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# ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practice. LRA sponsors a conference each year. The program consists of paper sessions, plenary addresses, roundtable discussions, sessions with alternative formats, and symposia.

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, *Journal of Literacy Research*, and *Literacy Research: Theory, Method, and Practice*, which contains peer-reviewed papers selected from the previous year’s conference, as well as a newsletter. It also sponsors a website and listserv. To support these activities, LRA maintains a full-time administrative staff in Altamonte Springs, Florida.

For more information, contact LRA Headquarters at 222 S. Westmonte Dr., #101, Altamonte Springs, Florida 32714, Phone: 407-774-7880, Fax: 407-774-6440, [www.literacyresearchassociation.org](http://www.literacyresearchassociation.org).

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# BOOK DISPLAY, SILENT AUCTION & EXHIBITS: WEDNESDAY-FRIDAY

The Silent Auction provides a unique and fun way to add to your professional library while bringing much-needed revenue to LRA. Professional books authored by LRA members will be displayed throughout the conference. Each book will have a bidding sheet inside of it. If you wish to bid, add your name to the end of the list of bids. The highest bid wins the book. Bidding closes at 3:30 pm on Friday. Names of the highest bidders will be circled on the bidding sheet.

You may purchase books on Friday from 4:00 pm–7:00 pm and Saturday from 8:00 am - 11:00 am. Payment for books can be made at the Registration Desk via cash, credit card, or check (payable to LRA).

Please visit our exhibitors: Guilford Press, Routledge/Taylor & Francis Group, and Teachers College Press.
Dear Colleagues,

Welcome to the 67th Annual Conference of the Literacy Research Association. For those of you attending the LRA conference for the first time, I encourage you to explore the range of opportunities available this week. I want to draw your attention first to some major events you will not want to miss:

- On Wednesday, November 29, at 4:45 p.m., be sure to attend the annual Presidential Address. LRA President Rebecca Rogers will present “Literacy Research, Racial Consciousness, and Equitable Flows of Knowledge,” and following her talk, she invites you to join her at the Presidential Reception, which will be held waterside, on the patio.

- Mark your Thursday morning schedule for the annual Oscar S. Causey Address, to be given by last year’s winner, Kris Gutiérrez. We will also learn the new winner of the prestigious Oscar S. Causey Award, which is given every year for outstanding contributions to reading research.

- The Annual Integrative Research Review will be presented during the Thursday afternoon plenary time. Judy Lysaker’s address, “Expanding Meaningfulness in Literacy Research: Possibilities of a Relational Perspective,” is sure to be both engaging and informative. Longtime attendees will notice the schedule change, as this address is typically given on Saturday morning.

- On Friday afternoon, you will all want to join me in welcoming Anna Stetsenko to our conference. Her plenary address, “Infinite Potential: Disrupting Inequality in Education and Beyond,” will undoubtedly give us much to think and talk about this week and well into the future.

- The Distinguished Scholar Lifetime Achievement Award will be presented on Saturday morning at our final plenary session. This year’s recipient, Shirley Brice Heath, will present “Challenge, Creativity, and Curiosity: A Mix Made for Minds Across the Age Spans.”

First-time attendees and doctoral students are also warmly invited to wake up early on Thursday morning and attend the Newcomers’ & Graduate Students’ Breakfast, sponsored by the LRA Field Council. This is an excellent opportunity to meet other attendees, chat with LRA leaders, learn more about the organization and how you might become more involved, and have breakfast on us. Doctoral students should check the schedule for the many opportunities offered by the Doctoral Student Innovative Community Group, including a happy hour on Friday evening.

At the heart of our program is the vast array of research to be presented during concurrent session times. I want to thank the Area Chairs, reviewers, and all of you who submitted proposals for this year’s conference. The accepted sessions represent a range of topics, theories, and methodologies. I invite all participants to join me in a concerted effort this year to seek out perspectives that are unfamiliar to you or that offer contrasting possibilities. Then let’s have robust and productive discussions of difference over lunch, coffee, and especially during Vital Issues, a casual gathering each evening in the hotel lobby bar.

Saturday morning’s concurrent session time (8:45-10:15) is devoted this year to informational and professional development opportunities. Be sure to check the schedule for some really useful presentations, several of which are intended to help mentor newer scholars, for instance, proposal writing and reviewing, planning and presenting scholarly talks, and publishing from your dissertation. There are also several policy-related sessions that will be of interest to a wide range of attendees.
WELCOME

Across the week, consider joining a Study Group or visiting the meetings of one of our Innovative Community Groups (ICGs).

Plan to attend this year’s Town Hall Meeting on Thursday evening. We invite you to bring to the LRA community the issues you find significant. This is a time for members to guide the discussion and ask questions, and although traditionally, LRA elected leaders do not participate (or answer questions during this time), your perspectives are heard and are taken up in ongoing and future discussions. Also, please attend the Annual LRA Business Meeting on Friday evening. Your participation in the governance of the organization is vital to its future.

I am indebted to so many people who have helped plan and support the development of this conference. First, I would like to thank the Area Chairs for the countless hours devoted to the review process. I thank Conference Co-Chair, Marcelle Haddix, for her assistance across the year, and I also thank Rebecca Rogers for mentoring me in the process last year, as well as Pat Enciso. Gwen McMillon, LRA Treasurer, is a wise and consistent source of guidance. I owe a lot to all of the Past Presidents for their wisdom, and in particular for this year, Janice Almasi and Arlette Willis. We are all indebted to Jerry Harste for the beautiful and meaningful cover art. I thank our headquarters staff at KWMG, especially Lynn Hupp, Briana Melnick, and Lyndsay Nicholson. University of South Florida’s Danielle Dennis, Jim King, Janet Richards, and Jenifer Schneider were a great help with local arrangements. I have appreciated this year the support of my former colleagues at the University of Wisconsin-Madison and my new colleagues at the University of North Carolina-Greensboro. I thank friends who have given me sound advice, reassured me, and most of all, made me laugh a lot this year, particularly Peter Johnston. I also count among those keeping me sane and energized my current doctoral advisees—Greg Bartley and Hannah Graham, and former doctoral students now out blazing trails—Erin Quast and Brooke Ward.

This year’s conference theme, Literacy Research for Expanding Meaningfulness, was inspired by research I have been involved in during the past few years that centralizes the idea that literacy and literate practices take on new meaning when people come to experience them as tools to enrich their lives and relationships. Engagement in literacy and with others potentially changes the nature and consequences of learning, the landscape of teaching, and perhaps even how we assess these things. I think, though, we still have quite a bit to learn about this. I hope this week’s events help to fuel our thinking, and that new questions begin to take shape.

Sincerely,

Gay Ivey
University of North Carolina-Greensboro
LRA President-Elect and 2017 Conference Chair
IN MEMORIAM

Michael C. McKenna

Michael C. McKenna died December 14, 2016, after a brief and unexpected illness. Mike’s scholarship was both broad and deep, as was his intellectual curiosity. He had undergraduate degrees in English and Mathematics, Master’s degrees in English and Educational Administration, and a Ph.D. in Reading Education. He began his academic career at Wichita State University where he eventually earned the rank of Professor. He spent 16 years as Professor at Georgia Southern University. In 2005, he was appointed the Thomas J. Jewel Professor of Reading at the University of Virginia. In 2016, he was inducted into the Reading Hall of Fame.

Mike had an extraordinary publication record. He co-authored 27 books and 29 research articles and over 100 peer-reviewed articles. He published both in top-tier journals for researchers and for practitioners, viewing both as essential activities for academics in the field of literacy. He was a writing partner and mentor to many LRA members, and he worked in several important areas of literacy.

Mike may be best known for his interest in motivation to read. With the support of cartoonist Jim Davis, Mike was co-author of the 1990 Elementary Reading Attitudes Survey, frequently called the Garfield survey. This assessment has been widely reprinted, translated into Spanish, and used in many research studies to measure the potential impact of research and practice on children’s motivation to read. Together with his students, he also explored motivation of adolescents to read printed and digital texts.

Mike had an enduring interest in the role of technology in literacy. He was both an editor and a contributor to the 1998 Handbook of Literacy and Technology which earned NRC’s Edward Fry Book Award in 1999. He also served on NRC’s and IRA’s Technology Committees. He conducted several early research projects on the potential of electronic storybooks to support novice readers. More recently, he served as an advisor to Microsoft.

Mike had a commitment to supporting teachers in schools. He contributed to the generation of evidence that could inform practice. He also studied and participated actively in professional learning. He believed that members of the literacy academy should provide service to teachers. Mike co-created free, web-based professional learning materials for schools and an Open Educational Resource to serve as a free elementary curriculum. To use that curriculum, schools need only purchase books for the children to read.

LRA was his most important professional home. As a young professor, he served 5 years as NRC Conference Coordinator and he was subsequently often on the Program Committee. He presented at NRC/LRA more than 50 times with many collaborators. He earned the Albert J. Kingston Award for lifetime service to NRC in 2006.

Mike McKenna was a humble man with a wry wit and a strong commitment to service. He is survived by his wife, Beverly, their three children, and three grandchildren. He is also survived by a long list of former students and collaborators, and hundreds of principals, coaches, and teachers whom he served directly. His presence in our lives will be sorely missed even as we honor him by continuing his work.
IN MEMORIAM

Brian Vincent Street - October 24, 1943 - June 21, 2017

Brian Vincent Street, professor emeritus at King’s College London and visiting professor at the University of Pennsylvania, died on June 21, 2017. He was 73. Street was known for his anthropological studies of literacy which transformed literacy theory and literacy education worldwide.

Street grew up in the village of Buckfastleigh in Devon, England, studied English at Buckland College, followed by an MA and PhD at the University of Oxford under the eminent scholar Evans Pritchard. After conducting anthropological fieldwork in Iran and Afghanistan, he spent the first 20 years of his career at the University of Sussex where he taught social and cultural anthropology. He then moved to King’s College London as professor and chair of Language in Education in the School of Education, Communication and Society. He retired from King’s College London in 2010 but continued to be active as a scholar and professor. Street was the longstanding chair of the Royal Anthropological Institute Education Committee.

Street lived most of his life in Brighton, England. In 1976, he married Joanna Lowry and they had three children – Chloe, Alice, and Nicholas – and three grandchildren – Robinson, Thomas and Oliver. Although they divorced they remained friends. In 2017, Street married his long-time partner, Maria Lucia Castanheira, a professor at Universidade Federal de Minas Gerais, Brazil.

Street died after a long and determined fight with cancer; true to his nature, until nearly the very end he was writing, engaging colleagues and friends in scholarly conversations, connecting people with similar ideas, opening opportunities for others, lovingly storytelling about his children and grandchildren, and sharing his optimism and zest for life.

Street’s most prominent scholarly contribution was in literacy studies. He viewed literacy as a social practice involving the non-trivial use of written language (what he called literacy practices). Although not the first to view literacy as social, Street contrasted his view of literacy practices (which he called an ideological model of literacy) with the dominant view of literacy as a set of decontextualized cognitive and linguistic processes (which he called an autonomous model). One implication of Street’s theorizing of literacy was to reframe people’s everyday uses of written language as diverse literacy practices; with another implication being the undermining of viewing people as illiterate and simple-minded who did not perform reading and writing as taught in schools or as performed in bureaucratic institutions. Street’s theorizing and that of similarly oriented scholars generated a sub-field often called The New Literacy Studies. Scholarship from The New Literacy Studies has had a profound impact on literacy curriculum, instruction, and evaluation around the globe and from pre-school through university through adult education. It has had a profound impact on the education of students from non-dominant cultural and linguistic groups and for students from low-income backgrounds.

Underlying Street’s theorizing and research of literacy practices is an insistence on respect for ordinary people in their everyday lives and for the ways in which they address the circumstances in which they find themselves. From Street’s early fieldwork in an Iranian village to studies of children in schools in the U.S, the U.K, India, ordinary people writing for the Mass-Observation Project, and university students acquiring academic literacies, Street foregrounded how people addressed the difficult situations in which they found themselves by attending ethnographically to how they took up, adapted, and sometimes transformed extant social, cultural, economic, political, language, and literacy practices. Street worked closely with many governmental and non-governmental organizations, including the British Association for Literacy Development, focusing on development and educational efforts internationally.

Street authored, co-authored, edited, and co-edited more than 30 books and over 100 articles and book chapters. He was a fellow of the Royal Anthropology Institute and he received the Literacy Research Association’s Distinguished Scholar Lifetime Achievement Award in 2008; among numerous other awards and honors. While the scholarly accomplishments are prodigious, those who knew him will most remember conversations with him, perhaps over coffee in one of Kemptown’s cafes, a bottle of red wine at the Bristol pub, walking along the sea front or on the downs, or in a university seminar room. For Street, conversation was a way of building friendships and family, a way of learning and teaching, a way of researching, a way of connecting people with each other, and a way of being in the world.
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2017 Presidential Address – Wednesday, November 29, 2017
4:45 pm - 6:00 pm, Grand Salons E-J
Literacy Research, Racial Consciousness, and Equitable Flows of Knowledge
Rebecca Rogers, University of Missouri - St. Louis

Oscar S. Causey Address – Thursday, November 30, 2017
10:15 am - 11:45 am, Grand Salons E-J
Social Based-Design Experiments: A Proleptic Approach to Literacy
Kris D. Gutierrez, University of California - Berkeley

Integrative Research Review – Thursday, November 30, 2017
4:45 pm - 6:00 pm, Grand Salons E-J
Expanding Meaningfulness in Literacy Research: Possibilities of a Relational Perspective
Judith Lysaker, Purdue University

Plenary Address – Friday, December 1, 2017
4:45 pm - 6:00 pm, Grand Salons E-J
Infinite Potential: Disrupting Inequality in Education and Beyond
Anna Stetsenko, City University of New York, Graduate Center

Distinguished Scholar Lifetime Achievement Presentation – Saturday, December 2, 2017
10:30 am - 12:00 pm, Grand Salons E-J
Challenge, Creativity, and Curiosity: A Mix Made for Minds Across the Age Span
Dr. Shirley Heath, Stanford University
## 2017 AREA CO-CHAIRS

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**Adult Literacy Study Group: Expanding Meaningfulness in Education, Workplaces, Families and Communities**  
Leah Katherine Saal, Loyola University Maryland

**Approaches to Discourse Analysis**  
Amy Vetter, University of North Carolina, Greensboro  
Diana J. Arya, University of California, Santa Barbara  
Laura A. Taylor, The University of Texas, Austin

**Approaches to Studying Graphic Novels**  
Stergios Botzakis, University of Tennessee, Knoxville  
Dani Kachorsky, Arizona State University  
David E. Low, California State University, Fresno

**Critical Literacy and Social Justice**  
Carol Jeanne Delaney, Texas State University

**Culturally Responsive Literacy Instruction Study Group**  
Doris Walker-Dalhouse, Marquette University  
Susan Chambers Cantrell, University of Kentucky  
Rebecca Powell, Georgetown College

**Design-based Research in Literacy**  
Jamie Colwell, Old Dominion University  
Emily Howell, Iowa State University

**Drama and Literacy**  
Brian Edmiston, The Ohio State University

**Early Authoring as Multimodal Practice Study Group**  
Melanie Reaves, Northern Michigan University

**History of Literacy Study Group**  
Norman A. Stahl, Northern Illinois University

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

**Humanizing Research via Data Collection, Organization, Analysis Methodology, and Manuscript Writing**  
Tiffany Nyachae, University at Buffalo

**International Research on Literacy Teaching and Teacher Education Study Group**  
Katina Zammit, Western Sydney University

**Knotty Articulations: Wrestling with Posthumanism, Intersectionality, and Justice in Literacy Research**  
Candace Kuby, University of Missouri

**Literacy Lab/Reading Clinic Study Group**  
Cheryl Dozier, University of Albany, SUNY

**Living the Writerly Life in Academia**  
Jayne C. Lammers, University of Rochester  
Maria Selena Protacio, Western Michigan University

**LRA Writing Research Study Group: Argumentation and Disciplinary Writing with Special Guests, Drs. Charles A. MacArthur, Susan De La Paz, and Jennifer VanDerHeide**  
Zoi A. Philippakos, University of North Carolina, Charlotte  
Vicki McQuitty, Towson University

**Publicly Engaged Scholars and Literacy Research**  
Carolyn A Covlin, University of Iowa  
Vaughn Watson, Michigan State University

**Teacher Education Research Study Group (TERSG)**  
Kenneth Kunz, Wall Township Public Schools & Rutgers University

**Transnational and Transcultural Literacies: Journeys Across Time, Distance and Space**  
Iliana Reyes, Literacy Research Center/ CINVESTAV-UA

**Word Study: Phonics, Vocabulary and Spelling**  
Donald Bear, Iowa State University
12:00 pm - 1:00 pm - STUDY GROUPS

Adult Literacy Study Group: Expanding Meaningfulness in Education, Workplaces, Families, and Communities
Meeting Room 1 – Second Floor

Presenters:
Heidi Regina Bacon, Southern Illinois University
Tisha Lewis Ellisson, University of Georgia
Rossina Zamora Liu, University of Iowa
Erik Jacobson, Montclair University
Kristen H. Perry, University of Kentucky
Leah Katherine Saal, Loyola University Maryland
Melody Zoch, University of North Carolina, Greensboro
Carmela Romano Gillette, University of Michigan

The Adult Literacy Study Group develops and supports collaborations among junior and senior scholars and raises awareness of the acute need for adult literacy research. Each day will focus on a broad framework of adult literacy. Researcher-leaders in the field will guide the day’s conversations and collaboration around the adult literacy contexts below:

Wednesday: Navigating Research Partnerships with Community Organizations
Thursday: Technology, Critical Literacy, and the Adult Learner
Friday: Adult English Language Learners

Facilitators:
Amy Vetter, University of North Carolina, Greensboro
Laura A. Taylor, The University of Texas, Austin
Diana J. Arya, University of California, Santa Barbara

The Approaches to Discourse Analysis (DA) study group is a longstanding study group providing attendees with an opportunity to develop or enhance their understandings and use of discourse analysis as a methodology, as well as providing a space for new and ongoing scholarly collaborations.

Facilitators:
Stergois Botzakis, University of Tennessee
David E. Low, California State University, Fresno
Dani Kachorsky, Arizona State University

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

Critical Literacy and Social Justice
Meeting Room 4 – Second Floor

Facilitator:
Carol Delaney, Texas State University

This study group focuses on the use of critical literacy as a tool to foster awareness about the inequities in society, as presented in print and media resources. Speakers will address the American antecedents of critical pedagogy and critical literacy, instructional frameworks for critical literacy and diverse populations, and injustice in today’s schools.

 Approaches to Studying Graphic Novels
Meeting Room 3 – Second Floor

Facilitators:
Stergois Botzakis, University of Tennessee
David E. Low, California State University, Fresno
Dani Kachorsky, Arizona State University

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

Culturally Responsive Literacy Instruction Study Group
Meeting Room 5 – Second Floor

Presenters:
Susan V. Bennett, University of South Florida, St. Petersburg
Susan Chambers Cantrell, University of Kentucky
AnneMarie Alberton Gunn, University of South Florida, St. Petersburg
Althier Lazar, St. Joseph’s University
Ilaiya Reyes, University of Arizona, Tucson

The Culturally Responsive Literacy Instruction Study Group examines issues and theoretical perspectives related to research in culturally responsive/culturally sustaining pedagogy. This is an interactive study group that encourages discussion from participants on a variety of relevant topics.

Design-based Experiments in Literacy Research
Meeting Room 6 – Second Floor

Facilitators:
Emily Howell, Iowa State University
Jamie Colwell, Old Dominion University

Presenters:
James Baumann, University of Missouri
Leigh A. Hall, University of Wyoming
Barbara Bradley, University of Kansas

The purpose of this study group is to provide a forum, focused on invited presenters’ current design-based research (DBR) projects, to invite discussion and thinking about the issues researchers face as they use this methodological approach. The goal of the study group is to identify and collaboratively
consider how to address common issues that span a wide range of approaches to using DBR.

**Drama and Literacy**
Meeting Room 7 – Second Floor

**Facilitators:**
Bridget Lee, *The Ohio State University*
Brian Edmiston, *The Ohio State University*

**Early Authoring as Multimodal Practice Study Group**
Meeting Room 8 – Third Floor

**Presenters:**
Melanie Reaves, *Northern Michigan University*
Judith T. Lysaker, *Purdue University*
Candace Kuby, *University of Missouri*

Our study group’s goal is to sustain a dialogue about young children’s authoring as multimodal practice. The following facilitators will focus on ways adults respond to children’s multimodal authoring to scaffold their literacy development: Day 1: Being a “Good Enough” Teacher by Melanie Reaves, Northern Michigan University Day 2: Young Children’s Co-Authoring with Illustrators of Wordless Books by Judith Lysaker, Purdue University Day 3: Multimodal Literacies as Posthuman Project by Candace Kuby, University of Missouri

**If I Knew Then… What I Know Now…**
Meeting Room 11 – Third Floor

**Facilitators:**
Dennis Davis, *North Carolina State University*
Lara Handsfield, *Illinois State University*
George Hruby, *University of Kentucky*

**Presenters:**
Richard Beach, *University of Minnesota*
Elfrieda Heibert, *Text Project*
Kris Gutiérrez, *University of California, Berkeley*
Donna Alvermann, *University of Georgia*
Patricia Edwards, *Michigan State University*
Alfred Tatum, *University of Illinois, Chicago*
Elizabeth Dutro, *University of Colorado, Boulder*
Julie L. Coiro, *University of Rhode Island*

This study group, sponsored by LRA’s Research Committee, is intended to support emerging scholars’ transition into the literacy research community by inviting seasoned literacy scholars to share their narratives and insights regarding their academic and professional trajectories. Each day features two to three panelists whose work represents a range of research interests and methodologies. Participants are encouraged to ask questions during and after the discussion, and to share related aspects of their own career paths.

**History of Literacy Study Group**
Meeting Room 9 – Third Floor

**Presenters:**
Dixie D. Massey, *University of Washington*
Norm Stahl, *Northern Illinois University*
Jim King, *University of South Florida*
Jennifer Theriault, *Northern Illinois University*
Samuel DeJulio, *The University of Texas, Austin*
Kristie C. O’Donnell, *Texas State University*
Tina Ballard, *Elgin Community College*
Tamara H. Shetron, *Texas State University*

The topic for the sessions for the study group will focus on LRA organizational history along with the resources from organizations (History of Reading News) and the methods for undertaking such history.

**Humanizing Research via Data Collection, Organization, Analysis Methodology, and Manuscript Writing**
Meeting Room 10 – Third Floor

The DSICG Study Group will primarily focus on data collection, organization, analysis, and manuscript writing through the lens of humanizing research (Paris & Winn, 2014). The sessions are designed to invite established literacy scholars to discuss meaningfulness in literacy research through humanizing research practices and the implications for the following: decolonizing researcher and participant interactions; rigorous and critically informed data analysis; and honoring manuscript writing.

**International Research on Literacy Teaching and Teacher Education Study Group**
Meeting Room 12 – Third Floor

International research on literacy teaching and teacher education is vast and includes a broad range of methodologies, epistemologies, ideologies, and trajectories (Dolby & Rohman, 2008). The theme of this year’s conference is Literacy Research Expanding Meaningfulness and this study group directly aims to connect international scholars and scholars undertaking research in international contexts in order to learn from each other about literacies and researching literacy in and across international contexts.
This study group’s aims are: 1) propose readings that put posthumanist scholarship in conversation with scholarship on indigenous ways of knowing/being/doing, environmental studies, race, sexual identity, gender, and language, 2) foreground conversations on the ethics and justice commitments of posthumanist work, and 3) honor and recognize the intersectionality of human/nonhuman entanglements specifically in relation to indigenous, racial, gendered, linguistic identities.

This study group aims to provide an encouraging context during the conference for members to strengthen their productivity and the meaningfulness of their writing. We plan to examine the following three essential aspects of how to expand the meaningfulness of literacy scholars’ research and writing: (1) creating productive writing collaborations; (2) successfully writing grant applications and publishing from the funded project; and (3) setting writing goals and identifying strategies to attain those goals.

The Common Core State Standards brought attention to writing instruction. Unfortunately, teachers report being ill-prepared to teach writing and students’ performance is discouraging. Thus, a focus on writing professional development is necessary, timely, and research on writing PD is still developing. The purpose of this study group is to review evidence-based PD approaches on writing, examine their effects on teachers’ instruction and on students’ performance, and explore additional research questions on PD.

The aim of this study group is to invite poetry researchers, educators, and artists from numerous backgrounds to consider how spoken word, hip hop, and written verse appear in the ever-changing 21st century classroom. This session uses a creative structure, which includes poetry performances, lectures, workshops, and discussions, which are open to all who love verse. A major focus is on ways poetry provides access to critical themes related to social justice and identity.

