71st Annual LRA Conference

DECEMBER 1–4, 2021    Atlanta, GA

Widening the Angles of Literacy Research:
Honoring Untold Stories Using Contrapuntal Approaches
Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.
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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
Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

WIDENING THE ANGLES OF LITERACY RESEARCH: HONORING UNTOLD STORIES USING CONTRAPUNTAL APPROACHES

71st Annual Conference of the Literacy Research Association | December 1–4, 2021

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

Doris and I want to extend a hearty welcome to all of you attending the 71st Annual Meeting of the Literacy Research Association in Atlanta, Georgia! Although the impact of the pandemic during these past two years has left indelible and sometimes tragic marks upon many of our personal and professional lives, despite these challenges, LRA succeeded in having its first virtual conference in 2020, now followed by its first hybrid conference in 2021. These professional adjustments in the Annual Meeting demonstrate the flexibility and resilience of the LRA research community in continuing our collective effort to disseminate cutting-edge, compelling, and culturally relevant literacy research for the purposes of creating better theory, more sophisticated methodology, and solution-driven praxis in multilingual and multicultural settings.

We believe this research energy is captured in the theme of the Literacy Research Association’s 71st Conference, “Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches.” This theme draws its inspiration from the oeuvre of the late Palestinian activist and language scholar Edward Said as well as the current work of Carla O’Connor, Arthur F. Thurnau Professor of Education, at the University of Michigan. O’Connor’s phrase “wide angle view” and Said’s description of “contrapuntal stories” refer to the complexity of the lived experience particularly of persons of color that is seldom evident in typical research reports which tend to tell only “one story”—usually from the researcher’s point of view—about an individual or group, rather than narrating the multiple, intersectional identities which create the richness and potentialities of any person or community. The 2021 theme is meant to encourage the LRA research community to counter, as O’Connor claims, the “misrecognition” that so often occurs when describing a research population by only static variables such as race, ethnicity, income, gender, occupation, test scores, etc. Thus, by taking “wide angle views” or “contrapuntal” approaches which illuminate all the various stories that give insight into any person’s, families’, or communities’ multimodal literacy behaviors, greater insight is provided as to how to enhance the potentialities toward more equitable, inclusive and just participation in society for all persons.

We feel also that this theme is superbly reflected in the 2021 conference logo created by New Mexico artist and composer, Lon Chaffin, known for his inter-leavings of music, visual art, and poetry. Chaffin’s image of the rich comingling, contrast and complementarity of color and musical notation, metaphorically calling forth the complexities, life melodies, and overlapping of culture, history, and narrative in the experience of individuals and communities, is meant to remind us that our research collaborations are more than demographics, rather dynamic, rhythmical stories and multidimensional histories are there for the telling in order that representation is fair, equitable, just, and hopeful. In our time together this week, I think you will see this theme evident in the content and structure of the conference.

Speaking of conference content and structure, we also want to announce an exciting slate of plenary speakers for the week of LRA Conference 2021:

⇒ **Gwendolyn Thompson McMillon**, Professor of Literacy at Oakland University, and President of LRA, will deliver the Presidential Address on Wednesday, December 1st, from 4:45 pm - 6:00 pm. The title of her address is “MyStory, YourStory, OurStory: Literacy Development in the Black Church - Past, Present & Future.” All attendees are invited to attend the Presidential Reception immediately following the address.

continued on next page
⇒ Patricia A. Edwards, Distinguished Professor of Language and Literacy at Michigan State University, will present the Oscar S. Causey Award address on Thursday, December 2nd, from 10:15 am - 11:45 am. Her speech is entitled “Cultivating a Dream as a Child Growing Up in the Deep South.”

⇒ James Paul Gee, Mary Lou Fulton Presidential Professor of Literacy Studies and Regents Professor at Arizona State University, will give the Distinguished Scholar Lifetime Achievement Award presentation on Thursday, December 2nd, from 4:45 pm – 6:00 pm. The title of his talk is “Sense, Sensitivity, and Language: What We Got Badly Wrong About Human Beings and the Price We Paid.”

⇒ Mary Helen Immordino-Yang, Professor of Education, Psychology and Neuroscience at the University of Southern California, and Director of the USC Center for Affective Neuroscience, Development, Learning and Education (CANDLE), will deliver an invited plenary address entitled “Solving the Frankenstein Problem: Why Literacy Development is Cognitive, Social, Emotional and Cultural to the Brain” on Friday morning, December 3rd, from 10:15 am – 11:45 am.

⇒ Alfredo J. Artiles, Stanford University Lee L. Jacks Professor of Education, and Director of the Stanford Center for Opportunity Policy in Education and Director of Research at Stanford’s Center for Comparative Studies in Race & Ethnicity, will present the Friday afternoon invited plenary address from 4:45 pm - 6:00 pm. The title of his presentation is “The Dual Nature of Disability: Notes on Future Interdisciplinary Research on Racial Disparities.”

⇒ The Integrative Research Review plenary session will be held on Saturday, December 4, from 10:30 am – 12:00 pm and include a distinguished panel of scholars and researchers involved in the design of the National Assessment of Educational Progress (NAEP) Reading Framework. Entitled The 2026 NAEP Reading Framework: Promise and Politics, and chaired by P. David Pearson and Cynthia Greenleaf, Panel members Peter Afflerbach, Nancy Brynelson, Gina Cervetti, Kathy Hinchman, Carol Lee, and Allison Skerrett will guide attendees on a journey through an unexpectedly charged ideological and epistemological landscape in the framing of the nation's Report Card.

In addition to noteworthy presentations by the STAR scholars and new Reading Hall of Fame inductees, we would also like to draw your attention to other places in the program where LRA has created new spaces for additional discussion as to how our research might become more inclusive to a broader research community.

♦ The Gender & Sexualities Standing Committee will host a Mentoring Program on Wednesday, between 8:30 am – 10:00 am, in Augusta 1 that is open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities.

♦ Hosted by the Field Council, LRA will have its first Black, Indigenous, People of Color (BIPOC) Luncheon on Wednesday, from 12:00 pm – 1:00 pm in Chastain F. This luncheon is open to any scholars who identify as BIPOC.
♦ The National Academy of Education and LRA will hold jointly sponsored sessions on both Thursday and Friday from 3:00 pm – 4:30 pm for LRA members to learn about the NAEd Civic Reasoning and Discourse Project and engage in discussion about potential collaborations regarding the development and dissemination of practitioner briefs across various disciplines and topic areas.

♦ On Friday, December 4th, from 12:00 pm – 1:00 pm, the Ethnicity, Race, & Multilingualism and Gender & Sexualities Standing Committees will host a Brown Bag discussion on Intersectionality in literacy research.

Along with these special events, we encourage members to attend both the Town Hall on Thursday, December 2, from 6:15 pm – 7:15 pm in Chastain F, G, & H, and the Annual Business Meeting on Friday, from 6:15 pm – 7:15 pm which will be held in the Peachtree Ballroom. Both of these events, particularly the Town Hall, provide a forum for members to discuss relevant literacy issues related to LRA’s mission and to provide feedback to the LRA Board of Directors and Officers about decision-making and organizational priorities in moving forward.

Attendees will also note that some research sessions are designated as (Highlighted) and further distinguished by a light grey background. While all of the paper, roundtable, poster, symposium and alternative sessions appearing in the program have gone through a rigorous review process within the area submitted, the Area Chairs of the 14 disciplinary topic areas were asked to select 3 proposals from their accepted submissions that “received strong support from reviewers in the peer review process and that the Area Chairs judged to be significant for representing and advancing topics, issues, and/or research in their area” (LRA Policy & Procedures Handbook, p. 36). Make it a point to attend some of these highlighted sessions along with the many other stellar research presentations listed in the 71st Annual Conference program.

One great privilege of being Program Chair for the 2021 Annual Meeting is that I get a front row seat in appreciating and admiring all the work, thought, and creative planning which the conference planning team brings to the task of designing, managing, and organizing the annual conference. I want to recognize and thank, in particular, Doris Walker-Dalhouse, Conference Associate Chair/Vice President, Marla Marlette, Treasurer, Amy Hutchinson, Technology and Digital Communications Committee Chair, and all of the Area Chairs who invested hours upon hours of time, effort, thought, and care in their jobs as stewards of these disciplinary areas that form the intellectual research backbone of our conference. You can find a list of the Areas and Area Chairs here. Be sure to introduce yourself to them and thank them for their diligent work in guiding the review process and developing sessions.

Of course, putting on the Annual Conference would be impossible without the expertise and organizing ability of our management company team who are instrumental in coordinating the technical end of our conference. Sincere thanks goes to V.J. Mayor, LRA’s new Executive Director as of 2021, and to his dynamic team: Kelly Atkinson, Conference Services Director, Kendra Tyner, Program Services Coordinator, and Caitlin Hyatt, LRA’s former Executive Director and Association Services Group Partner.
Finally, we would like to comment on a few factors which have impacted the 2021 annual meeting. Conference attendees in Atlanta this year may observe a smaller group of LRA members than in years past. A major factor, of course, is the continuing impact of COVID-19 all over the world that has restricted freedom of travel both internationally and domestically, in addition to creating environmental conditions which pose challenges to the health and well-being of many members. In order to mitigate as much as we can regarding these health risks, we have made it a requirement that all who attend must be fully vaccinated and wear masks in all sessions. We have also instituted a procedure where attendees can specify their comfort with various options of social distancing. We trust that these safety precautions, in addition to those implemented by the Westin, will provide suitable barriers ensuring the safety of our LRA members.

Another factor, however, that has impacted attendance is the membership’s expressed desire to have more virtual and hybrid options for the Annual Conference. Unfortunately, a truly hybrid conference where both onsite presentations and remote live-streaming are supported by the required technology was not financially feasible this year. However, in order to begin meeting this need, for the first time, LRA 2021 has offered an OnDemand option which allowed accepted presenters who could not attend to prerecord their presentation to be played at a time shortly after the onsite conference. The OnDemand presentations are listed beginning on page 153 of this program. We are now exploring ways to make these OnDemand videos more interactive with perhaps weekly open forums and discussions in the new year. More information will be distributed about these options in the weeks to come.

In terms of conference planning, the past two years has presented significant challenges to LRA’s leadership, but as mentioned at the outset of this letter, it has also created opportunities for LRA to grow and expand its research footprint. The LRA membership is absolutely crucial to understanding the future directions of the organization, and the leadership will be seeking your input in the coming months regarding key issues expressed in our Strategic Plan and possible formats for the Annual Meeting in years to come. In the meantime, Doris and I look forward to the camaraderie we know we will experience in Atlanta during the 2021 LRA Annual Meeting! See you there!

Sincerely and enthusiastically,

David Yaden, President-Elect and 71st Annual Meeting Conference Chair

Doris Walker-Dalhouse, Vice President and 71st Annual Meeting Associate Chair
Dr. Jack Cassidy, long-time member of IRA, left a fingerprint that can be found everywhere in the field of literacy education. He first served as a teacher, reading specialist, and reading supervisor in PA, HI, and DE. He then began teaching at Millersville University. After 20 years there, he retired and began teaching at Texas A&M University - Corpus Christi where he eventually became Associate Dean retiring in 2011. He was granted Emeritus status at both institutions.

Jack was the author of many textbooks and professional articles. For over 25 years, he conducted an often cited yearly study, “What's Hot in Literacy.” Additionally, he was a member of the Reading Hall of Fame, former President of the International Reading Association (youngest of all time), as well as the founder of two literacy organizations—the Specialized Literacy Professionals SIG and the Texas Association for Literacy Education.
IN MEMORIAM

David O’Brien
1953 - 2021

David Gerard O’Brien, Professor Emeritus of Literacy Education, University of Minnesota, passed away on October 9, 2021. David was born on May 10, 1953, in Anaconda, Montana. He completed his Bachelor’s degree in English Education and an M. Ed. in English Education with a reading endorsement at the University of Montana, and his doctoral degree in Reading Education at the University of Georgia, where he met his wife, Deborah Dillon. Dave taught middle school for several years before pursuing higher education and he routinely drew from his teaching experiences to inform his research and university teaching. David's first higher education position was in the literacy education program at Purdue University from 1984 to 2001, where he was promoted to professor prior to moving to the University of Minnesota in 2001, where he taught until his retirement in Summer, 2021.

David’s many scholarly publications represent a major contribution to literacy education in three areas that consistently overlapped in innovative ways. David’s work began with research that examined how and why teachers understood the integration of literacy teaching into secondary school content areas. In many ways, David was the scholar responsible for the evolution of disciplinary literacy because he examined how teachers’ (and students’) decision-making about literacy teaching and learning within school subjects was a function of the cultural practices associated with disciplines. Drawing from Herber’s and Alvermann’s work, David re-positioned literacy teaching as a cultural practice defined by what teachers and students believed to be the work of disciplinary learning. His students carried that work forward, but there is no doubt that David was the driving force behind ideas that are now associated with the disciplinary literacy movement.

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In later years, a central focus of David's publications was on how content literacy instruction positioned students in problematic ways by labeling them as “at-risk” and in need of literacy intervention. David instead argued for the need to adopt a multi-literacies approach to engaging students. His later publications extended this research focus by examining the use of digital multi-literacies for engaging students and ways of meshing reading and writing instruction.

David's more recent research and publications returned to the disciplinary literacies construct, positing the need to adopt sociocultural perspectives and embracing more multi-disciplinary perspectives, particularly for engaging students who are alienated by and from traditional literary instruction. Based on his many years of research, he also published reflections on paradigms that have shaped current literacy research and argued for qualitative and mixed methods approaches to examining students' classroom experiences.

Underlying all of David's work was his keen and consistent concern with engaging students from non-dominant families who are often written off in school settings. His most recent multi-year research focused on students in a highly diverse, low-income community high school, examining how to engage these students through multi-disciplinary methods.

David was an active member of LRA through his many presentations and yearbook publications, including serving on the LRA Board of Directors from 2015-2018. He also served as co-editor from 1988-1993 of The Reading Teacher and was a steadfast, thoughtful, and timely reviewer for numerous scholarly journals. Most recently, David served as a reading researcher on the National Accessible Reading Assessment Projects.

David supervised many doctoral students in his time at Purdue University and at the University of Minnesota, all of whom are now themselves active literacy researchers. His students, advisees, and colleagues much admired his thoughtful mentoring, innovative instruction, and many personal contributions to their work and lives. Even the students of Dave's students' benefited from his leadership in the field, noting that whenever they were at LRA they would look for Dave at “Vital Issues” because he always welcomed them, made them feel like colleagues, and gave them a sense of community.

Dave managed to be a stellar scholar while also being a stellar family member. He and Deborah were married for 35 years and have one daughter, Erin. More than anything, Dave loved being with his family and made the most of every moment they had together.

Dave's dry wit, his intelligence, and his kindness will always be remembered and appreciated by those who had the honor of knowing and working with him. Given his many contributions to the field of literacy research, his university teaching and mentoring, his close relations with colleagues, and his overall goodness as a human being, Dave will be deeply missed.
IN MEMORIAM

Christine C. Pappas
1941 - 2021

Chris passed on October 11, 2021. Chris's work spanned several areas: how children understand informational texts, dialogicality in read alouds, learning in elementary grade science/literacy contexts, and teachers as researchers in their own classrooms. She is mainly known for shifting perceptions on what types of books young children find compelling to be more inclusive of informational texts as well as how they read those texts. She co-authored several books on teachers as researchers and an integrated literacy textbook for elementary grade pre-service teachers. Her last major appointment was as a Professor in the Literacy, Language, and Culture Department at the University of Illinois at Chicago. She was also known for bringing several kinds of bread to every research team meeting and dancing whenever she could, including having a dance party for her retirement.
Robert B. Ruddell, noted professor at University of California-Berkeley, was born in Ronceverte, West Virginia in 1937. Robert finished high school at age 14 and became the youngest student ever to enroll at Morris Harvey College (now, Charleston University) at the age of 15. He obtained his undergraduate and master’s degree at West Virginia University, after which he, himself, taught in a one room schoolhouse in rural West Virginia. Later, Robert received his PHD at Indiana University focusing on literacy education. He began working for UC Berkeley at the age of 26, and remained working there for 35 years. While at UC Berkeley, he reached the rank of full professor. During his role as professor, he worked closely with his 86 EdD. and PhD. doctoral students, advising them and directing their research and dissertations to completion. One of his many research projects was the 27 U.S. Office of Education “Nationwide 1st-Grade Studies.”

Based on his teaching and research experiences, Robert published numerous articles, chapters, and wrote 12 textbooks about literacy including the successful ‘Pathfinder’ series, guiding a generation of educators and emerging readers. Most notable was his being the author of the widely used literacy text How to Teach Reading to Elementary and Middle School Students: Practical Ideas from Highly Effective Teachers. He worked closely with teachers in both urban and inner-city schools and conducted lectures and workshops in all 50 U.S. states, as well as England, Sweden, Germany, Australia, Canada and the Ivory Coast. He also received many awards including the William S. Gray Citation of Merit and the Oscar S. Causey Research Award and Robert was inducted into the Reading Hall of Fame in 1989.
Jay Samuels was a giant in the field of Reading Research. He was a leader who moved us forward in understanding how reading developed in beginning readers. I sat at his workbench for many years as a doctoral student at the University of Minnesota—Twin Cities and continued contact once in my new position as an Assistant Professor at The University of Texas—San Antonio in 1981 and throughout the years thereafter. Jay Samuels taught at the University of Minnesota for 40 years, after earning his doctorate at UCLA.

His passing on in December 2020, at 91, has caused me to question what matters in being a scholar in academia today-- and what it meant for Jay Samuels. The contrast could be characterized as dramatic. He had extraordinary focus. His attention to his goals was paramount in his life. He never “wasted” a day. He was compelled on a daily basis to understand how reading skill evolves and develops over experience, why some children easily acquire this vital activity for learning and schooling, and other children struggle and fail to advance, experiencing defeatist attitudes.

Samuels was and is most known for his Theory of Automaticity in Reading, with relevance for fields beyond reading, developed in consultation with David LaBerge. A paper published in 1974, with near 6,000 citations world-wide, has changed our understanding of beginning reading. In his autobiographical account of his career that appeared in the *Journal of Literacy Research* (2006), he conveys that it was important to him to produce practical applications of this Model. He viewed the professoriate in education as research-based --but ultimately a calling to change the lives of children.
His work centered around child development with text. In addition to Reading, his manuscripts gave attention to the history of writing across civilizations, from cave markings to Chinese symbols that moved the reader directly to meaning. While at his workbench in the Burton Hall Ed Psych Office with couch and tables, we also discussed the effects of pictures in aiding or distracting learning to read, comprehend, and the attitudes children held from different economic groups; attention in child learning, the unit of language perception, changes by age and with skill development, expository text structure in reading and characteristics of exemplary reading programs. His work as Editor of The Reading Research Quarterly demonstrated the precision he exercised in identifying and reviewing exemplary studies. Surprisingly, Jay noted he never had a course in Reading!

Interestingly, he compared Reading practices to those skills and the performance/ goals achieved by famous experts—musicians and athletes. His work, as 1 of 8 selected to serve on The National Reading Panel, was a challenge with many discomforts which he writes about in his autobiography. But the possibility of identifying and organizing research that made a difference was a vital goal for the field—and Jay. In a review of his career, he quotes Marva Collins, “Enter to Learn, leave to Serve.”

Jay Samuels embodied ‘driven to discover,’ a University of Minnesota institution theme. He was a man on a mission. There was little time spent on promoting himself or for publicity. He did the work and let the academic community take it on for future research. He could easily hold an audience of over 1,000 in the palm of his hand. There was clarity, passion, and an unyielding determination to advance knowledge.

Submitted by Rosalind Horowitz
Professor, The University of Texas at San Antonio; AERA Executive Leadership, SIG Research in Reading and Literacy Program

A Memorial will be held at the University of Minnesota in the Spring, 2022.

The above was prepared for a Newsletter to the American Educational Research Association Membership, and for a Memorial on April 9, 2021, with speeches from Rosalind Horowitz, Joanna Williams, Jim Cunningham, William Bart, David Neil Rapp, Marilyn Adams, Wayne Slater, and Paul van den Broek.
Gwendolyn Thompson McMillon – 2021 Presidential Address

Wednesday, December 1, 2021, 4:45 – 6:00 p.m.

Title: MyStory, YourStory, OurStory: Literacy Development in the Black Church - Past, Present & Future

Abstract:
The Black Church is the oldest anti-racist institution in America. Having educated generations of Black families, given birth to schools, universities, hospitals, financial institutions, various genres of modern music, and a litany of civil rights lawyers, politicians, and martyrs for freedom including access to literacy, it is directly responsible for many of the most significant gains in racial equity in American history. Yet, the Black Church has largely been ignored in conversations concerning the best way to educate Black students in America’s schools. A question for the 21st century is: “What can educators, particularly literacy researchers, learn from the Black Church?” The Black Church is an extremely underutilized gold mine of cultural capital that should be used as a resource to develop best practices in literacy education to potentially reduce educational inequities with persistence. What are some of these best practices? An in-depth discussion will highlight sources of incongruence and points of connection between church and school settings of Black students and families, and inform scholarship of the role of the Black Church as the established expert in the education of Black people.

Biography:
Gwendolyn Thompson McMillon is professor of literacy and incoming department chair of the Reading & Language Arts Department at Oakland University in Rochester, Michigan. Her research focuses on examining literacy experiences of African American students in the Black Church and other out-of-school learning environments to improve literacy teaching and learning in their classrooms at school. She also develops ways to help students negotiate successful border-crossing between cultural learning environments. Dr. McMillon has conducted community-based participatory research for 20+ years, and helped improve the literacy lives of many students and their families. Her research is published in various journals, handbooks and edited books. She is co-author of best-selling Change is Gonna Come: Transforming Literacy Education for African American Students (2010), which received the Edward Fry Book Award. She is also co-author of Bridging Equity and Literacy: Guidelines for Social Equity Teaching (2012), and soon to be released Affirming the Lives and Literacies of Black Students: Bearing Witness (2022). Professor McMillon's work has been awarded approximately $2 million from various funding sources for her research, including: Spencer Foundation, Michigan Department of Education, Dow Chemical Corporation, Dow Corning Corporation, YWCA, Nexteer Inc., Hemlock Semi-conductor, Saginaw Community Foundation, Wickes Foundation, and Greater Flint & Genesee Community Foundation.
Dr. McMillon is president of the Literacy Research Association and was recently appointed by Governor Whitmer to Michigan’s PreK-12 Literacy Commission. She serves in many other capacities including: vice-president of the Wolverine State Missionary Baptist Convention Women’s Auxiliary, chaplain for Eta Upsilon Omega Chapter of Alpha Kappa Alpha Sorority, and project director for the WSMBC I Read, I lead, I Succeed Statewide Reading Program for K-5 students. Additionally, Dr. McMillon and her youngest son, Joshua, are co-owners of ROOTEDin - a publisher of authentic, culturally relevant online books and animated videos that center Black culture.

Lady Gwendolyn Thompson McMillon (affectionately called Lady G), is First Lady of St. Paul Missionary Baptist Church in Saginaw, Michigan, where she serves in the music ministry. She also willingly works in any capacity needed in support of her pastor and husband, Rev. Dr. Vincent D. McMillon. They have five sons: Joshua Adam, David Benjamin, Morgan Gabriel, Brian Joel, and Vincent Duane II, and five grandchildren: Bailey, Briana, Elijah, Vincent III, and Christian. Pastor & Sister McMillon have been married for 35 years.

Professor McMillon is the youngest of 8 children born to Pastor M. T. & Sister Pecola Thompson. She received a B.A. in Economics (University of Michigan), M.Ed. in Educational Leadership (Saginaw Valley State University), and Ph.D. in Curriculum Development, Teacher Education & Social Policy with a focus in Literacy (Michigan State University).

Dr. McMillon has been called by God into the teaching ministry and is joyfully fulfilling her divine purpose.
**Dr. Patricia A. Edwards – *Oscar S. Causey Address***

**Thursday from 10:15 a.m. – 11:45 a.m.**

**Title: Cultivating a Dream as a Child Growing Up in the Deep South**

**Abstract:**
The 2021 Oscar S. Causey Award Address presented at the Literacy Research Association by Professor Dr. Patricia Edwards is a response to two self-reflexive questions: “How were my dreams cultivated as a little Black girl growing up in Albany, Georgia during the mid-fifties, sixties, and early seventies?” and “What implications does my story have for cultivating the dreams of today’s children?” To explore these questions, Edwards uses a qualitative methodology termed portraiture (Lawrence-Lightfoot & Davis, 1997) to capture her insights and experiences, allowing her to “paint” rich pictures of the participants “in an effort to capture the complexity, dynamics, and subtlety of human experience and organizational life” (p. xv). Through portraiture, which relies heavily on the use of storytelling and narration, Edwards converts the term “research” into “I-search,” affording her the opportunity to reflect on her lived experiences and share those moments and events with the world while also abolishing the “gaze” that some forms of quantitative and qualitative methodologies employ. In turn, she leverages narratives – via pictures, portraits, and audio -- of her life as a Black girl growing up in Albany, Georgia, to share her story while constructing meaning of her experiences and of her life. In doing so, Edwards highlights the impact of The Albany Civil Rights Movement in cultivating her dream. She invites teachers, school districts, literacy leaders and the broader community to use her narrative portrait as a basis for creating a new norm that cultivates the dreams of young Black students, and of students of color in general.

**Biography:**
Patricia A. Edwards is a member of the Reading Hall of Fame, a NCRLL (National Conference on Research in Language and Literacy) Distinguished Scholar, and a Professor of Language and Literacy in the Teacher Education Department at Michigan State University. She is a nationally and internationally recognized expert in family engagement and has written several books on the topic. In 2019, she received the AERA Scholars of Color Distinguished Career Contribution Award (senior level). She was recently appointed by Governor Whitmer to the 2020-2024 Michigan PreK-12 Literacy Commission. She is co-editor of *The Reading Teacher* and won the 2020 LRA Oscar S. Causey Award for Reading Research. From 2018-2020, she was chair of AERA Family School, Community Partnership SIG #43). She is a past president of the Literacy Research Association as well as the International Literacy Association.
Professor James Gee – *Distinguished Scholar Lifetime Achievement Award Presentation*

Thursday, December 2, 2021, 4:45 p.m. – 6:00 p.m.

**Title: Sense, Sensitivity, and Language: What We Got Badly Wrong About Human Beings and the Price We Paid**

**Abstract:**
We have been deeply wrong about what sorts of creatures we humans are. The dire effects of this mistake are in evidence everywhere as we live through the greatest extinction of life on earth, this time possibly including us. Of course, in a time like this, “business as usual” should cease, the very business that brought us to these dire straits, though it continues apace. Work on evolution, development, and the nature of life across a variety of collaborating disciplines is giving us a truer view of humans and insight into why we have made so little progress on equitable learning, respect for diversity, or panhuman collaboration in the face of disaster. I will try to illuminate this emerging view of humans and its implications for language, learning, literacy, and “cognition” (a topic about which we have been very wrong).

**Biography:**
James Paul Gee is a Regents’ Professor Emeritus at Arizona State University. He has been a professor at six universities and tenured at seven. His work has been in syntactic theory, psycholinguistics, sociolinguistics, discourse analysis, literacy studies, learning theory, and digital games and learning. He is now a small farmer on the Verde River in Northern Arizona.
Dr. Mary Helen Immordino-Yang – Friday Morning Plenary Session

Friday, December 3, 2021, 10:15 a.m. – 11:45 a.m.

Title: Solving the Frankenstein Problem: Why Literacy Development is Cognitive, Social, Emotional and Cultural to the Brain

Abstract:
Emotions shape our thoughts, actions, and experiences—how we think and who we become. But how? And what does this mean for teachers and the design of educational environments and activities that promote literacy? Mary Helen Immordino-Yang will present her research on the neurobiology and psychology of social emotions, including these emotions’ deep visceral roots in the feeling and regulation of the body and consciousness, their connections to memory and abstract thought, and their propensity to heighten one’s own subjective sense of self-awareness, motivation and purpose. The findings have important implications for our understanding of child and adolescent development, and can help educators to think in new ways about the purpose, scope and assessment of high-quality literacy instruction and developmentally appropriate literacy skills. Her studies underscore the necessity of supporting students’ scholarly and personal development in a coordinated way, to optimally support their academic excellence.

Biography:
Mary Helen Immordino-Yang, EdD is a Professor of Education, Psychology and Neuroscience at the University of Southern California and Director of the USC Center for Affective Neuroscience, Development, Learning and Education (CANDLE). She studies the psychological and neurobiological development of emotion and self-awareness, and connections to social, cognitive and moral development in educational settings. She uses cross-cultural, interdisciplinary studies of narratives and feelings to uncover experience-dependent neural mechanisms contributing to identity, intrinsic motivation, deep learning, and generative, creative and abstract thought. Her work has a special focus on adolescents from low-SES communities, and she involves youths from these communities as junior scientists in her work.
A former urban public junior high-school science teacher, she earned her doctorate at Harvard University in 2005 in human development and psychology and completed her postdoctoral training in social-affective neuroscience with Antonio Damasio in 2008. Since then she has received numerous awards for her research and impact on education and society, among them an Honor Coin from the U.S. Army, a Commendation from the County of Los Angeles, a Cozzarelli Prize from the Proceedings of the U.S. National Academy of Sciences editorial board, and early career achievement awards from the AERA, the AAAS, the APS, the International Mind, Brain and Education Society (IMBES), and the Federation of Associations in Behavioral and Brain Sciences Foundation (FABBS).

Immordino-Yang was a 2018-2019 Spencer Foundation mid-career fellow. She served on the U.S. National Academy of Sciences committee writing How People Learn II: Learners, Contexts and Cultures, and on the Aspen Institute's National Commission on Social, Emotional and Academic Development. Currently Immordino-Yang is conducting several funded, multiyear neurobiological research studies on adolescent students and their teachers. She is serving on the advisory board of the UNESCO World Education Assessment, and as past president of IMBES, among other national and international roles.
Dr. Alfredo J. Artiles – Friday Evening Plenary Session

Friday, December 3, 2021, 4:45 p.m. – 6:00 p.m.

Title: The Dual Nature of Disability: Notes on Future Interdisciplinary Research on Racial Disparities

Abstract: I will frame this talk with the notion of the dual nature of disability as an object of protection and a tool of stratification. This duality can produce equity paradoxes in which an equity remedy (such as special education) can create new inequities (e.g., racial segregation, reduced educational opportunities). I will examine this problem through an analysis of racial disparities in disability identification. I will critique traditional research that questions the existence of racial inequities and resists acknowledging the historical and structural weight of race, thus advancing a deficit discourse about students of color. I will argue an interdisciplinary reframing of this research is urgent and outline three guidelines for future research: adopt a historical imagination, disrupt Black abstraction, and interrupt ideology-ontology circuits that erase difference to reproduce difference.

Biography: Dr. Alfredo J. Artiles is the Lee L. Jacks Professor of Education at Stanford University. He received an Honorary Doctorate from the University of Göteborgs (Sweden) and is an Honorary Professor at the University of Birmingham (United Kingdom). Dr. Artiles is the Director of the Stanford Center for Opportunity Policy in Education and Director of Research at Stanford’s Center for Comparative Studies in Race & Ethnicity. His programmatic work engages the questions “how do educational equity remedies create new injustices and what are effective ways to reduce these paradoxes?” His scholarship aims to understand how responses to disability intersections with race, social class, gender and language advance or hinder educational opportunities for disparate groups of students.

Dr. Artiles has published extensively in the general, special and bilingual education fields. He is the editor of the book series Disability, Culture, & Equity published by Teachers College Press. Dr. Artiles has served on three consensus panel of the National Academies of Sciences, Engineering and Medicine. He served on the Obama White House Advisory Commission on Educational Excellence for Hispanics and received mentoring awards from The Spencer Foundation, the American Educational Research Association (AERA), and Arizona State University. Dr. Artiles is an elected member of the National Academy of Education and Fellow of AERA, the Learning Policy Institute and the National Education Policy Center.
INTEGRATIVE RESEARCH REVIEW PANEL

Chairs: P. David Pearson and Cynthia Greenleaf

Panel Members: Peter Afflerbach, Gina Cervetti, Carol Lee, Kathleen Hinchman, Allison Skerrett and Nancy Brynelson

Saturday, December 4, 2021, 10:30 a.m. – 12:00 p.m.

Title: The 2026 NAEP Reading Framework: Promise and Politics

Abstract: The goal of this session is to share findings and insights about the outcomes and the processes that emerged in the development of the 2026 NAEP Reading Assessment Framework. The authors of the papers in this session were all involved in developing the Framework, either as appointed members of the Development Panel or as members of the WestEd Content Team responsible for implementing and managing the development process. Presenters hope that the reports of their experience will aid literacy researchers in learning about the important but fragile relationships among the key elements that should drive framework development—theory, research, practice, and policy—all situated within a politically charged context. Among other things, presenters will share the purpose of frameworks in NAEP, provide a comparison between our initial vision and the eventual adopted version of the framework, talk about how the current political tensions (both in the literacy field and the broader society) have shaped possibilities, and discuss what members of the profession must do in the future to monitor the conceptual integrity and equitable uses of NAEP.

The session includes 5 presentations and an open discussion among attendees.

Co-Chairs: P. David Pearson and Cynthia Greenleaf

- A Brief History of NAEP and its Frameworks
  Peter Afflerbach, Byeong-Young Cho and P. David Pearson

- Timeline(s) and Key Tensions: The Disruption of Normative NAEP Framework Development Practices
  Cyndy Greenleaf, Sarah Aguirre, Alicia Ross, and Mira-Lisa Katz

- Goals and Outcomes: What We Wanted, What We Got
  Allison Skerrett, Paola Uccelli, Julie Coiro, Mariana Pacheco, and Georgia Earnest Garcia

- Interpreting the Contexts of the NAEP 2026 Reading Framework
  Kathy Hinchman, Gina Cervetti, Nancy Brynelson and Bonnie Hain

- NAEP Going Forward: Honoring Commitments and the Journey Toward a More Informative NAEP
  Carol Lee, Elena Forzani, and John Guthrie

continued on next page
P. David Pearson, *University of California, Berkeley*

Pearson is currently the Evelyn Lois Corey Emeritus Professor of Instructional Science at UC Berkeley. With degrees from UC Berkeley (BA in history) and Minnesota (PhD in education), Pearson's agenda in retirement focuses on historical and policy-oriented essays about reading processes and pedagogy. A member of the National Academy of Education and the Reading Hall of Fame, an AERA Fellow, and the recipient of many awards, Professor Pearson taught elementary school in California for several years and went on to complete his Ph.D. in Reading Education at the University of Minnesota.

Cynthia Greenleaf, *WestEd*

Cynthia L. Greenleaf is a Senior Research Scientist at WestEd, where she directs research, development and professional learning design to promote high-level academic and disciplinary literacy. For the past three years, she has served as Content Lead for the development of the 2026 NAEP Reading Assessment.

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.
Nancy Brynelson, *California State University*

Nancy Brynelson recently retired as the co-director of the California State University (CSU) Center for the Advancement of Reading and Writing. Before arriving at the CSU, she served as a bilingual teacher, elementary school principal, school district administrator, and language arts consultant for the California Department of Education. Until recently, she oversaw the CSU’s Expository Reading and Writing Curriculum and several related federal grants. She also co-wrote the 2015 English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. A 2010 inductee into the California Reading Association (CRA) Reading Hall of Fame, she is also the recipient of the CRA 2014 Marcus Foster Memorial Award and the California Association of Teachers of English 2017 Award of Merit.

