoded now in the very laws, house and senate bills, and legislative policies of the majority of the states, policies which are, in turn, being powered by staggering sums of money such as the 90-million dollar investment of Fulton County, Georgia in a revamp of the failed NCLB initiative of two decades ago since, according to district officials, “Some college programs don’t sufficiently prepare future teachers to teach reading.” And Tennessee plans to spend 100 million dollars on their Reading 360—a program which stresses the development of “strong, phonics-based reading skills.”

In this address, I will contest the narrow perceptions of what has been called the science of reading movement, and focus rather upon another contender for the science throne—that of Developmental Science. Using examples from emergent bilingual children’s early writing, I will attempt to show that any “simple” model of reading not only wastes useful data about children’s literacy performances, but conflates the data with static states of being which, in turn, reduce the conceptual complexity of what is happening in terms of literacy development. As Vygotsky pointed out nearly 100 years ago, “To study something historically means to study it in motion . . . for only in movement does a body exhibit what it is.”

Developmental Science, a branch of psychology with deep roots in the child study movement around the turn of the 20th century, is a field devoted to studying development “in motion.” L. S. Vygotsky was a key figure in this movement early on, although under the name of *pedology*, and contributed substantially to the foundation principles in the field. Developmental Science’s definitive scholarly voice has been carried on and consistently represented by subsequent volumes of the *Handbook of Child Psychology* (1946, 1954, 1970, 1983, 1998, 2006) with its most recent edition entitled the *Handbook of Child Psychology and Developmental Science* (2015).

Although Vygotsky himself passed long before the first volume was published in 1946, his perspectives on child development, learning, and literacy are well represented nonetheless. Vygotsky wrote,

If we should want to summarize the practical requirements and express them in a single position, then we could say that consideration of the problem leads us to the requirement to teach a child written language and not writing the alphabet. (p. 147).

Developmentally speaking, my contention is that models based upon the science of reading demand a slavish focus on the alphabet and figural convention. However, current research in Developmental Science urges us to



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do the opposite, as did Vygotsky, Piaget and other developmental theorists such as Urie Bronfenbrenner, Gerald Edelman, and Michael Tomasello. Developmental Science challenges the literacy field to embrace the complexity of the developmental processes, and as Vygotsky further argued, “bring the child to an internal understanding of writing” in whatever language that may be.

Biography:

David B. Yaden, Jr. (Ph.D., University of Oklahoma) is the Jewell M. Lewis Endowed Distinguished Professor of Literacy, President of the Literacy Research Association and Professor of Language, Reading and Culture in the Department of Teaching, Learning and Sociocultural Studies in the College of Education at the University of Arizona. He also holds affiliate faculty positions in the Department of Public and Applied Humanities, College of Humanities, and the Interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching. In addition, he serves as Co-Director of the Research Group on Child Development, Research and Policy and as Director of the Eye-Movement Miscue Analysis Laboratory in the College of Education. Prior to his present position at the University of Arizona, he held faculty appointments at the University of Oklahoma, Emory University, the University of Houston, the University of Southern California and was a Visiting Professor & Scholar at Boston University.

Dr. Yaden served as co-editor (with Patty Anders) of LRA’s flagship journal, the *Journal of Literacy Research* (2013-2016), and is currently the co-editor (with Theresa Rogers) of the forthcoming **Literacies and Languages** volume of the *International Encyclopedia of Education*, containing the research contributions of 100 scholars world-wide, both in the Global North and South, addressing multiple topics across the field of literacy studies. Yaden also was a Principal Investigator (1997-2002) in the federally funded *Center for the Improvement of Early Reading Achievement* (CIERA) where he created and supervised the implementation of an early literacy curriculum for Spanish-speaking preschoolers in inner-city Los Angeles. Most recently in Arizona, he directed a statewide consortium of researchers from Arizona’s three major universities (University of Arizona, Arizona State University, and Northern Arizona University) in the evaluation of the state’s early childhood initiative, *First Things First*, an investment of \$27,000,000 in the study of over 9,000 children, ages birth–7 years-of- age, to evaluate health, developmental and educational factors contributing to school readiness.

Dr. Yaden’s research interests and specializations include developmental issues in early childhood education, the acquisition of literacy and biliteracy in young children, family literacy, theories of reading disability, microgenetic and developmental research design and the application of complex adaptive systems theory to growth in reading and writing. In addition to numerous journal articles and book chapters on various aspects of literacy in young children, Yaden’s publications include several, archival, state-of-the-field integrative reviews in such volumes as the *Handbook of Research Methods in Early Childhood Education* (2014) on developmental research design in early childhood, the *Handbook of Reading Research Volume III* (2000) on emergent literacy, the *Handbook of Research in the Teaching of the English Language Arts* (2003, 2011), on family literacy, and in subsequent volumes of the *Handbook of Research on the Education of Young Children* (2006, 2013) related to linguistically and culturally diverse children acquiring more than one language. He has presented his work regularly over the past four decades at professional meetings such as the International Reading Association, the National Association for the Education of Young Children, the Child Welfare League of America, the World Congress of Reading, the American Educational Research Association, the Literacy Research Association, the National Council of Teachers of English, the Jean Piaget Society, and the National Council for Research on Language and Literacy.

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Dr. Arlette Willis – Oscar S. Causey Address

Thursday, December 1, 2022, 10:15 a.m. – 11:45 a.m.

Title: *The Life of Omar ibn Said, Written by Himself*

Abstract:

The Library of Congress has acquired the Omar ibn Said Collection, including an exceptional artifact, the autobiography of Omar ibn Said, written in ancient Arabic by an African enslaved man. In this presentation, I analytically examine the role of literacy in Omar ibn Said's life as informed by African cultures, ethnicities, histories, languages, and literacies in the Senegambia region, and the history of Black literacy access in the US. In Arabic, Omar ibn Said stealthily applied sophisticated literacy skills to contest living under anti-Black racism and chattel enslavement through his rhetorical and strategic use of Quranic surahs and verses. Early translations and interpretations of his autobiography, filtered through Eurocentrism and White supremacy, failed to discern Omar ibn Said's proclamation of his humanity and bold condemnation of chattel enslavement. Africanist, Islamist, and Muslim scholars valorize his resilience as an African Muslim man who remained faithful to Islam under anti-Black racism, horrors of chattel enslavement, and attempts at Christian conversion. They also provide knowledge about centuries of literacy among people of African descent; expose the pervasiveness of White supremacy; and unveil the roots of deliberate anti-Black literacy laws, policies, and practices, historically and contemporaneously. Omar ibn Said's autobiography dismantles prevailing assumptions about people of African descent as sub-human, without culture, history, intellect, language, or literacy. To create an equitable and ethical approach to literacy: We must transcend the past and present, respect humanity, acknowledge literacy as a global construct, understand literacy as a human right, cultivate a critical consciousness, and require authenticated knowledge.



Biography:

Arlette Ingram Willis received her Ph. D. from The Ohio State University. She is a professor at the University of Illinois at Urbana-Champaign in the Department of Curriculum and Instruction, the division of Language and Literacy. Her scholarship interrogates how race and racism are framed in reading research, examines secondary pre-service English teacher education, and applies critical theories to literacy policy and research. Willis has on-going research collaborations with colleagues in Brazil, Columbia, and New Zealand who examine the influence of Paulo Freire's theorizing and instruction. Her books include *Teaching and Using Multicultural Literature in Grades 9-12: Moving Beyond the Canon* (1998), *Reading Comprehension Research and Testing in the US: Undercurrents of Race, Class, and Power in the Struggle for Meaning* (2008); and forthcoming *Anti-Black*

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Racism and anti-Black Literacy in the US. In addition, she has co-edited four books *Multiple and Intersecting Identities in Qualitative Research* (with B. Merchant, 2001); *Multicultural Issues in Literacy Research and Practice* (with G. Garcia, R. Barrera, & V. Harris, 2003); *On Critically Conscious Research: Approaches to Language and Literacy Research* (with M. Montovan, H. Hall, C. Hunter, L. Burke, & A. Herrera, A., 2008); and *Affirming Black Students' Lives and Literacies: Bearing Witness* (with G. Thompson-McMillan & P. Smith). Willis has published numerous referred articles, book chapters, book reviews, and monographs. She also has served as co-editor (with D. Bloome) for the National Council of Teachers of English Literacy Book Series, and co-editor (with V. J. Harris) for the American Education Research Journal, *Teaching, Learning, and Human Development*. Willis has received national meritorious awards, including the John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship, Reading Hall of Fame, and the Oscar S. Causey Award. She is a Fulbright Scholar (2013-2014), past president of the Literacy Research Association (2014), and past president of the National Conference on Research in Language and Literacy, (2007-2008). In addition, at the University of Illinois she has received several awards for her scholarship: University Scholar Award, 2000; Campus Award for Excellence in Guiding Undergraduate Research, 2001; and University Distinguished Teacher/Scholar, 2002-2003; as well as several College of Education awards Distinguished Scholar Award, 1999; Outstanding Undergraduate Teaching Award, 1998, 2000; and Distinguished Teaching Career Award, 2010.

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Dr. Guadalupe Valdés – *Distinguished Scholar Lifetime Achievement Award Presentation*

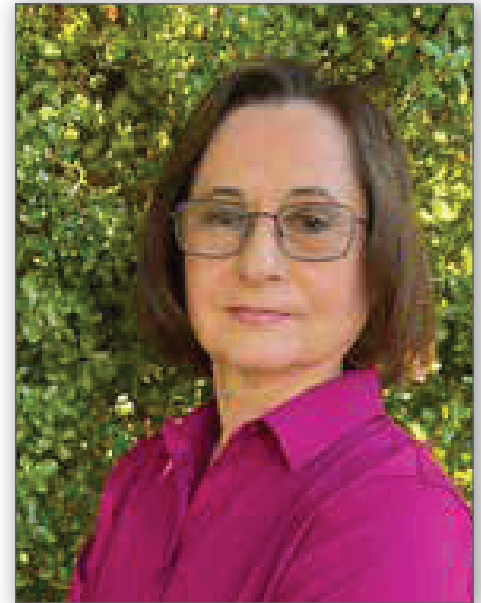
Thursday, December 1, 2022, 4:45 p.m. – 6:00 p.m.

Title: *English Language Learners, Initial Reading, and Language Teaching: Can Language be Curricularized for Children?*

Astract:

In this presentation, I draw from long term concerns about the relationship between oral language and beginning reading in the case of Latino English language learners. Informed by current problematizations of language itself in the field of applied linguistics, I focus on the challenges of *curricularizing* language in school settings, that is, of formally “teaching” English as a second language to young children.

I specifically problematize language instruction as it takes place in classroom settings and the impact of this practice on minoritized students.



Biography:

Guadalupe Valdés is the Bonnie Katz Tenenbaum Professor of Education, Emerita at Stanford University. Much of her work has focused on the English-Spanish bilingualism of Latinos in the United States and on discovering and describing how two languages are developed, used, and maintained by individuals who become bilingual in immigrant communities. Her books include *Bilingualism and testing: A special case of bias* (Valdés & Figueroa, Ablex, 1994), *Con respeto: Bridging the distance between culturally diverse families and schools* (Teachers College Press, 1996), *Learning and not Learning English* (Teachers College Press, 2001) *Expanding Definitions of Giftedness: Young Interpreters of Immigrant Background* (Lawrence Erlbaum, 2003), *Developing minority language resources: The case of Spanish in California* (Valdés, Fishman, Chavez & Perez, Multilingual Matters, 2006) and *Latino Children Learning English: Steps in the Journey* (Valdés, Capitelli & Alvarez, Teachers College Press, 2010). Valdés has also carried out extensive work on teaching, maintaining and preserving heritage languages among minority populations. Her early publications in this area include edited volumes, journal articles and language textbooks. Valdés is an elected member of the American Academy of Arts and Sciences, and the American Academy of Education.

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Dr. Bryan Brayboy – *Friday Morning Plenary Session*

Friday, December 2, 2022, 10:15 a.m. – 11:45 a.m.

Title: *Thoughts on Boundaries and Borders: Toward Presence and Solidarity***Abstract:**

“In this talk, I will address two points. First, that structural oppression cannot be addressed one-dimensionally. And second, that coalitions are critical to undermining forms of structural oppressions. Utilizing a concept called Terrortory (a portmanteau of terror and territory), I look at the ways that borders and boundaries have been shaped around lands, waters, and the use of violence in maintaining power structures. I am guided by the question: What might happen if we build coalitions to address seemingly un-related challenges and broken structures? I will offer examples of what coalitions can look like.”

Biography:

Bryan McKinley Jones Brayboy (Lumbee) is President’s Professor, Senior Advisor to the President, and Vice President of Social Advancement at Arizona State University. He is a Fellow of the American Educational Research Association and Member of the National Academy of Education.



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Dr. Angela Valenzuela – Friday Evening Plenary Session

Friday, December 2, 2022, 4:45 p.m. – 6:00 p.m.

Title: *Struggles for Inclusive Curriculum, Ethnic Studies, and Academic Freedom: Scholars’ Responses to the Conservative Backlash in Texas*

Abstract: Against the backdrop of the robust Ethnic Studies Movement in Texas in the quest for curricular inclusion in Texas classrooms and textbooks, Angela Valenzuela presents on the conservative backlash to these efforts that took form during the (2021) 87th Texas Regular Legislative Session in the form of House Bill 3979, a bill that inaugurated the right-wing movement against the so-called teaching of Critical Race Theory (CRT) in K-12 education coupled with a ban on books addressing content that the Texas GOP finds objectionable. Although it was quickly superseded in a special legislative session by an even more restrictive Senate Bill 3, the intent to negatively impact not solely the social studies curriculum, but also scholar-activists’ continuing pursuit of Ethnic Studies has nevertheless set into process a chilling effect on the teaching of race that is already playing out in Texas school districts. She focuses on the multi-faceted response to this by Ethnic Studies scholar advocates including, coalition building and organizing, as well as taking their banned books and precious knowledge to places in the community where they will be read and honored. Given the right’s desire to also impact higher education, Valenzuela will recount what Ethnic Studies scholar activists are doing to resist these efforts at the Texas State Board of Education, as well as in anticipation of the biennial 2023 Texas Legislative Session where such legislative proposals are expected to surface. Specifically, scholar activists will be advocating for legislation that establishes a pathway to high school graduation via the taking of high school Ethnic Studies courses.



Biography: Dr. Angela Valenzuela is a professor in both the Cultural Studies in Education Program within the Department of Curriculum & Instruction and the Educational Policy and Planning Program within the Department of Education Leadership and Policy at the University of Texas at Austin where she also serves as the director of the Texas Center for Education Policy. She is also the author of award-winning *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring* (1999) *Leaving Children Behind: How “Texas-style” Accountability Fails Latino Youth* (2005), and *Growing Critically Conscious Teachers: A Social Justice Curriculum for Educators of Latino/a Youth* (Teachers College Press, 2016). She also founded and operates an education blog titled, Educational Equity, Politics, and Policy in Texas.

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INTEGRATIVE RESEARCH REVIEW PANEL

Presenters: **Catherine Compton-Lilly, Marcus Croom, Mary B. McVee, and Allison Skerrett**

Saturday, December 3, 2022, 10:30 a.m. – 12:00 p.m.

Title: *Review and Scholarly Syntheses as Anti-Racist Action*

For 35 years, W.S. Gray published the annual *Summary of Investigations Relating to Reading* (1925-1960). Alongside these summaries were dozens of other reviews related to various aspects of literacy. Among the documents was a lone and troubling reminder of the historical silencing of African American voices in literacy scholarship. In short, there was one review, published in 1958 and ancillary to Gray's official *Summary Investigations*, entitled, "A Summary of Reading Investigations among Negro College Students, 1940-1954." This was the only review that named a population of color. This review was written by a well-established, but essentially forgotten, African American scholar, Leander L. Boykin¹. Boykin was the first African American scholar to receive a Ph.D. in education from Stanford University(1948) (Hood², 2001). His interest in making sense of bodies of educational scholarship led him to advocate for the inclusion of quantitative and qualitative data in order to "evaluate such correlative factors as the social and economic backgrounds of pupils and the educational climate in which classroom and school activities are conducted" (Boykin, 1957, p. 118). While Boykin's scholarly output remains impressive, his legacy of affecting the trajectory of review scholarship to include African American communities was minimal. In short, it was not until 1975 and again in 1976, that reviews focused on the experiences African American students were again published (see Somervill,³ 1975; Harber⁴ & Bryen, 1976).

This historical omission is significant and it is not a minor oversight. Scholarly reviews provide both novice and established scholars with macro views of our field. They focus on what is considered important and worthy of attention. It is with this history in mind that we have organized the Integrative Review Panel for LRA 2022. Across the papers presented in this panel, we explore silences and obfuscations relative to the voices of BIPOC scholars and the experiences of BIPOC communities. We view the public presentation of these syntheses as an intentionally anti-racist act designed to name, describe, and celebrate the contributions of BIPOC scholarship. We are confident that the LRA community will find this work impressive, inspiring, and important.

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- 1 Boykin, L. L. (1957). Who is the exceptional child?. *The Elementary School Journal*, 58(1), 42-47.
 - 2 Hood, S. (2001). Nobody knows my name: In praise of African American evaluators who were responsive. *New Directions for Evaluation*, (92), 31-44.
 - 3 Somervill, M. A. (1975). Dialect and reading: A review of alternative solutions. *Review of Educational Research*, 45(2), 247-262.
 - 4 Harber, J. R., & Bryen, D. N. (1976). Black English and the task of reading. *Review of Educational Research*, 46(3), 387-405.

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A Metasynthesis and the Inclusion of Scholarship conducted by Black, Indigenous, People of Color

Catherine Compton-Lilly, University of South Carolina; co-authors Tisha Lewis Ellison, University of Georgia and Rebecca Rogers, University of Missouri, Saint Louis

After a brief introduction to methods for reviewing bodies of scholarship, Compton-Lilly presents a metasynthesis of studies related to family literacy that were conducted by BIPOC Scholars. Methodologically, she focuses on findings reported by sixteen BIPOC scholars whose work was published in or after 2000. Findings highlight family literacy as activism, conceptualizations of time and temporality, and family literacy as spiritual sacredness, healing, and joyful practice.



Catherine Compton-Lilly, University of South Carolina

Catherine Compton-Lilly is the John C. Hungerpillar Professor at the University of South Carolina. As a professor in the College of Education, Dr. Compton-Lilly's research has focused on family literacy practices, particularly the literacy practices of children from communities that have been underserved by schools. In her initial work, she documented the home and school literacy practices of eight of her former first grade students as they moved from elementary school through high school. In a current study, now in its thirteenth year, she is exploring the family literacy practices of children from immigrant families. Dr. Compton-Lilly has edited or authored eleven books and has authored multiple articles in major literacy journals including the *Reading Research Quarterly*, *Research in the*

Teaching of English, *The Reading Teacher*, *Journal of Early Childhood Literacy*, *Written Communication*, *Journal of Literacy Research*, and *Language Arts*. Dr. Compton-Lilly has a passion for helping teachers to support children in learning to read and write. Her interests include early reading and writing, student diversity, and working with families. She has a strong interest in teacher education and is currently documenting the exceptional teacher education practices at the University of South Carolina. Dr. Compton-Lilly holds emerita status at the University of Wisconsin Madison. She is currently serving as an Honorary Visiting Professor at National Tsing Hua University in Taiwan and completing a Fulbright Research and Teaching Fellowship in Taiwan.

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Characterizing and Traversing Racial Literacies Scholarship

Marcus Croom, Indiana University

At LRA 2020, then President-elect Dr. Gwendolyn Thompson McMillon invited six Black scholars to participate in a panel discussion related to Black Lives Matter and Literacy Research. Dr. Croom extends this conversation at LRA 2022, inviting participants to journey into and through *The Archive* (Croom et al., 2021) which includes texts, conversations, and voices related to that initial panel discussion. Crossing between inquiries and insights, this review will characterize racial literacies scholarship and highlight examples in order to present possibilities for traversing and advancing this essential literature toward post-White futures for all of us.



Marcus Croom, *Indiana University*

Marcus Croom is assistant professor in Literacy, Culture, and Language Education at Indiana University in Bloomington. As a race critical researcher, his inquiries focus on race and literacies within educator preparation and educator development in American schooling, specifically teaching and learning as practiced with the post-White orientation. He typically generates knowledge through practice of race theory (PRT), case study, and qualitative methods, especially race critical practice analysis. His mission is to cultivate more human fulfillment and mitigate human suffering. Holistically, his work involves using research and experience to help individuals and groups develop racial literacies, which thereby advances the justice, diversity, equity, and inclusion efforts of schools, universities, businesses, organizations, and communities.

Banned Books and Banners for Change: Literacy Education for Troubled Times

Allison Skerrett, University of Texas at Austin

Dr. Skerrett examines recent research on how young people of color employ literacies to engage with their worlds. Drawing upon literacy research and mainstream social and political commentary, her paper explores how young people have fared in relation to a global health crisis, the heightened visibility of violence against Black and other marginalized people, and social and political unrest and activism, including the political censorship of texts. Skerrett posits that how young people have activated and deployed literacies provides an alternative to discourses about “learning loss” and a “Covid-19 Generation.” While these discourses may intend to address the vulnerabilities of young people, she names the possible re-inscription of deficit perspectives about young people.



Allison Skerrett, *The University of Texas at Austin*

Allison Skerrett is a Professor of language and literacy studies in the Department of Curriculum and Instruction at The University of Texas at Austin. She also serves as the Director of Teacher Education for the College of Education. Dr. Skerrett’s research centers on adolescent literacy and secondary English education in urban and transnational contexts. She has been a member of LRA since 2007 and has served in a number of roles, including as a member of the LRA Board of Directors (past) and an editor for the *Journal of Literacy Research* (present).

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Racial Positioning and Emotion in Stories of Literacy Educators: Transgressing Boundaries and Borders

Mary McVee, University of Buffalo, SUNY; co-authors Aijuan Cun, University of New Mexico and Kristian Douglas, Clark Atlanta University

In this metasynthesis, Mary McVee draws inspiration from Bonilla-Silva's (2019) concept of "racialized emotions" to explore relationships between racial positioning and emotion. The review examines published studies of teachers in teacher education or professional learning contexts that foregrounded race, literacy, and racialized positions through narratives, narrative research, or counter-narratives. To consider racialized emotions and positioning, the review addresses questions such as: What racialized emotions are explicitly identified by researchers? What racialized emotions are implicitly represented by researchers (e.g., present in participants' narratives but not addressed)? What is the relationship between positions and racialized emotions?



Mary McVee, *University at Buffalo, SUNY*

Mary B. McVee is Professor of Literacy Education and Director of the Center for Literacy and Reading Instruction at the University of Buffalo, SUNY. Her research interests traverse positioning theory; narrative, social and embodied learning; digital literacies and multimodality; multimodal communication and disciplinary literacies in children's engineering; and diversities of language, literacy, and culture. Her most recent book is: Roof, L., & McVee, M. B. (2020). *The experiences of refugee youth from Burma in an American high school: Countering deficit-based narratives through student voice*. New York: Routledge. She is currently lead editor on the *Routledge International Handbook of Positioning Theory* (McVee, Van Langenhove, Brock, & Christensen), the first interdisciplinary handbook on positioning theory.

2022 AREA CO-CHAIRS

Program Chairs

Conference Chair, Doris Walker-Dalhouse – *Marquette University*

Associate Conference Chair, Alfred Tatum – *Metropolitan State University of Denver*

Area 1: Preservice Teacher Education in Literacy

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Area 4: Literacy Assessment, Evaluation, and Public Policy

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Area 5: Early and Elementary Literacy Processes

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Area 6: Adolescent, College and Adult Literacy Processes

- Saba Vlach – *University of Iowa* – saba-vlach@uiowa.edu
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2022 AREA CO-CHAIRS

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

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

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

- Mark Lewis – *James Madison University* – lewis6ma@jmu.edu
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Area 10: Literacy Technology and Media

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Area 12: International Research on Literacy, Teaching and Learning

- Claudia Finkbeiner – *University of Kassel-Germany* – cfink@uni-kassel.de
- Jiening Ruan – *University of Oklahoma* – jruan@ou.edu
- Zaline Roy-Campbell – *Syracuse University* – zmroycam@syr.edu
- Mia Perry – *University of Glasgow* – mia.perry@glasgow.ac.uk

Area 13: Study Groups

- Aaron Johnson – *Farmington Public Schools* – amdj9265@gmail.com
- Rebecca Woodard – *University of Illinois-Chicago* – beccawoodard@yahoo.com
- Tori K. Flint – *University of Louisiana – Lafayette* – Tori.flint@louisiana.edu

Area 14: Other topics

- Kisha Bryan – *Tennessee State University* – kbryan@tnstate.edu
- Marla Robertson – *Utah State University* – mkrobertson2009@gmail.com
- Emily Rodgers – *The Ohio State University* – rogers.42@osu.edu

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STUDY GROUP ORGANIZERS

Adult, Family and Community Literacies Study Group

Leah Katherine Saal, *Loyola University Maryland*

Advancing Methodological Transparency: Equitable Pursuits for Learning with and from Historically Marginalized Communities

Matthew R. Deroo, *University of Miami*

Approaches to Discourse Analysis Study Group

Laura Taylor, *Rhodes College*

Approaches to Studying and Teaching Graphic Novels

Laura Taylor, *University of Tennessee, Knoxville*

Authoring as Multimodal Practice Study Group

Melanie Reaves, *Montana State University Billings*

Children's and Young Adult Literature

Amy Burke, *Texas Woman's University*

Critical Literacies and Climate Justice Study Group

Kristine M. Schutz, *University of Illinois- Chicago*

Rebecca Woodard, *University of Illinois-Chicago*

Crossing Boundaries and Borders with International Research:

Using Biographical Approaches and Indigenous Texts as a Vehicle to Ensure Equity, Solidarity and Social Justice

Claudia Hilde Finkbeiner, *University of Kassel*

Culturally Sustaining Literacy Pedagogy Study Group

Susan Cantrell, *University of Kentucky*

Judith Paulick, *University of Virginia*

Doris Walker-Dalhouse, *Marquette University*

Design-Based Experiments in Literacy Research

Ryan McCarty, *National Louis University*

Doctoral Student Innovative Community Group Study Group: The Speculative!

Scott Storm, *New York University*

Engaged Scholarship and Transformative Literacy Research

Mellinee Lesley, *Texas Tech University*

History of Literacy Study Group

Dixie Massey, *Seattle Pacific University*

Literacy and Identities Study Group

Christopher Wagner, *Queen's College - CUNY*

Literacy Lab/Reading Clinic Study Group

Cheryl Dozier, *University of Albany*

LRA Writing Research Study Group: Writing Assessment and Instruction in Preschool with Special Guests, Drs.

Deborah Rowe, Margaret Quinn, and Sonia Cabell

Zoi A. Traga Philippakos, *University of Tennessee*

"No Research on us, without us" Publicly Engaged Literacy Scholars Propose Repositioning of Research Literacy Traditions

Carolyn Colvin, *University of Iowa*

Roleplaying Games and Literacies

Karis Jones, *Empire State College*

Teacher Education Research Study Group (TERSG)

Marliese Peltier, *Ball State University*

Updating the What, Why, and How of a Pedagogy of Multiliteracies

Jayne C. Lammers, *University of Rochester*

Visual and Multimodal Research in Literacy Education:

Building Expansive Methodologies for Racial Justice

Angela Wiseman, *North Carolina State University*

Word Study: Phonics, Vocabulary, and Spelling

Diana Townsend, *University of Nevada, Reno*

Annie C. Ittner, *Western Oregon University*

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WEDNESDAY, THURSDAY, FRIDAY

Study Groups

Adult, Family and Community Literacies Study Group
AREA 13. Study Groups
Study Group
3:00 to 4:00 pm
Arizona Grand Resort & Spa: Kaibab

The Adult, Family and Community Literacies Study Group develops and supports diverse partnerships among scholars and raises awareness of the acute need for adult, family, and community literacies research. Each day, a set of scholars will facilitate participants' collaborative creation of an "unconference" agenda and host related conversations around the themes listed below. Wednesday: Adult Literacies Thursday: Community Literacies Friday: Family Literacies

Chair:
Tisha Lewis Ellison, *Associate Professor*

Presenter:
Leah Katherine Saal, *Loyola University Maryland*

**Advancing Methodological Transparency:
Equitable Pursuits for Learning with and from
Historically Marginalized Communities**
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Copperwood

The Multilingual and Transnational Innovative Community Group will examine humanizing and care-based (Paris & Winn, 2013; Vasudevan et. al., 2022) methodological approaches for learning with and from traditionally marginalized individuals within researcher settings. Drawing on critical

perspectives (Patel, 2015), this three day study group session invites attendees to reflect on how the borders of their own research processes may be entangled in colonial perspectives of power and consider productive ways forward centering community knowledge in research.

Chair:
Lenny Sanchez, *University of South Carolina*

Approaches to Discourse Analysis Study Group
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Palm 3C

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. Wednesday's session will feature an experienced discourse analyst sharing his approaches to research, while Thursday and Friday will allow attendees to engage in collaborative analysis and build future collaborations.

Chair:
Amy Vetter, *UNCG*

Presenter:
Mark Sulzer, *University of Cincinnati*

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Approaches to Studying and Teaching Graphic Novels

AREA 13. Study Groups

Study Group

12:00 to 1:00 pm

Arizona Grand Resort & Spa: Camelback A

This study group's purpose is to share empirical research and pedagogy using texts that combine words with images, with the ultimate goal of 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/sexuality in graphic novels and comics, features that represent and make them appeal to a wide variety of readers.

Chair:

Dani Kachorsky, *Independent Researcher*

Presenters:

Nicole Ann Amato, *University of Iowa*

Jenna Spiering, *University of South Carolina*

Ewa McGrail, *Georgia State University*

Lisa York, *Georgia State University*

Mark A. Lewis, *James Madison University*

Luke Rodesiler, *Purdue University Fort Wayne*

Authoring as Multimodal Practice Study Group

AREA 13. Study Groups

Study Group

12:00 to 1:00 pm

Arizona Grand Resort & Spa: Sierra 2

Study group goal: sustain dialogues/collaborative research about authoring as multimodal practice. 2022 sessions include: Day 1: Karen Ventura-Kalen will facilitate our thinking around Realizing Hidden Literacy Affordances through Multimodal Authoring & Forming Research Groups Day 2: Designing Scholarly Projects and Discussing Research and

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

Chair:

Melanie Reaves, *Montana State University Billings*

Presenter:

Karen Ventura-Kalen, *Eastern Washington University*

Children's and Young Adult Literature

AREA 13. Study Groups

Study Group

3:00 to 4:00 pm

Arizona Grand Resort & Spa: Palm 3B

This study group focuses on the application of theory to understand youth texts and the reciprocal use of youth texts as a lens for understanding literacy theories. We aim to further our understanding of youth texts as a part of everyday reading lives and classroom pedagogies, as meaning-making tools including critical understandings of the world, and as material and productive artifacts. This work will be situated within sociocultural, critical, and posthumanist theories of literacy.

Chair:

Amy Burke, *Texas Woman's University*

Discussants:

Aimee Hendrix, *Texas Woman's University*

Katie Priske, *University of Iowa*

Saba Vlach, *The University of Iowa*

Nicole Ann Amato, *University of Iowa*

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Critical Literacies and Climate Justice Study Group
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Lantana

This study group will discuss local, community-oriented and youth-serving climate justice work in and around central and southern Arizona; intersections of literacy and the land, with attention to history and race; and our roles as literacy researchers and teachers in a climate-just future.

Chairs:

Kristine M. Schutz, *University of Illinois - Chicago*
Rebecca Woodard, *University of Illinois Chicago*

Presenter:

Alfred Tatum, *MSU Denver*

Crossing Boundaries and Borders with International Research: Using Biographical Approaches and Indigenous Texts as a Vehicle to Ensure Equity, Solidarity and Social Justice
AREA 13. Study Groups
Study Group
3:00 to 4:00 pm

Arizona Grand Resort & Spa: Palm 3A

In 2022 the International Research on Literacy Teaching and Teacher Education Study Group will present small flashlight talks relating to a book that is coming up in 2023. Participants will meet presenters from all over the globe and will be invited to discuss findings and perspectives from the small presentations. Our goal is to promote literacy worldwide. We will focus on the role of cultural awareness, language awareness and indigenous literacies in teacher education internationally.

Chairs:

Bettina Buch, *University College Absalon*
Rahat Hasan Zaidi, *University of Calgary*
Zaline Roy-Campbell, *Syracuse University*

Discussants:

Desiree Pallais-Downing, *The University of Texas at Austin*
Chinwe Hope Ikpeze, *St. John Fisher College*

Culturally Sustaining Literacy Pedagogy Study Group
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Acacia

Culturally sustaining pedagogy (CSP) offers much promise in guiding teachers to create classroom environments and learning experiences that foster students' literacy/language development, identification with school, and critical consciousness. The Culturally Sustaining Literacy Pedagogy (CSLP) Study Group has met at LRA for the past seven years. This year the group will examine CSLP with regard to families and communities, tensions in CSLP, and disrupting whiteness.

Chair:

Susan Cantrell, *University of Kentucky*
Judith Paulick, *University of Virginia*
Doris Walker-Dalhouse, *Marquette University*

Design-Based Experiments in Literacy Research
AREA 13. Study Groups
Study Group
3:00 to 4:00 pm

Arizona Grand Resort & Spa: Noble

The annual conference theme: "Crossing boundaries and borders: In pursuit of equity, solidarity, and social

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justice” promotes the importance of recognizing, accepting, and celebrating differences, while simultaneously promoting activism. The tenets of this theme are consistent with the ideas of design-based research (DBR) which promotes the collaboration between teacher-education researchers and school-based partners (Hoffman et al., 2020). In essence, DBR promotes change and activism through the work that is conducted between researchers, educators, and schools.

Chair:

Ryan McCarty, *National Louis University*

Presenters:

Jenifer Jasinski Schneider, *University of South Florida*
James Robert King, *University of South Florida*
Alisa Leckie, *Georgia Southern University*
David Bwire, *TCNJ*

**Doctoral Student Innovative Community Group
 Study Group: The Speculative!
 AREA 13. Study Groups
 Study Group
 12:00 to 1:00 pm**

Arizona Grand Resort & Spa: Sierra 1

The DSICG Study Group brings together panels of scholars to support doctoral students. This year, we center notions of the speculative to imagine possibilities of literacy research. Wednesday: Speculative academe Renata Love Jones Autumn Griffin James Joshua Coleman Stephanie Reid Thursday: Speculative Learning Spaces & Civic Futures Nicole Mirra Antero Garcia Yolanda Sealey-Ruiz Lauren Leigh Kelly Friday: Speculative Research Methods. Jon Wargo Cati de los Ríos Earl Aguilera Vaughn Watson

Chairs:

Daniel P. Moore, *Stanford University*
Andrew O. del Calvo, *University of Pennsylvania*

Presenters:

Stephanie F. Reid, *University of Montana*
James Joshua Coleman, *San Jose State University*
Renata Love Jones, *Georgia State University*
Autumn Adia Griffin, *University of Pennsylvania*
Antero Garcia, *Stanford University*
Nicole Mirra, *Rutgers University*
Lauren Leigh Kelly, *Rutgers University Graduate School of Education*
Yolanda Sealey-Ruiz, *Teachers College, Columbia University*
Jon M. Wargo, *Boston College*
Cati de los Rios, *University of California Berkeley*
Earl Aguilera, *California State University, Fresno*
Vaughn W. M. Watson, *Michigan State University*

**Engaged Scholarship and Transformative
 Literacy Research
 AREA 13. Study Groups
 Study Group
 3:00 to 4:00 pm**

Arizona Grand Resort & Spa: Copperwood

Engaged scholarship is a paradigm of research that seeks to close the theory-practice gap through research that is co-constructed between university researchers and community partners. This study group will examine philosophical and pragmatic aspects of conducting engaged scholarship and concomitantly being a scholar-activist. The study group will also address the ways engaged scholarship supports the conference theme of “actions that propel us to cross boundaries and borders” through research that disrupts traditional expert-novice hierarchies.

Chair:

Mellinee Lesley, *Texas Tech University*

Presenters:

Whitney Beach, *Texas Tech University*
Elizabeth Stewart, *Texas Tech University*
Johanna Keene, *Texas Tech University*

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History of Literacy Study Group
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Sierra 3

In this study group, our purpose is to explore the history of our organization, the history of literacy, and the methodologies appropriate for historical research. We will consider the history of the organization by focusing on the LRA Awards and the people they were named after and early women leaders in LRA. Interwoven throughout the study session will be the methodologies used to study these contributions.

Chair:

Samuel DeJulio, *The University of Texas at San Antonio*

Presenters:

- Norman A. Stahl**, *Northern Illinois University*
- James Robert King**, *University of South Florida*
- Brian Flores**, *Salisbury University*
- Elaine Michelle Ferraro**, *Salisbury University*
- Courtney Verbiest**, *George Mason University*
- Karen Marshall**, *University of Texas at San Antonio*
- Joy Valentine**, *University of Illinois Chicago*
- Thilina Wickramaarachchi**, *University of Wyoming*
- Marcy Wilburn**, *University of Texas at San Antonio*
- Elaine Ferraro**, *Salisbury University*
- Courtney Verbiest**, *George Mason University*

Literacy and Identities Study Group
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Mesquite

The Literacy and Identities Study group provides a forum to explore current issues and topics related to the study of identities in the literacy field. Identity

studies broadly engage with the complexity of literacy by exploring how students and teachers make and remake ideas about who they are as readers and writers. Sessions will provide spaces for dialogues on issues in identity studies and opportunities to develop collaborations.

Chairs:

- Grace Enriquez**, *Lesley University*
- Chantal Francois**, *College of Education, Towson University*
- Katherine K. Frankel**, *Boston University*
- Christine Leighton**, *Emmanuel College*
- Tisha Lewis Ellison**, *Associate Professor*
- Lindsey Moses**, *Arizona State University*
- Christopher Wagner**, *Queens College, CUNY*

Literacy Lab/Reading Clinic Study Group
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Kaibab

The Literacy Lab/Reading Clinic Study Group is a longstanding study group for LRA attendees interested in working together to create effective and equitable learning environments for teachers, learners, and families. In this way, labs/clinics have long crossed boundaries through engagements focused on equity and access. During sessions, attendees problematize issues of practice within clinical teacher preparation and develop a collaborative research agenda to continue to strengthen literacy teacher preparation.