The TERSG provides LRA members with a forum for asking important questions, discussing key ideas, and collaborating on research projects related to literacy teacher education. This forum has facilitated the growth of the TERSG as a learning community for researchers and literacy educators.
WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

**Word Study: Phonics, Vocabulary, and Spelling**  
Florida Salon III – Second Floor

**Presenters:**  
Susan J. Chambre, *Fordham University*  
Lori Helman, *University of Minnesota*  
Anne Ittner, *University of Minnesota*  
Theresa Roberts, *Oregon Research Institute*  
Antony Smith, *University of Washington, Bothell*  
Dianna R. Townsend, *University of Nevada, Reno*  
Regina Smith, *School District of Lee County*  
Donald Bear, *Iowa State University*

Speakers present their work and guide discussion. Topics this year include two topics each day: Print Referencing and Orthographic Facilitation of Vocabulary Learning; Layers, Stages, and Phases: A Discussion of Orthographic Development and Instruction; Tailoring Word Study and Phonics Interventions for Emergent Bilinguals; New Findings and Word Study Practices to Support Early Decoding; and Academic Vocabulary in Math and Science. Handouts are shared with the group, and the discussion is open to all.

**Publicly Engaged Scholars and Literacy Research**  
Florida Salon V – Second Floor

**Chair:**  
Carolyn Colvin, *University of Iowa*

**Presenters:**  
Kate Kedley, *University of Iowa*  
Rossina Zamora Liu, *University of Iowa*  
Patricia E. Enciso, *The Ohio State University*  
Cynthia Lewis, *University of Minnesota*  
Dorian Leigh Harrison, *University of Illinois, Urbana-Champaign*  
Devon Brenner, *Mississippi State University*  
Kathleen Marie Alley, *Mississippi State University*  
Kristin H. Javorsky, *Mississippi State University*

Our study group is guided by Boyer, as he describes necessary changes to higher education. Boyer called on institutions to evolve, and continue to adapt in order to sustain our vitality and place in society. We propose sessions that address public scholarship, and particularly activist scholarship as the pathway for exploring how literacy research can open conversations and show how scholars can explore more agentive, fulfilling lives for individuals and communities.
# EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>TUESDAY, NOVEMBER 28, 2017</strong></td>
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<tr>
<td>8:00 am - 9:00 am</td>
<td>Executive Committee Breakfast</td>
<td>Waterside Grill</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Executive Committee Meeting</td>
<td>Meeting Room 1</td>
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<tr>
<td>12:00 pm - 12:45 pm</td>
<td>Executive Committee and Board of Directors Lunch</td>
<td>Meeting Room 2</td>
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<tr>
<td>1:00 pm - 5:00 pm</td>
<td>Board of Directors Meeting</td>
<td>Meeting Room 1</td>
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<tr>
<td>3:00 pm - 8:00 pm</td>
<td>Early Bird Registration Open</td>
<td>Grand Ballroom Foyer</td>
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<td><strong>WEDNESDAY, NOVEMBER 29, 2017</strong></td>
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<tr>
<td>7:00 am - 5:00 pm</td>
<td>Registration Open</td>
<td>Grand Ballroom Foyer</td>
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<tr>
<td>7:15 am - 8:15 am</td>
<td>Concurrent Sessions</td>
<td>Page 21</td>
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<tr>
<td>7:15 am - 8:15 am</td>
<td>Annual Sara Bruce McCraw Doctoral Student Networking Session</td>
<td>Il Terrazzo</td>
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<tr>
<td>8:00 am - 5:00 pm</td>
<td>Exhibit Hall &amp; Silent Book Auction Open</td>
<td>Grand Ballroom Foyer</td>
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<tr>
<td>8:30 am - 10:00 am</td>
<td>Concurrent Sessions</td>
<td>Pages 21-28</td>
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<tr>
<td>8:30 am - 10:00 am</td>
<td>Roundtable Session 1</td>
<td>Florida Salon IV</td>
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<td>10:15 am - 11:45 am</td>
<td>Concurrent Sessions</td>
<td>Pages 28-34</td>
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<td>10:15 am - 11:45 am</td>
<td>Roundtable Session 2</td>
<td>Florida Salon IV</td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Study Groups</td>
<td>Pages 12-15</td>
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<td>1:15 pm - 2:45 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 34-40</td>
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<td>1:15 pm - 2:45 pm</td>
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<td>Florida Salon IV</td>
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<td>Concurrent Sessions</td>
<td>Pages 40-46</td>
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<td>3:00 pm - 4:30 pm</td>
<td>Roundtable Session 4</td>
<td>Florida Salon IV</td>
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<tr>
<td>4:45 pm - 6:00 pm</td>
<td>2017 Presidential Address: Rebecca Rogers</td>
<td>Grand Salons E-J</td>
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<tr>
<td>6:00 pm - 7:30 pm</td>
<td>President’s Reception</td>
<td>Lobby Patio</td>
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<td>9:00 pm - 11:00 pm</td>
<td>Vital Issues</td>
<td>Lobby Bar</td>
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<tr>
<td><strong>THURSDAY, NOVEMBER 30, 2017</strong></td>
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<tr>
<td>7:00 am - 5:00 pm</td>
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<td>Grand Ballroom Foyer</td>
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<td>7:15 am - 8:15 am</td>
<td>Concurrent Sessions</td>
<td>Page 51</td>
</tr>
<tr>
<td>7:15 am - 8:15 am</td>
<td>Newcomers’ &amp; Graduate Students’ Breakfast</td>
<td>Champions Grill</td>
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<td>8:00 am - 5:00 pm</td>
<td>Exhibit Hall &amp; Silent Book Auction Open</td>
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<td>8:30 am - 10:00 am</td>
<td>Concurrent Sessions</td>
<td>Pages 51-59</td>
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<td>8:30 am - 10:00 pm</td>
<td>Roundtable Session 5</td>
<td>Florida IV</td>
</tr>
<tr>
<td>10:15 am - 11:45 am</td>
<td>Oscar S. Causey Award Session: Kris D. Gutierrez</td>
<td>Grand Salons E-J</td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Study Groups</td>
<td>Pages 12-15</td>
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### THURSDAY, NOVEMBER 30, 2017 (continued)

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<th>Time</th>
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<tbody>
<tr>
<td>12:00 pm</td>
<td>STAR Luncheon</td>
<td>Florida VI</td>
</tr>
<tr>
<td>1:15 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 60-66</td>
</tr>
<tr>
<td>1:15 pm</td>
<td>Roundtable Session 6</td>
<td>Florida IV</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>LRTMP Reviewer Drop In</td>
<td>Florida Ballroom Foyer</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 66-73</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Roundtable Session 7</td>
<td>Florida IV</td>
</tr>
<tr>
<td>4:45 pm</td>
<td>Integrative Review of Research: Judith Lysaker</td>
<td>Grand Salons E-J</td>
</tr>
<tr>
<td>6:15 pm</td>
<td>Town Hall Meeting</td>
<td>Florida IV &amp; V</td>
</tr>
<tr>
<td>7:00 pm</td>
<td>LRA 2020 Launch and Reception</td>
<td>Florida VI</td>
</tr>
<tr>
<td>7:30 pm</td>
<td>ERM/STAR Reception</td>
<td>Il Terrazzo</td>
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<tr>
<td>9:00 pm</td>
<td>Vital Issues</td>
<td>Lobby Bar</td>
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### FRIDAY, DECEMBER 1, 2017

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 am</td>
<td>Registration Open</td>
<td>Grand Ballroom Foyer</td>
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<tr>
<td>7:15 am</td>
<td>Concurrent Sessions</td>
<td>Page 77</td>
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<tr>
<td>7:15 am</td>
<td>Journal of Literacy Research Breakfast (Invitation Only)</td>
<td>Florida Salons I &amp; II</td>
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<tr>
<td>7:45 am</td>
<td>Doctoral Student ICG Breakfast</td>
<td>Florida Salon VI</td>
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<tr>
<td>8:00 am</td>
<td>Exhibit Hall &amp; Silent Book Auction Open</td>
<td>Grand Ballroom Foyer</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Concurrent Sessions</td>
<td>Pages 77-83</td>
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<tr>
<td>8:30 am</td>
<td>Roundtable Session 8</td>
<td>Florida IV</td>
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<tr>
<td>10:15 am</td>
<td>Concurrent Sessions</td>
<td>Pages 84-90</td>
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<tr>
<td>10:15 am</td>
<td>Roundtable Session 9</td>
<td>Florida IV</td>
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<tr>
<td>12:00 pm</td>
<td>Study Groups</td>
<td>Pages 12-15</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Past President’s Luncheon (Invitation Only)</td>
<td>Il Terrazzo</td>
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<tr>
<td>12:00 pm</td>
<td>Intersectionality Brown Bag Discussion</td>
<td>Florida VI</td>
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<tr>
<td>1:15 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 91-97</td>
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<tr>
<td>1:15 pm</td>
<td>STAR FELLOWS RESEARCH SHOWCASE</td>
<td>Meeting Room 1</td>
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<tr>
<td>1:15 pm</td>
<td>Roundtable Session 10</td>
<td>Florida IV</td>
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<td>3:00 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 97-102</td>
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<tr>
<td>4:45 pm</td>
<td>Plenary Session: Anna Stetsenko</td>
<td>Grand Salons E-J</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>Annual Business Meeting</td>
<td>Florida IV &amp; V</td>
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<tr>
<td>6:30 pm</td>
<td>Purchase Silent Auction Books</td>
<td>Grand Ballroom Foyer</td>
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## EVENTS AT A GLANCE

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<td><strong>FRIDAY, DECEMBER 1, 2017 (continued)</strong></td>
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<tr>
<td>7:00 pm - 8:30 pm</td>
<td>Doctoral Student ICG Happy Hour</td>
<td>Il Terrazzo</td>
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<tr>
<td>8:00 pm - 9:00 pm</td>
<td>In Memoriam Gathering</td>
<td>Florida IV</td>
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<td>9:00 pm - 11:00 pm</td>
<td>Vital Issues</td>
<td>Lobby Bar</td>
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<td><strong>SATURDAY, DECEMBER 2, 2017</strong></td>
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<tr>
<td>7:00 am - 12:00 pm</td>
<td>Registration Open</td>
<td>Grand Ballroom Foyer</td>
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<tr>
<td>7:00 am - 8:30 am</td>
<td>Area Chairs' Breakfast</td>
<td>Florida Salon VI</td>
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<tr>
<td>7:00 am - 8:30 am</td>
<td>STAR Fellow &amp; Mentors Breakfast</td>
<td>Florida Salon IV</td>
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<tr>
<td>7:00 am - 8:30 am</td>
<td>Concurrent Sessions</td>
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<tr>
<td>8:00 am - 10:30 am</td>
<td>Exhibit Hall Open</td>
<td>Grand Ballroom Foyer</td>
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<tr>
<td>8:00 am - 10:30 am</td>
<td>Purchase Silent Auction Books</td>
<td>Grand Ballroom Foyer</td>
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<tr>
<td>8:45 am - 10:15 am</td>
<td>Concurrent Sessions</td>
<td>Pages 105-107</td>
</tr>
<tr>
<td>8:45 am - 10:15 am</td>
<td>STAR Program Cross-Cohort Showcase and Mentoring Session</td>
<td>Florida V</td>
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<tr>
<td>10:30 am - 12:00 pm</td>
<td>Distinguished Scholar Lifetime Achievement Presentation</td>
<td>Grand Salons E-J</td>
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<tr>
<td>12:00 pm - 5:00 pm</td>
<td>Living the Writerly Life in Academia: Writing Retreat</td>
<td>Meeting Room 4</td>
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<tr>
<td>12:15 pm - 1:45 pm</td>
<td>Executive Committee and Board of Directors Lunch</td>
<td>Meeting Room 3</td>
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<tr>
<td>1:00 pm - 1:30 pm</td>
<td>Executive Committee Meeting</td>
<td>Meeting Room 6</td>
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<tr>
<td>2:00 pm - 6:00 pm</td>
<td>Board of Directors Meeting</td>
<td>Meeting Room 1</td>
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## SAVE THE DATES

2018 LRA ANNUAL CONFERENCE

RENAISSANCE INDIAN WELLS RESORT & SPA • INDIAN WELLS, CA

**NOVEMBER 28 - DECEMBER 1, 2018**
SESSION TYPE DESCRIPTIONS

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

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

SYMPOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Area Chairs. These sessions occur concurrently with other Annual Conference sessions. Attendance is open to all attendees and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.
### 8:30 am - 10:00 am - PAPER SESSION
#### Meeting Room 1 - Second Floor

**AREA 8 - (Re)shaping Transnational and Multilingual Literacy Practices**

**Discussant:**
Mary Amanda Stewart, Texas Woman’s University

1. **Reconfiguring Literacy and Spatial Practices in Transnational Contexts**
   Xiqiao Wang, Michigan State University
2. **Transnational Women’s Literacies for Social Change Online**
   Jin Kyeong Jung, University of Pennsylvania
3. **Social Significance Created by Multilingual Doctoral Students in a Professional Development Web Seminar Series**
   Tuba Angay-Crowder, Kennesaw State University
4. **Rethinking the Writer’s Workshop in L2: A Cross-Case Transnational Analysis**
   Raul A. Mora, Universidad Pontificia Bolivariana, Sede Central Medellín
   Lina Trigos-Carrillo, University of Missouri

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### Gender and Sexualities Innovative Community Group Meeting

**Meeting Room 4 - Second Floor**

**Chair:**
Eliza Braden, University of South Carolina

**Discussant:**
Stephanie Patrice Jones, Grinnell College

1. **Protests Literacies: An Examination of the Language and Literacy Practices of Student-led Racial Justice Protests**
   Justin Coles, Michigan State University
2. **A Literacy of Resistance: Domestic Violence, Girlhood, and Disrupting Disordered Subjectivity**
   Tracey Pyscher, Western Washington University
3. **Cultivating Conversations About Sexualities and Genders Beyond Heterosexual Hegemony: Interactional Scripts in a High School English Course**
   Ryan Schey, The Ohio State University

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### History Innovative Community Group Meeting

**Meeting Room 5 – Second Floor**

### International Innovative Community Group Meeting

**Meeting Room 6 – Second Floor**

### Multilingual/Transcultural Literacies Innovative Community Group Meeting

**Meeting Room 7 – Second Floor**

### Reading Clinics/Literacy Lab Innovative Community Group Meeting

**Meeting Room 8 – Third Floor**

### Financial Advisory Committee Meeting

**Meeting Room 9 – Third Floor**

### Book Auction/Silent Auction

**Grand Salon Foyer – Second Floor**

**Exhibits**

**8:00 am – 5:00 pm**

**Grand Salon Foyer – Second Floor**
WEDNESDAY

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 3 - Understanding Difference: Improving Pedagogy for Readers Who Struggle

Chair:
Alisa Hindin, Seton Hall University

Discussant:
Julie Dwyer, Boston University

1. Becoming Empathetic Readers and Composers: Critical Interrogations of Disability and Difference
   Robin Jocius, The Citadel
   Samantha Shealy, Charleston County School District

2. The Power of Positive Social Interaction to Effect Change in the Literacy Identity of a 3rd-grader: Overcoming Limitations of RTI, IEPs, and Resistant School Personnel
   Kelly Allen, University of Arizona
   David Yaden, University of Arizona
   Yetta Goodman, University of Arizona

3. Understanding the Practices and Needs of Teachers and Students who Struggle with Literacy
   Alisa Hindin, Seton Hall University
   Mary Mueller, Seton Hall University

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 5 - Second Floor

AREA 1 - Formative Feedback, Mentoring, and Reflective Practices in Clinical Experiences

Chair:
Thomas Crumpler, Illinois State University

1. Clinical Experiences in Literacy Teacher Preparation
   Nisreen Daoud, George Mason University
   Alicia Bruyning, George Mason University

2. Supporting Clinical Practice Through Rehearsals
   Lubna Javeed, Texas Tech University
   Elizabeth Isidro, Texas Tech University

3. Tacit Knowledge & Reflective Practice: Enacting Literacy Mentoring in an Elementary Classroom
   Amy Perrien, Michigan State University

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 6 - Second Floor

AREA 9 - Meaningful Literature Discussions in Secondary Classrooms

Chair:
Greg Bartley, University of Wisconsin-Madison

Discussant:
Amanda Haertling Thein, University of Iowa

1. Discourses of Adolescence in Diverse High School Students’ Responses to Literature
   Jenna Spiering, University of Iowa

2. Meaningfulness and Deeper-level Talk in Literature Discussions
   Wendy Keyser, Fitchburg State University

3. The Role of Argument Moves, Specificity and Evidence Type in Meaningful Literary Discussions Across Diverse Secondary Classrooms
   Amanda Godley, University of Pittsburgh
   Christopher A Olshefski, University of Pittsburgh


Chair:
Janet S. Gaffney, The University of Auckland

Discussant:
Lori Czop Assaf, Texas State University

1. The Unique Literacy Heritage of Aotearoa New Zealand
   Janet S. Gaffney, The University of Auckland

2. “A Whole New World Opened Up”: Place and Space-based Professional Development in One Rural South Africa Primary School
   Amy Seely Flint, University of Louisville
   Peggy Albers, Georgia State University

3. Professional Development as a Catalyst for Empowering Teachers to Create Engaging Environments for Literacy Learning in High-poverty Schools
   Eithne Kennedy, Dublin City University
   Gerry Shiel, Educational Research Centre
AREA 6 - Academic Language and Disciplinary Learning in High School

Chair: Jungyoung Park, University of Florida
Discussant: Zhihui Fang, University of Florida

Learning to effectively interact with academic language (AL)—and disciplinary texts in general—is key to developing disciplinary literacy and ensuring college/career readiness for all students. This symposium brings together three papers that examine adolescents’ use of AL in disciplinary writing and explores ways of promoting AL development and disciplinary learning in high school. It invites discussion of significant issues surrounding disciplinary literacy instruction that are of great interest to the LRA audience.

1. Adolescents’ Use of Academic Language in Historical Writing
   Ting Shen, BCC/American Institute of Bilingual Education
   Jiahang Li, Michigan State University

2. Explicit Instruction in the Language of School: An Examination of Metalanguage as an Academic Language Scaffold
   Christina Dobbs, Boston University
   Emily C. Galloway, Vanderbilt University

3. Reading with a Disciplinary Purpose in High School Classrooms
   Dianna R. Townsend, University of Nevada, Reno
   Hannah Carter, University of Nevada, Reno
   Julie Begbie, University of Nevada, Reno

AREA 3 - “Beyond the ‘Ordinariness’”: Arts-based Pedagogies Reframing Teacher Education

Chair: Ashley K. Dallacqua, The University of New Mexico
Discussant: Brian Edmiston, The Ohio State University

This session documents work of three university professors collaborating across the country, drawing on arts-based pedagogies, even in classrooms that do not automatically invite such perspectives. We position a collection of works by Shaun Tan (including picturebooks, wordless graphic novels, and other multimodal/media texts) as resources for embedding arts in education, in the hopes of supporting and preparing future teachers. Along with sharing our experiences, this session will invite sharing, discussion and engagement with the arts.

1. Multimodal/Media Texts in Children’s Literature: A Lesson in Time and Flexibility
   Ashley K Dallacqua, The University of New Mexico

2. Literacy as Multiple: Evolving Ideas of Literacy Instruction Within a Tutoring Framework
   Sara Diane Kersten, University of Nevada, Reno

3. Multimodal Teaching + Learning with Shaun Tan: Ambiguous Texts + Student Agency
   Mindi Rhoades, The Ohio State University
AREA 5 - Metacognition and Metalinguistic Awareness

Discussant:
Janice F. Almasi, University of Kentucky

1. A Correlational Analysis of Students’ Dialogue About Their Thinking and Ability to Self-correct During Oral Reading
Sharon Pratt, Indiana University Northwest
Anita Martin, Indiana University Northwest

2. The Mental State Language of Parents and Their Preschoolers: Self-other Understanding in Narratives and Play
Jen L. Freeman, The University of Texas, Austin
Jayce R. Warner, The University of Texas, Austin
Molly E. McManus, The University of Texas, Austin
Holly E. Griffin, The University of Texas, Austin
Diane Schallert, The University of Texas, Austin

3. Student Metacognition and Vocabulary Learning
Susan J. Chambre, Fordham University

AREA 8 - Instruction and Support for Biliteracy Development in Different Contexts and Approaches

Chair:
Natasha Perez, Michigan State University

Discussant:
Carmela Romano Gillette, University of Michigan

1. Collaborative Inquiry Into Pedagogies of Biliteracy
Leah Durán, University of Arizona

2. A Balancing Act: Supporting Emergent Bilinguals in Writing Instruction
Lorien Chambers Schuldt, Fort Lewis College

3. A Language-based Approach to Content Instruction (LACI): Scaffolding for Meaningful Interactions in a First Grade Classroom
Luciana C. de Oliveira, University of Miami
Loren Jones, University of Miami
Carolina Rossato de Almeida, University of Miami
Sharon Smith, University of Miami

4. Influence of Writing Capital on Emergent Bilinguals’ Writing Identity
Stephanie J. Shedrow, University of Wisconsin-Madison
Kristin Papoi, The University of North Carolina, Chapel Hill

AREA 11 - Multimodal Critical Discourse Analysis in Literacy Research

Chair:
E. Wendy Saul, University of Missouri-St. Louis

Discussant:
Meredith Labadie, Crestwood Elementary School

This session will include three research presentations that utilized multimodal critical discourse analysis. According to Collins (2004), critical discourse analysis attends to “questions of language, ideology, and power,” while multimodal discourse analysis looks beyond speech and writing to include the other resources that individuals use to make meaning (Kress, 2011). Researchers will describe methods, including how transcripts were created. Session attendees will have the opportunity to look at data and transcripts from each study.

1. Analyzing Videos of Preservice Teachers Teaching Writing
Angela M. Kohnen, University of Florida
Kathryn Caprino, University of Florida
Sally Crane, University of Florida
Jane S. Townsend, University of Florida

2. Making Meaning: An Examination of Preservice Teachers’ Video Book Critiques in a Global Education Course
Michelle P. Whitacre, Lindenwood University

3. Teen Science Journalists: Multiple Modes of Writer Identity
Celeste Nicholas, University of Missouri-St. Louis

AREA 11 - Social Interactions: Conversations, Tools, and Online Space

Chair:
Phillip Wilder, Clemson University

Discussant:
Elizabeth Jaeger, University of Arizona

1. Analyzing Social Interactions in an Online Writing Space: A Methodological Innovation
Alecia Marie Magnifico, University of New Hampshire
Jen Scott Curwood, University of Sydney
Jayne C. Lammers, University of Rochester

2. Hidden Literacies: Using Cultural Historical Activity Theory to Uncover Literacies as Meaningful Tools to Solve Real-world Interdisciplinary Problems
Deborah Kozdras, University of South Florida
Christine Joseph Picot, East Carolina University
Jennifer Barreto, University of South Florida
Time and temporality, a resurgent area of interest in literacy studies, remains under-theorized in its methodological potential. This session presents new methods and methodologies for exploring temporality and its role in nuancing notions of literacy competence and achievement. In doing so, we view time as both a material and contextual dimension that contributes to how people make sense of themselves, their experiences, and their worlds in the building of more agentive, fulfilling lives.

1. **Linked Events and Literacy Learning: A Tool for Longitudinal Sense-making**
   - Catherine Compton-Lilly, University of Wisconsin-Madison

   - Jon M. Wargo, Boston College

3. **Shifting Timescapes and Labor Intensification: Examining the Literacy Labor of New English Teachers**
   - Robert LeBlanc, California State Polytechnic University, Pomona

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**8:30 am - 10:00 am - PAPER SESSION**

**Grand Salon D - Second Floor**

**AREA 5 - Foundational Reading Skills**

Chair:  
Julie Bryant, Coker College

Discussant:  
Katherine Stahl, New York University

1. **A Preliminary Investigation into the Types of Phonological Awareness Errors Made by High and Low Performing First Grade Readers**
   - Denyse V. Hayward, University of Alberta
   - Meridith Ann Lovell-Johnston, Lakehead University
   - Linda M. Phillips, University of Alberta

2. **Can Young Children Learn the Confusable Letters B and D Through Storytelling?**
   - Bruce A. Murray, Auburn University
   - Geralyn G. Murray, St. Michael’s Catholic Church

3. **Processing Rhythms in Beginning Readers: A Spectrographic Examination of Oral Reading Behavior on Texts of Increasing Difficulty**
   - Laura Juhl, Harlem School District #122

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**8:30 am - 10:00 am - PAPER SESSION**

**Florida Salon IV - Second Floor**

1) **AREA 2**  
#ReflectionIsKey

1. **Describing Teacher Reflection: Case Studies of the Teacher Learning Instrument**
   - Mary-Kate Sableski, University of Dayton
   - Kathryn Kinnucan-Welsch, University of Dayton
   - Catherine Rosemary, John Carroll University

2. **Reflective Narrative as Inquiry: Expanding Our Understanding of In-service Teachers’ Experiences With and Needs in Working With English Language Learners**
   - Huili Hong, Towson University
   - Karin Keith, East Tennessee State University
   - Renee Moran, East Tennessee State University
   - Jody LaShay Jennings, East Tennessee State University
   - Laura Robertson, East Tennessee State University
   - Stacey Fisher, East Tennessee State University
3. “My Students Started Doing Exactly the Things We Want Readers To Do:” Inservice Teacher’s Reflection on Her Implementation of Graduate Level Course Work
Anne Marie Alberton Gunn, University of South Florida, St. Petersburg
Susan V. Bennett, University of South Florida, St. Petersburg

2) AREA 5
Pre-schoolers’ Literacy Meaning-making

4. Examining Book Distribution Impact on Kindergarten Literacy Development: Year Two Findings
Kimberly Anderson, East Carolina University
Terry Stafford Atkinson, East Carolina University
Elizabeth A. Swaggerty, East Carolina University

Barbara J. Peterson, University of South Florida

3) AREA 3
Adapting Reading Instruction to Improve Practice
Chair: Keonghee Tao Han, University of Wyoming

In this roundtable session, papers will explore imperative topics for strengthening reading instruction, including: exploring text complexity, deliberate choices for vocabulary instruction, instructional adaptations for complex science textbooks, and exploring inferences. Across papers, important insights will emerge for dynamic discussion.