Peter Afflerbach, *University of Maryland*

Dr. Peter Afflerbach is Professor of Education at the University of Maryland at College Park. His research interests are individual differences in reading, factors influencing reading achievement, reading comprehension strategies, and reading assessment. Afflerbach has served on National Academy of Education and National Academy of Science committees related to literacy and literacy assessment. He is a member of the NAEP 2025 Reading Framework Development Committee, and has served on the NAEP Standing Reading Committee and prior Reading Framework Committees. Afflerbach is Chair of the Literacy Assessment Task Force of the International Literacy Association. He was elected to the International Literacy Association’s Reading Hall of Fame in 2009, and is a Research Fellow of the American Educational Research Association. Afflerbach is the author of Teaching readers (Not reading): Moving beyond skills and strategies to reader-focused instruction (2022), and Understanding and Using Reading Assessment, K-12 (2018). He is the editor of the Handbook of Individual Differences in Reading: Reader, Text, and Context (2016), and co-editor of the Handbook of Reading Research, 4th Edition (2010) and 5th Edition (2020). He is a founding editor of the journal Metacognition and Learning, and he has published in numerous theoretical and practical journals, including Reading Research Quarterly, Cognition and Instruction, Elementary School Journal, Journal of Adolescent and Adult Literacy, Language Arts, Theory into Practice, and The Reading Teacher. Prior to his employment at Emory University and then the University of Maryland, Afflerbach served as a Chapter 1 remedial reading teacher, reading and writing teacher in middle school, and high school English teacher.
Gina Cervetti, University of Michigan

Gina N. Cervetti is an associate professor of Educational Studies at University of Michigan. Dr. Cervetti’s research focuses on early literacy development and instruction, particularly the roles of language and world knowledge in reading comprehension. She is currently serving as a member of LRA’s Board of Directors. She served as a member of the Development Panel and Visioning Panel for the NAEP 2026 Reading Framework.

Kathleen Hinchman, Syracuse University

Kathleen A. Hinchman is Professor Emerita in Reading and Language Arts Education in the School of Education at Syracuse University. Her scholarship includes numerous grants, articles, and books with a focus on teachers’ and youth’s perspectives toward literacy instruction and assessment. She has served as a co-editor of several peer-reviewed publications and as a Board Member and President of several professional organizations, including the Literacy Research Association.
SPECIAL INVITED SESSION WITH THE NATIONAL ACADEMY OF EDUCATION

Presenters: Carol Lee, Gwendolyn McMillon, David B. Yaden, Jr., Doris Walker-Dalhouse, Patriann Smith and Cynthia Brock

Thursday, December 2, 2021, 3:00 p.m. - 4:30 p.m.
Friday, December 3, 2021, 3:00 p.m. - 4:30 p.m.

Title: NAE/ LRA Civic Reasoning and Discourse

Abstract:
This session provides an opportunity for LRA members to learn about the NAEd Civic Reasoning and Discourse project. LRA members are invited to engage in discussions surrounding the potential collaborations between NAEd & LRA regarding the development and dissemination of one or more of the following practitioner briefs: (a) discipline-specific practitioner documents with practical illustrations of learning principles through real-world examples in each discipline (i.e., identified topics include history & social studies, literacy, digital literacy, mathematics, and science); (b) policy sub-committee that focuses on policy implications (and NAEP); (c) development of a brief representing positions across organizations in response to attacks on educators, schools, and districts over highly contested topics; and (d) cross-disciplinary development of a document on a specific topic such as COVID or climate change to illustrate how each discipline can contribute to student learning with practical illustration of lessons and as professional development materials for teachers.
**2021 AREA CO-CHAIRS**

**Program Chairs**

Conference Chair, David B. Yaden, Jr. – *University of Arizona*
Associate Conference Chair, Doris Walker-Dalhouse – *Marquette University*

**Area 1: Preservice Teacher Education in Literacy**

- Jason Moore – *Oakland University* – jasonmoore@oakland.edu
- Frank Serafini – *Arizona State University* – serafini@asu.edu
- Michelle Kwok – *Texas A&M University* – michkwok@tamu.edu
- Crystal Wise – *University of Illinois at Chicago* – cnwise@uic.edu
- Kristine Schutz – *UIC College of Education* – kschutz@uic.edu

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

- Vicky McQuitty – *Towson University* – vmcquitty@towson.edu
- Emily Hayden – *Iowa State University* – ehayden@iastate.edu
- Pelusa Orellana – *Universidad de los Andes* – porellan@uandes.cl
- Kristin Gehsmann – *Virginia Tech* – kgehsmann@vt.edu

**Area 3: Literacy Instruction and Literacy Learning**

- Zhihui Fang – *University of Florida* – zfang@coe.ufl.edu
- Susan Piazza – *Western Michigan* – susan.piazza@wmich.edu
- Sheri Vasinda – *Oklahoma State University* – sheri.vasinda@okstate.edu
- Mary Hoch – *National Louis University* – maryl.hoch@nl.edu
- Zoi A. Traga Philippakos – *University of Tennessee Knoxville* – zphilipp@utk.edu

**Area 4: Literacy Assessment, Evaluation, and Public Policy**

- Kelly Puzio – *Washington State University* – kelly.puzio@wsu.edu
- Ross Collin – *Virginia Commonwealth University* – rcollin@vcu.edu
- Samuel Tanner – *Penn State University* – sjt20@psu.edu
- John Strong – *University at Buffalo* – jstrong3@buffalo.edu

**Area 5: Early and Elementary Literacy Processes**

- Sonia Cabell – *Florida State University* – scabell@fsu.edu
- Celeste Bates – *Clemson University* – celestb@clemson.edu
- Rebecca Norman – *Mount St. Mary's College* – rebecca.norman@msmc.edu
- Kathryn Roberts – *Wayne State University* – eo9096@wayne.edu
- Anne Marie Alberton Gunn – *University of South Florida* – gunn@usf.edu

**Area 6: Adolescent, College and Adult Literacy Processes**

- Phillip Wilder – *Clemson University* – pwilder@clemson.edu
- Saba Vlach – *University of Iowa* – saba-vlach@uiowa.edu
- Jennifer Theriault – *Northern Illinois University* – jtheriault@niu.edu

*continued on next page*
2021 AREA CO-CHAIRS

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

- Christian Ehret – McGill University – christian.ehret@mcgill.ca
- Grace Enriquez – Lesley University – genrique@lesley.edu
- Christina Dobbs – Boston University – c Dobbs@bu. edu
- Susan Bennett – University of South Florida St. Petersburg – sbennett3@usf.edu
- Mandy Stewart – Texas Woman’s University – mstewart7@twu.edu

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

- Huili Hong – Towson University – hilary0504@gmail.com
- P. Zitlali Morales – University of Illinois at Chicago – zitlali@uic.edu
- Maria Selena Protacio – Western Michigan University – selena.protacio@gmail.com
- Claudia Rodriguez-Mojica – Santa Clara University – c rodriguezmojica@scu.edu
- Kongji Qin – New York University – kongji.qin@nyu.edu

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

- Mark Lewis – James Madison University – lewis6ma@jmu.edu
- Lisa Domke – Georgia State University – ldomke@gsu.edu
- Stergios Botzakis – University of Tennessee – sbotzaki@utk.edu

Area 10: Literacy Technology and Media

- Beth Beschorner – Minnesota State University-Manakato – elizabeth.beschorner@mnsu.edu
- Becky Beucher – Illinois State University – r lbeuch@ilstu.edu
- Blaine Smith – Arizona State University – blainesmith@arizona.edu
- Laurie Thrailkill – East Carolina University – thrailkill19@ecu.edu

Area 11: Research Theory, Methods, and Practices

- Jamie Colwell – Old Dominion University – jcolwell@odu.edu
- Seth Parsons – George Mason University – sparson5@gmu.edu
- Lucy Spence – University of South Carolina – lucyspence@sc.edu
- Amelie Lemieux – Mount Saint Vincent University – amelie@lemieux@msvu.ca

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

Area 13: Study Groups

- Aaron Johnson – Farmington Public Schools – amdj9265@gmail.com
- Rebecca Woodard – University of Illinois-Chicago – becca woodard@yahoo.com

Area 14: Other topics

- Bridget Dalton – University of Colorado – bridget.dalton@colorado.edu
- Kisha Bryan – Tennessee State University – kbryan@tnstate.edu
## STUDY GROUP ORGANIZERS

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WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

12:00 p.m. – 1:00 p.m. Study Groups

Adult Literacy Study Group: A Wide Angle View of Adult, Family, & Community Literacy Spaces

Session Organizer:
Leah Katherine Saal, Loyola University Maryland

Chair:
Carmela Romano Gillette, University of Michigan

Presenters:
- Jill Castek, University of Arizona
- Leah Katherine Saal, Loyola University Maryland
- Tisha Lewis Ellison, University of Georgia
- Silvia Nogueron Liu, University of Colorado-Boulder
- Amy Pickard, Indiana University School of Education
- Melody Zoch, University of North Carolina at Greensboro
- Erik Jacobson, Montclair State University

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

Wednesday: Policy
Thursday: Family Literacy
Friday: Digital Literacy & Learning

Approaches to Discourse Analysis Study Group

Session Organizers:
Laura A. Taylor, Rhodes College
Amy Vetter, University of North Carolina Greensboro

Chair:
Amy Vetter, University of North Carolina Greensboro

Presenters:
- Rebecca Rogers, University of Missouri – St. Louis
- Danny Martinez, University of California - Davis

Abstract: The Approaches to Discourse Analysis (DA) study group is a longstanding study group providing attendees with an opportunity to develop their understandings and use of discourse analysis as a methodology, as well as providing a space for new and ongoing scholarly collaborations. The first two study group meetings will feature experienced discourse analysts sharing their approaches to research, while the third day will allow attendees to build future collaborations.

Approaches to Studying Graphic Novels

Session Organizer:
Dani Perrine Kachorsky, Texas A&M University – Corpus Christi

Chair:
Stergios Botzakis, University of Tennessee, Knoxville

Presenters:
- Stergios Botzakis, University of Tennessee, Knoxville
- Dani Perrine Kachorsky, Texas A&M University – Corpus Christi
- Jason D. DeHart, Appalachian State University

continued on next page
**Abstract:** This study group’s purpose is to share empirical research that flesh out theoretical and methodological approaches of texts that combine words with images, with the ultimate goal of supporting researchers/educators of all experience levels in developing work on graphic novels in literacy education. We will also be discussing representations of race, class, language, culture, (dis)ability, and gender/sex/uality in graphic novels and comics, features that make them appeal to a wide variety of readers.

**Authoring as Multimodal Practice Study Group**

**Session Organizer:**
Melanie Reaves, Montana State University Billings

**Chair:**
Melanie Reaves, Montana State University Billings

**Presenters:**
- Cassie J. Brownell, University of Toronto-OISE
- John M. Wargo, Boston University

**Abstract:** Study group goal: sustain dialogues/collaborative research about authoring as multimodal practice. 2021 sessions include:

Day 1: Cassie J. Brownell and Jon M. Wargo will facilitate our thinking around Developing “Sound” Methods: Provocations for 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

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**Children’s and Young Adult Literature**

**Session Organizer:**
Amy Burke, Texas Woman’s University

**Chair:**
Aimee Hendrix-Soto, Texas Woman’s University

**Presenter:**
- Saba Vlach, The University of Iowa
- Amy Burke, Texas Woman’s University
- Aimee Hendrix-Soto, Texas Woman’s University

**Abstract:** This study group will focus 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 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 is situated various within theories of literacy including sociocultural, critical, and posthumanist.

**Culturally Sustaining Literacy Pedagogy Study Group**

**Session Organizer:**
Doris Walker-Dalhouse, Marquette University
Susan Cantrell, University of Kentucky
Althier M. Lazar, Saint Joseph’s University

**Chair:**
Althier M. Lazar, Saint Joseph’s University

**Presenters:**
- Laurie M. Rabinowitz, Bank Street College of Education
- Kate Augustus, Bank Street School of Education
- Kelly K. Wissman, University at Albany-SUNY
- AnnMarie Alberton Gunn, University of South Florida
- Susan V. Bennett, University of South Florida

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Abstract: This study group examines culturally sustaining pedagogy (CSP) in literacy classrooms, communities, and teacher education programs. Study group organizers meet with Participants to explore CSP and its outcomes for students, families, and those studying to be teachers. This group is invested in supporting scholarship in CSP and currently is working on a book project. Newcomers are welcome.

Design-Based Experiments in Literacy Research

Session Organizers:
Ryan Patrick McCarty, National Louis University

Chair:
Ryan Patrick McCarty, National Louis University

Presenters:
• Emily Smothers Howell, Clemson University
• Kelly Tracy, Western Carolina University
• Jacquelynn A. Malloy, Clemson University
• James V. Hoffman, University of North Texas
• Melissa Wetzel, The University of Texas at Austin
• Beth Maloch, The University of Texas at Austin

Abstract: The Formative and Design-Based Experiments in Literacy Research Study Group provides an essential forum for researchers to share expertise and discuss issues faced when conducting design-based research (DBR) and formative experiments. Though DBR has gained in influence, it is not universally understood by editorial boards, publishers, or grant officers. This year's study group, Dilemmas in Writing Up and Disseminating Design-Based Research, will share practical tips and insights from leading researchers about successfully publishing DBR.

Doctoral Student ICG Study Group Session: Sustaining Critical Research: Collaborations, Communities, & Theory-building

Session Organizer:
Scott Storm, New York University

Chair:
Tairan Qiu, The University of Georgia
Alex Corbitt, Boston College
Marisa Saris Segel, Boston College

Presenters:
• Antero Garcia, Stanford University
• Nicole Mirra, Rutgers University
• Yolanda Sealey-Ruiz, Teachers College, Columbia University
• Detra Price-Dennis, Teachers College, Columbia University
• Tracey Terece Flores, University of Texas at Austin
• Alice Y. Lee, University of California, Riverside
• Justin A. Coles, Fordham University
• Angie Zapata, University of Missouri
• Latrise Johnson, NWD
• Michiko Hikida, The Ohio State University
• David Bwire, TCNJ
• Ramon Antonio Martinez, Stanford University

Abstract: The process of engaging in and sustaining humanizing and justice-driven research over a career trajectory can feel oblique to doctoral students and seasoned researchers alike. Thus, the 2021 Doctoral Student ICG Study Group assembles a coalition of scholars to offer a behind-the-scenes look at “Sustaining Critical Research.” The Study Group explores how to build professional collaborations of co-conspirators, serve communities through sustained engagement, and build critical theories to advance our field.

continued on next page
Dyslexia and the Science of Reading: What counts as evidence?

Session Organizer:
Dixie Massey, Seattle Pacific University

Chairs:
Dixie Massey, Seattle Pacific University
Margaret Vaughn, Washington State University

Presenters:
- Rachael Gabriel, University of Connecticut
- George G. Hruby, University of Kentucky
- Kathryn Stahl, New York University

Abstract: The topic of dyslexia within the larger science of reading emphasis continues to dominate legislative policy, academic journals and contexts, teacher preparation programs, and mainstream media. Our goal is to continue the conversations that were generated in last year’s study group, as well as inform participants of the impact of Science of Reading on pedagogy and children and plan thoughtful responses for purposes of instruction and policy.

If I Knew Then What I Know Now… The Road to Tenure

Session Organizer:
Tran Nguyen Templeton, University of North Texas

Chairs:
Erin Quast, Illinois State University
Tran Nguyen Templeton, University of North Texas

Discussants:
Idalia Nunez, University of Illinois Urbana-Champaign
Seth Parsons, George Mason University
Lina Trigos-Carrillo, Universidad de la Sabana
Jon M. Wargo, Boston College

Presenters:
- Janice F. Almasi, University of Kentucky
- Ana Christina da Silva Iddings, Vanderbilt University
- Gay Ivey, University of North Carolina-Greensboro
- Ruth McKoy Lowery, University of North Texas
- Sandra Lucia Osorio, Illinois State University
- Jennifer D. Turner, University of Maryland
- Phillip Wilder, Clemson University
- Rebecca Woodard, University of Illinois at Chicago
- Haeny Yoon, Teachers College, Columbia University

Abstract: This study group, sponsored by LRA’s Research Committee, is designed to support doctoral students’ and emerging scholars’ transition into the academy and the literacy research community. Seasoned literacy scholars, at different points in
their careers and representing a diversity of research perspectives, will share personal narratives and insights about their professional and academic trajectories. Conversations will focus on how scholars have navigated the job market, midterm reviews, and the tenure process.

**Improvisational Performance as Affective Pedagogy**

Session Organizer:  
Gail M. Boldt, Pennsylvania State University  

Chair:  
Samuel Jaye Tanner, Penn State University

Presenters:  
- Samuel Jaye Tanner, Penn State University  
- Gail M. Boldt, Pennsylvania State University  
- Laura Carter-Stone, Vanderbilt University  
- Kevin Michael Leander, Vanderbilt University

Abstract: Viewing the performance of theatrical improvisation as a powerful tool for expanding the stories that find space in the classroom as we seek pathways toward greater justice and inclusivity, this Study Group will engage participants in doing improv led by four trained improvisers who are also literacy researchers. Improv rounds will be followed by reflection and critical analysis with the audience, with special attention to affective movements and intensities.

**International Research from a Wide Angled View: Language Awareness and Cultural Awareness**

Session Organizer:  
Claudia Finkbeiner, University of Kassel  

Chair:  
Claudia Finkbeiner, University of Kassel

Discussants:  
Zaline Roy-Campbell, Syracuse University  
Desiree Maria Pallais, The University of Texas at Austin  
Chinwe H. Ikpeze, St. John Fisher College

Presenters:  
- Rahat Zaidi, University of Calgary  
- Sofia Esmann, University College Absalon  
- Maria Sussex, Kassel University  
- Bettina Buch, College Absalon

Abstract: In 2021 the International Research on Literacy Teaching and Teacher Education Study Group will present projects which give space to wide-angled views, underline the importance of listening to untold stories, and include the complexity of experiences of indigenous narrators. Our goal is to promote literacy worldwide based on research and focus on the role of cultural awareness, language awareness and indigenous literacies in teacher education internationally.

**Literacy Lab/Reading Clinic Study Group**

Session Organizer:  
Cheryl Dozier, University at Albany  

Chair:  
Theresa Deeney, University of Rhode Island

Abstract: The Literacy Lab/Reading Clinic study group is a longstanding study group for attendees interested in working together to explore the impact of lab/clinic experiences for teachers, learners, and families. Our labs/clinics focus on equity and access for all. During sessions, attendees will share questions and issues, examine models of clinical teacher preparation, and develop collaborative research to strengthen clinical teacher preparation experiences.
Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

Session Organizer:
Meagan Hoff, Collin University

Chair:
Jennifer Theriault, University of Findlay

Abstract: The COVID-19 pandemic affected schooling and learning in ways we have yet to determine. Considering teachers’ and students’ transition to online writing instruction, and that teachers’ report being ill-prepared to teach writing, a focus on writing PD is timely and necessary. The purpose of the group is to examine PD on evidence-based practices and discuss online PD applications that can support teachers’ knowledge and instruction across K to 12 grades and in postsecondary settings.

Publicly Engaged Literacy Scholars Consider How We Shift Hierarchies to Reconfigure How Research is Done

Session Organizer:
Carolyn Colvin, University of Iowa

Chair:
Carolyn Colvin, University of Iowa

Presenters:
• Carmen Liliana Medina, Indiana University
• Kate E. Kedley, Rowan University
• Alexandra Panos, University of South Florida
• Carolyn Colvin, University of Iowa
• Christy Wessel-Powell, Purdue University
• Rae Leah Oviatt, Eastern Mochigan University

Abstract: We explore the work of Indigenous scholars/researchers who focus on decolonization and decolonizing forms of power in Western research traditions and welcome new knowledges that question and shift traditions of Western “avant guard” intellectualism into community-engaged ‘rear-guard’ public intellectuals (Santos, 2006). We consider how and why to recenter voices traditionally marginalized in research processes by examining what it means to, and what is lost, when we “listen,” “participate,” in decolonizing publicly engaged literacy scholarship.

Professional Development on Writing: Challenges and Opportunities Across Spaces and Grade Levels with Drs. Zoi Philippakos, Emily Howell, Charles MacArthur, and the Postsecondary Literacy Group

Session Organizer:
Zoi A. Traga Philippakos, University of Tennessee

Chair:
Zoi A. Traga Philippakos, University of Tennessee

Presenters:
• Zoi A. Traga Philippakos, University of Tennessee
• Emily Smothers Howell, Clemson University
• Charles MacArthur, University of Delaware

Abstract: The COVID-19 pandemic affected schooling and learning in ways we have yet to determine. Considering teachers’ and students’ transition to online writing instruction, and that teachers’ report being ill-prepared to teach writing, a focus on writing PD is timely and necessary. The purpose of the group is to examine PD on evidence-based practices and discuss online PD applications that can support teachers’ knowledge and instruction across K to 12 grades and in postsecondary settings.

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WIDENING THE ANGLES OF LITERACY RESEARCH: HONORING UNTOLD STORIES USING CONTRAPUNTAL APPROACHES

71st Annual Conference of the Literacy Research Association | December 1–4, 2021

Resisting Linguistic Hegemonic Practices: Centering Black and Indigenous Languaging as Contrapuntal

Session Organizer:
Matthew R. Deroo, University of Miami

Chair:
Samuel Sherman David, University of Minnesota

Presenters:
- Matthew R. Deroo, University of Miami
- Patriann Smith, University of South Florida

Abstract: The Multilingual and Transnational ICG’s study sessions will build with scholars who are disrupting long held assumptions regarding “standard English” intricately connected to notions of whiteness and white supremacy. Specifically, we seek to foster sustained learning for two focal Areas: Black Englishes and Indigenous languages. Attendees will learn with and from Drs. Frances Kvietok Dueñas and Patriann Smith as we collectively work to decenter hegemonic language ideologies connected to whiteness.

Science Literacies, Sustainability, and Climate Justice

Session Organizers:
Jill Castek, University of Arizona
Kristine Schutz, University of Illinois at Chicago

Chairs:
Rebecca Woodard, University of Illinois at Chicago
Richard Beach, University of Minnesota

Presenters:
- James Damico, Indiana University
- Alexandra Panos, University of South Florida
- Eli Tucker-Raymond, Boston University
- Maria Olivares, Boston University

Abstract: This study group will discuss science literacies, sustainability, and climate justice in varied contexts, including teacher education, out of school sites (e.g., youth-serving organizations, libraries, makerspaces, and in schools.

Teacher Education Research Study Group (TERSG)

Session Organizer:
Courtney Shimek, West Virginia University

Chairs:
Ann Van Wig, Eastern Washington University

Abstract: 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.

Trauma, Educational Theory, & Literacy Studies

Session Organizer:
Tracey Pyscher, Western Washington University

Discussant:
Anne Crampton, Western Washington University

Abstract: Trauma is having a moment. Researchers in and outside of literacy have exposed the capacity of systemic, intellectual, and popular discourses that contribute to reproducing the inequities in relation to theorizing trauma. The second year of this study group will continue to make connections with LRA members interested in critical perspectives related to trauma and literacy/learning contexts. Members have opportunities to discuss their related work with other colleagues so to think better together.

continued on next page
Widening the Angles of Literacy Research by Thinking Theories Through One Another: Post Philosophies and Theories Study Group

Session Organizer:
Karen Spector, University of Alabama

Chairs:
Jaye Johnson Thiel, University of Alabama
Bessie Dernikos, Florida Atlantic University
Kim Lentes, University of Calgary
Karen Spector, University of Alabama
Elizabeth Anne Murray, Baylor University
Towani Mahalia Duchscher, University of Calgary

Presenters:
- Latrise Johnson, NWD
- Mitzi Lewison, Indiana University
- Hilary Janks, Private
- Maria Paula Ghiso, Teachers College, Columbia University
- Gerald Campano, University of Pennsylvania
- Asilia Franklin-Phipps, SUNY New Paltz
- Cati de los Rios, Berkeley

Abstract: Formerly the Posthumanisms/Feminist New Materialisms Study Group, we changed names, signaling our commitment to diverse critical philosophies and theories. This year, we focus on what is produced when we collectively push the boundaries of knowing/becoming/doing literacies in a post-world. We invited scholars from critical perspectives to think together about the difficult issues that continue to affect our shared world. Each day, scholars will discuss a literacy event using key concepts that cut across traditions.

Word Study: Phonics, Vocabulary, and Spelling

Session Organizers:
Donald Robert Bear, Iowa State University
Annie C. Ittner, Western Oregon University

Chair:
Amy Frederick, University of Wisconsin - River Falls

Abstract: We explore topics related to research in word study, phonics, and vocabulary. We will discuss current studies from three researchers in these Areas and support innovative research through collaborative discussions.
Call for Manuscripts

Editors of the 71st volume of Literacy Research: Theory, Method, and Practice (LR: TMP) are accepting manuscripts presented at the 2021 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 14, 2022

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/lrtemp) 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

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<th>Time (Eastern)</th>
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<tr>
<td><strong>MONDAY, NOVEMBER 29, 2021</strong></td>
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<tr>
<td>7:00 p.m. – 8:30 p.m.</td>
<td>STAR Welcome Dinner (Closed)</td>
<td>Offsite Location</td>
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<tr>
<td><strong>TUESDAY, NOVEMBER 30, 2021</strong></td>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>STAR Breakfast</td>
<td>Chastain F</td>
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<tr>
<td>8:00 a.m. – 10:00 a.m.</td>
<td>Executive Committee Meeting &amp; working Breakfast</td>
<td>Chastain D &amp; E</td>
</tr>
<tr>
<td>9:00 a.m. – 12:30 p.m.</td>
<td>STAR Writing Retreat</td>
<td>Chastain F</td>
</tr>
<tr>
<td>9:00 a.m. – 7:00 p.m.</td>
<td>Silent Auction &amp; Posters</td>
<td>The Overlook</td>
</tr>
<tr>
<td>10:30 a.m. – 12:30 p.m.</td>
<td>Board of Directors Training</td>
<td>Chastain D &amp; E</td>
</tr>
<tr>
<td>12:30 p.m. – 1:15 p.m.</td>
<td>Joint BOD &amp; STAR Lunch</td>
<td>Chastain G</td>
</tr>
<tr>
<td>1:30 p.m. – 5:00 p.m.</td>
<td>Board of Directors Meeting</td>
<td>Chastain D &amp; E</td>
</tr>
<tr>
<td>3:00 p.m. – 8:00 p.m.</td>
<td>Registration Open</td>
<td>Peachtree Terrace</td>
</tr>
<tr>
<td>5:30 p.m. – 6:30 p.m.</td>
<td>Newcomer Welcome Reception – hosted by Field Council</td>
<td>Chastain 1 &amp; 2</td>
</tr>
<tr>
<td>6:15 p.m. – 8:00 p.m.</td>
<td>STAR Dinner</td>
<td>Offsite Location</td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues</td>
<td>Bar 210</td>
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# EVENTS AT A GLANCE

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<th>Time (Eastern)</th>
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<tr>
<td><strong>WEDNESDAY. DECEMBER 1, 2021</strong></td>
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<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration ......................................................................................Peachtree Terrace</td>
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<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Concurrent ICG Sessions</td>
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<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Sara Bruce McGraw Doctoral Student Networking Session ....................Chastain F</td>
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<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>Silent Book Auction ...........................................................................The Overlook</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Gender &amp; Sexualities Standing Committee Mentorship Program Meeting ..Augusta 1 Mentoring Program <em>(open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities)</em></td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Roundtable Session 1 ........................................................................Chastain F</td>
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<tr>
<td>10:15 a.m. – 11:45 a.m.</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Study Groups</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>BIPOC Luncheon (Open to scholars who identify as BIPOC) ..................Chastain F</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>STAR Luncheon (Closed Event) ..........................................................Chastain G</td>
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<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>STAR Mentoring Session (Closed Event) .............................................Chastain G</td>
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<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Roundtable Session 2 ........................................................................Chastain F</td>
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<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Roundtable Session 3 ........................................................................Chastain F</td>
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<tr>
<td>4:45 p.m. – 6:00 p.m.</td>
<td>Presidential Address ..........................................................................Peachtree Ballroom</td>
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<tr>
<td>6:00 p.m. – 7:30 p.m.</td>
<td>President’s Reception .........................................................................Whitehall</td>
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<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues</td>
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<th>Time (Eastern)</th>
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<td><strong>THURSDAY, DECEMBER 2, 2021</strong></td>
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<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration .........................................................................................</td>
<td>Peachtree Terrace</td>
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<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>Thursday Poster Presenter Set-Up</td>
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<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>Reading Hall of Fame Breakfast and Induction Ceremony ..................</td>
<td>Chastain F</td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Concurrent Standing Committees Sessions</td>
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<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>Silent Book Auction ...........................................................................</td>
<td>The Overlook</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Reading Hall of Fame Inaugural Addresses .......................................</td>
<td>Chastain F</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Roundtable Session 4 .........................................................................</td>
<td>Chastain G</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Poster Session 1 ...............................................................................</td>
<td>The Overlook</td>
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<tr>
<td>10:15 a.m. – 11:45 a.m.</td>
<td>Oscar S. Causey Award Session .....................................................</td>
<td>Peachtree Ballroom</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Study Groups</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>ERM Brown Bag Session: Mentoring for Publications on Community Engagement in Literacy</td>
<td>Chastain F (rounds)</td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions</td>
<td>Chastain F</td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Roundtable Session 5 .........................................................................</td>
<td>Chastain F</td>
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<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>STAR Peer Mentoring Session (Closed Event) .......................................</td>
<td>Chastain G</td>
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<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Reading Hall of Fame Mentoring Session ...........................................</td>
<td>Chastain F</td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>NAEd/LRA Civic Reasoning and Discourse ...........................................</td>
<td>Augusta A</td>
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<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions</td>
<td></td>
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<tr>
<td>4:45 p.m. – 6:00 p.m.</td>
<td>Distinguished Scholar Lifetime Achievement Award Address Peachtree Ballroom</td>
<td></td>
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<tr>
<td>6:00 p.m. – 7:30 p.m.</td>
<td>Thursday Poster Presenter Tear-Down</td>
<td></td>
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<tr>
<td>6:15 p.m. – 7:00 p.m.</td>
<td>Town Hall Meeting ...............................................................................</td>
<td>Chastain FGH</td>
</tr>
<tr>
<td>7:30 p.m. – 9:00 p.m.</td>
<td>ERM/STAR Reception ...........................................................................</td>
<td>Augusta B</td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Betsy's Vital Issues ..........................................................................</td>
<td>Bar 210</td>
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### EVENTS AT A GLANCE

**FRIDAY, DECEMBER 3, 2021**

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<th>Time (Eastern)</th>
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<tbody>
<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration .........................................................................................</td>
<td>Peachtree Terrace</td>
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<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>Friday Poster Presenter Set-Up</td>
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<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Concurrent Sessions – Award Committees</td>
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<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Journal of Literacy Research and LR:TMP Breakfast</td>
<td>Chastain F</td>
</tr>
<tr>
<td>7:15 a.m. – 7:45 a.m.</td>
<td>Doctoral Student ICG Proposal Mentoring Project Breakfast</td>
<td>Chastain G</td>
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<tr>
<td>7:45 a.m. – 8:15 a.m.</td>
<td>Doctoral Student ICG Business Meeting</td>
<td>Chastain G</td>
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<tr>
<td>8:00 a.m. – 1:00 p.m.</td>
<td>Silent Book Auction</td>
<td>The Overlook</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Concurrent Sessions</td>
<td>The Overlook</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Roundtable Session 6</td>
<td>Chastain F</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Poster Session 2</td>
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<tr>
<td>10:15 a.m. – 11:45 a.m.</td>
<td>Friday AM Plenary Talk</td>
<td>Peachtree Ballroom</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Study Groups</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Past President’s Luncheon (Invitation Only)</td>
<td>Chastain F</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>ERM and Gender &amp; Sexuality Intersectionality Brown Bag Discussion</td>
<td>Chastain G</td>
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<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Roundtable Session 7</td>
<td>Chastain F</td>
</tr>
</tbody>
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## EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time (Eastern)</th>
<th>Event</th>
<th>Room</th>
</tr>
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<tbody>
<tr>
<td><strong>FRIDAY, DECEMBER 3, 2021 CONTINUED</strong></td>
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<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>STAR Fellows Research Showcase...............................................................</td>
<td>Chastain E</td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Roundtable Session 8..................................................................................</td>
<td>Chastain F</td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>NAEd/LRA Civic Reasoning and Discourse ..................................................</td>
<td>Augusta A</td>
</tr>
<tr>
<td>4:00 p.m. – 7:00 p.m.</td>
<td>Purchase Silent Auction Books ..............................................................</td>
<td>Peachtree Terrace</td>
</tr>
<tr>
<td>4:45 p.m. – 6:00 p.m.</td>
<td>Friday Plenary .......................................................................................</td>
<td>Peachtree Ballroom</td>
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<tr>
<td>6:00 p.m. – 6:45 p.m.</td>
<td>Annual Business Meeting.............................................................................</td>
<td>Peachtree Ballroom</td>
</tr>
<tr>
<td>6:00 p.m. – 7:30 p.m.</td>
<td>Friday Poster Presenter Tear-Down .........................................................</td>
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<tr>
<td>7:00 p.m. – 8:30 p.m.</td>
<td>Doctoral Students ICG Happy Hour ..........................................................</td>
<td>Chastain F</td>
</tr>
<tr>
<td>7:00 p.m. – 9:00 p.m.</td>
<td>STAR Reception (Closed Event) .................................................................</td>
<td>Augusta B</td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues...............................................................................................</td>
<td>Bar 210</td>
</tr>
<tr>
<td>Time (Eastern)</td>
<td>Event</td>
<td>Room</td>
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<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>Area Chairs’ Breakfast</td>
<td>Chastain F</td>
</tr>
<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>STAR Fellow and Mentors Breakfast (Closed Event)</td>
<td>Chastain G</td>
</tr>
<tr>
<td>7:00 a.m. – 12:00 p.m.</td>
<td>Registration</td>
<td>Peachtree Terrace</td>
</tr>
<tr>
<td>7:00 a.m. – 11:00 a.m.</td>
<td>Purchase Silent Auction Books</td>
<td>Peachtree Terrace</td>
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<tr>
<td>8:45 a.m. – 10:15 a.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>8:45 a.m. – 10:15 a.m.</td>
<td>STAR Program Cross-Cohort Research Showcase (Closed Event)</td>
<td>Chastain G</td>
</tr>
<tr>
<td>8:45 a.m. – 10:15 a.m.</td>
<td>Catch the Vision Leadership Summit</td>
<td>Chastain E</td>
</tr>
<tr>
<td>10:30 a.m. – 12:00 p.m.</td>
<td>Integrative Research Review Panel</td>
<td>Peachtree Ballroom</td>
</tr>
<tr>
<td>12:15 p.m. – 1:00 p.m.</td>
<td>Executive Committee and Board of Directors Lunch</td>
<td>Chastain G</td>
</tr>
<tr>
<td>1:00 p.m. – 1:45 p.m.</td>
<td>Executive Committee Meeting</td>
<td>Chastain D&amp;E</td>
</tr>
<tr>
<td>2:00 p.m. – 6:00 p.m.</td>
<td>Board of Directors Meeting</td>
<td>Chastain D&amp;E</td>
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FUTURE LRA CONFERENCE LOCATION

NOVEMBER 29 - DECEMBER 3, 2022
Arizona Grande Resort & Spa
8000 Arizona Grand Pkwy
Phoenix, AZ 85044
Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.