Chair:

Theresa Deeney, *University of Rhode Island*

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

LRA Writing Research Study Group: Writing Assessment and Instruction in Preschool With Special Guests, Drs. Deborah Rowe, Margaret Quinn, and Sonia Cabell
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Bougainvillea

As children begin to participate in writing events in early childhood, they are forming identities as writers at the same time they are learning about content, processes, and writing purposes. The preschool years represent a uniquely important time for children's initial exposures to literacy instruction; however, research suggests that literacy experiences in preschool often focus predominantly on reading-related processes, to the relative exclusion of writing. The session will address assessment and instruction in preschool.

Chair:

Zoi A. Traga Philippakos, *University of Tennessee*

"No Research on us, without us" Publicly Engaged Literacy Scholars Propose Repositioning of Research Literacy Traditions
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Camelback B

Our study group proposal mirrors the theme of the 2022 LRA conference to be border and boundary crossers as scholars. Facilitators propose a repositioning of research traditions to allow for, "No research on us, without us" (Appadurai, 2006). We describe how all can be researchers to reinscribe valued knowledges existing in communities when trust, mutual respect, and participant voice frame all aspects of the research process.

Chair:

Carolyn A. Colvin, *University of Iowa*

Presenters:

Alexandra Panos, *University of South Florida*

Christy Wessel-Powell, *Purdue University*

Kristin Valle Geren, *University of South Florida*

Kate Kedley, *Rowan University*

Stephanie Lynn Abraham, *Rowan University*

Katharine Hull, *University of South Florida*

Carolyn A. Colvin, *University of Iowa*

Roleplaying Games and Literacies
AREA 13. Study Groups
Study Group
3:00 to 4:00 pm

Arizona Grand Resort & Spa: Mesquite

This study group will engage with and discuss tabletop roleplaying games as a complex multiliteracies practice and as a format with implications for research methodology and literacy teaching and teacher preparation. Participants will share critical scholarship and empirical research about roleplaying games. Additionally, we will participate in and reflect on character creation (day 1), worldbuilding (day 2), and gameplay (day 3). We will also discuss and engage in key roleplaying game social practices like snacks.

Chair:

Sasha Karbachinskiy, *New York University*

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

**Teacher Education Research Study Group
(TERSG)
AREA 13. Study Groups
Study Group
3:00 to 4:00 pm**

Arizona Grand Resort & Spa: Desert Willow

Since 1991, TERSG has brought together teacher educators/researchers in a professional learning community to consider the preparation of excellent literacy teachers. TERSG has three primary purposes: To provide a forum for the exchange of information and ideas for teacher educators, to support individual and collaborative research efforts towards scholarship, and to challenge our own conceptions and beliefs as they relate to literacy teaching and learning.

Chairs:

Marliese Peltier, *Ball State University*
Ann Van Wig, *Eastern Washington University*

Presenters:

Marliese Peltier, *Ball State University*
Ann Van Wig, *Eastern Washington University*

**Updating the What, Why, and How of a
Pedagogy of Multiliteracies
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm**

Arizona Grand Resort & Spa: Noble

A revisit of the New London Group's Pedagogy of Multiliteracies is timely in light of current sociopolitical conditions. We must reconsider how to support youth's flourishing as critical designers of meaning and also prepare them to analyze and navigate complex ecologies of communication. Through structured dialogue, participants will re-examine and critically reflect on the continued applicability, or not, of the New London Group's

foundations, designs of meaning, and pedagogical practices and imagine future directions.

Chair:

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

Presenters:

Allison Skerrett, *The University of Texas at Austin*
Patriann Smith, *University of South Florida*
Tala Karkar Esperat, *Eastern New Mexico University*
Ankhi Thakurta, *University of Pennsylvania*
Matthew R. Deroo, *University of Miami*
Daniel Stockwell, *Clemson University*
Jayne C. Lammers, *University of Rochester*

**Visual and Multimodal Research in Literacy
Education: Building Expansive Methodologies
for Racial Justice
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm**

Arizona Grand Resort & Spa: Camelback C

The purpose of our study group is to amplify literacy research that uses visual and multimodal methodologies to promote educational equity and racial justice. During our study group, we will: 1) build community with scholars who utilize visual and multimodal methods for the purpose of educational equity for diverse children and youth; 2) provide a forum where ideas can be exchanged through presentations and interactive sessions; and 3) create opportunities to develop joint research projects.

Chairs:

Jennifer D. Turner, *University of Maryland*
Marva Cappello, *San Diego State University*

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[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

Word Study: Phonics, Vocabulary, and Spelling
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Desert Willow

The Word Study Study Group shares promising approaches and diverse perspectives on issues related to phonics, vocabulary, and spelling. Speakers will present and guide interactive discussions. Topics include: decodability and decodable texts, anglocentrism of spelling research, pre-service and in-service teacher development, and high leverage practices in phonemic awareness and phonics.

Chairs:

Amy Frederick, *University of Wisconsin - River Falls*

Anne C. Ittner, *St. Cloud State University*

Dianna R. Townsend, *University of Nevada, Reno*

Presenters:

David Lawrence Share, *University of Haifa*

Elfrieda H. Hiebert, *TextProject*

Nora Vines, *University of Tennessee Knoxville*

Jennifer Jordan, *UTK*

Hiawatha Smith, *University of Wisconsin-River Falls*

Kimberly L. Anderson, *East Carolina University*

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LITERACY RESEARCH: THEORY, METHOD, AND PRACTICE, VOL. 72

Call for Manuscripts

Editors of the 72nd volume of *Literacy Research: Theory, Method, and Practice* (LR: TMP) are accepting manuscripts presented at the 2022 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 also be found on the [LR: TMP page](#) of the Literacy Research Association website. For any questions, please email the editors at LRTMP@ua.edu.

MANUSCRIPTS DUE: Monday, February 13, 2023

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

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 (<https://mc.manuscriptcentral.com/lrtmp>) and email verification to LRTMP@ua.edu.

Thank you!

**To find out more about this publication and
access the current issues, access the [SAGE Website](#).**

EVENTS AT A GLANCE

Time	Event	Room
MONDAY, NOVEMBER 28, 2022		
5:00 p.m. – 7:00 p.m.	Registration	Ballroom Foyer
TUESDAY, NOVEMBER 29, 2022		
8:30 a.m. – 10:00 a.m.	Executive Committee Meeting & working Breakfast	Palm 3A & 3B
9:00 a.m. – 7:00 p.m.	Silent Auction & Posters.....	Ballroom Foyer
9:00 a.m. – 7:00 p.m.	Exhibit Hall Set-Up	Ballroom Foyer
10:30 a.m. – 12:30 p.m.	Board of Directors Training.....	Palm 3A & 3B
12:30 p.m. – 1:15 p.m.	BOD Lunch	Palm 3A & 3B
1:30 p.m. – 5:00 p.m.	Board of Directors Meeting	Palm 3A & 3B
3:00 p.m. – 8:00 p.m.	Registration Open	Ballroom Foyer
5:30 p.m. – 6:30 p.m.	Newcomer Welcome Reception hosted by Field Council.....	Palm Patio/Upper Lobby
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Lobby Bar

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[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

EVENTS AT A GLANCE

Time	Event	Room
WEDNESDAY, NOVEMBER 30, 2022		
7:00 a.m. – 5:00 p.m.	Registration	Ballroom Foyer
7:15 a.m. – 8:15 a.m.	Concurrent ICG Sessions	
7:15 a.m. – 8:15 a.m.	Sara Bruce McGraw Doctoral Student Networking Session	Palm 3A
8:00 a.m. – 5:00 p.m.	Exhibit Hall and Silent Book Auction	Ballroom Foyer
8:30 a.m. – 10:00 a.m.	Concurrent Sessions	
8:30 a.m. – 10:00 a.m.	Gender & Sexualities Standing Committee	Palm 3A
	Mentoring Program (open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities)	
8:30 a.m. – 10:00 a.m.	Roundtable Session 1	Palm 3D
10:15 a.m. – 11:45 a.m.	Concurrent Sessions	
12:00 p.m. – 1:00 p.m.	Study Groups	
12:00 p.m. – 1:00 p.m.	BIPOC Luncheon (Open to scholars who identify as BIPOC).....	Palm 3A & 3B
12:00 p.m. – 1:00 p.m.	STAR Luncheon (Closed Event).....	Palm 3D
1:15 p.m. – 2:45 p.m.	STAR Mentoring Session (Closed Event)	Palm 3D
1:15 p.m. – 2:45 p.m.	Concurrent Sessions	
1:15 p.m. – 2:45 p.m.	Roundtable Session 2	Palm 3C
3:00 p.m. – 4:30 p.m.	Concurrent Sessions	
3:00 p.m. – 4:30 p.m.	Roundtable Session 3	Palm 3D
4:45 p.m. – 6:00 p.m.	Presidential Address	Grand Ballroom
6:00 p.m. – 7:30 p.m.	President’s Reception	Oasis Exclusive
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Lobby Bar

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EVENTS AT A GLANCE

Time	Event	Room
THURSDAY, DECEMBER 1, 2022		
7:00 a.m. – 5:00 p.m.	Registration	Ballroom Foyer
7:00 a.m. – 8:30 a.m.	Thursday Poster Presenter Set-Up	Upper Lobby
7:00 a.m. – 8:30 a.m.	Reading Hall of Fame Breakfast and Induction Ceremony	Palm 3A
7:15 a.m. – 8:15 a.m.	Concurrent Standing Committees Sessions	
8:00 a.m. – 5:00 p.m.	Exhibit Hall and Silent Book Auction	Ballroom Foyer
8:30 a.m. – 10:00 a.m.	Reading Hall of Fame Inaugural Addresses.....	Palm 3A
8:30 a.m. – 10:00 a.m.	Concurrent Sessions	
8:30 a.m. – 10:00 a.m.	Roundtable Session 4	Palm 3D
8:30 a.m. – 10:00 a.m.	Poster Session 1	Upper Lobby
10:15 a.m. – 11:45 a.m.	Oscar S. Causey Award Session.....	Grand Ballroom
12:00 p.m. – 1:00 p.m.	Study Groups	
12:00 p.m. – 1:00 p.m.	ERM Intersectionality Brown Bag Discussion	Palm 3D
1:15 p.m. – 2:45 p.m.	Concurrent Sessions	
1:15 p.m. – 2:45 p.m.	Roundtable Session 5	Palm 3C
1:15 p.m. – 2:45 p.m.	STAR Peer Mentoring Session (Closed Event).....	Palm 3D
3:00 p.m. – 4:30 p.m.	Reading Hall of Fame Mentoring Session.....	Palm 3C
3:00 p.m. – 4:30 p.m.	Concurrent Sessions	
4:45 p.m. – 6:00 p.m.	Distinguished Scholar Lifetime Achievement Award Address	Grand Ballroom
6:00 p.m. – 7:30 p.m.	Thursday Poster Presenter Tear-Down.....	Upper Lobby
6:15 p.m. – 7:15 p.m.	Town Hall Meeting.....	Sierra Ballroom
7:30 p.m. – 9:00 p.m.	ERM/STAR Reception.....	Vista
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Lobby Bar

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EVENTS AT A GLANCE

Time	Event	Room
FRIDAY, DECEMBER 2, 2022		
7:00 a.m. – 5:00 p.m.	Registration	Ballroom Foyer
7:00 a.m. – 8:30 a.m.	Friday Poster Presenter Set-Up	Upper Lobby
7:15 a.m. – 8:15 a.m.	Concurrent Sessions – Award Committees	
7:15 a.m. – 8:15 a.m.	The National Council of Research on Language and Literacy (NCRL) Business Meeting	Palm 3D
7:15 a.m. – 8:15 a.m.	Journal of Literacy Research and LR:TMP Breakfast	Palm 3A & 3B
7:15 a.m. – 7:45 a.m.	Doctoral Student ICG Proposal Mentoring Project Breakfast.....	Palm 3C
7:45 a.m. – 8:15 a.m.	Doctoral Student ICG Business Meeting	Palm 3C
8:00 a.m. – 1:00 p.m.	Silent Book Auction Open	Ballroom Foyer
8:00 a.m. – 4:00 p.m.	Exhibit Hall Open	Ballroom Foyer
8:30 a.m. – 10:00 a.m.	Concurrent Sessions	
8:30 a.m. – 10:00 a.m.	Roundtable Session 6	Palm 3D
8:30 a.m. – 10:00 a.m.	Poster Session 2	Upper Lobby
10:15 a.m. – 11:45 a.m.	Friday AM Plenary.....	Grand Ballroom
12:00 p.m. – 1:00 p.m.	Study Groups	
12:00 p.m. – 1:00 p.m.	Past President’s Luncheon (Invitation Only)	Palm 3D
1:15 p.m. – 2:45 p.m.	Concurrent Sessions	

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[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

EVENTS AT A GLANCE

Time	Event	Room
FRIDAY, DECEMBER 2, 2022 CONTINUED		
1:15 p.m. – 2:45 p.m.	Roundtable Session 7	Palm 3D
1:15 p.m. – 2:45 p.m.	STAR Fellows Research Showcase.....	Palm 3C
3:00 p.m. – 4:30 p.m.	Concurrent Sessions	
3:00 p.m. – 4:30 p.m.	Roundtable Session 8	Palm 3D
4:00 p.m. – 7:00 p.m.	Purchase Silent Auction Books	Ballroom Foyer
4:45 p.m. – 6:00 p.m.	Friday PM Plenary	Grand Ballroom
6:15 p.m. – 7:00 p.m.	Annual Business Meeting.....	Grand Ballroom
6:00 p.m. – 7:30 p.m.	Friday Poster Presenter Tear-Down.....	Upper Lobby
7:00 p.m. – 8:30 p.m.	Doctoral Students ICG Happy Hour	Las Palmas
7:30 p.m. – 9:00 p.m.	STAR Reception (Closed Event)	Vista
9:00 p.m. – 11:00 p.m.	Vital Issues.....	Lobby Bar

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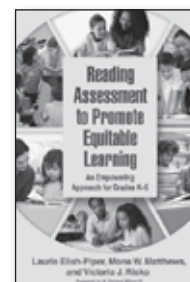
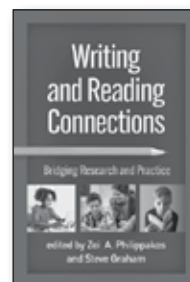
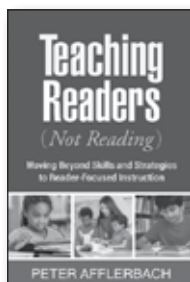
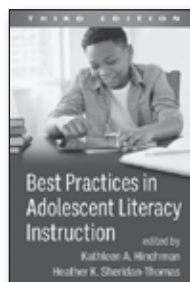
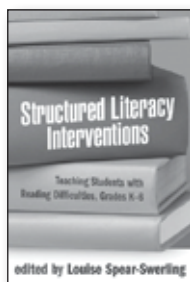
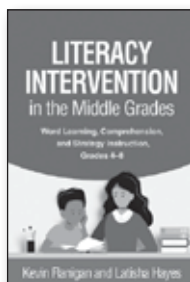
EVENTS AT A GLANCE

Time	Event	Room
SATURDAY, DECEMBER 3, 2022		
7:00 a.m. – 8:30 a.m.	Area Chairs’ Breakfast	Palm 3A & 3B
7:00 a.m. – 8:30 a.m.	STAR Fellow and Mentors Breakfast (Closed Event)	Palm 3C
7:00 a.m. – 12:00 p.m.	Registration	Ballroom Foyer
7:00 a.m. -11:00 a.m.	Purchase Silent Auction Books	Ballroom Foyer
8:45 a.m. – 10:15 a.m.	Concurrent Sessions	
8:45 a.m. – 10:15 a.m.	STAR Program Cross-Cohort Research Showcase	Palm 3C
10:30 a.m. – 12:00 p.m.	Integrative Research Review Panel	Grand Ballroom
12:15 p.m. – 1:00 p.m.	Executive Committee and Board of Directors Lunch	Palm 3B
1:00 p.m. – 1:45 p.m.	Executive Committee Meeting	Palm 3A
2:00 p.m. – 6:00 p.m.	Board of Directors Meeting	Palm 3A

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University of Utah Reading Clinic

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Florida International University



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Saint Mary's College of California

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Edited by Zoi A. Philippakos, PhD
and Steve Graham, EdD

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Mona W. Matthews, PhD
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Foreword by H. Richard Milner, PhD

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—Doris Walker-Dalhouse, PhD,
Marquette University

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NOVEMBER 28 - DECEMBER 2, 2023

Hilton Atlanta

255 Courtland St NE

Atlanta, GA 30303



Tuesday • November 29, 2022

72ND ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

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SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

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

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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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Registration Desk & Silent Book Auction
LRA Annual Conference Special Event

7:00 am to 5:00 pm

Arizona Grand Resort & Spa: Ballroom Foyer

Executive Committee Meeting & Working Breakfast
LRA Annual Conference Meeting

8:30 am to 10:00 am

Arizona Grand Resort & Spa: Palm 3A & 3B

Board of Directors Lunch
LRA Annual Conference Meeting

12:30 pm to 1:15 pm

Arizona Grand Resort & Spa: Palm 3A & 3B

Board of Directors Meeting
LRA Annual Conference Meeting

1:30 pm to 5:00 pm

Arizona Grand Resort & Spa: Palm 3A & 3B

Newcomer Welcome Reception
hosted by Field Council

LRA Annual Conference Reception

5:30 pm to 6:30 pm

Arizona Grand Resort & Spa: Palm Patio/Upper Lobby

Presenters:

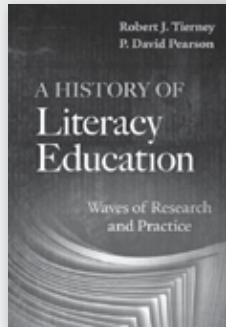
- **Kongji Qin**, *New York University*
- **Christopher Wagner**, *Queens College, CUNY*
- **Leslie Cavendish**, *High Point University*
- **Emily Hayden**, *Iowa State University*
- **James Joshua Coleman**, *San Jose State University*
- **Lindsey Moses**, *Arizona State University*
- **Kisha C. Bryan**, *Tennessee State University*

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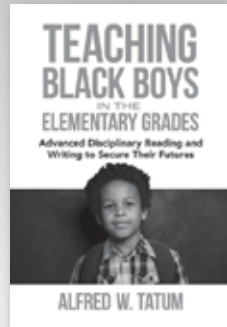
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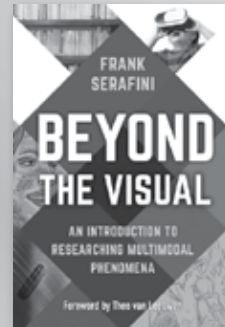
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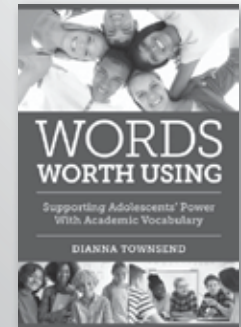
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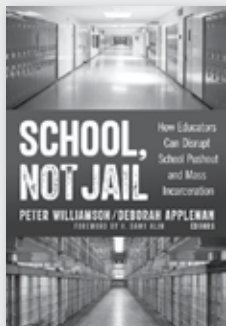
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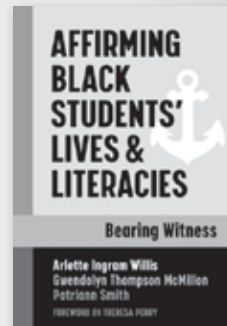
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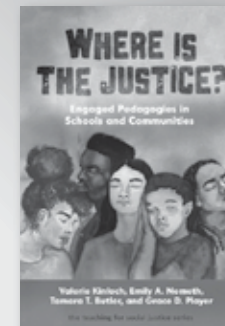
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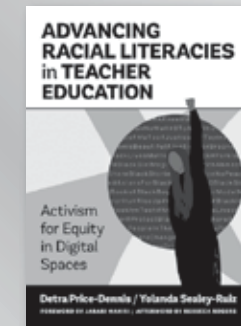
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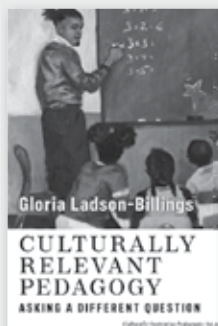


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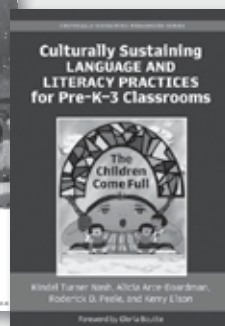


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Yolanda Sealey-Ruiz**

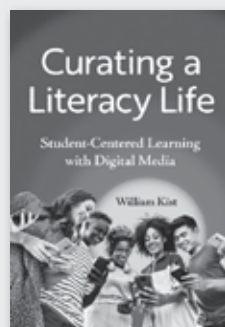
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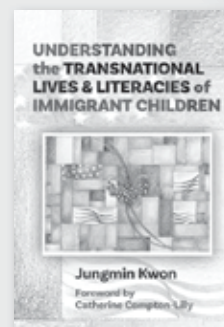
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Billings**



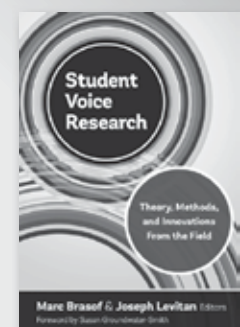
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SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

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

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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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WEDNESDAY PLENARY SPEAKER

Presidential Address
LRA Annual Conference Special Event
4:45 to 6:00 pm

Arizona Grand Ballroom

Introduction of STAR Fellows and Mentors

Jung Kim, *Lewis University* and **Arlette Willis**, *University of Illinois, Urbana-Champaign*

Student Outstanding Research Award Presentation

Jud Laughter, *University of Tennessee, Knoxville*

2022 Presidential Address

***Chasing Shadows:
Why There Cannot be a “Simple” Science of Literacy***

Presenter:

David B. Yaden, Jr, *University of Arizona*

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Registration Desk & Silent Book Auction

LRA Annual Conference

Special Event

7:00 to 5:00 pm

Arizona Grand Resort & Spa: Ballroom Foyer

Doctoral Students ICG Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Acacia

Formative Experiments & Design-Based Research

ICG Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Bougainvillea

Multilingual/Transnational ICG Committee

Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback A

Reading Clinic/Literacy Labs ICG Committee

Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback B

History ICG Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback C

International ICG Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback D

**Access to Technology:
Challenges, Constraints, and Rules**

AREA 10. Literacy Media and Technology

Paper Session

8:30 to 10:00 am

Arizona Grand Resort & Spa: Acacia

Chair:

Luis Enrique Perez Cortes, *University of Pittsburgh*

Discussant:

Matthew Korona, *George Mason University*

Participants:

- **“Taking Test and Creating Content Outside the Lines: An Examination of Elementary Students’ Literacy Practices with Technology in an Urban Charter School”**
Nakisha Darlene Whittington, *Virginia Commonwealth University*
- **Do rural schools provide equitable digital literacies instruction in Ontario? Pedagogical access as a systemic concern**
Michelle Schira Hagerman, *University of Ottawa*
Sima Neisary, *University of Ottawa*
- **Pre-adolescents’ Critical Media Literacy Skills during Pandemic Online Learning**
Tiffany Gallagher, *Brock University*
K. Taylor Downes, *Brock University*
Yvonne L. Messenger, *Brock University*
Diane R. Collier, *Brock University*

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**Towards Equitable Instructional Practices
Across Multiple Disciplines**

**AREA 14. Other Topics
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Bougainvillea

Chair:

Jackie Eunjung Relyea, *North Carolina State University*

Discussant:

Emily Rodgers, *The Ohio State University*

Participants:

- **Crossing boundaries in school subjects and school sectors: Teachers and students engaging with literacy in multiple disciplines**
Patrick J. Burke, *Dublin City University*
- **Towards equitable, diverse, inclusive, and accessible practices in digital literacy education: Findings from a pan-Canadian knowledge synthesis review**
Amélie Lemieux, *Université de Montréal*
- **It all adds up: Using literacy strategies to help parents support children's mathematical achievement**
Lilly Steiner, *Monmouth University*
Kerry Carley Rizzuto, *Monmouth University*
Vecihi Serbay Zambak, *Monmouth University*

Impacts and Identities of Literacy Coaches

**AREA 2. In-service Teacher Education/
Professional Development in Literacy
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback A

Chair:

Chelsey Bahlmann Bollinger, *James Madison University*

Discussant:

Chelsey Bahlmann Bollinger, *James Madison University*

Participants:

- **“They’re Just Struggling”: A Critical Analysis of the Chronotopic Identities and Discursive Negotiations of One Elementary Literacy Coach**
Courtney Samuelson, *North Carolina State University*
- **Understanding the Impacts of Literacy Coaching during COVID-19**
Tanya S. Wright, *Michigan State University*
Lori Bruner, *University of Alabama*
Lisa C. Hendricks, *Michigan State University*
Allison Phillippe, *Michigan State University*
- **Literacy Coaching Roles Re-Imagined during COVID-19 Pandemic**
Katia Ciampa, *Widener University*
Suzanne Fanelle, *West Chester Area School District*
Rosemarie Jagielo-Manion, *West Chester University*
Gwen Quinn, *School district of Phila*
Audrey Gormley, *Widener University*

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**Navigating Information: Finding What You
Need in a Vast Online Environment**

**AREA 10. Literacy Media and Technology
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback B

Chair:

Alexandra Panos, *University of South Florida*

Discussant:

Earl Aguilera, *California State University, Fresno*

Participants:

- **The Sensemaking Ecosystems of Youth
Navigating the COVID-19 Information
Landscape**
Maren Aukerman, *University of Calgary*
David Scott, *University of Calgary*
Catherine Burwell, *University of Calgary*
Michelle Laura Bence Mathezer, *University of
Calgary*
G Galicia Solon Blackman, *University of Calgary*
Jaime Alvaro Paredes Paez, *Researcher*
- **Transcultural Information Literacy: Chinese
International Students Navigating Across
Multiple Digital Spaces**
Huan Gao, *University of Florida*

**Navigating Social & Emotional Complexities
During Student Teaching**

**AREA 1. Pre-service Teacher Education
in Literacy
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback C

Chair:

Roya Qualls Scales, *Western Carolina University*

Discussant:

Renee Moran, *East Tennessee State University*

Participants:

- **Preservice Teachers' Critical Emotional
Responses to Student Teaching Incidents**
Taylor Rose-Dougherty, *University of Louisville*
Mike P. Cook, *Auburn University*
James S. Chisholm, *University of Louisville*
- **The Dialogic Positioning of School-Based
Mentors and Pre-Service Teachers during
Student Teaching**
Vicki S. Collet, *University of Arkansas*

**Possibilities for Justice-Oriented Literacy
Support for Middle, Secondary, and Adult
Learners**

**AREA 6. Adolescent, College, and
Adult Literacy Processes
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback D

Chair:

Carolyn A. Colvin, *University of Iowa*

Participants:

- **Insights from the Inside: How Middle-School
Teachers Use Knowledge and Discourse with
Nonfiction Text**
Jennie Baumann, *Michigan State University*

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- **Leveraging the Secondary Language Arts Common Core State Standards to Teach Marginalized Histories and Ideas: Possibilities from Teacher-Researchers**
Victor Lozada, *Texas Woman's University*
Mandy Stewart, *Texas Woman's University*
Christina Salazar, *Texas Woman's University*
Christina Marie Thomas, *Texas Woman's University*
Phylcia Anderson, *Texas Woman's University*
- **Resilience, Resistance, and Reimagining: Critical Digital Literacies of Adult Job Seekers in a Public Access Computer Lab**
Jennifer Kobrin, *Graduate School of Education, University of Pennsylvania*

Reading and Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Paper Session 8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback F

Chair:
Steve Amendum, *University of Delaware*

Discussant:
Lori Czop Assaf, *Texas State University*

- Participants:**
- **Expanding the Science of Reading for Multilingual Learners: A Systematic Review of Systematic Reviews**
Jonathan M. Kittle, *University of Delaware*
Steve Amendum, *University of Delaware*
Christina M. Budde, *University of Delaware*
 - **Spanish Reading Development: The Miscues of Third and Fifth Graders in Dual Language Programs**
Lisa Domke, *Georgia State University*

- **“What’s the Point?” Disrupting Reading Intervention in the Multilingual Classroom through Translanguaging Pedagogies and Borderlands Theory**
Laurie Elisabet Hahn Ganser, *University of Minnesota - Twin Cities*

A Time of Crisis: Healing Youth Across Borders and Boundaries

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Paper Session 8:30 to 10:00 am

Arizona Grand Resort & Spa: Copperwood

Discussant:
Matthew R. Deroo, *University of Miami*

- Participants:**
- **Critical literacy with migrant youth: Crossing borders between school and home**
Jennifer H. Alford, *Queensland University of Technology*
 - **Lessons from COVID-19: Newcomer youth self-advocacy in a time of crisis**
Rahat Hasan Zaidi, *University of Calgary*
Michelle Veroba, *Brooks Composite High School-Grasslands School Division*
Marigona Morina, *University of Calgary*
Chantal Palmer, *University of Calgary*
 - **Youth Participatory Action Research (YPAR) and the use of digital literacies for racial healing across boundaries**
Joanna Veronique Maravilla, *Lewis University*
Jung Kim, *Associate Professor*
Tenille Allen, *Professor*

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**Bringing Joy to Literacy Learning
for Students of Color****AREA 1. Pre-service Teacher Education
in Literacy
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Desert Willow

Chair:Kevin Michael Leander, *Vanderbilt University***Discussant:**J. Hannah Park, *UTSA***Participants:**

- **Creating Racially Affirming Storybooks for Children of Color: A Well-Being Centered Approach**
Judith Dunkerly, *Old Dominion University*
Kristine Sunday, *Old Dominion University*
Jasmyn Jones, *Old Dominion University*
- **Playing in the Digital Space: Exploring the Use of a Multimodal Playspace in Literacy Teacher Preparation to Support Diverse Learners**
Julia Hagge, *The Ohio State University*
Margaret Krause, *University of South Florida*
- **Textualizing in Literacy Teacher Education**
Susan Nichols, *University of South Australia*

**Player-Response: Understanding Processes of
Play and Collaborative Meaning-Making****AREA 9. Text Analysis, Adult, Children's,
and Young Adult Literature
Symposium
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Kaibab

This collection of papers investigates an array of play-based literacies from gameplay, to role-play, to cosplay.

Building on theories of reader-response, our empirical studies problematize the ways that reading is typically framed between readers, authors, texts, and contexts. So, we ask: How can playful literacies be expanded to address the complex processes of play-based meaning-making? Our findings propose a heuristic that accounts for the emergent, ontological, affective, and political dimensions of play-based literacies.

Chair:Tori K. Flint, *University of Louisiana at Lafayette***Discussant:**Frank Serafini, *Arizona State University***Participants:**

- **“You’re definitely more recognizable”: Co-authoring in cosplaying interactions**
Karis Jones, *SUNY Empire State College*
- **“I also have another person, who is like... inside me”: Mapping player ontology across the game, metagame, and intertext of a role-playing campaign**
Alex Corbitt, *Boston College*
- **“It’s about learning to read and be read”: Affective and embodied expansions to playful literacies education through dramatic improvisation**
Laura Janel Carter-Stone, *Vanderbilt University*
- **We Cast Counterspell!: Political, speculative, & transmedial readings as critical production in queer youth’s roleplaying games**
Scott Storm, *New York University*

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Refugee and Immigrant Student Voices

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Lantana

Chair:

Christopher Wagner, *Queens College, CUNY*

Discussant:

Xia Chao, *Duquesne University*

Participants:

- **Hearing the voices of refugee students: The effect of visualization instruction on personal writing of English Language Learners in the intermediate grades**
Ekaterina Midgette, *St. John's University*
Priti Haria, *Stockton University*
- **Sojourners, immigrants, ELs...: Identity Negotiations Among Multilingual Elementary Student**
Basak Cermikli Ayvaz, *Vanderbilt University*
- **Teacher preparation for immigrant background students: Teachers of African immigrant and refugee (AIR) background students**
Guy Trainin, *University of Nebraska Lincoln TLTE*
Lydia K Kiramba, *University of Nebraska-Lincoln*

Crossing Borders and Boundaries: Translanguaging Experiences of Multilingual Belizean Doctoral Students Navigating Colonial English-only Policies and Practices

AREA 12. International Research on Teaching and Learning
Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Mesquite

Following a workshop on ethnographic research methods, 17 members of a multilingual Belizean doctoral cohort engaged in collaborative autoethnographic research to explore their experiences navigating English-only educational experiences as students to become part of the education system as teachers. Using translanguaging as an analytic lens in smaller groups related to their current educational roles, they found instances of oppression and support, silence and determination within new understandings of lingering colonization and liberating pedagogies.

Chair:

Jennifer Sanders, *Oklahoma State University*

Discussant:

Danling Fu, *University of Florida*

Participants:

- **Recollecting childhood language learning experiences of five Belizean teachers**
Deborah Penelope Williams, *Oklahoma State University*
Ruth Estella Reneau, *Oklahoma State University*
Orissa Odessa Ramirez, *Belizean*
Tanya Ofelia Flowers-Gillett, *Oklahoma State University*
Melissa Yolanda Bradley, *Oklahoma State University*

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- Crossing Borders to Unite Against Oppressive Practice**
Ray Adolphus Lawrence, *Oklahoma State University*
Denise Neal, *Oklahoma State University*
Ana Savery, *Doctoral Student*
Gwendolyn Usher, *Oklahoma State University*
PhD student
- Navigating a Belizean English-Only System as Native Spanish Speakers**
Erica Aguilar, *Oklahoma State University*
Eulalio Torres, *Oklahoma State University*
Gaudencio Mucul, *Oklahoma State University*
- Ministry of Education Officers' evolution of English language learning from micro-level classrooms to macro-level school system**
Odelia Sonia Caliz, *student in the doctorate program*
Yvonne Lorraine Howell, *Graduate Student*
Liz Vernet Hulse, *Oklahoma State University*
Darlene Shelmadine Lozano, *Oklahoma State University*
Tanesha Ross, *Oklahoma State University*

Crossing the boundaries of text, talk, and modality: Supporting pre-service ELA teachers to develop expansive discussion pedagogies

AREA 1. Pre-service Teacher Education in Literacy
Alternative Format Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Noble

In this alternative format session, presenters will share cases of three tensions related to text, talk, and multimodality in classroom discussions that emerged for five teacher educators (TEs) while teaching online ELA methods courses. Presenters and attendees will engage in a multimodal discussion around dilemmas, lessons, and possibilities for expansive discussion

pedagogy that engages with multimodality and text/talk boundary crossing, drawing on the cases shared by the presenters and attendees' own experiences.

Chair:

Katie Danielson, *University of Portland*

Presenters:

Rebecca Smith, *University of Portland*

Paul Sutton, *Pacific Lutheran University*

Sarah Schneider Kavanagh, *University of Pennsylvania*

Elizabeth Gotwalt, *University of Pennsylvania*

Emily C. Rainey, *University of Pittsburgh*

Gavin Tierney, *California State University, Fullerton*

Towards Equitable Writing Instruction to Enhance the Academic Writing Development of Multilingual Learners

AREA 3. Literacy Assessment, Learning, and Teaching Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Ocotillo B

In this 90-minute symposium, we present the results of three studies 1) to shed light on the specific challenges multilingual learners must address when composing arguments of literary analysis, 2) to investigate how rigorous instruction based on Project X (a pseudonym)'s cognitive strategies approach impacts multilingual learners' growth in specific components of writing, and 3) to explore and conjecture which specific writing and revision strategies from Project X contributed to this growth.

Chair:

Carol Olson, *University of California, Irvine*

Discussant:

Steve Graham, *Arizona State University*

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Participants:

- **Unpacking multilingual writers’ academic texts: What are the challenges to meet the demands of academic writing?**
Undarmaa Maamuujav, *University of California, Irvine*
- **Understanding multilinguals’ capacity for growth in challenging areas of text-based analytical writing: An analysis of the data**
Jacob Steiss, *UCI*
- **Unpacking the black box of writing instruction: What helps students designated as multilingual learners achieve parity with their non-multilingual peers in growth over time?**
Huy Chung, *University of California, Irvine*
Carol Olson, *University of California, Irvine*

**Gender & Sexualities Committee
Mentoring Program**

**LRA Annual Conference
Special Event
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Palm 3A

Chairs:

Kate Kedley, *Rowan University*
Chad H. Waldron, *Central Michigan University*

Discussants:

Jose Ramon Lizarraga, *University of Colorado, Boulder*
Latrise Johnson, *University of Alabama*

That We All Might Bear Witness: Testimonies of Learning in Incarcerated Spaces from the “Flying Kites Collective” and Open Mic

**AREA 14. Other Topics
Alternative Format Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Palm 3B

This alternative session features stories, poems, and art of currently and formerly incarcerated people. We are hosting an interactive space where we will bear witness, stand in solidarity, and listen to those whose words transcend their concrete bounds. A multimedia video highlighting images of art created in carceral spaces will run while excerpts are read. Finally, we invite you to join us for an “open mic” following the readings from BLINDED.

Chair:

Stephanie Madison, *Clemson University*

Discussant:

Stephanie Madison, *Clemson University*
Deborah Appleman, *Carleton College*

Participants:

- **Section 1: That Life**
Adam David Henze, *Indiana University, Bloomington*
- **Section 2: Education Inside**
Jim Sosnowski, *Education Justice Project - University of Illinois at Urbana-Champaign*
- **Section 3: Hope for Tomorrow**
Mikel Cole, *University of Houston*

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Highlighted Session - Storying Our Climate Future: Consequential and Justice-oriented Reading and Writing

AREA 3. Literacy Assessment, Learning, and Teaching Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3C

This session explores the value of storytelling as a tool for eliciting diverse learners' hopeful perspectives about equitable, sustainable climate futures for their local communities. Connected by their authors' shared commitments to consequential and justice-oriented literacy learning, and drawing from a range of contexts and methodological perspectives, the three papers in this session take up, in turn, multimodal reading and writing related to energy justice, water justice, and climate justice for human and non-human persons.