6. From Measures to Meaningfulness: Text Complexity as a Guiding Factor in Reading Instruction
DeDe Small, Drake University
Todd Hodgkinson, Drake University

7. Instructional Adaptations to Complex Science Text in a Middle School Classroom
Leslie Buffen, University of California, Berkeley

8. Types of Inference Instruction Included in One Core Literacy Program
Tim G. Morrison, Brigham Young University
Brad Wilcox, Brigham Young University
Lauren Bird, Brigham Young University
Hannah Bursey, Brigham Young University
Mckenzie Helvey, Brigham Young University
Erica Murdoch, Brigham Young University

4) AREA 6
For Love: Examining Adolescents’ and Adults’ Motivations to Read Across Their Lives
Deane Marie Gidlund, Judson University

5) AREA 2
ELA and Professional Development

10. Inquiry into the Independent Reading Development of First-generation College Graduates with Advanced Degrees
Matthew Knoester, University of Evansville

11. What’s Age Got to Do with It?: Adult Readers of Young Adult Literature and their Rationales for Reading
Katie Thomas, The University of Tennessee

12. Filling Their Toolbox: Investigating the Ways a Month-long Professional Development Supported and Refined Teachers’ Knowledge and Skills to Use Content Literacy Strategies
Kathleen Marie Alley, Mississippi State University

13. Whole Teacher Development: An Innovative Look at Meeting Teachers’ Professional Development Needs
Cassie K. Norvell, The University of Tennessee
Amy Broemmel, The University of Tennessee

6) AREA 11
Self-study Methods: Revisiting Our Research and the Self as “Researcher”

14. Tentative Title: Getting it Done! Completing the Dissertation on Time
Keitha-Gail Martin-Kerr, University of Minnesota
Rebecca Bauer, University of Minnesota
Melody Brennan, University of Wisconsin-Stout

15. Using Autobiographical Self-study Methods to Expand Meaningfulness in Literacy Research
Elizabeth Stolle, Grand Valley State University
Charlotte Frambaugh-Kritzer, University of Hawaii, Manoa

7) AREA 1
Tools and Talk for Critical Literacy Learning in Pre-service Teacher Education

16. Constructing an “Immigrant Pedagogy” in Teacher Education
Shannon Howrey, Kennesaw State University

17. Culture at the Core: Reality Andragogy in Preservice Teacher Education
Mikkaka Overstreet, East Carolina University

18. Inquiry Dialogue as a Tool for Critical Literacy
Kathryn Nelson, The Ohio State University
Joe Oyler, Montclair State University

8) AREA 10
Bridging Digital Literacies and Elementary School Projects

WEDNESDAY
19. Building Digital Literacy Bridges: Connecting Cultures and Promoting Global Competencies Through School-based Virtual Field Trips
   Stacy Delacruz, Kennesaw State University

20. Integrating Digital Literacies While Covering Standards: A Challenging Project for 3rd, 4th, and 5th Grade Teachers
   Meghan Welch, Georgia State University
   Caitlin Dooley, Georgia Department of Education
   Zehra Ozturk, Georgia State University

8:30 am - 10:00 am - PAPER SESSION
Florida Salons I & II - Second Floor

AREA 7 - Dynamic Literacy Identities Across Contexts: Studies of Latina, Multilingual, and Bilingual Youth

Chair:
Kate T. Anderson, Arizona State University

Discussant:
Kate T. Anderson, Arizona State University

1. “Struggling” to “Example”: Latina Adolescents Re-authoring Reader Identities While Tutoring Elementary Students
   Dustin Drake, Utah State University
   Amy Wilson-Lopez, Utah State University

2. Translanguaging: Multilingual Refugee Adolescents Engaging in Meaningful Literacy Practices in Out-of-school Spaces
   Stella M. Rwanda, Syracuse University
   Louise Wilkinson, Syracuse University

3. Exploring Literary Identities of Emergent Bilingual Children in Out-of-school Contexts
   Jieun Kim, University of Wisconsin-Madison

8:30 am - 10:00 am - PAPER SESSION
Florida Salon III - Second Floor

AREA 2 - Empowering Teachers Through Writing

Chair:
Christian George Gregory, Teachers College, Columbia University

Discussant:
Vicki McQuitty, Towson University

1. Expanding Meaningfulness in the Teaching of Writing for Social Justice: Practicing Collaborative Professional Inquiry into Student Writing as a “Slow Movement”
   Michelle Honeyford, University of Manitoba
   Amanda Capina, University of Manitoba

2. Results of a Year-long Writing Professional Development Model
   Zoi Apostolia Philippakos, The University of North Carolina, Charlotte

8:30 am - 10:00 am - SYMPOSIUM
Florida Salon V - Second Floor

AREA 8 - Promoting Teacher Learning of Translingual Practice: Next Steps for Teacher Education and Professional Development

Chair:
Angie Zapata, University of Missouri

Discussant:
Luis Poza, University of Colorado, Denver

This symposium brings together researchers working across grade levels and locations to explore how developing understandings of translingual practice— or the use of multiple and varied semiotic resources to negotiate meaning—can prepare teachers for supporting multilingual learners in the literacy classroom.

1. Cultivating Bilingual Literacy Educators Outside of the Bilingual Classroom
   Maneka Deanna Brooks, Texas State University

2. Translingual Practice and Teacher Preparation: Teaching and Learning Across Languages
   Mark Barba Pacheco, Illinois State University
   Shannon M. Daniel, Vanderbilt University, Peabody College

3. Transmediating Literary Analyses: Integrating Multimodal Composition to Support Academic Writing in Multilingual Secondary Classrooms
   Blaine E. Smith, University of Arizona
   Irina Malova, University of Miami

8:30 am - 10:00 am - PAPER SESSION
Florida Salon VI – Second Floor

AREA 10 - Vocabulary Instruction & Digital Tools

Chair:
Mary L. Hoch, National Louis University

Discussant:
Nancy Flanagan Knapp, University of Georgia

1. More Than Just Word of the Day: Vocabulary Apps for English Learners
   Laura Northrop, Cleveland State University
   Elena Andrei, Cleveland State University

2. Oral Lexicons and Sight Vocabulary: Harnessing the Affordances of Speech Recognition Apps
   Betsy Baker, University of Missouri
   Chelsea Lea, University of Missouri
3. Vocabulary in Educational Media for Preschoolers: A Content Analysis of Word Selection and Screen-based Pedagogical Supports
   - Katie Danielson, New York University
   - Kevin M. Wong, New York University
   - Susan B. Neuman, New York University

4. Advancing Young Children’s Disciplinary Literacy Through Connected Learning and Culturally Relevant Teaching
   - Sarah Davis Blodgett, Boston University
   - Lisa M. O’Brien, Boston University
   - Alejandra Salinas, Boston University
   - Jeanne R. Paratore, Boston University

2. Graphic Novels as a Bridge to Historical Learning
   - Kathryn L. Roberts, Wayne State University
   - Laura Jimenez, Boston University
   - Carla K. Meyer, Duquesne University
   - Kristy Brugar, University of Oklahoma

3. Graphic Novels: Making Science Text Meaningful
   - Carla K. Meyer, Duquesne University
   - Elizabeth M. Hughes, Pennsylvania State University
   - Benjamin Mast, Duquesne University
   - Laura Jimenez, Boston University

10:15 am - 11:45 am - ALTERNATIVE FORMAT
Meeting Room 1 - Second Floor

AREA 14 - Becoming Full: Women Literacy Scholars’ Counternarratives of Possibility

Chair:
   - Gina Cervetti, University of Michigan

Presenters:
   - Janice F. Almasi, University of Kentucky
   - Kris Gutiérrez, University of California, Berkeley
   - Lara Handsfield, Illinois State University
   - Gwendolyn Thompson McMillon, Oakland University
   - Mary McVee, University at Buffalo, SUNY
   - Misty Sailors, The University of Texas, San Antonio
   - Arlette Willis, The University of Illinois, Urbana-Champaign

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 3 - MULTILITERACIES: Graphic Novels and Mobile Devices

Chair:
   - Julie Rust, Millsaps College

Discussant:
   - Josephine Peyton Marsh, Arizona State University

1. (Im)Mobilizing Literacies: Collaboration to Expand Meaningfulness
   - Julie Rust, Millsaps College
   - Christy Wessel Powell, Purdue University

2. Graphic Novels: A Bridge to Historical Learning
   - Kathryn L. Roberts, Wayne State University
   - Laura Jimenez, Boston University
   - Carla K. Meyer, Duquesne University
   - Kristy Brugar, University of Oklahoma

3. Graphic Novels: Making Science Text Meaningful
   - Carla K. Meyer, Duquesne University
   - Elizabeth M. Hughes, Pennsylvania State University
   - Benjamin Mast, Duquesne University
   - Laura Jimenez, Boston University

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 8 - Expanding Understanding of Immigrant and Refugee Adolescents’ Literacy Experiences and Identity Construction in the U.S. Classrooms

Chair:
   - Ann Bennett, Kennesaw State University

Discussant:
   - Patriann Smith, Texas Tech University

1. Performing Masculinity and Constructing L2 Reader Identity: A Case Study of an Immigrant Adolescent Boy’s Identity Negotiation and Reading Investment in a U.S. ESL Classroom
   - Kongji Qin, New York University

2. The Literate Lives and Identities of Two Guatemalan High School Girls in Their First Year in the U.S.
   - Rebecca E. Linares, The University of Illinois, Urbana-Champaign

3. Immigrant Latina/o Students as Writers: Biliteracy in a Fourth Grade Late Exit Classroom
   - Myriam Jimena Guerra, Texas A&M University, San Antonio
   - Lucila Ek, University of Texas, San Antonio

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 4 - Second Floor

AREA 5 - Understanding Proficient Reading: Readers, Programs, Assessments

Chair:
   - Jill Freiberg Grifenhagen, North Carolina State University

Discussant:
   - Rachel Brown, Syracuse University

1. Expert Elementary Readers: A Profile of Reading Proficiency
   - Shelley Watson Burton, The University of Tennessee

2. Identifying the Inference Demands of Passages in One Core Literacy Program and Three Common Core Assessments
   - Tim G. Morrison, Brigham Young University
Brad Wilcox, Brigham Young University
Lauren Bird, Brigham Young University
Hannah Barsey, Brigham Young University
Mckenzie Helvey, Brigham Young University
Erica Murdoch, Brigham Young University

3. **What Counts as Good Reading?: A Young Reader’s Journey**
Heidi Regina Bacon, Southern Illinois University
Jean Kaya, Southern Illinois University, Carbondale
Alba Olaya Leon, Southern Illinois University, Carbondale

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2. **“It Doesn’t Mean Anything!” Deconstructing Privilege and Developing Critical Literacies**
Sara L. Young, Worcester State University

3. **Creative Failures in Culturally Sustaining Pedagogy**
Kelly Fuzio, Washington State University
Sarah Newcomer, Washington State University
Kristen Lynne Pratt, Washington State University

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10:15 am - 11:45 am - PAPER SESSION
Meeting Room 5 - Second Floor

AREA 12 - Exploring Reading Motivation and Assessment Across International Contexts

**Discussant:**
Mehmet Gultekin, Georgia State University

1. **A Comparative Study of Motivation to Read Between American and Japanese Fourth Grade Students**
Hitomi Kambara, University of Texas, Rio Grande Valley
Jiening Ruan, University of Oklahoma
Lijun Jin, Towson University

2. **The Roles of General Knowledge and Reading Motivation in Fourth Graders’ Reading Comprehension in Australia, Canada, Germany, Hong Kong, and Singapore**
HyeJin Hwang, University of Michigan

3. **Development and Validation of the TEVI2017: A Spanish Vocabulary Assessment for Beginning Readers**
Pelusa Orellana, Universidad de los Andes
Melody Kung, MetaMetrics Inc
Maria Francisca Valenzuela, Universidad de los Andes
Kattia Munoz, Universidad de los Andes

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10:15 am - 11:45 am - PAPER SESSION
Meeting Room 6 - Second Floor

AREA 7 - Analyzing Discourse, Privilege, and Failure: Critical Literacies, Culturally Sustaining Pedagogies, and the Walls Around Us

**Chair:**
Ashley N. Patterson, Penn State University

**Discussant:**
Ashley N. Patterson, Penn State University

1. **What’s on the Walls?: A Visual Semiotic Analysis of Discourses in Place and Space**
Colleen E. Whittingham, The University of North Carolina, Charlotte

This symposium offers a re-theorizing of literacy practices by arguing for (a) a shift from language to languaging, (b) a shift from meaning-making as construction of intersubjectivity to meaning-making as located in the “in-between-ness” of people acting and reacting to each other and (c) a definition of personhood defined by enacted relationships. This re-theorizing builds on theories of distributed sense-making and distributed agency related to effectiveness and reflexivity in interacting with others.
1. Toward a Theory of Languaging Relationships Across Social Worlds
   David Bloome, The Ohio State University
   Min-Young Kim, The Ohio State University
   Faythe Beauchemin, The Ohio State University

2. The Social Construction of Languaging Thinking Practices in a Series of Socratic Seminars
   George Newell, The Ohio State University

3. High School Students’ Use of Languaging to Establish Trust in Writing College Admissions Essays
   Richard Beach, University of Minnesota
   Maren Aukerman, Stanford University

10:15 am - 11:45 am - SYMPOSIUM
Meeting Room 9 - Third Floor

AREA 10 - Critical Approaches to Social Media and Literacy Practices of Popular Culture

Chair:
Alexandra Panos, Indiana University

Discussant:
Mitzi Lewison, Indiana University

The goal of this session is to display multiple approaches to critical media literacy, delineating the various differences and crossovers that aid in questions of methodology, data collection, and analysis. While each author uses a critical sociocultural stance (Lewis, Enciso, & Moje, 2007), this session discusses the intersections between: critical multimodal text analysis, hip hop pedagogy, postcritical ethnography with media lessons, and a critical analysis of teachers use of social media and digital platforms.

1. Teaming Up with Ms. Marvel: Students’ Critical Readings of Representation in Comics
   Michael Kersulov, Indiana University

2. Dying of Thirst: Kendrick Lamar and the Call for a “New School” Hip Hop Pedagogy
   Adam Henze, Indiana University

3. How Do We Decided How to Help (the Refugees)? Dislocation, Christian Charity, and Critical Media Literacies in the Rural Rustbelt
   Alexandra Panos, Indiana University

4. How Pinteresting! A Critical Examination of Pinterest as a Curricular Resource
   Joanne Yi, Indiana University

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 7 - Discourses of Identity in Local and Transnational Communities: Disability, Affinity, and Desire

Discussant:
K. Dara Hill, University of Michigan-Dearborn
10:15 am - 11:45 am - PAPER SESSION
Il Terrazzo - First Floor

AREA 3 - Dialogism in Early Childhood

Chair:
Christopher Wagner, Queens College, CUNY

Discussant:
Christopher Wagner, Queens College, CUNY

1. Exploring Dialogic Pedagogy in Early Childhood Classrooms: A Review of Research
Leiah J. Groom, The Ohio State University
Ian Wilkinson, The Ohio State University

2. Exploring Student Uptake of Teacher Talk Guidance in Student Exploratory Talk and Student Writing in a Second Grade Classroom
Maureen Boyd, University at Buffalo
Jon Veenis, University at Buffalo

3. “Using Our Brains and Our Hearts”: Systems Thinking as a Dialogic Approach to Nonfiction Writing in a First Grade Classroom
Amy Ardell, Chapman University
Laurie MacGillivray, University of Memphis
Margie Curwen, Chapman University

10:15 am - 11:45 am - PAPER SESSION
Grand Salon A - Second Floor

AREA 6 - Expanding Writing Pedagogies: Innovative Approaches to High School and College Writing Instruction

Chair:
Amanda Smith, University of Hawai‘i

Discussant:
Jon-Philip Imbrenda, Salisbury University

1. The Meaningful Argument: Pursuing the Blurred Boundaries Between Personal Narrative and Persuasive Writing
Eleanor Haberl, University of Colorado

2. Supporting Strategic Writers: Results of an Efficacy Study with Developmental Writers
Zoi Apostolia Philippakos, The University of North Carolina, Charlotte
Charles MacArthur, University of Delaware
Jessica Norwood, The University of North Carolina, Charlotte
Amanda Jennings, University of Delaware

3. Preparing for College Literacies Through an Expository Reading and Writing Course
Norman Unrau, California State University, Los Angeles
Nancy Brenchon, California State University
Tony Fong, WestEd

10:15 am - 11:45 am - SYMPOSIUM
Grand Salon B - Second Floor

AREA 1 - Critical Reflection: The Key to Promoting Meaningful Literacy Practices in the Secondary Classroom

Discussant:
Julie Justice, Elon University

Research shows that critical reflection is a difficult, infrequently performed facet of pedagogical reflection (Author, 2014; Author, 2016; Howard, 2003). This symposium’s triad of presentations explores ways in which three literacy teacher educators at their respective institutions attempted to stimulate PSTs’ critical reflection processes in order to disrupt hegemonic practices and, in doing so, promote agentic realities.

1. Differentiating Agentive Literacy Teacher Education: Cultivating Critical Reflection Skills to Expand Culturally Responsive Literacy Practices
Jeanne Dyches, Iowa State University
Wendy Barlow, Iowa State University
Brandon Sams, Auburn University

3. Developing Pre-service Teachers’ Critical Literacies: Reading Textual Silences and Planning for Practice
Ashley Summer Boyd, Washington State University

10:15 am - 11:45 am - SYMPOSIUM
Grand Salon D - Second Floor

AREA 6 - Disciplinary Reading and Argumentation: Project READI and Opportunity to Learn

Chair:
Elizabeth Birr Moje, University of Michigan

Discussant:
Elizabeth Birr Moje, University of Michigan

The papers in this symposium report on instructional design principles to support disciplinary reasoning and argumentation developed in the IES funded Project READI. Each paper addresses how practices that support a sense of self-efficacy for students and for teachers were enacted in the disciplines of literature, history and science.

1. Expanding Horizons of Possibility: Architecture for Design of Robust and Expansive Learning Through Literature
Carol D. Lee, Northwestern University

2. Expanding Students’ Disciplinary Literacy Practices and Scientific Understandings with Text-based Investigations in Secondary Science Classes
Cynthia Greenleaf, West Ed

3. More Than “Just the Facts, Ma’am” – Moving Middle School Students to Deepen their Historical Understandings
Susan R. Goldman, The University of Illinois, Chicago

10:15 am - 11:45 am - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 9
Action and Impact in Literacy Practices

1. From Fiction to Action: Using Young Adult Literature to Inspire Prosocial Behavior
Alice Hays, California State University, Bakersfield

2. The Big Impact of a ‘Big Read.’
Amber Malaine Rountree, The University of Tennessee

2) AREA 2
ELA and Digital Literacies

3. ELA Today: Research on What It Means to Teach English Language Arts in the Age of Digital Literacy and Public Education Under Siege
Carl Young, North Carolina State University
Rachael Debnam-O’Dea, North Carolina State University
Nicolette Filson, North Carolina State University

4. Elementary School Teachers’ Meaning Making of Digital Literacy Integration During Collaborative Planning Sessions in a Project-Based School
Zehra Ozurt, Georgia State University

5. Exploratory Study of the Impact of Video-mediated Clinical Experiences on Practice: Teachers’ Retrospective Reports of Knowledge They Use
Anne McGill-Franzen, The University of Tennessee
Natalia Ward, The University of Tennessee

3) AREA 8
Making Meaning: Literacy, Multilingual Students, and Their Teachers

6. Teacher Self-efficacy and English Language Learners’ Attainment of Meaningful Literacies
Pamela J. Dunston, Clemson University
Tracy Butler, Anderson University
Temi Bidjerano, Furman University
Rachelle S. Savitz, Clemson University

7. An Exploration of Chinese Male Engineering Graduate Students’ Oral English Proficiency After Passing TOEFL in the US
Xuezi Zhang, University of Florida
Zeyuan Jing, University of Florida

8. Expanding Meaningfulness: College English Leaners Read in Their Disciplines
Yang Wang, University of South Carolina

4) AREA 12
Language and Literacy Across Borders: International Literacy Instruction

9. Expanding Understandings: ICTs, Disciplinary Literacies, and Swedish Teachers
Elizabeth Stolle, Grand Valley State University

10. Exploring the Challenges of Mother Tongue-based Education in a Multilingual Country
Mark Preston Lopez, University of Florida
Xiaochen Du, University of Florida
Annie Grail Ekid, Mountain Province State Polytechnic College

11. I am an English and...: Using International Children’s Literature to Explore Identity in a Primary Classroom
Melissa Beth Wilson, Leeds Trinity University

12. International Students, Language Barriers, and Language Learning Strategies
Claudia C. Pozzobon, University of Iowa
5) AREA 5
Literacy for Assessment or Pleasure?

13. Literacy Learning and Assessment and the Whole Child: Paper or Computer?
   Katrina W. Hall, University of North Florida
   Stacy Boote, University of North Florida

6) AREA 11
Relational Narratives: Analyzing and Presenting the Storied Lives of Researchers and Participants

14. A Kindergarten Teacher’s Experience with Literacy Instruction: Re-examining Narrative Form and Style
   Jordan Buckrop, University of Virginia

15. The Roles We Play: Exploring Intimacy in Research
   Kathleen Marie Alley, Mississippi State University

7) AREA 9
Refugees and Displaced People in Literature for Children and Young Adults

16. Reading in the Gaps: Exploring Representations of Refugees and other Displaced Individuals in Children’s and Young Adult Verse Novels
   Rachel Rickard, The Ohio State University

17. Hear Me In: Voice, Agency, and Inclusion in International Immigrant and Refugee Stories
   Petros Panaou, University of Georgia
   Julie Mooney Carbaugh, University of Georgia

10:15 am - 11:45 am - ALTERNATIVE FORMAT
Florida Salons I & II - Second Floor

AREA 7 - Storytelling Research: Seeing (Extra)ordinary (In)justice in Youth Narratives and School Practices

Chair:
   Patricia E. Enciso, The Ohio State University

Discussant:
   Cynthia Lewis, University of Minnesota

We will tell stories of our work with elementary and middle grade youth who reshaped and reimagined the injustices in their everyday lives through their own superhero storytelling. We disrupt these potentially heroic literacy research stories with scenes of surveillance and discrimination, in school and society, to ask what theory contributes and forestalls, what methods afford and constrain as we forge literacy pedagogies energized by the radical hope of youth storytelling and demands for change.

1. Title IX Story Club: Creating Possibilities for Black Girls in Sports
   Rebekah May Degener, The Ohio State University

2. Five Boys Talking About Trump: Critical and Dialogic (Re)Storytelling
   Beth Krone, The Ohio State University

3. Super Villains and Political Power: Elementary Youth Superhero Narratives in an Afterschool Program
   Francisco Luis Torres, University of Colorado, Boulder
   Kelsey Tayne, University of Colorado, Boulder

10:15 am - 11:45 am - SYMPOSIUM
Florida Salon III - Second Floor

AREA 5 - What’s the Meaning of This? An Examination of Early Writing Development with Attention to Children’s Skills, Assessment, and Teachers’ Beliefs and Practices

Chair:
   Hope Gerde, Michigan State University

Discussant:
   Gary Bingham, Georgia State University

Early writing skills are a critical component of young children’s literacy development and predictive of later school achievement. This symposium uses multiple data sources from diverse groups of children and teachers to examine when and for whom child and teacher factors are meaningful influences of early writing. In addition, the assessment of children’s composing, the generation of meaningful messages, is examined.