Art: Contrapuntal Timbre by Lon W. Chaffin
Copyright © 2014 LCS Productions http://www.lcsproductions.net/
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
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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.
Executive Committee Meeting & Working Breakfast
LRA Annual Conference Special Event

8:00 a.m. – 10:00 a.m. – Special Event

Westin Peachtree Hotel: Chastain D

Officers:
- Gwendolyn Thompson McMillon, Oakland University
- David B. Yaden, Jr., University of Arizona
- Doris Walker-Dalhouse, Marquette University
- Elizabeth (Betsy) A. Baker, University of Missouri
- Cassie J. Brownell, University of Toronto-OISE
- Marla Mallette, Binghamton University
- Rachel Salas, University of Nevada Reno

S.T.A.R. Breakfast
LRA Annual Conference Special Event

8:00 to 9:00 am

Westin Peachtree Hotel: Chastain F (rounds)

Chair:
Mileidis Gort, University of Colorado Boulder, School of Education

Participants:
- Patricia Abril-Gonzalez, The University of Texas at Austin
- Carmen Liliana Medina, Indiana University
- Earl Aguilera, California State University, Fresno
- P. Zitlali Morales, University of Illinois Chicago
- Idalia Nunez, University of Illinois Urbana-Champaign
- Carmen M. Martinez-Roldán, Teachers College
- Rebecca Linares, University of Colorado Boulder
- Patricia Baquedano-López, UC Berkeley
- Bianca Julvette Nightengale-Lee, Florida Atlantic University
- Latrise Johnson, NWD
- Tiffany Nyachae, The Pennsylvania State University

S.T.A.R. Writing Retreat
LRA Annual Conference Special Event

9:00 to 5:00 pm

Westin Peachtree Hotel: Chastain F (rounds)

Chair:
Mileidis Gort, University of Colorado Boulder, School of Education

Exhibit Hall Set-Up
LRA Annual Conference Special Event

9:00 to 7:00 pm

Westin Peachtree Hotel: The Overlook

Board of Directors Training
LRA Annual Conference Special Event

10:30 to 12:30 pm

Westin Peachtree Hotel: Chastain D

Joint Board of Directors and S.T.A.R. Lunch
LRA Annual Conference Special Event

12:30 to 1:15 pm

Westin Peachtree Hotel: Chastain G (rounds)

- Jennifer D. Turner, University of Maryland
- Alicia Rusoja, Saint Mary's College of California
- Danny C. Martinez, University of California, Davis
- Tran Nguyen Templeton, University of North Texas
- Ana Christina da Silva Iddings, Vanderbilt University
### Board of Directors Meeting
LRA Annual Conference Meeting

**1:30 to 5:00 pm**

Westin Peachtree Hotel: Chastain D

### Registration
LRA Annual Conference Special Event

**3:00 to 8:00 pm**

Westin Peachtree Hotel: Peachtree Terrace

### Newcomer Welcome Reception
hosted by Field Council
LRA Annual Conference Special Event

**5:30 to 6:30 pm**

Westin Peachtree Hotel: Chastain 1&2
Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.

Art: *Contrapuntal Timbre* by Lon W. Chaffin
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Wednesday • December 1, 2021

71ST ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

December 1 – December 4, 2021

Connect with us! #LRA2020
SESSION DESCRIPTIONS

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### Registration
LRA Annual Conference Special Event  
7:00 to 5:00 pm  
*Westin Peachtree Hotel: Peachtree Terrace*

### Reading Clinic / Literacy Labs ICG Meeting
LRA Annual Conference Meeting  
7:15 to 8:15 am  
*Westin Peachtree Hotel: Augusta 1*

### International ICG Meeting
LRA Annual Conference Meeting  
7:15 to 8:15 am  
*Westin Peachtree Hotel: Augusta 3*

### History ICG Meeting
LRA Annual Conference Meeting  
7:15 to 8:15 am  
*Westin Peachtree Hotel: Augusta A*

### Formative Experiments & Design-Based Research ICG Meeting
LRA Annual Conference Meeting  
7:15 to 8:15 am  
*Westin Peachtree Hotel: Augusta D*

### Multilingual / Transnational ICG Meeting
LRA Annual Conference Meeting  
7:15 to 8:15 am  
*Westin Peachtree Hotel: Augusta E*

### Sara Bruce McGraw Doctoral Student Networking Session
LRA Annual Conference Special Event  
7:15 to 8:15 am  
*Westin Peachtree Hotel: Chastain F (rounds)*

### Gender & Sexualities Standing Committee Mentorship Program Meeting
LRA Annual Conference Special Event  
8:30 to 10:00 am  
*Westin Peachtree Hotel: Augusta 1*

The overarching purposes of the Gender & Sexualities Standing Committee are (a) promote impactful research, policy, and practice around the intersections of literacy and gender/sexuality; and (b) forward an agenda of justice, equity, equality, and diversity centered around gender and sexualities and their intersections with other factors, including race/ethnicity, culture, language, age, ability, religion.” To that end, we are beginning a mentorship program that will pair doctoral students and junior scholars with established researchers who will work together to advance research that foregrounds the experiences of members with marginalized identities. This session is open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities.

### Teachers, Students and Curriculum: Deconstructing Whiteness Paper Session
**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School**

**Westin Peachtree Hotel: Augusta 2**

**Chair:**  
Kelly C. Johnston, Baylor University

**Discussant:**  
Amy Vetter, UNC Greensboro

*continued on next page*
Participants:

- And We Are Whites: Exploring Primary-Grade Students’ Racial Positions to Race Talk in a White Rural School
  Keonghee T. Han, University of Wyoming

- (Highlighted Presentation) Reinforcing Whiteness: Critical Analysis of a Scripted Curriculum
  Amanda Kate Rigell, University of Tennessee
  Arianna Banack, University of Tennessee
  Amy Broemmel, University of Tennessee
  Amy G. Maples, University of Tennessee, Knoxville
  Nora Vines, University of Tennessee, Knoxville
  Jennifer J. Jordan, UTK

- The Untold Stories of [white] Teachers Learning and Teaching about the Tulsa Race Massacre
  Dawn (Shelley) Martin-Young, Oklahoma State University

- Examining Novice Teachers’ Transactions with Professional Texts for Learning
  Nance Wilson, SUNY Cortland
  Brittany Adams, SUNY College at Cortland
  Elizabeth Y. Stevens, Roberts Wesleyan College
  Tess Dussling, Saint Michael’s College
  Jennie Baumann, Michigan State University
  Ann Van Wig, Eastern Washington University
  Shuling Yang, East Tennessee State University
  Linda Diane Smetana, California State University, East Bay
  Jane Bean-Folkes, South Orange & Maplewood School District
  Kristen Driskill, Roberts Wesleyan College

- Metacognitive Think-Aloud Training: Exploring the Angles of Teacher Professional Development
  Sarah Woods, Sarah Woods

Teacher Thinking for Professional Development and Practice
Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Augusta 3

Chair:
Stephanie M. Lemley, Mississippi State University

Discussant:
Zoi A. Traga Philippakos, University of Tennessee

Participants:

- Distributed Cognition in Teachers’ Planning
  Katrina Kennett, University of Montana Western
  Sarah Mccarthy, University of Illinois at Urbana Champaign

- Complexities of Practitioner Research in Literacy Contexts: Seeking Hallmarks of Quality
  Maida Finch, Salisbury University

- Topic Modeling the Field of Literacy Education
  Emily C. Rainey, University of Pittsburgh
  Scott Storm, New York University
• Rethinking Collaborative Writing: Promoting more Equitable and Inclusive Participation in Academic Writing
Elizabeth Stolle, Grand Valley State University
Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa

Composing Multimodal Civic Futures through Literacies of Political Learning, Resistance, and Activism Symposium
8:30 to 10:00 am
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta B (rounds)

This panel explores the varied critical and multimodal literacy practices that youth and adults from a range of communities are leveraging to forge agentive and resistant political and civic identities that challenge systemic racism and foster civic dreaming. The papers examine how racial literacy practices of civic interrogation and innovation across formal and informal learning environments open portals of possibility within which alternative humanizing futures can be composed.

Chair:
Detra Price-Dennis, Teachers College, Columbia University

Discussant:
Yolanda Sealey-Ruiz, Teachers College, Columbia University

Participants:
• “Walking in the Beauty of Resistance”: Las Posadas Navideñas as Lived Civics
  Cati de los Rios, UC Berkeley
• Futures Bound: Re-Designing Literacy Research as a Conduit for Connected Civic Dreaming
  Nicole Mirra, Rutgers University
  Antero Garcia, Stanford University

Preservice Teachers’ Experiences with Literature Paper Session
8:30 to 10:00 am
AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature

Westin Peachtree Hotel: Augusta B

Chair:
Lisa Domke, Georgia State University

Discussant:
Robin R. Griffith, Texas Christian University

Participants:
• Factors that Impact Preservice Teachers’ Learning About and Leading Text-Based Discussions
  Erin Hogan, University of Maryland

Examination of Learning, Measurement, and Motivation Paper Session
8:30 to 10:00 am
AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta D

Chair:
Laura Tortorelli, Michigan State University

Discussant:
Patricia L. Anders, University of Arizona

continued on next page
Participants:
- The Impact of Variation in Response Style on the Psychometric Properties of Word Identification Fluency Growth Rates
  Rebecca Fay Berenbon, The Ohio State University
  Jerome D’Agostino, The Ohio State University
  Emily Rodgers, The Ohio State University

- Intrinsic and Extrinsic Reading Motivation: Context and Measurement
  Samantha T. Ives, George Mason University
  Seth Parsons, George Mason University
  Deidre Cutter, George Mason University
  Sara A. Field, George Mason University
  Madelyn Stephens Wells, George Mason University
  Michelle Lague, George Mason University

**Games and Algorithms: Understanding Technology in Our Everyday Lives**
**Paper Session**
8:30 to 10:00 am

**AREA 10. Literacy Media and Technology**

Westin Peachtree Hotel: Augusta E

Chair:
Gillian Mertens, University of Florida

Discussant:
Laurie Crystina Thrailkill, East Carolina University

Participants:
- Anticipatory and elusory participation in the age of the algorithm: A thirty-year retrospective on participatory culture and Deleuzian control
  William T. Wright, University of Georgia

**Exploring Deficit Narratives and Social Justice in Teacher Education**
**Paper Session**
8:30 to 10:00 am

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

Westin Peachtree Hotel: Augusta F

Chair:
Michelle Mai Kwok, Texas A&M University

Discussant:
Marla R. Goins, Ohio State University

Participants:
- Countering a Deficit Narrative: Exploring Complexity in Pre-service Teacher Beliefs on Diversity and Literacy Instruction
  Michelle Mai Kwok, Texas A&M University
  Ambyr Ruth Rios, Texas A&M University
  Andrew Kwok, Texas A&M University

- Journeying Towards Socially Just Literacy Teaching: Narratives of Experience
  Elizabeth Isidro, Western Michigan University
  Laura Teichert, Western Michigan University

- Preparing Future Educators for the Classroom: Whole-child Learning and Literacy Instruction
  Anne E. Gregory, Purdue University Northwest
  Mary Jane Eisenhauer, Purdue University Northwest
  Mary Ann Cahill, Bellarmine University
Critical Literacy in Rural Spaces  
Paper Session  
8:30 to 10:00 am  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta G

Chair: 
**Summer Davis**, Western Michigan University

Participants:  
- Discourses of Equity-Oriented Professional Development as Told through Multiple Lenses: Two Researchers’ Collaborative Reflections on Collaborating in Rural Spaces  
  Ashley N. Patterson, Penn State University  
  Emily Annette Nemeth, Denison University  

- Middle class African-American parents’ aspirations for rigor and reading curriculum during the pandemic era in Detroit schools  
  Kirsten Dara Hill, University of Michigan-Dearborn

Who Are You Wearing?: The Politics and Hybrid Ontologies of Embodied Role-Play  
Symposium  
8:30 to 10:00 am  
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta H

This symposium presents analyses of three embodied roleplaying contexts, examining how the material, imagined, and ideological come together in activities like cosplaying, LARPing, and dramatic improvisation. Extending upon Garcia (2020), we are interested in the ways that Participants shift identity-laden literacy practices while navigating imagined worlds, communal activities, and worlds beyond. We examine the fluid and affective ways Participants compose their sociopolitical identit(ies) as they move across these communal, emergent and ephemeral literacy spaces.

Chair:  
**Jon M. Wargo**, Boston College

Discussant:  
**Kevin Michael Leander**, Vanderbilt University

Participants:  
- Quest for the Ineffable: Tracing Ephemeral Cosplaying Encounters at New York City Comic Con  
  Karis Jones, Hobart & William Smith Colleges  

- Laminated Role-Playing Ontologies: Considering the Elusive “Me” and “We” in a Virtual LARPing Community  
  Alex Corbitt, Boston College  

- It’s Okay to “Yes-And, But”: Dramatic Improvisation and Cross-Identity Role-Play  
  Laura Carter-Stone, Vanderbilt University

Re-thinking Writing as So Much More: Multilingual and Multimodal Composing  
Paper Session  
8:30 to 10:00 am  
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Westin Peachtree Hotel: Chastain A

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

Discussant:  
**Rebecca Woodard**, University of Illinois at Chicago

continued on next page
Participants:

- “Like” vs. “Goal”: Internal Contradictions of a Middle Schooler’s Multimodal Composing
  Amber Deig, University of Florida
  Mark B. Pacheco, University of Florida

- Social Functions of Students’ Bilingual Composing in an English-dominant, Second-grade Classroom
  Lindsey Rowe, The Ohio State University

- “Writing is So Much More than Just Writing in English”: Bilingual Teacher-Writing in an Elementary Writing Methods Course
  Emily Machado, University of Wisconsin-Madison
  Grace Cornell Gonzales, University of Washington

Race, Equity, Theory, and Literacy Paper Session
8:30 to 10:00 am

AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Chastain C
Chair:
Kristen Howell Gregory, East Carolina University

Participants:

- Beyond Performativity: A Decolonial Embodied Literacies Approach to Diversity Equity & Inclusion
  Bianca Julvette Nightengale-Lee, Florida Atlantic University
  Grace Enriquez, Lesley University

- Knowing and Being: What Lies Below the Surface
  Rhonda Hylton, Faculty

Literacy Experiences of Newcomer and Refugee Students Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Chastain D
Chair:
Amy Frederick, University of Wisconsin - River Falls

Discussant:
Amy Frederick, University of Wisconsin - River Falls

Participants:

- Deconstructing Classroom Literacies: Exploring the Practices of a Newcomer Student in a Secondary English Classroom
  Brooke Ward Taira, University of Hawai’i at Mānoa

- (IP/AS) Hearing the Voices of Newly Arrived Students: Teaching English Language Learners to Write Effective Personal Narratives in their New Language
  Ekaterina Midgette, St. John’s University, Queens, NY

continued on next page
Promoting and Investigating Differences in Quality Literacy Instruction
Paper Session
8:30 to 10:00 am

AREA 5. Early and Elementary Literacy Processes

Westin Peachtree Hotel: Chastain E

Chair:
Tracy Donohue, Michigan State University

Discussant:
Kathryn L. Roberts, Wayne State University

Participants:
- Child Care Characteristics During Toddlerhood that Explain Income Gaps in Literacy Skills in Preschool: The Role of Daily Reading to Children
  Kyle DeMeo Cook, St. John’s University
  Caitlin McPherran Lombardi, University of Connecticut
  Eleanor Fisk, University of Connecticut
- “I Like It, I Think”: Successes and Challenges of Remote, Early-Literacy Instruction
  Jill Grifenhagen, NC State University
  Jill Spargar Jones, North Carolina State University
  Stephen McKinney, North Carolina State University

Roundtable Session 1
8:30 to 10:00 am

Westin Peachtree Hotel: Chastain F (rounds)

Centering Diverse Populations through Book Selection Roundtable Session

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

Discussant:
Desiree Cueto, Western Washington University

Participants:
- A Culturally Responsive Book Club: Perspectives on African American Students’ Learning
  Britney Jones, Florida International University
  Jacqueline Lynch, Florida International University
- YA Novels and a Teaching Approach to Develop LGBTQ Inclusivity in ELA Classrooms
  Eric R. Junco, Northern Illinois University
- Critical Reading Practices of Youth: Expanding Possibilities Roundtable Session

AREA 6. Adolescent, College, and Adult Literacy Processes

Participants:
- Middle School Students’ Critical Digital Literacy Practices with a Current Social Issue
  Hyeju Han, National Louis University
  Byeong-Young Cho, Hanyang University
- (Highlighted Presentation) Reading the Tulsa Race Massacre: Considering the Role of Text Genre in History Teaching
  Emma P. Bene, Stanford University

continued on next page
• Social Identities, Voices, and Representation of Our World: Heteroglossia in the Middle School ELA Classroom
  Tasha Adrienne Lindo, The University of Iowa

(Inter)Disciplinary Teaching in Pre-service Teacher Education Roundtable Session

AREA 1. Pre-service Teacher Education in Literacy

Chair:
Emily Hayden, Iowa State University

Participants:
• A critical analysis of a collaborative elementary education program: Striving for integrated literacy teaching
  Benjamin Boche, Valparaiso University

• “I Never Really Thought of Literacy Like That Before”: Examining the Impact of Three Research-Based Disciplinary Literacy Practices on Preservice Teachers’ Perceptions of Literacy
  Jessica Masterson, Washington State University Vancouver

• Equity Pedagogies and Practice Based Teacher Education
  Vicki McQuitty, Towson University
  Pamela Hickey, Towson University
  Carla Finkelstein, Towson University

• Literacy Coaching for Justice in Virtual Settings
  Melissa Wetzel, The University of Texas at Austin
  Claire Collins, University of Texas at Austin
  Heather Dunham, University of Texas at Austin
  Erica Holyoke, Keene State College
  Elizabeth Ries, University of Texas at Austin
  Lauren Wright, University of Texas at Austin

• Reading public facing school policy: Applying critical literacies and language analysis to public texts affecting teachers during the COVID-19 pandemic
  Kristin Valle, University of South Florida
  Katharine Hull, University of South Florida
  Alexandra Panos, University of South Florida

Interrogating, Sleuthing, & Tinkering: A Fellowship of Approaches for Innovative Oral Language Research Symposium
8:30 to 10:00 am

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Chastain G (rounds)

This symposium explores three “wide-angle views” that offer innovative approaches for fostering language skill in preschool and middle grade children. The first study examines assumptions of language-focused professional development that contribute to unintended epistemological tensions. The second study explores the relationship between distal influences (child characteristics) and proximal classroom processes (conversation opportunities).
for teachers and children. The third study illuminates contributions of the learner, classroom contexts, and teachers’ linguistic scaffolding to students’ academic language learning.

Chair: Molly F. Collins, Vanderbilt University

Discussant: Jeannette Mancilla-Martinez, Vanderbilt University

Participants:
- Analyzing the Features and Underlying Assumptions of Language-Focused Professional Development for Early Childhood Educators
  Kaitlin Herbert, Vanderbilt University, Peabody College

- Identifying Levers for Improvement: Examining Proximal Processes and Contextual Influences on Preschool Language Development
  Elizabeth Burke Hadley, University of South Florida

- The Role of Educator Oral Language Scaffolds in Academic Language Development during Middle Childhood
  Emily Phillips Galloway, Vanderbilt University

Issues of Identity and Interpretation in Literature
Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Chastain H

Chair: Mark Lewis, James Madison University

Discussant: Adam Crawley, The University of Texas at Austin

Participants:
- “Exist[ing] in the margins” but “Deserv[ing] Better than that”: Black Girl Representations in 19 Young Adult Texts
  Michelle M. Falter, North Carolina State University
  Courtney Samuelsen, North Carolina State University
  Brittani Clark, North Carolina State University
  James Daniels, North Carolina State University

- Moving beyond interpretive monism: Disciplinary literacy as a bridge between literary and literacy theory
  Todd Reynolds, University of Wyoming
  Jodi Lampi, Northern Illinois University
  Leslie S. Rush, University of Wyoming
  Jodi Patrick Holschuh, Texas State University

Enhancement and Expansion of Disciplinary Literacies through Authentic Research Experiences, Engineering Habits of Practice, and Culturally Sustaining Pedagogy
Paper Session
8:30 to 10:00 am

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Chastain I

Chair: Kelli M. Bippert, Texas A&M University - Corpus Christi

Discussant: Michael Louis Manderino, Northern Illinois University/Leyden High School District 212

Participants:
Disciplinary Literacies in Engineering: Affirming the Role of Context and Community in Problem Scoping
Amy Wilson-Lopez, Utah State University
Ashley Strong, Roy High School

The Value of Disciplinary Literacy in Early Research Experiences Among College Students
Marla Mallette, Binghamton University
Susan Flynn, Binghamton University
Ashley Frantellizzi, Binghamton University
Megan Fegley, Binghamton University
Caitlin Light, Binghamton University
Michelle Withers, Binghamton University
Robert Bills, Binghamton University
Anthony Onwuegbuzie, University of Cambridge

(IP/AS) Culturally Sustaining Disciplinary Literacy: A Spoken Word Multiyear Case Study
Rick Coppola, University of Illinois at Chicago

Considering Equity in Technology Integration
Kristi Tamte Bergeson, St Cloud State University
Beth Beschorner, MSU, Mankato

(Re)Imagine the Possibilities: Learning Teaching as an Interpretive Process in Literacy Education
S. Michelle Vaughn, Mercer University
Leah Panther, Mercer University
Vicki Luther, Mercer University

Equity, Technology, and Diversity in Teacher Education
Paper Session
8:30 to 10:00 am

AREA 1. Pre-service Teacher Education in Literacy
Westin Peachtree Hotel: Augusta 1
Chair:
Kinga Varga-Dobai, Georgia Gwinnett College
Discussant:
Kirsten Dara Hill, University of Michigan-Dearborn
Participants:
• Applying an Intersectional Framework to the Literacy Worlds of Preservice Teachers
  Heather Dunham, University of Texas at Austin
  Kerry Alexander, The University of Texas
• Disrupting Niceness in Literacy Teacher Education: Non-linear Trajectories Toward Anti-Racist Anti-Bias Pedagogy
  Amy Tondreau, Austin Peay State University
  Wendy Gardiner, Pacific Lutheran University
  Nance Wilson, SUNY Cortland
  Tierney Hinman, Auburn University
  Sophie C. Degener, National Louis University
  Tess Dussling, Saint Michael’s College
  Elizabeth Y. Stevens, Roberts Wesleyan College
  Kristen White, Northern Michigan University

(Continued on next page)
• What Exploration of Economic and Relational Figured Worlds Reveals About White Supremacy in Preservice Literacy Specialists’ Perspectives
  Elizabeth Y. Stevens, Roberts Wesleyan College
  Kathleen Hinchman, Syracuse University

(IP/AS) Genders, Cultures, and Literacies: Understanding Intersecting Identities in Literacy Development and Practice
Alternative Format Session
10:15 to 11:45 am

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Westin Peachtree Hotel: Augusta 2

This session offers research on intersecting cultural identities and gender representations in multimodal/multi-textual practices, examining literacy practices across racial groups and cultures, and recognizing multiple representations of gender beyond binaries. This session responds to the need for information alleviating ignorance of difference by dispelling stereotypical notions of performing gender and race. The session focuses on the conference theme by providing studies of identity expression conducted from multiple theoretical perspectives on gender and culture, and multiple approaches.

Chair:
Leslie Michele Foley, Grand Canyon University

Discussant:
Erik Jacobson, Montclair State University

Participants:
• Critical Digital Storytelling, Intersectionality, and Family Involvement
  Caroline T. Clark, The Ohio State University
  Jenell Igeleke Penn, The Ohio State University

• Dream a Little [STEAM] of Me: Exploring Adolescent Black Girls’ STEAM Career Futures and Literacies
  Jennifer D. Turner, University of Maryland
  Autumn Griffin, University of Pennsylvania

• Digital Storytelling, Black Masculinity, and Assemblages of Racial Capitalism
  Becky Beucher, Illinois State University
  Kimberly Schmidt, University of Denver

• Positioning Gender: Responding to Characters in a Multicultural Text
  Monica S. Yoo, University of Colorado-Colorado Springs

• Rereading Fathers Behind Bars: Children’s Literacy Assistance Practices of Incarcerated African American, Native American, Hispanic, and White Fathers
  Theodore S. Ransaw, Michigan State University
  Tyler Thur, Michigan State University

• Writing Girlhood: Narratives of Healing Among Culturally Diverse Adolescent Girls in a Community-Based Organization
  Crystal Chen Lee, North Carolina State University
  Kelsey Virginia Dufresne, North Carolina State University
  Laura Emily Jacobs, North Carolina State University
  Caitlin Donovan, North Carolina State University

• Gender and Culture in the Literacy Practices of Seminole Youth
  Melissa Wicker, University of Oklahoma
  Jiening Ruan, University of Oklahoma

• Tales from TikTok: Gendered and Cultural Intersectionalities
  Donna Alvermann, University of Georgia
  Ellen Wynne, University of Georgia
  William T. Wright, University of Georgia

continued on next page
Voices from the Margins: Latinx, Chicanx/Filipina, and Mestizo Women Writing Ephemeral Texts for Representation and Resistance
Barbara Guzzetti, Arizona State University

Men’s Zines Down Under: Exploring Gender, Race, and Social Class through Literacies
Katina Zammit, Western Sydney University

Performing Intersecting Identities and Resisting Power through Satirical Digital Composition
Wan Shun Eva Lam, Northwestern University
Addie Shrodes, Northwestern University
Jolie Matthews, Northwestern

A Wide Angle View on Teacher Development, from Novice to Expert Paper Session
10:15 to 11:45 am

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

Westin Peachtree Hotel: Augusta 3

Chair:
Kathryn Mitchell Pierce, Saint Louis University

Discussant:
Lori Norton-Meier, University of Northern Iowa

Participants:

- Examining Novice Teachers’ Professional Identities: A Longitudinal Study
Joy Myers, James Madison University
Christy Howard, East Carolina University
Claire Smith Lambert, High Point University

- Performing ELA in Performance Assessment: How Teachers Represent Accomplished ELA Teaching in National Board Portfolios
Karoline Trepper, Stanford University

Transgressive Language in Literacy Practices Symposium
10:15 to 11:45 am

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

Westin Peachtree Hotel: Augusta A

Learning environments are constituted by linguistic norms (Bloome, 1990; Gutiérrez, Rymes and Larson, 1995; Kirkland, 2011). This session focuses on when students or teachers break these linguistic norms. In our papers we ask: What is the function of transgressive language in these situated events? How is it marked as transgressive? By whom? For what purposes? What consequence(s) does it have for the Participants involved in the event?

Chair:
Faythe Beauchemin, University of Arkansas

Discussant:
Huili Hong, Towson University

Participants:

- “Bathroom, Bathroom”: Young Children’s Transgressive Language Practices in a Primary Writing Workshop
Emily Machado, University of Wisconsin-Madison
Paul Hartman, Chicago Public Schools

- Undoing “Appropriateness” in Literacy Instruction: Listening to and Learning from a Preservice Teacher of Color
Faythe Beauchemin, University of Arkansas
Heather Hill, Cleveland State University
Melissa I. Wilson, The Ohio State University

- “There’s literally nowhere for us to hide:” Second-graders’ transgressive talk and composing about an imagined school shooting
Lindsey Rowe, The Ohio State University
• Students’ Use of Narratives for Portraying Transgressive Language for Enacting Conflicted Peer-group and Family Relations
Richard Beach, University of Minnesota
Faythe Beauchemin, University of Arkansas

Play Under Lockdown: Critical Perspectives on Children’s Play in a Global Pandemic Symposium
10:15 to 11:45 am

AREA 12. International Research on Teaching and Learning

Westin Peachtree Hotel: Augusta B (rounds)

Three critical qualitative research teams from two countries share observations and analysis of play experiences in the time after COVID-19 was classified as a pandemic. Together, they restitute the conversation on play, including how adults and the media discuss play. Through detailed noticings of play, the authors share global perspectives of play in a pandemic to showcase how play is an intellectual and creative act that children use to make (sense of) social worlds.

Chair:
Cassie J. Brownell, University of Toronto-OISE

Discussant:
Haeny Yoon, Teachers College, Columbia University

Participants:
• Chalk and Stone: Children Together Apart in Western Canada’s COVID Lockdown
  Kim Lenters, University of Calgary
  Jana Kirsten Boschee, University of Calgary

• Digital Play in Australian Homes During COVID-19: The Imagined and The Reality
  Lisa Kervin, University of Wollongong
  Kate Lewis, University of Wollongong

• Navigating Play in a Pandemic: Examining Children’s Outdoor Neighborhood Play Experiences in Canada
  Cassie J. Brownell, University of Toronto-OISE

“The New Language of the Authority is the Language of Computers”: Examining Potentialities for More Equitable, Inclusive, and Just Participation in a Networked Society

Alternative Format Session
10:15 to 11:45 am

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta C (rounds)

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

Chair:
Melanie Blanton, The Citadel

Discussants:
Colin Harrison, University of Nottingham
Kathryn Pole, University of Texas at Arlington
Evan Ortlieb, The Citadel

Participants:
• Understanding Teachers’ Perceptions About Students with Disabilities and Computational Thinking: A Means to Creating More Inclusive Pathways
  Amy Hutchison, George Mason University
  Jamie Colwell, Old Dominion University

continued on next page
• Infusing Computational Thinking into Middle and High School ELA Classrooms
Robin Jocius, University of Texas at Arlington
W. Ian O’Byrne, College of Charleston
Melanie Blanton, The Citadel

• Towards a Grounded Theory of Disciplinary Computational Thinking
Jennifer Albert, The Citadel
Deepti Joshi, The Citadel
Richard Robinson, The Citadel

• The development and validation of a computational thinking digital badging infrastructure
W. Ian O’Byrne, College of Charleston
Ashley Andrews, The Citadel

(Highlighted Session) Widening our Views on Culturally Sustaining Classroom Practices
Paper Session
10:15 to 11:45 am

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

Westin Peachtree Hotel: Augusta D
Chair:
Stephanie M. Lemley, Mississippi State University

Participants:
• IP/AS The Pursuit of Praxis: Centering Reflection in Critical Literacy Teacher Practice
Mary Rose O’Shea, University of Illinois at Chicago

• Constructivist Professional Learning Approaches: Using Lab Classrooms to Prepare Teachers for Culturally Sustaining Literacy Instruction
Jody Polleck, Hunter College

Area, Identity, and Learning Within a Critical Literacy Pedagogy
Paper Session
10:15 to 11:45 am

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta E
Chair:
Catherine Rand, Rutgers University

Discussant:
Rihana Shiri Mason, Georgia State University

Participants:
• Sixth-Grade Students’ Evolving Reading Identities when Literacy is Positioned as a Tool for Change
Kierst in Giunco, Boston College
Christine Leighton, Emmanuel College
Lisa O’Brien, Merrimack College

• (Highlighted Presentation) Critical literacy in practice: How educators leverage supports and overcome challenges to enact critical literacy pedagogy in their classrooms
Olivia A. Murphy, University of Maryland, College Park

• Black Women: Literacy Activist Teachers
Arlette I. Willis, University of Illinois, Urbana Champaign

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**Critical Literacies in Childhood Education**

**Paper Session**

10:15 to 11:45 am

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

**Westin Peachtree Hotel: Augusta F**

**Discussant:**
Judith Dunkerly, *Old Dominion University*

**Participants:**
- Engaging Preschoolers in Early Critical Literacy through Counter-storytelling: A Case Study
  So Jung Kim, *University of Texas at El Paso*
  Alyse Hachey, *University of Texas at El Paso*

- “You Should Fight Your Stereotypes!”: Exploring the Potential of Literacy Instruction to Challenge Gender Stereotypes in Elementary Children
  Alyssa Jo Whitford, *Michigan State University*

- Fostering Empathy through Critical Literacies in Early Childhood Education: Towards Authentic Peace Education
  Lina Trigos-Carrillo, *Universidad de la Sabana*
  Aura Urrea, *Universidad de la Sabana*

**Exploring Pre-service Teacher Discourse on Language and Literacy**

**Paper Session**

10:15 to 11:45 am

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

**Westin Peachtree Hotel: Augusta G**

**Chair:**
Lauren Fletcher, *University of Louisville*

**Discussant:**
Jason J. Griffith, *Penn State University*

**Participants:**
- (IP/AS) Preservice Teachers’ Development of Professional Reasoning across Divergent Figured Worlds of Writing Instruction
  Britnie Kane, *The Citadel*

- Getting Comfortable Being Uncomfortable: Pre-service Teachers Explore Issues of Injustice during Critical Conversations about Texts with Elementary Students
  Amanda Diaz, *University of Illinois at Chicago*
  Kristine Schutz, *University of Illinois at Chicago*
  Rebecca Woodard, *University of Illinois at Chicago*

- Protective Discourse Moves as “Shielding” in PST Talk on YAL
  Taylor Rose-Dougherty, *University of Louisville*
  James S. Chisholm, *University of Louisville*
  Mike Cook, *Auburn University*

*continued on next page*
Reading, Discussing, and Writing within a STEM Context
Paper Session
10:15 to 11:45 am

AREA 5. Early and Elementary Literacy Processes

Westin Peachtree Hotel: Augusta H

Chair:
Renee Moran, East Tennessee State University

Discussant:
Nell K. Duke, University of Michigan

Participants:
- “What I Do”: Uncovering Expert Identities and Multiple Literacies in an Elementary STEM Class through Mediated Discourse Analysis
  Jennifer Parker Monger, Indiana University
- Story Time STEM: Building Understanding and Exploring Diversity Through Mathematized Read-Alouds
  Antony T. Smith, University of Washington Bothell
  Allison Hintz, University of Washington Bothell

Multilingual and Multimodal Practices in Community and University Settings
Paper Session
10:15 to 11:45 am

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

Westin Peachtree Hotel: Chastain B

Chair:
Lara J. Handsfield, Illinois State University

Discussant:
Renata Love Jones, Georgia State University

Participants:
- Biliteracy in the Flesh: Latina Students Connect Language Theory to Their Lived Experiences in a Bilingual University Setting
  Mandy Stewart, Texas Woman's University
  Zulma E. Mojica, Texas Woman's University
  Liliana Grosso Richins, Texas Woman's University
- ‘That’s how I got to live in the dorms’: Using literacy to broker a higher education
  Kaia Simon, University of Wisconsin, Eau Claire

Exploring Identity Through Multimodal Methods
Paper Session
10:15 to 11:45 am

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

Westin Peachtree Hotel: Chastain A

Discussant:
Matthew R. Deroo, University of Miami

Participants:
- A Self-Study through Video Portraiture: The Emotional Dimensions of Funds of Knowledge
  Eliza Butler, Miami Dade College
  Tori K. Flint, University of Louisiana at Lafayette
  Jessica Espinosa, Miami Dade College
- “... Voy a grabar los pájaros ...”: Aural Literacies of Indigenous Guatemalan Youth Making a Place in the US
  Alexander Feliciano Mejia, Stanford University

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The Contrapuntal Poem of Rural Literacy Research: From Discursive to Dialogue Alternative Format Session
10:15 to 11:45 am

AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Chastain C

Literacy research rarely addresses rurality directly, though one in five students are rural. This interactive session will allow Participants to engage in critical conversations about the conduct of research in, with, and for rural settings and to consider pervasive narratives about rural places and histories of exploitation, environmental injustice, and economic disparities that must be confronted as we work together in research related to anti-racist, critical, and inclusive pedagogies.