Chair:

Rebecca Woodard, *University of Illinois Chicago*

Discussant:

Jill Castek, *University of Arizona*

Deborah Appleman, *Carleton College*

Participants:

- **Youth speculative fiction: Locating energy futures at the intersections of geographical, environmental, and social space**
Michelle E. Jordan, *Arizona State University*
Steven E. Zuiker, *Arizona State University*
- **Examining the environment as text: Creating a critical narrative of place that centers environmental justice**
Kelly Jay Smith, *University of Arizona*

- **Cultivating an urgent writing pedagogy about water justice in a pre-Service literacy methods course**
Rebecca Woodard, *University of Illinois Chicago*
Kristine M. Schutz, *University of Illinois - Chicago*

Roundtable Session 1
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3D

Agency, Advocacy, and Resistance within Narrative

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Chair:

Seemi Aziz-Raina, *University of Arizona*

Participants:

- **Examining Agency within Pura Belpré Awarded Texts**
Margaret Vaughn, *Washington State University*
Dixie D. Massey, *Seattle Pacific University*
Adrienne Vitullo, *Teachers College, Columbia*
Xuejiao Li, *Washington State University*
- **"Harboring Us:" A Book Club, Fugitive Space and Place to Imagine**
Wanda Brooks, *Temple University*
- **Indigenous Children's Literature as Counter Narratives**
Dawn Castagno-Dysart, *Columbia College*
Ariel Robinson, *Lindenwood University*

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Disciplinary Literacy and Learning

AREA 3. Literacy Assessment, Learning, and Teaching

Chair:

Miranda S. Fitzgerald, *University of North Carolina at Charlotte*

Participants:

- **Universal Design for Learning and Literacy in Science: An interdisciplinary systematic literature review**
Heather Waymouth, *West Chester University of PA*
Michelle Damiani, *Rowan University*
Latifa Sebti, *Rowan University*
- **Information Report Writing across the First Grade Year**
Carol A. Donovan, *University of Alabama*
Sloane C. Donovan, *Emory University*
- **Supporting Elementary and Middle School Students in Reading and Writing Academic Sentences in Linguistically Responsive Ways**
Kathryn C. Blair, *University of Nevada, Reno*
Rachel Knecht, *University of Nevada, Reno*
Matthew Ochs, *University of Nevada*
Dianna Townsend, *University of Nevada, Reno*

Multimodality, Disciplinary Learning, and Assessment

AREA 3. Literacy Assessment, Learning, and Teaching

Chair:

Kathleen Marie Alley, *Mississippi State University*

Participants:

- **Privileging Justice and Fairness in Assessment: Towards a Conception of Critical Assessment Practices for New Literacies and Beyond**
Elena E. Forzani, *Boston University*
David Slomp, *University of Lethbridge*
Julie Anne Corrigan, *Concordia University, Montreal*
- **Two Cases of Remote Comprehension Learning**
Andrew T. Holt, *Towson University*
Barbara Laster, *Towson University*
- **“Where’s the Learning Loss Here?”: Assessing the Multimodal Skills Preschoolers Bring into the Classroom From Home**
Chu N. Ly, *Framingham State University*
Elena E. Forzani, *Boston University*

Supporting struggling readers in global contexts

AREA 12. International Research on Teaching and Learning

Chair:

Bettina Buch, *University College Absalon*

Participants:

- **Crossing Global Boundaries in Literacy Clinics**
Joan Anne Rhodes, *Virginia Commonwealth University*
Tammy Marsh Milby, *University of Richmond*
- **Doubly challenged students - how can we describe them?**
Bettina Buch, *University College Absalon*
Stine Fuglsang Engmose, *University College Absalon*
Louise Rønberg, *University College Copenhagen*

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**Writing Experiences of Rural Women and a
Community-Based Partnership**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Chair:

Sara A. Field, *George Mason University*

Participants:

- **Collaborative inscriptions: charting the process of participatory book-writing in a community-based research practice partnership**

Claire Wan, *Penn GSE*

Ankhi Thakurta, *University of Pennsylvania*

Jacqueline Mary Winsch, *University of Pennsylvania*

Astrid Nicholl Sambolín Morales, *University of Pennsylvania*

Ericka Staufert, *University of Pennsylvania*

Gerald Campano, *University of Pennsylvania*

- **The Writing Lives of Rural Women**

Honor McElroy, *Salisbury University*

**Community & Action: Working Toward
Racial Literacy and Equity**

**AREA 1. Pre-service Teacher Education
in Literacy
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Sierra 1

Chair:

Caroline T. Clark, *The Ohio State University*

Participants:

- **Critical Incidents that Cultivate Critical Racial Literacy Practices for Teacher Education**

Kristen Leigh White, *Northern Michigan University*

Tess Dussling, *St. Joseph's College*

Amy Tondreau, *Austin Peay State University*

Elizabeth Years Stevens, *Roberts Wesleyan College*

Nance S. Wilson, *SUNY Cortland*

Tierney B Hinman, *Auburn University*

Wendy Gardiner, *Pacific Lutheran University*

Sophie C. Degener, *National Louis University*

- **English and History Teacher Candidates' Participation in Peer-Led Racial Affinity Groups: Racial Literacy, Professional Development, and Considerations for Future Work**

Daniel P. Moore, *Stanford University*

Rubén A. González, *Stanford University*

Kristen Jackson, *Stanford University*

Stephnaie Robillard, *Stanford University*

Kia Turner, *Stanford University*

- **Leveraging Communal Expertise: Peer Coaching for Equity in Preservice Teacher Education**

Elizabeth Colquitt Ries, *University of Texas at Austin*

Heather Dunham, *The University of Texas at Austin*

Melissa Wetzel, *University of Texas at Austin*

Valerie Taylor, *The University of Texas at Austin*

Kelsie Corrison Corrison, *University of Texas at Austin*

Kerry H. Alexander, *The University of Texas*

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**Literacy Learning through Video Gaming:
Affordances and Challenges of Video
Gameplay in ELA Settings**

**AREA 14. Other Topics
Symposium
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Sierra 2

In this session, speakers will present survey data related to elementary school literacy teachers' perceptions of video games and learning, theoretical and practical challenges encountered by literacy teachers as they integrate video games into the classroom, and the meaning-making construction elementary students engage in during video gameplay. This session aims to prepare researchers and teachers to understand gaming and literacy as well as challenges and practical strategies for effectively integrating games into research and practice.

Chair:
Carolyn Stuft, *Berry College*

Discussant:
Sheri Vasinda, *Oklahoma State University*

- Participants:**
- **Video Gaming and Learning: A Survey of ELA Teachers**
Sam von Gillern, *University of Missouri*
Carolyn Stuft, *Berry College*
 - **Theoretical and Practical Challenges to Incorporating Video Games in Literacy Classrooms**
Brady Lee Nash, *Miami University (OH)*
 - **Playing Through Stories: Agentive Narrative Experience**
Laurie Crystina Thrailkill, *East Carolina University*

**Play to Support Literacy Practices and
Pedagogy to Promote Justice and Equity**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Sierra 3

Chair:
Kelly C. Johnston, *Baylor University*

Discussant:
Melanie M. Acosta, *Florida Atlantic University*

- Participants:**
- **Kinship Relationality in a Play-Based Community Literacy Program**
Jennifer MacDonald, *University of Calgary*
Kim Lenters, *University of Calgary*
Ronna Mosher, *University of Calgary*
 - **Perceptions and Practices of Teachers Who Play to Support Literacy Pedagogy**
Shelby Boehm, *University of Florida*
 - **The serious work of playground conversations: Early literacy practices for diversity, equity, inclusion, and social justice**
Victoria Damjanovic, *Northern Arizona University*
Stephanie M. Branson, *University of South Florida*

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**Comparing Expert/Novice Reading,
Providing Reading Intervention, and
Examining Reading Motivation: Equitable
Practices and Research Tools**

**AREA 6. Adolescent, College, and
Adult Literacy Processes
Paper Session
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Acacia

Chair:

Julianne Scullen, *Judson University*

Discussant:

Kristin Black, *NYU*

Participants:

- **Comparing Expert and Novice Literary Reading through an Equity Lens: The Bray-Curtis Dissimilarity Metric as a Methodological Approach**
Jodi Patrick Holschuh, *Texas State University*
Leslie Susan Rush, *University of Wyoming*
Todd Reynolds, *University of Wyoming*
Jodi Lampi, *Northern Illinois University*
- **Crossing Boundaries between Science and Literacy for Equitable Text Use in Middle and High School Science Teaching**
Cynthia Greenleaf, *WestEd*
Kathleen A. Hinchman, *Syracuse University*
- **Examining Reading Motivation within TikTok: A Survey Instrument Scale Development**
Sarah Elizabeth Jerasa, *University of Houston*

**Considering the Needs of our
Multilingual Learners**

**AREA 1. Pre-service Teacher Education
in Literacy
Paper Session
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Bougainvillea

Chair:

Margaret Osgood Opatz, *University of Utah*

Discussant:

Matthew R. Deroo, *University of Miami*

Participants:

- **Considering the Needs of Emerging Bilingual Students: Preservice Teacher Lesson Study and Embodied Learning**
Vicki S. Collet, *University of Arkansas*
Alissa Blair, *University of Arkansas*
- **Essential Features of Writing Conferences with Linguistically Diverse Students: A Delphi Study**
Pamela Hickey, *Towson University*
Vicki McQuitty, *Towson University*
Amir Barghi, *Saint Michael's College*
- **Grappling with Diversity: First-Year Pre-Service Teachers' Beliefs about Multilingualism and Teaching Multilingual Learners**
Chengcheng Zhou, *Vanderbilt University*

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Issues in Primary Literacy Curricula

**AREA 11. Research Methods, Practices
and Theory
Paper Session
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Camelback A

Chair:
Lyudmyla Ivanyuk, *Trinity Christian College*

Discussant:
Erin M. Price, *University of Missouri*

- Participants:**
- **Research mobilities in primary literacy education in England: appearances and disappearances**
Julia Gillen, *Lancaster University*
Cathy Burnett, *Sheffield Hallam University*
Terrie Lynn Thompson, *University of Stirling*
Gill Adams, *Sheffield Hallam University*
Anna Čermáková, *Lancaster University*
 - **Teacher Decision-Making in Guided Reading**
Brittany Worthen, *Asbury University*

**No Longer Silent: Amplifying Youth
Voices through Literacy Research**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School
Symposium
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Camelback B

This symposium shares findings from four research studies with youth from culturally and linguistically diverse communities, including Latinx, Black, and Queer youth. Our research projects collectively argue that that preparing Black, Latinx, and Queer youth to take action begins with the word: reading

and responding to literature that reflects their lived experiences, and writing that explores, heals, interrogates, and voices their lived experiences, paves the way to transform silence into language and action.

Chair:
Tracey Terece Flores, *University of Texas at Austin*

Discussant:
Latrise Johnson, *University of Alabama*

- Participants:**
- **“We’re, like, not alone”: Finding Validation in Latinx YAL**
Sandra Saco, *Arizona State University*
 - **“We are More Than That!”: Latina Girls Breaking Silences through Art, Writing, and Dialogue**
Tracey Terece Flores, *University of Texas at Austin*
 - **“We could be heard”: Learning to Read and Research towards Social Change**
Sybil Durand, *Arizona State University*
 - **We Write Here: Black Queer Writing Pedagogies for Equity, Solidarity, and Social Justice**
Latrise Johnson, *University of Alabama*

**Placing and Developing an Open Educational
Resource for Ecojustice Literacies**

**AREA 10. Literacy Media and Technology
Alternative Format Session
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Camelback C

In this alternative format session, we share an open educational resource (OER) designed around a conceptual framework for ecojustice literacies. Designed with transdisciplinary input by special collections librarians, STEM, English and Creative Writing educators, Literacy scholars, and practicing

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teachers, this resource builds from spatial approaches and the literacies necessary to engage with ecological crisis and justice.

Chair:

Alexandra Panos, *University of South Florida*

Presenters:

Jenifer Jasinski Schneider, *University of South Florida*

Lindsay Persohn, *University of South Florida*

Sarasota-Manatee

Katharine Hull, *University of South Florida*

Kristin Valle Geren, *University of South Florida*

Amanda Boczar, *University of South Florida*

Reexamining Theory in Literacy Research

**AREA 11. Research Methods,
Practices and Theory
Paper Session
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Camelback D

Chair:

Inviolata L Sore, *St. John's University*

Discussant:

George G. Hrubby, *University of Kentucky*

Participants:

- **Finding Time in Theories of Literacy Research**
Catherine Compton-Lilly, *University of South Carolina*
- **Implications of Semiotic, Critical, and Multimodal Theories on Literacy Research Design**
Frank Serafini, *Arizona State University*
- **Metapositional Awareness for Language and Literacy Teaching**
Lara J. Handsfield, *Illinois State University*
Carolyn Hunt, *Illinois State University*
Patrcia Valente, *Rantoul City Schools*

Representations of Global Concerns in Children's and Young Adult Literature

**AREA 9. Text Analysis, Adult, Children's,
and Young Adult Literature
Paper Session
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Camelback F

Chair:

Hiawatha Smith, *University of Wisconsin-River Falls*

Discussant:

Hiawatha Smith, *University of Wisconsin-River Falls*

Participants:

- **Critical Unpacking of the Single Story in Books about Malala**
Yousafzai Seemi Aziz-Raina, *University of Arizona*
- **Faceless Soldiers Fighting: Critically Historicizing Forced Displacement in Children's Literature**
Nora Peterman, *University of Missouri - Kansas City*
- **"They are not the only ones who feel uncertain": Adolescents' reflections on YA literature and private-public divides during the Covid-19 pandemic**
Caroline Hamilton-McKenna, *University of British Columbia*

Examination of Reading Practices, Findings, and Student Achievement

**AREA 3. Literacy Assessment, Learning,
and Teaching
Paper Session
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Copperwood

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Chair:

Laura S. Tortorelli, *Michigan State University*

Discussant:

Robert D. Carpenter, *Eastern Michigan University*

Participants:

- **A Critical Interpretive Synthesis of Science-specific, Disciplinary Literacies**

Misty Sailors, University of North Texas;

Molly Claire Marek, The University of North Texas

Chris D. Ham, University of North Texas

Mariyeni Matariro, University of the Witwatersrand

- **A 20 Year Guided Reading Research Synthesis: Examining Student Data**

Meghan Valerio, Kent State University

Kristen I. Evans, Kent State University

Denise N. Morgan, Kent State University

- **Culturally responsive “science of reading” instruction: De-siloing paradigms to build a student-centred framework**

Jeanne Sinclair, Memorial University of Newfoundland

Nevra Ozoren Sener, Memorial University

Language Use, Identities, and Activism of Emergent Bilinguals

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Paper Session

10:15 to 11:45 am

Arizona Grand Resort & Spa: Desert Willow

Chair:

Leah Jo Shepard-Carey, *Drake University*

Discussant:

Juan C. Borda, *Texas Woman’s University*

Participants:

- **Imagining a Right to Place: A Cross-Case Analysis of the Transnational Identities, Experiences, and Literacies of Migrant Youth in Two Urban Afterschool Programs**
Ankhi Thakurta, University of Pennsylvania
Nermin Vehabovic, Elon University
- **Promoting increased language use for Spanish-English emergent bilinguals in English-dominant preschool classrooms**
Laura Enrica Buckley, Vanderbilt University
Jeannette Mancilla-Martinez, Vanderbilt University
- **“That’s not fair!”: A positive discourse analysis of emergent bilinguals’ linguistic activism in a second grade classroom**
Leah Jo Shepard-Carey, Drake University

Queer Temporalities in Literacy Research: Pasts, Presents, and Futures in Queer Literatures and Lives

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Symposium

10:15 to 11:45 am

Arizona Grand Resort & Spa: Kaibab

The scholars in this symposium explore queer theorizations of temporality, power, and identity in literacy research, specifically the relationships among pasts, presents, and futures in working toward intersectional justice for queer and trans communities. The group considers telescopes, chrononormativity, timeliness, and temporal drag in literacy education with respect to young adult literature, parents, and pre-service teachers, offering a multifaceted exploration of the consequences of queer time for literacy scholarship.

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Chairs:

Ryan Schey, *University of Georgia*

James Joshua Coleman, *San Jose State University*

Discussant:

Jose Ramon Lizarraga, *University of Colorado, Boulder*

Participants:

- **Telescopes to Queer Futures in LGBTQ+ Youth Speculative Fiction**
James Joshua Coleman, San Jose State University
- **The Disruption of Chrononormative Logics in Queer Young Adult Literature**
Angel Daniel Matos, Bowdoin College
- **Allyship Timeliness in an Era of School Censorship: Mothers' Conceptions and (In)actions for Queer Inclusivity**
Adam Crawley, University of Texas at Austin
- **Temporal Drag in Pre-Service Teachers' Composing: Toward Interweaving Queer and Critical Race Literacies**
Rae Oviatt, Eastern Michigan University
Ryan Schey, University of Georgia

Play, Possibility, and the Politics of Entering Online Spaces: The Ethics of Researching Digital Communities

AREA 11. Research Methods, Practices and Theory Symposium
10:15 to 11:45 am

Arizona Grand Resort & Spa: Lantana

This panel features four papers that examine the ethical precarities of researching digital communities. Building on Curwood et al.'s (2019) four ethical dilemmas of online research (i.e., accessibility, positionality, relationality, and temporality), we consider how issues of normativity (i.e., the shifting

rules and values across online spaces) and spatiality (i.e., the intersection of online spaces with the histories and epistemologies of geographic spaces) frame our research practices.

Chair:

Haeny Yoon, *Teachers College, Columbia University*

Discussant:

Jon M. Wargo, *Boston College*

Participants:

- **"Just follow me!": Negotiating online and offline ethics of play with youth gamers**
Alex Corbitt, Boston College
Mariana Lima Becker, Boston College
- **Traveling with Youth: Moving Towards an Ethical Stance and Methodological Framework for Digital Space Research**
Catherine Yanan Cheng Stahl, Teachers College, Columbia University
- **"Can I share my screen?": Exploring the ethics of researching young children's mobile literacies**
Rachel Powers Knight, Teachers College
- **Knowing When to Stop: The Ethics of (Dis)embodied Research on Facebook**
Alisha Nguyen, Boston College

Crossing Borders through Books: Salas de Libros and Transnational Partnerships

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Alternative Format Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Mesquite

This alternative format session introduces Salas de Libros, an adaptation of a reading promotion program from Mexico. We will describe the components of

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this program and engage participants in a mini-Sala, using a set of texts which are thematically linked by a focus on borders and walls. We will engage session attendees in a discussion of the first iteration of how this program was adapted for the U.S. context, and discuss possibilities for the future.

Chair:

Kathy G. Short, *University of Arizona*

Presenters:

Carol Brochin, *University of Arizona*

Nora Obregón, *Biblioteca Blackmore, Escuela Valle de Bravo*

Andrea Garcia, *Insight Policy Research, Inc.*

Desiree W. Cueto, *Western Washington University*

Emotional Justice in the Early Childhood Classroom: Supporting Teachers in Implementing Culturally Sustaining Emancipatory Literacy Practices

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium
10:15 to 11:45 am

Arizona Grand Resort & Spa: Noble

This symposium brings together research conducted by four authors at three different institutions, working in three distinct geographic locations, to explore experiences of teachers working to support the development of culturally sustaining literacy practices in early childhood classrooms. Specifically, we examine how emotional justice can support the implementation of culturally sustaining literacy practices in out of school, professional learning and school partnership contexts.

Chair:

Amy Seely Flint, *University of Louisville*

Discussant:

Tasha Laman, *Western Washington University*

Participants:

- **Vulnerability in Action: Early Childhood Educators Professional Learning Community**
Sandra Lucia Osorio, *Illinois State University*
- **Emancipating Curriculum: Enacting a Pro-Black Curriculum in One School**
Eliza Braden, *The University of South Carolina*
Kamania Hoyte, *University of South Carolina*
- **Cultivating a New Love Language: Black Teachers' Self-Efficacy and New Literacies in After School Programs as Emotional Justice**
Roberta Price Gardner, *Kennesaw state University*

Breaking the Silence: Recognizing Strategies that Support Faculty Success with Dr. Marla Robertson

AREA 14. Other Topics Alternative Format Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Ocotillo B

Literacy faculty who pursue research navigate institutional barriers. The purpose of this alternative session is to share the findings of three studies that examine how faculty at regional institutions might navigate these barriers. This alternative session aims to provide a forum for the exchange of ideas of how faculty utilize various supports and strategies to experience success in regional or teaching-focused institutions.

Chair:

Roya Qualls Scales, *Western Carolina University*

Presenters:

Courtney Shimek, *West Virginia University*

Stephanie Davis, *University of North Carolina at Greensboro*

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Elizabeth McCall Bemiss, *University of West Florida*
Ann Van Wig, *Eastern Washington University*
Rhonda Hylton, *Assistant Professor*
Shuling Yang, *East Tennessee State University*
Melanie Reaves, *Montana State University Billings*
Marliese Peltier, *Ball State University*

**Critical Content Analyses of Children's
and YA Literature**

**AREA 9. Text Analysis, Adult, Children's, and
Young Adult Literature**
Paper Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Palm 3A

Chair:

Mark A. Lewis, *James Madison University*

Discussant:

Victoria Gill, *Lesley University*

Participants:

- **Adoption Representation in Children's Books: A
Critical Content Analysis**
Melody Zoch, *University of NC Greensboro*
Amy Burke, *Texas Woman's University*
- **Who gets to be an activist?: A critical content
analysis of children's literature on activism**
Erica Holyoke, *Keene State College*
Lauren Fletcher, *University of Louisville*
- **Youth, Football, and Media: Examining
Community Cultural Wealth in We Are: The
Brooklyn Saints through a Critical Content
Analysis**
Jason J. Griffith, *Penn State University*
Anthony Celaya, *Western Washington University*

Creative Literacies to Listen to Children's Voices

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**
Paper Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Palm 3B

Chair:

Earl Aguilera, *California State University, Fresno*

Discussant:

Stergios Botzakis, *University of Tennessee, Knoxville*

Participants:

- **Centering Children's Voices and Purposes in
Multimodality Research**
David E. Low, *Fresno State University*
Jessica Zacher Pandya, *California State University
Dominguez Hills*
- **Cross-collaboration and noticing: Planning and
implementing a noticing approach for fourth
grade and 12th grade ELA classrooms**
Mary Neville, *New Mexico State University*
- **Investigating Children's Literacies in Digitally
Mediated Interactions**
Susan Nichols, *University of South Australia*

Critical Content Area Literacy

**AREA 2. In-service Teacher Education/
Professional Development in Literacy**
Paper Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Palm 3C

Participants:

- **Cultivating Literacy for an Agriculturally
Literate Society**
Stephanie M. Lemley, *Mississippi State University*
Kathleen Marie Alley, *Mississippi State University*

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- **Determining How Teachers' Self-efficacy and Dispositions Impact Literacy Instruction in Content Area Classrooms**
Jennifer D. Morrison, *University of South Carolina*
Rachelle S Savitz, *East Carolina University*
Christy Jenkins Brown, *Clemson University*
Britnie Delinger Kane, *The Citadel*
W. Ian O'Byrne, *College of Charleston*
Charlene Aldrich, *College of Charleston*
Kavin Ming, *Winthrop University*
Elizabeth McDonald, *Clemson University*

Equitable Representations and Practices for Instruction and Student Learning

AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Palm 3D

Chair:

Deborah Augsburger, *Lewis University*

Discussant:

Kathryn Mitchell Pierce, *Saint Louis University*

Participants:

- **Highlighted Presentation - In Pursuit of Equitable Representation: A Framework for Choosing and Using Picturebooks with Strengths-based Depictions of Disability in Classrooms**
Emily Hayden, *Iowa State University*
- **"In English, we focus on the stories": ELA teaching for sociocritical civic literacy in a predominantly White context**
Sarah M. Fleming, *SUNY Oswego*
Heather Waymouth, *West Chester University of PA*

- **Elementary Pre-service Teachers Learning to Use SFL-Informed Strategies for Literacy Instruction**
Valerie Gresser, *Duquesne University*

Translational Research and the Listening to Reading-Watching While Writing Protocol

AREA 3. Literacy Assessment, Learning, and Teaching
Alternative Format Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Sierra 1

This alternative format session introduces a recently developed early literacy assessment tool, the Listening to Reading-Watching While Writing Protocol (LTR-WWWP), which supports practitioners in observing children read aloud and/or write. Unlike many literacy assessments, the LTR-WWWP produces not a "level," but specific instructional targets. This session will: (1) explain the rationale behind the LTR-WWWP, (2) teach how to administer and interpret the LTR-WWWP, with video, and (3) offer implications for research and teacher education.

Chair:

Crystal Wise, *University of Illinois at Chicago*

Discussant:

Elena E. Forzani, *Boston University*

Presenters:

Alessandra Ward, *Wheaton College*
Nell K Duke, *University of Michigan*
Rachel R. Klingelhofer, *University of Michigan*

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**Critical Literacy Discussions around Race:
Educators' Exploration, Participation,
and Empowerment****AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School
Paper Session
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Sierra 2

Chair:**Kisha C. Bryan**, *Tennessee State University***Discussant:****Melanie M. Acosta**, *Florida Atlantic University***Participants:**

- **Exploring the challenges and possibilities of critical literacy pedagogy: K-8 teacher discussions about race in a virtual professional development course**
Audrey Lucero, *University of Oregon*
Janette Dalila Avelar, *University of Oregon*
- **Reducing the Violence: Secondary English Teachers' Participation in an Anti-Racist Community of Practice**
Stephnaie Robillard, *Stanford University*
- **Critiquing, Dreaming, and Empowering Literacy: Contemporary Black Women Educators' Positional Identity and Agency**
Chantal Francois, *College of Education, Towson University*

**Global Meaning Making: Disrupting and
Interrogating International Language and
Literacy Research and Teaching****AREA 12. International Research on T
eaching and Learning
Alternative Format Session
10:15 to 11:45 am**

Arizona Grand Resort & Spa: Sierra 3

The purpose of this alternative session is to bring together ten international authors of a newly published, edited book to present their research on how the tenets of global meaning making (Tierney, 2018) informed their teaching and research around the world. Authors will share diverse theoretical frameworks and methodologies for how they applied tenets of global meaning making (Tierney, 2018) to disrupt and interrogate contradictions and tensions in their global scholarship and reimagine approaches

Chair:**Katina Zammit**, *Western Sydney University School of Education***Discussant:****Robert James Tierney**, *UBC, U Sydney, BNU***Presenters:**

Patience Adjekai Sowa, *RTI International*
Chinwe Hope Ikpeze, *St. John Fisher College*
Dara Hill, *The University of Michigan-Dearborn*
Jiening Ruan, *University of Oklahoma*
Shea Kerkhoff, *University of Missouri - St. Louis*
Maria Constanza Errazuriz, *Pontificia Universidad Católica de Chile*
Meagan Hoff, *Collin College*
Lijun Jin, *Towson University*
Kristie O'Donnell Lussier, *Collin College*
Lori Czop Assaf, *Texas State University*
Elaine Michelle Ferraro, *Salisbury University*
Courtney Verbiest, *George Mason University*
Desiree Pallais, *The University of Texas at Austin*

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Family and Caregiver Language and Literacy Practices in Multilingual Contexts

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Acacia

Chair:

Guy Trainin, *University of Nebraska Lincoln TLTE*

Discussant:

Ozge Yalciner, *University of Iowa*

Participants:

- **An Exploration of Mothers' Language Ideologies Impact on Raising Trilingual Children**
Mihaela Gazioglu, *Clemson University*
- **Engaging Caregivers from Diverse Communities in a School-Based Early Writing Program**
Vera Lee, *Drexel University*
Katie Mathew, *Drexel University*
Claudia Gentile, *NORC at the University of Chicago*
Tylor Mengel, *Philadelphia Writing Project*
- **Learning from Families to Use Bilingual Books as an Entry Point to Biliteracy**
Guy Trainin, *University of Nebraska Lincoln TLTE*

Power as Caring: Collaborative Participatory Learning in Digital Spaces

AREA 14. Other Topics
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Bougainvillea

This symposium assembles scholars working across a range of research contexts around two essential questions. These questions situate power as caring

in digital learning spaces. Power is considered as a process and a set of relations to engage participants in discussing: What could be gained by examining power as a process (Bloome et al., 2005)? How might power as caring (Bloome et al., 2005) contribute to critical and reflexive research practice?

Chair:

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

Participants:

- **Collaborative Power Sharing: Relationships Building through Participatory Digital Problem Solving**
Jill Castek, *University of Arizona*
Gloria E. Jacobs, *Portland State University - Literacy, Language and Technology Research Group*
- **Power as Critical Analysis: Communities of Learners' Acquisition of Data Literacies**
Laurie Sheldon, *The University of Arizona*
- **Power as Connection: Widening Views of Digital and Multimodal Learning**
Elena E. Forzani, *Boston University*
Jill Castek, *University of Arizona*

Language, Literacy, and Early Learning

AREA 5. Early and Elementary Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback A

Chair:

Jackie Eunjung Relyea, *North Carolina State University*

Discussant:

Courtney Hattan, *Illinois State University*

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Participants:

- **Academic Conversations in Kindergarten**
Paola Pilonieta, *University of North Carolina at Charlotte*
Jennifer I. Hathaway, *George Mason University*
- **Applying Beck, McKeown, and Kucan's Framework of Sophisticated Vocabulary to a Preschool Context**
Laura Cutler, *The Ohio State University*
Claribelle Gabas, *University of Nebraska-Lincoln*
- **Gesture like a kitten and you won't forget your tale: How drama-based storytime supports preschoolers' narrative retells**
Katie Bernstein, *Arizona State University*
Lauren van Huisstede, *Arizona State University*
Yuchan (Blanche) Gao, *Arizona State University*
Melissa Pierce, *Melissa Pierce*
Evan Rosemary Ippolito, *Arizona State University*
Scott C. Marley, *Arizona State University*
Maria Adelaida Restrepo, *Arizona State University*
Jenny Millinger, *Childsplay*
Kathryn Brantley, *Childsplay*
Jennifer Gantwerker, *Childsplay*

Mother tongues, border tongues, and globalized trends in literacy policy and practice

AREA 12. International Research on Teaching and Learning
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback B

Chair:

Bettina Buch, *University College Absalon*

Discussant:

Adeline Mansa Borti, *Grand Valley State University*

Participants:

- **Legitimizing border tongues: the case of diction teachers in Nigeria**
Laura Adiba Obubo, *University of Missouri-Columbia*
- **Does L1 affect argumentation in L2? Comparing argumentative moves in English writing across three L1 groups**
Qihan Chen, *Boston College*
Jiaqi Song, *Fudan University*
Wenjuan Qin, *Fudan University*
- **Ukrainian Educational Policy, Language and Literacy Instruction**
Mariana A. Ricklefs, *Northern Illinois University*
Anna Slobodianiuk, *South Ukrainian National Pedagogical University*

Practitioner Perspectives on Discursive Practices in Literacy Instruction

AREA 2. In-service Teacher Education/ Professional Development in Literacy
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback C

Discussant:

Daniel Stockwell, *Clemson University*

Participants:

- **What lies beneath: A literature review examining foundational beliefs underlying educators' dialogic stances**
Heather M. Meston, *Vanderbilt University*
- **Investigating Early Childhood Teachers' Perspectives and Practices About Read-Alouds with Diverse Children's Literature: A Multiple Case Study**
Sarah D. Reid, *University of Missouri*

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- Exploring ELA Teachers' Critical Self-Reflection through Discourse Analysis in Teacher Inquiry Groups

Melissa Schieble, *Hunter College*; Amy Vetter, *UNCG*

Reading and Analyzing Multimodal Texts

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Paper Session

1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback D

Chair:

Stergios Botzakis, *University of Tennessee, Knoxville*

Discussant:

Stergios Botzakis, *University of Tennessee, Knoxville*

Participants:

- **Comics as Literary Compasses and Kaleidoscopes**
Francisco Luis Torres, *Kent State University*
David E. Low, *Fresno State University*
- **Representation Matters: A Critical Content Analysis of Queer Characters of Color in Graphic Novels**
Kristian Lenderman, *Digital Promis*
Rosa Nam, *Clark University*
Abbey Bachmann, *Texas A&M University*
Arianna Banack, *University of Tennessee, Knoxville*
Kimani Mitchell, *Burbank High School*
- **A Continuum of Multimodality Features in Award Winning Science Trade Books for Children**
Erin Rich, *University of Alabama*
Julianne Coleman, *The University of Alabama*
Sharon M. Pratt, *Indiana University Northwest*

Translanguaging Pedagogies Across Language and Literacy Classrooms

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Paper Session

1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback F

Chair:

Karla Lomeli, *Assistant Professor*

Discussant:

Samuel S. David, *University of Minnesota*

Participants:

- **A Teacher's Perception of Translanguaging in the Dual Language Classroom**
Zulma E. Mojica, *Texas Woman's University*
Juan C. Borda, *Texas Woman's University*
- **Translanguaging as a Comprehensive Early Literacy Development Strategy for Children Living in Marginalised areas in Kenya**
Adelheid Marie Bwire, *Kenyatta University*
Zaline Roy-Campbell, *Syracuse University*
- **Translanguaging pedagogy and the discursive co-construction of metalinguistic knowledge**
Samuel S. David, *University of Minnesota*
Mikel Cole, *University of Houston*

Collaboration, Composition, and Community: Writing in Early Childhood

AREA 5. Early and Elementary Literacy Processes

Paper Session

1:15 to 2:45 pm

Arizona Grand Resort & Spa: Copperwood

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Chair:

Kathleen Marie Alley, *Mississippi State University*

Discussant:

Jan Lacina, *Texas Christian University*

Participants:

- **A Tale of Two Groups: Third-grade Students' Multimodal Interactions in Online Collaborative Writing Environments**
Amanda Shimizu, *Vanderbilt University*
- **"Sharing the Pen:" Transformative and Community Based Practices in Early Childhood Writing Communities**
Erica Holyoke, *Keene State College*
Susan Tily, *The University of Wisconsin at Eau Claire*
- **Young Children's Writing: Relationships between Transcription Skills and Idea Transformations on Composing Tasks**
Rebecca Rohloff, *Georgia State University*
Margaret F. Quinn, *University of Tennessee, Knoxville*

**Critical Discourse Analysis:
Teacher Perceptions, Parents, and
Classroom Interaction**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Desert Willow

Chair:

Min-Young Kim, *University of Kansas*

Discussant:

Alexandra Panos, *University of South Florida*

Participants:

- **Conversational Redlining: The Emerging Legal Production of a New Order of Discourse for Classroom Interaction**
Kevin Michael Leander, *Vanderbilt University*
Ana Christina da Silva Iddings, *Vanderbilt University*
- **Solidarity through Conspiracy Theory-Based Fear, Personal Belief and Institutional Skepticism: A Critical Discourse Analysis of 'Purple for Parents'**
Christy Wessel-Powell, *Purdue University*
Benjamin N. Lathrop, *Purdue University*
- **Teachers Perceptions of Disciplinary Literacy: A Critical Discourse Analysis**
Madison Weary, *West Chester University*
Heather Waymouth, *West Chester University of PA*

**Lessons Learned from Four National
Professional Development Grant Projects**

**AREA 14. Other Topics
Alternative Format Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Kaibab

The U.S. Department of Education's Office of English Language Acquisition sponsors a National Professional Development (NPD) Grant, which provides up to \$2.75 million to institutions to address the professional development (PD) needs of educators working with MLs. This alternative session hopes to provide insight from experiences of four NPD grantees as a way to share the lessons learned in (1) implementing sustained PD programs; and (2) implementing and managing multi-year and multimillion grants.

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Chair:

Maria Selena Protacio, *Western Michigan University*

Participant:

- **Lessons Learned from Four National Professional Development Grant Projects**
Maria Selena Protacio, *Western Michigan University*
Monica Yoo, *University of Colorado Colorado Springs*
Susan Cantrell, *University of Kentucky*
Marco A. Bravo, *Santa Clara University*
Susan V. Piazza, *Western Michigan University*
Virginia David, *Western Michigan University*
Leslie Grant, *University of Colorado Colorado Spring*
Kristen H. Perry, *University of Kentucky*

Ideology, epistemology and power: Is teaching critical digital literacy the most urgent challenge facing education today?

AREA 10. Literacy Media and Technology Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Lantana

In this volatile ‘post-truth’ Internet world, the challenges for students and their teachers are ever more demanding. The four presentations in this symposium will offer different but complementary theoretical perspectives on critical digital literacy, with a particular focus on ideology and the power relations that underpin discourse and that are reshaping epistemology. The presenters will discuss these issues with examples that draw upon data from elementary, high school and teacher development projects.

Chair:

Colin Harrison, *University of Nottingham*

Discussant:

Amy Stornaiuolo, *University of Pennsylvania*

Participants:

- **Digitally Datafied Learning Ecologies: The Importance of Critical Digital Literacy in Today’s “Innovative” Classrooms**
Robert D. Carpenter, *Eastern Michigan University*
- **Can Critical Discourse Analysis help to prevent the Balkanisation of epistemology?**
Colin Harrison, *University of Nottingham*
- **Applying An Activity Theory Analysis of Students’ Identification of Tensions and Contradictions in their Use of Social Media**
Richard Beach, *University of Minnesota*
- **Critical Digital Literacies and Digital Platforms: A Material Semiotic Analysis of Networked Actors in Youth Online Writing**
Amy Stornaiuolo, *University of Pennsylvania*

Definitional, Conceptual, and Methodological Challenges in Adolescent Literacy Theory, Research, and Practice

AREA 11. Research Methods, Practices and Theory
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Mesquite

This session will address definitional, conceptual, and methodological challenges in supporting adolescents’ literacy learning in schools by bringing together different scholarly perspectives. We aim to build a network of adolescent literacy researchers concerned with translational science to create more meaningful adolescent literacy practices. We hope this session will lead to improved, more precise and inclusive conceptual categories around adolescent literacy, and ideas for a higher-impact research agenda for generating reciprocity between research, policy, and practice.

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Chair:

Dan Reynolds, *John Carroll University*

Discussants:

Christina L. Dobbs, *Boston University*

Zhihui Fang, *University of Florida*

Cati de los Rios, *University of California Berkeley*

Darl Kiernan, *Nevada Department of Education*

Elizabeth Birr Moje, *University of Michigan*

Participants:

- **Defining Adolescence and Adolescent Literacy**

Mark A. Lewis, *James Madison University*

Jessica Erin Masterson, *Washington State University Vancouver*

Sara Jones, *Illinois State University*

Rachael Gabriel, *University of Connecticut*

- **Disciplinary and Supplemental Literacy Instruction**

Shannon Leigh Kelley, *University of Connecticut*

Dianna Townsend, *University of Nevada, Reno*

Cheryl Petrarca Lyon, *University of Connecticut*

Laura Desportes, *James Madison University*

- **What Counts as Evidence in Adolescent Literacy Research?**

Dan Reynolds, *John Carroll University*

Katherine K. Frankel, *Boston University*

Julie E. Learned, *University at Albany SUNY*

Maneka Deanna Brooks, *Texas State University*

- **Addressing Foundational Skills**

Sarah M. Lupo, *James Madison University*

Ali Wilson, *Schoolkit Group*

Dixie D. Massey, *Seattle Pacific University*

Elfrieda H. Hiebert, *TextProject*

Interpreting a Research Study's Findings Across Boundaries and Borders**AREA 10. Literacy Media and Technology
Alternative Format Session****1:15 to 2:45 pm****Arizona Grand Resort & Spa: Noble**

The five co-authors of this alternative session collaborated on a research study that met all the requirements of a traditional research report; however, the study itself is anything but traditional. We invite session attendees to join us in an exploration across boundaries and borders as the implications of remix for literacy education are limitless, especially when considered in relation to discontents that at times silently divide us.