1. When is Self-regulation Meaningfully Contributing to Early Writing Development?
   Kyla McRoy, Michigan State University
   Hope Gerde, Michigan State University

2. Meaningful Writing: Measuring Young Children’s Early Composing Skills
   Margaret Ferguson Quinn, Georgia State University
   Gary Bingham, Georgia State University

3. Meaningful Relations Between Early Childhood Teachers’ Knowledge, Beliefs, and Instructional Supports for Early Writing
   Hope Gerde, Michigan State University
   Gary Bingham, Georgia State University

4. Kindergarten Teachers’ Use of Writing Scaffolds to Support Children’s Developing Orthographic Knowledge
   Stefanie Copp, University of Virginia
   Sonia Cabell, University of Virginia
   Marcia Invernizzi, University of Virginia
10:15 am - 11:45 am – INVITED SESION – AREA 5
Florida Salon V - Second Floor

Beyond Conventions: (Re)mediating Meaningful Literacies by Centering Young Children

Chair:
Kristen White, Michigan State University

Discussant:
Beth A. Buchholz, Appalachian State University

This symposium centers children’s multi-literacies to forward literacies research, theory, and practice. Three qualitative researchers share experiences learning with and alongside children in a Midwestern Title I school, an inclusive public school in a Northeastern metropolis, and a university-affiliated preschool in the Northeast. Authors provide innovative methodologies for amplifying children’s voices and snapshots of children using multiple modes to participate in conversations about critical issues. Findings highlight how all children engaged in critical/sociopolitical conversations.

1. Reading Refugee Texts, Writing Representatives: Amplifying Children’s Voices in an Era of (Im)Migration
   Cassie J. Brownell, Michigan State University

2. The Next Generation: Understanding Children's World(s) Through Multimodal Artifacts
   Haeny Yoon, Teachers College, Columbia University

3. They Have a Camera, and They’re Not Afraid to Use It: Young Children’s Identities In and Through Photographs
   Tran Templeton, Teachers College, Columbia University

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 1 - Second Floor

AREA 6 - Transactional Theory, Trust, and Tweets: Supporting New Literacies in Adolescents’ Lives

Discussant:
Roberto De Roock, Nanyang Technological University

1. Examining the Process of Enculturation of Secondary School Students into the Literary Studies Community
   David Alan Smith, Judson University

2. New Literacies in Participatory Cultures and the Assumption of Trust
   Valerie Lieberman Marsh, University of Rochester
   Martha J. Hoff, University of Rochester

3. Literacy as a Communal Practice: A Critical Exploration of the Literacy Practices and Social Interactions of Urban Youth and English Educators in a Twitter Book Club
   Delicia Tiera Greene, University at Albany, SUNY

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Meeting Room 2 - Second Floor

AREA 14 - Teaching Literacy for Social Justice: A Think-Tank Conversation

LRA has focused mainly on how literacy research might impact social justice issues, and rightly, since we are a community of literacy researchers. But most of us are also teachers, and many of us are teacher educators as well. In this session, participants will brainstorm, discuss, and make plans to collaborate around teaching literacy to students at all age levels in ways that also foster understanding, critical thought, and even action for social justice.

Facilitator:
Nancy Flanagan Knapp, University of Georgia

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 5 - Writing Processes Across School, Home, and Online Platforms

Chair:
Sinead Judith Harmey, UCL, Institute of Education

1. Development of Writing Processes in School-age Children: Evidence from an On-line Narrative Generation Task
   Haesik Min, University at Buffalo, SUNY
   Ling-yu Guo, University at Buffalo, SUNY
   Jeff Higginbotham, University at Buffalo, SUNY

2. Reclaiming Meaning in Writing Development
   Bobbie Kabuto, Queens College
   Kathleen Marie Olmstead, The College at Brockport, SUNY

3. The Relationship of Fluency and Comprehension to Persuasive Writing Quality
   Sharon Walpole, University of Delaware
   John Strong, University of Delaware
   Adrian Pasquarella, University of Delaware
   David Coker, University of Delaware
   Marcia Shirilla, University of Delaware

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Meeting Room 4 - Second Floor

AREA 11 - Lines of Inquiry within Posthuman Literacy Research

Our session pulls together scholars from seven different universities to explore how the posthuman turn in literacy research offers important lines of flight that disrupt assumptions and practices of traditional qualitative research (e.g. Mazzei, 2016; St. Pierre, 2016). Three questions form a moving line of exploration in this session: 1) What are posthuman literacies? 2)
What do they make possible in theory, practice, and research? and 3) What are their ethical implications?

1. Where are the Posthumans in Posthumanism? Configuring Materialities for Literacy Research
   T. Philip Nichols, University of Pennsylvania
2. Encountering Waste Landscapes: More-than-Human Place Literacies in Early Childhood Education
   Jessica Rubin, The University of Texas, Austin
3. Careful! There are Monsters in Here: Posthuman Ethical Considerations in Literacy Practices
   Jaye Johnson Thiel, University of Georgia
   Candace Kuby, University of Missouri
4. Abductions: Critical Posthuman Literacies and Lines
   Karen Spector, University of Alabama
5. Flickering Texts and the Writing Body: Posthuman Literacies, Authorship and the Nonhuman in the Digital University
   Lesley Gourley, UCL, Institute of Education

AREA 9 - Extending Meaning in K-3 Literacy Education: Working Critically with Pre-service Teachers, Children, and Texts

Chair: Tracey Pyscher, Western Washington University
Discussant: Tracey Pyscher, Western Washington University

Literacy researchers from the political North and the political South report on studies that examine the possibilities of extending meaning by reshaping K-3 student teachers’ experiences, by layering collage images with children in Kindergarten, and by reworking online stories written for African children. Each of the presentations works to disrupt existing practices by redesigning texts, images and readings so as to create spaces for socio-critical reflection in relation to existing values and beliefs.

1. ‘I Would Recommend This Book Because the Story has an Important Moral’: Unpacking and Disrupting Preservice Teachers’ Understandings of ‘Appropriate’ Picturebooks for Young Children
   Kerryn Dixon, University of the Witwatersrand
   Hilary Janks, University of the Witwatersrand
2. Open License Affords Critical Literacy: The Design and Redesign of African Storybooks
   Lisa Treffry-Goatley, South African Institute for Distance Education
3. Collage Interpretations of Reading With/Against Text in a Kindergarten Classroom
   Vivian Marie Vasquez, American University
   Bryan Woods, Kindree Public School

AREA 7 - Pedagogies of Possibilities: Critical Conversations About Comic Books, Children’s Literature, and Digital Creative Practices

Chair: Kate T. Anderson, Arizona State University

1. Comic Book Conversations as Pedagogies of Possibilities in Urban Spaces
   Ewa McGrail, Georgia State University
   Gertrude Tinker Sachs, Georgia State University
   Megan Lewis, Georgia State University
2. Shifting Perspectives Through Critical Literacy: Fifth Graders’ Take on Gender, Injustice, & Feminism
   Brooke H. Langston-DeMott, The University of North Carolina, Wilmington
3. The Project Cafe: Exploring Possibility and Equality in Youth Mobilities Through Digital Spaces and the Arts
   Diane R. Collier, Brock University
   Mia Perry, University of Glasgow
   Jennifer Rowsell, Brock University
   Theresa Rogers, University of British Columbia
### AREA 3 - Designing Literacy Instruction

**Chair:**
Carla K. Meyer, Duquesne University

**Discussant:**
Dawnene D. Hassett, University of Wisconsin – Madison

1. **Urban Elementary Classrooms as Designed Places for Negotiating Literacy Learning**
   Lynn Gatto, University of Rochester

2. **Multiliteracies, Design Thinking, and Tinkering in Reading Workshop**
   Christiane Wood, California State University, San Marcos

3. **“I Am Designing This Text for a Reason”: Foregrounding Design in the Teaching of Writing Across Grade Levels**
   Charlotte Land, The University of Texas, Austin

### AREA 8 - Textual and Instructional Considerations to Foster Multilingualism, Literacy, and Identity: A Transnational/Multilingual ICG-sponsored Symposium

**Chair:**
Sarah Newcomer, Washington State University

**Discussant:**
Jennifer Collett, Lehman College, CUNY

This Transnational/Multilingual ICG-sponsored symposium reflects the conference theme of literacy research for expanding meaningfulness by focusing on ways in which fostering students’ multilingualism broadens the scope of literacy instruction and attainment beyond measurable skills. These papers examine various ways in which texts or instruction in various countries and contexts may support or hinder children’s development of multilingual and literate competencies and identities and explore the possibilities and potential challenges of using multilingual materials and pedagogies.

1. **Trends and Language Ideology in Spanish-English Dual-language Picturebooks**
   Lisa Domke, Michigan State University

2. **Meeting the Needs of Students in a Multilingual Classroom: Linking Research to Practice**
   Rahat Zaidi, University of Calgary

3. **“Who We Are Today”: Latinx Youth Perspectives of Being Bilingual and Bicultural**
   Sarah Newcomer, Washington State University

### AREA 2 - Meaningful Practices: Reading Race & Co-constructing Culture

**Chair:**
Soria Elizabeth Colomer, Oregon State University

**Discussant:**
Ngozi Onuora, Millikin University

1. **Revisiting Racialized Texts: A Study of Racial Literacy**
   Carolyn Fuller, St. Louis Community College

2. **Educators Expanded Meaningfulness: A Phenomenological Study of Teaching Literacy to ELs**
   Jennifer Stegall, Missouri Southern State University

3. **“And We’re Like Dinosaurs”: One Latino-Jamaican Male’s Position as a Beginning Literacy Specialist**
   Elizabeth Stevens, Roberts Wesleyan College

4. **“If People Don’t Know Where You From, They Be Talkin’ for You.”: How Anti-racist Teaching Influences Critical Literacy Teacher Identity**
   Alina Adonyi Pruitt, The University of Texas, Austin
1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 2 - Adaptive Expertise for Teaching Literature-related Argumentative Writing in High School English Language Arts Classrooms

Chair:
George Newell, The Ohio State University

Discussant:
Richard Beach, University of Minnesota

Situated within the teaching of argumentative writing in high school ELA classrooms, this symposium includes three papers that outline a hybrid model of adaptive expertise that takes into account personal, conceptual, and contextual factors, reports and interprets findings from a mixed method study of the cognitive processes by which teachers resolve complex issues related to teaching literature-related argumentative writing, and illustrates contrasting kinds of expertise by describing two teachers’ responses to a teaching scenario.

1. Adaptive Expertise for Teaching Literature-related Argumentative Writing in High School English Language Arts Classrooms
   Seung-Yon Ha, The Ohio State University
   Tzu-Jung Lin, The Ohio State University
   Grace Hsieh, National Chaio Tung University
   Eileen Buescher, Eastern Kentucky University

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Il Terrazzo - First Floor

AREA 7 - Making Beautiful Music: Adolescents’ and Teachers’ Collaborative Inquiry into All-gender Identity and Inclusion

Presenters:
Sarah Evis, Toronto District School Board
Ty Walkland, University of Toronto
Pamela Baer, University of Toronto
Benjamin Lee-Hicks, University of Toronto
Ben Gallagher, University of Toronto

This alternative session features a screening of Gender is Like the Ocean, a 45-minute film that documents a group of adolescents and teachers as they grapple with questions about gender, identity, representation, and inclusion. The film traces a several-month process of inquiry involving middle school students and teacher candidates from the University of Toronto who co-authored critical literacy curriculum for Kristin Cronn-Mills’s young adult novel, Beautiful Music for Ugly Children (2012) and co-researched that process.

1. Gender is Like the Ocean
   Rob Simon, University of Toronto

1:15 pm - 2:45 pm - PAPER SESSION
Grand Salon A - Second Floor

AREA 8 - Use of Diverse Texts to Develop Meaningful Engagement Among Diverse Learners

Chair:
Lori Czop Assaf, Texas State University

1. Culturally Relevant Children’s Literature as Mentor Texts in the Bilingual Classroom
   Gilberto P. Lara, Oregon State University
   Maria G. Leija, University of Texas, Rio Grande Valley

2. Developing Taiwanese Students’ Critical Awareness Through Reading Postmodern Picturebooks
   Ying-Hsuan Lee, Washington State University

3. Expanding (Access to) Meaningfulness in A New Dual Language School Library
   Patrick Henry Smith, The University of Illinois, Urbana-Champaign
   Bethany Thompson, Champaign Unit 4 Schools

4. Making Complex Informational Text Accessible for Emergent Bilinguals
   Carrie Symons, Michigan State University

1:15 pm - 2:45 pm - SYMPOSIUM
Grand Salon B - Second Floor

AREA 7 - Beyond Respectability Politics in Language and Literacy Research: Toward Theories of Justice for Linguistically and Racially-Diverse Students

Chair:
Ramon Martinez, Stanford University

Discussant:
Ramon Martinez, Stanford University

In this symposium, four critical language scholars of color will discuss and illustrate how linguistic racism (Baker-Bell, 2017) and symbolic linguistic violence (Johnson, Jackson, Stovall & Bazille, 2017; Martinez, 2017) get perpetuated and normalized in our research practices, disciplinary discourses, curricular choices, and pedagogical practices. The four separate but interconnected presentations offer new insights for working toward racial and linguistic at the intersections of theory, research, and practice.

1. “A Seat at the Table”: Exploring Black Girls’ Perspectives on Black Language
   April Baker-Bell, Michigan State University

2. Exploring Teacher Knowledge of African American Language and Its Role in Pedagogy
   Alice Lee, Illinois State University

3. Using Black Literacies to Embrace African American Language in the Classroom
   Lamar Johnson, Michigan State University

4. Talking Right and Talking White? Black and Latinx Youth Language Ideologies
   Danny C. Martinez, University of California, Davis
1:15 pm - 2:45 pm - PAPER SESSION
Grand Salon C - Second Floor

AREA 1 - Literacy Educators’ Understandings and Perspective about Teaching Special Student Populations

Chair:
Ling Wang, Austin Peay State University
Discussant:
Antonieta Avila, University of Wisconsin-Milwaukee

1. “We Didn’t Really Learn Any Ways to Teach Them”: Teachers’ Perceptions of Their Preparatory Experiences for Teaching English Learners (ELs)
Pamela Correll, Missouri State University

2. Building Bridges, Not Walls: Preparing Teachers to Use (Critical) Media Literacy as a Framework to Engage & Empower English Learners
Kisha C. Bryan, Tennessee State University
Katherin E. Garland, Santa Fe Community College

3. Teacher Educators Understandings and Perspectives About Dyslexia
Jo Worthy, The University of Texas, Austin
Cori Salmeron, The University of Texas, Austin
Stacia Long, The University of Texas, Austin
Vickie Godfrey, The University of Texas, Austin
Catherine Lammert, The University of Texas, Austin

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Grand Salon D - Second Floor

AREA 7 - Intersectionality: “That’s Not Literacy Research”

Chair:
Detra Price-Dennis, Teachers College, Columbia University
Discussant:
Corrine Wickens, Northern Illinois University

This alternative format session is co-sponsored by the Ethnicity, Race, and Multilingualism Committee and Gender & Sexualities Innovative Community Group. The papers in this session will address moments of hegemonic subjugation through a lens of intersectionality, in which literacy research has been characterized through discourses of power (Foucault, 1972) as “not really literacy research.” This session will address ways in which corollary issues of advocacy, methodology, and subject matter have been challenged as literacy research.

1. Intersectionality: “That’s Not Literacy Research”
Carol Brochin, University of Arizona
Em A. Kirkwood, University of Illinois, Urbana-Champaign
Caitlin Law Ryan, East Carolina University
Jill Hermann-Wilmarth, Western Michigan University
Dywanna Smith, University of South Carolina
5) AREA 2
Special ELA Partnerships

9. Investigating University Partnerships on Teacher Knowledge of Best Reading and Writing Practices
   Tala Michelle Karkar Esperat, Texas Tech University
   Charity G. Embley, Texas Tech University
   Julie Smit, Texas Tech University
10. Teacher Perceptions of a Project-based Approach to Literacy and Social Studies Instruction
    Katie Ziemia Revelle, University of Michigan

6) AREA 9
Powerful Connections: Responding to YA Literature

    Kimberly E. Schmidt, University of Colorado, Boulder
12. Voices Behind Bars: How Literature Unlocks Personal Stories of Incarceration
    Caitlin Elizabeth Murphy, The Ohio State University
    Sarah Campbell Lightner, West Chester University

7) AREA 7
Literacies in the Community: Complicating Assumptions

13. Complicating the Implicit Binary of In and Out of School Literacy Research: A Metasynthesis
    Jung Kim, Lewis University
    Susan Cridland-Hughes, Clemson University
14. Multimodal Literacy Practices within a Community
    Amy Burke, Texas Woman’s University
    Nancy Anderson, Texas Woman’s University

8) AREA 1
Using Technology to Support Pre-service Literacy Teachers

15. Hashtag Reflective Practitioner: Using Social Media to Support Developing Teachers’ Critical Reflection
    Lane Whitney Clarke, University of New England
16. #Identity: Making Pre-service Teacher Identity Development Visible Through Twitter
    Shannon Prince, Michigan State University
17. Using Snapchat to Bridge Theory and Practice: Preservice Teachers’ Reflections on Elementary Literacy Practices
    Monica Thomas Billen, California State University, Fresno

1:15 pm - 2:45 pm - PAPER SESSION
Florida Salons I & II - Second Floor

AREA 3 - Reflective Practice and Literacy Teaching Improvements

Chair:
Alyssa Michelle Boardman, University of Wisconsin-La Crosse

1. What Does Literacy Instruction in the Intermediate Grades Look Like?
   Zaline Roy-Campbell, Syracuse University

2. Moving Away from Teacher Directed Meaning in Literacy: A Discourse Analysis of How One Teacher Changed his Teaching Practices
   Alyssa Michelle Boardman, University of Wisconsin-La Crosse

3. Shaping Opportunities for Meaningful Literacy Learning: One Teacher’s Curricular Adaptations During Reading Comprehension Instruction
   Laura Joy Hopkins, Michigan State University

1:15 pm - 2:45 pm - PAPER SESSION
Florida Salon III - Second Floor

AREA 10 - Digital Creation and Engagement

Chair:
Steve Wellinski, Eastern Michigan University
Discussant:
Katina Zammit, Western Sydney University

1. “You Have to Work to Make the Good Stuff Happen”: Early Adolescents as Designers of Digital Media via Coding
   Julia Hagge, The Ohio State University, Marion

2. Digital Show and Tell: The Affordances of Multimedia Journals in Learning Disciplinary Language and Literacy
   Deborah Kozdras, University of South Florida
   Christine Joseph Picot, East Carolina University

3. Using Videogames to Engage Students in Literate Practices
   Carolyn Stufft, Berry College
1:15 pm - 2:45 pm - PAPER SESSION
Florida Salon V - Second Floor

AREA 8 - Exploration of Family and Community Literacies and Language Practices

Chair:
Amy Frederick, University of Wisconsin, River Falls

Discussant:
Margarita Gomez Zisselsberger, Loyola University Maryland

1. Developing Literacy and Biliteracy Practices: Children and Adolescents as Language Brokers in Families from Bosnia-Herzegovina
Nermin Vehabovic, North Carolina State University

2. Parental Language Use in Storytelling and Children’s Language Abilities in Two Languages: A Study on Children in Dual Immersion Programs
Lu Yang, University of California, Davis
Yuuko Uchikoshi, University of California, Davis

3. “We Can Only Teach What We Know:” Immigrant Mothers’ Experiences of Raising Bilingual and Biliterate Children
Jungmin Kwon, Teachers College, Columbia University

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 1 - Second Floor

AREA 14 - Socio-materiality, Poststructural, Posthuman, & New Literacies

Chair:
Lara Handsfield, Illinois State University

Discussant:
Jaye Johnson Thiel, University of Georgia

George Lovell Boggs, The Florida State University
Trevor Thomas Stewart, Virginia Tech

2. Posthuman Literacy and Jain Nonviolence: Decentering the Humanist Subject
Jessica Rubin, The University of Texas, Austin

3. O-o-o-o-o, na-na-na-na – On Swishing Winter Trousers: Mobile Children Making Their Home in Literacy Refrains
Päivi Helena Jokinen, University of Oulu
Guy Merchant, Sheffield Hallam University
Riitta-Liisa Korkeamäki, University of Oulu

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 3 - Examining Language in Elementary School Instruction

Chair:
Xavier Eric Fazio, Brock University

Discussant:
Judith T. Lysaker, Purdue University

1. First Grade Teachers’ Level of Language During Instruction
Elizabeth H. Brinkerhoff, University of South Carolina, Beaufort
Alysia D. Roehrig, The Florida State University

2. Language Relationships in Elementary Writing Through Relational-key
Faythe Beauchemin, The Ohio State University

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 3 - Second Floor

AREA 1 - Poetic, Dramatic, and Embodied Engagements with Texts in Learning to Teach

Chair:
Jamie Colwell, Old Dominion University

Discussant:
Carolyn Hitchens, Ball State University

1. Expanding Meaningfulness of Teacher Gender: An Inquiry into Teacher Drawings by Pre-service Educators
Anne Swenson Ticknor, East Carolina University

2. Writing from the Heart: Poetry as a Communicative Platform to Stimulate Education Majors’ Reflections About Teaching Literacy
Janet Richards, University of South Florida
Susan V. Bennett, University of South Florida, St. Petersburg

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 4 - Second Floor

AREA 10 - Expanding Meaning Through Digital Literacies and Inquiry: Research Perspectives from Diverse Geographical and Cultural Contexts

Chair:
Guoyong Wu, Clemson University

Discussants:
W. Ian O’Byrne, College of Charleston
Shea N. Kerkhoff, Purdue University

In this symposium, we share four research papers targeting five countries (i.e., Colombia, Canada, Australia, and China and...
the US) in order to offer a comparative analysis of how digital literacies instruction is being taken up in different geographical and cultural contexts. The papers demonstrate how educators and students embrace digital literacies and inquiry to “expand meaningfulness” within school-based literacy learning, specifically in the area of personal and social significance.

1. Early Literacies in Second Languages in Colombia: Multimodal Critical Consciousness in K-5 English Education
   Raul A. Mora, Universidad Pontificia Bolivariana, Sede Central Medellín
   Claudia Cañas, Universidad Pontificia Bolivariana, Sede Central Medellín
   Angela Patricia Ocampo, Universidad Pontificia Bolivariana, Sede Central Medellín
   Ana Karina Rodríguez, Universidad Pontificia Bolivariana, Sede Central Medellín
   Mónica López-Ladino, Universidad Pontificia Bolivariana, Sede Central Medellín

2. Development of New Literacies Skills in Canadian Francophone Minority-language Classrooms
   Michelle Schira Hagerman, University of Ottawa

3. Expanding What Counts as Literacy: Student Engagement and Digital Literacies in an Australian 3rd Grade Classroom
   Katina Zammit, Western Sydney University

4. Cross-Cultural Digital, Collaborative Inquiry: A Collective Case Study with Students from China and the US
   Hiller A. Spires, North Carolina State University
   Casey Medlock Paul, North Carolina State University
   Marie Himes, North Carolina State University
   Erin Lyjak, North Carolina State University
   Chang Yuan, North Carolina State University

AREA 10 - Making Meaning In, Across, and Through: Tracing Agency and Semiotic Mobility

Chair:
Jon M. Wargo, Boston College

Presenters in this symposium explore semiotic mobility - or the traversals of semiosis across modes, media, technologies, etc. - in the ways youth take up, resist, and remix composing practices across contexts. The panel features research from a range of educational settings as presenters trace meaning-making across expanded and expansive literacy practice. In conversation, these papers offer a generative look at the roles and functions of semiotic mobility through the lens of composer agency.

1. Tracing the Intersections of Youth Literacies and Activism
   Jamila Lyiscott, Teachers College, Columbia University

2. Tracing Uptake Through Youths’ Compositional Moves
   Matthew Hall, The College of New Jersey
   Anna Smith, Illinois State University

3. Tracing Affective Engagement in Youth Meaning Making Across Time and Space
   Shawndra Allen, The University of Illinois, Chicago
   Nathan C. Phillips, The University of Illinois, Chicago

AREA 6 - Expanding Understanding of Adults’ Home, Work, and Lifespan Literacies

Chair:
Gail Lovette, University of Virginia

Discussant:
Carmela Romano Gillette, University of Michigan

1. The Association Between Adults’ Cognitive Literacy Scores and Real-world Practices: What Do PIAAC Survey Results Say?
   Donita Shaw, Oklahoma State University
   Kristen H. Perry, University of Kentucky

2. Making Visible the Literacy Practices of Elders: Seeking Meaningful Literacy Education Across the Lifespan
   Rachel May Heydon, Western University
   C. Ann Cameron, University of British Columbia
   Emma Cooper, Western University
   Elisabeth Davies, Western University
   Susan O’Neill, Simon Fraser University
3. The Role of Postsecondary Learning Centers in Supporting Graduate Nursing Students Identities as Scholars and Writers
James Arrington, University of Pennsylvania
Cassie Lo, University of Pennsylvania
Victoria S. Gill, University of Pennsylvania

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Meeting Room 9 - Third Floor

AREA 12 - Encountering and Contesting Multilingual/Transcultural Meaningfulness in Literacy Research

Chair: Patricia E. Enciso, The Ohio State University
Discussant: Patriann Smith, Texas Tech University

We ask how current multilingual and transcultural literacy research can expand meaningfulness and dignity for and with youth, whose diverse itineraries of migration and linguistic repertoires and transcultural knowledge are vital for humanizing relationships and literacies. We present four multilingual and transcultural literacy studies with diverse theoretical and pedagogical frames. Participants will consider the strengths and limitations of the theoretical, methodological and pedagogical assumptions of the presented and related research.