Chair:
Devon G. Brenner, Mississippi State University

Presenters:
- Amy Azano, Virginia Tech
- Karen Eppley, Penn State University

10:15 to 11:45 am

Westin Peachtree Hotel: Chastain D

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:
Mia Perry, University of Glasgow

Discussant:
Adam Crawley, University of Texas at Austin

Participants:
- **Literacy Provocations**
  - Cathy Burnett, Sheffield Hallam University
- **Cultural and Visual Literacies**
  - Diane Collier, Brock University
  - Zachary Rondinelli, Brock University
  - Melissa McKinney-Lepp, Brock University
- **Ecological and Sustainability Literacies**
  - Mia Perry, University of Glasgow
  - Reagan Kandole, University of Glasgow
- **Educational Importance**
  - Jennifer Rowsell, University of Bristol

The Pandemic’s Impact on Literacy Teachers and Literacy Instruction Paper Session
10:15 to 11:45 am

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

Westin Peachtree Hotel: Chastain E

Chair:
Abdulsamad Yahya Humaidan, Southern Illinois University Carbondale

Discussant:
Dennis Davis, North Carolina State University

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Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

71st Annual Conference of the Literacy Research Association | December 1–4, 2021

Participants:
- The Impact of COVID-19 on a Graduate Student-Led Literacy Camp for Children
  Katie Mathew, Drexel University - School of Education
  Whitney Impellizeri, Drexel University
  Vera Lee, Drexel University

- “We’re teaching in between”: A Teacher’s Narrative of COVID-19
  Sarah Dempsey Dawson, North Carolina State University

Being and Becoming Literate Through Textual Play Symposium
10:15 to 11:45 am

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

Westin Peachtree Hotel: Chastain H

This symposium focuses on the importance of, and creative unfoldings within, children's textual-play. We define textual-play as play that involves the consumption and/or the production of texts across semiotic modes using both digital and non-digital media. Our aim is to explore the different assemblages and affects in a range of playful textual intra-actions across three international contexts to offer a wider angle on show multiple possibilities for children’s literacy being and becoming in the world.

Chair:
Mitzi Lewison, Indiana University

Discussant:
Mitzi Lewison, Indiana University

Participants:
- Narrative landscapes: Mapping imagined worlds
  Kerryn Dixon, University of Queensland
  Hilary Janks, Private

- Entanglements of Text and Self: One Journey towards Becoming a Writer
  Cathy Compton-Lilly, University of South Carolina

- Children, digital and print literacies, and the natural world in open playworlds: Playing outside with iPads and paper.
  Annette Woods, QUT

Supporting Pre-service Teachers’ Learning Experiences Paper Session
10:15 to 11:45 am

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Chastain J

Chair:
Courtney H. Shimek, West Virginia University

Discussant:
Catherine Lammert, Texas Tech University

Participants:
- Building Pre-Service Teachers’ Critical Sociocultural Knowledge with Young Adult Literature
  Brittany Adams, SUNY College at Cortland
  Gillian Mertens, University of Florida

- Teacher candidates’ backchannel-texting about course assignments as a transitional discourse of learning: “Ain't nobody got time to start from scratch”
  George L. Boggs, Young Harris College
  Blake Tenore, Florida State University
  Tessa Calhoun, Brookstone School
  Daniel Vega Gregorio, Doral Academy Charter High School
  Christina Pulzone, Thornton Middle School
  Sarah Elizabeth Shepherd, Florida State University

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BIPOC Luncheon
(Open to scholars who identify as BIPOC)
LRA Annual Conference Special Event
12:00 to 1:00 pm
Westin Peachtree Hotel: Chastain F (rounds)

S.T.A.R. Luncheon (Closed Event)
LRA Annual Conference Special Event
12:00 to 1:00 pm
Westin Peachtree Hotel: Chastain G (rounds)

Animating Texts in Place and Space
Paper Session
1:15 to 2:45 pm
AREA 6. Adolescent, College, and Adult Literacy Processes
Westin Peachtree Hotel: Augusta 1

Chair:
Melissa C. Ingram, Air University

Discussant:
Dolores Greenawalt, Carroll University

Participants:
- Tracing Discord: An Intertextual Study in Two Parts
  Kristin Black, NYU
  Menelek Mcshall, State University of New York at Buffalo
  Huanchun Xu, Baruch College, City University of New York
  Ashley Loor, Hunter College, City University of New York
- Basic Writers and the Challenges of Writing from Sources: Experimental Study of a Strategy Instruction Approach
  Charles MacArthur, University of Delaware
  Zoi A. Traga Philippakos, University of Tennessee
  Henry May, University of Delaware
- (IP/AS) The Relationship of Text Use with Digital Problem-Solving Among the U.S. Workforce
  Kristen H. Perry, University of Kentucky
  Donita Shaw, Oklahoma State University
  Takashi Yamashita, University of Maryland, Baltimore County

Bilingual Literacy Instruction: Book Discussions and the Simple View of Reading
Paper Session
1:15 to 2:45 pm
AREA 5. Early and Elementary Literacy Processes
Westin Peachtree Hotel: Augusta 2

Discussant:
Lisel Alice Murdock-Perriera, Sonoma State University

Participants:
- Reading miscues and the linguistic influences of the writing system: A cross-linguistic study
  Peter G. Parker, Bowie State University
- Teacher and Students Mediation in Book Discussions within an Emergent Bilingual Instructional Context
  Iman Bakhoda, Oakland University
  Tanya Christ, Oakland University
  Ming Ming Chiu, The Education University of Hong Kong
  Hyonsuk Cho, University of North Dakota
  Yu Liu, Oakland University

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WIDENING THE ANGLES OF LITERACY RESEARCH: HONORING UNTOLD STORIES USING CONTRAPUNTAL APPROACHES
71ST ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION | DECEMBER 1–4, 2021

WEDNESDAY, DECEMBER 1

Content Analyses of Children’s and Young Adult Literature
Paper Session
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Augusta 3

Chair:
Mark Lewis, James Madison University

Discussant:
James Joshua Coleman, San Jose State University

Participants:
• An Analysis of the Semiotic Resources of Contemporary Movable Picturebooks
Frank Serafini, Arizona State University

• Reading the Word and World Through Activism: A Critical Content Analysis of Children’s Literature
Lauren Fletcher, University of Louisville
Erica Holyoke, Keene State College

Exploring and Disrupting Cultural, Equitable, and Multimodal Aspects of Teacher Education
Paper Session
1:15 to 2:45 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Augusta A

Chair:
Margaret Berg, University of Northern Colorado

Discussant:
Carin Appleget, Creighton University

Participants:
• (IP/AS) Using Stories to Explore Differences and What Unites Us through Multimodal Texts and Learners’ Cultural Assets
Janine Bixler, Mount Saint Mary College
Rebecca R. Norman, Mount Saint Mary College

• Disrupting Deficit Narratives of Difference: Towards Multimodal Asset-Oriented Literacy Pedagogies in Teacher Education
Jennifer Parker Monger, Indiana University
Mary Beth Hines, Indiana University

• From Social Justice Curricular Ideas to Equity-Oriented Pedagogical Actions: A Ten-Year Study of Preservice and Early Career English Teachers’ Principles and Practices
Kristien Zenkov, George Mason University
Michelle Lague, George Mason University
Marion Zavolas Taousakis, George Mason University

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Intergenerationality & Age Heterogeneity in Literacy, Learning, and Life Symposium
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Augusta B (rounds)

This symposium draws attention to intergenerational and cross-age contexts for literacy learning to critique the age-homogeneity imposed by schools and highlight possibilities that intergenerational and age heterogeneous contexts afford. This panel explores three studies: 1) how Latinx parents figure in their teenage daughters’ literacy practices; 2) how parental involvement among Native American children counters deficit scholarship focused on Native families/communities; and 3) how age heterogeneity within skateboarding facilitates literacy for working-class, racially-diverse male youth.

Chair:
Robert Petrone, University of Missouri

Discussant:
Gerald Campano, University of Pennsylvania

Participants:
- Writing to Live: Latina Girls and their Parents Authoring their Worlds
  Tracey Terece Flores, University of Texas at Austin

- Discovering Lessons of Indigeneity: Intergenerational Stories between Native American Mothers and Their Children
  Timothy San Pedro, The Ohio State University

- “Putting them under your wing”: Lessons from Skateboarders on Designing Cross-age Literacy Learning Environments for Youth labeled “At-risk”
  Robert Petrone, University of Missouri

Multilingual Literacy Research that Centers Student, Teacher, and Family Voices Symposium
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Augusta C (rounds)

This group showcases researchers who center student, teacher, and family voices in multilingual literacy research. The three-day study group features one speaker per day, presenting for 30 minutes, followed by a 15-minute discussion. Each presenter is a multilingual literacy scholar using critical and applied methods to understand the implications of literacy instruction for teachers, students, and families. The session’s goal is to engage around effective methods to “widen the angles” of multilingual literacy research.

Chair:
Patrick Proctor, Boston College

Discussant:
Patrick Proctor, Boston College

Participants:
- Bilingual Students’ Meaning Making in a Biliteracy Curriculum
  Marcela Ossa Parra, Queens College - City University of New York

- Jazz, hands, and monologue: Exploring multilingual students’ engagement during language-based reading instruction
  Renata Love Jones, Georgia State University

- (AS) Building Equitable Community-school Collaborations in in Early Childhood Dual-Language Online Classrooms During the Pandemic: Stories from Classrooms and Families
  Yalda M. Kaveh, Arizona State University

continued on next page
Identities and Experiences of Refugees and Immigrants
Paper Session
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Augusta D

Chair:
Eric B. Claravall, CSU Sacramento

Discussant:
Brittany Frieson, University of North Texas

Participants:
• What Happened at School Today? Exploring refugee, immigrant, and visiting professional high school students’ perceptions of school experiences using two-way text conversations and in-depth interviews.
  Karen Rissling, The College of St. Scholastica

• (IP/AS) Amplifying religious being and belonging in cultural asset literacy pedagogies: Three transnational youth writing in secondary US classrooms
  Matthew R. Deroo, University of Miami
  Christina Ponzio, Michigan State University
  Mary M. Juzwik, Michigan State University
  Lance Wheatley, Valley Christian High School

Supporting Digital Integration Through Professional Development
Paper Session
1:15 to 2:45 pm

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta E

Chair:
Lindsay Woodward, Drake University

Discussant:
Laurie Crystina Thrailkill, East Carolina University

Participants:
• Do Novice Teachers Leverage TPACK Once Entering the Profession?: A Mixed-Methods Study of Technology Integration
  Rachel Karchmer-Klein, University of Delaware

• Sandcastles, Dragons, and Algorithms: Using Read-Alouds to Develop Computational Thinking Skills
  Robin Jocius, University of Texas at Arlington
  Melanie Blanton, The Citadel
  Jennifer Albert, The Citadel
  Ashley Andrews, The Citadel
  Deepti Joshi, The Citadel

• Understanding the Effectiveness of a Model of Professional Development for Integrating Computer Science into Literacy Instruction in Inclusive Elementary Classrooms
  Amy Hutchison, George Mason University
  Jamie Colwell, Old Dominion University

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Language, Race, and Education: Addressing Justice Through a Lens of Intersectionality
Paper Session
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Augusta F

Chair:
Patriann Smith, University of South Florida

Discussant:
Patriann Smith, University of South Florida

Participants:
- (Highlighted Presentation) Shifting Epistemologies Amidst Whitestream Norms: Centering Black Language in an Elementary Literacy Methods Course
  Alice Y. Lee, University of California, Riverside
- Exploring the Intersection of Language and Race in the Language Experiences across the Educational Pipeline of US Latina/o/x Bilingual Teachers
  Nancy Dominguez-Fret, UIC-Chicago
- We Don’t Need to be Saved, Just Stop the Exploitation: An Intersectional Analysis of a Charter School Community
  Victoria Singh Gill, University of Pennsylvania

Learning and Instruction During a Global Pandemic
Paper Session
1:15 to 2:45 pm

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta G

Chair:
Lyudmyla Ivanyuk, Trinity Christian College

Discussant:
Laura Tortorelli, Michigan State University

Participants:
- Re-Visioning Writing Instruction: How Elementary Teachers Adapted Writing Instruction During the COVID-19 Pandemic
  Sara A. Field, George Mason University
- Examining the Complexities of Digital Access and Digital Literacy During a Global Pandemic
  Laura Teichert, Western Michigan University
  Susan V. Piazza, Western Michigan University
- Contrapuntal Voices from Literacy Clinics during Covid 19: What Do We Harvest to Use in the Future?
  Barbara Laster, Towson University
  Leslie Cavendish, High Point University
  Tiffany L. Gallagher, Brock University
  Shelly Huggins, Towson University
  Sheri E. Vasinda, Oklahoma State University
  Cheryl Dozier, University at Albany

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Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

71st Annual Conference of the Literacy Research Association | December 1–4, 2021

Theresa Deeney, University of Rhode Island
Deborah Beth Scott, Penn State Harrisburg
Pelusa Orellana, Universidad de los Andes
Mary Hoch, National Louis University
Shadrack Msengi, Southern Illinois University Edwardsville
Tammy M. Milby, University of Richmond
Rachael Waller, Montana State University Billings
Joan A. Rhodes, Virginia Commonwealth University
Rebecca L. Rogers, University of Missouri-St. Louis
Debbie Gurvitz, National Louis University
Tracy Johnson, The Ohio State University
Melinda S. Butler, University of Southern Maine

Spaces to Empower Students with Language Paper Session
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Augusta H

Chair:
Juan C. Borda, Texas Woman's University

Discussant:
Lara J. Handsfield, Illinois State University

Participants:
• “You Are Talking in That Language!”:
  Languageing Thinking as Ways of Reading and Ways of Empowering Tacit Knowledge
  Min-Young Kim, Grand Valley State University
• “Today We’re Learning About Planets”:
  Language and Literacy in a Brazilian Immigrant Child’s Tutorial Videos in the United States
  Mariana Lima Becker, Boston College

Conversations in Digital Spaces: Chat and Social Media Paper Session
1:15 to 2:45 pm

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain 1

Chair:
Beth Beschorner, MSU, Mankato

Discussant:
Jayne C. Lammers, University of Rochester

Participants:
• “The Conversational Has More Levels:”
  Exploring Zoom’s Text Chat as a Discussion Mediator in Literacy Teachers’ Online Professional Development
  Brady Lee Nash, The University of Texas at Austin
  Allison Zengilowski, The University of Texas at Austin
  Diane L. Schallert, University of Texas
• #WidenWhatCountsAsLiteracy: A multi-case study approach of Black and Brown youth literacy practices in social media spaces
  Dominique S. McDaniel, The University of North Carolina at Greensboro

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Using Storytelling and Personal Narratives with Multilingual Learners
Paper Session
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Chastain A

Chair:
Jennifer Collett, CUNY Graduate Center/Lehman College

Discussant:
Stephanie Lynn Abraham, Rowan University

Participants:
• (Re)claiming Cultural Identity Through Digital Storytelling
  Melissa Wicker, University of Oklahoma
  Jiening Ruan, University of Oklahoma

Culturally Sustaining Literacy Experiences of Youth
Paper Session
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Chastain C

Chair:
Christina V. Salazar, Texas Woman’s University

Discussant:
Amy Vetter, UNC Greensboro

Participants:
• Incidents in the lives of Melanated adolescents, reported by themselves: Eliciting Narratives of students racialized experience
  Joy Valentine, University of Illinois at Chicago
  To be Challenged “Both Culturally and Intellectually”: Young Men of Color and the (Re)imagining of Literacy Education
  Katherine Sciurba, San Diego State University
• It is not in the syllabus: A critical discourse analysis of course documents as they welcome historically resilient students and perspectives
  Julia Poplin, Minnesota State University Moorhead

Exploring Mentorship and Epistemic Beliefs on Students’ Writing
Paper Session
1:15 to 2:45 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Chastain D

Chair:
Kathleen Alley, Mississippi State University

Discussant:
Lori Czop Assaf, Texas State University

Participants:
• “Contributing New Perspectives”: Writing Mentors Taking up Positions in an After-School Writing Club
  Bryan Walker, University of Memphis
  Sarah Langley, University of Memphis
  Kimberly Owens-Pearson, University of Memphis
  Laurie MacGillivray, University of Memphis
• Dismantling Writing Hegemony: Centering Voice in a University Peer Mentoring Writing Program
  Sharon Matthews, Texas A&M University
  Susan Fields, Texas A&M University
  Ambyr Ruth Rios, Texas A&M University

continued on next page
• Novice Teachers’ Epistemic Beliefs About Historical Writing
  Andrew del Calvo, University of Pennsylvania

**Listening and Learning from Youths’ Untold Stories of Trauma and Identity Construction**
**Paper Session**
**1:15 to 2:45 pm**

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

Westin Peachtree Hotel: Chastain E

Chair:
Kristine Pytash, Kent State University

Discussant:
Leslie Dawn Roberts, Georgia Southern University

Participants:
• Centering Youth Testimony and Contending with Trauma: A Mixed Methods Case Study
  Leah Panther, Mercer University
  Latoya Tolefree, Mercer University

• Writing Ourselves into Community: The Re-authoring Practices of Muslim Youth
  Phillip Wilder, Clemson University
  Daniel Stockwell, Clemson University

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

Westin Peachtree Hotel: Chastain F (rounds)

**Equity in Literacy Instruction and Curriculum Roundtable Session**

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

Chair:
Kwangok Song, The University of Kansas

Participants:
• Promoting Language Equity in Teacher Education: Designing Translanguaging Interventions for Academic Writing
  Ryan Patrick McCarty, National Louis University
  Colleen Hamilton, National Louis University

• Can You Hear Me Now? BIPOC Voices in the Secondary ELA Curriculum
  Tracey Kumar, North Carolina Central University

• Community-Based Chinese Heritage Language Teachers’ Funds of Knowledge in Teaching Literacy
  Lu He, Kansas University
  Kwangok Song, The University of Kansas
**Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches**

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### Examination of Assessment in the Context of Learning and Planning

**Roundtable Session**

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

**Participants:**
- Assessment During and After Reading: Differences in Elementary Readers’ Strategic Actions and Processes
  - Kathryn L. Roberts, *Wayne State University*
  - Kristy A. Brugar, *University of Oklahoma*

- Complexities of Literacy Assessments for Multilingual Learners
  - Kristi Tamte Bergeson, *St Cloud State University*
  - Kay Rosheim, *Eden Prairie Schools*
  - Mary Jo Jo Froemming, *St. Cloud State University*

### Gamifying Instruction, Student Learning, and Podcasting

**Roundtable Session**

**AREA 10. Literacy Media and Technology**

**Participants:**
- Gamification of Professional Development: Engaging Rural Teachers During the Pandemic
  - Emily Smothers Howell, *Clemson University*
  - Rebecca Kaminski, *Clemson University*
  - Tobiatha Pirolla, *Upstate Writing Project*
  - Sarah Hunt-Barron, *USC Upstate*

- Students’ Perceptions and Experiences with Podcasts as a Supplementary Text in a Critical Media Literacy Framework
  - Anne E. Gill, *St. John's University*

### Exploring Diversity in Literature and Instructional Resources

**Roundtable Session**

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

**Participants:**
- Representation of Diversity in Children’s Literature: Reexamining a Field-Tested Rubric
  - Mary-Kate Sableski, *University of Dayton*
  - Jackie Marshall Arnold, *University of Dayton*

- Seen But Not Heard: Diversity in Wonders’ First-Grade Read Aloud Materials
  - Dorian Harrison, *Ohio State University*
  - Rebecca Linares, *University of Colorado Boulder*
  - Stacey Korson, *Eastern Kentucky University*

- What Are Ya’ll Reading? A Survey of Diverse Literature Use and Integration in Secondary ELA Classrooms
  - Rosa Nam, *University of Houston*

### S.T.A.R. Mentoring Session (Closed Event)

**LRA Annual Conference Special Event**

1:15 to 2:45 pm

Westin Peachtree Hotel: Chastain G (rounds)

**LiterACTivities: Walking toward research-creation in literacies studies**

**Alternative Format Session**

1:15 to 2:45 pm

**AREA 14. Other Topics**

Westin Peachtree Hotel: Chastain H

This alternative session invites attendees to reflect on key themes from Nathan Snaza’s 2019 book *Animate Literacies: Literature, Affect, and the Politics of Humanism* by way of engaging in one of five walks as a research-creation methodology. The purpose of this session is to collectively generate new emergent re/definitions of literacy and research by discussing the themes as they emerge through the walks. Participants should dress accordingly for this mobile, outdoor event.

*continued on next page*
Discussant: 
Candace R. Kuby, University of Missouri

Participants: 
- Literacy as Contact Zone  
  Amélie Lemieux, University of Montreal

- Literacy as Bewilderment  
  Candace R. Kuby, University of Missouri

- Literacy as Abolitionist, Love  
  Bessie Dernikos, Florida Atlantic University

- Literacy as Affective Hauntings  
  Christian Ehret, McGill University

- (AS) Literacy as Dwelling  
  Jennifer Rowsell, University of Bristol

Prepared Pre-Service ELA Teachers to Lead Discourse-Rich Learning in Virtual Spaces Symposium
1:15 to 2:45 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Chastain I

The research project investigated how teacher educators collaborated around how to teach discussion in practice-based online methods courses. The project included nine researchers, across six institutions, examining five methods courses spanning K-12. One study examines the use of approximations of practice in online contexts, another dives into one particular contexts’ use of representations of practice, and the final paper discusses the collaborative work done in a learning community of teacher educators.

Chair: 
Katie Danielson, University of Portland

Discussant: 
Amy Stornaiuolo, University of Pennsylvania

Participants: 
- Comparing pedagogies of enactment in in-person and virtual spaces: What matters for the preparation of novice literacy teachers?  
  Elizabeth Gotwalt, University of Pennsylvania
  Amy Guillotte, University of Pennsylvania
  Katie Danielson, University of Portland
  Paul S. Sutton, Pacific Lutheran University

- “Like desks bolted to the floor”: Constraints of representing the practice of facilitating discussion through an online platform  
  Mike Metz, University of Missouri
  Paul S. Sutton, Pacific Lutheran University
  Gavin Tierney, California State University, Fullerton

- Engaging as a learning community of practice-based teacher educators Katie Danielson, University of Portland
  Sarah Kavanagh, University of Pennsylvania
  Emily C. Rainey, University of Pittsburgh
  Rebecca Smith, University of Portland

Theorizing Transnational Literacies and (Re)imagining Future Directions for Transnational Literacies Research Alternative Format Session
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Chastain J

The theorizing of transnational literacies from diverse perspectives can illuminate its multifaceted nature and push literacy scholars to (re)imagine new directions of transnationalism and transnational literacy/ies studies across community, institutional, and national settings.
In this session, transnational literacy scholars will come together to engage in communal conversations and reflections. We explore the theorization of transnational literacies through our empirical/methodological/theoretical work in teaching and collaboration with communities.

Chairs:
Wan Shun Eva Lam, Northwestern University
Tairan Qiu, The University of Georgia

Participants:
- Understanding and Becoming Transnational Together: Expanding from Singular to Collective Perspectives on Transnational Identities, Literacies, and Communities
  Saba Vlach, The University of Iowa
  Allison Skerrett, The University of Texas at Austin
  Lakeya Omogun, The University of Texas at Austin

- Global Flows, Untold Stories, and Critical Cosmopolitanism in the Life of an Immigrant Youth
  Cathy Compton-Lilly, University of South Carolina

- Collective Inquiry and Action Toward Making Young Immigrant Children’s Transnational and Multilingual Expertise Visible
  Jungmin Kwon, Michigan State University

  Wan Shun Eva Lam, Northwestern University
  Martha Sidury Christiansen, The University of Texas at San Antonio

- Theorizing Corrido Literacies: From Tradicionales to Tumbao
  Cati de los Rios, UC Berkeley
  Yared Protillo, UC Berkeley

continued on next page
Family Literacy: Connecting culture with pedagogy for classroom practices
Paper Session
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Augusta 2

Participants:
• Widened Views of Teacher Questioning Patterns: Sites for Connecting Family Literacy Practices with Classroom Instruction
  Marliese Peltier, University of Michigan-Flint

• Teachers’ Artifactual Literacies in Support of Asset Pedagogies: Seeing Families’ Cultural Models During Home Visits
  Judy Paulick, University of Virginia
  Fares Karam, University of Nevada, Reno
  Amanda Kibler, Oregon State University

• “That Was Really a Win”: Teachers’ Experiences with Culturally Responsive Instruction and English Learners (ELs)
  Pamela K. Correll, Missouri State University

Cultivating virtual communities of care: reflections on community-based research in times of socio-political precarity
Claire Wan, University of Pennsylvania
Ankhi Guha Thakurta, University of Pennsylvania
Ericka Stauffert Reyes, University of Pennsylvania
Maria Paula Ghiso, Teachers College, Columbia University
Gerald Campano, University of Pennsylvania

Improving and Reshaping Perspectives on Literacy Communities of Practice
Paper Session
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Augusta A

Participants:
• Counter Literacy among Brazilian Natural Hair Teacher-Activists
  Marla R. Goins, Ohio State University

• Deconstructing Representations of Reading Disability: Critical Literacy Book Clubs for Literacy Specialists
  Laurie M. Rabinowitz, Bank Street College of Education
  Amy Tondreau, Austin Peay State University

We draw on data from primary grades classrooms to ask how literacy comes to participate in vital mattering. Working variously from psychoanalytic infant research, feminist materialist work, affect theory, and critical geographies, we examine how literacy is carried through the “qualities, rhythms, forces, relations, and movements” (Steward, 2007, p. 445) that come together in being moved and mattering in classrooms. We call for interrogating literacy as a practice of affective justice.

Chair:
Gail M. Boldt, Pennsylvania State University

Discussant:
Kevin Michael Leander, Vanderbilt University
Participants:
- Vital Mattering in the Literacy Classroom
  Gail M. Boldt, Pennsylvania State University

- Willful Objects and Animate Literacies: Examining Young Children’s ‘Moorings’ in the Geographies of Play
  Jon M. Wargo, Boston College

- Chokeholds and Chick-fil-A Cows: Intimate Literacies and the Mattering Body
  Kortney Sherbine, Utah State University

Future-forming Conversations: Creating Spaces for Educators and Researchers to Consider Anti-racist Work With/Through/Across Texts
Alternative Format Session
3:00 to 4:30 pm

AREA 14. Other Topics

Westin Peachtree Hotel: Augusta B (rounds)

This interactive alternative session considers: How can texts of all kinds be used to broaden our views to engage in future-forming research related to anti-racist, critical, and inclusive pedagogies? The session creates spaces for researchers, teachers, graduate students, and educators to engage in dialogue and exploration of stories and texts. The session foregrounds texts that consider antiracism, activism, equity, and justice through visioning and imagining or practical steps and “how to’s” in a conversational format.

Chair:
Jennifer D. Turner, University of Maryland

Participants:
- Children’s Literature Instruction: Moving from Representation to Activism
  Laurie Macgillivray, University of Memphis

- Wideline Seraphin, University of Memphis
  Leslee Kathryn Bailey-Tarbett, University of Memphis

- Equity and Social Justice by Design: Activists’ Expedition to Serve Under-served and Under-represented Students in Charleston County Public Schools
  Jennifer D. Turner, University of Maryland
  Fenice B. Boyd, University of South Carolina

- Not Just a Bookclub: Graduate Students Form an ARRC for Justice for University-based Change
  Odette J. Reid, University at Buffalo
  Kristian Douglas, University at Buffalo, SUNY

- More than a Bookclub: Forming an Anti-racist Reading Collective (ARRC) for Justice in Colleges, Schools, or Communities
  Cynthia Helen Brock, University of Wyoming
  Jennifer D. Turner, University of Maryland
  Mary McVee, University at Buffalo, SUNY

- Coalition-building to support sustainable activism for racial justice in higher education
  Alexia Buono, SUNY Brockport
  Charles H. Gonzalez, Austin Peay State University
  Katarina Nicole Silvestri, SUNY Cortland
  Andrea L. Tochelli-Ward, Le Moyne College

- Place Matters in Anti-racist Pedagogies: Diverse Representations of Rural Communities
  Devon G. Brenner, Mississippi State University
  Karen Eppley, Penn State University
  Kate E. Kedley, Rowan University

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Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches
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WEDNESDAY, DECEMBER 1

(Highlighted Session) The State and Struggles Over Reading Curriculum and Measurement Paper Session
3:00 to 4:30 pm

AREA 4. Public Engagement and Policy in Literacy

Westin Peachtree Hotel: Augusta C (rounds)

Chair:
John Strong, University at Buffalo

Discussant:
Carolyn Colvin, University of Iowa

Participants:
- The State and the ‘Science’ of Reading: Ideology and Struggle for Teachers in Conflict
  Michael Young, University of Minnesota Duluth

- “This Test Can’t See How I Am as a Teacher”: Illuminating the Stories of Early Educators’ Experiences with the Wisconsin Foundations of Reading Exam
  Kathryn Allen, UW Oshkosh
  Amy Frederick, University of Wisconsin - River Falls
  Lindsay Kay Hollingsworth, University of Wisconsin – Platteville
  Yuko Iwai, University of Wisconsin-La Crosse
  Theresa Kohlmeier, UW Stout
  Kristine Marver Lize, University of Wisconsin – Milwaukee

Instructional Practices and Learning Processes: Examination of Literacy Skills and Practices Paper Session
3:00 to 4:30 pm

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta E

Chair:
Robert D. Carpenter, Eastern Michigan University

Discussant:
Elena E. Forzani, Boston University

Participants:
- Analyzing Elementary ACCESS Scores to Investigate Connections between Receptive and Productive Literacy Skills
  Miranda L. Sigmon, Winthrop University
  Donna F. Fogelsong, Virginia Tech

- Associations Between Preschool Teachers’ Emergent Literacy Data Practices and Children’s Literacy Gains
  Rachel Erin Schachter, University of Nebraska-Lincoln
  Gloria Yeomans-Maldonado, The University of Texas Health Science Center
  Shayne B. Piasta, The Ohio State University

- (IP/AS) Chilean Elementary Students’ Spanish Reading Growth Trajectories.
  Pelusa Orellana, Universidad de los Andes

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Writing Pedagogy and Applications in Classroom Discourse
Paper Session
3:00 to 4:30 pm

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta G

Chair:
Kristi Tamte Bergeson, St Cloud State University

Discussant:
Sarah W. Beck, New York University

Participants:
- Correlations between Language Use in Writing Instruction and Student Writing Outcomes
  Kaitlin Glause, Millikin University
  Heather L. Reichmuth, Michigan State University

Content Area Literacies: Instruction and Experience with Science
Paper Session
3:00 to 4:30 pm

AREA 5. Early and Elementary Literacy Processes

Westin Peachtree Hotel: Chastain A

Chair:
Maureen P. Fennessy, Valdosta State University

Participants:
- (IP/AS) Teachers’ Vocabulary Talk Moves in Early-Elementary Science Instruction
  Teachers’ Vocabulary Talk Moves in Early-Elementary Science Instruction
  Blythe E. Anderson, University at Buffalo
  Tanya S. Wright, Michigan State University
  Amelia Wenk Gotwals, Michigan State University

Writing: Addressing Assessment and Instruction
Paper Session
3:00 to 4:30 pm

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta H

Chair:
Laura Tortorelli, Michigan State University

Discussant:
Laura Tortorelli, Michigan State University

Participants:
- (Highlighted Presentation) Learning through talk: A mixed methods analysis of classroom talk and persuasive writing
  Shireen Al-Adeimi, Michigan State University
  Jennie Baumann, Michigan State University

- (IP/AS) Fourth and Fifth Grade Students’ Reading of Illustrated Science Texts
  Sungyoon Lee, Middle Tennessee State University

- (IP/AS) Teacher and Student Mediations and Development during Science-Focused Read-Aloud Discussions
  Tanya Christ, Oakland University
  Iman Bakhoda, Oakland University
  Ming Ming Chiu, The Education University of Hong Kong

continued on next page
X. Christine Wang, State University of New York at Buffalo
Alexandra Schindel, University at Buffalo-SUNY

Reimagining Roles and Research on Field Experiences
Paper Session
3:00 to 4:30 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Chastain C

Chair:
Jason Moore, Oakland University

Discussant:
Heeok Jeong, University of Massachusetts Amherst

Participants:
- “Boundary-Spanning” Literacy Educators’ Evolving Roles, Research, and Practices: Case Studies to Illustrate the Evolution of a Profession
  Kristien Zenkov, George Mason University
  Kristine Pytash, Kent State University
  Michelle Lague, George Mason University
- Creating A Strategic Partnership with Methods Course and Field Experiences: What English Language Arts Preservice Teachers Report Learning
  Kristine Pytash, Kent State University
  Denise N. Morgan, Kent State University

Theories for Inclusive Literacy Pedagogies
Paper Session
3:00 to 4:30 pm

AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Chastain D

Chair:
Inviolata L. Sore, St. John's University

Discussant:
Renata Love Jones, Georgia State University

Participants:
- (IP/AS) Theoretical Musings on Refutation Text Research: Navigating the Tensions Between Addressing Students’ Misconceptions and Culturally Responsive Pedagogy
  Allison Zengilowski, The University of Texas at Austin
  Brady Lee Nash, The University of Texas at Austin
  Brendan Alexander Schuetze, The University of Texas at Austin
  Diane L. Schallert, University of Texas
- Trauma-Informed Literacy Research Methods for Inservice Teachers
  Angela M. Wiseman, NC State University
  Sarah Dempsey Dawson, North Carolina State University

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Wide Angle Views on Supports for Literacy Teachers
Paper Session
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Chastain E

Chair:
Heather Waymouth, West Chester University of PA

Discussant:
Lori Norton-Meier, University of Northern Iowa

Participants:
- Lessons Learned from Listening to Teachers Reflect on their Experiences with External Coaches
  Susan Cantrell, University of Kentucky
  Kristen H. Perry, University of Kentucky
  Brittany Manion, University of Kentucky

- “It is prohibited”: Supports and Stumbling Blocks to Best Practices in Reading Instruction
  Jennifer Barrett-Tatum, Western Carolina University
  Courtney H. Shimek, West Virginia University
  Chelsey M. Bollinger, James Madison University
  Jenn Manak, Rollins College

- The Wobbling of Novice Literacy Coaches: Nonviolent Communication as Empathetic Practice
  Phillip Wilder, Clemson University
  Lisa Denise Aker, Clemson University

Digital Literacies, Media Perspectives on Multilingual Experiences Roundtable Session

AREA 10. Literacy Media and Technology

Participants:
- “Here and There”: Digital Information Literacy Practices of a Transnational Chinese Student
  Huan Gao, University of Florida

- Taking a long view of critical media literacy: A content-analysis of one immigrant detention center in the news
  Mikel Walker Cole, University of Houston
  Susan Anne Cridland-Hughes, Clemson University
  Stephanie Madison, Clemson University

- The Clinic Pivots During the Pandemic to Meet Fourth Grade Bilingual Student
  Andrew Thomas Holt, Gilman
  Barbara Laster, Towson University

Engaging with Texts to Support PSTs’ Learning Roundtable Session

AREA 1. Pre-service Teacher Education in Literacy

Chair:
Laurie A. Henry, Salisbury University

Participants:
- Rebelling Against Standardization: An Emerging Teacher’s Desire to Support Students Navigate the World Beyond the Classroom
  Jessica Anne Murdter-Atkinson, UT Austin
  Elizabeth Ries, University of Texas at Austin
WEDNESDAY, DECEMBER 1

- Anti-racist Teacher Preparation in Field-Based Methods Courses
  Jessica Anne Murdter-Atkinson, UT Austin
  Tracey Terece Flores, University of Texas at Austin

- Panel Reading and Writing: Finding and Creating the Essence of Graphic Novels by Teacher Candidates
  Francine Falk-Ross, Pace University

Exploring Literacy as Agency Roundtable Session

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

Participants:
- “I’m from Congo, right?”: Children and Youth Resettled as Refugees and Afterschool Tutors Navigate Transcultural Identities
  Nermin Vehabovic, University of Missouri - St. Louis

- Examining Agency During Literacy Instruction
  Margaret Vaughn, Washington State University

Exploring Multiple Frameworks for Text Analysis Roundtable Session

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

Participants:
- An Analysis of Minh Lê’s Drawn Together: Converging Semiotic, Discursive, Literary, and Artistic Frameworks
  Stephanie F. Reid, University of Montana
  Frank Serafini, Arizona State University

- Ideological Messages About Mathematics in Popular Children’s & Adolescent Graphic Novels
  Dani Kachorsky, Texas A&M University - Corpus Christi
  Debra Plowman, Texas A & M University-Corpus Christi

Language Arts and Reading Classrooms and Assessments Roundtable Session

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

Participants:
- Colonial Grammars in English Education
  Clint LaFuente, The University of Texas at Austin

- “I am changed because of that test”: Unearthing the storied effects of a state’s “read or fail” test
  Jill A. Scott, Indiana University
  Summer Davis, Western Michigan University

- The Impact of Sexual Violence on ELA Instruction: One Teacher’s Approach
  Stacia Long, UGA

Engaging in Play and Storytelling in Digital Spaces Paper Session 3:00 to 4:30 pm

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

Westin Peachtree Hotel: Chastain H

Chair:
Nance Wilson, SUNY Cortland

Discussant:
Zaline Roy-Campbell, Syracuse University
Participants:

- **Roblox as Community Composition: Tracing Literacies and Digital Play Among Brazilian Multilingual Youth**
  Alex Corbitt, *Boston College*
  Mariana Lima Becker, *Boston College*

- **Bringing play in from the margins: An argument for fan-based literacies’ role in post-pandemic ELA pedagogy**
  Jayne C. Lammers, *University of Rochester*
  Alecia Marie Magnifico, *University of New Hampshire English Department*
  Anlun Wang, *University of Rochester*

- **Mutants, Memes, and My Hero Academia: Examining 7th Graders’ Transmedial Superhero Storytelling**
  Beth Krone, *Ohio State University*
  Patricia E. Enciso, *Ohio State University*

A Variety of Approaches to Support Young People’s Writing Processes through Feedback Paper Session
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Chastain I

Chair:
Lyudmyla Ivanyuk, *Trinity Christian College*

Discussant:
Kristin Black, *NYU*

Participants:
- **How feedback on writing quality and feedback on revision practices shape the writing of college-level ELLs**
  Tianzhi Zhang, *University of Pittsburgh*

- **Use of a Cognitive Apprenticeship Model on Scientific Argumentation Writing Outcomes for 8th-grade Students**
  Cameron Butler, *University of Maryland*

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

Westin Peachtree Hotel: Peachtree Ballroom

Albert J. Kingston Award Presentation
Jayne Lammers, *University of Rochester*

Introduction of STAR Fellows and Mentors
Miledis Gort, *University of Colorado, Boulder*

Student Outstanding Research Award Presentation
Soria Colomer, *Oregon State University*

Presidential Speaker Introduction:
Rev. Dr. Vincent D. McMillon, Senior Pastor, St. Paul Baptist Church, Saginaw, MI

2021 Presidential Address
*MyStory, YourStory, OurStory: Literacy Development in the Black Church - Past, Present & Future*

Presenter:
Gwendolyn Thompson McMillon, *Oakland University*

**Presidential Reception**
LRA Annual Conference Reception
6:00 to 7:30 pm

Westin Peachtree Hotel: Whitehall

Presenter:
Gwendolyn Thompson McMillon, *Oakland University*
Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.