Chairs:

Crystal L. Beach, *University of Georgia/Union County Schools*

Donna Alvermann, *University of Georgia*

Discussant:

Crystal L. Beach, *University of Georgia/Union County Schools*

Presenters:

Crystal L. Beach, *University of Georgia/Union County Schools*

Stephanie Loomis, *Independent*

William Terrell Wright, *University of Georgia - Athens*

LaTasha Hutcherson Price, *University of Georgia*

Tools for Multimodal Writing and Composing**AREA 10. Literacy Media and Technology
Paper Session****1:15 to 2:45 pm****Arizona Grand Resort & Spa: Ocotillo B****Chair:**

Lyudmyla Ivanyuk, *Trinity Christian College*

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Discussant:

Jayne C. Lammers, *University of Rochester*

Participants:

- **Affective Experiences of Marginalized Adolescent Writers on Zoom: A Cross-Case Synthesis**
Gemma Cooper-Novack, *Syracuse University*
Karis Jones, *SUNY Empire State College*
- **Integrating online genres and digital literacies into genre-based pedagogy**
Ron Darvin, *University of British Columbia*

Navigating Challenges in Literacy Contexts

**AREA 2. In-service Teacher Education/
Professional Development in Literacy
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Palm 3A

Chair:

Mollie Cura, *Cura Literacy Consulting*

Discussant:

Ted Kesler, *Queens College, CUNY*

Participants:

- **Educators' Application of Trauma-Informed Literacy Instruction**
Erin Elizabeth Silcox, *University of Wyoming*
Leigh Hall, *University of Wyoming*
- **"I just don't know about them": Navigating and negotiating figured worlds of teaching**
Deborah D. Morbitt, *The Ohio State University*
- **Reading Specialist Candidates' Enactment of Equity Pedagogy during a Virtual Reading Clinic, embedded in a Detroit Agency and University Collaboration**
Dara Hill, *The University of Michigan-Dearborn*

Critical Readings of Texts

**AREA 9. Text Analysis, Adult, Children's,
and Young Adult Literature
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Palm 3B

Chair:

Lisa Domke, *Georgia State University*

Discussant:

Lisa Domke, *Georgia State University*

Participants:

- **Exploring the Relationship Between Figurative and Realist Readings in Critical Literary Study**
Beth Krone, *Kennesaw State University*
Scott Storm, *New York University*
- **(Missed) Opportunities to Build Solidarity: A critical analysis of Spanish-English bilingual children's books**
Claudia Rodriguez-Mojica, *Santa Clara University*
Allison Briceno, *SJSU*
- **What Are We Celebrating?: Offering an Analysis on Juneteenth in Children's Literature**
Amber Lawson, *Michigan State University*
Rebecca L. Witte, *Michigan State University*

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**Roundtable Session 2
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Palm 3C

Assessment Tools and Practices

**AREA 3. Literacy Assessment, Learning,
and Teaching
Roundtable Session**

Chair:

Elizabeth J. Hammond, *University of South Carolina
Beaufort*

Participants:

- **Linking Assessment to Instructional Sequences:
The Case of Demarcus**
Meghan J. Malloy, *Clemson University*
Celeste Compton Bates, *Clemson*
Jacquelynn A. Malloy, *Clemson University*
- **Evidence-Centered Design to Integrate Cultural
Sustainability into Developing a Data Literacy
Assessment**
Semi Yeom, *University of Maryland, College Park*
- **Collaborating to Critically Examine the
Disciplinary Literacies Assessment Tools for
more Equitable Experiences**
Charlotte Frambaugh-Kritzer, *University of
Hawaii at Manoa*
Stephanie Buelow, *University of Hawaii at Manoa*

**Disciplinary Literacies: Toward Hybridity,
Exploring Access, and Crossing Boundaries**

**AREA 6. Adolescent, College, and Adult
Literacy Processes
Roundtable Session**

Chair:

Melissa LaDuke, *Air University*

Participants:

- **Toward hybridity: Investigating content area
and disciplinary literacies**
Heidi Regina Bacon, *Southern Illinois University
Carbondale*
Brianna Janssen Sanchez, *Southern Illinois
University Carbondale*
- **Highlighted Presentation - Exploring Access
and Opportunity to Critical STEM Literacies
for Underrepresented and Historically
Marginalized Adolescents**
Mary A. Avalos, *University of Miami*
Mistoria Brown, *University of Miami*
Sarah M. Ghulman, *University of Miami*
Matthew R. Deroo, *University of Miami*
Deborah Perez, *University of Miami*
Kristin Watson Kibler, *University of Miami*
Misty Sailors, *Colorado State University Pueblo*
Erica Holyoke, *University of Colorado Denver*
Adam Crawley, *University of Colorado Boulder*
Molly Marek, *University of Texas at Austin*
Nastasia Schreiner, *University of Miami*
- **Crossing the Boundaries of Reading
Intervention: The Pursuit to Provide Equitable
Reading Intervention with Middle Schoolers**
Sarah Kocherhans, *University of Utah*
Margaret Osgood Opatz, *University of Utah*

Multiliteracies in the Home

**AREA 10. Literacy Media and Technology
Roundtable Session**

Participant:

- **Newcomer Children's Digital Trajectories at
Home**
Yina Liu, *University of Alberta*

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Navigating Issues of State and Professional Learning Standards and Accreditation

AREA 4. Public Engagement and Policy in Literacy Roundtable Session

Chair:

Andrew Huddleston, *Abilene Christian University*

Participants:

- **Navigating Boundaries Between Learning Standards: An Analysis of the NCTE and GA DOE Standards for ELA Educators**
Jennifer Ervin, *University of Georgia*
Madison Gannon, *University of Georgia*
- **Navigating the Road of International Dyslexia Association Accreditation as Literacy Researchers and Director of Accreditation**
Carla K. Meyer, *Duquesne University*
Valerie Gresser, *Duquesne University*
August Delbert, *Duquesne University*
- **Crossing Boundaries and Borders for Collective Impact: Expanding Partnerships Beyond Schools and into the Community**
Poonam Arya, *Wayne State University*
Christina Passos DeNicolo, *Wayne State University*
Ben Pogodzinski, *Wayne State University*
Kathryn Roberts, *Wayne State University*
Leah A. van Belle, *313Reads*

We are All in this Together: Educators' Knowledge and Learning

AREA 5. Early and Elementary Literacy Processes Roundtable Session

Chair:

Melanie M. Acosta, *Florida Atlantic University*

Participants:

- **K-2 Teacher Comfort and Perceived Knowledge of Phonological Awareness**
Kaley Shook, *Western Michigan University*
Laura Teichert, *Western Michigan University*
- **Pivoting to a 21st Century Literacy Clinic in COVID-19 Times: New Learning for Faculty and Candidates**
Chad H. Waldron, *Central Michigan University*
Amber L. Meyer, *Salisbury University*

STAR Mentoring Session (Closed Event)
LRA Annual Conference
Special Event
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3D

Exploring Catalysts for Epistemic Friction: Antiracist Texts, Conversations, and Teaching at PWIs

AREA 6. Adolescent, College, and Adult Literacy Processes
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 1

This alternative session examines the affordances of faculty collaborating across geographic boundaries at predominantly white institutions (PWIs). Grounded in theories of epistemic injustice, Critical Whiteness Studies (CWS), and abolitionist teaching, participants will explore how texts and talk—as part of antiracist teaching—can support racial literacy, unmask racial ignorance, and engender self-critical-awareness through epistemic friction. Space will be held to share current methods, explore new approaches, and critically examine our own racial and epistemic gaps.

Chair:

Adam Crawley, *University of Texas at Austin*

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Discussant:

Naitnaphit Limlamai, *University of Michigan, Ann Arbor*

Presenters:

Adam Crawley, *University of Texas at Austin*
Mike P. Cook, *Auburn University*
Caroline T. Clark, *The Ohio State University*
Ashley Summer Boyd, *Washington State University*
Ryan Rish, *University at Buffalo SUNY*
Rachel Skrlac Lo, *Villanova University*

Traversing Boundaries Between Understanding and Experiencing Story: Using Videogames in Literacy Learning and Research

AREA 14. Other Topics
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 2

This alternative format session will begin with an overview of: the importance of videogames as sites of literacy learning, their potential place in the classroom, and models/frameworks that can be used in both classrooms and research to connect videogame-based literacy practices with traditional print-based literacy practices. Finally, during the final 30-45 minutes, attendees will choose a breakout session (detailed below) to engage with.

Chair:

Sheri Vasinda, *Oklahoma State University*

Presenters:

Brady Lee Nash, *Miami University (OH)*
Carolyn Stuftt, *Berry College*
Sam von Gillern, *University of Missouri*
Darian Thraikill, *College of Education*

Multiliteracies and Multimodal Practices of Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 3

Chair:

Phylicia Anderson, *Texas Woman's University*

Discussant:

Kongji Qin, *New York University*

Participants:

- **“Be Creative and Have Fun”: How Play is Intertwined in Multimodal and Embodied Science Learning**
Amanda Diaz, *University of Illinois at Chicago*
Rebecca Woodard, *University of Illinois Chicago*
Nathan C. Phillips, *University of Illinois at Chicago*
Miguel Melchor, *Chicago Public Schools*
Rachelle Palnick Tsachor, *University of Illinois at Chicago*
Rebecca Kotler, *University of Illinois at Chicago*
Ronan M. Rock, *University of Illinois Chicago*
Maria Varelas, *University of Illinois Chicago*
- **“Make sure to subscribe”: A Brazilian Immigrant Child's Authoring of Tutorial Videos in the United States**
Mariana Lima Becker, *Boston College*
- **Valuing Students' Bi/Multilingualism Using BookSnaps**
Phylicia Anderson, *Texas Woman's University*

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A Cross-Cultural Comparison of Adolescents' Writing Ability and Motivation Between the United States and South Korea

**AREA 12. International Research on Teaching and Learning Symposium
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Acacia

The purpose of this symposium is to share major findings from a two-year long study that examined and compared the realities of secondary school writing instruction in the United States and South Korea. This symposium will provide audience with an opportunity to learn lessons from global perspectives on how to improve middle and high school writing instruction in both countries.

Chair:

Sohee Park, *University of Delaware*

Discussant:

Kewman M. Lee, *Missouri State University*

Participants:

- **Teachers' Perceptions and Instruction of Writing**
JooHwan Kim, *Andong National University*
Soonyoung Lee, *Korean University*
- **Comparing Adolescents' Writing Ability**
Sohee Park, *University of Delaware*
- **Comparing Adolescents' Motivation to Write**
Bong Gee Jang, *Syracuse University*

Home and School Connections: Multilingual Engagement in Literacy

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Bougainvillea

Chair:

Jessica Erin Masterson, *Washington State University Vancouver*

Discussant:

Heeok Jeong, *Stephen F. Austin State University*

Participants:

- **Home-school engagement practices for refugee and immigrant families: What does the literature say, and how does it say it? A critical research synthesis**
Jackie Ridley, *Kent State University*
- **"If Pashto can be less, it would be good:" Afghan Refugees Elementary aged students' beliefs regarding first language in a school in Pakistan**
Assadullah Sadiq, *California State University Channel Islands*
- **Literacy practices in three languages: Voices from trilingual families in the U.S.**
Mihaela Gazioglu, *Clemson University*
Jayoung Choi, *Kennesaw State University*
Tuba Angay-Crowder, *Kennesaw State University*

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Literate Identities in Multiple Contexts

**AREA 14. Other Topics
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Camelback A

Chair:

Jo Hawke, *St. John's University, The College of Saint Rose, & Averett University*

Discussant:

Judith Dunkerly, *Old Dominion University*

Chair:

Jo Hawke, *St. John's University, The College of Saint Rose, & Averett University*

Discussant:

Judith Dunkerly, *Old Dominion University*

Participants:

- **Asian Adult Immigrants' Lived Experiences in Workplaces**
Jin Kyeong Jung, *Texas Tech University*
- **Critical Events Along Writing Teacher Educators' Journeys: Developing Solidarity through Self-Study**
Jennifer Sanders, *Oklahoma State University*
Danielle Louise DeFauw, *University of Michigan – Dearborn*
Joy Myers, *James Madison University*
Sarah J. Donovan, *Oklahoma State University*
- **“I must Ensure Credibility for a Matter of Life-and-Death”: Chinese International Students' Information Literacies during COVID-19 Pandemic**
Huan Gao, *University of Florida*

Parent and Teacher Perspectives: Commitment to the Community and Culturally Sustaining Practices

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Camelback B

Chair:

Kate Brayko, *University of Montana*

Discussant:

Tairan Qiu, *The University of Georgia*

Participants:

- **Breaking boundaries of school and home for bilingual education for linguistically and culturally diverse children: Lessons from parents' and teachers' perspectives and practices in Canada**
Guofang Li, *University of British Columbia*
- **Postura Activista: Examining One Bilingual Teacher's Activism and Commitment to the Community She Serves**
Doris Villarreal, *University of Missouri-Saint Louis*
- **“Spanish is at the foundation of my identity”: Language and literacy portraits as culturally sustaining teacher education practice**
Mary Neville, *New Mexico State University*
Susana Ibarra Johnson, *New Mexico State University*

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Pedagogies and Instructional Moves with Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback C

Chair:

Renata Love Jones, *Georgia State University*

Discussant:

Silvia Nogueron-Liu, *University of Colorado, Boulder*

Participants:

- **The Writer's Workshop and Multilingual Students: A review of the literature with steps towards an agentic and culturally sustaining model**
Rosalyn Harvey-Torres, *Georgia State University*
Claudia Cervantes-Soon, *Arizona State University*
Carol Brochin, *University of Arizona*
- **Using Resource Pedagogies to Teach Multilingual Learners: A Close Look at the Work of Two Student Teachers**
Beverly L. Troiano, *Elmhurst University*
Simeon Stumme, *Elmhurst University*
- **Where are the Students? Exploring Instructional Moves During Language-Based Reading Pedagogy with 4th Grade Bi/Multilingual Learners**
Renata Love Jones, *Georgia State University*

Reader Retellings and Text Discussion

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback D

Chair:

Caroline T. Clark, *The Ohio State University*

Discussant:

Caroline T. Clark, *The Ohio State University*

Participants:

- **Disrupting the Canon with Young Adult Retellings**
Arianna Banack, *University of Tennessee, Knoxville*
- **"Is he gay? That's like, all I want to know": Queering Epistemology, Authorial Authenticity, and #OwnVoices in a GSA Book Club**
Ryan Schey, *University of Georgia*
- **On (Not) Defining Queer Childhoods: Discussing Difference in a University-Based LGBTQ+ Literature Course**
Jon M. Wargo, *Boston College*
Kyle Patrick Smith, *Boston College*

Time, Space, and Geography: Critical Reviews of Literature

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback F

Chair:

Julia Poplin, *Minnesota State University Moorhead*

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Discussant:

Anthony Celaya, *Western Washington University*

Participants:

- **Chronotopes of the Third Space that Support Students' Literacies and Learning: Review of Literature**
Patricia Minegishi Delacruz, *University of Illinois at Chicago*
- **Reviewing affect and emotion in critical literacy education research: feeling words within worlds**
Laura Janel Carter-Stone, *Vanderbilt University*
- **The Role of Geography and Mapping in Literacy Studies: An Integrative Critical Literature Review**
Alexandra Panos, *University of South Florida*
Kristin Valle Geren, *University of South Florida*

Using Inquiry in Teacher Education: Bridging Critical Theory and Pedagogical Practice

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Alternative Format Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Lantana

In this inquiry-based session, four teacher educators will share ways they challenge teacher candidates to critically examine their beliefs about multilingual learners and schools. This alternative session is designed to build a foundation for a network dedicated to disrupting traditional systems of literacy research and teacher education. Presenters will invite the audience to engage in various interactive teacher education learning activities that were designed to support teacher candidates in bridging critical theory and pedagogical practice.

Chair:

Matthew R. Deroo, *University of Miami*

Participants:

- **What are beliefs about language and where do these ideas come from?**
Christine Leider, *University of Massachusetts Boston*
- **How do multimodal compositions support teachers to interrogate social reproduction in schools?**
Matthew R. Deroo, *University of Miami*
- **What is reading and how do our definitions privilege particular language and students?**
Christina L. Dobbs, *Boston University*
- **How can we deconstruct genre with multilingual learners in mind?**
Fernanda Marinho Kray, *WIDA at the Wisconsin Center for Research, University of Wisconsin Madison*

The Roles of Functional Grammar, Disciplinary Identities, and Epistemic Emotions with Uncertainty: Disciplinary Practices

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Ocotillo B**Chair:**

Lanette Jimerson, *University of Houston*

Discussant:

Jodi Patrick Holschuh, *Texas State University*

Participants:

- **Unpacking the "Grammar Fatigue Syndrome" in College English Teaching in China**
Zhihui Fang, *University of Florida*

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- **Affirming Disciplinary Identities through Expansive Disciplinary Literacies in Engineering**
Amy Wilson-Lopez, Utah State University
- **Emerging engineers' comprehension processes during learning: Sources and strategies associated with experiences of cognitive disequilibrium**
Allison Zengilowski, University of California, Davis
Michelle E. Jordan, Arizona State University
Diane L. Schallert, University of Texas at Austin

Use of Systems Thinking for Transdisciplinary Critical/Media Literacy Portrayal and Analysis of the Climate Crisis

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Alternative Format Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Palm 3C

This session describes research on the use of digital/media tools and transdisciplinary perspectives for engaging students in systems thinking about the climate crisis. Presentation 1 involves content analysis of youth-produced digital videos for portraying and critiquing perceptions of energy systems. Presentation 2 examines students' use of digital computer games for fostering students' critical inquiry of how systems impact climate change. Presentation 3 examines applications of transdisciplinary thinking on preservice teachers' acquisition of systems thinking.

Chair:
Richard Beach, University of Minnesota

Participants:

- **Students Production of Videos Portraying the Transformation of Energy Systems**
Richard Beach, University of Minnesota
Daniela Torres Cirina, Second Language Acquisition & Teaching, University of Arizona
Blaine Smith, University of Arizona
- **Imagining Systems Literacies through Game Creation**
Eli Tucker-Raymond, Boston University
Gillian Puttick, TERC
Michael Cassidy, TERC
Casper Hartevelde, Northeastern University
Giovanni Maria Troiano, Northeastern University
- **Empowering and Advocating for Educators as Agents of Change**
W. Ian O'Byrne, College of Charleston
Melissa Negreiros, College of Charleston
Tracey Hunter-Doniger, College of Charleston
Nenad Radakovic, College of Charleston

Roundtable Session 3
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Palm 3D

Complexifying Language and Literacy Practices

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Chair:
Eurydice Bauer, University of South Carolina

Participants:

- **Rethinking Literacy Practices from a Vygotskian Perspective: Emotion, Cognition, and Transformation**
Zhaoyu Wang, Penn State University
Seongryeong Yu, The Pennsylvania State University

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- **“It’s not saying the words we want it to say”:
Translingual negotiations with translation
software**
Holland White, *Vanderbilt University*
- **In pursuit of equity: A cautionary tale of literacy
assessments and multilingual learners**
Kay Michelle Rosheim, *Eden Prairie Schools*
Kristi Tamte, *St Cloud State University*

**Meaning Making, Computational Thinking,
and Multiliteracies**

AREA 10. Literacy Media and Technology

Participants:

- **Computational Thinking and Literacy: Creating
Equity for Girls and Rural Students in 21st
Century America**
Renee Moran, *East Tennessee State University*
LaShay Jennings, *East Tennessee State University*
Natalia Ward, *ETSU*
Shuling Yang, *East Tennessee State University*
Stacey J. Fisher, *East TN State University*
- **Emergent Readers’ Expression of Meaning
Making with Animated Stories**
Amy Chopra, *Judson University*

**PST’s Instruction and Response to Student
Writing in Methods Courses**

**AREA 1. Pre-service Teacher Education in
Literacy**

Chair:

Jason J. Griffith, *Penn State University*

Participants:

- **From writing methods courses to student
teaching: How preservice teachers enact writing
instruction**
Kristine Pytash, *Kent State University*
Denise N. Morgan, *Kent State University*

Monica Bartholomew, *Kent State University*
Abbey Galeza, *Kent State University*
Christina Lorelli, *Kent State University*
Emma M. Royan, *Kent State University*
Heather Rundo, *Kent State University*
Brittany Viton, *Kent State University*

- **Preparing Writing Teachers to Push the
Boundaries of Tradition and Oppression in
Secondary Writing Instruction**
Charlotte L. Land, *Penn State University*
Kelsey Jones-Greer, *Penn State University*
- **What Do They Notice? Preservice Teachers’
Response to Students’ Writing During a Writing
Methods Course**
Kristen I. Evans, *Kent State University*
Denise N. Morgan, *Kent State University*

**Telling the Truth: Fighting Deficit Narratives
and Engaging a Historically
Responsive Literacy**

**AREA 1. Pre-service Teacher Education
in Literacy**

Chair:

Jessica Anne Murdter-Atkinson, *University of Texas
at Austin*

Participants:

- **Negotiating Tension and Promise: Pre and
Inservice Teacher Experiences with Historically
Responsive Literacy**
Joseph D. Sweet, *University of North Carolina at
Pembroke*
Cori McKenzie, *SUNY Cortland*
- **Restorying the Deficit Narrative: A Comparative
Discourse Analysis of Preservice Teachers’
Reflective Instructional Practices Amid a Global
Pandemic**
Jamie Hogan, *University of Georgia*

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The Science of Reading: Standards & Self-Efficacy for Instruction

AREA 1. Pre-service Teacher Education in Literacy

Chair:

Rebecca Rohloff, *Georgia State University*

Participants:

- **Developing the Preservice Teacher Reading Efficacy Scale (PRES)**
Tracey S. Hodges, *The Empowering Advocate LLC*
Sharon M. Pratt, *Indiana University Northwest*
- **The Science of Reading: A Content Analysis of Texas Literacy Standards for Teacher Certification**
Jodi Louise Pilgrim, *University of Mary Hardin-Baylor*
- **What's new in the Lonestar State? A Content Analysis of the Texas Science of Teaching Reading Standards for Preservice Teacher Education**
Vickie Godfrey, *University of Texas at Austin*
Catherine Lammert, *Texas Tech University*

Youth Writing Across Disciplines and Communities

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Sierra 1

Chair:

Erin Elizabeth Silcox, *University of Wyoming*

Discussant:

Karis Jones, *SUNY Empire State College*

Participants:

- **False dichotomies and blurred boundaries: Writers gaining disciplinary literacies in out-of-school settings**
Andrea Vaughan, *University of Illinois at Chicago*
Melina Lesus, *UIC*
- **Grappling and Growing through Stories of Hope and Sorrow**
Jennifer C. Mann, *NC State University*
Caitlin M. Donovan, *North Carolina State University*
Katherine B. Peachey, *NC State University*
Crystal C. Lee, *NC State University*
- **“I Would Rather Argue a Point”: How Academic Argument Writing Mediates Civic Literacy Learning and Stifles Democratic Dreaming**
Nicole Mirra, *Rutgers University*
Antero Garcia, *Stanford University*

Writing Instruction, Motivation, and Implication for Effective Practice

**AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Sierra 2

Chair:

Zoi A. Traga Philippakos, *University of Tennessee*

Discussant:

Kara DeCoursey, *Utah State University*

Participants:

- **Limited effect of focusing on the functions of writing in elementary school**
Gustaf Bernhard Uno Skar, *Norwegian University of Science and Technology*
Steve Graham, *Arizona State University*
Alan Randall Huebner, *University of Notre Dame*

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Anne Holten Kvistad, *Norwegian University of Science and Technology (NTNU)*
Marita Byberg Johansen, *NTNU*
Arne Johannes Aasen, *Norwegian University of Science and Technology*

- **Effects of Differential Models of Support on Teachers' Instruction and Students' Writing Quality**
Zoi A. Traga Philippakos, *University of Tennessee*
- **The Writing Engagement Scale**
Seth Parsons, *George Mason University*
Samantha T. Ives, *George Mason University*
Jonathan Marine, *George Mason University*
Paul Rogers, *UC Santa Barbara*
Chase Young, *Sam Houston State University*
Ashlee Horton, *Columbia County Schools (GA)*

Videogame Literacy: How Mechanics Effect Experience

AREA 10. Literacy Media and Technology
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Sierra 3

Chair:
Brady Lee Nash, *Miami University (OH)*

- Participants:**
- **How Game Features in Digital Mobile/Handheld Vocabulary Learning Games Are Related to EFL Vocabulary Learning Outcomes**
Yong Zeng, *Oakland University*
Tanya Christ, *Oakland University*
 - **Wearing White Male Faces: Projective Identity and Video Games**
Laurie Crystina Thrailkill, *East Carolina University*

Presidential Address
LRA Annual Conference
Special Event
4:45 to 6:00 pm

Grand Ballroom

Presenter:
David Yaden, *University of Arizona*

Presidents Reception
LRA Annual Conference
Reception
6:00 to 7:30 pm

Arizona Grand Resort & Spa: Oasis Exclusive

Presenter:
David Yaden, *University of Arizona*

Presidents Private Reception
LRA Annual Conference
Reception
7:30 to 10:00 pm

Arizona Grand Resort & Spa: Vista

Presenter:
David Yaden, *University of Arizona*

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Thursday • December 1, 2022

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SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

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

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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 PLENARY SPEAKERS

Oscar S. Causey Address
LRA Annual Conference Special Event
10:15 to 11:45 am

Grand Ballroom

Chair:

Fenice B. Boyd, *University of South Carolina*

Arthur Applebee Award Presentation

Kathleen Hinchman, *Syracuse University*

Edward B. Fry Book Award Presentation

Grace Enriquez, *Lesley University*

Oscar S. Causey Award Presentation

Fenice Boyd, *University of South Carolina*

2022 Oscar S. Causey Award Address

Revolutionizing Literacy:

The Life of Omar ibn Said, Written by Himself

Presenter:

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

Distinguished Scholar Lifetime Achievement Award Presentation
LRA Annual Conference Special Event
4:45 to 6:00 pm

Grand Ballroom

Early Career Award Presentation

Kristin Conradi, *William & Mary University*

Distinguished Scholar Lifetime Achievement Award Presentation

Tisha Lewis Ellison, *University of Georgia*

Distinguished Scholar Lifetime Achievement Award Address
English Language Learners, Initial Reading, and Language Teaching: Can Language be Curricularized for Children?

Presenter:

Guadalupe Valdés, *Stanford University*

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Registration Desk & Silent Book Auction

LRA Annual Conference

Special Event

7:00 to 5:00 pm

Arizona Grand Resort & Spa: Ballroom Foyer

Reading Hall of Fame Breakfast and Induction Ceremony

LRA Annual Conference

Alternative Format Session

7:00 to 8:30 am

Arizona Grand Resort & Spa: Palm 3A

This session will be available only for members, inductees and their families and guests. The meeting will be conducted by President, Norman Stahl, Northern Illinois University. Reports will be delivered by Secretary, Kathleen Hinchman, Syracuse University, Treasurer, Patricia Anders, University of Arizona, and Past President, Diane Lapp. The focus of the meeting will include a discussion of both old and new business. During this session new members will be inducted. The session will conclude with tributes to deceased members being inducted posthumously (TBA). Hall of Fame emerging scholars, (TBA) will be introduced by Patricia Edwards, Michigan State University.

Chair:

Brady Lee Nash, *Miami University (OH)*

Presenters:

Diane K. Lapp, *San Diego State University*

Kathleen A. Hinchman, *Syracuse University*

Patricia L. Anders, *University of Arizona*

Norman A. Stahl, *Northern Illinois University*

Patricia Ann Edwards, *Michigan State University*

Cynthia Greenleaf, *WestEd*

Douglas Fisher, *San Diego State University*

Robert Rueda, *University of Southern California*

Shane Templeton, *University of Nevada, Reno*

Judith Ann Scott, *University of California, Santa Cruz*

Thursday Poster Presenter Set-Up

LRA Annual Conference

Special Event

7:00 to 8:30 am

Arizona Grand Resort & Spa: Upper Lobby

Technology & Digital Communications Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Acacia

Ethics Committee

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Bougainvillea

Ethnicity, Race & Multilingualism Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback A

Field Council Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback B

Gender & Sexualities Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback C

Policy & Legislative Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback D

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Publications Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback F

Research Committee Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Copperwood

Addressing Equity in Language and Literacy Education: Toward More Expansive Methodological and Theoretical Considerations

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Acacia

Chair:

Jin Kyeong Jung, *Texas Tech University*

Discussant:

Rohit Mehta, *CSU Fresno*

Participants:

- **Defunding Investment Models in Language and Literacy Education: Toward an Ecological Biliteracy Perspective**
Raúl Alberto Mora, *Literacies in Second Languages Project, Universidad Pontificia Bolivariana*
Mikel Cole, *University of Houston*
Chris K. Chang-Bacon, *University of Virginia*

- **Highlighted Presentation - Design-Based Research to Promote Language Equity Within Teacher Preparation**
Ryan McCarty, *National Louis University*
Colleen Hamilton, *National Louis University*

Joao Goebel, *National Louis University*

Wendy Mendez, *National Louis University*

Dora M. Guzman, *National Louis University*

Hannah Graham, *National Louis University*

- **Multimodal Entanglements: Intra-Actions of Emergent Bilinguals' Use of Human and Nonhuman Resources for Literacy Learning**
Rong Zhang, *Purdue University*
Ling Hao, *University of South Carolina*
Sally Brown, *Georgia Southern University*

Translanguaging Practices: Pedagogy, Identity, and Critique

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Bougainvillea

Chair:

Nermin Vehabovic, *Elon University*

Discussant:

Kate T. Anderson, *Arizona State University*

Participants:

- **Highlighted Presentation - "Como yo." Using Mirror Texts to Testimoniar in a Translanguaging Space**
Marcela Ossa Parra, *Queens College, City University of New York*
- **"I See Myself as a Bridge Between Korea and the US": A Case Study of Translanguaging and Transnational Pedagogical Practices of Korean American Literacy Teachers**
Min-Young Kim, *University of Kansas*

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- **Translanguaging Pedagogy for Emergent Bilingual Immigrant Youths in the United States: Is It Transformative?**

Eun Young Yeom, *University of Georgia*

Literacy Development: Examination of Language and Vocabulary Across Countries and Settings

**AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback A

Chair:

Alessandra Ward, *Wheaton College*

Discussant:

Laura S. Tortorelli, *Michigan State University*

Participants:

- **Entering first grade in Finland: Pupils' competence in mother tongue and factors behind it**
Annette Ukkola, *Senior Evaluation Advisor*
- **Does Knowing the Word Matter for Preschool DLLS? Individualized Vocabulary Words on Phonological Awareness Performance**
Christina Cassano, *Salem State University*
Kathleen Ann Paciga, *Columbia College Chicago*
- **Supporting literacy development for Chinese-English bilinguals**
Yaqi Shen, *University at Albany, State University of New York*

Rethinking Relevancy: Examining Divergent "Research to Practice" Strategies

**AREA 4. Public Engagement and Policy in Literacy
Alternative Format Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback B

During LRA 2021, several sessions concluded with this question: If we do not make literacy research relevant to classroom practice, who will (Author 1; Author 2; Author 4a)? The purpose of this alternative session is to intentionally coalesce scholars who leverage varied strategies to enact research into practice. Each scholar will describe their strategy, share successes, and identify barriers. Attendees will join conversations to rethink the relevancy of these strategies and ignite reformulated efforts.

Chair:

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

Discussant:

Pamela A. Mason, *Harvard University*

Participant:

- **Rethinking relevancy: Examining divergent "research to practice" strategies**
Elizabeth (Betsy) A. Baker, *University of Missouri*
Sharon Walpole, *University of Delaware*
Nell K Duke, *University of Michigan*
George G. Hruby, *University of Kentucky*
Melanie Kuhn, *Purdue University*
Gwendolyn Michele McMillon, *Oakland University*
Tanya S. Wright, *Michigan State University*

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**Perspectives on State Reading Policy and
Science of Reading Legislation**

**AREA 4. Public Engagement and Policy
in Literacy
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback D

Chair:

Robert D. Carpenter, *Eastern Michigan University*

Discussant:

Sarah M. Lupo, *James Madison University*

Participants:

- **Polyphonic Voices Across State Reading Policy:
A Call for an Evolving Dialogue**
Megan Chaffin, *University of Arkansas*
Katie Hackett-Hill, *University of Arkansas*
Holly Sheppard Riesco, *University of Arkansas,
Fayetteville*
Meg Grizzle, *University of Arkansas*
Jacob Gardner Warren, *University of Arkansas*
- **State Literacy Initiatives in the Era of Science of
Reading**
Elena Andrei, *Cleveland State University*
Laura Northrop, *Cleveland State University*
- **The New Era of the Reading Wars: Where do
Teachers Stand?**
Melissa Wrenn, *East Carolina University*
Meghan Liebfreund, *Towson University*
Sarah Vach, *East Carolina University*
Amanda Taylor Monroe, *East Carolina University*

**Striving for Dialogue, Consciousness,
& Community**

**AREA 1. Pre-service Teacher Education
in Literacy
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback F

Chair:

Dorian Harrison, *The Ohio State University at Newark*

Discussant:

Sophie C. Degener, *National Louis University*

Participants:

- **Engaging community, expanding consciousness:
A study of the impact of a literacy-focused
community engagement experience on
preservice teachers and community partners**
Kathryn Solic, *West Chester University*
Sara Mohler, *West Chester University*
Sarah Campbell Lightner, *West Chester University*
Lisa A. Gordon, *West Chester University*
Laura Pyott, *West Chester University*
- **Striving for productive dialogue: Nurturing
Teacher Candidates' Abilities to Embrace
Difference**
Trevor Thomas Stewart, *Virginia Tech*
- **The Potential of Tender Geographies: A
Cartographical Analysis of Teacher Candidates'
Conceptualizations of Community**
Tierney B Hinman, *Auburn University*
Jennie Baumann, *Michigan State University*
Grace Yun Kang, *Illinois State University*
Stephanie M. Lemley, *Mississippi State University*
Marliese Peltier, *Ball State University*

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**Evaluating Misinformation: Analyzing
Online Media for Validity**

**AREA 10. Literacy Media and Technology
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Copperwood

Chair:

Julie Coiro, *University of Rhode Island*

Discussant:

Laurie Crystina Thrailkill, *East Carolina University*

Participants:

- **Disciplinary Media Literacy: An Emerging Framework for Integrating Media Literacy Practices into Content Instruction**
Matthew Korona, *George Mason University*
- **English Language Arts Teachers' Attitudes on Media Literacy and Digital Citizenship**
Sam von Gillern, *University of Missouri*
Amy Hutchison, *George Mason University*

**Anthropology and answerability in
literacy research**

**AREA 11. Research Methods, Practices
and Theory
Alternative Format Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Desert Willow

Drawing on the work of Brian Street, Bakhtin, Patel, and Bloome and colleagues, this interactive inquiry session will pose and discuss the following questions: (1) How can anthropological orientations to literacy and education help the field meet the current political moment? (2) To whom are educational researchers answerable? And how?

Chair:

Michiko Hikida, *Ohio State University*

Presenters:

Jennifer Keys Adair, *The University of Texas at Austin*

Ramon Antonio Martinez, *Stanford University*

Dinorah Sánchez Loza, *Ohio State University*

**Challenging Borders and Boundaries in Dual
Language Programs: Voices and Perspectives
from Students and Parents**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Kaibab

Chair:

Jackie Ridley, *Kent State University*

Discussant:

Cynthia Reyes, *University of Vermont - Burlington, VT*

Participants:

- **"Feels Like Being the Step-child": Surfacing the Boundaries and Borders in a Dual Language Program**
Melody Zoch, *University of NC Greensboro*
- **Language and Literacy Borders that Affected a Latino Student of Mexican/Indigenous Descent in a Dual Language Classroom**
Maria Lang, *Baylor University*
Georgia E. Garcia, *University of Illinois at Urbana-Champaign*
- **Developing K-12 Bilingualism and Biliteracy: High School Graduates of Mexican Heritage Reflect on Their Dual Language Education in California**
P. Zitlali Morales, *University of Illinois Chicago*
Norma Monsivais Diers, *University of Illinois at Chicago*

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[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

- **Parents' multilayered perspectives and experiences in bilingual and biliteracy development of their children in a Korean-English Dual Language/Bilingual Education Program**

Shim Lew, *The University of West Florida*
Hakyoon Lee, *Georgia State University*
Jayoung Choi, *Kennesaw State University*
Jee Hye Park, *Georgia State University*
Ji Hye Shin, *Kennesaw State University*
Myoung Eun Pang, *Emory university*

**Composing Play in Diverse Contexts:
Considering Young Children's Capacity for
Care, Community, and Collaboration**

**AREA 5. Early and Elementary
Literacy Processes
Symposium
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Lantana

Three critical qualitative research teams from two countries share observations of children's diverse play experiences, including text-based play, outdoor play, and multimodal play. Individually, they articulate how children's play exemplified their capacity for care, community, and collaboration. Together, they challenge understandings about play as literacies, including what "counts" as play and composing in literacies. Through their nuanced analyses, the authors foreground the possibilities of play in cultivating community, both for children and adults.

Chair:

Sarah Elizabeth Jerasa, *University of Houston*

Discussant:

Mariana Lima Becker, *Boston College*

Participants:

- **"Playing" with the virus: Young children enacting community care through textual play during the COVID-19 pandemic**
Emily Machado, *University of Wisconsin-Madison*
Margaret Beneke, *University of Washington*
Jordan Taitingfong, *University of Washington*
- **Playing the story: Young children's encounter-based collaborations in outdoor narrative play**
Kim Lenters, *University of Calgary*
Ronna Mosher, *University of Calgary*
Jennifer MacDonald, *University of Calgary*
- **(Ad)Ventures in collaborative composing: Examining a case of (un)sanctioned play in the elementary literacies classroom**
Cassie J. Brownell, *University of Toronto*

**Computational Thinking and Literacy:
Understanding Teachers' Approaches to
Leveraging CT and Literacy across Grade Levels**

**AREA 10. Literacy Media and Technology
Symposium
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Mesquite

The presentations in this symposium will explore connections between CT and literacy and teachers' approaches to these two domains. The symposium will explore how teachers leverage literacy experiences to support CT (and the inverse), teachers' development of CT understandings, and teachers' use of culturally relevant instruction for students from diverse backgrounds. These presentations, from three different research-practice partnerships, explore the CT-Literacy intersection across the preschool and elementary years and represent a variety of methodological perspectives.