1. Fostering Language Awareness for Social Justice in Mainstream Schools
Rahat Zaidi, University of Calgary

2. Learning to Listen to Multilingual Kids: Merging Theory and Practice in Pre-service Teacher Education
Marjorie Orellana, University of California, Los Angeles
Lilia Rodriguez, University of California, Los Angeles
Janell Franco, University of California, Los Angeles
Sarah Jean Johnson, University of Southern California

3. Re-imagining Literacy Pedagogies: Transcultural, Translingual Competencies for all Students
Jacqueline Ann D’warte, Western Sydney University

2. Tailoring a Linguistically Responsive Intervention for Developing Readers: A Formative Experiment with a Teacher Study Group
Anne Ittner, University of Minnesota

3. The Effect of A Self-regulated Vocabulary Intervention for Elementary English learners
Qizhen Deng, University of Nebraska-Lincoln
Guy Trainin, University of Nebraska-Lincoln

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 9 - Race Matters: Critical Content Analysis of Literature Across the African Diaspora

Discussants:
Ebony Elizabeth Thomas, University of Pennsylvania
Stephanie Patrice Jones, Grinnell College

1. Visions of Conflict: A Critical Content Analysis of Racism, Social Justice, Violence, and Hope in Muslim and African American Graphic Novels
Tisha Lewis Ellison, University of Georgia
Seemi Aziz, University of Arizona
S. R. Toliver, University of Georgia

2. Beyond the Problem: Afrofuturism as a Counter to Realistic Fiction about Black Girls
S. R. Toliver, University of Georgia

3. Critical Content Analysis and a Text Set: Reading Black Girls Across the African Diaspora
Desiree Cueto, Western Washington University
Wanda Brooks, Temple University

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 7 - Community Engagement and Family Involvement as Meaningful Literacies: Rewriting Relationships Through a Research-practice Partnership

Chair: Caroline T. Clark, The Ohio State University
Discussant: Gerald Campano, University of Pennsylvania

Working out of a NLS framework, presenters describe how teacher education and family involvement were redefined as students, families, and teachers engaged in new ways of reading, writing, and interacting in the context of a research-practice partnership between a city school district, a public-charter school system, and a university. The discussant, who leads similar work in another large city, will provide a comparative perspective and raise further questions regarding RPPs as contexts for meaningful literacies.
1. Place-based Teacher Education: Literacy Learning in a Community Context
   Deborah Morbitt, The Ohio State University

2. Digital Stories of Family Involvement
   Caroline T. Clark, The Ohio State University

3. “Single Stories,” Intersectionality, and Family Involvement
   Jenell Penn, The Ohio State University

4. Changing Mindsets Through a Research-Practice Partnership
   Bridget Lee, The Ohio State University

3:00 pm - 4:30 pm - PAPER SESSION
II Terrazzo - First Floor

AREA 2 - Teacher Discourse Analysis: Making, Expanding & Negotiating Meaning

Discussant:
Danielle Dennis, University of South Florida

1. Beyond Mandated Curriculum: Teachers Negotiating Meaningful Literacy Instruction
   Sandra Webb, Georgia College
   Dixie D. Massey, University of Washington

2. Can Do or Can’t Do: A Critical Discourse Analysis of WIDA in Florida
   Shuzhan Li, University of Florida
   Xue Qiao, Arizona State University

3. Developing a Framework for Adaptive Metacognition of Literacy Teachers
   Erin Washburn, Binghamton University, SUNY
   Matthew Lambert McConn, Binghamton University

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Grand Salon B - Second Floor

AREA 2 - Overcoming Challenges and Barriers That Influence Professional Development

1. Overcoming Challenges and Barriers That Influence Professional Development
   Denise N. Morgan, Kent State University

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Grand Salon A - Second Floor

AREA 10 - Advancing Multimodal Composition Instructional Frameworks and Practices

Chair:
Colin Harrison, University of Nottingham

Discussant:
Jill Castek, University of Arizona

This alternative session is designed to engage participants in a lively critique and suggestions for advancing theory-based multimodal composing instructional frameworks and practices. The presenters have been working in US and Irish contexts, designing and studying multimodal composing with children, adolescents, and pre-service teachers. They will highlight how they design for diversity, and participants will contribute to revised frameworks for further study.

1. Multiliteracies, Multimodality, Social Semiotics and What’s Missing
   Emily Howell, Iowa State University

2. Balancing Creative Innovation and Explicit Scaffolding: A Pedagogical Model for Multimodal Composing
   Robin Jocius, The Citadel

3. Inclusive, Instructional Frameworks for Multimodal Composition
   Kimberly E. Schmidt, University of Colorado, Boulder

4. Scaffolding Multimodal Composing to Support Disciplinary Learning
   Blaine E. Smith, University of Arizona
   Ji Shen, University of Miami

5. Scaffolding Authentic Learning Across the Disciplines During Internet Inquiry: A Climate Change Curriculum Unit
   Bernadette Dwyer, Dublin City University

6. When Composers Become Makers: Designing Tactile Picture Books with Craft Materials and Digital Tools
   Bridget Dalton, University of Colorado, Boulder
   Benjamin Walsh, University of Colorado, Boulder
   Kristen Musetti, University of Colorado, Boulder
   Abigayle Stangl, University of Colorado, Boulder

In this alternative session, we seek to engage participants in conversation concerning challenges and barriers influencing professional development including issues related to time, level of administrative support, content differentiation, and teachers’ stance towards professional inquiry. In this shared conversation, researchers and participants will discuss how to address and overcome these factors in our research.
AREA 11 - Positioning Theory and Literacy Research: Methodological and Conceptual Issues

This interactive alternative session explores Positioning Theory (PT) introduced by Davies & Harré (1990). First, PT is explored through a literature review of literacy research studies employing the PT framework. Then, presenters and attendees will critically consider PT in literacy research practices and methodologies in interactive small groups where presenters will raise theoretical and methodological issues grounded in diverse research studies and address topics such as self-as-researcher, engineering literacies, professional learning communities, and trauma literacies.

   Mary McVee, University at Buffalo, SUNY
   Nichole Barrett, University at Buffalo, SUNY
   Kate Shands Haq, University at Buffalo, SUNY
   Katarina Nicole Silvestri, University at Buffalo, SUNY

2. Positioning Theory as Tool: Exploring the Unfolding of a Literacy Learning Community
   Cynthia Helen Brock, University of Wyoming
   Dana A. Robertson, University of Wyoming
   Adeline Borti, University of Wyoming

3. Positioning as Affective Potential with/in Critical Trauma Literacies
   Elizabeth Dutro, University of Colorado, Boulder

4. Rethinking “Researcher Positionality”: Positioning Theory and the Changing Role of Researcher
   Joseph C. Rumenapp, Judson University

5. Multimodal Literacies, Positions, and Opportunities to Learn in an Elementary Engineering Club
   Lynn Shanahan, University at Buffalo, SUNY
   Katarina Nicole Silvestri, University at Buffalo, SUNY
   Kate Shands Haq, University at Buffalo, SUNY

1) AREA 2
Specific ELA Methods

1. Engaging Students in Becoming Literate: Student and Family Perceptions of Literacy Lab/Reading Clinic Experiences
   Terry Deeney, University of Rhode Island
   Cheryl Dozier, University at Albany, SUNY
   Tammy Milby, University of Richmond
   Leslie Cavendish, High Point University
   Alistair Gaynor, Vanderbilt University
   D. Beth Scott, Penn State Harrisburg
   Gae Lynn McInroe, McMurry University
   Ruth Wharton-McDonald, University of New Hampshire
   Stephanie L. McAndrews, Southern Illinois University, Edwardsville
   Shadrack Msengi, Southern Illinois University, Edwardsville

2. The Power of Collaborative Spaces: A Design-based Model for Supporting Teacher Learning in Meaningful Disciplinary Literacies Instruction
   Angela Fortune, The University of Illinois, Chicago

3. Thinking Big with Think Alouds: Expanding this Metacognitive Process
   Molly Ness, Fordham University

2) AREA 6
Investigating Efforts to Support Adult Literacy Learning

4. Constructing Community-centered Curriculum: Inquiring into Meaningful Literacy Education for Adult English Language Learners
   Emily Rose Schwab, University of Pennsylvania

5. Expanding Opportunities: Assessing the Development of Employment Literacies
   Leah Katherine Saal, Loyola University Maryland

3) AREA 3
Writing Collaborations Across Age Levels

This set of roundtables explores sociocultural dynamics in writing instruction for pre-K, middle school, college, and graduate students. Collectively, the papers explore the papers of identity, collaboration, acquiring academic language for argumentation, and working with non-native speakers of English. Across papers, several themes will emerge for consequential discussions of writing pedagogy.

6. Collaborative Writing in the College Classroom: An Investigation into Student Roles and Products
   Susan F. Skawinski, Providence College
   Marcy F. Zipke, Providence College
7. We Need to Be Socialized! Writing Workshop with Native and Non-native Graduate Students
   Jungyoung Park, University of Florida
   Richard Schlight, Woosong University

4) AREA 2
Teacher Induction

8. From Student to Teacher: Expanding Meaningful Transitions from Teacher Education Programs into New Teaching Careers
   Elizabeth McCall Bemiss, University of West Florida

9. When “Have Beautiful Conversation” Isn’t Enough: Disciplinary Literacy, English Learners, and Induction for Early-career Teachers
   Christine M. Snyder, Claremont Graduate University

5) AREA 6
Literacies and Advocacy Beyond Fake News

The aim of this session is to present and discuss 3 papers about modes of literacy that merit increased attention as news outlets and traditional news sources are repositioned and reframed in the current political climate. Each paper engages the production, consumption and understanding of media literacies used in the media in and as resistance, political expression and/or advocacy.

10. Literacies and Advocacy Beyond Fake News
    Stergios Botzakis, The University of Tennessee, Knoxville
    Christopher Wenz, University of Connecticut
    Grace Pigozzi, The University of Illinois, Chicago

6) AREA 5
Read-alouds

11. Expanding Meaningfulness with Preschoolers: Text Discussions During Interactive Read-alouds That Support Meaning Constructions and Literary Responses
    Susan King Fullerton, Clemson University

12. Interactive Read-alouds with Informational Texts in Preschool
    Ariel Robinson, University of Missouri

7) AREA 3
Understanding and Supporting Literacy Development for ALL Students

The papers in this roundtable session provide understanding and support for outstanding literacy instruction for all students, particularly special needs students. Topics will include: school reform to support literacy development, reading comprehension interventions for students with autism, a procedure for adaptive instruction, and supporting the teaching and learning of deaf and hard of hearing students in writing. Common themes across all papers for supporting the literacy learning of all students in school settings will emerge for discussion.

13. A Systematic Review of Reading Comprehension Interventions for Students with Autism Spectrum Disorder
    Gina Braun, The University of Illinois, Chicago

14. The Relationship Between Deaf and Hard of Hearing Elementary Students’ Language Competence, Writing Performance, and Writing Motivation
    Hannah Dostal, University of Connecticut
    Kimberly Wolbers, The University of Tennessee
    Joan Weir, University of Connecticut

8) AREA 3
Meaningful Change Through Electronic Cognitive Apprenticeships: Co-constructing Knowledge through Authentic, Synergistic Teaching and Learning Experiences Across District, State, and University Partnerships

Chairs:
Adria Klein, Saint Mary’s College of California
Salli Forbes, University of Northern Iowa

Discussant:
Peter Afflerbach, University of Maryland, College Park
Peter Johnston, University at Albany, SUNY

Focusing on a multi-state, multi-tiered collaboration of educators across six universities, research and development led to key findings for developing professional expertise through an electronic cognitive apprenticeship model. The presenters focus on three aspects of the study: comprehensive literacy and research-based components; technological tools to observe lessons and coach teachers; and enhancing teacher knowledge through an electronic cognitive apprenticeship.

15. Comprehensive Literacy and Research-based Components
    Mary Ann Poparad, National Louis University
    Salli Forbes, University of Northern Iowa

16. Technological Tools to Observe Lessons and Coach Teachers
    Adria Klein, Saint Mary's College of California
    Kent Layton, University of Arkansas, Little Rock

17. Enhancing Teacher Knowledge Through Electronic Cognitive Apprenticeship
    Linda Dorn, University of Arkansas, Little Rock
    Lori Taylor, University of Maine

9) AREA 10
Peer Collaborations and Digital Media Tools

18. Peer Feedback in the Writing Workshop Chatroom
    Arsenio Silva, Clemson University

19. Understanding Group Interactions During Collaborative Inquiry Across Multiple Sources
    Changhee Lee, University of Rhode Island
    Julie L. Ciervo, University of Rhode Island
    Carita Kilili, University of Oslo
    Desiree Harpel, University of Rhode Island
    Ryan O’Connell, Village Green Charter School
3:00 pm - 4:30 pm - PAPER SESSION
Florida Salons I & II - Second Floor

AREA 1 - Discourse Analysis of Teaching Practices

Discussant:
Julie Rust, Millsaps College

1. Content or Pedagogy?: Analyzing Secondary Education Methods Instructors’ Discourse
   Wendy Barlow, Iowa State University
   Tammy Slater, Iowa State University

2. Pre-service Teachers’ Conceptions of a Cultural Perspective in Teaching: An Examination of Discourse and Teaching Practices
   Eileen Buescher, Eastern Kentucky University

3. Unpacking “Collaboration”: Using Discourse Analysis to Examine the Talk Between One Cooperating and Preservice Teacher
   Kira LeeKeenan, The University of Texas, Austin

3:00 pm - 4:30 pm - SYMPOSIUM
Florida Salon III - Second Floor

AREA 7 - Exploring Intersectionality to Expand the Meaningfulness of Research on Adolescents’ Literacy Practices

Chair:
Danny C. Martinez, University of California, Davis

Discussant:
Marcelle Haddix, Syracuse University

This symposium explores uses of intersectionality as an analytic lens (Núñez, 2014) to expand meaningfulness of research on adolescents’ literacy practices. The first paper explores intersectionality in a critical literature review, the second paper explores intersectionality as a research focus, and the third paper explores how intersectionality is enacted in instruction. The session is framed with an introduction by the session chair, an ending discussant to critique the analyses, and time for audience discussion.

1. Adolescents’ Literacy Practices: Intersectionality in Recent Research
   Kathleen Hinchman, Syracuse University
   Donna Alvermann, University of Georgia

2. Adolescents’ Literacy Practices: Intersectionality as Methodology
   Katherine Frankel, Boston University

3. Adolescents’ Literacy Practices: Intersectionality as Practice
   Maneka Deanna Brooks, Texas State University

3:00 pm - 4:30 pm – INVITED SESSION – AREA 7
Florida Salon V - Second Floor

Human Rights, Justice and Transformative Learning: What Needs to Change?

Presenter:
Audrey Osler, University College of South East Norway/University of Leeds

Recent election outcomes in both the U.S. and Europe have highlighted deep political and cultural divides within local and national communities. Teachers may be unsure of how to promote common values and cultivate expressions of solidarity across such divides, at various scales: local, national and global. In this presentation, Professor Osler will explore the possibilities (and the limitations) of human rights as a framework for social justice and peace. Human rights education and literacy education each concern themselves with the transformation of students’ lives: enabling individuals to claim their rights and participate in society.

4:45 pm - 6:00 pm – PRESIDENTIAL ADDRESS
Grand Salon E-J - Second Floor

Chair:
Gay Ivey, University of North Carolina, Greensboro

Albert J. Kingston Award Presentation
Jennifer Jones-Powell, Radford University
Fenice Boyd, University of South Carolina

Student Outstanding Research Award Presentation
Doris Walker-Dahlhouse, Marquette University

Introduction of LRA President
Gwendolyn Thompson McMillon, Oakland University

2017 Presidential Address: Literacy Research, Racial Consciousness, and Equitable Flows of Knowledge
Rebecca Rogers, University of Missouri-St. Louis

Rebecca Rogers is a Professor of Literacy Studies at the University of Missouri-St. Louis. She earned her PhD in Reading/Literacy from the University of Albany, State University of New York. Her research and teaching focus on the learning contexts in which people collaborate to transform their schools and communities and the literacy practices that emerge from these efforts. In the context of St. Louis, this involves a particular focus on disrupting racism and using language and literacy to activity pursue educational equity. She is a former Fulbright Fellow in Critical Discourse Studies at the Universidad de San Martin in Argentina. She has written many books including “A Critical Discourse Analysis of Family Literacy Practices” (Routledge, 2003); “An Introduction to Critical Discourse Analysis in Education” (Routledge, 2004); “Designing Socially Just Learning Communities” (with Mosley Wetzel, Kramer & LSJTRG; Routledge, 2009) and “Designing Critical Literacy Education through CDA” (with Mosley Wetzel, Routledge,
2014). Her research has been published in journals such as Journal of Literacy Research, Critical Discourse Studies, Race, Ethnicity, and Education, Reading Research Quarterly, Reading and Writing Quarterly, Literacy Research: Theory, Method, and Practice, Linguistics and Education, and Urban Education. The authorship on many of these publications reflects the value she places on intentionally seeking out thought partners who cut across lines of difference. Her new book is called “Reclaiming Powerful Literacies: New Directions for Critical Discourse Analysis” (Routledge, 2017) and focuses on positive approaches to discourse analysis in educational contexts. All proceeds from this book will go to LRA’s STAR Mentoring Program (Scholars of Color Transitioning into Academic Research Institutions). LRA has been her professional home for 20 years.

President’s Reception
6:00 pm – 7:30 pm
Il Terrazzo Patio – First Floor

Vital Issues
9:00 pm – 11:00 pm
Hotel Lobby Bar – First Floor
SESSION TYPE DESCRIPTIONS

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

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

SYMPOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Area Chairs. These sessions occur concurrently with other Annual Conference sessions. Attendance is open to all attendees and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.
Registration Desk Open
7:00 am – 5:00 pm
Registration Desk – Second Floor

Research Committee Meeting
7:15 am – 8:15 am
Meeting Room 1 – Second Floor

Policy & Legislative Committee Meeting
7:15 am – 8:15 am
Meeting Room 2 – Second Floor

Ethnicity, Race & Multilingualism Committee Meeting
7:15 am – 8:15 am
Meeting Room 3 – Second Floor

Publications Committee Meeting
7:15 am – 8:15 am
Meeting Room 4 – Second Floor

Technology Committee Meeting
7:15 am – 8:15 am
Meeting Room 5 – Second Floor

Ethics Committee Meeting
7:15 am – 8:15 am
Meeting Room 6 – Second Floor

Newcomers’ & Graduate Students’ Breakfast
7:15 am – 8:15 am
Champions – First Floor

Book Auction/Silent Auction
8:00 am – 5:00 pm
Grand Salon Foyer – Second Floor

Exhibits
8:00 am – 5:00 pm
Grand Salon Foyer – Second Floor

LRTMP Reviewer Drop In
2:30 pm – 3:30 pm
Florida Ballroom Foyer – Second Floor

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 1 - Second Floor

AREA 7 - (Re)presentation, (Re)membering and (Re)visioning: Teaching about Racial Trauma, Hate-based Crime, and Violence in the Classroom

Chair:
Efstathia (Eva) Yerende, New Mexico Highlands University

Discussant:
Theda Gibbs Grey, Ohio University

1. Picture Books vs. Reality?: Depictions of Hate-Based Crime, Bigotry, and Violence
Katie Sciurba, San Diego State University

2. “Can We Move the Topic from Police Brutality Because I’m Going to Get Upset”: Adolescent Positioning, Contemporary Critical Literature, and Explorations of Civic Engagement
Kate Shands Haq, University of Buffalo, SUNY

3. A Pedagogy of (Re)membering and (Re)visioning: Teaching about Racial Trauma in the English Language Arts Classroom
Stephanie Patrice Jones, Grinnell College

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 1 - Transformative Learning Through Critical Multicultural Education

Chair:
Charity Funfe Tatah Mentan, University of Minnesota, Twin Cities

Discussant:
Ngozi Onuora, Millikin University

1. Imagined Innocence and Lived Experience: Pre-service Teachers Reading Multicultural Literature Alongside Adolescents
Karly Marie Grice, Millikin University
Sarah Campbell Lightner, West Chester University

2. The Racial Literacy Framework: Cultivating Racial Understanding and Teaching for Racial Justice
Jill Ewing Flynn, University of Delaware

3. Using YA Lit and Web 2.0 Tools to Tackle Conversations about Race, Police, and Community Relations in the English Education Classroom
Shea N. Kerkhoff, Purdue University
Michelle Falter, North Carolina State University
**THURSDAY**

8:30 am - 10:00 am - **PAPER SESSION**  
Meeting Room 3 - Second Floor

**AREA 12 - Fostering Literacy Practices in International Contexts**

**Chair:**  
K. Dara Hill, *University of Michigan-Dearborn*

**Discussant:**  
Katina Zammit, *Western Sydney University*

1. **The Perspectives of Culturally Responsive Teachers of High Performing Immigrant Youth in a German Secondary School**  
K. Dara Hill, *University of Michigan-Dearborn*

2. **Preparing Global-ready Teachers: Creating Online Learning Spaces that Foster Language Learning, Global Competence, and Meaningful Literacies**  
Lotta C. Larson, *Kansas State University*

3. **US Preservice Teachers’ Perceptions of ELL Learning in Italian Classrooms**  
Joan Rhodes, *Virginia Commonwealth University*  
Virginia Massaro, *Virginia Commonwealth University*  
Jake Stringer, *Virginia Commonwealth University*

8:30 am - 10:00 am - **SYMPOSIUM**  
Meeting Room 5 - Second Floor

**AREA 9 - Identifying and Interrogating Ideology in Literature: Cultivating Critical/Resistant Reading**

**Chair:**  
Laura Apol, *Michigan State University*

This symposium argues that engaging readers in critical/resistant reading helps those readers interrogate textual messages, allows for more nuanced evaluation of textual ideologies, disrupts an unquestioning stance toward written texts, and encourages pedagogical practices that empower readers.

1. **National Policies and Positions for Young Adults as Reflected in Hoa Học Trò Magazine**  
Huong Nguyen, *Michigan State University*

2. **Ideologies of Sex/Gender in K-1 Common Core Exemplar Texts**  
Kristen White, *Michigan State University*

3. **Disrupting Dominant Ideologies with Global Literature**  
Mark D. McCarthy, *Michigan State University*

4. **Pairing Texts to Help Prospective Teachers Identify Ideology and Develop Critical Literacy**  
Tracy Weippert, *Michigan State University*  
Lisa Domke, *Michigan State University*

8:30 am - 10:00 am - **SYMPOSIUM**  
Meeting Room 4 - Second Floor

**AREA 2 - (Re)Making Meaningfulness While Cultivating Expertise: How In-service Teachers Critically Negotiate Restrictive Policies, Time(s), and Space(s)**

**Chair:**  
Mary L. Neville, *Michigan State University*

**Discussant:**  
Michelle Honeyford, *University of Manitoba*

Four qualitative researchers will amplify in-service agentive teachers’ experiences as they contested standardization by (re) making texts, time, and curricula. By foregrounding tactical moves teachers made as they translated standardized lessons and assessments to dynamic scenes for real children, these papers highlight iterative practices teachers used to disrupt common conceptions of planning of seemingly standardized constraints. Findings showcase how teachers’ making was informed by experiences across time, producing new time(s) and space(s), while cultivating professional expertise.

1. **(Com)promising Writing: An Exploratory Investigation of How Elementary Teachers are (Re) Making Writing**  
Cassie J. Brownell, *Michigan State University*

8:30 am - 10:00 am - **SYMPOSIUM**  
Meeting Room 6 - Second Floor

**AREA 14 - Foregrounding Disciplinary Culture and Practice: Working with Teachers to Instantiate Responsive Disciplinary Literacy Instruction**

**Chair:**  
Phillip Wilder, *Clemson University*

**Discussant:**  
Thomas W. Bean, *Old Dominion University*
Disciplinary literacy has too often remained a largely theoretical concept foregrounding literacy skills while backgrounding disciplinary culture and practice. To contribute to this critical conversation framing disciplinary literacy as cultural practice with implications for responsive teaching, this symposium will discuss disciplinary literacy as it relates to its instantiation into secondary school instruction with both in-service and pre-service teachers.

1. **Formative Assessment as an Access Point into Disciplinary Literacy Research and Practice**
   Phillip Wilder, Clemson University
   Emily Howell, Iowa State University

2. **Considering Inquiry to Promote Disciplinary Literacy in Mathematics Teacher Education**
   Jamie Colwell, Old Dominion University
   Mary C. Enderson, Old Dominion University

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

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**AREA 8 - Re-examining the Role of Engagement in Reading Comprehension for English Learners at Three Developmental Points**

**Chair:**
Katherine Frankel, Boston University

**Discussant:**
Dana A. Robertson, University of Wyoming

This symposium considers the sociocultural aspects of comprehension engagement given changing demographics and understandings of the social nature of comprehension. Authors present three studies investigating English learners’ comprehension and engagement from different but complementary perspectives. Findings suggest relations between social contexts, identity, reading engagement, and comprehension. Using RAND Reading Study Group’s (2002) heuristic for reading comprehension, recommendations for a reconceptualized comprehension model considering both cognitive and sociocultural aspects of engagement are presented.