Art: Contrapuntal Timbre by Lon W. Chaffin
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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.
### Reading Hall of Fame Breakfast and Induction Ceremony
LRA Annual Conference  
Special Event  
7:00 to 8:30 am  
Westin Peachtree Hotel: Chastain F (rounds)

**Chair:**  
Diane Lapp, San Diego State University

**Registration**  
LRA Annual Conference  
Special Event  
7:00 to 5:00 pm  
Westin Peachtree Hotel: Peachtree Terrace

### Thursday Poster Presenter Set-Up
LRA Annual Conference  
Special Event  
7:00 to 8:30 am  
Westin Peachtree Hotel: The Overlook

### Ethics Committee Meeting
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
Westin Peachtree Hotel: Augusta 1

### Ethnicity, Race and Multilingualism Committee Meeting
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
Westin Peachtree Hotel: Augusta 2

### Field Council Committee Meeting
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
Westin Peachtree Hotel: Augusta 3

### Gender & Sexualities Committee Meeting
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
Westin Peachtree Hotel: Augusta A

### Policy and Legislative Committee Meeting
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
Westin Peachtree Hotel: Augusta D

### Publications Committee Meeting
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
Westin Peachtree Hotel: Augusta E

### Research Committee Meeting
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
Westin Peachtree Hotel: Augusta F

### Technology Committee Meeting
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
Westin Peachtree Hotel: Augusta G

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**Promoting Methodological Diversity in LRA: Perspectives from Association Committees and Innovative Community Groups**  
Alternative Format Session  
8:30 to 10:00 am  
**AREA 14. Other Topics**

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Westin Peachtree Hotel: Augusta 1

At the 2020 LRA conference, the ad hoc Committee on Research Methodologies in LRA presented its report to the Board of Directors. This committee was asked to explore the epistemological and methodological representation in the LRA conference, publications, and leadership. The current alternative format session, organized by the standing Research Committee, includes a panel of representatives from...
multiple LRA committees and ICGs to respond to and offer recommendations based upon this report.

**Chairs:**
Seth Parsons, George Mason University  
Jon M. Wargo, Boston College  
Tran Nguyen Templeton, University of North Texas  
Erin Quast, Illinois State University  
Lina Trigos-Carrillo, Universidad de la Sabana  
Idalia Nunez, University of Illinois Urbana-Champaign  
Amy Wilson-Lopez, Utah State University

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

**Presenters:**
- Lara J. Handsfield, Illinois State University  
- Bogum Yoon, State University of New York at Binghamton  
- Patriann Smith, University of South Florida  
- Corrine M. Wickens, Northern Illinois University  
- Bianca Julvette Nightengale-Lee, Florida Atlantic University  
- Earl Aguilera, California State University, Fresno  
- Tiffany Nyachae, The Pennsylvania State University  
- Bettina Buch, University College Absalon  
- Tairan Qiu, The University of Georgia  
- Alex Corbitt, Boston College  
- Reka C. Barton, San Diego State University

**Discussant:**  
Clay Walker, Wayne State University

**Participants:**
- Bilingual Fluency When Reading Dual-Language Books  
  Lisa Domke, Georgia State University  
- Reimagining Prosody from a Sociocultural Perspective and Implications for Fluency Assessment  
  Mark D. McCarthy, Springfield College  
  Lisa Domke, Georgia State University  
  Yue Bian, University of Washington Bothell

**Area 8. Literacy Learning and Practice in Multicultural and Multilingual Settings**

Westin Peachtree Hotel: Augusta 2

**Chair:**  
Jayoung Choi, Kennesaw State University

**Area 3. Literacy Assessment, Learning, and Teaching**

In this symposium, we present a selection of theoretical papers, based on chapters from the forthcoming Handbook on the Science of Early Literacy (under contract with Guilford Publications, for release in 2022). These papers provide research reviews written by experts in the field, from 5 research-intensive institutions, who have conducted cutting-edge and transformative research on the science of early literacy instruction.

**Chair:**  
Nicole Patton Terry, Florida Center for Reading Research/FSU

**Discussant:**  
Sonia Cabell, Florida State University

continued on next page
Participants:

  Tanya S. Wright, Michigan State University
  Amelia Wenk Gotwals, Michigan State University

- Literacy Architectures: Making the Case for Systemic Approaches to Support Multilingual Learners to Become Readers and Writers
  Nonie Lesaux, Harvard University
  Emily Phillips Galloway, Vanderbilt University

- Using the Science of Early Literacy in Professional Development: Early Writing PD for Preschool Teachers
  Hope K. Gerde, Michigan State University
  Gary Bingham, Georgia State University

Meaning Making through Digital Literacies Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Augusta B (rounds)

Chair:
Lyudmyla Ivanyuk, Trinity Christian College

Discussant:
Phillip Wilder, Clemson University

Participants:
- Transformational Healing in Collective Media-Making: Students’ Collaborative and Critical Care in Times of Crisis
  Bethany Monea, University of Pennsylvania
  Dianne Wellington, Indiana University
  Bloomington

- Bringing Critical Digital Literacy Practices into Courses
  Olivia Grace Stewart, St. John’s University

- “im a us citizen and ppl think im a wetback”: Secondary Students’ Use of Computer-mediated Discussion to Express Critical Awareness about Race, Diversity, and Equity
  J. Hannah Park, UTSA

Geographies and Literacies, Intermingled and Illuminated Alternative Format Session
8:30 to 10:00 am

AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Augusta C (rounds)

We will share methodological approaches for storytelling place in literacies research. Attendees will join us in probing the “tender geographies” (Lawrence-Lightfoot, 2003) across consequential places. Using reflective and reflexive approaches to the geographic nature of our research sites, we explore collaborative and multimodal methodological layering, framed by our responsibilities and assumptions as researchers. This session includes an opportunity for attendees to engage in hands-on methodological approaches aligned with the intermingling of geographies and literacies.

Chair:
Alexandra Panos, University of South Florida
Virginia Killian Lund, University of Rhode Island
Nathan C. Phillips, University of Illinois at Chicago

Presenters:
- Carolyn Colvin, University of Iowa
- Alecia Beymer, Michigan State University
- Michael Cody McLane, Michigan State University

continued on next page
Putting Students Full Center: A Classroom Agreement Process, Translanguaging, and Multimodal Testimonios Symposium
8:30 to 10:00 am
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Augusta D

We present three studies where dialogic pedagogical values and practices purposefully plan for and honor student democratic involvement (co-authoring classroom community); dynamic linguistic practices (translanguaging); and multimodal and embodied meaning-making that challenge social equity issues (testimonios). Employing critical, sociocultural, and embodied SFL discourse analysis, these studies speak to the complexity of lived experience as Participants (teachers and students) grapple in different ways and in different contexts with dialogic, counter puntal meaning-making.

Chair:
Brian Edmiston, The Ohio State University

Discussant:
Maren Aukerman, University of Calgary

Participants:
- Co-Authoring a Classroom Agreement: Signaling Community and Community Participation
  Maureen P. Boyd, University at Buffalo
  Chris R. Vasquez, University at Buffalo
  Cara Monaco-Shevlin, State University of New York at Buffalo

- Translanguaging in service of student stories in a heritage language program: Centering dynamic linguistic practices for meaning-making
  Emily Voegler, Liverpool Central School District

- Testimonios within the Context of Youth Participatory Action Research
  Ruth Harman, University of Georgia
  Maverick Yunqiang Zhang, University of Georgia
  Yamileth Aubain, University of Georgia
  Shuang Fu, University of Georgia

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

Westin Peachtree Hotel: Augusta E

Chair:
Dorian Harrison, Ohio State University

Discussant:
Kristen H. Perry, University of Kentucky

Participants:
- An Interactional Sociolinguistics of Educational Prayer
  Robert LeBlanc, University of Lethbridge

- (Highlighted Presentation) “What if what I want to say isn’t enough for what I have to say?” Expanding Meaning-Making Opportunities by Using Adinkra Symbols and Yoruba Proverbs
  Mellissa Gyimah-Concepcion, Judson University
  Olabisi Adenekan, Judson University

- Developing Health Literacy through Biliteracy: A Case Study of Second and Third Graders doing YPAR
  Joseph C Rumenapp, Rosalind Franklin University of Medicine and Science
  Beverly Troiano, Elmhurst University

continued on next page
(Highlighted Session) Speak Up and Be Loud!: Amplifying Community Literacies through Radio Productions
Symposium
8:30 to 10:00 am

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta F

As more interactions shift online, we must rethink how children and youth participate in and are prepared for the digital worlds they inhabit. In this session, the critical qualitative inquiries examine child-produced radio supported by a community organization as an alternative way to enhance digital literacies and understand community experiences. Ultimately, panelists outline the transformative potentials of using youth-radio to mobilize young people within formal and extracurricular learning spaces.

Chair:
Cassie J. Brownell, University of Toronto-OISE

Discussant:
Colin Harrison, University of Nottingham

Participants:
• Be Loud!: Examining Child-Radio as a Site for Community Literacies
  Alex Owens, Be Loud Studios

• Considering Kid Confidence: Analyzing Children's Creative Expression and Courageous Collaboration in Child-Radio Broadcasts
  Cassie J. Brownell, University of Toronto-OISE

• Pass the Mic: Educators Storied Experiences of Community, Learning, and Designing for the Implementation Audio Production with Youth
  Christiane Wood, California State University San Marcos

Influencing Identities: How Ethics, the Pandemic, and Choice Shape Student Self-Perceptions
Paper Session
8:30 to 10:00 am

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Augusta G

Chair:
Margaret Berg, University of Northern Colorado

Discussant:
Amy Vetter, UNC Greensboro

Participants:
• (IP/AS) What Helps or Hinders Ethical Investigations of Literature?
  Ross Collin, Virginia Commonwealth University

• Exploring the Reading Motivation of Middle Grade Students: A Multiphase-Mixed Methods Study
  Leslie Dawn Roberts, Georgia Southern University

Disrupting the All-white Narrative of Education in K-12 and Teacher Education Settings
Symposium
8:30 to 10:00 am

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Augusta H

Presenters in this symposium draw on pro-blackness, emotional justice, Afrocentric praxis, revolutionary love, and land education in their research. Teacher and university researchers from across the United
States share study findings that demonstrate what is not only possible but necessary in and out of teacher education in order to create more joyful, responsive, racially- and socially-just learning environments.

**Chair:**
Amy Seely Flint, University of Louisville

**Discussant:**
Tasha Marie Tropp Laman, Western Washington University

**Participants:**
- Linguistic policies for African American Language speakers: Moving From anti-Blackness to pro-Blackness
  Gloria Swindler Boutte, University of South Carolina
  Mary Earick, New Mexico Highlands University
  Tambra O. Jackson, Indiana University Purdue University Indianapolis

- “Why didn’t I know this?:” Land education as an antidote to settler colonialism in teacher education and culturally sustaining pedagogies for preservice teachers.
  Anna Lees, Western Washington University
  Tasha Marie Tropp Laman, Western Washington University
  Dolores Calderon, Western Washington University

- You matter here and the stories we tell: Culturally sustaining pedagogies in elementary classrooms
  Amy Seely Flint, University of Louisville
  Wanda Jaggers, Jefferson County Public Schools

- A revolutionary love story: How a teacher educator, inservice teacher and student intern used Afrocentric teaching to humanize Blackness.
  Kamania J. Wynter-Hoyte, University of South Carolina
  Mukkaramah M. Smith, Richland School District One
  Kaitlin Jones, Richland School District Two

- Creating spaces for emotional justice in culturally sustaining literacy education: Implications for policy & practice.
  Roberta Price Gardner, Kennesaw State University
  Sandra Lucia Osorio, Illinois State University
  Shashray McCormack, Jefferson County Public Schools

- Our legends and journey stories: Exploring culturally sustaining family engagement in classrooms.
  Tracey Terece Flores, University of Texas at Austin
  Sandra Springer, Austin Independent School District

**Writing for Meaning: Exploring Multimodal Composition and opportunities for meaningful experiences**

Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Chastain 2

**Chair:**
Amy Burke, Texas Woman’s University

**Discussant:**
Chelsey M. Bollinger, James Madison University

continued on next page
Participants:
- Representing Information: Analyzing First-Graders’ Multimodal Compositions
  Lindsey Moses, Arizona State University
  Frank Serafini, Arizona State University

- (Highlighted Presentation) Exploring Children’s Opportunities to Write for Meaning in Early Childhood Classrooms
  Clariebelle Gabas, University of Nebraska-Lincoln
  Laura Cutler, The Ohio State University
  Rachel Erin Schacht, University of Nebraska-Lincoln

Theories to Practices: Scaffolding Students’ Reading of Complex Texts
Alternative Format Session
8:30 to 10:00 am

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Chastain A

In this alternative format session, we widen the angles of literacy research on text complexity. A group of 20 scholars and practitioners from 17 institutions will share and critique a framework to maximize the impact and relevance of empirical work on teaching with complex texts, elevating the voices and perspectives of teachers and students. We will engage the LRA audience in discussions to refine the framework and generate goals for new research and collaborations.

Chair:
Sarah M. Lupo, James Madison University

Discussants:
Elfrieda H. Hiebert, TextProject
Sharon Walpole, University of Delaware
Meghan McCarthy Welch, Georgia Department of Education
Lauren Hauser, University of Virginia

Participants:
- #WeNeedMirrors: First-Grade Literacy Decodables Analysis with Culturally Relevant Education
  Amber Lawson, Michigan State University

- A Framework for Matching Instruction to Texts
  Sarah M. Lupo, James Madison University
  John Strong, University at Buffalo
  Courtney Hattan, Illinois State University
  Laura Tortorelli, Michigan State University

- Scaffolding During Small Group Reading Instruction: How and Why Teachers Make Scaffolding Moves to Increase Student Learning
  Ann Castle, Michigan State University

- “Batting” Ideas about Text Complexity: A Study of Preservice Teachers’ Knowledge of Text Selection
  Catherine Lammert, Texas Tech University
  Samuel DeJulio, University of Texas at San Antonio
  Elfrieda H. Hiebert, TextProject

- In Their Own Words: High School Emergent Bilingual Students’ Perceptions of Texts and Reading Comprehension Instruction
  Dianna Townsend, University of Nevada, Reno
  Lizeth Lizarraga, UT Austin
  Cynthia Helen Brock, University of Wyoming
  Lisa Johnson, WCSD
  Rachel Knecht, University of Nevada, Reno

- What Happens When High School Students Meet Complex Texts? Describing the Moments of Scaffolding Through Struggles
  Dan Reynolds, John Carroll University
  Helen W. Fisher, John Carroll University

- Text Complexity and the Middle School ELA Experience
  Laura Northrop, Cleveland State University

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Unlocking Language and Literature in Pre-service Literacy Education
Paper Session
8:30 to 10:00 am

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Chastain C

Chair:
Kristine Schutz, University of Illinois at Chicago

Discussant:
Sarah W. Beck, New York University

Participants:
• A LangCrit Analysis of Teachers’ Beliefs about Language Learning and Language Diversity
  Christina L. Dobbs, Boston University
  Christine Montecillo Leider, Boston University

• Beyond Keywords: Unlocking the Language of Word Problems in Math
  Michelle Mai Kwok, Texas A&M University
  Jason Moore, Oakland University
  Rachael Welder, Texas A&M University
  Ashley M. Williams, Texas A&M University

Reading and Writing Across Digital Contexts
Paper Session
8:30 to 10:00 am

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain E

Chair:
Sam von Gillern, University of Missouri

Discussant:
Laurie A. Henry, Salisbury University

Participants:
• (IP/AS) Engaging in Disciplinary Practices: Empowering Middle School Students with Just-In-Time Online Inquiry in the ELA Classroom
  Kellie Riley Doubek, University of Illinois at Chicago

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

Westin Peachtree Hotel: Chastain F (rounds)

Reading Hall of Fame Inaugural Addresses- This session is open to any member wishing to attend. 90 minutes requested. During this session six members elected in 2020 will deliver their inaugural addresses

Presenters:
• Janice F. Almasi, University of Kentucky
• Kathleen Hinchman, Syracuse University
• Arlette I. Willis, University of Illinois, Urbana Champaign
• Doris Walker-Dalhouse, Marquette University
• Carol D. Lee, Northwestern University
• Vivian L. Gadsden, University of Pennsylvania

Chair:
Diane Lapp, San Diego State University

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**Roundtable Session 4**  
8:30 to 10:00 am  
Westin Peachtree Hotel: Chastain G (rounds)

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<th>AREA 12. International Research on Teaching and Learning</th>
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<tr>
<td><strong>(Highlighted Session) Understanding Teacher Voices in Global Contexts Roundtable Session</strong></td>
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<tr>
<td>Participants:</td>
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</table>
| • A Critical Discourse Analysis of Kosovar Teachers’ Engagement with Critical Literacies Pedagogy  
  Anemone Zeneli, *Syracuse University* |
| • Honoring Untold Stories: A Cross-Cultural Study on Exploring Preservice Teachers’ Conceptualization of Literacy  
  Adeline Mansa Borti, *Grand Valley State University* |
| • Case Study of a First Grade Teacher In Rural South Africa: A Generative Professional Development Project on Robust Vocabulary  
  Lori Czop Assaf, *Texas State University* |

**Katie Schrod, Middle Tennessee State University**  
**Robin Stacy Fields, Middle Tennessee State University**  
**Janna McClain, Middle Tennessee State University**

- Excavating Identities: Interrogating Biases and Beliefs to Advance Anti-Bias/Anti-Racist Pedagogy  
  Kristen White, *Northern Michigan University*  
  Amy Tondreau, *Austin Peay State University*  
  Wendy Gardiner, *Pacific Lutheran University*  
  Tracy Donohue, *Michigan State University*  
  Sophie C. Degener, *National Louis University*  
  Carin Appleget, *Creighton University*

- “I didn’t think about that perspective”: Preservice Teachers’ Development of Critical Stances Through Communal Knowledge  
  Elizabeth Ries, *University of Texas at Austin*  
  Erica Holyoke, *Keene State College*

**From Families Expereinces with Literature to Tracking Literacy Learning Over Time Roundtable Session**  
**AREA 5. Early and Elementary Literacy Processes**

| Participants: |
| • Marginalized Families’ Experiences and Representation Through Children’s Literature  
  Melanie Marie McCormick, *Michigan State University* |
| • Change over Time in Beginning Readers’ Wordsolving Decisions  
  Tracy Johnson, *The Ohio State University*  
  Emily Rodgers, *The Ohio State University*  
  Jerome D’Agostino, *The Ohio State University* |

**Cultivating PSTs’ Understandings of Themselves and Others Roundtable Session**  
**AREA 1. Pre-service Teacher Education in Literacy**

| Participants: |
| • Culturally Responsive Book Club Experiences for Preservice Teachers  
  Bonnie A. Barksdale, *Middle Tennessee State University* |

*continued on next page*
Participants:
• Impact of Professional Development on Teachers’ Disciplinary Literacy Instruction and Perspectives
JeanMarie Farrow, University of Pennsylvania
Sarah Kavanagh, University of Pennsylvania

• Is it good science teaching or is it literacy?: A CHAT Case Study
Heather Waymouth, West Chester University of PA

• Science Teachers’ Considerations When Implementing Text-Rich NGSS-based Investigations in Online Learning Environments
Willard L. Brown, WestEd
Cynthia L. Greenleaf, WestEd
Kathleen Hinchman, Syracuse University
Heather Howlett, WestEd

Westin Peachtree Hotel: The Overlook

Participants:
• Engaging Working Class Students in Literacy Discussions
Katharine Hull, University of South Florida

• Exploring the Ecology of Writing, Feedback, and Revision in an Upper-Level English Course
Kelsie Endicott, Salisbury University

• Extended Language Use Opportunities for Emergent Bilinguals in Preschool English-Only Policy Classrooms
Laura Buckley, Vanderbilt University
Jeanette Mancilla-Martinez, Vanderbilt University
Merve Ozdemir, University of North Carolina Greensboro
• (IP/AS) Podcasts as a Contrapuntal Approach to Traditional Professional Development
Stephanie Branson, USF
Lindsay Persohn, University of South Florida Sarasota-Manatee
Csaba Osvath, University of South Florida

• (IP/AS) Voices of Prospective and Practicing Reading Teachers: Untold Stories of Professional Learning
Holly Lane, University of Florida
Valentina A. Contesse, University of Florida
Colleen Pollett, University of Florida
Talia Campese, University of Florida
Christina M. Flake, University of Florida
Kelley Annette Taksier, University of Florida

• Teacher Inquiry as Dialogic Process Towards Expansive Writing Pedagogy in Restrictive Elementary Education Contexts for Emergent Bilingual Students
Joanna Wong, CSU Monterey Bay, Department of Education and Leadership

2021 Oscar S. Causey Address
*Cultivating a Dream as a Child Growing Up in the Deep South*

Dr. Patricia A. Edwards, Michigan State University

Abstract:
The 2021 Oscar Causey Award Address presented at the Literacy Research Association by Professor Dr. Patricia Edwards is a response to two self-reflexive questions: “How were my dreams cultivated as a little Black girl growing up in Albany, Georgia during the mid-fifties, sixties, and early seventies?” and “What implications does my story have for cultivating the dreams of today’s children?” To explore these questions, Edwards uses a qualitative methodology termed portraiture (Lawrence-Lightfoot & Davis, 1997) to capture her insights and experiences, allowing her to “paint” rich pictures of the participants “in an effort to capture the complexity, dynamics, and subtlety of human experience and organizational life” (p. xv). Through portraiture, which relies heavily on the use of storytelling and narration, Edwards converts the term “research” into “I-search,” affording her the opportunity to reflect on her lived experiences and share those moments and events with the world while also abolishing the “gaze” that some forms of quantitative and qualitative methodologies employ. In turn, she leverages narratives – via pictures, portraits, and audio -- of her life as a Black girl growing up in Albany, Georgia, to share her story while constructing meaning of her experiences and of her life. In doing so, Edwards highlights the impact of The Albany Civil Rights Movement in cultivating her dream. She invites teachers, school districts, literacy leaders and the broader community to use her narrative portrait as a basis for creating a new norm that cultivates the dreams of young Black students, and of students of color in general.

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

Westin Peachtree Hotel: Peachtree Ballroom

Chair:
Fenice B. Boyd, University of South Carolina

Arthur Applebee Award Presentation
Kathleen Hinchman, Syracuse University

Oscar S. Causey Award Presentation
Fenice Boyd, University of South Carolina

continued on next page
Westin Peachtree Hotel: Chastain F (rounds)

Graduate students and early career scholars of color who need mentoring for publications are welcome to this session. During this session, we will cover a brief overview of this project and participation. We will also discuss our work on community engagement. The special theme issue editors and mentees will discuss lessons learned pertaining to publishing research in the Journal of the Community Development Society and the Journal of Literacy Innovation. The topics in this discussion will include feedback from newly published scholars in the field, nuances of race research, and the publishing process.

Chairs:
Tiffany J. Armstead-Flowers, Georgia State University Perimeter College
Kwangok Song, The University of Kansas

Presenters:
- Dr. Sean Ruday, Editor - The Journal of Literacy Innovation
- Dr. Craig Talmage, Editor - Community Development
- Dr. Linda Wilson-Jones, Editor - The Journal of Research Initiatives in Education

Westin Peachtree Hotel: Augusta 1

Critical Approaches to Media: Analysis and Activism Paper Session
1:15 to 2:45 pm

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta 1

Chair:
Becky Beucher, Illinois State University

Discussant:
Olivia Grace Stewart, St. John's University

Participants:
- Cruel Optimism and Digital Dis-Mis-Info: An Actor-Network Analysis of Post-Truth Media Responses
  Brad Robinson, Texas State University
  Will Fassbender, Montana State University
- Paint, Post, and Push with Pride: Understanding Antoniobtwo's User-Created Procedural Beauty Discourse as LGBTQ Activism
  Jon M. Wargo, Boston College

Multimodality, Disciplinary Learning, and Perspectives Paper Session
1:15 to 2:45 pm

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta 2

Chair:
Julie L. Coiro, University of Rhode Island

Discussant:
W. Ian O’Byrne, College of Charleston

continued on next page
Participants:

- “In pictures, they can understand what I’m trying to say:” Scientific Modeling as an Example of Disciplinary Literacy
  Gabriel DellaVecchia, University of Michigan

- Teachers’ Perspectives on the Integration of Multiple Literacies in a Project-Based Approach to Disciplinary Learning
  Miranda Fitzgerald, University of North Carolina at Charlotte
  Gabriel DellaVecchia, University of Michigan
  Kathleen Easley, Learning Partnership
  Yutong Wu, University of Cambridge
  Annemarie S. Palincsar, University of Michigan

Writing as a Tool for Transformation Paper Session 1:15 to 2:45 pm

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

Westin Peachtree Hotel: Augusta 3

Chair:
Phyliciá Anderson, Texas Woman’s University

Discussant:
Matthew R. Deroo, University of Miami

Participants:

- Pushing Back Against the Writing Curriculum: Agency for a First-Grade Writer
  Lindsey Moses, Arizona State University
  Danielle Rylak, Arizona State University

- Discursive Alliances and the Writing Process: Why do Students’ Intellectual Circles beyond the Classroom Matter
  Amir Kalan, McGill University

Widening the Angles of Theory and Theorizing Among Literacy Researchers Alternative Format Session 1:15 to 2:45 pm

AREA 14. Other Topics

Westin Peachtree Hotel: Augusta A

This alternative format session extends a discussion about theory that was initiated in a symposium last year. This session focuses on the extent to which investment in a preferred theory or domain of theories may limit the development of a meaningful, integrated, and useful research base for understanding and promoting literacy. It also addresses how the field can approach theory to avoid separating researchers into silos that serve as thought collectives with incompatible discourses.

Chairs:
David Reinking, University of Georgia
Seth Parsons, George Mason University
George G. Hruby, University of Kentucky
David B. Yaden, Jr., University of Arizona

Discussant:
Carol D. Lee, Northwestern University

Presenters:

- Ana M. Taboada Barber, UMD College Park
- Ashley N. Patterson, Penn State University
- Jennifer Rowsell, University of Bristol
- Sharon Walpole, University of Delaware
- Kris D. Gutiérrez, UC, Berkeley

continued on next page
Westin Peachtree Hotel: Augusta B (rounds)

Black language and phonology are Black diaspora literacies, and soundscapes reflecting linguistic histories, oral traditions, storytelling, writing, and everyday facets of Black lives. Black soundscapes include the use of Black language, e.g., tones, linguistic repertoires, discourse patterns, rhythms, intonations, and dialects reflecting evidence of African Diasporic identity. The three papers in this session explore Black language and literacies as valuable but underutilized assets and archives for supporting and expanding opportunities in ELA and biliteracy teaching.

Chair:
Eliza Braden, The University of South Carolina

Discussant:
Justin A. Coles, Fordham University

Participants:
- Young Black Children’s Soundscapes in the Bilingual Classroom: Orientations of Linguistic Play, Justice, and Liberation
  Brittany Frieson, University of North Texas
- Black Soundscapes as Literary Archives of Meaning
  Roberta Price Gardner, Kennesaw State University

Racist Discourse Against Asian Americans in the U.S.: From “the Model Minority” to “Chinese virus” Symposium

Westin Peachtree Hotel: Augusta C (rounds)

This panel addresses racism against Asian-Americans in US society through reviews of “the model minority” myth and the stereotypes of Asian-Americans in popular culture and studies that explore how these stereotypes are amplified during the COVID-19 pandemic time and how Asian-Americans are presented in the children's literature.

Chair:
Danling Fu, University of Florida

Discussant:
Danling Fu, University of Florida

Presenter:
Jiayi Xu, University of Florida
Lin Deng, University of Florida

The Role of Text and its Use in Instruction and Learning Paper Session

Westin Peachtree Hotel: Augusta D

Chair:
Laura Tortorelli, Michigan State University

Discussant:
Rihana Shiri Mason, Georgia State University

continued on next page
Participants:
- Making Challenging Social Studies Texts Accessible for Struggling Readers: An Intervention
  Melanie Kuhn, Purdue University
  Grace Piggozzi, Purdue University

- Diverse Texts are Not Enough: The Need for Elementary Literacy Teachers’ Humanizing Critical Sociocultural Knowledge
  Saba Vlach, The University of Iowa
  Laura Taylor, Rhodes College

- A diverse tapestry of voices: Weaving reflexive and text-focused academic discussion
  Heather Meston, Vanderbilt University
  Emily Phillips Galloway, Vanderbilt University
  Katherine Addison Barrack, Metro Nashville Public Schools

- The Sociocultural Role of Imagination among Adolescents Engaged in Critical Digital Literacy in Three Settings
  Cynthia J. Lewis, University of California, Santa Cruz
  Anne E. Crampton, Western Washington University
  Cassandra Scharber, University of Minnesota - Twin Cities

- “How am I as an individual personally processing this?”: Reflective Journaling for Critical Literacy Development
  Brittany Adams, SUNY College at Cortland

Developing Critical Literacy Practices with Young People with Poetry, Digital Resources, and Reflection
Paper Session
1:15 to 2:45 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Augusta H

Chair:
Kelli M. Bippert, Texas A&M University - Corpus Christi

Discussant:
Margaret Berg, University of Northern Colorado

Participants:
- Towards Developing Critical Literacy Practices for Students with Learning Differences Using Langston Hughes’ Poetry
  Eric B. Claravall, CSU Sacramento
  Patricia Garcia, California State University, Sacramento

- A Wide-Angle View of Teacher Preparation Research on Family and Community Engagement with Multilingual Families Symposium
  1:15 to 2:45 pm

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

Westin Peachtree Hotel: Chastain A

Presenters aim to widen the lens on teacher preparation research focused on engaging families and communities of multilingual learners. Three unique projects from around the U.S. will share research on how their professional development programs advance teacher knowledge and competencies around culturally sustaining pedagogies for emerging multilingual students. The session will conclude with an open dialogue on the significance of developing strong teacher education pedagogies and the complexities of engaging families and communities.

Chair:
Cynthia Helen Brock, University of Wyoming

Discussant:
Cynthia Helen Brock, University of Wyoming

continued on next page
Participants:
- Plans May Differ: Implementing Projects to Engage Families
  Monica S. Yoo, University of Colorado-Colorado Springs
  Leslie Grant, University of Colorado Colorado Springs
  Veronica Garza, University of Colorado, Colorado Springs
  Lisa Fetman, University of Colorado Colorado Springs
- The Influence of Teachers’ Beliefs and Self-Awareness on Implementing Family & Community Collaboration
  Kristen H. Perry, University of Kentucky
  Sara Saberimoghaddam, University of Kentucky
  Susan Cantrell, University of Kentucky
- Narrative Analysis of Teachers’ Family Engagement Experiences
  Susan V. Piazza, Western Michigan University
  Maria Selena O. Protacio, Western Michigan University
  Virginia David, Western Michigan University

A Wide Angle View of Literacy Teaching:
Interpreting a State-wide Exploration of Teachers’ Beliefs about Language and Literacy Teaching
Symposium
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Chastain D

The studies in this symposium take different slices of an expansive state-wide data set to unpack trends in teachers’ conceptions of literacy, purposes for teaching, and language ideologies. We look across grade levels and school contexts to examine the impact of teachers’ knowledge and beliefs on contemporary instructional decisions. Findings reveal teachers torn between traditional approaches and new understandings of the evolving nature of language and literacy.