Chair:

W. Ian O'Byrne, *College of Charleston*

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Discussant:

W. Ian O’Byrne, *College of Charleston*

Participants:

- **Read Alouds, Writing, and Robots: Exploring Preschool Teachers’ Support for Computational Thinking and Literacy**

Margaret F. Quinn, *University of Tennessee, Knoxville*

Lori A. Caudle, *University of Tennessee, Knoxville*

Frances K. Harper, *University of Tennessee, Knoxville*

- **Exploring PreK-2nd Grade Teachers’ Abilities to Notice, Name, and Connect Computational Thinking to Classroom Teaching**

Sean Justice, *Texas State University*

Lori Czop Assaf, *Texas State University*

- **Tracing Elementary Teachers’ Learning Trajectories for Computational Thinking Integration**

Robin Jocius, *University of Texas at Arlington*

Jennifer Albert, *The Citadel*

Melanie Blanton, *Texas Tech University*

Candace Joswick, *University of Texas at Arlington*

Deepti Joshi, *The Citadel*

Crossing Pedagogical and Methodological Boundaries with an Examination of Novice Teachers’ Racial Literacy

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Symposium

8:30 to 10:00 am

Arizona Grand Resort & Spa: Noble

There is a critical need to disrupt the systemic racism underlying educational inequities (Croom, 2020). This requires that, in part, teachers build racial literacy early in (and throughout) their practice (Sealy-Ruiz,

2011). This symposium (1) examines novice teachers’ knowledge underlying racial literacy and (2) considers how to act on this understanding to build NTs’ racial literacy during their teacher education programming.

Chair:

Rhonda Hylton, *Assistant Professor*

Discussant:

Amy Tondreau, *Austin Peay State University*

Participants:

- **Capturing Teachers’ Racial Literacy: An Instrument Development Study**

Catherine Lammert, *Texas Tech University*

Poonam Arya, *Wayne State University*

Pallavi Chhabra, *University of Wisconsin-Madison*

Lisa O’Brien, *Merrimack College*

- **Novice Teachers’ Knowledge of Racial Literacy: Survey Data from a Multi-site Sample**

Poonam Arya, *Wayne State University*

Lisa O’Brien, *Merrimack College*

- **“I don’t think I’m there yet, but I’m trying”:**
Novice Teachers’ Perceptions of Racial Literacy

Rhonda Hylton, *Assistant Professor*

Shuling Yang, *East Tennessee State University*

Amy Tondreau, *Austin Peay State University*

Xiufang Chen, *Rowan University*

Marla Roschelle Goins, *The College of Wooster*

- **Building Preservice Teachers’ Racial Literacy in the Context of State Policy Prohibiting Critical Race Theory**

Xiufang Chen, *Rowan University*

Catherine Lammert, *Texas Tech University*

Amy Tondreau, *Austin Peay State University*

Shuling Yang, *East Tennessee State University*

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Students Owning Literacy Practices in Early Childhood and Elementary Contexts

**AREA 5. Early and Elementary Literacy Processes
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Ocotillo B

Chair:

Jackie Eunjung Relyea, North Carolina State University

Discussant:

Leslie Dawn Roberts, Georgia Southern University

Participants:

- **A Cluster Analysis of Elementary Students' Motivation to Read**
Samantha T. Ives, *George Mason University*
Seth Parsons, *George Mason University*
Allison Ward Parsons, *George Mason University*
Chase Young, *Sam Houston State University*
Dana A. Robertson, *Virginia Tech*
Ashlee Horton, *Columbia County Schools (GA)*
- **Authoring the Self: Primary Writers' Identity Negotiations through Authoring and Positioning Themselves in Their Compositions**
Danielle Rylak, *Arizona State University*
Lindsey Moses, *Arizona State University*
Stephanie F. Reid, *University of Montana*
- **"They really took ownership": Using systems thinking for complex understandings in literature**
Margaret S. Curwen, *Chapman University*
Amy Ardell, *Chapman University*
Laurie MacGillivray, *University of Memphis*
Rachel Lambert, *University of California Santa Barbara*

**Reading Hall of Fame Inaugural Address
LRA Annual Conference
Symposium
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Palm 3A

This session is open to any LRA member wishing to attend. During this session members elected in 2021 will deliver their inaugural addresses. Introduction to the Session and also speakers. Dr. Norman Stahl, President and Dr. Diane Lapp, Past President, Hall of Fame. Dr. Deborah Dillon, University of Minnesota Dr. Lee Gunderson, University of British Columbia Dr. R. Malatesha Joshi, Texas A & M Dr. Charles Reed, University of Wisconsin Dr. Ian Wilkinson, Ohio State University Questions & Answers shared among speakers and attendees.

Chairs:

Diane K. Lapp, *San Diego State University*
Norman A. Stahl, *Northern Illinois University*

Discussant:

Diane K. Lapp, *San Diego State University*

Presenters:

Lee Gunderson, *University of British Columbia*
R. Malatesha Joshi, *Texas A & M University*
Ian A. G. Wilkinson, *The Ohio State University*
Charles Read, *University of Wisconsin - Madison*

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**Decolonizing Literacy, Language, and
Ways of Being: Creating Cultural and
Intellectual Spaces that Center Equity,
Solidarity and Opportunity hosted by Ethnicity,
Race, and Multilingualism
Committee and International ICG**

**AREA 14. Other Topics
Symposium
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Palm 3B

This symposium explores and problematizes the ways literate identities are positioned within current pedagogical frameworks for bilingual, bicultural, and transnational students in schools. We center the urgent need to decolonize literacy and languaging spaces. We seek to build forward informed understandings of what it is to know and be in classrooms as we endeavor to carve out physical, cultural, and intellectual enclaves within the contexts of dialogically shaping literate identities in education.

Chairs:

Lina Trigos-Carrillo, *Universidad del Norte*
Matthew R. Deroo, *University of Miami*

Discussant:

Eurydice Bauer, *University of South Carolina*

Presenters:

Timothy San Pedro, *The Ohio State University*
Patriann Smith, *University of South Florida*
Kongji Qin, *New York University*
Alexandra Michelle Babino, *Texas Women's University*
Mandy Stewart, *Texas Woman's University*

**Navigating Legislation that Seeks to Limit
Discussion of Race, Gender, and Sexual Identity**

**AREA 4. Public Engagement and Policy
in Literacy
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Palm 3C

Chair:

Alexandra Panos, *University of South Florida*

Discussant:

Carolyn A. Colvin, *University of Iowa*

Participants:

- **Future Literacy Teachers Navigating “Critical Race Theory” Bans**
Laura Beth Kelly, *Rhodes College*
Laura Taylor, *Rhodes College*
- **Homophobia, Banned Books, and School Boards: A Critical Discourse Analysis of Parents’ Comments**
Arianna Banack, *University of Tennessee, Knoxville*
Kristian Lenderman, *Digital Promis*
Abbey Bachmann, *Texas A&M University*
Rosa Nam, *Clark University*
- **Tightening the grip: Educational policies, surveillance, and marginalization**
Renee Moran, *East Tennessee State University*
Natalia Ward, *ETSU*
Karin Keith, *East Tennessee State University*
Lori Turner Meier, *East Tennessee State University*
Huili Hong, *Vanderbilt University*
Amber Warren, *Vanderbilt University*

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**Roundtable Session 4
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Palm 3D

**Critical Literacy Instruction: Youth in Action for
Social Transformation**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School**

Chair:

Christina Salazar, *Texas Woman's University*

Participants:

- **Activism, Action, and Allyship Through Multimodal Literacy Practices**
Dominique Skye McDaniel, *Kennesaw State University*
- **Digital Literacies as Social Transformation: Multilingual Youth on the Move toward an Antiracist World**
Heeok Jeong, *Stephen F. Austin State University*
- **Freedom, Friendship, and Joy in Critical Literacy Instruction**
Aimee Hendrix, *Texas Woman's University*

Crossing Methodological Borders

**AREA 11. Research Methods, Practices and
Theory**

Chair:

Amy Vetter, UNCG

Participants:

- **Researching with Black African Immigrant Youth through Collaborative Literacy Research Methodologies**
Lakeya Omogun, *University of Washington*
- **Understanding Academic Podcasting Metrics for Knowledge Dissemination: Crossing Boundaries in Research**

Lindsay Persohn, *University of South Florida Sarasota-Manatee*

Stephanie M. Branson, *University of South Florida*

- **Rethinking Collaborative Writing: Crossing Boundaries and Borders for more Equitable and Inclusive Participation in Academic Writing**
Charlotte Frambaugh-Kritzer, *University of Hawaii at Manoa*
Elizabeth Stolle, *Grand Valley State University*

Engaging and Motivating Young Learners

**AREA 5. Early and Elementary Literacy
Processes**

Chair:

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

Participants:

- **Dancing Weather and Drawing Trees: A Literature Review of the Use of Arts-based Pedagogies in Elementary Contexts**
Evelyn M. Pollins, *University of Illinois Chicago*
Kristine M. Schutz, *University of Illinois – Chicago*
Rebecca Woodard, *University of Illinois Chicago*
- **English Learners' Motivation for an Early Reading Intervention Program**
Joy Dangora Erickson, *Endicott College*
- **Leading with engagement: Shifting the focus to young children's literacy**
Karole-Ann Friddle, UNCG
Gay Ivey, *University of North Carolina-Greensboro*
- **"Cuéntame Cuentos": Incorporating Elaborative Reminiscing into a Dialogic Reading Technology for Latino Child Literacy**
Luis Enrique Perez Cortes, *University of Pittsburgh*
Diana Leyva, *University of Pittsburgh*
Erin Ashley Walker, *University of Pittsburgh*

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Identify and Literacy Practices Across Contexts and Grade Levels

AREA 3. Literacy Assessment, Learning, and Teaching

Chair:

Courtney Hattan, *Illinois State University*

Participants:

- **Exploring Children's Identity as Expressed in Literacy Practices in Two Different Sites: Classrooms in South Korea and the United States**
Seongryeong Yu, *The Pennsylvania State University*
- **Composing Together: An Exploration of Peer Mediation**
Amber Deig, *University of Florida*
Mark Barba Pacheco, *University of Florida*
- **Kindergarten Teachers' Vocabulary Knowledge and Practices: Preliminary Findings**
Tara Burke Johnston, *University of Maryland*
Mariam Jean Dreher, *University of Maryland College Park*

Teachers and Bi/Multilinguals or Teachers as Bi/Multilinguals

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Chair:

Earl Aguilera, *California State University, Fresno*

Participants:

- **Teacher Impressions of Multilingual Learner Linguistic Identities through Curricular Activities: Steps Towards Culturally Sustaining Practices & Instruction**
Rachel Marie Siegman, *Vanderbilt University*
Emily C. Phillips Galloway, *Vanderbilt University*

- **Supporting Teachers to Recognize Biliterate Brilliance**

Emily Zoeller, *Edgewood College*
Allison Briceno, *SJSU*

- **Crossing Boundaries of English Language Hegemony: Valuing the Assets of Bilingual Preservice Teachers**

Ann Van Wig, *Eastern Washington University*
Lyudmyla Ivanyuk, *Trinity Christian College*

Equity, Diversity, and Inclusion in Literacy Research

**AREA 11. Research Methods, Practices and Theory
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Sierra 1

Chair:

Xia Chao, *Duquesne University*

Discussant:

Mark D. McCarthy, *Springfield College*

Participants:

- **A Metasynthesis of Family Literacy Scholarship by Black, Indigenous, and People of Color**
Catherine Compton-Lilly, *University of South Carolina*
Rebecca Rogers, *University of Missouri-St. Louis*
Tisha Lewis Ellison, *Associate Professor*
- **Inextricably Bound: Racialized Blackness and (Il)literacy in the United States' Imaginary**
CoCo Massengale, *Stanford University*
- **Revisiting Borderlands: The Need for Culturally Inclusive Lenses in Writing Research**
Sara A. Field, *George Mason University*
Jenna Spiering, *University of South Carolina*
Ewa McGrail, *Georgia State University*
Lisa York, *Georgia State University*

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Mark A. Lewis, *James Madison University*
Luke Rodesiler, *Purdue University Fort Wayne*

2022 Oscar S. Causey Award Address
LRA Annual Conference
Special Event
10:15 to 11:45 am

Grand Ballroom

Revolutionizing Literacy:
The Life of Omar ibn Said, Written by Himself

Presenter:

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

**Agency, Inquiry and Social Justice across the
Teacher Career Continuum**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy
Symposium**
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Acacia

This symposium brings together three papers exploring literacy teachers' agency across the career continuum (i.e. preservice, early career, veteran). The studies explore how collaboration and inquiry contribute to productive professional learning contexts, reduce the impact of external constraints, and promote teacher identity as agents for social justice. Findings across the studies illuminate how teachers navigate their contexts to achieve agency while reimagining literacy curriculum and pedagogy that promotes equitable change.

Chair:

Carol Gilles, *University of Missouri*

Discussant:

Catherine Compton-Lilly, *University of South Carolina*

Participants:

- **Teacher education program redesign to promote preservice teacher agency**
Kathryn Mitchell Pierce, *Saint Louis University*
Merlene Gilb, *Saint Louis University*
- **Coaching to support a novice teacher's efforts to be an agent of change**
Kierstin Giunco, *Boston College*
Christine Leighton, *Emmanuel College*
- **Veteran teachers working collaboratively to develop new beliefs and practices that promote social change**
Christopher Hass, *James Madison University*

**Approaches to Critical Literacy: Play,
Autohistoria-teoria, and Anti-racist**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School
Paper Session**
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Bougainvillea

Chair:

Mariannella Núñez, *University of the Incarnate Word*

Discussant:

Annie Daly, *The University of Texas at Arlington*

Participants:

- **Playing Across Plurality, Difference, and the Imaginary: Playful Methods for Imagining Otherwise**
Mia Perry, *University of Glasgow*
Carmen T. Medina, *Indiana University*
Karen Wohlwend, *Indiana University*
- **Testimonio de Nepantla: An Autohistoria-teoria of Resistance**
Christina Salazar, *Texas Woman's University*

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- **The Work of Growing Young People con Cariño: Anti-Racist Approach to Critical Literacy**
Karla Lomeli, *Assistant Professor*

**In Pursuit of Anti-racist Reviewing and Professional Practices
LRA Annual Conference
Special Event
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback A

Historically racism has referred to discrimination and prejudice against someone based on their membership in a racial or ethnic group. Scholars have helped to unveil the ways in which racism is reified through educational institutions, policies, laws, and daily practices assumed to be neutral or that have been normalized (Dei, 1996, 2014; Kendi, 2019; Lee, 2012; Troyna, 1987). Neither higher education nor professional organizations are exempt from these problematic structures and practices. As a community of scholars, LRA has a history of pushing for equitable practices. One area of emerging importance to explore collectively is how the organization can promote anti-racist reviewing and professional practices with regard to reviews of conference presentation proposals and submissions to LRA's two journals, *Journal of Literacy Research* and *Literacy Research: Theory, Method, and Practice*. This special session is a collaboration between the LRA publications committee, the editors of LRA's two journals, and Cindy Brock, who serves as a liaison to the LRA Board of Directors. During this time, a panel of representatives will share resources and insights they have gained from other professional organizations (e.g., Cagle et al, 2021; Committee on Publication Ethics [COPE], 2017, 2021; Dondio et al., 2019). Panelists will also discuss the ways in which they engage in anti-racist reviewing practices, including trends they have noticed in the past that prompt a need for dialogue, questions they have, and strategies they have used to resist oppressive practices. Additionally, significant time will be allocated for discussion amongst all session participants and the panel to consider

questions such as: · What does anti-racist reviewing look like in practice? · What are current reviewing practices that may be problematic and allow for racist practices to occur? · What changes are needed at the organizational level for LRA to be more inclusive in reviewing? · In what ways might LRA incorporate multilingual practices rather than exclusively use English? · How might LRA ensure that journal and conference reviewers engage in anti-racist reviewing? How might LRA ensure that award decision processes use anti-racist reviewing practices? At the closing of the session, the discussant will summarize the main points brought up during the session and offer closing remarks. The session's discussion will offer implications for policies that may need to be in place or revised in order to promote anti-racist reviewing practices across LRA. These implications will be shared with the LRA Board of Directors.

Chair:

Silvia Nogueron-Liu, *University of Colorado, Boulder*

Discussant:

Kristen H. Perry, *University of Kentucky*

Presenters:

Cynthia H. Brock, *University of Wyoming*

Eurydicce Bauer, *University of South Carolina*

Ara Razfar, *University of Illinois*

Allison Skerrett, *The University of Texas at Austin*

Early Childhood Teachers' Understandings and Beliefs in Multiple Spaces

**AREA 5. Early and Elementary
Literacy Processes
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback B

Chair:

Courtney Samuelson, *North Carolina State University*

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Discussant:

Kristin Keane, *Stanford University*

Participants:

- “Changing our teaching”: First Grade Reading Instruction Before and During COVID-19
Paola Pilonieta, *University of North Carolina at Charlotte*
Colleen Whittingham, *University of North Carolina Charlotte*
Erin Washburn, *UNC Charlotte*
- Early Childhood Teachers’ Beliefs and Understandings About Early Language and Literacy Education in the United States Midwest
Muge Olgun-Baytas, *University of Missouri*
Angie Zapata, *University of Missouri*
Candace R. Kuby, *University of Missouri*
Erin M. Price, *University of Missouri*
Sarah D. Reid, *University of Missouri*
- Uptake, Embrace, and Skygaze: Preschool Teachers’ Understanding of the Constellation of Factors for Supporting Inferential Thinking during Read Alouds
Molly Collins, *Vanderbilt University*

**Seeing the World in Discipline Specific Ways:
Online Spaces, Historical Contexts, and
Multiliteracies**

**AREA 6. Adolescent, College, and Adult
Literacy Processes
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback C

Chair:

Tierney B Hinman, *Auburn University*

Discussant:

Heidi Regina Bacon, *Southern Illinois University Carbondale*

Participants:

- Exploring the Connections between Disciplinary and Digital Literacies in History
Mellinee Lesley, *Texas Tech University*
Elizabeth Stewart, *Texas Tech University*
Johanna Keene, *Texas Tech University*
- Learning to Teach Disciplinary Literacy in an Online Environment: A Case Study of Two United States History Teachers and Their Students
Susan De La Paz, *University of Maryland*
Josue Otarola, *UMD, College Park*
- Teacher advice as space for authoring in a design studio and disciplinary literacy
Min-Seok Choi, *The Ohio State University*

Socioemotional Learning with Picture Books

**AREA 9. Text Analysis, Adult, Children’s, and
Young Adult Literature
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback F

Chair:

Robin R. Griffith, *Texas Christian University*

Discussant:

Robin R. Griffith, *Texas Christian University*

Participants:

- A social emotional wealth of words: Caldecott Medal Award winning texts as a wellspring for bibliotherapeutic SEL lessons
Maureen D. Sullivan, *Flour Bluff ISD/Capella University*

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- **“Connecting Themselves to the World”:
Multicultural Children’s Literature and Social-
Emotional Learning**
Susan V. Bennett, *University of South Florida*
AnnMarie Gunn, *University of South Florida*
Barbara Jean Peterson, *St. Petersburg P.A.L.
Afterschool Program*
- **Selecting Picturebooks with Socioemotional and
Diversity Themes**
AnnMarie Gunn, *University of South Florida*
Susan V. Bennett, *University of South Florida*
Barbara Jean Peterson, *St. Petersburg P.A.L.
Afterschool Program*

**Breaking Boundaries and Mapping New
Horizons in Teacher Training**

**AREA 1. Pre-service Teacher Education
in Literacy
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Copperwood

Chair:

Patricia Eugenia Venegas-Weber, *University of
Washington-Seattle*

Discussant:

Olivia Ann Williams, *University of Maryland, College
Park*

Participants:

- **edTPA as a Barrier to Equity, Solidarity, and
Social Justice: Preservice Literacy Teachers
Respond**
Douglas Kaufman, *University of Connecticut*
- **Mapping the Horizon: An Integrative Literature
Review of Culturally Multidimensional Literacy
Teaching**
Ambyr Rios, *Kansas State University*
Sharon Matthews, *Texas A&M University*

- **“Together, I don’t feel so alone”:
Disrupting our
Boundaries in Collaborative Teaching**
Amy Seely Flint, *University of Louisville*
Tasha Laman, *Western Washington University*
Tammi R. Davis, *Missouri State University*
Pamela M. Jett, *Retired university professor*

**A Showcase for Culturally-Sustaining
Literacy Practices**

**AREA 1. Pre-service Teacher Education
in Literacy
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Desert Willow

Chair:

Kristine M. Schutz, *University of Illinois - Chicago*

Discussant:

Jackie Ridley, *Kent State University*

Participants:

- **Examining the Translanguaging Pedagogies of
a Monolingual Preservice Teacher: A Culturally
Sustaining Approach to Read Alouds**
Heather Dunham, *The University of Texas at
Austin*
- **Making Visible the Barriers and Preparing for
Action: Preservice Teachers Perceptions of
Culturally Responsive Teaching**
Anne Swenson Ticknor, *East Carolina University*
Christy Howard, *East Carolina University*
Mikkaka Overstreet, *Hunt Institute*
- **PTs’ Culturally Sustaining Literacies
Pedagogical Content Knowledge: A Cross-Case
Analysis of Two Literature Units**
Heather Dunham, *The University of Texas at
Austin*

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**Critical Theories and Bilingual Education in
Early Childhood and Elementary**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Kaibab

Chair:

Victor Lozada, *Texas Woman's University*

Discussant:

Lara J. Handsfield, *Illinois State University*

Participants:

- **Facilitating Critical Conversations about Gender with Young Bilinguals through Music-themed Critical Media Literacy**
So Kim, *University of Texas at El Paso*
Soyeon Park, *San Francisco State University*
- **Understanding the Racialized Roots of Anglonormativity, Ideology, and Coloniality Dual Language Bilingual Education**
Kristen Lynne Pratt, *Western Oregon University*
- **Writing within the Trans: Emergent Bilingual Writers in a Community-Based Writing Program**
Stephanie Lynn Abraham, *Rowan University*

**Exploring Teachers' Incorporation of Bi/
Multilingual Practices in Elementary
Classrooms**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings
Symposium
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Lantana

This symposium brings together research done by authors at four different institutions, working in four distinct geographic locations, to explore experiences of teachers working to support the bi/multilingual literacy practices of emergent bilingual students in elementary school classrooms. Specifically, we draw on translanguaging and translingual approaches to examine pedagogies and practices that supported emergent bilingual students' reading and writing using multiple languages in English-medium and bilingual education classrooms.

Chair:

Faythe Beauchemin, *University of Arkansas*

Discussant:

Emily Machado, *University of Wisconsin-Madison*

Participants:

- **Constructing Personhood Through Translingual Think Alouds with Emergent Bilingual Students and Pre- and In-Service Paraprofessional Teachers**
Faythe Beauchemin, *University of Arkansas*
Megan Chaffin, *University of Arkansas*
Rebecca Carpenter de Cortina, *University of Arkansas*
- **Teachers' Interactions with New-to-them Language Resources While Supporting Translingual Composing in an English-Medium Classroom**
Lindsey Rowe, *Clemson University*

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- **Nuestras Historias: Preservice teachers create texts that counter monoglossic ideologies**
Sandra Lucia Osorio, *Illinois State University*
- **Exploring the Impacts of Translanguaging Pedagogies in an ESL Classroom**
Jessica Somerville-Braun, *Skidmore College*

Cross-boundary endeavors in multilingual and multicultural contexts

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Mesquite

Chair:

Min-Young Kim, *University of Kansas*

Discussant:

Kate T. Anderson, *Arizona State University*

Participants:

- **Border-Crossing Discourse: Transnational Social Linguistics and Literacies**
Kewman M. Lee, *Missouri State University*
- **Borderlands Biliteracies: A Framework for Recognizing the Literacies of Bilinguals of Color**
Idalia Nunez Cortez, *University of Illinois Urbana-Champaign*
Enrique D. Degollado, *The University of Iowa*
Claudia Cervantes-Soon, *Arizona State University*

- **Highlighted Presentation - Crossing Language Boundaries: First Graders Using their Bodies and Languages to Exert Agency in a Dual Language Writer's Workshop**
Roselyn Harvey-Torres, *Georgia State University*

- **Non-linguistic Layers of Translingual Writing: Sustaining Intellectual Identities Across Borders**
Amir Kalan, *McGill University*

Crossing Borders & Building Bridges: Learning to Listen to Participants' Voices in Community-School-University Partnerships

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Noble

Participants will closely examine a design-based study conducted to meet the literacy needs of Black K-5 students. Presenters will share multimodal, detailed data analyses, while amplifying participants' voices. Adaptations made in response to participant input and the outcomes that resulted from building genuine relationships in a community-school-university partnership will also be highlighted. Breakout groups will discuss strategies for improving community-based-participatory-research including: volunteer training, data-driven implementation, relationship-building, and crossing borders between traditional and non-traditional research methods.

Chair:

Gwendolyn Michele McMillon, *Oakland University*

Presenters:

Yong Zeng, *Oakland University*

Mary Lee Patillo-Dunn, *Oakland University doctoral student*

Amanda LaPointe Wowra, *Doctoral Student*

Emily Caylor, *Oakland University*

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Highlighted Session - The Role of Policy in Shaping Literacy Instruction: Past Present & Future

AREA 4. Public Engagement and Policy in Literacy
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Ocotillo B

Reading instruction is the most legislated area of education. This session traces the trajectories of perennial policy issues with analyses of policy documents and research published from the 1960s to the present. In doing so, we illustrates trajectories of development for persistent problems of policy and practice, by identifying patterns in ideas, strategies and solutions that link the past to the present and future.

Chairs:

Rachael Gabriel, *University of Connecticut*

Shannon Leigh Kelley, *University of Connecticut*

Participants:

- **Retention in Grade and Third-Grade “Trigger” Laws: History, Politics, and Pitfalls**
Gabriel DellaVecchia, *University of Michigan*
- **Remedial Reading Programs: Identification, Instruction, and Impacts of a Separate System for Learning**
Katherine K. Frankel, *Boston University*
- **Early Reading Instruction: Politics and Myths about Materials & Methods**
Nora Vines, *University of Tennessee Knoxville*
Natalia Ward, *ETSU*
Rachael Gabriel, *University of Connecticut*
- **Cumulative Disadvantage: Differential Experiences of Students with Reading Difficulties**
Laura Northrop, *Cleveland State University*

- **A language for literacy learning: Language policy, bi/multilingual students, and literacy instruction**
Natalia Ward, *ETSU*
Amber Warren, *Vanderbilt University*
- **How Literacy Policy Shapes Understandings of Teacher Quality: Coaching, Evaluation and Measures of Teacher Effectiveness**
Rachael Gabriel, *University of Connecticut*

Place-Resonant Explorations of Climate Justice Literacies

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3A

In this session, researchers identify place resonant literacies that support children and teachers in navigating the constellation of experiences of globalizing climate crisis. Drawing from a range of methodological orientations, panelists papers address the power of inquiry, supportive analytic frameworks, a variety of children’s literature, the imperative of media literacy, and transdisciplinary teaching practice in order to offer a multiplicity of ways to grapple with ecocide from the perspective of climate justice literacies.

Chair:

Alexandra Panos, *University of South Florida*

Discussant:

Rebecca Woodard, *University of Illinois Chicago*

Participants:

- **“Credible, but not really reliable”: Elementary Preservice Literacy Teachers’ Responses to Children’s Literature on Energy and the Environment**
Catherine Lammert, *Texas Tech University*

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- **Taking action in the desert southwest: Student activism for climate justice through civic engagement**
Mabel Rivera, *University of Arizona*
Jill Castek, *University of Arizona*
- **Ecomedia analysis for climate justice literacy in Florida, Caribbean and Gulf Region**
Alexandra Panos, *University of South Florida*
- **Literacy for Energy Justice: Connecting local and global sustainability goals through community-based citizen science**
Michelle E. Jordan, *Arizona State University*
Steven E. Zuiker, *Arizona State University*
Isis E. Howard, *Arizona State University*

**Highlighted Session - Assessing for Change:
The potential of formative assessment of
writing in elementary school**

**AREA 3. Literacy Assessment, Learning,
and Teaching
Symposium
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback D

This symposium addresses formative writing assessment. First, development and implementation of a writing rubric for at-risk children in Pre-K to Grade 2 in Ireland is described. Second, a Norwegian study addresses the extent to which an assessment at the beginning of first grade is predictive of writing performance at the end of first grade. Third, the development and use of the Writing Motivation Questionnaire in the US is described, including students' view of their needs.

Chair:
Steve Graham, *Arizona State University*

Discussant:
R. Malatesha Joshi, *Texas A & M University*

Participants:

- **Writing Assessment for Communities of Writers: Validation of a Rubric to Support Formative Assessment of Writing in Pre-K to Grade 2**
Eithne Kennedy, *Dublin City University*
Gerry Shiel, *Educational Research Centre, Dublin*
- **The Predictability of First Grade Students' Writing Proficiency**
Gustaf Bernhard Uno Skar, *Norwegian University of Science and Technology*
Alan Randall Huebner, *University of Notre Dame*
- **Writing Motivation Questionnaire: Validation and Application as a Formative Assessment**
Steve Graham, *Arizona State University*

**Assessment, Instruction, and Motivation of
Bilingual Learners**

**AREA 3. Literacy Assessment, Learning,
and Teaching
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Palm 3B

Chair:
Steve Amendum, *University of Delaware*

Discussant:
Erin McNeill, *Indiana University*

Participants:

- **Development of an Instrument to Understand the Higher Order Reading Skills of Emergent Bilingual Children**
Patricia Martínez-Álvarez, *Teachers College/ Columbia University*
Maria Paula Ghiso, *Teachers College, Columbia University*
Sonali Rajan, *Teachers College, Columbia University*

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- **Social Factors Influencing Bilinguals' Reading Motivation**
Bong Gee Jang, *Syracuse University*
Maria Selena Protacio, *Western Michigan University*
- **Equitable & Empowering Writing Conferences for Multilingual & Bidialectal Children**
Vicki McQuitty, *Towson University*
Pamela Hickey, *Towson University*
Amy Penn, *Towson University*

Roundtable Session 5
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3C

Critical Perspectives in Pre-Service Teacher Education

AREA 1. Pre-service Teacher Education in Literacy

Chair:

Tracy Donohue, *Central Michigan University*

Participants:

- **"It never occurred to me to question the idea of standard English all together": Teacher Candidates Grappling with Critical Language Awareness**
Grace Yun Kang, *Illinois State University*
Amy Tondreau, *Austin Peay State University*
Sonia Kline, *Illinois State University*
Jenn Raskauskas, *West Chester University*
Amanda Wall, *Georgia Southern University*
Xiufang Chen, *Rowan University*
Shuling Yang, *East Tennessee State University*
Chinwe Hope Ikpeze, *St. John Fisher College*
Huili Hong, *Vanderbilt University*
Linda Smetana, *California State University, East Bay*

- **Revise and resubmit: Nudging literacy preservice teachers toward meaningful engagement with critical perspectives**
Tracey Terece Flores, *University of Texas at Austin*
Jessica Anne Murdter-Atkinson, *University of Texas at Austin*
Katie Trautman, *University of Texas at Austin*
- **Whiteness as a Systemic Boundary in Pre-Service Teacher Development**
Kerry H. Alexander, *The University of Texas*
Claire Collins, *University of Texas at Austin*

Identity, Intention, and Loneliness in English Education Theory and Pedagogy

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Chair:

Dorian Harrison, *The Ohio State University at Newark*

Participants:

- **Authorial Identity and Authorial Intention: A Critique of the Intentional Fallacy in Theory and Pedagogy**
Jennifer M. Lockhart McHugh, *University at Albany SUNY*
- **Combining LatCrit and CREE to decolonize English education**
Clint LaFuente, *UT Austin*
- **On Literacy and Loneliness**
William Terrell Wright, *University of Georgia - Athens*
Maverick Yunqiang Zhang, *University of Georgia*
Amanda Brady Deaton, *University of Georgia*

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New Literacies in Teacher Education: Beliefs, Barriers, and Balancing Design

AREA 10. Literacy Media and Technology

Participants:

- **How Faculty Understand and Describe Their Use of Multimodal Literacies for Instruction**
Haley Cristea, Salisbury University - Salisbury, MD
- **HyFlex Model of Higher Education: Understanding Where the Modes of Education Meet the Capital Resources of Students**
Emily S. Howell, Clemson University
- **Online Multimodal Reading Strategies: Focusing on Visual and Linguistic Modes Integration**
Hyoju Ahn, University of Maryland

Supporting Literacy Educators for Critical Literacy and Equity

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Chair:

Josephine Peyton Marsh, Arizona State University

Participants:

- **Professional Learning and Implementation: Being Critical with Read Alouds in Four-Year-Old Classrooms**
Chelsey Bahlmann Bollinger, James Madison University
Maryam Sharifian, James Madison University
- **Re-Envisioning a Reading Specialist Program through an Equity Lens**
Sophie C. Degener, National Louis University
Tina Curry, National Louis University
Mary L. Hoch, National Louis University
Ryan McCarty, National Louis University

Gloria McDaniel-Hall, National Louis University
Ruth E. Quiroa, National Louis University

- **Teachers' Use of Inclusive Texts In Elementary Schools**
Aimee Ellis, Loyola University Chicago

STAR Peer Mentoring Session (Closed Event)
LRA Annual Conference
Special Event
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3D

Change and Design for Successful Literacy Instruction

AREA 2. In-service Teacher Education/ Professional Development in Literacy
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 1

Participants:

- **Adaptive Teaching: Comparative Case Study in Literature Discussion**
Matthew L. McConn, Binghamton University, SUNY
Ozge L. Yol, Binghamton University, SUNY
- **Constructivist Professional Learning Approaches: Using Lab Classrooms to Prepare Teachers for Culturally Sustaining Literacy Instruction**
Jody Polleck, Hunter College
- **Design, Implementation, and Impacts of Early-Literacy Induction**
Jill Grifenhagen, NC State University
Jill Spargur Jones, North Carolina State University
Shannon Russell, North Carolina State University
Corrie Dobis, North Carolina State University

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Gender Portrayals in Literature

**AREA 9. Text Analysis, Adult, Children's, and
Young Adult Literature
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Sierra 2

Chair:

Rachelle S Savitz, *East Carolina University*

Discussant:

Rachelle S Savitz, *East Carolina University*

Participants:

- **“Only white women get to be damsels in distress”: Analyzing Popular Feminism in Elana Arnold’s Damsel**
Nicole Ann Amato, *University of Iowa*
Jenna Spiering, *University of South Carolina*
- **The Relationship of Gender and Portrayal of Characters with Dyslexia in Contemporary Children’s Literature**
Elizabeth Green, *Montana State University*
- **Whirlpooling feminist rage in YA sexual assault stories: Examining gang rape-revenge in *Foul is Fair* and *The Nowhere Girls***
Amber Moore, *Simon Fraser University*

Decomposing and approximating literacy teaching practices for social justice across pre-service and in-service contexts for teacher development

**AREA 2. In-service Teacher Education/
Professional Development in Literacy
Symposium
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Sierra 3

This symposium brings together teacher educators working to support prospective and practicing teachers in using discourse-centered practices to identify and dismantle barriers to equitable literacy instruction. These practices include dialogic moves in individual writing conferences, interactional read-alouds, classroom discussions, and rhetorical analysis of informational texts. Following the paper presentations, participants will be invited to discuss ways that teacher educators can prepare teachers to disrupt entrenched inequities in literacy education.

Chair:

Sarah W. Beck, *New York University*

Discussant:

Sarah Schneider Kavanagh, *University of Pennsylvania*

Participants:

- **Mentoring by design: Re-mediating prospective teachers’ practice of writing pedagogy for social justice**
Sarah W. Beck, *New York University*
Scott Storm, *New York University*
Christina Rodriguez, *New York University*
- **Responding to Bias During Interactive Read Alouds**
Katie Danielson, *University of Portland*
Amy Guillotte, *University of Pennsylvania*

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- **Overcoming Resistance: The Relationship Between Pedagogies of Teacher Education and Teachers' Noticing of Structural Inequities**
Elizabeth Gotwalt, *University of Pennsylvania*
- **Navigating structural resistance while teaching with informational texts**
Sarah Bausell, *Friday Institute for Educational Innovation*
Chandra L. Alston, *North Carolina State University*

Broadening Perspectives on Early Literacy

AREA 5. Early and Elementary Literacy Processes
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Acacia

Chair:

Kathryn Roberts, *Wayne State University*

Discussant:

Catherine Compton-Lilly, *University of South Carolina*

Participants:

- **Educational Neuroscience and Reading Comprehension Instruction**
Ayan Mitra, *BrainLENS Laboratory (University of Connecticut & University of California, San Francisco)*
- **From staircase to overlapping waves: Adjusting our view of early reading development**
Tracy Johnson, *University of Indianapolis*
Emily Rodgers, *The Ohio State University*
Jerome D'Agostino, *The Ohio State University*

- **Positioning Literate Identities in the Field of Identity Studies: Comparisons To and Lessons From Identity Studies in Math and Science**
Christopher Wagner, *Queens College, CUNY*

Unpacking Computational Thinking Literacies: Curricular Materials, Dispositions, and Teacher Learning

AREA 10. Literacy Media and Technology Symposium
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Bougainvillea

In connection with the conference theme, this symposium illustrates potential future directions for crossing disciplinary boundaries to create more equitable access to computer science concepts and practices. Researchers, who represent different institutions and projects, will illustrate how different methodological approaches (critical content analysis, instrument development and validation, and qualitative analysis) can shed light on the skills, strategies, and curriculum necessary to infuse CT into disciplinary teaching and learning.