1. **Paper 1: Engaged Reading in a First Grade Sheltered English Immersion (SEI) Classroom**
   Lisa M. O’Brien, Boston University

2. **Paper 2: Engaging Second-grade ELs in Complex Texts, Topics, and Tasks**
   Christine Leighton, Emmanuel College
   Evelyn Ford-Connors, Boston University

3. **Paper 3: The Relationship Between Reading Engagement and Identity for Fifth Grade English Learners**
   Jennifer Collett, Lehman College, CUNY

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**AREA 3 - Reimagining and Expanding Writing Development**

**Chair:**
Katherine Elizabeth Batchelor, Miami University

**Discussant:**
Lori Czop Assaf, Texas State University

1. **Reimagining Writers and Writing: The End of the Book and the Beginning of Writing**
   Candace Kuby, University of Missouri
   Oona Fontanella-Nothom, University of Missouri

2. **Meaningful, Embodied Literacies: Dramatic Play and Revision in Middle School Writers in Warsaw, Poland.**
   Katherine Elizabeth Batchelor, Miami University

3. **Case Study of a Student’s Self-representations as a Writer Across Three Social Media Platforms**
   Olivia Grace Stewart, Arizona State University

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**AREA 4 - Impact of Standardized Testing on the Culture of Teaching**

**Chair:**
Renee Moran, East Tennessee State University

**Discussant:**
Stephanie L. McAndrews, Southern Illinois University Edwardsville

1. **Avoiding the Gaze of the Test: Teachers’ Collective Resistance to High Stakes Standardized Assessment**
   Thea Williamson, The University of Texas, Austin

2. **The Meaning of Reading: Trickle-down Testing Culture in Non-tested Grade**
   Melanie Walski, Northern Illinois University

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**AREA 7 - Literacies Online: Blogging, Critical Engagement and Collaborative Composition**

**Chair:**
Kate Brodeur, Bowling Green State University

1. **Black Girls, Blogs, & Books**
   Delicia Tiera Greene, University at Albany, SUNY
2. The Kids Are Alright: High School Students’ Critical Engagement Through Social Media and Its Resultant Maelstrom
   Jane Marie Saunders, Texas State University
   Gwynne Ellen Ash, Texas State University

3. Collaborative Composition as Inclusive Practice: A Study of Girls with Learning Disabilities Writing Together Across Modalities and Spaces
   Erin Whitney, Chico State University

AREA 3 - Making Literacies That are Critical
Chair: Jerome C. Harste, Indiana University
Discussant: Gerald Campano, University of Pennsylvania

Making has been a central part of education, perhaps more visible in elementary schools, in which children learn by doing, playing, and building (e.g., Montessori, 1912; Reggio Emilia). The title of this symposium, “Making Literacies that are Critical,” is about the act of making in literacies, creating spaces for critical responses to social issues, and retheorizing the role that making plays in designing and thinking through engagement in critical curriculum.

1. Judging a Book by its Cover: Third Graders Interrogating Meanings, Power, and Design in Picture Book Making
   Mitzi Lewison, Indiana University
   Lee Heffernan, MCSSC
   Zawan Ahmed Al Bulushi, Indiana University, Bloomington

2. Making Critical Literacies
   Vivian Marie Vasquez, American University
   Jerome C. Harste, Indiana University
   Peggy Albers, Georgia State University

3. A Critical Encounter with Shoes Across Time and Space
   Hilary Janks, University of the Witwatersrand

Vocabulary is critical for text comprehension but often vocabulary instruction and interventions have had limited effects. One explanation for this pattern may lie in the frameworks of vocabulary instruction, which have infrequently considered the nature of the lexicon. Knowledge about the lexicon has increased substantially over the past decade. This symposium brings together four research programs, which have been applying emerging perspectives on vocabulary to one or more dimensions of curriculum, instruction, and assessment.

1. A Computer-adapted, Standardized Assessment of Morphological Knowledge: Monster, PI
   Amanda P. Goodwin, Vanderbilt University
   Yaacov Petscher, Florida Center for Reading Research

2. In Pursuit of a Parsimonious Vocabulary Curriculum in Middle School & Beyond
   Elfrieda H. Hiebert, TextProject

3. Words for Academic Vocabulary Exploration and Study (WAVES)
   Kathy A. Ganske, Vanderbilt University

4. English Learners’ Opportunities for Developing Word Knowledge in a CCSS Core Reading Program
   Susan Rose Massey, St. Thomas University
   Mary A. Avalos, University of Miami
   Irina Malova, University of Miami
   Alain Bengochea, University of Nevada, Las Vegas

AREA 2 - Principles & Practices: Connecting Theory & Practice in Literacy Instruction
Chair: Celeste C. Bates, Clemson University
Discussant: Zoi Apostolia Philippakos, The University of North Carolina, Charlotte

1. Uncovering the Challenges of Facilitating Literary Discussion
   Mary Davenport Hauser, Stanford University

2. Core Practices with Teachers of Record: Scaffolded, Collaborative and Situated Learning
   Wendy Gardiner, Pacific Lutheran University

3. Beliefs About the Teaching of Writing: Espoused Theories and Theories-in-use
   Sinead Judith Harmey, UCL, Institute of Education
   Francesca Teora, The Graduate Center, CUNY
   Dana M. Murano, The Graduate Center, CUNY
### 8:30 am - 10:00 am - PAPER SESSION
#### Grand Salon A - Second Floor

**AREA 10 - Digital Literacies in Higher Education**

**Chair:**
Marc Nachowitz, Miami University

**Discussant:**
Roberto De Roock, Nanyang Technological University

1. **Teacher Candidates’ Attitude Toward iPad & Print Books During Read-aloud**
   Lauren Eutsler, University of North Texas  
   Angela Randall, University of North Texas

2. **Multilingual College Students’ Perspectives on Discourses in Films: A Mediated Discourse Analysis**
   Zawan Ahmed Al Bulushi, Indiana University, Bloomington

3. **Voices from University Classrooms on Effects of Multimodality on Polylingual EAL College Students’ Meaning Making**
   Olga Gould, University at Buffalo, SUNY

### 8:30 am - 10:00 am - PAPER SESSION
#### Grand Salon B - Second Floor

**AREA 6 - Disciplinary Literacies in Practice and Pedagogy: Investigating Engagement with Professional Practices in Engineering and Laboratory Science**

**Discussant:**
Steve Wellinski, Eastern Michigan University

1. **Middle School Students’ Readings of Texts Embedded Within Engineering Design Challenges**
   Amy Wilson-Lopez, Utah State University  
   Jared Garlick, Utah State University

2. **Lessons Learned: Disciplinary Literacies of Practicing Engineers**
   Caroline M. Flury-Kashmanian, University at Buffalo, SUNY  
   Lynn Shanahan, University at Buffalo, SUNY

3. **“You Have to Start with the Basics”: Emerging Disciplinary Literacy and Pre-professional Identities in Medical Laboratory Science Students**
   Christina Camillo, Salisbury University

### 8:30 am - 10:00 am - PAPER SESSION
#### Grand Salon C - Second Floor

**AREA 4 - Linking Assessment to Instruction**

**Chair:**
Christopher Wenz, University of Connecticut

**Discussant:**
Thomas Crumpler, Illinois State University

1. **Critical Expressive Opportunities Afforded Through Multimodal Compositions: Instruction and Assessment for Engaged Learning**
   Whitney J. Lawrence, University of North Texas  
   Janelle Mathis, University of North Texas

2. **How Do Early Childhood Teachers’ Use Language and Literacy Assessment Data to Inform their Instruction: A Multiple-case Study**
   Rachel Schachter, University of Nebraska  
   Shayne B. Piasta, The Ohio State University

3. **Teacher as Partner: Mediation and Agency in the Dynamic Assessment of Adolescent Students’ Writing**
   Sarah Woodward Beck, New York University  
   Karis Michelle Jones, New York University

### 8:30 am - 10:00 am - PAPER SESSION
#### Grand Salon D - Second Floor

**AREA 5 - Talk During Reading and Writing Events**

**Chair:**
Melanie Reaves, Northern Michigan University

1. **Inferential Discussions in First Grade: Supportive Children’s Literature**
   Laura Beth Kelly, Arizona State University  
   Lindsey Moses, Arizona State University

2. **Read It to Me: Supporting Preschoolers’ Speech/Print Matching During Writing**
   Laura Piestrzynski, Vanderbilt University  
   Deborah Wells Rowe, Vanderbilt University

3. **Using Talk to Support Students’ Independent Comprehension of Informational Text**
   Elizabeth Hale, Harvard Graduate School of Education
8:30 am - 10:00 am - ROUNDTABLE SESSION  
Florida Salon IV - Second Floor

1) AREA 7  
Roundtable 4

1. An Investigation of Hidden Curriculum in Children's Cartoons  
   Shane Henderson McGregor, Mississippi State University

2. Expanding Children's Voice through Early Critical Literacy: A Case Study of Counter-storytelling in a Preschool Classroom  
   So Jung Kim, The University of Texas, El Paso

2) AREA 2  
ELA Leadership

3. Following the Literacy Journey of one JROTC Instructor  
   Julie Smit, Texas Tech University  
   Stephanie Millett, Texas Tech University

4. The Sustainment of Specialized Literacy Professionals in Teacher Leadership Positions  
   Thea Yurkewecz, SUNY Geneseo

3) AREA 6  
Reconsidering Classroom Writing in Middle School, High School, and College

5. Design Across Contexts: Leveraging Literacies in Secondary and Postsecondary Spaces  
   Aimee Hendrix, The University of Texas, Austin

6. Using Cognitive Strategy Instruction for Writing in a Middle School Social Studies Classroom  
   Erin Washburn, Binghamton University, SUNY  
   Peter Gierlach, Windsor Central Middle School

7. Warranting as Intersubjective Space: A Case in a High School English Classroom of Teaching and Learning of Argument literacy  
   Min-Young Kim, The Ohio State University

4) AREA 11  
Methodological Considerations of Participant Voice: Interpretation and Representation

8. Creating Space for Student Voice in Learning: Students with Disabilities “Speak Out” with Photovoice  
   Aimee Frier, University of South Florida  
   Mike DiCiccio, Northern Kentucky University

9. Methodological Considerations for Conducting Meaningful Literacy Research in Multilingual/ Multiliterate Communities  
   Minda Morren Lopez, Texas State University

5) AREA 3  
Multiliteracies and Learning in Out-of-school Settings  
This series of roundtable papers explore collaboration between schools and local public libraries, ways of supporting students in after-school programs, and using TED talks to support all learners. We anticipate lively discussion across papers.

10. Culturally Responsive Teaching in an Afterschool Tutoring Program: Successes and Barriers  
    Dana Skelley, University of Memphis  
    Leslee Bailey Tarbet, University of Memphis  
    Margie Stevens, University of Memphis  
    Rebecca Anderson, University of Memphis

11. Joint Efforts Between Schools and Public Libraries:  
    A Qualitative Study of Communities in the Joy of Reading Literacy Program  
    Sini K. Tikkanen, University of Oulu  
    Riitta-Lisa Korkeamäki, University of Oulu  
    Mariam Jean Dreher, University of Maryland

12. The Effects of an Experimental Reading Enrichment Program in an After-school Setting  
    Paula Schwanenflugel, University of Georgia  
    Megan Brock, University of Georgia

6) AREA 2  
Expanding the Reach of Professional Development: Multiple Perspectives Around the Pathway Project  
Chair:  
Carol Booth Olson, University of California, Irvine

This symposium will present findings on a professional development program studied from multiple contexts. Using both quantitative and qualitative methods, these three studies demonstrate the impact this program had on teachers and students. Symposium participants will gain an understanding of what it takes to build capacity and cultivate an environment for a program to be successful and come away with tools to support teachers’ professional growth and student competencies in writing.

13. Reducing Achievement Gaps in Academic Writing for Latinos and English Learners in Grades 7-12  
    Carol Booth Olson, University of California, Irvine  
    Huy Chung, University of California, Irvine

14. Becoming a Writer: Critical Moments of Transformation in the Case Study of Leo  
    Lauren Godfrey, University of California, Irvine

    Jenell Krishnan, University of California, Irvine  
    Rebecca Black, University of California, Irvine
7) AREA 5
Writing

Zhihui Fang, University of Florida
Jungyoung Park, University of Florida
Shan Zhu, University of Florida

17. Teachers Are Listening to Kindergartners as They Author (Are We?)
Julie K. Kidd, George Mason University
Leslie La Croix, George Mason University
M. Susan Burns, George Mason University
Sehyun Yun, George Mason University

8) AREA 3
Developing an Evidenced-based Literacy Instructional Format for Young Students with IEPs

Chair:
Ryan Iaconelli, The Ohio State University

Discussant:
Janet S. Gaffney, University of Auckland

We report findings from the first two years of a large-scale, three-year, quasi-experimental study to develop an evidenced-based instructional model that will improve literacy outcomes for young children who have been labeled as learning disabled and/or have an IEP for reading instruction. We describe change from multiple perspectives, all of which intersect to deepen our understandings about the complexity of developing and implementing evidence-based literacy practices.

18. Development of a Literacy Instructional Model for Students in Special Education
Jerome D’Agostino, The Ohio State University
Emily Rodgers, The Ohio State University
Robert Kelly, The Ohio State University

19. An External Evaluation of Student Progress
Spyros Konstantopoulos, Michigan State University
Jerome D’Agostino, The Ohio State University

20. Teacher Perspectives About Change: Tracing Evolving Beliefs, Attitudes, and Knowledge About Literacy Instruction
Emily Rodgers, The Ohio State University
Christa Winkler, The Ohio State University

21. Describing and Analyzing Change Over Time in Student Progress: A HEROES Case Study
Emily Rodgers, The Ohio State University
Leslie McBane, Southwestern City Schools District
Robert Kelly, The Ohio State University
Rebecca Berenbon, The Ohio State University

9) AREA 1
Building Pre-service Literacy Teachers’ Knowledge of High-quality Instructional Methods

22. “But No One Ever Read to Me.”: Preservice Teachers’ Developing Attitudes and Knowledge of Children’s Literature
Gina Marie Doepker, The University of Texas, Tyler
Annmary Consalvo, The University of Texas, Tyler

23. Bridging the Theory-practice Gap in Elementary Teacher Education: High Leverage Practices within Writing Methods Courses
Joy Myers, James Madison University
Judy Hicks Paulick, University of Virginia

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

10) AREA 12
Multinational and International Perspectives on Teacher Effectiveness and Student Learning

Chair:
Carole Janisch, Texas Tech University

In this session of seven papers, three researchers consider the influence of multinational backgrounds on preservice and inservice instructional delivery, one considers Chinese teachers’ instructional technology efficacy. Three researchers focus on students: Japan/U. S. comparison of reading motivation, Denmark concept of ‘Open School’ for enhanced learning, and L2 technology assisted vocabulary learning. The session reveals the “nature and attainment of meaningful literacies.”

25. Multinational and International Perspectives on Teacher Effectiveness and Student Learning
Carole Janisch, Texas Tech University
Xiaoming Liu, Towson University
Jiening Ruan, University of Oklahoma
Lijun Jin, Towson University
Hitomi Kambara, The University of Texas, Rio Grande Valley
Evan Ortlieb, St. John’s University
Maximilian Tomassini, St. John’s University
Annalisa Susca, St. John’s University
Ran Hu, East Carolina University
Qian Wang, Capital Normal University, Beijing
Bettina Buch, University College Absalon
Xianquan Liu, University of Nebraska-Lincoln
Guy Trainin, University of Nebraska-Lincoln
Aiqing Yu, University of Nebraska-Lincoln
AREA 1 - What Do Computer Coding, Website Creation, Video Trailers, and Flipped Lessons Have in Common? How Innovative Technology Integration in Preservice Teacher Coursework Influences Teaching and Learning

As teacher educators, we work to integrate technology experiences into our preservice teacher education courses to familiarize our students with innovative technology practices, encourage collaboration and production using digital tools, and model a variety of methods to use technology in meaningful ways. The alternative format session will consist of four presentations describing innovative methods of integrating technology into preservice teacher education courses.

1. Online Book Clubs, Computer Coding, and Innovative Technology Projects: Preservice Teachers’ Knowledge Construction Through Participatory Activities
   Jennifer Smith, Texas Christian University

2. Creating Websites to Showcase Multigenre Inquiry Projects on Teaching Writing
   Marla King Robertson, Utah State University

3. Building Technological Confidence and Problem-solving Through a Video Trailer Project
   Kathryn Pole, The University of Texas, Arlington

4. How Preservice Teachers Intend to Use Flipped Learning in the Secondary English Classroom
   Amy Piotrowski, Utah State University

AREA 2 - Making Professional Development Meaningful

Chair:
Jacquelynn S. Popp, Lake Forest College

Discussant:
Robin Griffith, Texas Christian University

1. Teachers’ Online Professional Learning Interests: A National Survey
   Allison Ward Parsons, George Mason University
   Amy Hutchison, George Mason University
   Leigh A. Hall, University of Wyoming
   Seth A. Parsons, George Mason University

2. Return to the Table: A Study of Teacher Learning
   Kathryn Allen, University of Wisconsin-Oshkosh

3. District Literacy Curriculum and Professional Development: How are Vendors and Consultants Selected?
   Rachael Gabriel, University of Connecticut
   Sarah Woulfin, University of Connecticut

4. Meaningful Professional Development: An Examination of Teacher Shift and Student Outcomes in a Rural, High-needs District
   Sarah Hunt-Barron, University of South Carolina, Upstate
   Rebecca Kaminski, Clemson University
   Rachel Kaminski Sanders, University of Georgia

5. Examining Teacher Professional Learning Interests: A National Survey
   Rachel Gaines, The University of Texas, Austin
   Doris Villarreal, The University of Texas, Austin

Research in Literacy Preservice Teacher Education: Literature Syntheses

Chair:
Lara Handsfield, Illinois State University

In this session, we report the findings from reviews in eight areas of preservice literacy teacher preparation: Culturally Responsive Pedagogy, Basic Reading Processes, Discussion, Drama, Secondary English, Students Identified with Disabilities, Tutoring, & Writing. These literature reviews draw from the CITE-ITEL data base on preservice teacher preparation. The session is designed to maximize interaction among the participants as well as with the CITE-ITEL website.

1. A Synthesis of Research Regarding Preservice Teachers Preparing to Teach in Culturally and Linguistically Diverse Settings
   Melissa Wetzel, The University of Texas, Austin
   Saba Vlach, The University of Texas, Austin
   Natalie Svrek, The University of Texas, Austin
   Cori Salmeron, The University of Texas, Austin
   Nathaly Batista-Morales, The University of Texas, Austin
   Lakeya Omogun, The University of Texas, Austin
   Erica Steinitz, The University of Texas, Austin

2. A Synthesis of Research with Preservice Teachers on Tutoring
   James V. Hoffman, The University of Texas, Austin
   Catherine Lammert, The University of Texas, Austin
   Natalie Sue Svrek, The University of Texas, Austin
   Anne Daly-Lesch, The University of Texas, Austin

3. A Synthesis of Research with Preservice Teachers on Drama
   Erin Greeter, Keene State College
   Samuel DeJulio, The University of Texas, Austin

4. A Synthesis of Research with Preservice Teachers on English Education
   Michelle Fowler-Amato, Old Dominion University
   Kira LeeKeenan, The University of Texas, Austin
   Brady Nash, The University of Texas, Austin
   Randi Beth Brady, The University of Texas, Austin

5. A Synthesis of Research with Preservice Teachers on Discussion in Teaching
   Beth Maloch, The University of Texas, Austin
   Laura A. Taylor, The University of Texas, Austin
   Rachel Gaines, The University of Texas, Austin
6. A Synthesis of Research with Preservice Teachers on Teaching Students Identified with Disabilities
Michiko Hikida, The Ohio State University
Katherine Chamberlain, Plano Independent School District
Cori Salmeron, The University of Texas, Austin
Erica Steinitz, The University of Texas, Austin
Vickie Godfrey, The University of Texas, Austin

7. A Synthesis of Research with Preservice Teachers on the Teaching of Basic Literacy Processes
Diane Schallert, The University of Texas, Austin
Susan Tily, The University of Texas, Austin

8. A Synthesis of Research with Preservice Teachers on the Teaching of Writing
Randy Bomer, North Texas State University
Charlotte Land, The University of Texas, Austin
Jessica Rubin, The University of Texas, Austin
Lori Van Dike, The University of Texas, Austin

9. A Synthesis of Research with Preservice Teachers on the Teaching with Children's Literature
Tracey Flores, The University of Texas, Austin
James V. Hoffman, The University of Texas, Austin
Melissa Wetzel, The University of Texas, Austin
Saba Vlach, The University of Texas, Austin
Catherine Lammert, The University of Texas, Austin
Vickie Godfrey, The University of Texas, Austin

8:30 am - 10:00 am - SYMPOSIUM Florida Salon VI – Second Floor

AREA 11 - Expanding Meanings and Potentialities of Ethnographic Perspectives

Chair:
Jennifer Rowsell, Brock University

Discussant:
David Bloome, The Ohio State University

The session aims to ask the question: How is ethnography practiced and experienced by multiple researchers? The goal of the session will be to examine contemporary renderings of the ethnographic experience. Thinking about ethnography as methodological and epistemic, four researchers will present vignettes from their research as representative of ethnographic experiences. Each study sits at the intersection of ethnography and literacy across contexts, and each researcher argues for varying interpretations of ethnography as an epistemology.

1. Artists as Catalysts in Classroom Ethnographies: Participatory Politics in Action
Cynthia Lewis, University of Minnesota
Anne Crampton, University of Minnesota

2. Ethnographic Perspectives from the Inside(r)-Out(sider)
Cheryl McLean, Rutgers Graduate School of Education

Kris D. Gutiérrez is the Carol Liu Professor at the Graduate School of Education, University of California, Berkeley. Gutiérrez is a leader in the learning sciences, literacy, educational policy, and qualitative, design-based approaches to inquiry. Gutiérrez is a member of the National Academy of Education and fellow of AERA, NEPC, and the Center for Advanced Study in the Behavioral Sciences, and was the Osher Fellow at the Exploratorium Museum of Science. She is past president of the American Educational Research Association and was appointed by President Obama to the National Board for the Institute of Education Sciences, for which she served as vice-chair. Gutiérrez’s research examines learning in designed environments, with attention to students from nondominant communities and Dual Language Learners. Her work on Third Spaces examines the affordances of syncretic approaches to literacy and learning, new media literacies, STEM learning, and the re-mediation of functional systems of learning. Her work in social design experiments seeks to leverage students’ everyday concepts and practices to ratchet up expansive and equitable forms of learning.

Gutiérrez’s research has been published widely in premier academic journals, and is a co-author of Learning and Expanding With Activity Theory. Gutiérrez has won numerous awards, including the AERA Division C Sylvia Scribner Award for influencing the field of learning and instruction (2005), the Medal of Excellence from the Columbia University/Teachers College (2016), the AERA Division G Distinguished Contributions to Social Contexts in Education Research – Lifetime Achievement Award (2014) and the Henry T. Trueba Award for Research Leading to the Transformation of the Social Contexts of Education (2014). Gutiérrez received the AERA Hispanic Research in Elementary, Secondary, or Postsecondary Education Award and the Inaugural Award for Innovations in Research on Diversity in Teacher Education, Division K (AERA). She served on the U.S. Department of Education Reading First Advisory Committee and was a member of President Obama’s Education Policy Transition Team. Professor Gutiérrez was also identified as one of the 2009 Top 100 influential Hispanics.
1. **Examining Teachers’ Instructional Language and Students’ Independence During Response to Intervention**  
Lacia Kay Wymer, Texas Woman’s University

2. **Hearing Kids Think: Creating Meaning in the Intervention Setting**  
Kristi Tamte Bergeson, University of Minnesota

3. **Reading is Something I Teach, Not Something Students Do**  
Dixie D. Massey, University of Washington  
Samuel Miller, The University of North Carolina, Greensboro

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**1:15 pm - 2:45 pm - SYMPOSIUM**  
Meeting Room 3 - Second Floor

**AREA 10 - Identity Performance With/Through Digital and Analog Systems**

Chair:  
Roberto De Roock, Nanyang Technological University

Discussant:  
Kevin Leander, Vanderbilt University

This symposium addresses timely issues around the politics of literacies and identity performance in and around designed systems. The three papers discuss ways systems (both digital and analog) shape the literacies and identities of their users, which in turn shape and are shaped by individuals’ cultural worlds. The papers collectively address ways these identity performances are interrelated with cultural worlds and the broader repercussions of ethnic and gender bias within or around the systems.