Chairs:
Heather M. Knight, University of Missouri, Columbia
Mike Metz, University of Missouri

Discussants:
Amanda Haertling Thein, University of Iowa
Melissa Wetzel, The University of Texas at Austin

Participants:
- A cross-contextual study of pK-12 grade teachers’ beliefs about language and language teaching
  Mike Metz, University of Missouri
  Matthew Gordon, University of Missouri
  Thanh Phuong Nguyen, University of Missouri-Columbia
  Heather M. Knight, University of Missouri, Columbia
- “Phonics before lunch, literacy in the afternoon”: Understanding texts & materials in preK-12 classrooms
  Candace R. Kuby, University of Missouri
  Angie Zapata, University of Missouri
  Ermal Hoxha, University of Missouri
- “Freshman get falling in love in a day”: Connections between ideas of students, literacy, and pedagogy
  Robert Petrone, University of Missouri

continued on next page
**Roundtable Session 5**
1:15 to 2:45 pm

Westin Peachtree Hotel: Chastain F (rounds)

Exploring, Expanding, and Disrupting PSTs’ Perceptions
Roundtable Session

AREA 1. Pre-service Teacher Education in Literacy

**Chair:**
Brooke Ward Taira, *University of Hawai‘i at Mānoa*

**Participants:**
- Discourses of Disruption: A Multi-State Study of Teacher Candidates’ Memories of Writing
  Sonia Kline, *Illinois State University*
  Pamela Hickey, *Towson University*
  Xiufang Chen, *Rowan University*
  Lisa K. Hawkins, *Ball State University*
  Chinwe H. Ikpeze, *St. John Fisher College*
  Vicki McQuitty, *Towson University*
  Grace Y. Kang, *Illinois State University*
  Linda Diane Smetana, *California State University, East Bay*
  Amy Tondreau, *Austin Peay State University*
  Amanda Wall, *Georgia Southern University*
  Shuling Yang, *East Tennessee State University*

- Expansive Views: Preparing Teachers to Promote Productivity, Inclusivity, and Equity for Students with Dyslexia
  Margaret Billings Krause, *University of South Florida*
  Julia Hagge, *Ohio State University*

- Perceptions of Elementary Pre-service Teachers on their Teacher Preparation Program
  Melody Zoch, *University of North Carolina at Greensboro*

**Learning to Read and Write in Global Contexts Roundtable Session**

AREA 12. International Research on Teaching and Learning

**Participants:**
- Designing Research-based Remedial Instruction to Meet College Students’ Language Needs
  Carina Ionela Branzila, *‘Al. I. Cuza’ Iasi*
  Mihaela Gazioglu, *Clemson University*

- The use of images in learning to read and write
  Bettina Buch, *University College Absalon*

- Towards a Globalizing Literacy: Literacy Practices of International Schools in South Korea
  Geoffrey Hughes, *University of Iowa*

**Supporting and Serving Students in Higher Education with Remote Learning, Information Literacy Skills, and Literacy Support Programming Roundtable Session**

AREA 6. Adolescent, College, and Adult Literacy Processes

**Participants:**
- Credibility in an Unfamiliar Culture: Information Literacy of transnational students in U.S. university
  Huan Gao, *University of Florida*

- Supporting Student “Readiness” for Literacy in Nursing: Widening the Angles of Postsecondary Literacy Research in Career Technical Education Areas
  Sonya L. Armstrong, *Texas State University*
  Norman A. Stahl, *Northern Illinois University*
  James Robert King, *University of South Florida*

(continued on next page)
Westin Peachtree Hotel: Chastain G (rounds)

Closed mentoring session for current STAR fellows and mentors

Chair: 
Mileidis Gort, University of Colorado Boulder, School of Education

Presenters:
- Carmen Liliana Medina, Indiana University
- Patricia Abril-Gonzalez, The University of Texas at Austin
- Earl Aguilera, California State University, Fresno
- P. Zitlali Morales, University of Illinois Chicago
- Idalia Nunez, University of Illinois Urbana-Champaign
- Carmen M. Martinez-Roldán, Teachers College
- Rebecca Linares, University of Colorado Boulder
- Patricia Baquedano-López, UC Berkeley
- Bianca Julvette Nightengale-Lee, Florida Atlantic University
- Latrise Johnson, NWD
- Tiffany Nyachae, The Pennsylvania State University
- Jennifer D. Turner, University of Maryland
- Danny C. Martinez, University of California, Davis
- Alicia Rusoja, Saint Mary's College of California
- Tran Nguyen Templeton, University of North Texas
- Ana Christina da Silva Iddings, Vanderbilt University

Critical Thinking through Challenging Conversations, (de)Colonizing Perspectives, and Creative Expressions
Paper Session
1:15 to 2:45 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Chastain H

Chair: 
Dolores Greenawalt, Carroll University

Discussant: 
Corrine M. Wickens, Northern Illinois University

Participants:
- (IP/AS) Who Needs a Hero?: A Phenomenological Investigation of Postsecondary Colonization
  Stephanie M. Finau, Texas State University
  Emily Summers, Texas State University
- Languaging Literature Writing
  Matt Seymour, University of Wisconsin--Eau Claire

Student Voices as Roadmaps for Equitable Practice
Paper Session
1:15 to 2:45 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Chastain I

Chair: 
Cindi M. Koudelka, Aurora University

Discussant: 
Emily Plummer Catena, Florida State University

continued on next page
Participants:

- (IP/AS) The Lived Experiences of Confusion: Students’ Voices Making Sense of Being Confused
  Allison Zengilowski, The University of Texas at Austin

- What Mediates Manifestations of Student Voices?: A Case Study of Undergraduates’ Voices in a Children’s Literature Course
  Lauren Fletcher, University of Louisville

What have we learned? Challenges and Affordances of Remote Field-based Teacher Education to Support Culturally and Linguistically Responsive Teachers in a COVID-19 World
Alternative Format Session
3:00 to 4:30 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Augusta 1

Field-based experiences are a central component of preparing teachers to work with culturally and linguistically diverse students. Due to COVID-19, field experiences have had to make a rapid online shift. In this alternative session, four presentations explore the challenges and affordances of remote field-based learning this year. With substantial time for audience discussion, this session will explore what these re-envisionings of field-based teacher education mean for the future of literacy research and teacher education.

Chair:
Lorien Chambers Schuldt, Fort Lewis College

Participants:

- Linguistically responsive writing instruction in the age of Zoom
  Pamela Hickey, Towson University
  Vicki McQuitty, Towson University

- “I’m not sure I’m ready for this:” Pre-service teachers as remote tutors for emergent bilingual students
  Lorien Chambers Schuldt, Fort Lewis College
  Kelly Bowman von Stroh, Durango 9R Schools

- When the field is a screen: Reconceptualizing field-based teacher education for language diversity in online learning
  Chris Chang-Bacon, University of Virginia
  María Guzman Antelo, University of Virginia

Systems and Structures to Implement and Grow Disciplinary Literacy Work: Research and Practice at the State and Local Levels Symposium
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Augusta 2

Research has found that instruction focused on content-Area and disciplinary literacy can support students to develop a wide repertoire of literacy practices and strategies, and enrich conceptual learning in the disciplines. This symposium is devoted to understanding teachers’ professional learning about content-Area and disciplinary literacy. Conducted in very different regions across the United States, the symposium will allow Participants a broad view of state and local-level supports for teachers’ learning about content-Area and disciplinary literacy.

Chair:
Elizabeth McDonald, Clemson University
Discussant:
Cathy Compton Lilly, University of South Carolina

Participants:
- Privileging teachers’ voices: Understanding teacher perceptions of cross-content literacy instruction in middle and high schools
  Britnie Kane, The Citadel
  Jennifer Morrison, The University of South Carolina
  W. Ian O’Byrne, College of Charleston
  Rachelle S. Savitz, Clemson University

- A Work in Progress: Designing a Statewide Professional Learning Initiative to Support Disciplinary Literacy Instruction Despite Pandemic Pivots
  Darin Stockdill, University of Michigan
  Laura Gabrion, Wayne Regional Educational Service Agency
  Jenelle Williams, Oakland Intermediate School District
  Mary Starr, Michigan Mathematics and Science Leadership Network

- Understanding the Systems, Structures, and Leadership that Support Disciplinary Literacy Professional Learning in a Middle School Context
  Jacy Ippolito, Salem State University
  Christina L. Dobbs, Boston University
  Megin Charner-Laird, Salem State University

(Highlighted Session) Black Diaspora Literature for Youth: A Solidifying and Evolving Literary Tradition Symposium
3:00 to 4:30 pm
AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature

Westin Peachtree Hotel: Augusta C (rounds)

Critical analysis focusing on the literary depictions of black youth, their families, communities, and worlds remains scant in literacy studies. This symposium brings scholars together who study Black diaspora youth literature to share how this literary tradition is solidifying and, at the same time, evolving. As a collective, the papers reveal and probe the narrative, visual and aural representations of Black humanity that elucidate the multifaceted nature of Blackness found in literature for youth.

Chair:
Jennifer D. Turner, University of Maryland

Discussant:
Desiree Cueto, Western Washington University

Participants:
- BlackCrit in Children’s Literature -Why the Specificity of Blackness Matters in An Anti-Black World
  Roberta Price Gardner, Kennesaw State University

- Composite Truths: Novellas Unveil the Construction of White Supremacy
  Susan Browne, Rowan University
  Wanda Brooks, Temple University

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Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

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Who is Telling the Stories?: Reflections of Black Audiobook Narrators
Shanetia Clark, Salisbury University

Imagining Africa from Picturebook Jacket Covers: A Critical Content Analysis of Promised and Actual Stories
Vivian Yenika-Agbaw, The Pennsylvania State University, University Park
Jocelyn R. Amevuvor, Pennsylvania State University
Phoebe Quaynor, Pennsylvania State University

We Have Always Dreamed of (Afro)Futures: The Brownies’ Book and the Black Fantastic Storytelling Tradition
Ebony Elizabeth Thomas, University of Pennsylvania

“They expect us to be grownups, but they baby us with their rules”: An Exploration of Adolescents Critiquing Adolescence through Media Literacy
Robert Petrone, University of Missouri
Ermal Hoxha, University of Missouri

Contrapuntal Theoretical Approaches to Literacy
Paper Session
3:00 to 4:30 pm
AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Augusta E

Chair:
Lindsay Persohn, University of South Florida Sarasota-Manatee

Discussant:
Cassie J. Brownell, University of Toronto-OISE

Participants:
- Collaborative Metaphor Analysis: Widening the Angles of Research as a Contrapuntal Method
  Donita Shaw, Oklahoma State University
  Sue Christian Parsons, Oklahoma State University
  Sheri E. Vasinda, Oklahoma State University
- The Impact of Podcasts as a Contrapuntal Approach to Research Dissemination
  Lindsay Persohn, University of South Florida Sarasota-Manatee
  Stephanie Branson, USF
  Csaba Osvath, University of South Florida

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

Westin Peachtree Hotel: Augusta D

Chair:
Anemone Zeneli, Syracuse University

Discussant:
Meagan Hoff, Collin College

Participants:
- Community Literacies: Examining Dimensions of Making as Relationality
  Veronica Oguilve, University of Arizona
  Yousra Abourehab, University of Arizona
  Wen Wen, The University of Arizona
  Amanda Faye Bermudez, University of Arizona
  Em Bowen, The University of Arizona
  Elizabeth Gaxiola, University of Arizona

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Writing Pedagogies for Bi/Multilingual Learners
Paper Session
3:00 to 4:30 pm
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Westin Peachtree Hotel: Augusta G

Chair:
Brittany Frieson, University of North Texas

Discussant:
Mikel Walker Cole, University of Houston

Participants:
- Exploring Korean Heritage Language Teachers’ Instructional Writing Strategies with Emergent Bilingual Children
  Sehyun Yun, George Mason University
  Leslie La Croix, George Mason University
  Julie K. Kidd, George Mason University

- Teaching Writing with Purpose for Bi/Multilingual Learners
  Mileidis Gort, University of Colorado Boulder, School of Education
  Molly Hamm-Rodríguez, University of Colorado Boulder

- Writing Beyond the Constraints of Data: Literacy Pedagogical Designs to Disrupt the Educational Survival Tactics of Multilingual Classrooms
  Mary Beth Snow Balderas, University of Colorado Boulder
  Molly Hamm-Rodríguez, University of Colorado Boulder
  Mileidis Gort, University of Colorado Boulder, School of Education

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

Westin Peachtree Hotel: Augusta H

Discussant:
Natalia Ward, East Tennessee State University

Participants:
- Translanguaging as a Comprehensive Early Literacy Development Strategy for Children Living in Marginalised Areas in Kenya
  Adelheid Marie Bwire, Kenyatta University

- Untold stories of a multilingual child’s translanguaging writing in and out of school: Korean and English
  Jayoung Choi, Kennesaw State University

Reading Motivation, Reading Competence, and Teacher Knowledge in Global Contexts
Paper Session
3:00 to 4:30 pm
AREA 12. International Research on Teaching and Learning

Westin Peachtree Hotel: Chastain A

Chair:
Adeline Mansa Borti, Grand Valley State University

Discussant:
Bettina Buch, University College Absalon

continued on next page
Participants:
- Print exposure, bilingualism, and their combined effect on Spanish reading competence in Guatemalan students
  Eira Idalmy Cotto Giron, *Syracuse University*

- Widening the Angles of Literacy Research: Researching with “Unreached” Preservice Teachers in an International Context
  Adeline Mansa Borti, *Grand Valley State University*

**Provocations for (Re)thinking Social Inequality in Young Children’s Literacies:**
**Invitations to Dialogue on Literacies and Language as Material-Discursive Practices**
Alternative Format Session
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Chastain D

In this interactive, alternative session, *Presenters* engage attendees with the conference theme on widening the angles of literacy research specifically related to (re)thinking social inequality in young children’s literacies. We do this by engaging in transdisciplinary theories inspired by post-philosophies and innovative methodological practices in various global contexts. Attendees are invited to engage in interactive inquiry discussions. We hope this interactive session produces greater insights with potentialities toward more equitable, inclusive and just literacies.

**Chairs:**
Abigail Hackett, *Manchester Metropolitan University*
Kate Heron Pahl, *Manchester Metropolitan University*

**Discussants:**
Jaye Johnson Thiel, *University of Alabama*
Abigail Hackett, *Manchester Metropolitan University*
Kate Heron Pahl, *Manchester Metropolitan University*

**Participants:**
- (Re)Thinking Children as Fully (In)Human and Literacies as Otherwise Through (Re)Etymologizing Intervene and Inequality
  Candace R. Kuby, *University of Missouri*
  Tara Rucker, *Lee’s Summit R-7*
• Inhuman Hands and Missing Child: Touching a Literacy Event in a Finnish Primary School
  Karin Murris, University of Oulu  
  Päivi Jokinen, University of Oulu

• Tracing the Word Gap: Engaging Multiplicities to Unsettle Certainties about Young Children’s Language
  Cathy Burnett, Sheffield Hallam University  
  Michelle Margaret Neumann, Griffith University

• Feeling the Future: Attuning to “Fleshy” Frequencies with/in Readers Workshop
  Bessie Dernikos, Florida Atlantic University

**Exploring Literacy Practices in Black Communities and Learning Spaces**  
**Paper Session**  
**3:00 to 4:30 pm**

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

Westin Peachtree Hotel: Chastain E

**Chair:**  
Jungmin Kwon, Michigan State University

**Discussant:**  
Patriann Smith, University of South Florida

**Participants:**
- “Being a Community with Reading”: Black Girls’ Collective Reading Motivation
  Sara Ann Jones, Vanderbilt University

- Black Children’s Visual Messages Reflecting the Dual Pandemics of 2020
  Marva Cappello, San Diego State University  
  Reka C. Barton, San Diego State University

• Enacting Black Reparatory Justice Literacies through Participatory Action Research in Black Communities
  Charity T. Gordon, Georgia State University  
  Thais Council, University of Kentucky

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

Westin Peachtree Hotel: Chastain F (rounds)

During this session Chaired by President Diane Lapp, the following Hall of Fame members will be available in breakout chat rooms to talk with LRA members who share similar Areas of research interest, Patricia Anders, University of Arizona, Adolescent literacy; community literacy; teacher beliefs; teacher education, not early childhood; Patricia Edwards, Michigan State University, Family Engagement; Kathleen Hinchman, Syracuse University, Tips when writing for practitioner journals; Gay Ivey, University of North Carolina-Greensboro, Engaged Readers and Writers in K-12 Classrooms; Judith Langer, University of Albany, The Power of Literature; Carol D. Lee, Northwestern University, The multi-dimensional demands of reading comprehension: Implications for research and teaching.

**Chair:**  
Diane Lapp, San Diego State University

**Presenters:**
- Patricia L. Anders, University of Arizona
- Patricia Edwards, Michigan State University
- Kathleen Hinchman, Syracuse University
- Gay Ivey, University of North Carolina-Greensboro
- Carol D. Lee, Northwestern University
- Judith Langer, University at Albany, State University of New York

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NAEd/LRA Civic Reasoning and Discourse
LRA Annual Conference
Special Event
3:00 to 4:30 pm

Westin Peachtree Plaza: Augusta A

This session provides an opportunity for LRA members to learn about the NAEd Civic Reasoning and Discourse project. LRA members are invited to engage in discussions surrounding the potential collaborations between NAEd & LRA regarding the development and dissemination of one or more of the following practitioner briefs: (a) discipline-specific practitioner documents with practical illustrations of learning principles through real-world examples in each discipline (i.e., identified topics include history & social studies, literacy, digital literacy, mathematics, and science); (b) policy sub-committee that focuses on policy implications (and NAEP); (c) development of a brief representing positions across organizations in response to attacks on educators, schools, and districts over highly contested topics; and (d) cross-disciplinary development of a document on a specific topic such as COVID or climate change to illustrate how each discipline can contribute to student learning with practical illustration of lessons and as professional development materials for teachers.

Presenters:
Carol Lee, Northwestern University
Gwendolyn McMillon, Oakland University
David B. Yaden, Jr., University of Arizona
Doris Walker-Dalhouse, Marquette University
Patriann Smith, University of South Florida
Cynthia Brock, University of Wyoming

State Level Implementation of The Striving Readers Comprehensive Literacy Initiative: Shared Challenges and Unique Opportunities Across Three U.S. States
Symposium
3:00 to 4:30 pm

AREA 4. Public Engagement and Policy in Literacy

Westin Peachtree Hotel: Chastain I

The Striving Readers Comprehensive Literacy Grants were designed to promote student literacy outcomes for children birth through grade 12. Core tenets of the program were the importance of local control and innovation that would be customized to the unique needs of learners and communities across a variety of US contexts. Three states share their SRCL approaches and highlight implementation successes and challenges focused on professional learning, literacy instruction, and student literacy achievement.

Chair:
Caitlin McMunn Dooley, Georgia Department of Education

Discussant:
Sharon Walpole, University of Delaware

Participants:
• Virtual Coaching in Kansas: Not just a pandemic solution
  Suzanne E. Myers, University of Kansas

• Georgia Districts Who Are Beating the Odds: Examining Literacy Implementation and Student Achievement
  Gary Bingham, Georgia State University
  Rihana Shiri Mason, Georgia State University
  C. Kevin Fortner, Georgia State University

continued on next page
Continuous Improvement Cycles for the Improvement of Comprehensive Literacy Instruction PK-12
Terri Barclay, Montana State Department of Education

Educators Integrating Technology to Support Instruction
Paper Session
3:00 to 4:30 pm

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain J

Chair:
Blaine Smith, University of Arizona

Discussant:
Robert Carpenter, Eastern Michigan University

Participants:
• Teaching with Telepresence in an EdD Literacy Program
  Sarah Capello, Judson University
  Mellissa Gyimah-Concepcion, Judson University
• Preparing Literacy Professionals During COVID-19: A National Survey of Graduate Literacy Faculty’s Experiences and Perceptions of Teaching Online
  Xiufang Chen, Rowan University
  Shuling Yang, East Tennessee State University
  Ann Van Wig, Eastern Washington University
  Chelsey M. Bollinger, James Madison University
  Tala Michelle Karkar-Esperat, Eastern New Mexico University
  Nance Wilson, SUNY Cortland
  Kathryn Pole, University of Texas at Arlington

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

Westin Peachtree Hotel: Peachtree Ballroom

Early Career Award Presentation
Julia Lopez-Robertson, University of South Carolina

Distinguished Scholar Lifetime Achievement Award Presenter
Tisha Lewis Ellison, University of Georgia

Chairs:
Tisha Lewis Ellison, University of Georgia
Detra Price-Dennis, Teachers College - Columbia University

Distinguished Scholar Lifetime Achievement Award Address Presentation
Professor James Gee, Arizona State University

Sense, Sensitivity, and Language: What We Got Badly Wrong About Human Beings and the Price We Paid

Abstract: We have been deeply wrong about what sorts of creatures we humans are. The dire effects of this mistake are in evidence everywhere as we live through the greatest extinction of life on earth, this time possibly including us. Of course, in a time like this, “business as usual” should cease, the very business that brought us to these dire straits, though it continues apace. Work on evolution, development, and the nature of life across a variety of collaborating disciplines is giving us a truer view of humans and insight into why we have made so little progress on equitable learning, respect for diversity, or panhuman collaboration in the face of disaster. I will try to illuminate this emerging view of humans and its

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implications for language, learning, literacy, and “cognition” (a topic about which we have been very wrong).

Biography: James Paul Gee is a Regents’ Professor Emeritus at Arizona State University. He has been a professor at six universities and tenured at seven. His work has been in syntactic theory, psycholinguistics, sociolinguistics, discourse analysis, literacy studies, learning theory, and digital games and learning. He is now a small farmer on the Verde River in Northern Arizona.

Westin Peachtree Hotel: The Overlook

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

Westin Peachtree Hotel: Chastain FGH

The purpose of the LRA Town Hall meeting is to provide an open forum to hear the views of LRA members concerning issues that are of interest to you.

Moderators:
Fenice Boyd, University of South Carolina
Zhihui Fang, University of Florida

ERM/STAR Reception
LRA Annual Conference Special Event
7:30 to 9:00 pm

Westin Peachtree Hotel: Augusta B

Betsy’s Vital Issues
LRA Annual Conference Special Event
9:00 to 11:00 pm

Westin Peachtree Hotel: Bar 210

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

Discussant:
Elizabeth (Betsy) A. Baker, University of Missouri

Presenter:
Elizabeth (Betsy) A. Baker, University of Missouri

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Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.

Art: *Contrapuntal Timbre* by Lon W. Chaffin
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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.

ROUND TABLES
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.
FRIDAY, DECEMBER 3

Registration
LRA Annual Conference
Special Event
7:00 to 5:00 pm
Westin Peachtree Hotel: Peachtree Terrace

Friday Poster Presenter Set-Up
LRA Annual Conference
Special Event
7:00 to 8:30 am
Westin Peachtree Hotel: The Overlook

Arthur Applebee Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta 2

P. David Pearson Scholarly Influence Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta 3

Student Outstanding Research Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta A

Albert J. Kingston Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta 1 (rounds)

Barr/Mosenthal Handbook of Reading Research Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta C (rounds)

Brian Street Memorial Award for Scholarship Bridging Anthropology, Education & Literacy Practices Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta D

Distinguished Scholar Lifetime Achievement Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta E

Early Career Achievement Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta F

Edward B. Fry Book Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta G

J. Michael Parker Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Augusta H

Journal of Literacy Research and LR:TMP Breakfast
LRA Annual Conference
Special Event
7:15 to 8:15 am
Westin Peachtree Hotel: Chastain F (rounds)

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Doctoral Student ICG Proposal Mentoring Project Breakfast + Business Meeting
LRA Annual Conference Special Event
7:15 to 8:15 am
Westin Peachtree Hotel: Chastain G (rounds)

Oscar S. Causey Award Committee Meeting
LRA Annual Conference Meeting
7:15 to 8:15 am
Westin Peachtree Hotel: Chastain I

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

Westin Peachtree Hotel: Augusta 1

Chair:
Deborah Augsburger, Lewis University

Discussant:
Kirsten Dara Hill, University of Michigan-Dearborn

Participants:
- The Privileged Reader: Problem and Process in Critical Literature Pedagogy
  Matthew L. McConn, Binghamton University, SUNY

- An Historical Overview of the Framework of Critical Literacies
  Bogum Yoon, State University of New York at Binghamton

- Humanizing Literacy: A Turn in the Focus of Trauma-Informed Literacy Instruction
  Erin Elizabeth Silcox, University of Wyoming

Rethinking Adolescent Literacy Instruction and Intervention: Implications for Policy, Research, and Practice Symposium
8:30 to 10:00 am
AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta 2

The purpose of this symposium is to bring together scholars who share a commitment to critically examining research to prompt a rethinking of adolescent literacy instruction and intervention from the perspectives of policy, research, and practice. Taking a wide-angle view, we seek to generate insights about adolescent literacy that (a) illuminate necessary changes to existing policies and practices, and (b) support teachers, policymakers, and researchers to design equitable and inclusive literacy learning opportunities for adolescents.

Chair:
Mark Lewis, James Madison University

Discussant:
Maneka Deanna Brooks, Texas State University

Participants:
- Secondary educators’ beliefs and practices about supporting adolescents’ literacy learning
  Sarah M. Lupo, James Madison University
  Katherine K. Frankel, Boston University
  Allison Wilson, Schoolkit Group
  Mark Lewis, James Madison University

continued on next page
• Checking our assumptions: Perspectives on adolescent literacy policy at the national, state, regional, and local levels
  Dan Reynolds, John Carroll University
  Joshua Lawrence, University of Oslo
  Rachel Lang Daniels, ESC of Central Oho

• “I’ve never done a presentation before”: Middle school students’ learning, motivations, and identities in a summer intervention program
  Dixie D. Massey, Seattle Pacific University

Exploring Dialogue and Interaction in Language Instruction
Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Augusta 3

Chair:
Yang Wang, University of South Carolina

Discussant:
Olivia Grace Stewart, St. John's University

Participants:
• “I Can Do Slapsticks”: Humor as Humanizing Pedagogy for Science Instruction with Multilingual Adolescent Immigrant Learners
  Kongji Qin, New York University
  Faythe Beauchemin, University of Arkansas

• Protestation and Piggybacking: Strategic Ways Students Gain and Keep the Interactional Floor in an ESL Book Group
  Jackie Ridley, Kent State University

• “They go hand in hand”: Dialogic pedagogy and linguistic belonging in two elementary classrooms
  Lisel Alice Murdock-Perriera, Sonoma State University

Teacher Knowledge for Effective Writing Instruction
Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Augusta A

Chair:
Robin R. Griffith, Texas Christian University

Discussant:
Vicki McQuitty, Towson University

Participants:
• The Developmental Growth Trajectory of K-12 Teachers’ Writing Pedagogical Content Knowledge
  Jennifer Sanders, Oklahoma State University
  Sarah J. Donovan, Oklahoma State University
  Danielle DeFauw, University of Michigan-Dearborn
  Joy Myers, James Madison University

• Design and Implementation of a Writing Professional Development Model in Grades K to 2
  Zoi A. Traga Philippakos, University of Tennessee

continued on next page
Georgia’s Implementation of a State Level Comprehensive Literacy Plan: Attention to Community Partnerships, Instruction, and Student Learning Symposium
8:30 to 10:00 am

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta B (rounds)

This symposium examines Georgia’s implementation of a state-wide literacy initiative (L4GA: Literacy for Learning, Living, and Leading) as part of the US Striving Readers Comprehensive Literacy (SRCL) initiative. Attention is given to 39 districts implementing state approved literacy plans. Studies employ qualitative and quantitative methodologies to focus on literacy instructional decisions and implementation, social network analysis to examine the strength of community relationships, and preschool to 5th grade student literacy achievement.

Chair:
Meghan McCarthy Welch, Georgia Department of Education

Discussant:
Patricia Edwards, Michigan State University

Participants:
- Examining Instructional Priorities and Implementation in a Statewide Literacy Initiative
  Rihanna Shiri Mason, Georgia State University
  Gary Bingham, Georgia State University
  Meghan McCarthy Welch, Georgia Department of Education

- Using Social Network Analysis to Evaluate the Community Partnership Impact on a Statewide Literacy Initiative
  Meltem Alemdar, Georgia Institute of Technology
  Christopher Cappelli, Georgia Institute of Technology
  Justina Jackson, Georgia Tech

- But is it working? Examining student literacy achievement in a state wide literacy
  C. Kevin Fortner, Georgia State University
  Holly Schmidt-Davis, Georgia Department of Education
  Rihanna Shiri Mason, Georgia State University
  Gary Bingham, Georgia State University

Adopting Critical, Transdisciplinary Perspectives for Teaching About the Climate Crisis in Methods Courses and K-12 Schools Alternative Format Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Augusta C (rounds)

This session focuses on research related to fostering teachers and their students’ adoption of critical inquiry, transdisciplinary perspectives to consider the moral, ethical, and environmental justice issues associated with climate change effects resulting in taking action to address the climate crisis. This research demonstrates the value of fostering students’ critical stances for reading about climate change as well the value of using of digital media/videos to portray climate change effects and foster audience activism. climatecrisislra2021.pbworks.com

Chair:
Richard Beach, University of Minnesota
Participants:
- Towards a Taxonomy of Transdisciplinarity: Constructing Meaning in a More Real-World Context Where Disciplines Intersect, Combine, and Work Together
  Nenad Radakovic, College of Charleston
  W. Ian O’Byrne, College of Charleston
  Tracey Hunter-Doniger, College of Charleston
  Melissa Negreiros, College of Charleston

- High Stakes Environmental Literacy Events: Dancing with an Intersectional and Transdisciplinary Climate Feminism
  Alexandra Panos, University of South Florida
  James Damico, Indiana University
  Michael B. Sherry, University of South Florida
  Elle Perry, Indiana University

- Climate Oriented Literacy Teacher Identities
  Nance Wilson, SUNY Cortland
  George L. Boggs, Young Harris College

- EdTech for Social Good: Providing Opportunities for Students to Develop a Tolerance for Ambiguity, Perseverance, and the Capacity to Work with Open-Ended Problems
  Melissa Negreiros, College of Charleston

- Analysis of Online Videos By and About Adolescents Addressing Climate Change
  Richard Beach, University of Minnesota
  Blaine Smith, University of Arizona

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

Westin Peachtree Hotel: Augusta D

Chair:
Brad Robinson, Texas State University

Discussant:
Shea Kerkhoff, University of Missouri - St. Louis

Participants:
  Judith Dunkerly, Old Dominion University
  Julia Poplin, Minnesota State University Moorhead
  Thomas W. Bean, Old Dominion University

- Defining Online Multimodal Reading
  Hyoju Ahn, University of Maryland

- Widening the Angle to Critically Examine Digital Literacies for Disciplinary Learning
  Michael Louis Manderino, Northern Illinois University/Leyden High School District 212
  Jill Castek, University of Arizona
  Yousra Abourehab, University of Arizona
  Amanda Faye Bermudez, University of Arizona
  Em Bowen, The University of Arizona
  Elizabeth Gaxiola, University of Arizona
  Veronica Oguilve, University of Arizona
  Wen Wen, The University of Arizona

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FRIDAY, DECEMBER 3

**Literacy Teaching in Times of Crisis in Global Contexts**
Paper Session
8:30 to 10:00 am

**AREA 12. International Research on Teaching and Learning**

Westin Peachtree Hotel: Augusta F

Chair:
Zaline Roy-Campbell, *Syracuse University*

Discussant:
Lori Czop Assaf, *Texas State University*

Participants:
- The Memories of the Forgotten War and Thereafter
  Ahrum Jeon, *Boston College*
- Culturally Responsive Teaching in Times of Crises
  Chinwe H. Ikpeze, *St. John Fisher College*
- Lessons from COVID-19: Empowering Vulnerable Newcomer Youth
  Rahat Zaidi, *University of Calgary*

**Social Justice Literacy Practices: Read Alouds, Responses and Access to Texts**
Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Augusta G

Chair:
Michael Young, *University of Minnesota Duluth*

Discussant:
Michael Young, *University of Minnesota Duluth*

Participants:
- “She Looks Like Me!” Access to Multicultural Children’s Literature During Covid
  Susan V. Bennett, *University of South Florida*
  AnnMarie Alberton Gunn, *University of South Florida*
- Widening the view on disability: Young children’s responses to strengths-based representations of disability in picture books
  Emily Hayden, *Iowa State University*
  Angela Tuttle Prince, *Iowa State University*

**Thinking About Voice, Criticality and Multiple Languages in Writing Pedagogies**
Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Augusta H

Chair:
Christina L. Dobbs, *Boston University*

Discussant:
Brooke Ward Taira, *University of Hawai‘i at Mānoa*

Participants:
- Fostering critical translingual writing in an elementary English dominant classroom
  Cori Salmerón, *Georgia State University*
Literacy Practices: Independent, Partner and Repeated Readings
Paper Session
8:30 to 10:00 am

AREA 5. Early and Elementary Literacy Processes

Westin Peachtree Hotel: Chastain A

Chair:
Tiffany J. Armstead-Flowers, Georgia State University
Perimeter College

Discussant:
Juliet Halladay, University of Vermont

Participants:
• Contributions to silent reading rate: The interaction between academic vocabulary knowledge, silent reading rate, and comprehension
  Alexandra N. Spichtig, NA
  Kristin M. Gehsmann, Virginia Tech
  Jeffrey Pascoe, NA
  John Ferrara, Reading Plus LLC
  Fei Gu, Virginia Tech

• “I started this whole read to younger kids thing and I read more”: Repeated Reading for Authentic Purposes
  Rebecca R. Norman, Mount Saint Mary College
  Nancy Jean Benfer, Mount Saint Mary College
  Charles Benfer, Mount Saint Mary College

• What’s going on? Analysis of interactions during partner reading
  Kathryn L. Roberts, Wayne State University
  Poonam Arya, Wayne State University
  Kathleen K. Plond, Wayne State University

Teacher Agency, Identity, and Positioning in PD and Research Partnerships
Paper Session
8:30 to 10:00 am

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

Westin Peachtree Hotel: Chastain B

Chair:
Sonia Kline, Illinois State University

Discussant:
Antony T. Smith, University of Washington Bothell

Participants:
• Accessing Writerly Identities to Increase Teachers’ Agency and Reduce Feelings of Pedagogical Risk
  Christy Goldsmith, University of Missouri-Columbia

• Exploring Member Positioning During Year Three of a Collaborative Literacy Professional Development Initiative
  Cynthia Helen Brock, University of Wyoming
  Dana A. Robertson, Virginia Tech University
  Adeline Mansa Borti, Grand Valley State University
  Avia Kelly, University of Wyoming
  Cherilyn Smith, University of Wyoming
  Victoria P. Flores, University of Wyoming

• Literacy intervention and implementation research as a symbiotic relationship in Research Practice Partnerships
  Christina Budde, University of Delaware
  Rebecca Silverman, Stanford University

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FRIDAY, DECEMBER 3

Assessment and Instruction in Online and Traditional Settings
Paper Session
8:30 to 10:00 am
AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Chastain D

Chair:
Julie L. Coiro, University of Rhode Island

Discussant:
Patricia L. Anders, University of Arizona

Participants:
- “I could teach to this test”: Teachers imagine their curricula in response to a historical sample of literature tests
  Sarah Levine, Stanford University
  Daniel Moore, Stanford Graduate School of Education
  Emma P. Bene, Stanford University
- From Concepts about Print to Concepts about Online Text: Authentic assessment of digital reading as part of a multifaceted heuristic of reading
  Sheri E. Vasinda, Oklahoma State University
  Jodi Louise Pilgrim, University of Mary Hardin-Baylor

Instructional Practices for Critical Literacy Development
Paper Session
8:30 to 10:00 am
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Westin Peachtree Hotel: Chastain E

Discussant:
Mikel Walker Cole, University of Houston

Participants:
- Developing multilingual students’ analysis and reasoning skills during language comprehension
  Erika Johnson, University of Iowa
- Morning Meetings as Spaces for Critical Global Conversations
  Christine Uliassi, SUNY Cortland Childhood Education, 1241 EDUC BLDG
- The Need to “C” Language-based Content Instruction Through a Critical Lens
  Johanna M. Tigert, University of Massachusetts Lowell
  Christine Montecillo Leider, Boston University

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### Roundtable Session 6
8:30 to 10:00 am

Westin Peachtree Hotel: Chastain F (rounds)

**Literacy Discussions that Promote Discussions, Perspectives, and Content Area Learning**

**Roundtable Session**

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

**Chair:**
Michelle Mai Kwok, *Texas A&M University*

**Discussant:**
Susan V. Piazza, *Western Michigan University*

**Participants:**
- “I feel courage-able”: Social and Emotional Learning through Read Aloud in a STEAM-focused Kindergarten Classroom
  - Catherine Lammert, *Texas Tech University*
  - Sarah L. Drummond, *Round Rock Independent School District/ Harvard Graduate School*
- Interrogating Teachers’ Stories: Beliefs and Practices Enacted in Student-led Literature Discussions
  - Carol Gilles, *Mizzou*
  - Kathryn Mitchell Pierce, *Saint Louis University*
  - Sarah D. Reid, *University of Missouri*

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**Youth Perspectives on Identity, Literacy, and Research Roundtable Session**

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

**Participants:**
- I am a reader: What does it look like when students construct reading identities? Reviewing the Literature
  - Evelyn Mathys Pollins, *University of Illinois at Chicago*
- Listening to Students: Youth Activism and Social Justice Art Work in Public Spaces
  - Tara C. Warmerdam, *Indiana University*
- Sticky Realities: Examining Youth Perspectives on Data Collection in School-Based YPAR
  - Mary Frances (Molly) Buckley-Marudas, *Cleveland State University*
Below the Digital Surface: Platforms, Data, and Critical Digital Literacies Symposium
8:30 to 10:00 am
AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain G (rounds)

While digital literacies have found growing resonance in education research and policy, less attention has been given to the technical and economic substrates that underwrite and animate these practices. This symposium examines the relationships among digital platforms, users, and literacy practices: their competing logics, their productive and performative elements, their political and economic entanglements, and their alignments and breakdowns in-use.