Chair:

Melanie Blanton, *Texas Tech University*

Discussant:

Jennifer Albert, *The Citadel*

Participants:

- **Who is Doing the {Computational} Thinking?: A Content Analysis of Characters Engaging in Computational Thinking in Selected Children's Literature**
Melanie Blanton, *Texas Tech University*
- **Developing and Validating the Dispositions of Computational Thinking (DoCT) Instrument**
W. Ian O'Byrne, *College of Charleston*

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- **“It’s Not What I Thought It Was”: Tracing Teachers’ Journeys to Computational Thinking Infusion**

*Robin Jocius, University of Texas at Arlington
Deepti Joshi, The Citadel*

Frameworks for Considering How Teachers Make Sense of and Incorporate Digital Literacies

**AREA 10. Literacy Media and Technology
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Camelback A

Chair:

Crystal L. Beach, *University of Georgia/Union County Schools*

Discussant:

William Terrell Wright, *University of Georgia - Athens*

Participants:

- **Digital Convergence Culture in Pre- and In-service Teachers’ Self-Perceptions in the Time of Obligatory Technology: Exploring Age Related Sense of Belonging**
*Asiye Demir, University of South Carolina
Sinem Toraman, Cincinnati Children’s Hospital Medical Center*
- **Teaching and Learning About Everyday AI in the Middle Grades**
Sarah Burriss, Peabody College, Vanderbilt University
- **Using UDL to support equity in literacy instruction**
Rebecca Silverman, Stanford University

Linking Practitioner and Student Identities to Humanize Writing Instruction

**AREA 2. In-service Teacher Education/
Professional Development in Literacy
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Camelback B

Chair:

Elizabeth J. Hammond, *University of South Carolina Beaufort*

Discussant:

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

Participants:

- **Current Practices in Writing Instruction: The Influence of Stand-Alone Writing Methods Courses**
*Elizabeth Thackeray Nelson, University of Utah
Douglas Hacker, University of Utah
Lauren Aimonette Liang, University of Utah*
- **From Talk to Action: One Teacher’s Entries into Humanizing Writing Instruction**
Charlotte L. Land, Penn State University
- **Teachers’ Shared Identities & Collective Vulnerability in the Youth Writing Their Lives Program**
*Andrea Vaughan, University of Illinois at Chicago
Mary Rose O’Shea, University of Illinois at Chicago
Kylie Holcomb, University of Illinois at Chicago
Joy F. Valentine, University of Illinois at Chicago
Patricia Minegishi Delacruz, University of Illinois at Chicago
Nevien Shaabneh, The University of Illinois at Chicago
Kira Baker-Doyle, UIC Center for Literacy*

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Kristine M. Schutz, *University of Illinois – Chicago*
 Nathan C. Phillips, *University of Illinois at Chicago*
 Rebecca Woodard, *University of Illinois Chicago*

Scaffolding Students' Uptake of Disciplinary Language and Practices

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback C

Chair:
 Catherine Lammert, *Texas Tech University*

Discussant:
 Catherine Lammert, *Texas Tech University*

- Participants:**
- **Crossing the Boundaries of Reading Instruction: In Pursuit of Building Preservice Teachers' Knowledge of Academic Language**
 Margaret Osgood Opatz, *University of Utah*
 - **The Development of Preservice Teachers' Conceptual Knowledge of Literacy**
 Kathryn Allen, *University of Wisconsin Oshkosh*
 - **Using Disciplinary Literacy Projects to Support Teacher Candidates' Understanding of Promoting Disciplinary Literacy Skills in Elementary Social Studies Classrooms**
 Daibao Guo, *Boise State University*
 Hannah Carter, *Boise State University*
 Lianne Josbacher, *Boise State University*

Secondary/Post-Secondary Exemplary Writing Processes: Best Practices, Cognitive and Affective Components, and Digital Source Evaluation

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback D

Chair:
 Shelly Huggins, *Towson University*

Discussant:
 Earl Aguilera, *California State University, Fresno*

- Participants:**
- **Defining 'Good' Writing in Secondary and Postsecondary English Classrooms**
 Lauren Gibbons, *St. John's University*
 - **Guiding students' thinking: Teaching digital source evaluation**
 Kristine Pytash, *Kent State University*
 Elizabeth Ann Walsh-Moorman, *Lake Erie College*
 - **Using the Construct of Pride to Inform Supportive Contexts for Writing**
 Christina L. Dobbs, *Boston University*
 Susan Stewart Fields, *Texas A&M University*

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**Shifting Perspectives through Participatory
Pre-service Pedagogy**

**AREA 1. Pre-service Teacher Education
in Literacy
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Camelback F

Chair:

Bridgette B. Davis, *Walden University*

Discussant:

Mary McGriff, *New Jersey City University*

Participants:

- **Development and Evaluation of Modules of Instruction on Foundational Skills For Teacher Preparation in a Flipped Model: First Cycle of Implementation**
Zoi A. Traga Philippakos, *University of Tennessee*
Margaret F. Quinn, *University of Tennessee, Knoxville*
- **Effects of Participation in a Dyslexia Simulation on Preservice Teachers' Views of Dyslexia in the Classroom**
Elizabeth Green, *Montana State University*
Sarah E. Pennington, *Montana State University*
- **Engaging Elementary Preservice Teachers in Reflection For, In, and On Practice during an Approximation of Practice in TeachLivE Using Sentence Frames for English Language Learners**
Courtney Lopas, *University of Wisconsin – Parkside*
Vicky Zygouris-Coe, *University of Central Florida*

**Challenging the Writingworld: Practitioners
Redefining “Legitimate” Literacy Practices**

**AREA 7. Critical, Cultural, and Social Issues of
Literacy Practices In and Out of School
Symposium
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Lantana

Chair:

This symposium is about the Writingworld: a theoretical framework that articulates how literacy practices are often regulated and controlled by dominant racial and linguistic groups. Starting with an introduction to the Writingworld, we illustrate this theory through three methodologically diverse empirical projects. In highlighting the literacy practices of students with refugee backgrounds in Ontario, out-of-school youth in Quebec, and Turkish language rights activists of Iran, we make critical connections between writing, agency, and social change.

Chair:

Bianca Gonzalez, *McGill University*

Discussant:

Amir Kalan, *McGill University*

Participants:

- **The Writingworld: A Theoretical Framework for Exploring Human Interactions in Literacy Contexts**
Amir Kalan, *McGill University*
- **Using Practitioner Inquiry to Analyze a Critical Literacy Project with Youth from Refugee Backgrounds in Ontario**
Karen Andrews, *McGill University*
- **Capturing Language: Facilitating Creative Exploration of Doxa Alongside Out-of-school Youth**
Bianca Gonzalez, *McGill University*

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- **Promoting Multilingual Education in Iran: A Case Study of Azerbaijani Civic Nation**
Vahid Rashidi, *McGill University*

The Role of Agency and Pedagogy in Instructional Practices

**AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Ocotillo B

Chair:

Dara Hill, *The University of Michigan-Dearborn*

Discussant:

Inviolata L Sore, *St. John's University*

Participants:

- **Indigenous Pedagogies and Young Indigenous Children's Multimodal Text Creation**
Nazila Eisazadeh, *University of Toronto/OISE*
Sudhashree Girmohanta, *Ontario Institute for Studies in Education, University of Toronto*
Shelley Stagg Peterson, *OISE/University of Toronto*
Jeffrey William Wood, *Laurentian University*
- **Youth Agency in the Participatory Design of a Social Media Platform for Schools**
Emily Rose Southerton, *Stanford University*
- **The critical literacy planning and pedagogy of five high school English teachers**
Olivia Ann Williams, *University of Maryland, College Park*

**Reading Hall of Fame Mentoring Session
LRA Annual Conference
Alternative Format Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Palm 3C

This 90 minute session should also occur either immediately after the Hof F (Inaugural addresses) or in the early afternoon. During this session chaired by President Norman Stahl, Hall of Fame members will be available in breakout rooms to meet with LRA members who share similar areas of research interest.

Chair:

Norman A. Stahl, *Northern Illinois University*

Discussant:

Diane K. Lapp, *San Diego State University*

Presenters:

1. **Dr. Patricia Anders**, *University of Arizona, Discipline Literacy*
2. **Dr. Rita Bean**, *University of Pittsburgh, Instructional Coaching*
3. **Dr. Patricia Edwards**, *Michigan State University, Family Literacy*
4. **Dr. Steve Graham**, *Arizona State University, Writing*
5. **Dr. Cynthia Greenleaf**, *WestEd, Collaborative Design Based Research*
6. **Dr. Lee Gunderson**, *University of British Columbia, ESL(ELL) Literacy Assessment*
7. **Dr. Colin Harrison**, *University of Nottingham, Digital Literacy*
8. **Dr. Kathleen Hinchman**, *Syracuse University, Literacy Teacher Education*
9. **Dr. R. Malatesha (Malt) Joshi**, *Texas A & M University* and **Dr. Shane Templeton**, *University of Nevada Spelling*
10. **Dr. Diane Lapp** and **Dr. Douglas Fisher**, *San Diego State University, Struggling/Striving Readers*
11. **Dr. Judith Langer**, *University of Albany, Literature Comprehension*

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12. **Dr. Margaret McKeown**, *University of Pittsburgh* and **Dr. Judith Scott**, *Univ. of CA, Santa Cruz*, *Vocabulary, Comprehension, and Writing*
13. **Dr. Charles Read**, *University of Wisconsin*, **Dr. Norm Stahl**, *Northern Illinois University*, and **Dr. Robert Reuda**, *University of Southern California*, *Earning Tenure and Promotion*

Crossing the Borders between Research and Practice: New Evidence, Approaches, and Implications for Reinventing Elementary Reading Instruction

AREA 3. Literacy Assessment, Learning, and Teaching Symposium
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Palm 3D

This symposium brings together nine researchers from five institutions working in close partnerships with teachers and schools to examine, test, and rethink common approaches and materials for elementary reading instruction, including summer school programs, commercial text programs, decodable texts, and differentiation. The four papers use a range of quantitative and qualitative approaches to suggest directions for reinventing reading instruction for diverse groups of students who have been marginalized in schools.

Chair:

John Strong, *University at Buffalo*

Discussant:

Pamela A. Mason, *Harvard University*

Participants:

- **The Promise of a Small-Group Summer Tutoring Program on Reading Achievement**
John Strong, *University at Buffalo*
Blythe Anderson, *University at Buffalo, SUNY*
Sharon Walpole, *University of Delaware*

- **On the Level: Variability in First-Grade Reading Accuracy, Rate, and Comprehension in Commercially Leveled Texts**
Laura S. Tortorelli, *Michigan State University*
Elfrieda H. Hiebert, *TextProject*
Lori Bruner, *University of Alabama*
- **Amplifying First-Graders' Voices: Co-authoring Decodable Texts**
Amber Lawson, *Michigan State University*
- **Differentiation and Small Group Reading Instruction**
Kristin Conradi Smith, *William & Mary*
Steve Amendum, *University of Delaware*

Distinguished Scholar Lifetime Achievement Award Presentation and Address
LRA Annual Conference
Special Event
4:45 to 6:00 pm

Grand Ballroom

English Language Learners, Initial Reading, and Language Teaching: Can Language be Curricularized for Children?

Presenter:

Guadalupe Valdés, *Stanford University*

Thursday Poster Presenter Tear Down
6:00 to 7:30 pm

Arizona Grand Resort & Spa: Upper Lobby

Town Hall Meeting

LRA Annual Conference Special Event
6:15 to 7:15 pm

Arizona Grand Resort & Spa: Sierra Ballroom/Plaza Patio

ERM/STAR Reception

LRA Annual Conference Reception
7:30 to 9:00 pm

Arizona Grand Resort & Spa: Vista

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Friday • December 2, 2022

72ND ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

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SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

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

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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 PLENARY SPEAKERS

Friday Morning Plenary Session
LRA Annual Conference Special Event
10:15 to 11:45 am

Grand Ballroom

J. Michael Parker Award Presentation
Mikel Cole, University of Houston, Chair

**Barr/Mosenthal Handbook of Reading
Research Award Presentation**
Lori Assaf, Texas State University, Chair

Plenary Speaker Introduction
Cynthia Brock, University of Wyoming

2022 Invited Keynote Address
Bryan Brayboy, Arizona State University

***Thoughts on Boundaries and Borders:
Toward Presence and Solidarity***

**Distinguished Scholar Lifetime Achievement
Award Presentation**
LRA Annual Conference Special Event
4:45 to 6:00 pm

Grand Ballroom

**P. David Pearson Scholarly Influence
Award Presentation**
*Miranda Fitzgerald, University of North Carolina,
Charlotte, Co-Chair and Annemarie Palincsar,
University of Michigan, Ann Arbor, Co-Chair*

Plenary Speaker Introduction
Rachel Salas, University of Nevada, Reno

2022 Invited Keynote Address
Angela Valenzuela, University of Texas, Austin

***Struggles for Inclusive Curriculum,
Ethnic Studies, and Academic Freedom:
Scholars' Responses to the
Conservative Backlash in Texas***

Registration Desk & Silent Book Auction

LRA Annual Conference

Special Event

7:00 to 5:00 pm

Arizona Grand Resort & Spa: Ballroom Foyer

206. Friday Poster Presenter Set-Up

LRA Annual Conference

Special Event

7:00 to 8:30 am

Arizona Grand Resort & Spa: Upper Lobby

Albert J. Kingston Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Acacia

Early Career Achievement Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Bougainvillea

Edward B. Fry Book Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback A

J. Michael Parker Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback B

Oscar S. Causey Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback C

P. David Pearson Scholarly Influence Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback D

STAR Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Camelback F

Student Outstanding Research Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Copperwood

Arthur Applebee Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Desert Willow

Distinguished Scholar Lifetime Achievement Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Kaibab

Brian Street Memorial Award for Scholarship Bridging Anthropology, Education & Literacy Practices Award Committee Meeting

LRA Annual Conference

Meeting

7:15 to 8:15 am

Arizona Grand Resort & Spa: Lantana

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**Barr/Mosenthal Handbook of Reading Research
Award Committee Meeting**

LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Mesquite

Journal of Literacy Research and LR:TMP Breakfast

LRA Annual Conference
Special Event
7:15 to 8:15 am
Arizona Grand Resort & Spa: Palm 3A & 3B

**Doctoral Student ICG Proposal Mentoring Project
Breakfast + Business Meeting**

LRA Annual Conference
Special Event
7:15 to 8:15 am
Arizona Grand Resort & Spa: Palm 3C

NCRLL Business Meeting

LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Palm 3D

**An Exploration of Discourse Analysis:
Examining how Discourses Manifest, Circulate,
and Liberate in Literacy Educational Settings**

**AREA 11. Research Methods, Practices
and Theory**

**Alternative Format Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Acacia

Seeking to foreground how literacy research might illuminate paths towards social justice, solidarity, and equity, we propose an alternative session considering the complexities of using approaches to discourse analysis (DA) to do the following: (a) uncover how Discourses manifest and circulate in educational

settings, and (b) reveal moments of agency and liberation related to those Discourses. Outcomes from our session include greater understandings about DA approaches for tracing the political, ideological world of social interactions.

Chair:

Laura Taylor, Rhodes College

Discussant:

Michiko Hikida, Ohio State University

Participants:

- **Examining the Circulation of Discourses of Illiteracy: Integrating Video-Cued Interviewing with Discourse Analysis Techniques**
Laura Taylor, Rhodes College
Aixa Marchand, Rhodes College
- **Exploring Discourses of Race and Racism in a Critical Literacy Pedagogy (CLP) Professional Development Course**
Audrey Lucero, University of Oregon
Janette Dalila Avelar, University of Oregon
- **Examining the Shifting Discourses of Teachers in a Teacher Inquiry Group**
Amy Vetter, UNCG
Melissa Schieble, Hunter College
- **Employing Critical Discourse Analysis to Examine White Students' Engagement with Genres of Text about Historic Acts of Racial Violence**
Stephnaie Robillard, Stanford University
Emma Bene, Stanford University

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**Topic Modeling and its Promise for
Literacy Education**

**AREA 11. Research Methods, Practices and
Theory
Alternative Format Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Bougainvillea

The authors of this alternative session present studies using topic modeling, a computer-aided corpus linguistics analytic approach that has rarely been used in education research. The session will invite substantive audience discussion about the promise of using topic modeling and the results of topic modeling analyses in literacy research and teaching. Discussants will share insights with attendees in an interactive format.

Chair:

Scott Storm, *New York University*

Discussants:

Nell K Duke, *University of Michigan*

P. David Pearson, *UC Berkeley, Emeritus*

Participants:

- **Topic Modeling Equity and Justice in the Field of Literacy Education, 1912-2020**
Emily C. Rainey, *University of Pittsburgh*
- **Topic Modeling the Field of Contemporary English Literature**
Scott Storm, *New York University*
- **Considering Literary Scholarship: A Content Analysis**
Gianina Morales, *University of Pittsburgh - Universidad de Valparaíso*

- **Using Topic Modeling as a Tool to Support Pre-Service Teachers' Domain Knowledge and Critical Pedagogical Reasoning**
Corey Alexandra Humphrey, *University of Pittsburgh*

**Striving for Literacy Professional Learning that
Fosters Innovation, Equity, Sustainability,
and Social Justice**

**AREA 2. In-service Teacher Education/
Professional Development in Literacy
Alternative Format Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback A

This alternative format session focuses on literacy PL scholarship that demonstrates productive changes to teacher instructional behaviors in ways that foster the literacy learning of students from a wide array of cultural and linguistic backgrounds and social identities. Seven sets of scholars from across the U.S., who represent a wide variety of contexts from urban to rural, discuss the innovative ways they have engaged in and studied and enactment of high-quality professional learning.

Chair:

Cynthia H. Brock, *University of Wyoming*

Discussant:

Leigh Hall, *University of Wyoming*

Participants:

- **Introduction: Striving for Literacy Professional Learning that Fosters Innovation, Equity, Sustainability, and Social Justice**
Dana A. Robertson, *Virginia Tech*
- **Innovative Hybrid Professional Learning at Redmond Mountain High School**
Cynthia H. Brock, *University of Wyoming*
Leigh Hall, *University of Wyoming*
Erin Elizabeth Silcox, *University of Wyoming*

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- **Professional Learning Designed to Cultivate Continuous Learning and Innovation**
Cynthia Greenleaf, *WestEd*
Mary Stump, *WestEd*
Gayle Cribb, *WestEd*
Mira-Lisa Katz, *WestEd*
- **Enhancing Secondary Teachers' Opportunities to Learn about Comprehension in Culturally Sustaining Ways**
Rachel Knecht, *University of Nevada, Reno*
Dianna Townsend, *University of Nevada, Reno*
Sarah M. Lupo, *James Madison University*
- **Situated Professional Learning Through Targeted Reading Instruction: Building Teacher Capacity and Diagnostic Practice**
Steve Amendum, *University of Delaware*
Heather Aiken, *UNC-Chapel Hill*
Mary Bratsch-Hines, *University of Florida*
Leslie M. Babinski, *Duke University*
- **Whole Community Early Literacy Improvement: K-3 Academic Vocabulary Instruction**
Susan V. Piazza, *Western Michigan University*
- **Using Digital Tools to Promote Teacher Agency and Enhance Teacher Professional Learning**
Lauren Breckenridge Padesky, *Indiana University Bloomington*
Dana A. Robertson, *Virginia Tech*
- **Innovations in Elementary Literacy Coaching: Sustaining Coaching Practices in Virtual Spaces**
Jacy Ippolito, *Salem State University*
Rita Bean, *University of Pittsburgh*
Kristi Sacha, *Akron Public Schools*

Supporting Preschool Teachers Early Writing: Instructional Practices and Professional Learning

AREA 2. In-service Teacher Education/ Professional Development in Literacy Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback B

This symposium addresses a research-practice gap in preschool writing instruction and professional learning approaches. Papers present rich descriptions of preschool teachers' early writing interactions, noting how teachers model, coauthor, and scaffold young children's writing in ways that support their early writing development. Results from a web-based early writing intervention examine how asynchronous coaching supports the enactment of evidenced based early writing strategies. Implications for preservice and inservice teacher education will be discussed.

Chair:

Gary Bingham, *Georgia State University*

Discussant:

Margaret F. Quinn, *University of Tennessee, Knoxville*

Participants:

- **Strategic Uses of Teacher Composing In Early Writing Instruction: Writing In Front of and Alongside Preschoolers**
Deborah Wells Rowe, *Vanderbilt University*
Amanda Shimizu, *Vanderbilt University*
- **Write this Way: Teachers' Supportive Strategies for Facilitating Early Writing in Preschool**
Clariebelle Gabas, *University of Nebraska-Lincoln*
- **Teacher and child-level outcomes of the iWRITE professional development intervention**
Hope Gerde, *Texas A&M*; Gary Bingham, *Georgia State University*

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Supporting Pre-Service Teachers to Honor Students' Linguistic Diversity

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback C

Chair:

Kate Brayko, University of Montana

Discussant:

Minhye Son, California State University, Dominguez Hills

Participants:

- **An Anti-Deficit Approach to Constructing Discourse: Expanding Preservice Teachers' Noticing of Students' Scientific Explanations**
Alison Mercier, University of Wyoming
Tierney B Hinman, Auburn University
- **Honoring Students' Linguistic and Cultural Knowledge: A Case Study of World Language Pre-Service Teachers**
Marisol Masso, Michigan State University
Jungmin Kwon, Michigan State University
- **Negotiating Racialized Identities and Anti-Racist ELT Pedagogies: A Critical Practitioner Research with Transnational Pre-Service Language Teachers**
Kongji Qin, New York University

Teachers' Lives and Stories

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback D

Chair:

Patricia Eugenia Venegas-Weber, University of Washington-Seattle

Discussant:

Melody Zoch, University of NC Greensboro

Participants:

- **Exploring teachers' discounted stories with multilingual learners: A multi-case Study in American Appalachian Area**
Huili Hong, Vanderbilt University
Karin Keith, East Tennessee State University
Renee Moran, East Tennessee State University
- **"I bring them here to tell their stories": Transnational Latina Mothers as Teachers in an Intergenerational Storytelling Workshop**
Grace Cornell Gonzales, University of Washington
Emily Machado, University of Wisconsin-Madison
- **"I would buy all sorts of salsa and merengue albums": Multimodal and Multiliterate Lives of Three Dual Language Bi/multilingual Teachers**
Patricia Eugenia Venegas-Weber, University of Washington-Seattle

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Vocabulary Knowledge and Pedagogy with Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback F

Chair:

Gui Ying (Annie) Yang-Heim, *University of South Australia*

Discussant:

Laurie Elisabeth Hahn Ganser, *University of Minnesota - Twin Cities*

Participants:

- **Literacy-Based Play with Young Emergent Bilinguals: Explorations in Vocabulary, Translanguaging, and Identity Work**
Carolina Torrejon Capurro, *Arizona State University*
Lindsey Moses, *Arizona State University*
- **The Contribution of Metalinguistic Awareness, Vocabulary and Academic Language Skills to Argumentative Writing Among Linguistically Diverse Students at Elementary Schools**
Qun Yu, *Boston College*
Patrick Proctor, *Boston College*
Rebecca Silverman, *Stanford University*
- **Unpacking Chinese-English Bilingual Vocabulary Knowledge Gaps among Chinese-Canadian First Graders: A Mixed-Methods Approach**
Guofang Li, *University of British Columbia*
Zhen Lin, *UBC, LLED*

Critical Media Literacy: Understanding Modality Can Shape Experience

AREA 10. Literacy Media and Technology
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Copperwood

Chair:

Robin Jocius, *University of Texas at Arlington*

Discussant:

Rebecca Beucher, *Illinois State University*

Participants:

- **Critical Literacies in Algorithmic Cultures**
Christian Ehret, *McGill University*
Anita Hagh, *McGill University*
- **Making Room for Multiple Perspectives: The Instructional Implications of a Critical Media Literacy Framework and Podcasts in a Social Justice Classroom.**
Anne E. Gill, *Long Branch Public School District, Long Branch, NJ*
- **Meaning-making with data: Examining data literacies as socially constructed processes**
Laurie Sheldon, *The University of Arizona*

Crossing Boundaries and Borders to Interrogate Curricular Practices

AREA 2. In-service Teacher Education/ Professional Development in Literacy
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Desert Willow

Chair:

Xia Chao, *Duquesne University*

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Discussant:

Sarah Woods Sharpe, *Columbus State University*

Participants:

- **Breaking Barriers Between Authority and Authenticity in Teachers' Questions About Literature**

Sarah Levine, *Stanford University*

Mary Hauser, *Stanford University*

Michael W. Smith, *Temple University*

- **"I Had to Make Sure This Was Covered in Class": The Pedagogical Approaches of Black & Latinx Teachers in Response to Racial Violence**

Rubén A. González, *Stanford University*

- **"We Just Don't Write Like That in Class": Reconceptualizing Professional Knowledge for Writing Teachers**

Joelle Pedersen, *Boston College*

Crossing Spaces: A Transformation Journey of Adult Refugees and Youth Immigrants

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Paper Session

8:30 to 10:00 am

Arizona Grand Resort & Spa: Kaibab

Chair:

Miriam Jorge, *University of Missouri St Louis*

Discussant:

Kristen H. Perry, *University of Kentucky*

Participants:

- **A Portrait of an Afghan Refugee's Journey to Higher Education: A Convergence of the Power of Critical Literacy and the Potential of Community Cultural Wealth**

Jennifer C. Mann, *NC State University*

Alison M. Turner, *NC State University*

- **"Mi Lucha es Tu Lucha; Tu Lucha es Mi Lucha": Latinx Immigrant Youth Organizers Transforming the Immigrant Rights Movement through Coalitional Multimodal Literacies**

Yared Portillo, *UC Berkeley*

Alicia Rusoja, *University of California, Davis*

Cultivating Expertise in Literacy Educators and their Students

AREA 1. Pre-service Teacher Education in Literacy

Paper Session

8:30 to 10:00 am

Arizona Grand Resort & Spa: Lantana

Chair:

Crystal Wise, *University of Illinois at Chicago*

Discussant:

Laura S. Tortorelli, *Michigan State University*

Participants:

- **Educational Neuroscience for Literacy Educators**
- **Factors that Enhance and Inhibit Pre-service Teachers' Scaffolding during Small Group Reading Instruction**
Ann M. Castle, *Michigan State University*
- **Positioning Students as Experts when Pre-service Social Studies Teachers Rehearse Discussions**
Andrew O. del Calvo, *University of Pennsylvania*
Andrew Schiera, *The University of Pennsylvania Graduate School of Education*
Timothy Patterson, *Temple University*
Abby Reisman, *The University of Pennsylvania Graduate School of Education*

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Literacies in the platform society: Histories, pedagogies, possibilities

**AREA 10. Literacy Media and Technology
Alternative Format Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Mesquite

Based on a forthcoming edited volume, this alternate format session brings together 18 scholars whose theoretical and empirical research explores the implications of emerging platform technologies on the ways we practice, teach, and talk about literacy. Clustered around three themes -- histories, pedagogies, possibilities -- the session includes short presentations and structured time for audience interaction.

Chairs:

Phil Nichols, *Baylor University*

Antero Garcia, *Stanford University*

Participants:

- **Literacies in the platform society**
Phil Nichols, *Baylor University*
Antero Garcia, *Stanford University*
- **New Towers of Babel: Digital platforms as unstable linguistic constructs**
Tom Liam Lynch, *The New School*
Mark Sulzer, *University of Cincinnati*
- **Rethinking 'affordances' and 'constraints' in the platform era**
Thomas Bradley Robinson, *Texas State University*
- **Platforms as texts: Restorying platforms as collective resistance**
Amy Stornaiuolo, *University of Pennsylvania*
Ebony Elizabeth Thomas, *University of Michigan*

- **Proceduralized ideologies in literacy teacher education: Examining student-teacher simulation software**
Earl Aguilera, *California State University, Fresno*
Mighty Chen, *California State University, Fresno*
- **Teachers' use of educational software and platforms: Classroom management, data privacy, and unexpected labor**
Jessica Zacher Pandya, *California State University Dominguez Hills*
- **Platform ecologies as sites of emerging activist literacy identities for pre-service teachers**
Jose Ramon Lizarraga, *University of Colorado, Boulder*
Arturo Cortez, *CU, Boulder*; **Kate Baca**, *CU Boulder*
- **Humanizing digital resource curation**
Mary Frances (Molly) Buckley-Marudas, *Cleveland State University Foundation*
- **As we may mark: On learners reading and writing the web**
Jeremiah Kalir, *University of Colorado Denver*
- **Youth agency in the participatory design of social media platforms**
Emily Rose Southerton, *Stanford University*

Highlighted Session - Mosaic of Literacy Practices in Communities: Endeavors to Cultivate Marginalized Community members' Civic Engagement and Agency

**AREA 14. Other Topics
Symposium
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Noble

This symposium aims to highlight how educators across four out-of-school literacy initiatives foster

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agency, cultivate pride in heritage culture, and promote civic engagement among members of marginalized communities from geographically and linguistically distinct sites in the U.S.

Chair:

Maria Selena Protacio, *Western Michigan University*

Discussant:

Monica Yoo, *University of Colorado Colorado Springs*

Participants:

- **The Reconstruction of Bilingual Community Health Workers as Brokers of Racial, Political, and Digital Literacies**
Soria Colomer, Oregon State University
- **Voices, Desires, and Literacies Shaping Non-Profit Literacy Initiatives in One Midwestern City**
Angela J. Stefanski, Ball State University
Veronica M Fife-Demski, Ball State University
Peggy Sue Rice, Ball State University
- **Black, Latinx, and Middle East/North African Educators Cultivating Civic Engagement**
Mary McGriff, New Jersey City University
- **Community-based Korean Heritage Language School Teachers' Agentic Work in Historical Literacy**
Kwangok Song, The University of Kansas

Who's Doing What in Literacy Politics and Activism?

AREA 14. Other Topics
Alternative Format Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Ocotillo B

The purpose of this alternative format session is to provide a space to connect with researchers working in similar areas of politics and activism in literacy.

Three presenters will provide overviews of policies impacting literacy education in elementary, secondary, and teacher education settings, and they will facilitate small-group discussions in these areas. A discussant with extensive knowledge and experience in literacy policy and engagement will share insights and lead a large-group discussion among participants.

Chair:

Sharon Walpole, *University of Delaware*

Discussant:

David Yaden, *University of Arizona*

Presenters:

John Strong, *University at Buffalo*
Ross Collin, *Virginia Commonwealth University*
Samuel Jaye Tanner, *Penn State University*

Digital Literacy: Critical Looks at How the Algorithm Shapes Online Literacies

AREA 10. Literacy Media and Technology
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3A

Chair:

Beth Beschorner, *Minnesota State University, Mankato*

Discussant:

Kevin Michael Leander, *Vanderbilt University*

Participants:

- **Critical literacy for complex computational systems: Orienting toward socio-technical justice**
Sarah Burriss, Peabody College, Vanderbilt University

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- **Crossing Boundaries in Conceptions of Digital Reading: What Can We Learn from Literacy Teachers' Critical Self-Inquires?**
Brady Lee Nash, *Miami University (OH)*
- **TikTok as Literacy Sponsorship: Examining Access, Influence, and Suppression of Digital Literacies in Social Platforms**
Sarah Elizabeth Jerasa, *University of Houston*

Disrupting and Re-Mixing Digital Literacies

**AREA 10. Literacy Media and Technology
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Palm 3B

Participants:

- **Algorithm remix: Re-engaging remix as a literacy practice in a global information age**
William Terrell Wright, *University of Georgia - Athens*
- **Decentering Platform Surveillance in Instruction: An Imagining of Teachers' Critical Digital Literacies**
Tess Bernhard, *University of Pennsylvania*
- **Designed Experience as a Form of Public Pedagogy**
Qing Archer Zhang, *Arizona State University*

Engaging Children in Critical Literacies with Media and Literature

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Palm 3C

Chair:

Zexu Xi, *University of Florida*

Discussant:

Seemi Aziz-Raina, *University of Arizona*

Participants:

- **Critical Literacies for Buen Vivir: Challenging Epistemological Boundaries with Young Children through Literature**
Luzkarime Calle-Díaz, Universidad del Norte
Lina Trigos-Carrillo, Universidad del Norte
Jesus David Guerra-Lyons, Universidad del Norte
- **Using Multicultural Children's Literature to Leverage Students' Cultural Competence and Promote Social Justice**
Chaehyun Lee, Southeastern Oklahoma State University
- **"I Like Powerful Princes": Engaging Young Bilinguals with Critical Media Literacy through Animated Books**
So Kim, University of Texas at El Paso

**Roundtable Session 6
8:30 to 10:00 am**

Arizona Grand Resort & Spa: Palm 3D

Culturally Relevant Literacy and Language Spaces for Students

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Roundtable Session**

Chair:

Tairan Qiu, *The University of Georgia*

Participants:

- **Family literacy practices of two siblings with refugee backgrounds**
Aijuan Cun, University of New Mexico

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- “Go Back to Erase the Past” - Chinese American students (Re)negotiate Understandings on Race and Social Justice through Reading Culturally Relevant Texts in a Book Club
Wenyu Guo, *University of South Carolina*
Yuechen Sun, *University of South Carolina*

- Adolescent Newcomers’ Literacy Development Through Critical Semiotic Mediation: An Interactive Symbiotic Model of Agency and Space
Mariannella Núñez, *University of the Incarnate Word*

Literacy Skills and Practices Across Contexts

AREA 14. Other Topics

Chair:

Kewman M. Lee, *Missouri State University*

Participants:

- Digital equity as a literacies issue: A literature review
Christopher A. Sanderson, *University of Arizona*
- Teacher Understandings of Student Dialogue in Student Led Groups
Michael Samuel Havazelet, *Vanderbilt University*
- What makes a graduate program an effective professional development experience for literacy educators?
Sarah D. Dawson, *North Carolina State University*
Courtney Samuelson, *North Carolina State University*
Dennis Davis, *North Carolina State University*
Jackie Eunjung Relyea, *North Carolina State University*

Positioning and Engaging Readers: Broadening Visions of Critical Conversations, Imagined Futures, and Literacy

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature

Chair:

Eric Claravall, *California State University, Sacramento*

Participants:

- Troubling Appropriateness with Gender-Themed Picture Books
Alisha Nguyen, *Boston College*
- Crossing Boundaries and Borders in STEM: Diverse Literature in Pursuit of Equity, Solidarity, and Social Justice
Jackie Marshall Arnold, *University of Dayton*
Mary-Kate Sableski, *University of Dayton*
- Repositioning Literacy Practices and Texts in Nursing Education
James Robert King, *University of South Florida*
Norman A. Stahl, *Northern Illinois University*
Sonya L. Armstrong, *Texas State University*
James Michael Dyer, *Texas State University*

Pre-service Teachers Instructional Beliefs, Perceptions, & Planning

AREA 1. Pre-service Teacher Education in Literacy

Chair:

Brian Flores, *Salisbury University*

Participants:

- Considering How a Phased Planning Approach Supports Elementary Pre-Service Teachers in Disciplinary Literacy-Focused Instruction
Jamie Colwell, *Old Dominion University*
Amy Hutchison, *George Mason University*
Lindsay Woodward, *Drake University*

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- **Perceptions of Program and Mentor Support for Intensive Literacy Interventions**
Francine C. Falk-Ross, *Pace University*
Jennifer Pankowski, *Pace University*
- **Teacher Agency: Literacy Preservice Teachers Making Decisions and Finding Purpose**
Carin Appleget, *Creighton University*
Poonam Arya, *Wayne State University*
Xiufang Chen, *Rowan University*
Kierstin Giunco, *Boston College*
Tori Golden Hughes, *University of Georgia*
Christine Leighton, *Emmanuel College*
Jacquelynn S. Popp, *Lake Forest College*
Crystal Dail Rose, *Tarleton State University*

Pre-service teachers mentoring in hybrid spaces using Beautiful Books and drama

AREA 1. Pre-service Teacher Education in Literacy Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 1

In this symposium, we report on the findings from four studies that share a focus on preservice teachers supporting the early literacy development of young children. While each of these studies is unique in its location, direction, and inquiry points, they share a common goal of preparing beginning teachers to disrupt oppressive mandates that narrow curriculum and instruction for children of Color.

Chair:

Misty Sailors, *University of North Texas*

Discussant:

Yetta M. Goodman, *University of Arizona Regents Professor Emerita*

Participants:

- **“It’s Rainbows and Roblox:” Transformative Literacy Teaching in Preservice Teachers and Kindergarten Authors’ Digital Mentoring**
Erica Holyoke, *University of Colorado Denver*
- **Multimodal Beautiful Books as a Bridge: Designing Culturally Sustaining Approaches to Early Literacy Curriculum**
Melissa Wetzel, *University of Texas at Austin*
Kelsie Burnett, *University of Texas at Austin*
Valerie Taylor, *University of Texas at Austin*
Adam Crawley, *University of Colorado, Boulder*
- **Examining “Beautiful Book” activities combined with Drama-Based Pedagogies on the writing of Early Elementary Children**
Jim Hoffman, *University of North Texas*
Misty Sailors, *Colorado State University, Pueblo*
Molly Marek, *University of Texas at Austin*
- **Designing for playful literacies in early childhood teacher education**
Leah Durán, *University of Arizona*
Brandon Garivaldo, *University of Arizona*

Examination of Meaning Making Processes and Contexts

AREA 3. Literacy Assessment, Learning, and Teaching Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 2

Chair:

Miranda S. Fitzgerald, *University of North Carolina at Charlotte*

Discussant:

Alessandra Ward, *Wheaton College*

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Participants:

- **Fair or Foul? Interrogating the Outsized Role of Baseball Knowledge in Studies of Knowledge and Comprehension**
Dan Reynolds, *John Carroll University*
Courtney Hattan, *Illinois State University*
- **How Teacher-Mediated Think-Alouds Support Student Comprehension**
Jennie Baumann, *Michigan State University*
- **Moving from Theory towards Practice: Implementing a Literacy Learning Task to Teach Online Reading**
Wen Wen, *University of Arizona*

Highlighted Session - Exploring Early Literacy with Technology

AREA 5. Early and Elementary Literacy Processes Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 3

Chair:

Kristin Keane, *Stanford University*

Discussant:

Cassie J. Brownell, *University of Toronto*

Participants:

- **Moo, Baa, La La La: The Affordances of Preschool Storybook Apps for Increasing Children's Access to Texts**
Lori Bruner, *University of Alabama*
- **Possibilities of a Play-Based Supplemental Online Early Literacy Program**
Michelle Laura Bence Mathezer, *University of Calgary*
Miriam Ramzy, *Foothills School Division*

- **Using Texts With Cued-Phrased Boundaries in Readers Theater**
Jerome D'Agostino, *The Ohio State University*
Emily Rodgers, *The Ohio State University*
Timothy Rasinski, *Kent State University*
Joel Levin, *University of Arizona*

Friday Morning Plenary Session
LRA Annual Conference Special Event
10:15 to 11:45 am

Grand Ballroom

**Thoughts on Boundaries and Borders:
Toward Presence and Solidarity**

2022 Invited Keynote Address

Bryan Brayboy, *Arizona State University*

Past President's Luncheon (Invitation Only)
LRA Annual Conference
Special Event
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Palm 3D

Designs for the future in Literacy Teacher Education Research

AREA 11. Research Methods, Practices and Theory Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Acacia

We examine the potential for design research to inform theory and practice in literacy research. We focus on the work of scholars from eleven different institutions collaborating on a design research effort in preservice literacy teacher preparation. Our collaborative is focused on mentoring in hybrid spaces as a context for transformational practices in teacher preparation. Presentations will focus on the application of design research principles to the work on studies in process across our collaborative.