1. **The Materiality of Identity Performance in Online Game Avatar Creation**  
Roberto De Roock, Nanyang Technological University

2. **From Gaming Ingenuity to #Gamergate: A Cultural-Historical Analysis of Representation and Power in Tabletop Roleplaying Game Systems**  
Antero Garcia, Stanford University

3. **“There’s Football Gabriel, and There’s Gabriel, Gabriel”: A Poststructural Analysis of Digital Storytelling and the Discursively Constructed Self**  
Rebecca Beucher, Illinois State University

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1. **Reimagining Teacher Progression and Literacy Instructional Decision-making: A Post-intentional Phenomenology**  
Jordan Buckrop, University of Virginia  
Marcia Invernizzi, University of Virginia

2. **When To Teach Vocabulary? Comparing Before and During Reading Approaches**  
Doug Fisher, San Diego State University  
Nancy Frey, San Diego State University  
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**1:15 pm - 2:45 pm - PAPER SESSION**  
Meeting Room 4 - Second Floor

**AREA 6 - Inquiry and Interpretation: Analyzing Critical Literacy Teaching and Learning**

Chair:  
Sarah M. Lupo, James Madison University

Discussant:  
Carol Jeanne Delaney, Texas State University
1. Fostering Epistemologies: Teacher and Student Perceptions of Reading in an Eighth-grade Classroom
Hannah Graham, University of Wisconsin-Madison

2. Moving Toward the Promise of Meaningful and Ethical Literacy Pedagogy: A Critique of Critical Literacy Practices
Cori A. McKenzie, SUNY Cortland
Scott A. Jarvie, Michigan State University

3. Teacher Research as a Meaningful Literacy Practice: A Critical Analysis of Two Inquiry-based Projects
Meghan Barnes, The University of North Carolina, Charlotte
Jennifer Jackson Whitley, University of Georgia

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 5 - Second Floor

AREA 7 - Bodies of Knowledge: Queer and Transgender Texts, Youth, and Narratives

Chair:
Jen Scott Curwood, University of Sydney

Discussant:
Theresa Rogers, University of British Columbia

1. “Are We Allowed Going Off the Sheet?”: Exploring Adolescents’ Resistant Readings of a Trans YA Novel
Rob Simon, University of Toronto
Sarah Evis, Toronto District School Board
Ty Walkland, University of Toronto
Pamela Baer, University of Toronto
Benjamin Lee-Hicks, University of Toronto
Ben Gallagher, University of Toronto

2. Bringing the Body Back: Intimate Narratives of Queer and Transgender Youth
Bess Collins Van Asselt, University of Wisconsin - Madison

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Meeting Room 6 - Second Floor

AREA 11 - Theorizing desde las Grietas: Chicana Feminist Reframings of Literacies

Discussant:
Carol Brochin, University of Arizona

In this session, the presenters seek to create spaces for racialized and enfleshed literacies within the field of literacy studies. We draw from Chicana feminisms as necessary voices and bodies of work that open up new cracks/grietas in critical literacy perspectives. Further, this panel emphasizes the transformative implications of theorizing literacy from Black and Brown Chicanx multiple strategic standpoints as a way to decolonize literacy studies.

Cinthya Saavedra, The University of Texas, Rio Grande Valley

2. “My Spanish Was Not Adequate”: Discussing Bilingualism on the Borderlands
Christian E. Záñiga, The University of Texas, Rio Grande Valley

3. Exploring Border Corridos as Literate Practice in the Lives of Mexican Transnational Youth
Cati de los Rios, University of California, Riverside

4. Writing as Survival: Latina Mothers and Daughters Writing for Their Lives
Tracey Teree Flores, The University of Texas, Austin

5. Testimonio as Curriculum: Bringing Latinx Language Practices and Lived Experiences into the Language Arts
Christina P. DeNicolo, Wayne State University
America A. del Real, Wayne State University

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 7 - Second Floor

AREA 7 - Negotiating, (Im)mobilizing & Reinterpreting: Contrasting Perspectives on Teaching, Learning, and Students

1. Negotiating Networks: How One Elementary Teacher Mediates Her Professional Beliefs, Classroom Contexts, and Policy Messages
Aubrey N. Comperatore, The University of North Carolina, Chapel Hill

2. (Im)mobilizing Emotions in Hostile Times: Teachers’ Changing Orientations to Intersections of School and Community in the Rural Rustbelt
Alexandra Panos, Indiana University

3. “You’re Not a Good Fit”: Reinterpreting Resistance at Last Chance High School Through Contrastive Perspectives
Mary Beth Hines, Indiana University
Adam Henze, Indiana University
Michael Kersulov, Indiana University
Rebecca Rupert, Monroe County Public Schools

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 1 - Racial Literacies in Teacher Preparation

Chair:
Marcus Croom, The University of Illinois, Chicago

Discussant:
Stephanie Patrice Jones, Grinnell College
   Brittany Aronson, Miami University
   Lateasha Lewis, Miami University
   Vanessa Winn, Miami University

2. Foregrounding Race in Discussions of Literacy: A Critical Examination of Preservice Teachers’ Racialized Practices
   Kathleen Cullen, Utica College

3. Casting Racial Literacies as the Academic Means to a Social End: Improving Critical Racial Reflection with Pre-service Teachers
   Ayanna Fitima Brown, Elmhurst College

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 9 - Third Floor

AREA 5 - Summer Reading, Book Clubs, and Family Shared Reading

Chair:
Elizabeth H. Brinkerhoff, University of South Carolina, Beaufort

Discussant:
Jacqueline Lynch, Florida International University

1. Boys and Book Clubs: Meaningful Instruction to Increase Reading Motivation — (A Formative Experiment)
   Leslie Dawn Roberts, Clemson University
   Koti Lee Hubbard, Clemson University
   Susan King Fullerton, Clemson University

2. Summer Reading Program: Building Student Comprehension and Motivation While Addressing Summer Reading Loss
   Leslie Cavendish, High Point University

3. Families Experiences of Shared Reading
   Christy Irish, University of Mary Washington

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 9 - Examining Racial Narratives in Children’s Literature and Literature Response

Chair:
Stephen Adam Crawley, University of Georgia

Discussant:
Jesse Gainer, Texas State University

1. From Golden Books to Battle Books: Rewriting Classics in Children’s Literature
   Joanne Yi, Indiana University

2. Interpretations of Racial Narratives in Culturally Conscious Picturebooks
   Susan Browne, Rowan University
   Wanda Brooks, Temple University

3. “They Usually Call It White:” Reading About Race With Young Children
   Erin Quast, Illinois State University

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 12 - Third Floor

AREA 3 - Meeting the Challenge: Literacy Pedagogy with Vulnerable Populations in Elementary School

Chair:
Robert Kelly, The Ohio State University

Discussant:
Katherine Stahl, New York University

1. Examining the Optimal Range of Oral Reading Accuracy for First Graders Experiencing Reading Difficulties
   Robert Kelly, The Ohio State University

2. Effects of READ 180 on Reading Comprehension and Fluency in Grades 4-5
   John Strong, University of Delaware
   Adrian Pasquarella, University of Delaware
   Sharon Walpole, University of Delaware
3. Writing with Deaf Elementary Students: An Experimental Study
Kimberly Wolbers, *The University of Tennessee*
Hannah Dostal, *University of Connecticut*
Jennifer Renée Kilpatrick, *University of North Florida*

1:15 pm - 2:45 pm - PAPER SESSION
Il Terrazzo - First Floor

AREA 3 - Culturally Sustaining Literacy Instruction Across Grade Levels

Chair:
Natasha Perez, *Michigan State University*

Discussant:
Jacquelynn A. Malloy, *Clemson University*

1. Culturally Responsive Instruction: An Exploration of What Matters Most for Student Achievement
Susan Chambers Cantrell, *University of Kentucky*
Rebecca Powell, *Georgetown College*
Victor Malo-Juvera, *University of North Carolina, Wilmington*
Pamela Correll, *Missouri State University*

Kindel Nash, *University of Missouri-Kansas City*
Leah Panther, *University of Missouri-Kansas City*

3. Learning from Quiet Students
Kay Rosheim, *University of Minnesota*

1:15 pm - 2:45 pm - SYMPOSIUM
Grand Salon B - Second Floor

AREA 2 - Participatory Action Research in the Service of Professional Development for Science and Math Teachers of Emergent Bilinguals

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

In responding to this year’s call, researchers from three universities have developed a symposium that would bring together three different levels of analysis to offer an expanded view on how participatory action research can be used as professional development (PD) for in-service teachers. Findings from all papers identified the importance of utilizing community resources and developing a science or mathematics curriculum that assisted the learning needs of emergent bilinguals.

1. Participatory Action Research in the Service of Professional Development for Science and Math Teachers of Emergent Bilinguals
Joseph C. Rumenapp, *Judson University*
Beverly Troiano, *Elmhurst College*
P. Zitlali Morales, *The University of Illinois, Chicago*
Joanna Maravilla-Cano, *The University of Illinois, Chicago*

1:15 pm - 2:45 pm - PAPER SESSION
Grand Salon C - Second Floor

AREA 12 - Literacy Journeys of Discovery in International Contexts

Chair:
Bettina Buch, *University College Absalon*

Discussant:
Lori Ann Norton-Meier, *University of Louisville*

1. Learning Materials in Danish L1 - Is This the L1 Subject We Want?
Bettina Buch, *University College Absalon*
Simon Skov Foug, *Metropolitan University College*
Jeppe Bundsgaard, *DPU, Aarhus University*

2. Xiaolong’s Early Literacy Voyage In and Across Home-Kindergarten Settings in Aotearoa New Zealand
Bo Zhou, *The University of Auckland*
Janet S. Gaffney, *The University of Auckland*
Stuart McNaughton, *The University of Auckland*
3. The Global Read Aloud: Literacy Teachers Bringing Meaningful Global and Local Reading Communities Into the Classroom
Julie Justice, Elon University
Jeff Carpenter, Elon University

1:15 pm - 2:45 pm - SYMPOSIUM
Grand Salon D - Second Floor

AREA 3 - Project-Based Learning (PBL) for the Attainment of Meaningful Literacies and Literate Practices: An Interdisciplinary, Multi-Method, Cross-Age, Cross-Context Exploration Across Four PBL Research Projects

Chair:
Annemarie Sullivan Palincsar, University of Michigan
Discussant:
Sheila Valencia, University of Washington

We feature four projects in which literacy researchers are studying the enactment and outcomes of project-based learning. Researchers representing each project will: describe the context in which they are studying PBL, identify the strengths and limitations of current literacy and learning theories for explaining literacy attainment in PBL, identify where there is evidence that PBL can succeed in its commitments - and under what conditions - and point to limitations in the current knowledge base.

1. Project-based Learning to Develop Second Graders’ Social Studies and Literacy in Low-SES Communities
Nell Duke, University of Michigan
Anne-Lise Halvorsen, Michigan State University
Stephanie Strachan, Western Washington University

2. Project-based Learning in Science to Promote Multiple Literacies in the Elementary Grades
Miranda Fitzgerald, University of Michigan
Annemarie Palincsar, University of Michigan
Meredith Baker Marcum, University of Michigan
Linda Kucan, University of Pittsburgh

3. Project-based Learning in 9th Grade English Language Arts
Bridget Dalton, University of Colorado, Boulder
Alison Boardman, University of Colorado, Boulder

4. The Role of Learning from Text in High School PBL Classrooms: Lessons from the Front
Sheila Valencia, University of Washington

1:15 pm - 2:45 pm - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 1
Connecting Literacy Teacher Education to the Realities of In-Service Literacy Teaching

1. Meaningful Expansions: How Elementary Literacy Teacher Educators Perceive and Address Literacy Curricular Contexts
Laura Joy Hopkins, Michigan State University
Marliese Peltier, Michigan State University
Ann Van Wig, Eastern Washington University
Courtney Shimek, University of Georgia
Stephanie Grayson Davis, The University of North Carolina, Greensboro
Elizabeth McCall Bemiss, University of West Florida
Roya Q. Scales, Western Carolina University

2. Using Informational Texts to Drive Literacy Instruction: A Preservice Teacher’s Appropriation of Literacy Practices in Student Teaching
Susan Tily, The University of Texas, Austin

3. Transitioning from Preservice to Inservice Literacy Teaching
Samuel DeJulio, The University of Texas, Austin

2) AREA 8
Research With and For Communities: Co-Constructing a Multicultural Community-Based Research Center

Chair:
Gerald Campano, University of Pennsylvania

This roundtable session will invite an interactive inquiry into how a community-based research center, focused on better understanding the agentive ways that immigrant and minoritized populations utilize a wealth of literacies, might uncover new and social justice-centered, actionable research. Rooted in a seven-year university-community partnership, this project aims to be co-constructed with community members and university researchers. This presentation will discuss the early stages of the project and possible future directions it could take.

4. Research as a Human Right
Maria Paula Ghiso, Teachers College, Columbia University
Gerald Campano, University of Pennsylvania

5. Building Slow Research Relationships
Grace D. Player, University of Pennsylvania
Alicia Rusoja, University of Pennsylvania
Victoria S. Gill, University of Pennsylvania

6. Building a Community Research Center, Imagining Possibilities
Emily Rose Schwab, University of Pennsylvania
Oreoluwa Badaki, University of Pennsylvania
3) AREA 3
Young Children Developing Literate Identities

7. Exploring Preschoolers Writing Identities and Implications for Teacher-Student Writing Interactions: “She’s Not a Writer Cause That’s Just Scribble Scrabble”
   Andrea Miller Emerson, Clemson University
   Anna Hall, Clemson University

   Nicole M. Martin, Ball State University
   Angela J. Stefanski, Ball State University
   Linda E. Martin, Ball State University

4) AREA 2
ELA and Writing

9. Now I See It: Developing Pedagogical Content Knowledge in Writing Through Networks of Learning
   Catherine Lammert, The University of Texas, Austin

10. “The Power of Their Own Voices”: Critical Language Conversations with Writing Teachers
    Megan Weaver, Old Dominion University

5) AREA 7
Navigating Critical Perspectives Through Dialogic Engagement

11. Critical Literacy as Dialogic Engagement with Adolescent Readers
    Liam Aiello, Stanford University

6) AREA 2
ELA Professional Development

12. A Decade of Disciplinary Literacy: Successes and Challenges of Professional Development
    Wendy Barlow, Iowa State University
    Emily Howell, Iowa State University
    Jeanne Dyches, Iowa State University

    Dawn Quigley, St. Catherine University

7) AREA 8
Responsive for Whom? Literacy Instruction for Linguistically Diverse Students

14. How Responsive is RTI to the Needs of Emergent Bilinguals? Painting Portraits to Illustrate Policy
    Natalia Ward, The University of Tennessee
    Amber Warren, University of Nevada, Reno

15. To Find a Voice and Be Heard: Exploring American and Moroccan Youths’ Multiliteracies in a Cross-cultural Photovoice Project
    Janine L. Nieroda-Madden, Syracuse University

    Elizabeth Lewis, Dickinson College

17. Linguistic Appropriation?: An Exploration of Teachers’ Language Use While Teaching Critical Language Awareness
    Mike Metz, University of Missouri

8) AREA 3
Expanding Notions of Sponsorship Within and Across Multiple Contexts

Chair:
Matthew Hall, The College of New Jersey

Discussant:
Alecia Marie Magnifico, University of New Hampshire

This symposium brings together four papers that highlight literacy sponsors, not only as individuals, but also as mediators shaped by the material conditions of socio-political contexts. The papers take a critical, reflexive approach to literacy sponsorship in situ showcasing populations from middle school students in a classroom setting, to high school aged youth outside of school, to a college student’s relationship with the researcher as writing sponsor, and the material conditions that sponsor teachers’ planning.

18. Tracing Familial and Peer Sponsors of Literate Practices
    Sarah McCarthy, The University of Illinois, Urbana-Champaign

19. Reciprocal Sponsorship Among Writers and an Out-of-school Organization
    Anna Smith, Illinois State University

20. Closeness as Method: Leveraging Sponsorship in College Student Writing Research
    Autumn West, The University of Illinois, Urbana-Champaign

21. Enabling Scenes as Sponsors of Teacher Planning
    Katrina A. Kennett, The University of Illinois, Urbana-Champaign

9) AREA 7
Exploring Global and Local Images of Self and Other

22. Remixing Selfies: An Exploration of Funds of Knowledge and Culture Project
    Kinga Varga-Dobai, Georgia Gwinnett College

23. What Global Picture Do Secondary Literature Text Choices Paint?
    Sarah Lillo, University of Southern California
1:15 pm - 2:45 pm - PAPER SESSION
Florida Salons I & II - Second Floor

AREA 7 - Letters, Songs, and Stories: Literacies of Love, Loss, and Incarceration

Chair: Susan Cridland-Hughes, Clemson University
Discussant: Susan Cridland-Hughes, Clemson University

1. Letters to Our Loved Ones: Male Students of Color Writing and Witnessing About Familial Death
   Cassie Lo, University of Pennsylvania
2. “Air I Breathe”: Examining Loss and Literacies in a Literacy-and-Songwriting Class
   Matthew R. Deroo, Michigan State University
   Vaughn W. M. Watson, Michigan State University
3. Expanding Meaningfulness Behind Bars: Rewriting the Narratives of the Incarcerated
   Deborah Appleman, Carleton College

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 1 - Second Floor

AREA 8 - Reflections on Teaching and Researching Linguistic Diversity and ELLs

Chair: Jennifer Collett, Lehman College, CUNY
Discussant: Carrie Symons, Michigan State University

1. Productive Struggle: The Interactive Scaffolds of Exemplary Reading Teachers of Middle School Emergent Bilinguals
   Erika M. Johnson, Stanford University
2. To Conform or Resist? How Middle School Latina Language Teachers Negotiate Internalized Raciolinguistic Ideologies in New Latina/o Communities
   Soria Elizabeth Colomer, Oregon State University
3. Immigrant Teacher Educators’ Uses of Standardized and Non-Standardized Englishes
   Patriann Smith, Texas Tech University
4. Critiquing Epistemologies in Research on the Literacy Development of Linguistically Diverse Students
   Samuel David, University of Minnesota
   Mikel Walker Cole, Clemson University

1:15 pm - 2:45 pm - PAPER SESSION
Florida Salon III - Second Floor

AREA 10 - Affordances of Digital Technologies

Discussant: Colin Harrison, University of Nottingham

1. Affordances and Constraints of School-based Technology Expansion- Perspectives and Reflections from Teachers and School-based Leaders
   Erin Elizabeth Margarella, Western Kentucky University
2. The Affordances of a Digital Storytelling Activity: Drawing on Young Children’s Funds of Knowledge about Technology
   Nazila Eisazadeh, University of Toronto
   Shakina Rajendram, University of Toronto
3. “I Didn’t Enjoy Reading Until Now”: How Youth and Adults Engage with Interactive Digital Texts
   Leigh A Hall, University of Wyoming

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 5 - Mobilizing Expansive Theoretical Frames for Literacy Learning

Chair: Judith T. Lysaker, Purdue University

1. Reading and Writing Creative Language Play(giarism): Exploring Elementary Children’s Writing
   Cassie J. Brownell, Michigan State University
2. Understanding a Second Grade Class Handshake as a Dialogic Community Building Event
   Maureen Boyd, University at Buffalo, SUNY
   Chris Jarmark, University at Buffalo, SUNY
   Brian Edmiston, The Ohio State University
3. Writing with Wearables? Exploring the Intra-Active Encounters and Rhythmic Realities of Young Children (Re)composing “The Listening Walk”
   Jon M. Wargo, Boston College

STAR Fellows Meeting
1:15 pm – 2:45 pm
Florida Salon V – Second Floor
### AREA 5 - Early Writing

**Chair:**
Sinead Judith Harmey, *University College London*

**Discussant:**
Elizabeth A. Swaggerty, *East Carolina University*

1. **A Comparison of the Writing Behaviors of Low and Average Progress Writers in an Early Literacy Intervention**
   Sinead Judith Harmey, *UCL Institute of Education*
   Emily Rodgers, *The Ohio State University*
   Jerome D’Agostino, *The Ohio State University*

2. **Early Writing Development: The Role of Discourse Knowledge**
   Huijing Wen, *University of Saint Joseph*

3. **If You’re Writing About Animals, Don’t Talk About Lollipops: Children’s Views on Writing Informational Text**
   Rebecca Norman, *Mount Saint Mary College*
   Kathryn L. Roberts, *Wayne State University*

### AREA 8 - Teachers’ Reflexivity Around Linguistic Diversity: The Mediating Role of Language Ideologies on Practice

**Chair:**
Chris K. Bacon, *Boston College*

**Discussant:**
April Baker-Bell, *Michigan State University*

The papers in this session build on a common interest in the role of language ideologies in shaping educational practice by exploring teachers’ reflection on beliefs about connections between language, identity, and literacy education. Collectively, papers examine how teachers’ (enrolled in courses at three geographically distinct universities) written reflections on experiences and positionalities can illuminate ideologies and disrupt deficit perspectives surrounding culturally and linguistically diverse students’ institutional and individual positioning across educational contexts.

1. **White English Teachers’ Meaningful Understandings of Linguistic Diversity**
   Christina Marie Ashwin, *University of Pittsburgh*
   Amanda Godley, *University of Pittsburgh*
   Jeff Reaser, *North Carolina State University*

2. **Language Autobiographies as a Window Into Preservice Teachers’ Construction of Language Difference**
   Chris K. Bacon, *Boston College*

### AREA 2 - Identity, Agency and the Pursuit of Relevance in Teacher Development and Student Learning

**Chair:**
Mary McGriff, *New Jersey City University*

**Discussant:**
Lara Handsfield, *Illinois State University*

This four-paper symposium includes studies that address how literacy educators negotiate tensions between authentic student needs and an array of school reform initiatives. It closely examines the influences of race, agency and power structures as participants work to establish professional identities within these contexts. Collectively, these papers situate teacher development as locations for identity development and for expansive inquiry into the nature and aims of literacy in teachers’ and students’ lives.

1. **Supporting Emerging Literacy Leader Identities**
   Carolyn Hunt, *Illinois State University*
   Deborah MacPhee, *Illinois State University*

2. **“Susan Gets It.”: A Case Study of a Mentor Teacher’s Identity Development**
   Lo DeWalt, *The University of Texas, Austin*
   Melissa Wetzel, *The University of Texas, Austin*
   Catherine Lammert, *The University of Texas, Austin*
   Audra Roach, *The University of Texas, Austin*

3. **Charter School Teachers’ Inquiry, Adaptive Practices, and Identity Development**
   Mary McGriff, *New Jersey City University*
   Muriel Rand, *New Jersey City University*
   Regina Adesanya, *New Jersey City University*

4. **Exploring Teacher Identity and Agency in an Era of Deprofessionalization**
   Grace Kang, *Illinois State University*

### AREA 3 - Literacy Outcomes from Read Alouds, Fluency, and Independent Reading Practices

**Chair:**
Amber Meyer, *Salisbury University*

**Discussant:**
Alyssa Michelle Boardman, *University of Wisconsin-La Crosse*
1. Engaging Early Elementary Students in Read Alouds: A Review of Literature
   Amber Meyer, Salisbury University

2. Effects of Fluency Oriented Instruction on Reading Achievement and Motivation Among Struggling Readers in First Class in Irish Primary Schools
   Gene Mehigan, Marino Institute of Education

3. Evaluating the Effectiveness of Paws to Read: Does Independent Reading to Service Animals Improve Student Literacy Outcomes?
   Scott B. Waltz, California State University, Monterey Bay

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 7 - Second Floor

AREA 6 - Constructing Connections to Support Well-Being: Critical Issues in Adolescent and Adult Literacy

Chair:
Greg Bartley, University of Wisconsin-Madison

Discussant:
Chen Li, Purdue University

1. “I Hate Reading Out Loud:” Perspectives of Disconnected Youth on Literacy and Learning
   Antony Smith, University of Washington Bothell
   Deborah Feldman, Paragon Education Network
   Barbara Waxman, Paragon Education Network

2. They Would Not Read Enchanted: Boys, Girls, and the Cost of Highly Gendered Books
   Megan Munson-Warnken, Champlain College

3. Vulnerability in Book Clubs: Safe Spaces to Aid Interpersonal Connection and Well-being Among Addicted Trauma Survivors
   Leigh Fall Holman, The University of Memphis
   Laurie MacGillivray, The University of Memphis
   Leslee Bailey Tarbett, The University of Memphis
   Wesam Salem, The University of Memphis

3:00 pm - 4:30 pm - SYMPOSIUM
Meeting Room 10 - Third Floor

AREA 3 - What Counts as Knowledge and Knowing in Dialogic Literary Argumentation in High School English Language Arts Classrooms: Teachers’ Epistemological Transitions

Chair:
George Newell, The Ohio State University

Discussants:
Richard Beach, University of Minnesota
David Yaden, The University of Arizona

Based on ethnographic data collected over a school year in three different high school English language arts classrooms, this symposium explores the theoretical and empirical grounding of how a “dialogic literary argumentation epistemology” is interactionally constructed in a range of institutional contexts. Specifically, we consider the three teachers’ epistemological shifts from more traditional epistemologies (e.g., formalism) to reading, discussing and writing about literature as centered on the question: how might this text be read?