Chair:
Robert LeBlanc, University of Lethbridge

Discussant:
Earl Aguilera, California State University, Fresno

Participants:
- Media Pedagogy and the Limits of “Literacy”: Ecological Orientations to Performative Platforms
  T. Philip Nichols, Baylor University
  Robert LeBlanc, University of Lethbridge

- Platforms and pedagogies for collaboration online: Designing for impact
  Glynda A. Hull, University of CA, Berkeley
  John Scott, Blackboard Inc.
  Devanshi Unadkat, Berkeley

- Digital platforms and online discussions: Teachers’ participation in digital discussions about literature
  Amy Stornaiuolo, University of Pennsylvania
  Autumn Griffin, University of Pennsylvania
  Bethany Monea, University of Pennsylvania
  Rabani Garg, University of Pennsylvania

- “Digital citizenship” for DREAMers: Social media platforms, surveillance, and political participation in digital citizenship curricula
  Sarah Burriss, Peabody College, Vanderbilt University
  Laura Carter-Stone, Vanderbilt University

Creating and Composing in Multimodal Spaces Paper Session
8:30 to 10:00 am
AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain I

Chair:
Becky Beucher, Illinois State University

Discussant:
Lori Norton-Meier, University of Northern Iowa

Participants:
- Digital Citizenship and the Analyze, Create, Then Share (ACTS) Approach: Ideas from Preservice Teachers
  Sam von Gillern, University of Missouri
  Ben Gleason, Iowa State University

- Posthuman poetry: Composing with AI and becoming with machines
  William T. Wright, University of Georgia

- Using an Interconnected Domain-based Framework for Assessing Digital Multimodal Writing
  Ewa McGrail, Georgia State
  Kristen Turner, Drew University
  Amy Piotrowski, Utah State University
  Kathryn Caprino, Elizabethtown College
  Mary Ellen Greenwood, Utah State University

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Poster Session 2
LRA Annual Conference Poster Session
8:30 to 10:00 am

Westin Peachtree Hotel: The Overlook

Participants:
- **Learning through liberatory literacy practices**
  Jennifer Collett, CUNY Graduate Center/ Lehman College

- **The Local Enactment of Literacy Policy in Places of Poverty: A Systematic Literature Review**
  Kristin Valle, University of South Florida

- **Switch those Lenses: Overcoming the Limits of a Single Lens Perspective**
  Meagan Hoff, Collin College
  Deena Vaughn, University of Maryland Global Campus

- **Text and Visual Analysis of Graphic Novels**
  Karyn Zalman Mendez, University of South Florida

- **Family-School Early Literacy Partnerships During a Period of Trauma**
  Tracy Donohue, Michigan State University

- **Translanguaging: Contextualizing Language and Learning with Multilingual Students in the United States**
  Ayah Issa, MSU

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

Westin Peachtree Hotel: Peachtree Ballroom

Chair:
David B. Yaden, Jr., University of Arizona

J. Michael Parker Award Presenter
Kathleen Alley, Mississippi State University

**Plenary Speaker Introduction**
Dr. George G. Hruby, Executive Director, Collaborative Center for Literacy Development, University of Kentucky

**2021 Invited Keynote Address**
Mary Helen Immordino-Yang, University of Southern California

**Solving the Frankenstein Problem: Why Literacy Development is Cognitive, Social, Emotional and Cultural to the Brain**

Abstract: Emotions shape our thoughts, actions, and experiences—how we think and who we become. But how? And what does this mean for teachers and the design of educational environments and activities that promote literacy? Mary Helen Immordino-Yang will present her research on the neurobiology and psychology of social emotions, including these emotions’ deep visceral roots in the feeling and regulation of the body and consciousness, their connections to memory and abstract thought, and their propensity to heighten one’s own subjective sense of self-awareness, motivation and purpose. The findings have important implications for our understanding of child and adolescent development, and can help educators to think in new ways about the purpose, scope and assessment of high-quality literacy instruction and developmentally appropriate literacy skills. Her studies underscore the necessity of supporting students’ scholarly and personal development in a coordinated way, to optimally support their academic excellence.

**Biography:** Mary Helen Immordino-Yang, EdD is a Professor of Education, Psychology and Neuroscience at the University of Southern California and Director of the USC Center for Affective Neuroscience, Development, Learning and Education (CANDLE). She studies the psychological and neurobiological development of emotion and self-awareness, and connections to social, cognitive and moral
development in educational settings. She uses cross-cultural, interdisciplinary studies of narratives and feelings to uncover experience-dependent neural mechanisms contributing to identity, intrinsic motivation, deep learning, and generative, creative and abstract thought. Her work has a special focus on adolescents from low-SES communities, and she involves youths from these communities as junior scientists in her work.

A former urban public junior high-school science teacher, she earned her doctorate at Harvard University in 2005 in human development and psychology and completed her postdoctoral training in social-affective neuroscience with Antonio Damasio in 2008. Since then she has received numerous awards for her research and impact on education and society, among them an Honor Coin from the U.S. Army, a Commendation from the County of Los Angeles, a Cozzarelli Prize from the Proceedings of the U.S. National Academy of Sciences editorial board, and the Federation of Associations in Behavioral and Brain Sciences Foundation (FABBS).

Immordino-Yang was a 2018-2019 Spencer Foundation mid-career fellow. She served on the U.S. National Academy of Sciences committee writing How People Learn II: Learners, Contexts and Cultures, and on the Aspen Institute’s National Commission on Social, Emotional and Academic Development. Currently Immordino-Yang is conducting several funded, multiyear neurobiological research studies on adolescent students and their teachers. She is serving on the advisory board of the UNESCO World Education Assessment, and as past president of IMBES, among other national and international roles.
Participants:
- Theorizing affective geographies of critical language education: Understanding the affective conditions of Colombian, English language teachers’ placemaking practices in remote, rural instruction
  Tatiana Becerra, McGill University
  Christian Ehret, McGill University

- Theorizing Global Literacies: Navigating and Transcending Borders
  Shea Kerkhoff, University of Missouri - St. Louis
  Hiller A. Spires, North Carolina State University

- The Literacy Boost Assessment in Indonesia: Definitions, evaluations, and practices of literacy
  Jenny Zhang, The Spencer Foundation

Expanding Approaches to Support Literacy Instruction and Teacher Development Paper Session
1:15 to 2:45 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Augusta 3

Chair:
Sonia Kline, Illinois State University

Discussant:
Mary McVee, University at Buffalo, SUNY

Participants:
- Engaging in Video Clubs of Exemplar Elementary Teachers: Teacher Candidates’ Visioning of Linguistically Responsive Literacy Instruction
  Lori Czop Assaf, Texas State University
  Michelle Forsythe, Texas State University

- Using Mixed Reality to Support Literacy Practices
  S. Michelle Vaughn, Mercer University
  Deana J. Ford, Mercer University
  Sara E. Luke, Mercer University

Broadening the Science of Reading Discussion: Topics That Warrant Additional Attention Symposium
1:15 to 2:45 pm

AREA 3. Literacy Assessment, Learning, and Teaching

Westin Peachtree Hotel: Augusta B (rounds)

The purpose of this symposium is to present studies of four topics that warrant additional attention in an effort to broaden the science of reading (SoR) discussion beyond word reading and phonics. The four papers present research on the effects of an elementary reading and writing curriculum, a review of teacher preparation to teach code-related reading skills, and conceptual papers on the roles of reading motivation and instruction for multilingual learners in the SoR discussion.

Chair:
Laura Tortorelli, Michigan State University

Discussant:
Courtney Hattan, Illinois State University

Participants:
- Effects of Bookworms Literacy Curriculum on Reading Achievement in Grades 2-5
  John Strong, University at Buffalo
  Sharon Walpole, University of Delaware
  Henry May, University of Delaware

continued on next page
• What Counts as Knowledge, and Whose Knowledge Counts? Findings from an Integrated Literature Review on Teacher Preparation for Code-related Reading Instruction
Laura Tortorelli, Michigan State University
Sarah M. Lupo, James Madison University
Barbara C. Wheatley, Eastern Mennonite University

• Why Motivation Matters When Considering the Science of Reading
Kristin Conradi Smith, William & Mary
Bong Gee Jang, Syracuse University

• Toward a Science of Reading for Multilingual Learners
Steve Amendum, University of Delaware
Christina Budde, University of Delaware

Linguistic and Literate Lives on the Margins: Exploring How Learners and Teachers Make Sense of the “Untrue” Symposium
1:15 to 2:45 pm
AREA 14. Other Topics

Westin Peachtree Hotel: Augusta D

This symposium draws on the wide-angle view as a means of privileging the perspectives of individuals who are often distorted and to understand their linguistic/literate lives. Frameworks across the papers include Culturally Sustaining Pedagogy, Sociocultural Theory, and Linguistically Responsive Teaching. Methodologies include case study, autoethnography, and discourse analysis. Perspectives of black and brown incarcerated males, diverse first year teachers in a large urban district, and white, female, monolingual, pre-service teachers from rural Appalachia are analyzed.

Chair:
Natalia Ward, East Tennessee State University

Discussant:
Renee Moran, East Tennessee State University

Participants:
• Hearing the Linguistic and Literate Lives of Adult Males Who Were Incarcerated
Susan V. Bennett, University of South Florida
AnnMarie Alberton Gunn, University of South Florida

• Novice Monolingual Teachers Making Sense of the Linguistic Lives of Multilingual Students
Natalia Ward, East Tennessee State University
Shuling Yang, East Tennessee State University
Renee Moran, East Tennessee State University
Amber N. Warren, University of Nevada, Reno

• “Expectation vs. Reality”: A meta-ethnography of beginning teachers’ literate lives in urban schools
Monica Billen, California State University Fresno
Steve Hart, CSU-Fresno
Ana Soltero Lopez, CSUF

A Collectivist Approach to Imagining Literacy Futurisms
Alternative Format Session
1:15 to 2:45 pm
AREA 14. Other Topics

Westin Peachtree Hotel: Augusta E

Over the past two years, the 2019-2021 STAR cohort has been working as a collective-in-the-making to refuse the neoliberal precepts and coloniality of academia. As an emerging literacy collective, we inquire into what our collective responsibility is within an imperialist academy. Expanding upon our literacy futurisms framework, this 90-minute alternative
session invites the larger literacy community to engage in multimodal and epistemic play to grapple with a collectivist approach to imagining literacy futurisms.

Chair:
Jennifer D. Turner, University of Maryland

Discussants:
P. Zitlali Morales, University of Illinois Chicago
Latrise Johnson, NWD
Carmen Liliana Medina, Indiana University

Presenters:
• Alicia Rusoja, Saint Mary's College of California
• Tran Nguyen Templeton, University of North Texas
• Idalia Nunez, University of Illinois Urbana-Champaign
• Bianca Julvette Nightengale-Lee, Florida Atlantic University
• Rebecca Linares, University of Colorado Boulder
• Tiffany Nyachae, The Pennsylvania State University
• Patricia Abril-Gonzalez, The University of Texas at Austin
• Earl Aguilera, California State University, Fresno
• Danny C. Martinez, University of California, Davis
• Carmen M. Martínez-Roldán, Teachers College
• Ana Christina da Silva Iddings, Vanderbilt University
• Patricia Baquedano-López, UC Berkeley

Discussant:
Kristin Black, NYU

Participants:
• Diff/reading Data as a Method of Attending to Literacies of the Other-wise
  Kelly C. Johnston, Baylor University
  Fiona Louise Scott, The University of Sheffield
  Amélie Lemieux, University of Montreal

• Unbounding the Case: Using Posthumanist Theory to Acknowledge the Expansive Potential of Literacy Research
Stacey Hanzel, Werklund School of Education
Jana Kirsten Boschee, University of Calgary

‘Compelling’ Writing as Identity Development, and the Complexity of Literacy Learning and Teaching in Bilingual Environments

Shefali Srinivasan, Harvard University

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

Westin Peachtree Hotel: Augusta H

Chair:
Victor Lozada, Texas Woman’s University

Discussant:
Christina L. Dobbs, Boston University

Participants:
• “I still have the letters my best friends and high school sweetheart wrote to me”: “Noticing texts” toward justice-oriented literacy instruction
Mary Neville, New Mexico State University

• Preservice Teachers Learning to Integrate Language within Content Instruction in Dual-Language Classrooms
Lisa Domke, Georgia State University
Melody Kung, GSU

continued on next page
Laura May, Georgia State University  
Rosalyn Harvey-Torres, Georgia State University  
Gary Bingham, Georgia State University

**Translanguaging Across Different Social Contexts**  
**Paper Session**  
**1:15 to 2:45 pm**

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

Westin Peachtree Hotel: Chastain A

Chair:  
Tairan Qiu, The University of Georgia

Participants:
- New Approach to Translanguaging with Global Pop-Culture  
  Kewman M. Lee, Missouri State University
- Translanguaging as an Act of Resistance and Restoration in a Community Literacy Center  
  Stephanie Lynn Abraham, Rowan University

Storytelling in Early Childhood Settings: Focus on Comprehension, Dialogic Reading and Verbal Narratives  
**Paper Session**  
**1:15 to 2:45 pm**

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

Westin Peachtree Hotel: Chastain B

Chair:  
Rihana Shiri Mason, Georgia State University

Discussant:  
Rihana Shiri Mason, Georgia State University

Participants:
- Teaching for Narrative Comprehension in an Oral Storytelling Intervention for Preschoolers: Affordances and Challenges of a Teaching Artist-Led Participatory Approach  
  Marjorie Rowe, East Carolina University
- (IP/AS) Coherence and Cohesion: A Cross-Case Study of Children's Verbal Narratives of a Wordless Book from Kindergarten to Second Grade  
  Rong Zhang, Purdue University

(Highlighted Session) Critical Readings of Reading Science and Pedagogy  
**Paper Session**  
**1:15 to 2:45 pm**

**AREA 4. Public Engagement and Policy in Literacy**

Westin Peachtree Hotel: Chastain C

Chair:  
Robert D. Carpenter, Eastern Michigan University

Discussant:  
Michael Young, University of Minnesota Duluth

Participants:
- A Critical Metaphor Analysis of Media Portrayals of the Science of Reading  
  Lara J. Handsfield, Illinois State University  
  Deborah MacPhee, Illinois State University  
  Patricia Paugh, University of Massachusetts Boston
- A Critical Review of Recent Meta-analyses on Effective Reading Programs and Interventions  
  Jerome D'Agostino, The Ohio State University  
  Tracy Johnson, The Ohio State University

continued on next page
• Literacy In Crisis and the Third Grade Commitment: Marketing a District’s Second-Grade Retention Policy
Laura Taylor, Rhodes College
Aixa Marchand, Rhodes College

Westin Peachtree Hotel: Chastain D

Chair:
Adam Crawley, University of Texas at Austin

Discussant:
Crystal Dail Rose, Tarleton State University

Participants:
• Pre-Service Teachers’ Literacy Tutoring in a Virtual Space
Laura Teichert, Western Michigan University
Elizabeth Isidro, Western Michigan University

• Seismic Waves: Revising a Reading Practicum for Students with Reading Differences During Shifting Times
Margaret Billings Krause, University of South Florida
Jenifer Jasinski Schneider, University of South Florida
Aimee Frier, University of South Florida
Lindsay Persohn, University of South Florida
Sarasota-Manatee
Mellissa Teston, USF
Lesley S. Noel, University Of South Florida
Karyn Zalman Mendez, University of South Florida
Gretchen Dodson, University of South Florida
Stephanie Branson, USF

• Stories from a pandemic: Embracing wobble and exploring teacher candidates’ senses of self.
Trevor Thomas Stewart, Virginia Tech
Lauren May, Virginia Tech

S.T.A.R. Fellows Research Showcase
LRA Annual Conference Special Event
1:15 to 2:45 pm

Westin Peachtree Hotel: Chastain E

Chair:
Mileidis Gort, University of Colorado Boulder, School of Education

Abstract:
Over the past two years, the 2019-2021 STAR cohort has been working as a collective-in-the-making to refuse the neoliberal precepts and coloniality of academia. As an emerging literacy collective, we inquire into what our collective responsibility is within an imperialist academy. Expanding upon our literacy futurisms framework, this 90-minute alternative session invites the larger literacy community to engage in multimodal and epistemic play to grapple with a collectivist approach to imagining literacy futurisms.

Roundtable Session 7
1:15 to 2:45 pm

Westin Peachtree Hotel: Chastain F (rounds)

What are we saying? Examining Literature and Informational Writing with and through Students’ Discourses
Roundtable Session

AREA 6. Adolescent, College, and Adult Literacy Processes

Chair:
Abdulsamad Yahya Humaidan, Southern Illinois University Carbondale

continued on next page
Discusant:
Christian George Gregory, Saint Anselm College

Participants:
- Creating Frames for Reading Literature Through Languaging Student Positionality
  Matt Seymour, University of Wisconsin--Eau Claire

- Genre and Register Features of Sixth-Grade Students’ Informational Writing
  Zhihui Fang, University of Florida
  Valerie T. Gresser, University of Florida
  Peijuan Cao, University of Florida

Young children’s translanguaging and multilingual practices
Roundtable Session

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

Chair:
Mihaela Gazioglu, Clemson University

Participants:
- Active Trilingual at Four? An Exploration of Trilingual Language Practices in One PreK Child
  Mihaela Gazioglu, Clemson University

- Emergent Bilinguals’ Metalinguistic Awareness During Collaborative Translation
  Samuel Sherman David, University of Minnesota
  Amanda J. Swearingen, University of Minnesota
  Lilly Knopf, University of Minnesota
  Julia Bach, University of Minnesota
  Steven Rowekamp, University of Minnesota

- Emergent bilinguals’ translanguaging practices: Messy or creative?
  Pengtong Qu, Indiana University Bloomington
• (IP/AS) Exploring Elements of Engagement in Texts for Beginning Readers
  Maria Leija, *The University of Texas at San Antonio*
  Samuel DeJulio, *University of Texas at San Antonio*
  Miriam Martinez, *University of Texas at San Antonio*

(IP/AS) Educational Neuroscience on Reading Development: From Theoretical and Methodological Challenges to Educational Applications
Symposium
1:15 to 2:45 pm
AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Chastain G (rounds)

In this symposium session, three literacy education scholars will elaborate four Areas of interpretive challenge in neuroscience-related literacy education scholarship: (1) the need for theoretical coherence in neurobiologically-informed designs and interpretations for application to literacy; (2) challenges in utilizing and interpreting cutting edge neuroscience methodologies; (3) concern over popularized over-interpretations of findings for education policy in literacy education; and (4) use of neuroscience findings to illuminate and interpret reading development in school settings.

Chair:
George G. Hruby, *University of Kentucky*

Discussant:
George G. Hruby, *University of Kentucky*

Participants:
- Cautiously Exploring Well-manured Fields
  George G. Hruby, *University of Kentucky*
- Exploring the Use of Resting State QEEG Coherence in Understanding Literacy Markers
  Ayan Mitra, *University of South Carolina*
- The Return of the Son of the Bride of Neurogenetic Determinism
  George G. Hruby, *University of Kentucky*
- One Child’s Strategic Cognitive Reading Process
  Lucy Spence, *University of South Carolina*

(Re)claiming Identities, Challenging Assumptions
Paper Session
1:15 to 2:45 pm
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Westin Peachtree Hotel: Chastain H

Chair:
Amy Burke, *Texas Woman's University*

Discussant:
Desiree Cueto, *Western Washington University*

Participants:
- Assembling the Global: Beyond Static Cosmopolitan Literacies
  Catherine Park, *UC Berkeley*
- “I’m Still a Father...Even though I’m in Here”: Navigating Multiple Identities Behind and Beyond Bars
  Tori K. Flint, *University of Louisiana at Lafayette*
  Eliza Butler, *Miami Dade College*

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FRIDAY, DECEMBER 3

Digital Literacies: Practices and Policies
Paper Session
1:15 to 2:45 pm

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Chastain I

Chair:
Tracy Donohue, Michigan State University

Discussant:
Michael Louis Manderino, Northern Illinois University/Leyden High School District 212

Participants:
- Platform Practices in a Digital Literacy Learning Space: Multimodality, Governance, and Economics
  Brad Robinson, Texas State University

Critical Discourse and Text Analysis
Paper Session
1:15 to 2:45 pm

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

Westin Peachtree Hotel: Chastain J

Chair:
Joseph C Rumenapp, Rosalind Franklin University of Medicine and Science

Discussant:
Joseph C Rumenapp, Rosalind Franklin University of Medicine and Science

Participants:
- “Take a Risk”: A Critical Discourse Analysis Unpacking the Shift from Ally to Co-Conspirator
  Katie Priske, University of Iowa
  Saba Vlach, The University of Iowa

- Literacy As Religion: A Critical Discourse Analysis of a Secondary Remedial Reading Class
  Jessica Masterson, Washington State University Vancouver

- Self-Directed Learning as Self-Determination: Lessons in Literacy Learning from Formerly Enslaved People
  CoCo Massengale, Stanford University

Deconstructing Complexities in Teacher Practice Toward Equity
Paper Session
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Augusta 3

Chair:
Craig Allen Young, Bloomsburg University of PA

Discussant:
Corrine M. Wickens, Northern Illinois University

Participants:
- Teachers as Mentor Texts: Crafting Masculine Counternarratives through Interactive Read Alouds
  Giberto P. Lara, The University of Texas at San Antonio

- Embracing the Mess: A Wide Angle Lens on Teaching About Issues Labeled “Controversial” in Literature
  Kate Lechtenberg, University of Iowa

continued on next page
NAEd/LRA Civic Reasoning and Discourse
LRA Annual Conference
Special Event
3:00 to 4:30 pm

Westin Peachtree Plaza: Augusta A

This session provides an opportunity for LRA members to learn about the NAEd Civic Reasoning and Discourse project. LRA members are invited to engage in discussions surrounding the potential collaborations between NAEd & LRA regarding the development and dissemination of one or more of the following practitioner briefs: (a) discipline-specific practitioner documents with practical illustrations of learning principles through real-world examples in each discipline (i.e., identified topics include history & social studies, literacy, digital literacy, mathematics, and science); (b) policy sub-committee that focuses on policy implications (and NAEP); (c) development of a brief representing positions across organizations in response to attacks on educators, schools, and districts over highly contested topics; and (d) cross-disciplinary development of a document on a specific topic such as COVID or climate change to illustrate how each discipline can contribute to student learning with practical illustration of lessons and as professional development materials for teachers.

Presenters:
Carol Lee, Northwestern University
Gwendolyn McMillon, Oakland University
David B. Yaden, Jr., University of Arizona
Doris Walker-Dalhouse, Marquette University
Patriann Smith, University of South Florida
Cynthia Brock, University of Wyoming

Digital Literacies: Passé or Paramount?
Alternative Format Session
3:00 to 4:30 pm

AREA 10. Literacy Media and Technology

Westin Peachtree Hotel: Augusta B (rounds)

Digital texts permeate our technology-infused world. The ability to read, analyze, compose and communicate with digital texts requires Digital Literacies (DL). Yet, DL remains perplexing to many in educational contexts. This alternative session will engage attendees in conversations with scholars who examine DL from diverse perspectives, paradigms, and contexts to discuss whether DL are passé or paramount. Each will pose misunderstandings and/or obstructions to DL adoption and offer solutions derived from their research.

Chairs:
Elizabeth (Betsy) A. Baker, University of Missouri
Julie L. Coiro, University of Rhode Island

Presenters:
• Carita Kiili, Tampere University
• Byeong-Young Cho, Hanyang University
• David Reinking, University of Georgia
• Michelle Schira Hagerman, University of Ottawa
• Amy Stornaiuolo, University of Pennsylvania
• Jill Castek, University of Arizona
• Virginia Killian Lund, University of Rhode Island
• Bong Gee Jang, Syracuse University
• Laurie C. Sheldon, University of Arizona
• Autumn Griffin, University of Maryland - College Park

continued on next page
Exploring Literary Disciplinary Literacies and Justice in Secondary English Symposium
3:00 to 4:30 pm

AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Augusta C (rounds)

Drawing on disciplinary literacy and critical literacy scholarship, we propose literary literacies as a form of teaching for social justice. We will share complementary empirical studies and conceptual arguments focused on teaching and learning in secondary English. The session will invite substantive audience discussion about the promise of foregrounding justice and criticality in disciplinary literacy research and teaching.

Chair:
Beth Krone, Ohio State University

Discussants:
Kathleen Hinchman, Syracuse University
Rebecca Woodard, University of Illinois at Chicago

Participants:
- Rethinking the Role of Aesthetics in Critical ELA Classrooms
  Beth Krone, Ohio State University
- Resisting Interpretive Erasure: Verbal Protocols of Adolescents Engaging with Critical Literary Theory
  Scott Storm, New York University
- Exploring Authenticity, Disciplinarity, and Literary Literacies
  Emily C. Rainey, University of Pittsburgh
- What is an ELA Text Set? Surveying and Integrating Cognitive, Disciplinary, and Critical Lenses
  Dan Reynolds, John Carroll University

Black Youth Living: Centering Black youth Literacies in a Climate of Perpetual Anti-blackness Symposium
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Augusta D

Researchers theorize Blackness and antiblackness in literacy education and contend with the question: “Can Black youth have life?” From examinations of multimodal renderings centering Black love and creativity, to critical literacy artifacts produced by students in Black English outer spaces, to critical teacher reflections on Counter-fairy tale (CFT) framework, researchers explicitly center Black youths’ literacy brilliances and resistances. Together they show how their work honors the full humanity of Black youth living.

Chair:
Rossina Zamora Liu, University of Maryland

Discussant:
Stephanie Patrice Jones, Grinnell College

Participants:
- “What am I without being Black?”: Youth Rupturing Antiblackness in Black English Outer Spaces
  Justin A. Coles, Fordham University

continued on next page
• Black Living for Black Liberation: Black Students’ Creative Multimodal Renderings of Resistance to Anti-Blackness
  Autumn Griffin, University of Pennsylvania
  Jennifer D. Turner, University of Maryland

• Once Upon an AntiBlack Time: Unpacking the Counter Fairy Tales (CFT) Framework to Engage Black Girls in Culturally Responsive Literacy Instruction
  Jemimah L. Young, Texas A&M University

How, What, and Why?: Examining early writing instructional and assessment practices
Symposium
3:00 to 4:30 pm

AREA 5. Early and Elementary Literacy Processes

Westin Peachtree Hotel: Augusta F

Young children’s early writing experiences in preschool settings support their emergent literacy development and later school success. Despite this importance, research documents that preschool teachers spend little time in writing interactions. This symposium presents three studies to address this research-practice gap. Utilizing diverse theoretical and methodological approaches, studies attend to the instructional practices of expert and novice preschool teachers and present innovative ways of assessing young children’s early writing development.

Chair:
Gary Bingham, Georgia State University

Discussant:
Chenyi Zhang, Georgia State University

Participants:
• Promoting Writing as a Choice During Preschool Learning Centers: Observations of Expert Early Writing Teachers
  Deborah Wells Rowe, Vanderbilt University
  Amanda Shimizu, Vanderbilt University
  Zarabeth Gayle Parker Davis, Vanderbilt University, Peabody College

• Are they in sync? Examining associations between teachers’ early writing practices and children’s early writing development.
  Gary Bingham, Georgia State University
  Hope K. Gerde, Michigan State University

• Understanding children’s early composition: Meaningful assessments for teacher
  Margaret Ferguson Quinn, University of Tennessee, Knoxville
  Rebecca Rohloff Rohloff (Clough), Georgia State University

Providing Support for Literacy Learners
Paper Session
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Augusta G

Participants:
• Maintaining Reading Gains: Implementing a Summer Reading Program for Students Served in Reading Recovery®
  Celeste C. Bates, Clemson University
  Christy Jenkins Brown, Clemson University
  Hayley J. Hoover, Clemson University
  Stephanie Madison, Clemson University
  Jacquelynn A. Malloy, Clemson University
  Meghan J. Malloy, Clemson University
• The Ethic of Cariño for Equity Driven Literacy: Fostering Literacy Development of Culturally and Linguistically Diverse Students
  Karla Lomeli, Assistant Professor

• When “Home” Means More Than One Country: Transnational Immigrant Community as a Resource for Heritage Language Curriculum
  Jungmin Kwon, Michigan State University
  Ji Soo Lee, Michigan State University

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

Westin Peachtree Hotel: Chastain A

Chair:
Raquel Elizabeth Wood, University of Iowa

Discussant:
Lara J. Handsfield, Illinois State University

Participants:
• “They aren’t really literate”: Using testimonios to recenter what counts as literacy.
  Jason Mizell, University of Miami

• (Re-)Storying Schooling & Success: Native Students’ Perspectives on a Culturally Sustaining Revitalizing Pedagogy
  Robert Petrone, University of Missouri
  Adrianna Gonzalez, University of Missouri-Columbia

Multilingual Students, Theory, and Literacy Paper Session
3:00 to 4:30 pm
AREA 11. Research Methods, Practices and Theory

Westin Peachtree Hotel: Chastain C

Chair:
Laura Taylor, Rhodes College

Discussant:
Lina Trigos-Carrillo, Universidad de la Sabana

Participants:
• Reading Enrichment for Rural, Middle School Students: A Two-Summer Study
  Kathrina Marie O’Connell, Bemidji State University

• Collaboratively Designing an Intervention for Emergent Bilingual Readers: Building Knowledge and Language through Inquiry (KLI)
  Courtney Samuelson, North Carolina State University
  Sarah Dempsey Dawson, North Carolina State University
  Dennis Davis, North Carolina State University
  Jackie Eunjung Relyea, North Carolina State University
  T. Fulya Eyupoglu, Graduate Research Assistant
  Becky H. Huang, The University of Texas at San Antonio
  Davy My Tran, The University of Texas at San Antonio

continued on next page
Multimodal Pedagogy, Critical Dialogical Genre-Based Pedagogy, and Positioning Analysis: Pedagogies to Disrupt Literacy Research and Teacher Education

Alternative Format Session
3:00 to 4:30 pm

AREA 1. Pre-service Teacher Education in Literacy

Westin Peachtree Hotel: Chastain D

In this inquiry-based session we take the stance that all teachers are teachers of multilingual learners and call for literacy researchers and teacher educators to reposition their work to center multilingual learners. Presenters will share distinct contrapuntal approaches to working with pre-service teachers of multilingual learners that reorient different ways of understanding language and literacy practices and audience members will be invited to consider new ways of meaning-making in their own work.

Chair:
Christina L. Dobbs, Boston University

Participants:
- Leveraging Multimodality and Social Semiotics to Support Language and Literacy Teacher-Education
  Matthew R. Deroo, University of Miami

- Exploring Potentialities of a Critical Dialogical Genre-Based Pedagogy
  Fernanda Marinho Kray, WIDA at the Wisconsin Center for Education Research, University of Wisconsin-Madison
  Cynthia Ann Lundgren, WIDA@WCER UW-Madison

- Engaging in positioning analysis with teachers to unpack implicit beliefs about language hierarchies
  Christina L. Dobbs, Boston University
  Christine Montecillo Leider, Boston University

Meet Literacy Journal Editors: Learn More about How to Publish Your Work
Alternative Format Session
3:00 to 4:30 pm

AREA 14. Other Topics

Westin Peachtree Hotel: Chastain E

Meet the editors from four literacy journals and get a behind-the-scenes view of the article publication process. During this panel-style presentation, members of the editorial teams from literacy journals will each share information about their journals. Editors will discuss the types of manuscripts that can be submitted and the review process. Editors will also provide tips for authors about submitting manuscripts to each journal. There will be time for the panel to answer audience questions.

Chair:
Tanya S. Wright, Michigan State University

Participants:
- The Reading Teacher
  Tanya S. Wright, Michigan State University
  Patricia Edwards, Michigan State University
  Shireen Al-Adeimi, Michigan State University
  Lucía Cárdenas Curiel, Michigan State University
  Laura Tortorelli, Michigan State University

- Journal of Literacy Research
  Eurydice Bauer, University of South Carolina
  Cathy Compton-Lilly, University of South Carolina

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Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

71st Annual Conference of the Literacy Research Association | December 1–4, 2021

FRIDAY, DECEMBER 3

- Reading Research Quarterly
  Amanda Goodwin, Vanderbilt; Robert Jiménez, Vanderbilt

- Journal of Adolescent and Adult Literacy
  Judith Franzak, Salisbury University
  Laurie A. Henry, Salisbury University
  Koomi Kim, Salisbury University
  Heather Porter, Salisbury University
  Thea Williamson, Salisbury University

Roundtable Session 8
3:00 to 4:30 pm
Westin Peachtree Hotel: Chastain F (rounds)

Teacher Preparation, Reflection, and Student Learning, Practice, and Motivation
Roundtable Session

AREA 3. Literacy Assessment, Learning, and Teaching

Participants:
- “Playing Culturally Sustaining Catch-Up”: Teacher Reflections on Culturally Sustaining Pedagogy and the Nature of Pre- and Post-State Test ELA Instruction
  Daniel Moore, Stanford Graduate School of Education

- Teachers’ Perceptions of Student Choice and the Effect on Student Reading Motivation
  Abbey Bachmann, University of Houston

- Understanding an edTPA Pilot Through the Preservice Teacher’s Lens
  Crystal Dail Rose, Tarleton State University

Teachers as highly engaged and competent professionals: the importance of sophisticated decision-making skills for complex, diverse environments.
Roundtable Session

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

Chair:
Brian M. Flores, Salisbury University

Discussant:
Bonnie A. Barksdale, Middle Tennessee State University

Participants:
- Elementary Teachers’ Understandings of Language as an Epistemic Tool for Teaching Science
  Catherine Lammert, Texas Tech University
  Chenchen Ding, University of Iowa

- Computational Thinking and Generative Self-Efficacy in Multimodal Approaches to Literacy
  Sean Justice, Texas State University
  Lori Czop Assaf, Texas State University

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(Highlighted Session) Supporting Equity in Literacy Instruction
Roundtable Session

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

Discussant:
Patricia L. Anders, University of Arizona

Participants:
- Asking the Hard Questions: Examining our Classrooms through an Anti-Bias Lens
  Rebecca Kaminski, Clemson University
  Ellen Shelton, The University of Mississippi

- “Critical Literacy in our Classrooms”: Exploring the perspectives and experiences of teachers engaging with critical literacy in an urban high school in New York City
  Kristian Douglas, University at Buffalo, SUNY

- High School Educator LGBTQ Allyship: A Wide Angle View of Their Challenges, Experiences with Professional Development, and Supportive Practices
  Eric R. Junco, Northern Illinois University
  Kelly Downer, Northern Illinois University

- (IP/AS) Reimagining Instructional Planning to Address Socially Just Topics
  Pratigya Marhatta, University of North Carolina at Greensboro

Digital Queerness: Leveraging Media and Technologies for Literacies of Resistance and Transformation
Symposium
3:00 to 4:30 pm

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

Westin Peachtree Hotel: Chastain H

This symposium considers how queer digital tools, made by or used by LGBTQ+ communities, mediate literate practices of resistance to, and transformation of, interlocking systems of oppression. The papers explore the role of digital media and technologies in negotiating geographies of surveillance, resisting dominant ideologies, and gesturing toward new possible social futures. The symposium expands understanding of LGBTQ+ literacies and nurtures attention to the role of digital tools in counter-hegemonic and speculative literacies.