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Chair:

Randy Bomer, *University of North Texas*

Discussant:

Jerome Charles Harste, *Indiana University*

Participants:

- **Design Research in Preservice Literacy Teacher Preparation: An Overview**
Jim Hoffman, *University of North Texas*
Misty Sailors, *Colorado State University, Pueblo*
- **Instrument Development in Design Research: The Mentoring in Hybrid Spaces Collaborative**
Catherine Lammert, *Texas Tech University*
Erica Holyoke, *University of Colorado Denver*
Leah Durán, *University of Arizona*
Adam Crawley, *University of Colorado, Boulder*
Michiko Kikida, *Ohio State University*
- **Disorienting Dilemmas in Design Research: The Mentoring Preservice Teachers in Hybrid spaces Design Collaborative**
Erica Holyoke, *University of Colorado Denver*
Sam DeJulio, *University of Texas at San Antonio*
Doris Villarreal, *University of Missouri-Saint Louis*
Jim Hoffman, *University of North Texas*
- **Design Research Projects: Current Research in the Mentoring Preservice Teachers in Hybrid Spaces Collaborative**
Leah Durán, *University of Arizona*
Angela J. Stefanski, *Ball State University*
Rebecca Brown, *Ball State University*
Brandon Garivaldo, *The University of Arizona*
Molly Claire Marek, *The University of North Texas*
Katherine Bomer, *University of North Texas*
Ruth McKoy Lowery, *University of North Texas*
Kelsie Burnett, *University of Texas at Austin*
Valerie Taylor, *University of Texas at Austin*
Michiko Hikida, *Ohio State University*
Jim Hoffman, *University of North Texas*
Erin Ashcraft, *University of North Texas*

**Curating Digital Texts:
How to Decide What to Include**

**AREA 10. Literacy Media and Technology
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Bougainvillea

Chair:

Laurie Crystina Thrailkill, *East Carolina University*

Discussant:

Sara Kajder, *University of Georgia*

Participants:

- **Criteria that Professors Teach Teachers for Digital Text or Tool Selection and Integration in Literacy Lessons**
Tanya Christ, *Oakland University*
Poonam Arya, *Wayne State University*
Ming Ming Chiu, *EdUHK*
- **Curation as Pedagogical Approach: Examining the Literacies of Curation in a High School and University**
Mary Frances (Molly) Buckley-Marudas, *Cleveland State University Foundation*
William Kist, *Kent State University*
- **If Reading is to Offline Learning as Digital Literacies are to Online Learning**
Elizabeth (Betsy) A. Baker, *University of Missouri*

**Issues in Representation and Identity in
Children's and Young Adult Literature**

**AREA 9. Text Analysis, Adult, Children's, and
Young Adult Literature
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback A

Chair:

Nicole Ann Amato, *University of Iowa*

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Discussant:

Jan Lacina, *Texas Christian University*

Participants:

- **A critical examination of African-American youth athletes and what counts as sport in the Track Series**
Dara Hill, *The University of Michigan-Dearborn*
- **Cultural Artifact of Kapwa: The Visibility of Filipino-Americans in Young Adult Literature**
Eric Claravall, *California State University, Sacramento*
Elizabeth Isidro, *Western Michigan University*
- **Parenting from Afar: Representation of Trauma and Family Diversity in Children's Picturebooks**
Angela Wiseman, *North Carolina State University*
Bethany Lewis, *NC State*

Supporting Early Career Literacy Teachers

**AREA 2. In-service Teacher Education/
Professional Development in Literacy
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback B

Chair:

Josephine Peyton Marsh, *Arizona State University*

Discussant:

Josephine Peyton Marsh, *Arizona State University*

Participants:

- **Early Career Mentors Practicing Sociocritical Literacies in Response to Professional Inequities**
Melissa Wetzel, *University of Texas at Austin*
Beth Maloch, *University of Texas at Austin*
Kerry H. Alexander, *The University of Texas*
Jimmy McLean, *University of Texas at Austin*

Jessica Anne Murdter-Atkinson, *University of Texas at Austin*

Audrey Faye Wright, *The University of Texas at Austin*

Elizabeth Ries, *University of Texas*

- **Early-Career Teacher Planning for Informational Reading Instruction**
Alexa Miller Quinn, *University of Virginia*
- **Exploring Novice Teacher Responses to the Challenges they Encounter Through Guided Reflective Inquiry**
Lauren Ashley May, *Texas A&M International University*

Textual feeling: Reading, politics, and the (re) turn to affect

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback C

This symposium is guided by two questions: (1) what is the work of affect in the teaching and practice of reading? And (2) what are the implications for ethical and equitable literary education? Crossing theoretical and methodological boundaries, this symposium brings together various genealogies of affect studies to consider the critical implications of affect, feelings, and emotions for reading research and pedagogy.

Chair:

Phil Nichols, *Baylor University*

Discussant:

Cynthia J. Lewis, *University of California, Santa Cruz*

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Participants:

- **‘Book Choice’ and the affective economy of literacy**
Jess Smith, *Baylor University*
Phil Nichols, *Baylor University*
- **Affective Practices in Teachers’ Accounts of Addressing Loss in Literature Instruction**
Mandie Bevels Dunn, *University of South Florida*
- **Affective Reader Response: Expanding the Affective Range of Literacy Research**
James Joshua Coleman, *San Jose State University*
- **Students’ Expression of Emotion while Discussing Textual Representations of Historic Acts of Racial Violence**
Stephnaie Robillard, *Stanford University*
Emma Bene, *Stanford University*

Using Digital Tools to Remix Writing

**AREA 10. Literacy Media and Technology
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback D

Chair:

Jamie Colwell, *Old Dominion University*

Discussant:

Karis Jones, *SUNY Empire State College*

Participants:

- **Exploring the Usefulness of a Technology-Based Graphic Organizer for Persuasive Writing Instruction**
Amy Hutchison, *University of Alabama*
Anya Evmenova, *George Mason University*
Kelley Regan, *George Mason University*
Sara Field, *George Mason University*

- **Future-Crafting with GPT-3: Automated Writing Technologies and Literacy Education**
Thomas Bradley Robinson, *Texas State University*
- **Productivity vs. Sustainability: A Tale of Two Author’s Engagement in Participatory Culture**
Julia Hagge, *The Ohio State University*

Highlighted Session - What Literacies Count in an Entangled and Unequal World? Visual, Situated, and Sustainability Literacy Practices in Diverse Contexts

**AREA 12. International Research on Teaching and Learning Symposium
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Camelback F

What literacies count in the disconnects and alignments between scholarship, school curricula, and policies that govern and inform those contexts? The participants have lived different literacy journeys in incomparable contexts. The symposium includes presentations by European International literacies scholars, a North American school teacher, and an African artist educator. Our common ground is that literacies are multiple, situated and emergent. Reflective of this, our practices and learner needs could not be more different.

Chair:

Jennifer Rowsell, *University of Bristol*

Discussant:

Carmen T. Medina, *Indiana University*

Participants:

- **Literacy Provocations**
Jennifer Rowsell, *University of Bristol*
- **Cultural and Visual Literacies**
Diane R. Collier, *Brock University*
Melissa McKinney-Lepp, *Brock University*

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- **Ecological and Sustainability Literacies**
Mia Perry, University of Glasgow
Reagan Kandole, Sustainable Futures Africa
- **Implications for the Field**
Carmen T. Medina, Indiana University

Dichotomous or Dual?: Student Identities in Society, Spaces, and Stories

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Copperwood

Chair:

Abdulsamad Yahya Humaidan, *Southern Illinois University Carbondale*

Discussant:

Xia Chao, *Duquesne University*

Participants:

- **“You don’t have to think that much” vs. “I could see where I stand” : Student Perceptions of Literacy Classrooms Dedicated to Social Justice**
Greg Bartley, Oakland University
Hannah Graham, National Louis University
- **Barriers to Success: Rural Adolescent Discontent and Identity of Failure**
Zoe A. Cassidy, Northern Illinois University
Laura Crisp, Northern Illinois University
- **Dancing with BBoy: Transliterations and Imagination in Superhero Storytelling**
Patricia Enciso, Ohio State University
Beth Krone, Kennesaw State University

Fighting Oppression within Writing Instruction

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Desert Willow

Chair:

Sonia Kline, *Illinois State University*

Discussant:

Anthony Celaya, *Western Washington University*

Participants:

- **Developing Anti-Racist Writing Teachers and Composing Mentors: A Design-Based, Multimodal Discourse Synthesis Study**
Jenifer Jasinski Schneider, University of South Florida
James Robert King, University of South Florida
Leah Burger, University of South Florida
Csaba Osvath, University of South Florida
- **Learning in Practice: What Preservice Teachers Report Learning about Writing in a Role Based Field Experience**
Kristine Pytash, Kent State University
Denise N. Morgan, Kent State University

Pausing to dismantle the language police: a dialogic intervention for pre-service English and social studies teachers learning to teach writing
Andrew O. del Calvo, University of Pennsylvania
Amy Guillotte, University of Pennsylvania

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Highlighted Session - Literature in a Digital Age: Negotiating Differences, Distances, and Silences through Digital Discourse

**AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature Symposium
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Kaibab

This symposium brings together scholars studying literature in a digital age. Papers will explore how digital tools/spaces are reconfiguring how young people access, comprehend, and make textual and social meaning through literature in a world reshaped by a pandemic, social unrest, and racial violence. Panelists will discuss implications for how educators and youth in secondary English Language Arts contexts engage in digital discourse about/with literature to bridge differences, break silences, and negotiate distances.

Chair:

Amy Stornaiuolo, *University of Pennsylvania*

Discussant:

Ebony Elizabeth Thomas, *University of Michigan*

Participants:

- **Reading together as digital bridge building: Social annotation practices in high school literature classrooms**
Sarah Levine, *Stanford University*
Amy Stornaiuolo, *University of Pennsylvania*
- **Looking for 'Scratch': Contesting, Challenging, Pushing Back at Power in Online Literature Discussions in ELA Classrooms**
Rabani Garg, *University of Pennsylvania*
Latrice M. Ferguson, *University of Pennsylvania*
- **The (Afro)futures of Black girls' multimodal self-love literacies**
Barrett Rosser, *University of Pennsylvania*

Examining Complexities: Enacting Layered Learning in Clinical Teacher Preparation

**AREA 2. In-service Teacher Education/ Professional Development in Literacy Alternative Format Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Lantana

In this alternative session, we bring together 25 teacher educators representing 20 literacy clinics/labs across the US, Brazil, Canada, Chile, and Zambia. Through three intersecting studies (frameworks for clinical practice, pandemic transformations, reimagining family engagement), we illuminate current issues and tensions in clinically-rich literacy teacher education. Participants will engage in multiple dramatic/role-play scenarios that raise awareness and disrupt assumptions, highlighting the complexities of enacting clinically-rich literacy teacher education in the US and abroad.

Chair:

Cheryl Dozier, *University at Albany*

Presenters:

- Leslie Cavendish**, *High Point University*
Brian Flores, *Salisbury University*
Tiffany Gallagher, *Brock University*
Debra Cohen Gurvitz, *National Louis University*
Mary L. Hoch, *National Louis University*
Shelly Huggins, *Towson University*
Tracy Johnson, *University of Indianapolis*
Pelusa Orellana, *Universidad de los Andes*
Joan Anne Rhodes, *Virginia Commonwealth University*
Barbara Vokatis, *SUNY Oneonta*
Rachael Waller, *Montana State University Billings*
Sheri Vasinda, *Oklahoma State University*
Tammy Marsh Milby, *University of Richmond*
Barbara Laster, *Towson University*
Melinda S. Butler, *University of Southern Maine*

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Samantha Cooper, UNL
Rebecca Rogers, University of Missouri-St. Louis
Shadrack G. Msengi, Southern Illinois University, Edwardsville
Abigail Ferris, SUNY Albany
Agnes Chileshe Chibamba, The University of Zambia
Liliane Dos Santos Jorge, Universidade Federal de Ouro Preto
Martille Elias, University of Missouri-St. Louis
Silvana Melo, University of Rhode Island

Cultural at the Forefront in Early Childhood Settings

AREA 5. Early and Elementary Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Mesquite

Chair:

Erin M. Price, University of Missouri

Discussant:

Christopher Wagner, Queens College, CUNY

Participants:

- **Decodable Readers Co-Authored by Urban Second-Graders Brought to You by the Letters CRE**
Amber Lawson, Michigan State University
- **Reading with Race: Children's Book Selection as a Call for Culturally Responsive Literacy Instruction**
Amber Lawson, Michigan State University
Alexis Morgan Young, University of Maryland, College Park
- **The Relation between Shared Book Reading and Early Literacy Skills of Linguistically Diverse Preschoolers in Low-income Families with Parental Self-efficacy as a Moderator**
Sen Wang, Florida State University

Sonia Q. Cabell, Florida State University
Ashley Edwards, Florida State University
Tricia Zucker, Children's Learning Institute

Literacy Research across Borders: Disrupting English Hegemony in Literacy Research Spaces

AREA 14. Other Topics
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Noble

Many LRA members conduct research that crosses linguistic and cultural borders, often by using languages other than English. When they share their research in its original language, they privilege the participants' voices as humanizing research. In this session, we counter English hegemony by sharing translingual research in Mandarin Chinese, Korean, French, and Spanish for both speakers of those languages and conference participants who do not speak those languages, using innovative translanguaging and translating strategies.

Chair:

Mandy Stewart, Texas Woman's University

Presenters:

Alexandra Michelle Babino, Texas Women's University
Juan C. Borda, Texas Woman's University
Yismelle Duran, Texas Woman's University
Jorge Figueroa, Texas Woman's University
Huan Gao, University of Florida
Chaehyun Lee, Southeastern Oklahoma State University
Zulma E. Mojica, Texas Woman's University
Kimberly Munoz, Texas A&M University-Commerce
Mariannella Núñez, University of the Incarnate Word
Tairan Qiu, The University of Georgia
Kwangok Song, The University of Kansas

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The Possibilities and Dangers of Reading Globally with Preservice Teachers

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Ocotillo B

Action research provides a means for teacher educators to both engage in research and take action in their learning contexts. These studies explored ways of encouraging preservice teachers to develop a critical lens in reading global children's literature, but each researcher used different theoretical orientations and curricular engagements. In addition, each study identified our own problematic practices as teacher educators along with strategies for challenging preservice teachers to be more critical and open minded.

Chair:
Desiree W. Cueto, *Western Washington University*

Discussant:
Desiree W. Cueto, *Western Washington University*

Participants:

- **A Cosmopolitan Approach to Preparing Preservice Teachers for a Diverse World**
Cynthia K. Ryman, *California State University Monterey Bay*

- **A Deleuzian Approach to Critical Literacy through Global Children's Literature**
HeeYoung Kim, *University of Arizona*

- **Preservice Teachers' Encounters with Dual Language Picturebooks**
Kathy G. Short, *University of Arizona*
Nicola Daly, *University of Waikato*

Engaging Teachers in Content Area Literacy Practices

AREA 2. In-service Teacher Education/ Professional Development in Literacy Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3A

Chair:
Bettina Buch, *University College Absalon*

Discussant:
Patricia L. Anders, *University of Arizona*

Participants:

- **Elementary School Teachers' Enactment of Content-Integrated Literacy Instruction in a Virtual Tutoring Program during COVID-19**
Corrie Dobis, *North Carolina State University*
Jackie Eunjung Relyea, *North Carolina State University*
Dennis Davis, *North Carolina State University*
Sarah D. Dawson, *North Carolina State University*
James Pyle, *NC State University*
- **Leading with Science: Engaging Instructional Leaders at the Boundaries of Elementary Literacy and Science Education**
Miranda S. Fitzgerald, *University of North Carolina at Charlotte*
- **Lesson Study to Support Disciplinary Literacy in Middle School Science**
Kelly Chandler-Olcott, *Syracuse University*

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**Ecology, Empathy, and Creativity in
Literacy Research**

**AREA 11. Research Methods, Practices
and Theory
Paper Session
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Palm 3B

Chair:

Kristin Black, *NYU*

Discussant:

Kevin Michael Leander, *Vanderbilt University*

Participants:

- **Centering the concern: Ecology and empathy in the ethnographer's toolbox**
John Porco, *University of Wisconsin - Madison*
- **Crossing Borders Between Creativity and Methods for Secondary Literacy Research**
Shelby Boehm, *University of Florida*

**STAR Fellows Research Showcase
LRA Annual Conference
Special Event
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Palm 3C

Presenters:

Marcus Croom, *Indiana University*
Tala Karkar Esperat, *Eastern New Mexico University*
Jin Kyeong Jung, *Texas Tech University*
Jungmin Kwon, *Michigan State University*
Jason D. Mizell, *University of Miami*
Rosa Nam, *Clark University*
Lakeya Omogun, *University of Washington*
Crystal Wise, *University of Illinois at Chicago*

**Roundtable Session 7
1:15 to 2:45 pm**

Arizona Grand Resort & Spa: Palm 3D

**Culturally Sustaining Instructional Practices
and Perspectives in Linguistically
Diverse Settings**

**AREA 1. Pre-service Teacher Education
in Literacy
Roundtable Session**

Chair:

Ozge Yalciner, *University of Iowa*

Participants:

- **Crossing Linguistic Borders: Culturally Sustaining Writing Practices with Preservice Teachers**
Margaret Osgood Opatz, *University of Utah*
Elizabeth Thackeray Nelson, *University of Utah*
- **Monolingual Preservice Teachers and Translanguaging: The Messy Journey toward Culturally and Linguistically Sustaining Pedagogy**
Katie Trautman, *University of Texas at Austin*
- **Preservice to Inservice: Do ELL-Focused Field Placements Impact Early-Career Teachers' Beliefs and Practices?**
Kate Brayko, *University of Montana*
Anya Muggli, *University of Montana*

**Journeys, Storytelling, and Constructing
via Language**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Chair:

Monica Yoo, *University of Colorado, Colorado Springs*

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Participants:

- **Chinese American children constructing identities through multimodal discourses**
Ran Hu, *East Carolina University*
Xiaoning Chen, *National Louis University*
- **Crossing the Language Boundaries: A Chinese-English Bilingual Child's Journey to Becoming Trilingual**
Yang Wang, *University of South Carolina*
Shuang Du, *University of South Carolina*
- **“Cuando tenía siete años.”: Family storytelling in early years online bilingual classrooms**
Liz Murray, *Bay Area Writing Project*

Promoting Student Agency and Literacy Skills at School and Home

AREA 14. Other Topics

Chair:

Jo Hawke, *St. John's University, The College of Saint Rose, & Averett University*

Participants:

- **Contextualizing Agentic Opportunities Across Resources**
Margaret Vaughn, *Washington State University*
- **An Action Research on Improving Parents' Home Literacy Skills in Times of COVID**
Muge Olgun-Baytas, *University of Missouri*
Elif İlhan, *PhD Student*
Tuncay Canbulat, *Assoc. Prof. Dr. at Dokuz Eylul University*
- **The Experiences of Literacy Specialists during the Pandemic: An Exploratory Research**
Hsiao-Chin Kuo, *Northeastern Illinois University*

Professional Development for Teacher Confidence and Self Efficacy

AREA 2. In-service Teacher Education/ Professional Development in Literacy

Chair:

Audrey Lucero, *University of Oregon*

Participants:

- **Courageous Critical Conversations: Teachers Talking Tough Topics**
Lisel Alice Murdock-Perriera, *Sonoma State University*
Rayna Fujii, *University of Hawai'i Mānoa*
Rosela Balinbin Santos, *University of Hawai'i at Mānoa*
- **Crossing Borders: The Impact of Situated Professional Development on Teacher Self-Efficacy**
Christy K. Irish, *University of Mary Washington*
Melissa Wells, *University of Mary Washington*
- **Teacher Self-Captured Video as Professional Development: A Plausible Solution to Improving Teacher Self-efficacy regarding Interactive Read-alouds**
Elena M. Venegas, *The University of Texas Rio Grande Valley*
Angelica Guanzon, *University of Texas Rio Grande Valley*

Elevate, Empower, and Sustain Languages in the Community

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Paper Session

1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 1

Chair:

Lindsey Walker, *Texas Woman's University*

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[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

Discussant:

Zaline Roy-Campbell, *Syracuse University*

Participants:

- **A Bookmaking Project to Sustain Indigenous Languages in Two Taiwanese Communities**
Catherine Compton-Lilly, *University of South Carolina*
Ya-Lun Tsao, *National Tsing Hua University*
Ming Fang Hsieh, *National Tsing Hua University*
Ching-Ting Hsin, *National Tsing Hua University*
- **Beyond Language Brokering as a Necessity: Learnings from a language brokering family on sharing literacy, language, and hope**
Krissia Martinez, *University of Texas at Austin*
- **“If You Sound Country, You’re Dumb”: Rural Language Varieties and the ELA Classroom**
Chea Lynn Parton, *The University of North Texas*

Equitable practices in Assessment Development and Applications

AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 2

Chair:

Deborah Augsburger, *Lewis University*

Discussant:

Robert D. Carpenter, *Eastern Michigan University*

Participants:

- **Robbing Children of Opportunity: A Plea to Re-examine Oral Reading Assessment Practices for Black Students**
JaNiece M. Elzy, *Texas Woman’s University*
- **Working Towards Equity in Reading Assessment**
Mona W. Matthews, *Georgia State University*
Laurie Elish-Piper, *Northern Illinois University*

- **“It Speaks to Who We Are”: Students as Co-conspirators in Developing Liberatory Assessment Alternatives**
Daniel P. Moore, *Stanford University*
Mueze H. Bawany, *CPS*

Interrogate, Disrupt and Transcend Barriers in Adolescent and Adult Literacy Contexts

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 3

Chair:

Marine Pepanyan, *University of Northern Iowa*

Discussant:

Joy F. Valentine, *University of Illinois at Chicago*

Participants:

- **Disrupting Secondary Reading Intervention: A Review of Two Decades of Qualitative Research and a Call to Action**
Julie E. Learned, *University at Albany SUNY*
Katherine K. Frankel, *Boston University*
Maneka Deanna Brooks, *Texas State University*
- **Interrogating the Logics of High School Literacy Support**
Shannon Leigh Kelley, *University of Connecticut*
- **Highlighted Presentation - Transcending Literary Barriers: Offering Developmental Readers Critical Literacy Practices**
Kathryn S. Hastings, *Delaware County Community College*
Megan M. Trexler, *Delaware County Community College*

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Examining the Affordances of Assignments Intended to Cultivate Criticality Among Preservice Literacy Teachers

**AREA 1. Pre-service Teacher Education in Literacy
Alternative Format Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Acacia

We bring together teacher educators from different locations and institutional contexts to examine the affordances of assignments for cultivating criticality among preservice literacy teachers. Teams will share a) the geographic, sociopolitical, institutional and instructional context, b) practitioner positionality, c) assignment description and d) examples of student work that demonstrate uptake and/or resistance. Participants will facilitate discussion and discussant will ask participants to generate themes and examples of possible assignments for their own instructional contexts.

Chair:

Bonnie A. Barksdale, *Middle Tennessee State University*

Discussant:

Janna McClain, *Middle Tennessee State University*

Participants:

- **Critical Literacy Discussion Groups in Virtual and In-Person Learning**
Elizabeth Colquitt Ries, *University of Texas at Austin*
Heather Dunham, *The University of Texas at Austin*
Erica Holyoke, *Keene State College*

- **Picture Books with Purpose: Engaging Preservice Teachers in Critical Consciousness**
Carin Appelet, *Creighton University*
Tracy Donohue, *Central Michigan University*
Chrystine Mitchell, *York College of Pennsylvania*
Kristen Leigh White, *Northern Michigan University*
- **Socratic Seminars with Multimodal Text Structures**
Katie Schrodt, *Middle Tennessee state university*
Robin Stacy Fields, *Middle Tennessee State University*
Bonnie A. Barksdale, *Middle Tennessee State University*
- **How Many Ways Do You Speak? Imparting a Critical Stance Toward Language Variation**
Alexis McBride, *St. Joseph's University Long Island*

Navigating Conversations Together Around DEI: Applying Gee's Discourse Analysis Approach to Adults and Children

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Alternative Format Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Bougainvillea

This session explores discourse (Gee, 2014) as a theoretical and methodological tool for investigating educators' and children's enactments of literacy identities across three settings. In breakout groups, participants will apply Gee's identity building tool to sample data and respond to researchers' analyses. Discussions across studies will explore the benefits and limitations of using discourse analysis to explore issues of diversity, equity, and inclusion in participants' negotiations of identities during discussions on critically-oriented topics.

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Chair:

Sally Brown, *Georgia Southern University*

Participants:

- **Designing for Critical Disciplinary Literacy in the Content Area: Teachers' Identity Negotiations in Discourse**
Tierney B Hinman, *Auburn University*
- **Story Time STEM: Children's Librarians Developing Identities as Mathematicians**
Antony Smith, *University of Washington Bothell*
- **Who Am I?: Young Emergent Bilinguals Build Cultural Identities in an English-Only Classroom**
Sally Brown, *Georgia Southern University*

Meet The Editors: Disseminating Knowledge That Advances Equity and Justice in Literacy Research and Practice
LRA Annual Conference
Alternative Format Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback A

This session will bring together editors from the following literacy-focused journals: *Journal of Literacy Research*, *Literacy Research: Theory, Method and Practice*, *The Reading Teacher*, and *Reading Research Quarterly*. Editors will discuss how the journals seek to advance equity-oriented research and practice, discuss the various publishing opportunities in each journal, and engage audience questions. Editors will also discuss their views about the potential and challenges of scholarship that crosses and sometimes merges theoretical and methodological boundaries.

Chair:

Allison Skerrett, *The University of Texas at Austin*

Participant:

- **Meet The Editors: Disseminating Knowledge That Advances Equity and Justice in Literacy Research and Practice**
Allison Skerrett, *The University of Texas at Austin*
Eurydicce Bauer, *University of South Carolina*
Ara Razfar, *University of Illinois*
Bong Gee Jang, *Syracuse University*
Christina L. Dobbs, *Boston University*
Seth Parsons, *George Mason University*
Tanya S. Wright, *Michigan State University*
Patricia Ann Edwards, *Michigan State University*
Kathryn F. Whitmore, *Metropolitan State University of Denver*
James S. Chisholm, *University of Louisville*
Amanda Goodwin, *Vanderbilt University*

Supporting Equitable Literacy Instruction Across Boundaries and Borders

AREA 2. In-service Teacher Education/ Professional Development in Literacy
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback B**Chair:**

Susan V. Piazza, *Western Michigan University*

Discussant:

Susan V. Piazza, *Western Michigan University*

Participants:

- **Designing for Collective Sensemaking about Discussions of Gender and Sexual Diversity in Elementary Literacy Classrooms**
Erica Caasi, *University of Colorado Boulder*
Emily Yerkes, *University of Colorado Boulder*
Elizabeth Dutro, *University of Colorado Boulder*

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- **Intersectionality between students of color and special education: Teachers crossing borders and acting as academic and emotional brokers for students of color with different abilities.**
Katherine Eliana Agudelo-Roberson, *University of South Carolina*
Salondra Griggs, *student*
- **Professional Learning for Family and Community Engagement with Multilingual Families**
Susan V. Piazza, *Western Michigan University*
Maria Selena Protacio, *Western Michigan University*
Virginia David, *Western Michigan University*

Supporting Multilingual Learners through Pedagogical Supports, Instructors, and Classroom Environments: Insights from Systematic Literature Reviews Focused on Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Symposium
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback C

This symposium brings into dialogue three different systematic literature reviews that explore the extant literature surrounding multilingual learners. By analyzing the literature from teacher beliefs on MLs, supportive classroom language environments, and collaborative writing pedagogy, we gain a fuller understanding of how both researchers and teachers can examine and implement supportive practices that foster the language and literacy development of multilingual learners.

Chair:
Amanda Shimizu, *Vanderbilt University*

Discussant:
Holland White, *Vanderbilt University*

Presenters:
Chengcheng Zhou, *Vanderbilt University*
Laura Enrica Buckley, *Vanderbilt University*

Supporting Teachers in Socially Just Literacy Teaching

AREA 2. In-service Teacher Education/ Professional Development in Literacy Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback D

Chair:
Mary Rose O'Shea, *University of Illinois at Chicago*

Discussant:
Lori Norton-Meier, *Jacobson Center for Comprehensive Literacy*

- Participants:**
- **Becoming an Advocate for Socially Just Literacy Teaching**
Elizabeth Isidro, *Western Michigan University*
 - **Teaching for Justice: Examining the “for-s,” “in-s,” and “of-s” of Preparing Anti-Racist ELA (Teacher) Educators**
Jon M. Wargo, *Boston College*
Marisa Saris Segel, *Boston College*
Kierstin Giunco, *Boston College*
Kyle Patrick Smith, *Boston College*
 - **Using Artistic Response: In Pursuit of Equity, Solidarity, and Social Justice**
Jerome Charles Harste, *Indiana University*
Peggy Albers, *Georgia State University*
Vivian Vasquez, *American University*

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The “Limits of the Local” at 20 - Extensions of transcontextual approaches to literacy research

**AREA 14. Other Topics Symposium
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Camelback F

Brandt and Clinton’s “Limits of the Local” article, published twenty years ago, invited readers to consider the traveling, integrative, and enduring qualities of literacies across local and global contexts through a “transcontextual” perspective. In this symposium, we bring together scholars drawing from varied intellectual lineages, methods, and research contexts to consider how these transcontextual approaches to literacy research have continued to travel and endure within our present contexts and concerns.

Chairs:

Daniel Ferguson, *George Mason University*
Amélie Lemieux, *Université de Montréal*

Discussant:

Anna Smith, *Illinois State University*

Participants:

- **Transcontextualizing literacy teacher education through an ontology of *éclosion***
Daniel Ferguson, *George Mason University*
Amélie Lemieux, *Université de Montréal*
- **Pocket writing: how adolescents’ self-sponsored writing circulates in school**
Bethany Monea, *University of Pennsylvania*
Amy Stornaiuolo, *University of Pennsylvania*
- **The limits of ‘literacy’ in a post-truth ecology**
Phil Nichols, *Baylor University*
Robert LeBlanc, *University of Lethbridge*

- **Local youth writers on ‘global’ digitally mediated networks**
Rabani Garg, *University of Pennsylvania*
- **Social justice educators navigating the paradoxical mobilities of composition**
Autumn West, *Illinois State University*

Literacy Research and Children’s Literature on Social Studies Topics: Teacher Education, Middle Grades Graphic Novel Authors, and NCSS Notable Trade Book Lists

**AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature Alternative Format Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Lantana

This session brings together researchers to better understand how trade books for young people are used in teacher education and potentially in K-8 classrooms. Presenters will report on work with preservice teachers, as well as on text analysis of middle grade nonfiction graphic novels and on books on the NCSS Notable Trade Book Lists.

Chair:

Ann Van Wig, *Eastern Washington University*

Discussant:

Melanie Reaves, *Montana State University Billings*

Participants:

- **Connecting the Past and the Present through Children’s Literature**
Jennifer Smith, *Texas Christian University*
Robin R. Griffith, *Texas Christian University*
- **Content Analysis of Informational Graphic Novel Authors**
Marla Robertson, *Utah State University*
Jennifer Smith, *Texas Christian University*

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- **Content Analysis of Social Studies Trade Books for Children**
Amanda Deliman, *Utah State University*
Marla Robertson, *Utah State University*
Rachel K. Turner, *Utah State University*

Researching the Virtual and Digital

**AREA 11. Research Methods, Practices and Theory
Paper Session
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Ocotillo B

Chair:

Guy Trainin, *University of Nebraska Lincoln TLTE*

Discussant:

Lara J. Handsfield, *Illinois State University*

Participants:

- **Giving Voice to Theory: Fictionalized Research Texts**
Laurie Crystina Thraikill, *East Carolina University*
- **The “true” story of literacies researchers working with video data: Interrogating positionalities and interpreting across difference**
Diane R. Collier, *Brock University*
Simranjeet Kaur, *Brock University*
Melissa McKinney-Lepp, *Brock University*
Zachary Rondinelli, *Brock University*
- **“We only get better through feedback”:
Methodological reflections from adapting ethnographic methods for virtual study with children**
Cassie J. Brownell, *University of Toronto*

Reimagining Spaces of Learning and Border Crossing through Narratives and Inquiries on Migration

**AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Symposium
3:00 to 4:30 pm**

Arizona Grand Resort & Spa: Palm 3C

Movements and navigation across political, cultural, and linguistic borders characterize the everyday literacies of migrants and children of migrants, particularly in view of nativist and criminalizing rhetoric and policies in many parts of the world. This symposium brings together studies that examine ideas of border and border-crossing from various perspectives, with a common focus on how educational inquiries and narratives on migration can promote new understandings, human connections, and actions for justice.

Chair:

Wan Shun Eva Lam, *Northwestern University*

Discussant:

Patricia Enciso, *Ohio State University*

Participants:

- **Crossing borders at multiple scales: A research synthesis of youths’ multimodal storytelling on migration**
Wan Shun Eva Lam, *Northwestern University*
Patricia Minegishi Delacruz, *University of Illinois at Chicago*
Gautam Bisht, *Northwestern University*
- **Examining and contesting borders as an ordering regime: Multimodal youth inquiries toward coalition-building**
Maria Paula Ghiso, *Teachers College, Columbia*
Gerald Campano, *University of Pennsylvania*

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- “We will be part of living history”: Working towards a Lens of Humanity
Lenny Sanchez, *University of South Carolina*
Tami Ensor, *Westminster College*

Roundtable Session 8
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Palm 3D

Online Inquiries Across Disciplines

AREA 10. Literacy Media and Technology

Participants:

- **An Examination of Online Inquiry with Middle-School Science and Social Studies Educators**
Robyn Whitney DeIaco, *North Carolina State University*
Dennis Davis, *North Carolina State University*
- **Investigating New Literacies Amongst Teacher Educators: A Multi-Institution Collaborative Self-Study**
Tala Karkar Esperat, *Eastern New Mexico University*
Brady Lee Nash, *Miami University (OH)*
Crystal Dail Rose, *Tarleton State University*
Lauren Fletcher, *University of Louisville*
Lyudmyla Ivanyuk, *Trinity Christian College*
Kathryn Mitchell Pierce, *Saint Louis University*
Courtney Shimek, *West Virginia University*

Critical Theories: Teacher and Student Voices

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Roundtable Session

Chair:

Katie Bernstein, *Arizona State University*

Participants:

- **A Call for Supporting Teachers’ Practices of Culturally Responsive Social Emotional Learning (SEL) Literacy in Poverty-Impacted Schools: Centering the Voices of Teachers**
Hannah Kim, *University of Colorado Boulder*
- **Intergenerational narrative in Rural China: A Source of Wisdom and Inner Strength**
Xuanya Zhou, *Ms.*
- **Raising American-Muslim Youth Voices to Build Bridges**
Fatima Seyma Kizil, *Syracuse University*

Reading Images: Multimodal and Critical Content Analysis

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature

Chair:

Mark A. Lewis, *James Madison University*

Participants:

- **A Multimodal Content Analysis of Animated Films Used in the Development of a Narrative Comprehension Intervention for Elementary-Aged Children**
Janice F. Almasi, *University of Kentucky*
Dongyang Yuan, *University of Kentucky*
Melissa K. Benson, *University of Kentucky*
Angela Hayden, *University of Kentucky*
Elizabeth P Lorch, *University of Kentucky*
- **Breaking Silences and Crossing Borders with Picturebooks Focused on the “Blues”**
Janelle Mathis, *University of North Texas*
- **Listening to Images: Using Multimodal Content Analysis to Understand Audiobook Adaptations of Graphic Novels**
Dani Kachorsky, *Independent Researcher*
Stephanie F. Reid, *University of Montana*

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Highlighted Session - The Reading of Science and Writing, Too!

AREA 5. Early and Elementary Literacy Processes

Chair:

Alexa Miller Quinn, *University of Virginia*

Participants:

- **Opening a Can of Worms: Identifying the Role of the Science of Teaching Reading Discourse in a Community of Teacher Mentors**
Jimmy McLean, *University of Texas at Austin*
Jessica Anne Murdter-Atkinson, *University of Texas at Austin*
Kerry H. Alexander, *The University of Texas*
- **STEAM+Literacy: Multimodal Composition in Primary Classroom and Makerspace Contexts**
- **“This is learning!” Science literacies and knowing in a 5th grade inclusive classroom**
Heidi Regina Bacon, *Southern Illinois University Carbondale*
April Bartnick, *Southern Illinois University*

Time out of joint: Reconceptualizing the time of learning and living in the wake of the COVID-19 pandemic

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Sierra 1

Current global educational efforts focus on the drive to tame and transform disruptions of COVID, reestablishing borders of education through the neo-liberal, regulated, and developmental conceptions of

time that shaped education prior to the pandemic. We consider how differences and disruptions made visible through the pandemic challenge and open literacy’s relation to time. We ask how we can (re) imagine possibilities for literacies and research when considered through different, radical conceptions of time.

Chair:

Gail M. Boldt, *Pennsylvania State University*

Discussant:

Jon M. Wargo, *Boston College*

Participants:

- **Literacy and Time Control**
Christian Ehret, *McGill University*
Emily Mannard, *McGill University*
- **Emergent Literacies Beyond Progress**
Abigail Hackett, *Manchester Metropolitan University*
- **Temporalities of Literacy Research: From the Movement-Image to the Time-Image**
Gail M. Boldt, *Pennsylvania State University*
Kevin Michael Leander, *Vanderbilt University*

Focused, Collective Inquiry for Building Community & Citizenship

AREA 1. Pre-service Teacher Education in Literacy Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Sierra 2

Chair:

Sara Kajder, *University of Georgia*

Discussant:

Carin Appleget, *Creighton University*

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Participants:

- **Digital Citizenship and its Relevance for ELA Education: Perspectives of Preservice Teachers**
Sam von Gillern, *University of Missouri*
Hillary Gould, *University of Missouri*
Brandon Haskey-Valerius, *University of Missouri*
- **Preservice ELA Teachers' Video Self-Analysis and Reflection In Professional Learning Communities**
William Terrell Wright, *University of Georgia – Athens*
Sarah K. Stice, *University of Georgia*
Madison Gannon, *University of Georgia*
Amanda Brady Deaton, *University of Georgia*
- **Stories from the “other”: An inquiry group of pre-service English teachers of color building community with veteran educators**
Cassie Lo, *St. Thomas Aquinas College*
Roshni Baby Thomas, *St. Thomas Aquinas College*
Trenity R. Webber, *St. Thomas Aquinas College*
Alexander Castaneda Ebron II, *St. Thomas Aquinas College*
Cristian Hilario, *St. Thomas Aquinas College*

Examining Writing with Bi/Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Sierra 3

Chair:

Zulma E. Mojica, *Texas Woman's University*

Discussant:

Amy Vetter, *UNCG*

Participants:

- **Epistemic Modality in Upper Elementary Bilingual Students' Argument Writing: A Feature of Argumentation**
Qihan Chen, *Boston College*
Qun Yu, *Boston College*
Patrick Proctor, *Boston College*
Rebecca Silverman, *Stanford University*
- **Multilingual Learners' Writing Experiences in an ELA Class: Instructional Implications for the Students' Equitable Learning Experiences**
Bogum Yoon, *State University of New York at Binghamton*
Diana Murtaugh, *Binghamton University*
- **Third-Grade Students' Written Responses to Multicultural Children's Literature During Post-Reading Activities**
Chaehyun Lee, *Southeastern Oklahoma State University*

Friday Evening Plenary Session
LRA Annual Conference Special Event
4:45 to 6:00 pm

Grand Ballroom

2022 Invited Keynote Address
Struggles for Inclusive Curriculum, Ethnic Studies, and Academic Freedom: Scholars' Responses to the Conservative Backlash in Texas

Angela Valenzuela, *University of Texas, Austin*

Friday Poster Presenter Tear Down

6:00 to 7:30 pm

Arizona Grand Resort & Spa: Upper Lobby

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Saturday • December 3, 2022

72ND ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

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SESSION DESCRIPTIONS

PAPER SESSIONS

Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES

Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

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

Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant's comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS

An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant's comments and audience interaction.