Chair:
Addie Shrodes, Northwestern University

Discussant:
Jon M. Wargo, Boston College

Participants:
- Mapping Futures, Mapping Life: Digital Survival Skills for #QueerYouthGeographers
  Cindy Cruz, University of Arizona

- Glitteracies of the Fifth Dimension: Leveraging Queerness in the Design of Online Teacher Learning and Making & Tinkering Ecologies
  José Ramon Lizárraga, University of Colorado, Boulder
• Staging Resistance on YouTube: Considering How Reaction Videos Mediate Choreographies of Trans and Queer Possibility
Addie Shrodes, Northwestern University

Representations of Asians and Asian Americans in Visual Literature
Paper Session
3:00 to 4:30 pm
AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature

Westin Peachtree Hotel: Chastain I
Chair:
Stergios Botzakis, University of Tennessee, Knoxville
Discussant:
Stergios Botzakis, University of Tennessee, Knoxville
Participants:
• American-born Chinese Adolescents’ Journey of (Re)Discovering Identities through Multicultural Literature in a Culture Circle
YuWen Chen, Boise State University
Eun Hye Son, Boise State University
• Inside the Mirrors: Exploring How Korean Immigrants’ Experiences Are Racialized by Korean Immigrant Authors or Illustrators in Picturebooks
EunYoung Yeom, University of Georgia
• Racialization, Representation, and Resistance in Asian American Picturebooks
Joanne Yi, Indiana University

Deconstructing Discourses of Undervalued Literate Practice
Paper Session
3:00 to 4:30 pm
AREA 6. Adolescent, College, and Adult Literacy Processes

Westin Peachtree Hotel: Chastain J
Chair:
Phillip Wilder, Clemson University
Discussant:
Phillip Wilder, Clemson University
Participants:
• (IP/AS) Talking Process: A Discourse Analysis of Podcast Process Texts Reveals Community Cultural Wealth
Jason J. Griffith, Penn State University
Anthony Celaya, Southeast Missouri State University
Joseph D. Sweet, University of North Carolina, Pembroke
• The Role of Writing During Multilingual Adolescents’ Digital Multimodal Composing Processes
Blaine Smith, University of Arizona
• Doing Character Voices: Stylization and Indexicality in Classroom Talk
Robert LeBlanc, University of Lethbridge

continued on next page
Disrupting the View from Nowhere in Research on Disability-race Intersections

Abstract: I will frame this talk with the notion of the dual nature of disability as an object of protection and a tool of stratification. This duality can produce equity paradoxes in which an equity remedy (such as special education) can create new inequities (e.g., racial segregation, reduced educational opportunities). I will examine this problem through an analysis of racial disparities in disability identification. I will critique traditional research that questions the existence of racial inequities and resists acknowledging the historical and structural weight of race, thus advancing a deficit discourse about students of color. I will argue an interdisciplinary reframing of this research is urgent and outline three guidelines for future research: adopt a historical imagination, disrupt Black abstraction, and interrupt ideology-ontology circuits that erase difference to reproduce difference.
Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.

Art: Contrapuntal Timbre by Lon W. Chaffin
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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.

ROUND TABLES
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.
Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches

SATURDAY, DECEMBER 4

Area Chairs Breakfast Meeting
LRA Annual Conference
Special Event
7:00 to 8:30 am
Westin Peachtree Hotel: Chastain F (rounds)

S.T.A.R. Fellows and Mentors Breakfast (Closed Event)
LRA Annual Conference
Special Event
7:00 to 8:30 am
Westin Peachtree Hotel: Chastain G (rounds)

Registration
LRA Annual Conference
Special Event
7:00 to 12:00 pm
Westin Peachtree Hotel: Peachtree Terrace

Silent Auction Book Pick-Up
LRA Annual Conference
Special Event
7:00 to 12:00 pm
Westin Peachtree Hotel: Peachtree Terrace
(Registration Desk)

LRA Leadership Orientation
LRA Annual Conference
Special Event
8:45 to 10:15 am
Westin Peachtree Hotel: Chastain E

Integrative Research Review
LRA Annual Conference
Special Event
10:30 to 12:00 pm
Westin Peachtree Hotel: Peachtree Ballroom

Executive Committee Meeting and Board Lunch
LRA Annual Conference
Meeting
12:15 to 1:00 pm
Westin Peachtree Hotel: Chastain G (rounds)

Executive Committee Meeting
LRA Annual Conference
Meeting
1:00 to 1:45 pm
Westin Peachtree Hotel: Chastain D&E

Board of Directors Meeting
LRA Annual Conference
Meeting
2:00 to 6:00 pm
Westin Peachtree Hotel: Chastain D&E

STAR Program Cross-Cohort Research Showcase (Closed Event)
LRA Annual Conference Special Event
8:45 to 10:15 am
Westin Peachtree Hotel: Chastain D
Chair: Mileidis Gort, University of Colorado - Boulder
Closed mentoring session for current STAR fellows and STAR program alumni.

Integrative Research Review
LRA Annual Conference Special Event
10:30 am to 12:00 pm
Westin Peachtree Hotel: Peachtree Ballroom

The 2026 NAEP Reading Framework:
Promise and Politics
Chair: P. David Pearson, University of California, Berkeley
Cynthia Greenleaf, WestEd
Panel Members:
Peter Afflerbach, University of Maryland
Gina Cervetti, University of Michigan
Carol Lee, Northwestern University
The goal of this session is to share findings and insights about the outcomes and the processes that emerged in the development of the 2026 NAEP Reading Assessment Framework. The authors of the papers in this session were all involved in developing the Framework, either as appointed members of the Development Panel or as members of the WestEd Content Team responsible for implementing and managing the development process. Presenters hope that the reports of their experience will aid literacy researchers in learning about the important but fragile relationships among the key elements that should drive framework development—theory, research, practice, and policy—all situated within a politically charged context. Among other things, presenters will share the purpose of frameworks in NAEP, provide a comparison between our initial vision and the eventual adopted version of the framework, talk about how the current political tensions (both in the literacy field and the broader society) have shaped possibilities, and discuss what members of the profession must do in the future to monitor the conceptual integrity and equitable uses of NAEP.

The session includes 5 presentations and an open discussion among attendees.

Co-Chairs:
P. David Pearson, University of California, Berkeley
Cynthia Greenleaf, WestEd

- Goals and Outcomes: What We Wanted, What We Got
  Allison Skerrett, Paola Uccelli, Julie Coiro, Mariana Pacheco, and Georgia Earnest Garcia
- Interpreting the Contexts of the NAEP 2026 Reading Framework
  Kathy Hinchman, Gina Cervetti, Nancy Brynelson and Bonnie Hain
- NAEP Going Forward: Honoring Commitments and the Journey Toward a More Informative NAEP
  Carol Lee, Elena Forzani, and John Guthrie
Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.
OnDemand Presentations

Asynchronous Alternative Format Sessions

(IP/AS) Genders, Cultures, and Literacies: Understanding Intersecting Identities in Literacy Development and Practice
Area 7. Critical, Cultural, and Social Issues of Literacy Practices in and Out of School

This session offers research on intersecting cultural identities and gender representations in multimodal/multi-textual practices, examining literacy practices across racial groups and cultures, and recognizing multiple representations of gender beyond binaries. This session responds to the need for information alleviating ignorance of difference by dispelling stereotypical notions of performing gender and race. The session focuses on the conference theme by providing studies of identity expression conducted from multiple theoretical perspectives on gender and culture, and multiple approaches.

Chair(s):
Leslie Michele Foley, Grand Canyon University

Discussant(s):
Erik Jacobson, Montclair State University

- Positioning Gender: Responding to Characters in a Multicultural Text
  Monica S. Yoo, University of Colorado-Colorado Springs

- Rereading Fathers Behind Bars: Children’s Literacy Assistance Practices of Incarcerated African American, Native American, Hispanic, and White Fathers
  Theodore S. Ransaw, Michigan State University
  Tyler Thur, Michigan State University

- Writing Girlhood: Narratives of Healing Among Culturally Diverse Adolescent Girls in a Community-Based Organization
  Crystal Chen Lee, North Carolina State University
  Kelsey Virginia Dufresne, North Carolina State University
  Laura Emily Jacobs, North Carolina State University
  Caitlin Donovan, North Carolina State University
  Jennifer Mann, North Carolina State University

- Gender and Culture in the Literacy Practices of Seminole Youth
  Melissa Wicker, University of Oklahoma
  Jiening Ruan, University of Oklahoma

- Tales from TikTok: Gendered and Cultural Intersectionalities
  Donna Alvermann, University of Georgia
  Ellen Wynne, University of Georgia
  William T. Wright, University of Georgia

- Voices from the Margins: Latinx, Chicanx/Filipina, and Mestizo Women Writing Ephemeral Texts for Representation and Resistance
  Barbara Guzzetti, Arizona State University

- Men’s Zines Down Under: Exploring Gender, Race, and Social Class through Literacies
  Katina Zammit, Western Sydney University
OnDemand Presentations

- Performing Intersecting Identities and Resisting Power through Satirical Digital Composition
  Wan Shun Eva Lam, Northwestern University
  Addie Shrodes, Northwestern University
  Jolie Matthews, Northwestern

(Highlighted Session) Intergenerational Queer Method: Exploring Inquiries, Epistemologies, and Ontologies in Queer Literacy Research
AREA 11. Research Methods, Practices and Theory

Queerness is changing, and representations of queer histories, elders, and ancestors has opened queer literacy research to novel connections across generations. To explore this intergenerational potential, this alternative session features seven emerging scholars entering into paired dialogue with seven established scholars. Specifically, in a series of ten minute dialogues, emerging scholars pose an epistemological, ontological, or methodological inquiry from their queer literacy research, and established scholars respond to their query.

Chairs:
Ryan Schey, Auburn University
James Joshua Coleman, San Jose State University

Discussant:
Mollie Blackburn, The Ohio State University

Participants:
- Congruence or Incommensurability? Toward Disability Justice in Queer Futures
  Addie Shrodes, Northwestern University

- Why does Black feminism get so much shade?: Endarkening queer feminist literacy futures
  Ileana Jiménez, Teachers College, Columbia University

- The Identities in Between the Letters: Exploring Intersectional Narratives of LGBTQIA+ Youth of Color
  Abdul-Qadir Islam, Teachers College, Columbia University

- “No, I’m asking you!”: Navigating Roles of Researcher and Informed Other with Uncertain Allies
  Adam Crawley, University of Texas at Austin

- Observing Generational and Geographical Tensions in Queer Research Connections
  Gemma Cooper-Novack, Syracuse University

- Tapping into the Queer-borg collective: Leveraging the Digital to Connect Our Humanity
  José Ramon Lizárraga, University of Colorado, Boulder

- Queer Pedagogy/Trans Bodies: Moving Beyond “LGBT-Inclusion” with Critical Trans Pedagogies
  Liz Helton, Columbia University, Teachers College

Presenters:
- Carol Brochin, University of Arizona
- Cindy Cruz, University of Arizona
- Latrise Johnson, NWD
- Rob Simon, University of Toronto
- Corrine M. Wickens, Northern Illinois University
- Craig Allen Young, Bloomsburg University of PA

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Asynchronous Symposium Presentations

Building on family language and literacy practices in early childhood classrooms
Area 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

This symposium brings together a collection of papers that showcase the perspectives, abilities and practices of young children in culturally and linguistically complex classrooms and communities. Using diverse methodologies—formative/design study, ethnography, and teacher action research—this symposium shares examples of children’s linguistic dexterity, agency and innovation, and highlights how teachers can develop asset-based pedagogies which build on these strengths.

Chair(s):
Michelle Aguilera, University of Arizona

Discussant(s):
Perry Gilmore, University of Arizona

- “I Know Spanish”: Spanish Heritage Children’s Resistance to English Label in a Spanish Dual Language Kindergarten Classroom
  Michelle Aguilera, University of Arizona

- Exploring Play-Based Writing in a Hybrid Preschool Classroom
  Rebecca L. Lopez, University of Arizona

- Cultivating Playful Biliteracies in Preschool
  Leah Duran, University of Arizona

(IP/AS) Educational Neuroscience on Reading Development: From theoretical and Methodological Challenges to Educational Applications
Area 11. Research Methods, Practices and Theory

In this symposium session, three literacy education scholars will elaborate four Areas of interpretive challenge in neuroscience-related literacy education scholarship: (1) the need for theoretical coherence in neurobiologically-informed designs and interpretations for application to literacy; (2) challenges in utilizing and interpreting cutting edge neuroscience methodologies; (3) concern over popularized over-interpretations of findings for education policy in literacy education; and (4) use of neuroscience findings to illuminate and interpret reading development in school settings.

Chair(s):
George G. Hruby, University of Kentucky

Discussant(s):
George G. Hruby, University of Kentucky

Participant(s):
- Cautiously Exploring Well-manured Fields
  George G. Hruby, University of Kentucky

- Exploring the Use of Resting State QEEG Coherence in Understanding Literacy Markers
  Ayan Mitra, University of South Carolina

- The Return of the Son of the Bride of Neuro-genetic Determinism
  George G. Hruby, University of Kentucky

- One Child’s Strategic Cognitive Reading Process
  Lucy Spence, University of South Carolina

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OnDemand Presentations

Emergent Learning and Relationships Through Classroom Peer Interaction for Multilingual Students: A Microethnographic Analysis

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

This symposium explores multilingual students’ classroom peer interactions in varied contexts. Employing a microethnographic analysis (Bloome et al., 2005), each of the four papers examines issues of language and literacy practices within peer interactions. This session advances our understanding of how students collaboratively make meaning and construct their identities and relationships, as well as adopt and adapt particular cultural practices drawn from the inside and outside of the classroom.

Chair:
Huili Hong, Towson University

Discussant:
Amanda Kibler, Oregon State University

Participants:
- Multilingual Students’ Classroom Underlife: An Ethnographic Case Study in a 1st-Grade ELA Classroom
  Jungmin Lee, The Ohio State University

- Peer Interaction of Spanish-English Bilingual Students: Co-construction of Equitable Learning Opportunities Through Translanguaging
  Grace Jue Yeon Kim, Ohio State University

- Adolescents Interacting Alone: The Challenges for Linguistically Isolated Same-Language Peers in Superdiverse School Contexts
  Brian Seilstad, American College Casablanca

- Negotiation of Identity and Stance in Collaborative Planning
  Min-Seok Choi, The Ohio State University

Humanizing and decolonizing mentoring relationships between professors and students in a community-engaged research study

Area 14. Other Topics

This symposium will focus on examining what it means to enact humanizing research engagement for U.S.-born professors who mentor a cohort of global student researchers, some of whom have refugee experiences during a three-year longitudinal study called Centering Connections. Reflecting on this work, the professors and students will engage personal narratives to describe the affordances and tensions of negotiating language and culture in a plurilingual research and academic discourse community.

Chair:
Tiffany J. Armstead-Flowers, Georgia State University
Perimeter College

Discussant:
Joy Valentine, University of Illinois at Chicago

Participants:
- Listening with multiple positionalities and agency in a research study
  Hemant Ghising, University of Vermont
  Ashraf Alamatouri, UVM

- Undergraduate Student Perspectives in a Community-Engaged Research Study
  Madina Dhahir Haji, RA
  Rachel Hurwitz, UVM

- Negotiating primary and secondary discourses in graduate school for multilingual writers
  Arby M. Ghemari, University of Vermont
  Hemant Ghising, University of Vermont
  Ashraf Alamatouri, UVM

- Reciprocity: Affordances and Tensions of Learning with Students
  Shana Haines, University of Vermont
  Cynthia Reyes, University of Vermont

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Listening to Learners: Educators’ Centering of Student Voice and Agency through Literacy Practices
Area 7. Critical, Cultural, and Social Issues of Literacy Practices in and Out of School

Student voice and agency are recognized as vital to educators for fostering equity and inclusion. Presenters from four institutions explore lived experiences of teachers and students who engage in such topics as perspective-taking in elementary classrooms; high school readers’ experiences with dystopian literature; gender non-binary alumni’s reflections on their K-12 schooling; and Latina teacher candidates’ COVID-19 coping strategies. These accounts illuminate literacy practices that elicit greater student voice and ensure “just participation in society.”

Chair(s):
Margaret S. Curwen, Chapman University

Discussant(s):
Laurie Macgillivray, University of Memphis

Participant(s):
- “Multiple Perspectives and Many Connections”: Elementary Children’s and Teachers’ Responses to a Systems Thinking Curriculum
  Amy Ardell, Chapman University
  Margaret S. Curwen, Chapman University

- Youth Literacy Practices During and Beyond a High School Dystopian Fiction Book Club
  Christopher Lewis, El Mont Union High School District

- Honoring the Untold Stories of Non-Binary Experiences in K-12 Schools
  Katherine Lewis, Dominican University of California

The Importance of Voices and Experiences: Latina Teacher Education Candidates during the COVID-19 Crisis
*Nancy T. Walker, University of La Verne - nwalker@laverne.edu

Research-based Strategies for Teaching Argument Writing: Cognitive, Sociocognitive/Sociocultural, and Design-Based Lenses
AREA 2. In-service Teacher Education/Professional Development in Literacy

This symposium focuses on contrapuntal lenses for teaching argument writing: cognitive, sociocognitive/sociocultural, and design-based lenses. The first paper draws on a validated teacher professional development program for writing arguments of literary analysis. The second paper focuses on a sociocognitive approach to empower students to participate in civic engagement. The third paper takes a design-based approach to developing argument writing assessments. Presenters will provide a wide-angle view for supporting secondary students’ argument writing.

Chair:
P. David Pearson, UC Berkeley

Discussant:
Judith Langer, University at Albany, State University of New York

Participants:
- Research-based Strategies for Teaching Arguments of Literary Analysis in ELA
  Carol Booth Olson, University of California, Irvine
  Huy Chung, University of California, Irvine

- Research-based Strategies for Teaching Arguments of Opinion for Civic Engagement
  Tanya N. Baker, National Writing Project

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OnDemand Presentations

• Research-based Strategies for Teaching Argument Writing in History
  Jacob Steiss, Doctoral Student
  Jenell Krishnan, UC Irvine

Toward Expansive Methodologies at the Intersections of Literacy and Dis/ability
AREA 11. Research Methods, Practices and Theory

This symposium examines expansive methodological intersections for dis/ability and literacy research through three distinct projects incorporating inclusive and equitable representations of dis/abled identities and dis/ability experiences from strengths-based and disability studies perspectives. To do so, presenters unpack critical decisions enacted at the levels of research design, data production/collection methods, and analysis procedures. Collectively, this session contributes to justice-oriented scholarship in the LRA community by centering an often-absent but ever-present line of research.

Chair:
Monica Kleekamp, Maryville University

Discussant:
Usree Bhattacharya, University of Georgia

Participants:
• “I’m Partially to Blame…” Shaping Interdependent Methodologies to Promote Equitable Literacy Research in Isolated Special Education Classrooms
  Monica Kleekamp, Maryville University

• A Multiplicity of Possibilities: A Postconventional Framework for Literacy Research with Families within the Dis/ability Community
  Alexandra Lampp Berglund, The University of Georgia

• Non-Duality and Disability Studies: Decolonizing Methodology in Literacy Research
  Usree Bhattacharya, University of Georgia

Asynchronous Individual Roundtable Presentations:

“Actually, Reading is not Boring!”: Promoting Muslim Youth’s Literacy in Online Book Club
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Fatima Seyma Kizil, Syracuse University
Zaline Roy-Campbell, Syracuse University

“Are you a teacher first, or are you a human first?” A Contrapuntal Reading of Student and Teacher Perspectives
AREA 2. In-service Teacher Education/Professional Development in Literacy
Josephine Peyton Marsh, Arizona State University
Deborah Renee Gonzalez, ASU

A Critical Examination of Practitioner’s Selections of Coretta Scott King Award Winning Young Adult Literature
AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Melanie Alese Marshall, University of Illinois at Urbana-Champaign

A Tale of Two Classrooms: Exploring Kindergarten Literacy Learning Across a School Year
Area 5: Early and Elementary Literacy Processes
Macie G. Kerbs, Sam Houston State University
Kendra O’Neal, Sam Houston State University

Building on Empathy Literacy: A Social-Constructivist Approach Using Picturebook Read-Alouds to Strengthen Student Writing
AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Lori Qian, Utah State University
Amanda Deliman, Utah State University

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OnDemand Presentations

Engaging Students with a Dialogic Approach to Teaching Poetry
AREA 6. Adolescent, College, and Adult Literacy Processes
Wendy Keyser, Fitchburg State University

Exploring Critical Literacy in Pre-Service Teachers
AREA 1. Pre-service Teacher Education in Literacy
Vera Sotirovska, University of Idaho

Faculty and Student Attitudes Towards Diverse Language and Literacy Practices: Pilot Study Findings at a Midwestern Research Intensive University
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Clay Walker, Wayne State University
Adrienne Jankens, Wayne State University
Mariel Krupansky, Wayne State University
Anna E. Lindner, Wayne State University

Getting to the Core of Apple: A Call for Common Sense in Phoneme Segmentation Instruction and Assessment
AREA 3. Literacy Assessment, Learning, and Teaching
Gwynne Ash, Texas State University

Identities and social practices of Burmese refugee students attending community colleges
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Janet Francisco, University of Iowa

Indigenous Children's Literature as Counter Narratives
AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature
Dawn Castagno-Dysart, Rochester Public Schools
Ariel Robinson, Lindenwood University

Intergenerational Multilingual Practices of Asian American Immigrants: A Multiple Case Study of Korean American families
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Jee Hye Park, Georgia State University

Looking at Gamification from Within: Gamers-as-Teachers Transforming their Classrooms
AREA 10. Literacy Media and Technology
Raúl A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
Carlos Andrés Sánchez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
Juan Camilo Mazo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
Julián Londoño-Mazo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
Tatiana Gómez-Ramirez, ELT Think Tank
Andrés Martín, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
Jeferson Sanmartín-Arango, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
J. David Diez-Trujillo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

Rebuilding an Antiracist Academy One Story, One Syllabus at a Time
AREA 1. Pre-service Teacher Education in Literacy
Amy Walker, Indiana University
Dianne Wellington, Indiana University Bloomington

Remembered Rebellions in Writing: Noncompliance as a Narrative Marker of Writer Maturity
AREA 6. Adolescent, College, and Adult Literacy Processes
Jessica R. Campbell, Teachers College

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OnDemand Presentations

**Striving to Belong: Arab Muslim Immigrant Families’ Lived Experiences Through Children’s Picture Books**
**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School**
Mohamed Elhess, Minnesota State University  
Margaret Vaughn, Washington State University

**Transforming the World One Book at a Time**
**AREA 1. Pre-service Teacher Education in Literacy**
Deanna Day, Washington State University

**Understanding Affordances and Challenges of Multicultural Literature in Teacher Education**
**AREA 1. Pre-service Teacher Education in Literacy**
Marisol Masso, Michigan State University

**Weaving Contrapuntal Approaches of Play-Based and Foundational Skills Instruction Together to Support Beginning Readers: Kindergarten Educators’ Literacy Instructional Strengths and Challenges**
**AREA 2. In-service Teacher Education/Professional Development in Literacy**
Melody Zoch, University of North Carolina at Greensboro

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LITERACY RESEARCH:
THEORY, METHOD AND PRACTICE EDITORS, VOLUMES 70-72

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<th>Name</th>
<th>Years</th>
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<td>Wendell Weaver</td>
<td>1971-72</td>
<td>Lea M. McGee</td>
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<td>Earl Rankin</td>
<td>1972-74</td>
<td>Donald J. Leu</td>
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<td>Irene Athey</td>
<td>1982-84</td>
<td>David Reinking</td>
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<td>Lenore H. Ringler</td>
<td>1984-85</td>
<td>Patricia Anders</td>
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<td>P. David Pearson</td>
<td>1985-86</td>
<td>Robert Jimenez</td>
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<td>Jerry Harste</td>
<td>1986-87</td>
<td>Richard Beach</td>
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<td>M. Trika Smith-Burke</td>
<td>1987-88</td>
<td>Arlette Willis</td>
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<td>Gerry Duffy</td>
<td>1989-90</td>
<td>Patricia Enciso</td>
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<td>Robert J. Tierney</td>
<td>1990-91</td>
<td>Rebecca Rogers</td>
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<td>Donna E. Alvermann</td>
<td>1991-92</td>
<td>Gay Ivey</td>
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<td>Rebecca Barr</td>
<td>1992-93</td>
<td>Marcelle Haddix</td>
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<td>Jane Hansen</td>
<td>1994-95</td>
<td>Gwendolyn McMillon</td>
<td>2020 - 2021</td>
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<tr>
<td>Richard Allington</td>
<td>1995-96</td>
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<td>Kathryn H. Au</td>
<td>1996-97</td>
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<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>1985</td>
<td>Harry Singer</td>
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<td>1986</td>
<td>Irene Athey</td>
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<td>1987</td>
<td>Frank Greene</td>
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<td>1988</td>
<td>Thomas H. Estes</td>
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<td>1989</td>
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<td>Lee Gunderson</td>
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<td>James V. Hoffman</td>
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<td>Douglas K. Hartman</td>
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<td>John McEneaney</td>
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<td>2008</td>
<td>P. David Pearson</td>
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<td>Diane Barone</td>
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### Barr/Mosenthal Handbook of Reading Research Award

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<tr>
<td>2020</td>
<td>Carina Branzila</td>
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<td>Janneth Chumana</td>
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### Distinguished Scholar Lifetime Achievement Award

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<td>Marylyn Cochran-Smith</td>
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<td>2016</td>
<td>Sonia Nieto</td>
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### Early Career Achievement Award

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AWARD RECIPIENTS

Edward B. Fry Book Award

Peter B. Mosenthal (2004)  

Oscar S. Causey Award

Monte Penney  Victoria Purcell-Gates (2004)  
(Citation of Merit 1987)  Steven Stahl (2004)

continued on next page
## AWARD RECIPIENTS

### Student Outstanding Research Award

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<td>Lyudmyla Ivanyuk</td>
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<td>Jim Sonsnowski</td>
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2021 PROPOSAL REVIEWERS

Abraham, Stephanie Lynn
Adams, Brittany
Aguilera, Earl
Aiello, Liam
Allen, Kathryn
Alley, Kathleen
Almasi, Janice F.
Amendment, Steve
Anders, Patricia L.
Anderson, Blythe E.
Anderson, Kate
Anderson, Phylicia
Appleget, Carin
Armstead-Flowers, Tiffany J.
Arya, Poonam
Assaf, Lori Czop
Augsburger, Deborah
Bacon, Heidi Regina
Barber, Michael
Barksdale, Bonnie A.
Baumann, Jennie
Beach, Sara
Bean-Folkes, Jane
Bennett, Susan V.
Berenbon, Rebecca Fay
Berg, Margaret
Bergesen, Kristi Tamte
Beschorner, Beth
Bingham, Gary
Black, Kristin
Boche, Benjamin
Boehm, Shelby
Bollinger, Chelsey M.
Borti, Adeline Mansa
Brewer, Amanda
Brown, Sally
Browne, Susan
Brownell, Cassie J.
Bruner, Lori
Buch, Bettina
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Byfield, Lavern
Capello, Sarah
Carpenter, Robert D.
Castek, Jill
Chandler-Olcott, Kelly
Chao, Xia
Chaudhri, Amina
Cheng, Ya-Fang
Choi, Sungshim
Christian, Beth
Chung, Rosalie Hiuyan
Chung, Sunah
Claravall, Eric B.
Clark, Caroline T.
Clark, Esther
Coffey, Debra Jean
Coiro, Julie L.
Cole, Mikel Walker
Coleman, James Joshua
Collett, Jennifer
Colvin, Carolyn
Colwell, Jamie
Conner, Jennifer
Conradi Smith, Kristin
Crawley, Adam
Cummins, Amy
Daher, Ashleigh Lauren
Dalton, Bridget
Davis, Bridgette B.
Davis, Dennis
Davis, Summer
Deane, Paul Douglas
DeHart, Jason D.
Deliman, Amanda
Dernikos, Bessie
Deroo, Matthew R.
Diaz, Amanda
Doepker, Gina Marie
Domke, Lisa
Donohue, Tracy
Dunkerly, Judith

Enciso, Patricia E.
Enriquez, Grace
Field, Sara A.
Fields, Robin Stacy
Fitzgerald, Miranda
Flint, Tori K.
Flores, Brian M.
Forzani, Elena E.
Francois, Chantal
Frankel, Katherine K.
Frederick, Amy
Frieson, Brittany
Gabriel, Rachael
Gao, Huan
Garcia, Georgia Earnest
Gazioglu, Mihaela
Gill, Anne E.
Gill, Victoria Singh
Gillen, Julia
Gillette, Carmela Romano
Goins, Marla R.
Goldberg, Michael
Goldsmith, Christy
Gonzales, Grace Cornell
Goode, Gretchen S.
Gordon, Amber
Graff, Jennifer
Greenawalt, Dolores
Gregory, Christian George
Gregory, Kristen Howell
Griffith, Jason J.
Gruper, Anastasia
Guay, Mary
Guzzetti, Barbara
Hagerman, Michelle Schira
Halladay, Juliet
Hammond, Arnell
Hammond, Elizabeth Jeanne
Hamm-Rodriguez, Molly
Handsfield, Lara J.
Hanna, Margaret

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2021 PROPOSAL REVIEWERS

Harper, Tracy
Harrison, Dorian
Hattan, Courtney
Hawkins, Lisa K.
Hayden, Emily
Hebert, Christine A.
Hernandez Garcia, Mina
Hickey, Pamela
Hill, Kirsten Dara
Hinchman, Kathleen
Hines, Mary Beth
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Hodges, Tracey S.
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Hoover, Hayley J.
Hruby, George G.
Huddleston, Andrew Prescott
Huggins, Shelly
Humaidan, Abdulsamad Yahya
Hungerford-Kresser, Holly
Hupert, Naomi
Hwang, Kyungjin
Impellizeri, Whitney
Ingram, Melissa C.
Isidro, Elizabeth
Ivanyuk, Lyudmyla
James, Ioney
Javorsky, Kristin
Jeong, Heeok
Jocius, Robin
Johnston, Tracy
Johnston, Kelly C.
Johnston, Peter
Jones, Brittney
Jordan, Michelle E.
Jung, Jin Kyeong
Kaiser, Eileen
Kambara, Hitomi
Keane, Kristin
Keel, Melanie G.
Kelley, Shannon Leigh
Kelly, Catherine M.
Kerkhoff, Shea
Kesler, Ted
Khasilova, Dilnoza F.
Killingbeck, Kbeck Mark
Kim, So Jung
Kimbell-Lopez, Kimberly
Kizil, Fatima Seyma
Kline, Sonia
Koppenhaver, David Allen
Korona, Matthew
Koudelka, Cindi M.
Kuehl, Rachelle
Kumar, Tracey
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Kwon, Jungmin
Lambert, Claire Smith
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Lapp, Diane
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Lemley, Stephanie M.
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Lewis-Fokum, Yewande
Liebfreund, Meghan D.
Lilienthal, Linda K.
Linares, Rebecca
Lisy, Jennifer Garrett
Liu, Hengyi
Loomis, Stephanie
Lucero, Audrey
Lupo, Sarah M.
Lybeck, Rick Jason
Malloy, Jacquelynn A.
Malloy, Meghan J.
Manderino, Michael Louis
Marotta, Calley
Marsh, Josephine Peyton
Martin-Young, Dawn(Shelley)
Mason, Rihana Shiri
Massaro, Virginia
Matthews, Sharon
McCarthey, Sarah
McEnery, Lillian
McFeely, Helen
McQuitty, Vicki
Mehta, Mohit Praful
Mendez, Karyn Zalman
Michalovich, Amir
Michener, Catherine
Mihocko-Bowling, Emily
Mitchell, Chrystine
Monsivais Diers, Norma
Moore, Jason
Moran, Renee
Morrell, Jodene
Moses, Lindsey
Mott, Michael
Murphy, Olivia A.
Nam, Rosa
Nash, Brady Lee
Neel, Joanna Lynn
Northrop, Laura
Norton-Meier, Lori
Núñez, Mariannella
Ohle, Kathryn Ann
Oldrieve, Richard M.
Oti-Aina, Oluwaseun A.
Ozturk, Nesrin
Park, Jee Hye
Parker, Peter G.
Parton, Chea Lynn
Pedersen, Joelle Marie
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Pennington, Sarah E.
Perry, Kristen H.
Persohn, Lindsay
Phillips, Nathan C.
Piazza, Susan V.
Pickard, Amy
Pierce, Abby
Pierce, Kathryn Mitchell
Pigozzi, Grace

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### 2021 Proposal Reviewers

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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.

2021 MEETING EVENTS:

STAR Mentoring Session (Closed Event): Wednesday, December 1, 2021, 1:15 - 2:45 p.m.
STAR Peer Mentoring Session (Closed Event): Thursday, December 2, 2021, 1:15 - 2:45 p.m.
STAR Fellows Research Showcase: Friday, December 3, 2021, 1:15 - 2:45 p.m.
STAR Program Cross-Cohort Research Showcase: Saturday, December 4, 2021, 8:45 - 10:15 a.m.

STAR DIRECTORS:
Mileidis Gort 2017-Present
Marcelle Haddix 2013-2017
Julia Lopez-Robertson 2010-2012
Jennifer Danridge Turner 2009-2010

STAR PARTICIPANTS

STAR FELLOWS AND MENTORS

2019-2021 Fellows

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<td>Earl Aguilera</td>
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2017-2019 Fellows

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<td>Patriann Smith</td>
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## STAR PARTICIPANTS

### 2015-2017 Fellows

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<td>Soria Colomer</td>
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<td>Antonieta Avila</td>
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### 2009-2011 Fellows

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