STUDY GROUPS

Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS

Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS

Plenary sessions 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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SATURDAY PLENARY SESSION

**Integrative Research Review Panel
LRA Annual Conference Special Event
10:30 am to 12:00 pm**

Arizona Grand Ballroom

A Metasynthesis of Family Literacy Scholarship by Black, Indigenous, and People of Color

Presenters:

Catherine Compton-Lilly, *University of South Carolina*

Marcus Croom, *Indiana University*

Mary B. McVee, *University at Buffalo, SUNY*

Allison Skerrett, *The University of Texas at Austin*

Registration Desk & Silent Book Auction

LRA Annual Conference

Special Event

7:00 to 12:00 pm

Arizona Grand Resort & Spa: Ballroom Foyer

Area Chairs Breakfast Meeting

LRA Annual Conference

Meeting

7:00 to 8:30 am

Arizona Grand Resort & Spa: Palm 3A & 3B

Presenters:

Jason Moore, *Oakland University*
 Michelle Kwok, *Texas A&M University*
 Crystal Wise, *University of Illinois at Chicago*
 Kristine M. Schutz, *University of Illinois - Chicago*
 Miranda S. Fitzgerald, *University of North Carolina at Charlotte*
 Vicki McQuitty, *Towson University*
 Emily Hayden, *Iowa State University*
 Pelusa Orellana, *Universidad de los Andes*
 Susan Browne, *Rowan University*
 Dara Hill, *The University of Michigan-Dearborn*
 Zhihui Fang, *University of Florida*
 Susan V. Piazza, *Western Michigan University*
 Mary L. Hoch, *National Louis University*
 Zoi A. Traga Philippakos, *University of Tennessee*
 Elena E. Forzani, *Boston University*
 Ross Collin, *Virginia Commonwealth University*
 Samuel Jaye Tanner, *Penn State University*
 John Strong, *University at Buffalo*
 Celeste Compton Bates, *Clemson*
 Kathryn Roberts, *Wayne State University*
 Rebecca R. Norman, *Mount Saint Mary College*
 AnnMarie Gunn, *University of South Florida*
 Margaret Vaughn, *Washington State University*
 Phillip Wilder, *Clemson University*
 Saba Vlach, *The University of Iowa*
 Jennifer Theriault, *University of Findlay*
 Grace Enriquez, *Lesley University*
 Christina L. Dobbs, *Boston University*
 Susan V. Bennett, *University of South Florida*

Mandy Stewart, *Texas Woman's University*
 Huili Hong, *Vanderbilt University*
 P. Zitlali Morales, *University of Illinois Chicago*
 Maria Selena Protacio, *Western Michigan University*
 Claudia Rodriguez-Mojica, *Santa Clara University*
 Kongji Qin, *New York University*
 Mark A. Lewis, *James Madison University*
 Lisa Domke, *Georgia State University*
 Stergios Botzakis, *University of Tennessee, Knoxville*
 Beth Beschorner, *Minnesota State University, Mankato*
 Rebecca Beucher, *Illinois State University*
 Blaine Smith, *University of Arizona*
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**Multimodal Literacies in Emergent Bilinguals:
Beyond Print-Centric Practices**

**AREA 8. Literacy Learning and Practice in
Multicultural and Multilingual Settings**

Alternative Format Session

8:45 to 10:15 am

Arizona Grand Resort & Spa: Acacia

This session presents findings from research-based issues related to multimodal literacy practices in early childhood settings unified by a theme of equity and action. We feature chapters from a co-edited book project aimed at interrogating print-based practices which tend to marginalize emergent bilinguals.

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Through reviewing current literature, conducting a collaborative group multimodal analysis, and involving in small group gallery talks, we invite participants to discuss multimodality pedagogies surrounding the teaching and learning of young emergent bilinguals.

Chair:

Ling Hao, *University of South Carolina*

Presenters:

Kyungjin Hwang, *University of South Carolina*

Aijuan Cun, *University of New Mexico*

Adriana Alvarez, *University of Colorado Denver*

Karen Wohlwend, *Indiana University*

Pengtong Qu, *Indiana University Bloomington*

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Cláudia Hilsdorf Rocha, *University of Campinas*

Fernanda Coelho Liberali, *PUC/SP*

Antonieta Heyden Megale, *UNIFESP*

Sally Brown, *Georgia Southern University*

Immigrant Students Tell Their Stories

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Bougainvillea

Chair:

Yang Wang, *University of South Carolina*

Discussant:

Matthew R. Deroo, *University of Miami*

Participants:

- **Immigrant Children as Oral Historians: Transcending Borders Through Transnational Imagination**
Jungmin Kwon, *Michigan State University*
- **Here, There, and In Between: The Multilingual and Multimodal Transnational Narratives of a China-U.S. Transnational Adolescent**
Tairan Qiu, *The University of Georgia*
- **Where is the Criticality?: Transnational Immigrant Youths' Use of Digital Storytelling Tools**
Svetlana Radojic, *University of Miami*
Matthew R. Deroo, *University of Miami*
Daryl Axelrod, *Florida International University*
Jennifer Kahn, *University of Miami*

Exploring locally situated literacies across global contexts

AREA 12. International Research on Teaching and Learning
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback A

Chair:

Zaline Roy-Campbell, *Syracuse University*

Discussant:

Katina Zammit, *Western Sydney University School of Education*

Participants:

- **Through the Sliding Glass Doors: South Korean EFL Emergent Bilinguals' Journey towards Racial Diversity in a Translingual Book Club**
Eun Young Yeom, *University of Georgia*

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- **Highlighted Presentation - Discomforting Memories: An Autoethnography on Language and Literacy in International Education Development**

Lindsey Allene Hall, *Michigan State University*

- **Literacy in Three Languages: A Study of the Literacy Practices of Three Somali Families living in Nairobi, Kenya**

Saida Mohamed, *ASU*

Teachers and Their Text Selections

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature

Paper Session

8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback B

Chair:

James Joshua Coleman, *San Jose State University*

Discussant:

James Joshua Coleman, *San Jose State University*

Participants:

- **Crossing the Boundaries and Borders of a Rubric to Identify Diversity in Children's Literature**
Mary-Kate Sableski, *University of Dayton*
Jackie Marshall Arnold, *University of Dayton*
Dr. Mike Metz, *University of Missouri*
- **Fostering youth writer identity and prospective teacher identity through culturally responsive text selection: A narrative case study of reciprocal development**
Christina Rodriguez, *New York University*
Sarah W. Beck, *New York University*
- **Teacher Autonomy and Decision Making on Curricular Book Choices**
Melanie D. Koss, *Northern Illinois University*
Kathleen Ann Paciga, *Columbia College Chicago*

LGBTQ+ Identities, Race Talk, and DisCrit in Literacy Instruction

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Paper Session

8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback C

Chair:

Shelley Martin-Young, *Oklahoma State University*

Discussant:

Victoria Gill, *Lesley University*

Participants:

- **Exploring Representations and Understandings of LGBTQ+ Identities in Elementary Literacy Instruction**
Melanie Marie McCormick, *Michigan State University*
Alyssa Whitford, *Hope College*
- **Moving beyond numbers: Using DisCrit to find the answers**
Stefanie M Moser, *Judson University*
- **Race Talk Tensions: Practicing Racial Literacy in a Fourth-Grade Classroom**
Annie Daly, *The University of Texas at Arlington*

Mexican American, Latinx, and Rural Narratives for Disruption and Reimagining

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Paper Session

8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback D

Chair:

Minhye Son, *California State University, Dominguez Hills*

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Discussant:

Miriam Jorge, *University of Missouri St Louis*

Participants:

- **Narratives of Gente Decente: Spanish Literacy in the Texas Escuelitas**
Enrique D. Degollado, *The University of Iowa*
Randy Clinton Bell, *The University of North Texas Dallas*
Rosalyn Harvey-Torres, *Georgia State University*
Desiree Pallais-Downing, *The University of Texas at Austin*
- **Restorying Rural Narratives: Disruption of Dominant Narratives in 9th Grade ELA**
Kristina M. Stamatis, *University of Nebraska Omaha*
- **Testimonios, Cuentos, and Nepantla: Personal Narrative in the Secondary ELA Classroom**
Monica Baldonado-Ruiz, *Arizona State University*

Language Ideologies and Literacy Theories

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback F

Chair:

Cynthia Reyes, *University of Vermont - Burlington, VT*

Discussant:

Seemi Aziz-Raina, *University of Arizona*

Participants:

- **Emergent cosmopolitan literacies: theorizing cosmopolitanism through post humanist positioning theories**
Catherine Park, *UC Berkeley*

- **Knowing is Half the Battle: How Accurate Information Shapes Educators' Language Ideologies**

Kate T. Anderson, *Arizona State University*

Katie Bernstein, *Arizona State University*

Tipsuda Chaouangkhong, *Mary Lou Fulton Teachers College*

- **Mapping Educator Stances on Standardized English: From Prescriptivist to Woke and Somewhere In-between**

Kate T. Anderson, *Arizona State University*

Sara Haydee Rodriguez Martinez, *Arizona State University*

Sae Saem Yoon, *Arizona State University*

Global approaches to print literacy instruction

AREA 12. International Research on Teaching and Learning
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Copperwood

Chair:

Dara Hill, *The University of Michigan-Dearborn*

Discussant:

Lori Czop Assaf, *Texas State University*

Participants:

- **"Are there going to be readers"? Remote Learning Literacy instructional practices in Filipino schools during the COVID-19 pandemic.**
Patience Adjekai Sowa, *RTI International*
Kellie Betts, *RTI International*
Elizabeth Randolph, *RTI International*
Maria Perlita Embuscado de Leon, *RTI International*

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- **Crossing Boundaries and Borders: An Exploration of Preservice Teachers' Conceptualization of Literacy in Country XX and American Contexts**
Adeline Mansa Borti, *Grand Valley State University*
- **Phonics-Based Instruction and Improvement in Foundational Reading Skills of Kindergartners in the Indian Schooling Context**
Sunaina NEW Shenoy, *University of New Mexico*

Immigrants, Families, and Children Negotiating Identity, Language, and Literacy

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Kaibab

Chair:

J. Hannah Park, *UTSA*

Discussant:

Alicia Rusoja, *University of California, Davis*

Participants:

- **A critical analysis of Chinese immigrant parents' language ideologies of heritage language education in the Southeast US**
Wenyang Sun, *University of Utah*
- **Mexican American Families' Literacy Resources**
Mariana A. Ricklefs, *Northern Illinois University*

Integrative Research Review Panel
LRA Annual Conference Special Event
10:30 am to 12:00 pm

Grand Ballroom

A Metasynthesis of Family Literacy Scholarship by Black, Indigenous, and People of Color

Presenters:

Catherine Compton-Lilly,
University of South Carolina

Marcus Croom, *Indiana University*

Mary B. McVee, *University at Buffalo, SUNY*

Allison Skerrett, *The University of Texas at Austin*

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P. David Pearson Scholarly Impact Award Committee

Annemarie Palincsar (annemari@umich.edu), **Co-Chair 2021-2024**
Miranda Fitzgerald (mfitzg21@uncc.edu), **Co-Chair 2021-2024**
John Strong (jstrong3@buffalo.edu)
Jennifer Turner (jturner@umd.edu)
Tanya Wright (tswright@msu.edu)
Gina Cervetti (cervetti@umich.edu), **Liaison**
Dorian Harrison (harrison.898@osu.edu)
Joaquin Munoz (munoz@augsborg.edu)
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Katherine Frankel (kfrankel@bu.edu)

Policy and Legislative Committee

Danielle Dennis (danielle_dennis@uri.edu), **Chair**
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Natalia Aleksandrovna Ward (wardna1@mail.etsu.edu)
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Publications Committee

Kristen Perry (kristen.perry@uky.edu), **Chair**
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Bong Gee Jang (bojang@syr.edu)
Melody Zoch (mzoch@uncg.edu)
Vaughn Watson (watsonv2@msu.edu)
Lindsey Rowe (rowe.364@osue.edu)
David Bloome (davidbloome@gmail.com)
Silvia Nogueron-Liu (silvia.nogueronliu@colorado.edu)

Research Committee

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Darrell Hucks (dhucks@keene.edu)
Erin Quast (eaquast@ilstu.edu)
Jon Wargo (wargoj@bc.edu)
Idalia Nunez-Cortez (idalian@illinois.edu)
Tran Templeton (tran.templeton@unt.edu)
Emily Hayden (ehayden@iastate.edu)
Katina Zammit (k.zammit@westernsydney.edu.au)
Mohit Mehta (mehta@utexas.edu)

Student Outstanding Research Committee

Jud Laughter (jlaught3@utk.edu), **Chair**
Jennifer Reichenberg (jreichen@buffalo.edu)
Courtney Hattan (courtney.hattan@gmail.com)
Colleen Whittingham (cwhitti8@uncc.edu)
Sharon Pratt (prattsh@iun.edu)
Monica Gonzalez Ybarra (mgonza36@illinois.edu)
Alesha Gayle (aleshad@upenn.edu)
Zoi Traga-Philippakos (philippakos@gmail.com)
Doug Fisher (dfisher@sdsu.edu)
Debbie Rowe (deborah.w.rowe@vanderbilt.edu)
Kwangok Song (ksong@ku.edu)

Technology & Digital Communications Committee

Rohit Mehta (mehta@csufresno.edu), **Chair**
Jill Castek (jcastek@email.arizona.edu)
Earl Aguilera (eaguilera@csufresno.edu)
Paty Abril-Gonzalez (abrilgon@austin.utexas.edu)
Antero Garcia (antero.garcia@stanford.edu)
Lindsay Woodward (lindsay.woodward@drake.edu)
Eun Young Yeom (ey18592@uga.edu)

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

PAST PRESIDENTS LIST

Oscar S. Causey	1952-59	Martha R. Ruddell	1997-98
William Eller	1960-61	Linda B. Gambrell	1998-99
George Spache	1962-64	Taffy E. Raphael	1999-2000
Albert J. Kingston	1964-65	Peter B. Mosenthal	2000-2001
Paul Berg	1967-68	Deborah R. Dillon	2001-2002
Alton Raygor	1969-70	Lee Gunderson	2002-2003
Wendell Weaver	1971-72	Lea M. McGee	2003-2004
Earl Rankin	1972-74	Donald J. Leu	2004-2005
Edward B. Fry	1974-76	Victoria Purcell-Gates	2005-2006
Jaap Tuinman	1976-78	Patricia A. Edwards	2006-2007
Harry Singer	1978-80	Norman A. Stahl	2007-2008
Frank Green	1980-82	Kathleen A. Hinchman	2008-2009
Irene Athey	1982-84	David Reinking	2009-2010
Lenore H. Ringler	1984-85	Patricia Anders	2010-2011
P. David Pearson	1985-86	Robert Jimenez	2011-2012
Jerry Harste	1986-87	Richard Beach	2012-2013
M. Trika Smith-Burke	1987-88	Arlette Willis	2013-2014
James V. Hoffman	1988-89	Janice Almasi	2014-2015
Gerry Duffy	1989-90	Patricia Enciso	2015-2016
Robert J. Tierney	1990-91	Rebecca Rogers	2016-2017
Donna E. Alvermann	1991-92	Gay Ivey	2017-2018
Rebecca Barr	1992-93	Marcelle Haddix	2018-2019
James Flood	1993-94	Elizabeth A. (Betsy) Baker	2019 - 2020
Jane Hansen	1994-95	Gwendolyn McMillon	2020 - 2021
Richard Allington	1995-96	David B. Yaden, Jr.	2021 - 2022
Kathryn H. Au	1996-97		

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AWARD RECIPIENTS

Albert J Kingston Award

Harry Singer (1985)	Ronald P. Carver (1998)	Cathy Roller (2009)
Irene Athey (1986)	Lea M. McGee (1999)	Susan L'Allier (2010)
Frank Greene (1987)	Lee Gunderson (2000)	Marla H. Mallette (2011)
Thomas H. Estes (1988)	Linda B. Gambrell (2001)	Patricia A. Edwards (2012)
Michael L. Kamil (1989)	James V. Hoffman (2002)	Norman Stahl (2013)
M. Trika Smith-Burke (1990)	Martha Ruddell (2003)	David Reinking (2014)
Edward B. Fry (1991)	Peter Mosenthal (2004)	Kathleen Hinchman (2015)
Patricia L. Anders (1992)	Colin Harrison (2005)	Fenice Boyd (2016)
Jerry Harste (1993)	Douglas K. Hartman (2006)	Eurydice Bauer (2017)
Jerome A. Niles (1994)	Michael McKenna (2006)	Virginia Goatley (2018)
John E. Readence (1995)	John McEneaney (2007)	Patricia Enciso (2019)
Richard Robinson (1996)	P. David Pearson (2008)	Rachel Karchmer-Klein (2020)
Donna E. Alverman (1997)	Diane Barone (2009)	Janice Almasi (2021)

Barr/Mosenthal Handbook of Reading Research Award

Carina Branzila (2020)	Carol Leo (2019)	Josefina Perilla Colmenres (2018)
Janneth Chumana (2020)	Charlene Bredder (2018)	

Distinguished Scholar Lifetime Achievement Award

Ann Brown (2000-2001)	Janet Emig (2011)	Shirley Brice Heath (2017)
Louise Rosenblatt (2002)	Michael Halliday (2012)	Luis Moll (2018)
Marie Clay (2003)	Keith Raynor (2013)	Sonia Nieto (2019)
Courtney B. Cazden (2004)	Marylyn Cochran-Smith (2014)	Rudine Sims-Bishop (2020)
Jerome Bruner (2007)	Susan L. Lytle (2014)	James Gee (2021)
Brian V. Street (2008)	Gloria Billings (2015)	
Walter Kintsch (2009)	Allan Lake (2016)	

Early Career Achievement Award

Cynthia Brock (1999)	Sharon Walpole (2007)	Tisha Lewis Ellison (2016)
Joyce Many (1999)	Nancy Frey (2008)	Amy Wilson Lopez (2017)
Elizabeth Birr Moje (2000)	Misty Sailors (2009)	Anterio Garcia (2018)
Lawrence R. Sipe (2001)	Leigh A. Hall (2010)	Zoi A. Traga Philippakos (2019)
George Kamberelis (2002)	Julie Coiro (2011)	Cati V. de los Rios (2020)
Nell K. Duke (2003)	Kristen H. Perry (2012)	Jon Wargo (2021)
Rebecca Rogers (2004)	Allison Skerrett (2013)	
Melanie R. Kuhn (2005)	Amy Hutchinson (2014)	
Beth Maloch (2006)	Steven J. Amendum (2015)	

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Edward B. Fry Book Award

Elizabeth Bernhardt (1995)	Rebecca Barr (2004)	Elizabeth Edwards (2012)
Sarah Warshauer Freedman (1996)	Elaine Richardson (2005)	Guofang Li (2013)
David Reinking (1999)	Loukia K. Sarroub (2005)	JuliAnna Ávila (2014)
Michael McKenna (1999)	Guofang Li (2006)	Jessica Zacher Pandya (2014)
Linda D. Labbo (1999)	Patricia E. Enciso (2007)	Evelyn Anzpe (2015)
Ronald Kieffer (1999)	Cynthia J. Lewis (2007)	Teresa Colomer (2015)
Sara Warshauer Freedman (2000)	Elizabeth Birr Moje (2007)	Carmen Martínez-Roldan (2015)
Elizabeth Radin Simons (2000)	Lawrence R. Sipe (2008)	Kathy A. Mills (2016)
Julie Shallhope Kalnin (2000)	Randy Bomer (2009)	Gerald Campano (2017)
Alex Casareno (2000)	Leila Christenbury (2009)	Maria Paula Ghiso (2017)
The M-Class Team (2000)	Peter Smagorinsky (2009)	Bethany J. Welch (2017)
Susan Florio-Ruane (2001)	Mary M. Juzwik (2010)	Caitlin L. Ryan (2018)
Cynthia Lewis (2002)	Patricia A. Edwards (2011)	Jill Hermann-Wilmarth (2018)
Dennis J. Sumara (2003)	Gwendolyn Thompson McMillon (2011)	Allison Skerrett (2019)
Rebecca Rogers (2003)	Jennifer D. Turner (2011)	Kate Vieira (2020)
Michael L. Kamil (2004)	Leigh Hall (2012)	Karen Magro &
Peter B. Mosenthal (2004)	Leslie David Burns (2012)	Michelle A. Honeyford (2021)
P. David Pearson (2004)		

Oscar S. Causey Award

Arthur S. McDonald (1967)	Isabel Beck (1988)	Annemarie Sullivan Palincsar (2005)
Albert J. Kingston (1968)	P. David Pearson (1989)	Michael L. Kamil (2006)
George D. Spache (1969)	Ronald P. Carver (1990)	Scott G. Paris (2007)
George B. Schick (1970)	Linnea C. Ehri (1991)	Taffy E. Raphael (2008)
Homer L. J. Carter (1971)	John T. Guthrie (1992)	Barbara M. Taylor (2009)
Al Lowe (1975)	Kenneth S. Goodman (1993)	Lesley M. Morrow (2010)
Paul C. Berg (1978)	Shirley Brice Heath (1994)	Linda B. Gambrell (2011)
Earl F. Rankin (1979)	Robert Ruddell (1995)	Jerry Harste (2012)
Edward B. Fry (1980)	Keith E. Stanovich (1996)	Yetta Goodman (2013)
George R. Klare (1981)	Donna E. Alvermann (1997)	Susan B. Neuman (2014)
J. Jaap Tuinman (1982)	Kathryn H. Au (1998)	Elfrieda H. Hiebert (2015)
Joanna P. Williams (1983)	Rebecca Barr (1999)	Kris D. Gutierrez (2016)
Harry Singer (1984)	Michael Pressley (2000)	Peter Johnston (2017)
S. Jay Samuels (1985)	Patricia Ann Alexander (2001)	James V. Hoffman (2018)
Philip Gough (1986)	Connie Juel (2002)	William H. Teale (2019) <i>posthumous</i>
Richard C. Anderson (1987)	Robert Calfee (2003)	Patricia Edwards (2020)
Monte Penney	Victoria Purcell-Gates (2004)	Arlette Willis (2021)
(Citation of Merit 1987)	Steven Stahl (2004)	

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Student Outstanding Research Award

Peter Afflerbach (1985)	Susan J. Dymock (1997)	Susan E. Bickerstaff (2009)
Deborah Wells Rowe (1986)	Lawrence R. Sipe (1997)	Amanda P. Goodwin (2010)
Maribeth Cassidy Schmitt (1987)	Josephine Peyton Young (1998)	Michael Manderino (2011)
Sally Hague (1988)	Patrick Manyak (1999)	Nathan Phillips (2011)
Joyce Many (1989)	Emily M. Rodgers (1999)	Blaine Smith (2011)
Douglas K. Hartman (1990)	Rebecca Rogers (2000)	Melody Zoch (2012)
Joyce Holt Jennings (1990)	Nancy A. Place (2001)	Angela Zapata (2013)
Sarah J. McCarthy (1991)	Kim Bobola (2002)	Jaye Johnson Thiel (2014)
J. Michael Parker (1991)	Yoon-Hee Na (2003)	Beth Buchholz (2015)
Debra K. Meyer (1992)	Rebecca Deffes Silverman (2004)	Dan Reynolds (2016)
Janice F. Almasi (1993)	Megan Madigan Percy (2005)	Jennifer Reichenberg (2017)
Janet W. Bloodgood (1994)	Antony T. Smith (2006)	Joy D. Erickson (2018)
Ann Watts Pailliotet (1994)	Elizabeth Stolle (2007)	Jungmin Kwon (2019)
Jane West (1995)	Margarita Zisselsberger (2008)	Monica C. Kleekamp (2020)
Kathryn H. Davinroy (1996)	Gary Paul Moser (2008)	Lindsey W. Rowe (2021)

J. Michael Parker Award

Robin Waterman (2006)	Lea Katherine (2012)	Jim Sonsnowski (2020)
Amy Johnson (2007)	Kathleen Alley (2013)	Veronical Oguilve, Wen Wen, Em Bowen, Yousra Abourehab, Amanda Bermudez, Elizabeth Gaxiola, Jill Castek (2021)
Kristin Perry (2007)	Diane Taveggia (2014)	
Tisha Y. Lewis (2008)	Xia Chao (2015)	
Amy Trawick (2008)	Dr. Rossina Zamora Liu (2016)	
Holly Hungerford-Kresser (2009)	Rachel Gruen (2017)	
Silvia Cecilia Nogueron (2010)	Emily Rose Schwab (2018)	
Laurie A. Henry (2011)	Lyudmyla Ivanyuk (2019)	

2022 PROPOSAL REVIEWERS

Abraham, Stephanie Lynn
 Acosta, Melanie M.
 Aguilera, Earl
 Allen, Kathryn
 Alley, Kathleen Marie
 Al-Salmi, Laila Al
 Amato, Nicole Ann
 Amendum, Steve
 Anders, Patricia L.
 Anderson, Blythe
 Anderson, Kate T.
 Anderson, Phylicia
 Andrei, Elena
 Appleget, Carin
 Arnold, Jackie Marshall
 Ash, Gwynne Ellen
 Assaf, Lori Czop
 Augsburger, Deborah
 Avila, Antonieta
 Aziz-Raina, Seemi
 Bachmann, Abbey
 Bacon, Heidi Regina
 Bahlmann Bollinger, Chelsey
 Bailey, Erin
 Baker, Elizabeth (Betsy) A.
 Bakhoda, Iman
 Barksdale, Bonnie A.
 Baumann, Jennie
 Beach, Crystal L.
 Beach, Sara Ann
 Bean-Folkes, Jane
 Bennett, Susan
 Bernstein, Katie
 Bippert, Kelli
 Black, Kristin
 Blake, Katherine A.
 Blanton, Melanie
 Boche, Benjamin A.
 Borda, Juan C.
 Borti, Adeline Mansa
 Botzakis, Stergios

Brayko, Kate
 Brewer, Amanda
 Brown, Sally
 Brownell, Cassie J.
 Bruner, Lori
 Bryan, Kisha C.
 Buch, Bettina
 Budde, Christina M.
 Burgess, Julianne
 Burke, Amy
 Butler, Elizabeth Desiree
 Carpenter, Robert D.
 Castle, Ann M.
 Cavendish, Leslie
 Cermikli Ayvaz, Basak
 Chao, Xia
 Chen, Qiong
 Chung, Sunah
 Claravall, Eric
 Clark, Caroline T.
 Coiro, Julie
 Coleman, James Joshua
 Colvin, Carolyn A.
 Colwell, Jamie
 Commeret, Michelle
 Compton-Lilly, Catherine
 Conradi Smith, Kristin
 Correll, Pamela K
 Crawley, Adam
 Cummins, Amy
 Cun, Aijuan
 Cura, Mollie
 Curcic, Svjetlana
 Dalton, Bridget
 Daly, Annie
 David, Samuel S.
 Davis, Bridgette B.
 DeCoursey, Kara
 DeFrance, Nancy
 DeHart, Jason D.
 Deig, Amber

DeJulio, Samuel
 Deliman, Amanda
 Demir, Asiye
 Deroo, Matthew R.
 Diaz, Haidy G.
 Disotuar, Demetra
 Doepker, Gina Marie
 Domke, Lisa
 Donohue, Tracy
 Donovan, Caitlin M.
 Dunkerly, Judith
 Durán, Leah
 Edwards, Jessica Lee Lavina
 Elias, Martille
 Ellis, Aimee
 Enriquez, Grace
 Erickson, Joy Dangora
 Field, Sara A.
 Fields, Robin Stacy
 Fitzgerald, Miranda S.
 Flint, Tori K.
 Francois, Chantal
 Frankel, Katherine K.
 Frederick, Amy
 Garg, Rabani
 Gazioglu, Mihaela
 Gill, Anne E.
 Gill, Victoria
 Gillette, Carmela Romano
 Giunco, Kierstin
 Godfrey, Vickie
 Gonzales, Grace Cornell
 Gordon-Pershey, Monica
 Graff, Jennifer
 Graham, Karen Kleppe
 Griffith, Jason J.
 Griffith, Robin R.
 Guillotte, Amy
 Gunn, AnnMarie
 Guo, Wenyu
 Hagerman, Michelle Schira

2022 PROPOSAL REVIEWERS

Hagge, Julia	Kimbell-Lopez, Kimberly	Michener, Catherine
Hamilton-McKenna, Caroline	Kizil, Fatima Seyma	Midgette, Ekaterina
Hammond, Elizabeth J.	Kline, Sonia	Mojica, Zulma E.
Handsfield, Lara J.	Korona, Matthew	Monsivais Diers, Norma
Hao, Ling	Kvietok, Frances	Moran, Renee
Hattan, Courtney	Kwok, Michelle	Moses, Lindsey
Hawkins, Donna Lynn	Kwon, Jungmin	Mosher, Ronna
Hayden, Emily	Lacina, Jan	Mosquera Pérez, Jhon Eduardo
Hebert, Christine	LaDuke, Melissa	Murdter-Atkinson, Jessica Anne
Hickey, Pamela	Lammers, Jayne C.	Nash, Brady Lee
Hikida, Michiko	Lammert, Catherine	Nogueron-Liu, Silvia
Hill, Dara	Laster, Barbara	Northrop, Laura
Hinchman, Kathleen A.	Lathrop, Benjamin N.	Norton-Meier, Lori
Hinman, Tierney B	Lawson, Amber	Nunez Cortez, Idalia
Hodges, Tracey S.	Lee, Chaehyun	Núñez, Mariannella
Hogan, Erin	Lee, Kewman M.	Odlum, Lakisha
Hruby, George G.	Lee, Sungyoon	Ohle, Kathryn Ann
Hu, Ran	Lee, Yewon	Ojha, Laxmi Prasad
Huang, Ting	Leider, Christine	Olgun-Baytas, Muge
Huggins, Shelly	Leija, Maria	Omogun, Lakeya
Humaidan, Abdulsamad Yahya	Lemley, Stephanie M.	Opatz, Margaret Osgood
Hunt-Barron, Sarah	Lesus, Melina	Ortlieb, Evan
Impellizeri Cignatta, Whitney	Lewis, Suzanne G.	O'Shea, Mary Rose
Isidro, Elizabeth	Liebfreund, Meghan	Ost, Wiebke Sophie
Ivanyuk, Lyudmyla	Lindo, Tasha Adrienne	Oti-Aina, Oluwaseun A.
Ivey, Gay	Liu, Yina	Pacheco, Mark Barba
Janks, Hilary	Lo, Cassie	Panos, Alexandra
Jimerson, Lanette	Loomis, Stephanie	Panther, Leah
Jocius, Robin	Lozada, Victor	Paulick, Judy
Johnson, Tracy	Lupo, Sarah M.	Pedersen, Joelle
Johnston, Peter	Lybeck, Rick	Peltier, Marliese
Johnston, Tara Burke	Machado, Emily	Pennington, Sarah E.
Jones, Jasmyn	MacPhee, Deborah Ann	Pepanyan, Marine
Jones, Jill Spargur	Marsh, Josephine Peyton	Perez Cortes, Luis Enrique
Jones, Karis	Martin-Young, Shelley	Perry, Kristen H.
Jung, Jin Kyeong	Masso, Marisol	Persohn, Lindsay
Kajder, Sara	Matthews, Sharon	Persohn, Lindsay
Kambara, Hitomi	McCarthy, Mark D.	Phillippe, Allison
Kelley, Shannon Leigh	McConn, Matthew L.	Piazza, Susan V.
Kesler, Ted	McNeill, Erin	Pickard, Amy
Keyser, Wendy	Mehta, Rohit	Pigozzi, Grace
Kim, Ji Eun	Mendez, Karyn	Pilgrim, Jodi Louise
Kim, Min-Young	Messenger, Yvonne L.	Porter, Heather
Kim, So	Michalovich, Amir	Pratt, Kristen Lynne

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.] [in next page](#)

2022 PROPOSAL REVIEWERS

Pratt, Sharon M.
Price, Erin M.
Priske, Katie
Protacio, Maria Selena
Qian, Lori Lynn
Qiu, Tairan
Qu, Pengtong
Quinn, Alexa Miller
Quiroa, Ruth E.
Ramos-Rivera, Margarita
Raymond, Roberta D.
Reichmuth, Heather L.
Reid, Stephanie F.
Reinking, David
Reynolds, Dan
Ricklefs, Mariana A.
Roberts, Kathryn
Roberts, Leslie Dawn
Robertson, Dana A.
Robinson, Ariel
Robinson, Thomas Bradley
Rohloff, Rebecca
Rosheim, Kay Michelle
Roy-Campbell, Zaline
Rusoja, Alicia
Samuelson, Courtney
Sanders, Rachel Kaminski
Savitz, Rachelle S
Scales, Roya Qualls
Schey, Ryan
Scott, Jill A.
Scullen, Julianne
Serafini, Frank
Shaheen, Maria D.
Sharpe, Sarah Woods
Shaw, Donita
Shen, Yaqi
Shepard-Carey, Leah Jo
Shimek, Courtney
Silcox, Erin Elizabeth
Sinclair, Jeanne
Slay, Laura E.
Smith, Hiawatha
Smith, Jennifer

Smith, Kristie
Solomon, Marva J.
Son, Eun Hye
Son, Minhye
Song, Kwangok
Song, Zhiwen
Sore, Inviolata L
Spatzierath, Daniel Andrew
Spence, Lucy
Stefanski, Angela J.
Sterner, Sara
Stewart, Olivia Grace
Stockwell, Daniel
Stolle, Elizabeth
Storm, Scott
Strausser, Robyn Menna
Strong, John
Sun, Zhuo
Swaggerty, Elizabeth A
Tatum, Alfred
Taylor, Laura
Thoma, Jennifer
Thraillkill, Laurie Crystina
Tondreau, Amy
Torres, Francisco Luis
Tortorelli, Laura S.
Traga Philippakos, Zoi A.
Trainin, Guy
Trigos-Carrillo, Lina
Troiano, Beverly L.
Valentine, Joy F.
Van Wig, Ann
Vasinda, Sheri
Vehabovic, Nermin
Venegas-Weber, Patricia Eugenia
Vetter, Amy
Villarreal, Doris
Vitulo, Adrienne
von Gillern, Sam
Wagner, Christopher
Waldron, Chad H.
Walker, Amy
Walker-Dalhouse, Doris
Wall, Amanda

Wang, Sen
Wang, Yang
Ward, Alessandra
Ward, Natalia
Wargo, Jon M.
Waymouth, Heather
Wernick, Ann Marie
White, Kristen Leigh
Wicker, Melissa
Wilkinson, Ian A. G.
Williams, Olivia Ann
Willis, Arlette Ingram
Wilson, Nance S.
Wise, Crystal
Wood, Christiane
Wrenn, Melissa
Wright, William Terrell
Xiao, Bing
Xue, Mengying
Yalciner, Ozge
Yan, Yan
Yang, Shuling
Yang-Heim, Gui Ying (Annie)
Yatsu, Drina Kei
Yeom, Eun Young
Yi, Joanne
Yoo, Monica
Young, Craig A.
Young, Michael J.
Young, Neisha Terry
Yu, Qun
Yu, Seongryeong
Zaccor, Karla M.
Zammit, Katina
Zaragoza, Massiel
Zengilowski, Allison
Zhang, Rong
Zoch, Melody

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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.

2022 MEETING EVENTS:

WEDNESDAY, NOVEMBER 30, 2022

STAR Program Welcome Luncheon (Closed Event): 12:00 - 1:00 p.m.

STAR Mentoring Session (Closed Event): 1:15 - 2:45 p.m.

THURSDAY, DECEMBER 1, 2022

STAR Mentoring Session (Closed Event): 1:15 - 2:45 p.m.

ERM/STAR Reception: 7:30 - 9:00 p.m.

FRIDAY, DECEMBER 2, 2022

STAR Fellows Research Showcase: 1:15 - 2:45 p.m.

STAR Reception (Closed Event): 7:30 - 9:00 p.m.

SATURDAY, DECEMBER 3

STAR Fellows and Mentors Breakfast (Closed Event): 7:00 - 8:30 a.m.

STAR Program Cross-Cohort Mentoring Session: 8:45 - 10:15 a.m.

STAR DIRECTORS:

Jung Kim and Arlette Willis 2021-Present

Mileidis Gort 2017-2021

Marcelle Haddix 2013-2017

Julia Lopez-Robertson 2010-2012

Jennifer Danridge Turner 2009-2010

STAR PARTICIPANTS

STAR FELLOWS AND MENTORS

2022-2024 Fellows

Mentors

Marcus Croom	<i>Indiana University Bloomington</i>	Patricia Edwards
Tala Karkar Esperat	<i>Eastern New Mexico University</i>	Pamela Mason
Jin Kyeong Jung	<i>Texas Tech University</i>	Vaughn Watson
Jungmin Kwon	<i>Michigan State University</i>	Wan Shun Eva Lam
Jason Mizell	<i>University of Miami</i>	Aria Razfar
Rosa Nam	<i>Colorado State University</i>	Kyung Sung
Lakeya Omogun	<i>University of Washington</i>	Patriann Smith
Crystal Wise	<i>University of Minnesota</i>	Maneka Brooks

2019-2021 Fellows

Mentors

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 Fellows

Mentors

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
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