1. Balancing Exploratory Writing and Test-preparation for High Stakes Writing Assessment: Integrating Skill and Knowledge
   John Edward Brady, The Ohio State University

3:00 pm - 4:30 pm - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 8 - Meaning Making within Adolescent Linguistic Diversity

Chair:
Mary Amanda Stewart, Texas Woman’s University

Discussant:
Mariana Pacheco, University of Wisconsin-Madison

1. Academic Literacies and Critical Voices: Recent-Arrival Adolescent ELLs in ESL Classrooms
   Jie Yie Park, Clark University

2. Bilingual Learners’ Translanguaging for Meaning Making in Online Reading: An Exploratory Think-aloud Study
   Kwangok Song, The University of Kansas
   Byeong-Young Cho, University of Pittsburgh
2. **Shifting Participant Structures and Writing Assignments to Complexify Literary Understanding: From Reader Response to Dialogic Literary Argumentation**
   George Newell, *The Ohio State University*
   Subeom Kwak, *The Ohio State University*

3. **Beginning with Experience: Warranting Literary Arguments with Social Justice**
   Theresa Thanos, *The Ohio State University*
   Matt Seymour, *The Ohio State University*

### 3:00 pm - 4:30 pm - ALTERNATIVE FORMAT

**AREA 11 - Literacy Research as Affective Encounter: (Un)framing Data in Response to Brutal Times**

**Discussions:**
- Francisco Luis Torres, *University of Colorado, Boulder*
- Jennifer Niedzielski, *University of Minnesota*
- T. Philip Nichols, *University of Pennsylvania*

**Presenters:**
- Gerald Campano, *University of Pennsylvania*
- Grace Enriquez, *Lesley University*
- Maria Paula Ghiso, *Teachers College, Columbia University*
- Mark Vagle, *University of Minnesota*

Our goal in this session is to disrupt some of the expected norms of conference sessions by sharing qualitative data detangled from the frameworks that usually precede them; taking up multiple genres, both print and visual; and incorporating audience movement and voice through multiple forms of interaction. We take up these forms of sharing and experiencing literacy research with the aim to foreground issues of race, class, gender and sexuality in researchers’ and participants’ positionings.

1. **(Un)framing Data in Response to Brutal Times**
   - Elizabeth Dutro, *University of Colorado, Boulder*
   - Gerald Campano, *University of Pennsylvania*
   - Grace Enriquez, *Lesley University*
   - Maria Paula Ghiso, *Teachers College, Columbia University*
   - Mark Vagle, *University of Minnesota*

### 3:00 pm - 4:30 pm - PAPER SESSION

**AREA 2 - Exploring Teacher Beliefs: Perceptions, Perspectives & Professionalism**

**Chair:**
AnneMarie Alberton Gunn, *University of South Florida, St. Petersburg*

**Discussant:**
Joanna Lynn Neel, *The University of Texas, Tyler*

1. **Literacy Specialist Candidates’ Perceptions and Understandings of Students’ Funds of Literate Identity**
   - Pamela J. Hickey, *Towson University*
   - Caroline Hopenwasser, *State University of New York, New Paltz*
   - Tarie Lewis, *New Paltz, SUNY*

2. **Teachers’ Perspectives on Critical Literacy in the Classroom**
   - Casey Medlock Paul, *North Carolina State University*

3. **Teachers’ Perceptions of Sustained Literacy Professional Learning**
   - Allison Ward Parsons, *George Mason University*
   - Lori Wilt Silver, *George Mason University*
   - Michelle Picard, *Loudoun County Public Schools*
   - Seth A. Parsons, *George Mason University*
THURSDAY

3:00 pm - 4:30 pm - SYMPOSIUM
Grand Salon A - Second Floor

AREA 7 - Re-thinking and Re-defining Early Childhood Literacies with More-than-human-Ontologies: Children/Materials Re-configuring Their Worlds

Chair:
Candace Kuby, University of Missouri

Discussant:
Jennifer Rowsell, Brock University

This symposium draws together an international group of scholars and aims to challenge and disrupt dominant discourse of early childhood literacies in order to re-imagine, re-define, and re-think the ways children and materials re-configure their worlds through/in/with literacies. We believe this is an ethical commitment to children and the material worlds we become in/with. We must re-think pedagogical and methodological practices in order to better advocate for children/materials.

AREA 11 - Constructing Cultural Imaginaries Through Literacy Pedagogies in Contact Zones: What Does It Mean to Critically Prepare Literacy Scholars in Contemporary Times?

Discussants:
Patricia E. Enciso, The Ohio State University
Mia Perry, University of Glasgow

This alternative session creatively explores issues, possibilities, and practices related to the preparation of critically engaged scholars in the field of literacy studies. We examine a dynamic approach to the study of theories and research to help rethink the preparation of literacy researchers as converging pedagogies in contact zones, where students’ experiences across diverse nationalities, cultures, languages, race, and backgrounds are examined in relation to the work we do in the field of literacy studies.

1. Constructing Cultural Imaginaries Through Literacy Pedagogies in Contact Zones: What Does It Mean to Critically Prepare Literacy Scholars in Contemporary Times?
Carmen L. Medina, Indiana University
Karen Wohlwend, Indiana University
Kristin Anderson, Indiana University
Breanya Hogue, Indiana University
Hyo Na Park, Indiana University
Natalia Ramirez, Indiana University
Sara Bangert, Indiana University
Jill Scott, Indiana University

3:00 pm - 4:30 pm - PAPER SESSION
Grand Salon B - Second Floor

AREA 11 - Research as Lived Practice

Chair:
Ann Bennett, Kennesaw State University

Discussant:
George Hruby, University of Kentucky

1. Haunting Data: Literacy Research, Loss, and Longing
Amanda Smith, University of Hawaii

2. Relational Cultural Theory in Teacher Education Research Design
Anne Swenson Ticknor, East Carolina University

3. Teachers as Embodied Toolkits: Exploring the Ways Teachers Live Pedagogy
Alice Lee, Illinois State University

3:00 pm - 4:30 pm - PAPER SESSION
Grand Salon D - Second Floor

AREA 3 - Writing in the Classroom: Challenges and Improvements

Chair:
Ted Kesler, Queens College, CUNY

Discussant:
Ted Kesler, Queens College, CUNY

1. Debate into Writing: Talking Through Evidence for Writing Arguments in Fifth Grade Classrooms
Kelly N. Tracy, Western Carolina University
Jacquelynn A. Malloy, Clemson University
Roya Q. Scales, Western Carolina University
Kristin Menickelli, Cullowhee Valley School

2. Process Drama and Writing in K-12 Classrooms: A Review of the Literature
Gretchen Dodson, University of South Florida
3. When Writing Workshop Become Formula: An Analysis of K-8 Teachers’ Challenges Using “Units of Study”
Douglas Kaufman, University of Connecticut

3:00 pm - 4:30 pm - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 3
Beneath the Tip of the Iceberg: Mining Insights from a Science and Literacy Intervention Study

The purpose of this symposium is to share a set of serendipitous findings from an IES funded research project originally designed to develop and evaluate the promise of a Grade 1 integrated science and literacy intervention focused on English Learners. The symposium will report results of the project and insights gained while developing, refining, and evaluating the intervention and the suite of measures used to determine what novice readers/learners learned in the integrated units.

1. The First Grade Second Language Integrated Curriculum Project
Alison K. Billman, University of California, Berkeley
P. David Pearson, University of California, Berkeley
Yukie Toyama, University of California, Berkeley

2. Examining the Interaction of Science Knowledge Acquisition and Language Use
Leslie Buffen, University of California, Berkeley
Marjorie W. Rowe, University of California, Berkeley
P. David Pearson, University of California, Berkeley

3. The Affordances and Constraints of Design-Based Methodologies in a Federally-funded, Multi-Year Project
Alison K. Billman, University of California, Berkeley
P. David Pearson, University of California, Berkeley

2) AREA 7
Social Justice as a Conceptual and Practical Thread in Literacy and Social Foundations Courses: Engaging Problems of Practice in Elementary Teacher Education

Presenters:
Jana LoBello, University of Minnesota
Keitha-Gail Martin-Kerr, University of Minnesota
Sara K. Sterner, University of Minnesota

This session explores problems of practice that arise when an elementary teacher education program makes efforts to integrate a social justice orientation beyond standalone “diversity” courses and throughout all courses and field experiences. Presenters will co-facilitate a dilemma case analysis process that cuts across narratives shared by the presenters, inviting participants to join in critical dialogic re/viewing of our stories from multiple angles, toward a common goal of justice-oriented teaching in literacy courses and beyond.

4. Social Justice as a Conceptual and Practical Thread in Literacy and Social Foundations Courses: Engaging Problems of Practice in Elementary Teacher Education
Ann Mogush Mason, University of Minnesota
Jana LoBello, University of Minnesota
Sara K. Sterner, University of Minnesota
Keitha-Gail Martin-Kerr, University of Minnesota

3) AREA 6
Meaningful Scientific and Engineering Engagement: Disciplinary Literacy in Secondary Classrooms, Postsecondary Learning, and Professions

Chair:
Bridget Maher, University of Michigan

Discussant:
Lynn Shanahan, University at Buffalo, SUNY

Despite growing consensus that meaningful science learning involves students’ development of disciplinary literacy practices, we are still building shared understandings of what science literacy looks like across secondary schooling, college, and careers. This symposium presents findings about science and engineering literacy practices “across a lifespan;” analyzing professional literacy practices in one engineering laboratory, postsecondary science learning experiences among “college-ready” students, and a science and engineering research and community engagement project with middle and high schoolers.

5. Machine Reading: A Study of Literate Practice in One Engineering Laboratory
Carolyn Giroux, University of Michigan

6. “College Ready” Students in Science and Engineering Courses
Bridget Maher, University of Michigan

7. Sensors in a Shoebox
Elizabeth Birr Moje, University of Michigan

4) AREA 5
Support and Scaffolding for Reading

8. Supporting Students Who Have Difficulty Reading: An Examination of Small-group Reading Instruction
Jill S. Jones, North Carolina State University

9. Teacher Scaffolding During Guided Reading: Supporting Students’ Access to Complex Texts
Juliet Halladay, The University of Vermont
Grace Colbert, The University of Vermont
3:00 pm - 4:30 pm - SYMPOSIUM
Florida Salons I & II - Second Floor

AREA 5 - New Directions in Text Complexity from Kindergarten and Beyond: Evidence from Three Studies

Chair:
Jennifer Jones, Radford University
Discussant:
Elfrieda H. Hiebert, TextProject

This symposium will present findings from 3 empirical studies that investigate the impact of a diverse set of text features on readers at different developmental levels.

1. Beginning Text Design Word Frequency or Decodability? Testing the Integration of Two Word Features
   Heidi Anne Mesmer, Virginia Tech

2. Reading Fluency Word by Word: Reader-text Interactions in Second Grade
   Laura S. Tortorelli, Michigan State University

3. What the Doctor Orders: What Texts Are We Prescribing to Our Striving Readers and What Are the Effects on Comprehension?
   Sarah M. Lupo, James Madison University

3:00 pm - 4:30 pm - PAPER SESSION
Florida Salon III - Second Floor

AREA 1 - Supporting English Learners: Adaptive Challenges in Bilingualism

Chair:
Amber Warren, University of Nevada, Reno
Discussant:
Jie Li, University of Florida

1. The Struggle of Emerging (Bi)literate Identities: Narrative Representations of Pre-service Bilingual Teachers’ (Bi)literate/Bicultural Experiences Across Time and Space
   Idalia Nunez, The University of Texas, Austin
   Lucia Cardenas, Michigan State University
   Doris Villarreal, The University of Texas, Austin
   Samuel DeJulio, The University of Texas, Austin

2. What Counts as Bilingualism?: Pre-service Teachers’ Language Ideologies
   Allison Briceno, San Jose State University
   Claudia Rodriguez-Mojica, Santa Clara University
   Eduardo Muñoz Muñoz, Stanford University

3. “But Inside Me I Am Wondering…”: Preservice Bilingual Teachers’ Ambivalence in Creating Positionalities in Online Discussion
   Rachel Gaines, The University of Texas, Austin
   Diane Schallert, The University of Texas, Austin
   J. Hannah Park, St. Edward’s University

5) AREA 6
Visual and Digital Production: Adolescents Composing Across Modes and Languages

   Dani Kachorsky, Arizona State University

11. Visual Representations of Language and Literacy Practices
   Jin Kyeong Jung, University of Pennsylvania

6) AREA 2
ELA and the Complexities of Writing

12. Crossover and Negotiation Among Influences: A Complex Account of Teacher Decision-Making and Writing Instruction
   Marla King Robertson, Utah State University

7) AREA 9
Children’s Literature in Teacher Education

13. First We Break Their Hearts: An Examination of Pre-service Teachers’ Engagement With a Multicultural Children’s and Adolescent Literature Course
   Mary L. Neville, Michigan State University
   Ashley Tyson Johnson, Michigan State University

14. The Impact of Children’s Literature Courses on Teachers’ Selection of Classroom Texts
   Lauren Aimonette Liang, The University of Utah
   Raven Cromwell, The University of Utah

8) AREA 3
Learning Literacy Through Persuasion

15. Developing Academic Literacy Through Summary and Argument
   Hanna Poist, Salisbury University

16. Using TED Talks to Develop Multiliterate Students Across Varying Ability Levels
   Matt J. Hollibush, Mount Saint Mary College
   David Gallagher, Mount Saint Mary College
   Matthew Freedman, Newburgh Free Academy
Eunjeong Choi, The University of Texas, Austin
Lina Matar, The University of Texas, Austin
Jeonghyun Lee, The University of Texas, Austin
Kyle Williams, The University of Texas, Austin

3:00 pm - 4:30 pm – INVITED SESSION, AREA 11
Florida Salon V - Second Floor

Methods and Methodologies for Conducting Literacy Research with Youth of Color

Presenters:
Jamila Lyiscott, Teachers College, Columbia University
Nicole Mirra, Rutgers University

This session will highlight the experiences of Dr. Jamila Lyiscott and Dr. Nicole Mirra, two nationally recognized scholars who engage in Youth Participatory Action Research scholarship in urban contexts. Both scholars will present papers where they engage in reflexive conversations about how they center the experiences of racialized youth who attend urban schools that are hyper-surveilled and hyper-mediated by traditional literacy curricula. In their own work, both Lyiscott and Mirra have documented the critical literacies and Sociocritical literacies of youth who engage in practices via their roles as Cyphers, researchers, and users of digital technology. In their own respective papers Lyiscott and Mirra will grapple with what it means to conduct literacy research in our current political landscape where youth are feeling more stigmatized and surveilled than ever based on their intersectional identities that span across race, ethnicity, gender, sexual orientation, and citizenship. They will consider the following questions: What does it mean to conduct YPAR with youth of color in our current times? What do researchers of color need to consider as they engage in any research endeavor with children and youth of color? What must white scholars do before and during their own research endeavors with racialized and minoritized children and youth? What do our own subject positions have to do with our methodological practices?

3:00 pm - 4:30 pm - PAPER SESSION
Florida Salon VI – Second Floor

AREA 7 - Resisting Conformity: Literacies of Lived Experience

Chair:
Katie Sciurba, San Diego State University

Discussant:
Katie Sciurba, San Diego State University

1. Recognizing Heterogeneity in Latino Cultural Knowledge
   Maria G. Leija, The University of Texas, Rio Grande Valley
   Gilberto P. Lara, Oregon State University

2. “Lived Life Through a Colored Lens”: Culturally Sustaining Poetry in an Urban Literacy Classroom
   Emily Machado, The University of Illinois, Chicago
   Andrea Vaughan, The University of Illinois, Chicago
   Rick Coppola, The University of Illinois, Chicago
   Rebecca Woodard, The University of Illinois, Chicago

3. “Just Shut Your Mouth”: Religion in a Pre-service English Education Program
   William J. Fassbender, University of Georgia
   Kevin Burke, University of Georgia
   Heidi Lyn Hadley, University of Georgia

4:45 pm - 6:00 pm - PLENARY SESSION
Grand Salon E-J - Second Floor

Chair:
Gay Ivey, University of North Carolina, Greensboro

Early Career Achievement Award Presentation
Fenice Boyd, University of South Carolina

Arthur Applebee Award for Excellence in Research on Literacy Presentation
Virginia Goatley, University at Albany, SUNY
P. David Pearson, University of California, Berkeley

Introduction of Plenary Speaker:
Peter H. Johnston, University at Albany, SUNY

Integrative Research Review: Expanding Meaningfulness in Literacy Research: Possibilities of a Relational Perspective
Presenter:
Judith T. Lysaker, Purdue University

Judith Lysaker is an Associate Professor of Literacy and Language Education at Purdue University. Her research interests include an interdisciplinary exploration of reading as dialogic, relational and imaginative activity. Specific areas of focus include reading comprehension and engagement, microanalysis of wordless book reading and picture book retellings, as well as teaching reading for social understanding.
SESSION TYPE DESCRIPTIONS

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

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

SYMPOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Area Chairs. These sessions occur concurrently with other Annual Conference sessions. Attendance is open to all attendees and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.
FRIDAY

Registration Desk Open
7:00 am – 5:00 pm
Registration Desk – Second Floor

Doctoral Student ICG Proposal Mentoring Project Breakfast
7:15 am – 8:15 am
Florida VI – Second Floor

Albert J. Kingston Award Committee Meeting
7:15 am – 8:15 am
Meeting Room 1 – Second Floor

Distinguished Scholar Lifetime Achievement Award Committee Meeting
7:15 am – 8:15 am
Meeting Room 2 – Second Floor

Early Career Achievement Award Committee Meeting
7:15 am – 8:15 am
Meeting Room 3 – Second Floor

Edward B. Fry Book Award Committee Meeting
7:15 am – 8:15 am
Meeting Room 4 – Second Floor

J. Michael Parker Award Committee Meeting
7:15 am – 8:15 am
Meeting Room 5 – Second Floor

Oscar S. Causey Award Committee Meeting
7:15 am – 8:15 am
Meeting Room 6 – Second Floor

P. David Pearson Scholarly Influence Award Committee Meeting
7:15 am – 8:15 am
Meeting Room 7 – Second Floor

Student Outstanding Research Award Committee Meeting
7:15 am – 8:15 am
Meeting Room 8 – Third Floor

Barr Mosenthal Handbook of Reading Research Fund Committee
7:15 am – 8:15 am
Meeting Room 9 – Third Floor

Journal of Literacy Research Editorial Board Breakfast
7:15 am – 8:15 am
Florida Salons I & II – Second Floor

Book Auction/Silent Auction
8:00 am – 3:30 pm
Grand Salon Foyer – Second Floor

Exhibits
8:00 am – 5:30 pm
Grand Salon Foyer – Second Floor

AREA 10 - Expanding Disciplinary Learning Opportunities Through Digital Literacies

Chair:
Jill Castek, The University of Arizona

Discussant:
Michelle Schira Hagerman, University of Ottawa

Presenters:
Gloria Jacobs, The University of Arizona
Michael Manderino, Northern Illinois University
Lynn Shanahan, University at Buffalo, State University of New York
Mary McVee, University at Buffalo, State University of New York
Emily C. Rainey, University of Pittsburgh
Scott Storm, Harvest Collegiate High School

Digital and disciplinary literacies are not simply tools or cognitive behaviors. They have the potential to provide opportunities for students to better understand themselves, their communities, and their world. The four papers in this alternative session examine different ways of conceptualizing and understanding digital literacies and disciplinary learning and consider implications for teacher education and community outreach efforts.

1. Teaching Literary Inquiry with Digital Texts in High School English
   Emily C. Rainey, University of Pittsburgh
   Scott Storm, Harvest Collegiate High School

2. Critical Media Literacies in the Disciplines: A Case Study
   Michael Manderino, Northern Illinois University

3. Advancing Digital Skills for Problem Solving in Technology Rich Environments
   Jill Castek, The University of Arizona
   Gloria Jacobs, The University of Arizona

4. Developing Engineering Identity and Agency through Digital Documentation
   Lynn Shanahan, University at Buffalo, SUNY
   Mary McVee, University at Buffalo, SUNY
FRIDAY

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 1 - Implementing Digital Literacies in Preservice Teacher Education

Chair:
Monica S. Yoo, University of Colorado, Colorado Springs

Discussant:
Marva Solomon, Angelo State University

1. Pre-service Teachers’ Decision Making Around Lesson Planning: Using Computer Simulations to Develop Professional Practice
Katrina Bartow Jacobs, University of Pittsburgh
Michelle Sobolak, University of Pittsburgh

2. From Preservice to Practice: Shifting to New Literacies in Secondary Classrooms
Jonathan Bartels, University of Alaska, Anchorage

3. Technology to Provide Meaningful Literacy Experiences: Development of a Literacy Teacher Sense of Efficacy Scale
Sarah E. Pennington, Montana State University
Julia Hagge, The Ohio State University, Marion

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 3 - Second Floor

AREA 10 - Affect and Making New Media Online, In and Out of School, and At Camp

Chair:
Christian Ehret, McGill University

Discussant:
Jennifer Rowsell, Brock University

This symposium focuses on the role of affect in adolescents’ experiences making new media across formal and informal learning contexts. Paper 1 describes how adolescents feel participatory pressures while making videos for BookTube. Paper 2 examines an adolescent’s use of nerdism—the practices of “nerds” on YouTube—in collaborative, comedic storybuilding. The third explores the relationships between videographers and skateboarders in the action sports, focusing on how they “vibe” with one another during video-production.

1. The Role of Affect In Online Participatory Cultures: Participatory Pressures and Practices of New Media Making On BookTube
Christian Ehret, McGill University
Jacy Boegel, University of Toronto
Roya Manuel-Nekouei, McGill University

2. Almina and the Nerdisms: Affect and Identity Development Through Literate Assemblages
Kimberly Lentes, University of Calgary

Ty Hollett, Pennsylvania State University

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 4 - Second Floor

AREA 8 - Application of Reading and Writing Practices in Early Childhood and Bilingualism

Chair:
Susan V. Bennett, University of South Florida, St. Petersburg

Discussant:
Joseph C. Rumenapp, Judson University

1. Buddy Pairs: Supporting Writing Among African American and Latina/o Dual Language Kindergarteners
Eury Bauer, The University of Illinois, Urbana-Champaign
Vivian Presiado, The University of Illinois, Urbana-Champaign
Soria Elizabeth Colomer, Oregon State University

2. Exploring the Early Reading Identities of Prekindergarten Dual Language Learners: Opportunities and Obstacles for Supporting Early Reading
Christopher J. Wagner, Queens College, CUNY

3. Literate Uses of Language in Play: Emergent Bilinguals’ Persuasive and Explanatory Discursive Resources for Negotiating Meaning and Authority
Mileidis Gort, University of Colorado, Boulder
Alain Bengochea, University of Nevada, Las Vegas

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 5 - Second Floor

AREA 7 - Can Posthumanist Theory Produce Humanizing Literacy Research? A Conversation

Chair:
Marjorie Siegel, Teachers College, Columbia University

Discussants:
Catherine Compton-Lilly, University of Wisconsin-Madison
Arlette Willis, The University of Illinois, Urbana-Champaign

Posthumanism has garnered attention with its promise to “make matter matter” (Alaimo, 2008) by decentering the human as research subject and considering agencies of nonhumans. Yet, at the very moment when some literacy scholars are turning to posthumanism to unsettle the humanist ontology, others are calling for literacy research that is humanizing (Paris & Winn, 2013) and contributes to social justice research. This symposium brings together literacy researchers who seek to examine this tension.

1. ’It’s Like You Don’t Want to Read it Again’: Exploring Affects, Trauma, and Willful Literacies
Bessie Dernikos, Florida Atlantic University

2. ‘We Lost the Plado’: Materialities in Early Literacy Reform
Daniel E. Ferguson, Teachers College, Columbia University
3. Decentering the Human to Discern the Ethical Relation Between Literacy Educator and Child
Rachel May Heydon, Western University
Veronica Pacini-Ketchabaw, Western University
Luigi Iannacci, Trent University

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 6 - Second Floor

AREA 7 - Literacies of Refuge: Examining Race, Home, and Displacement in the Literate Lives of Youth of Color
Chair:
Justin Coles, Michigan State University
Discussant:
Carol D. Lee, Northwestern University

In this Ethnicity, Race, and Multilingualism (ERM) sponsored session panelists will explore the humanizing processes (Paris & Winn, 2013) and practices in which youth of color employ Literacies of Refuge—literacies that create/cultivate literal and figurative spaces of protection from the oppressive conditions of a white supremacist, patriarchal, heteronormative, capitalist, settler colonial society. Data from panelists will draw from empirical studies carried out with Black and Im/migrant Latinx youth in out of school spaces.

1. Liberation Literacies: Multiple Literacies as Spaces of Equity and Refuge
   Jamila Lyiscott, Teachers College, Columbia University
2. The Souls of Black Literacy(ies): Black Youth Textual Sanctuaries as Means to Refusing Suffering in America’s Schools
   Justin Coles, Michigan State University
3. “Unnormal Sisterhood”: Cultivating Interdependence with Girls of Color
   Grace D. Player, University of Pennsylvania
4. “Because We Have Lived It”: Exploring Literacies of Refuge with Im/migrant Latinx Youth
   Monica Gonzalez, University of Colorado, Boulder

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 4 - Literacy Policy in Practice

1. Gateway Retention Policies: Implementations and Perspectives from the Field
   Jennifer Barrett-Tatum, Western Carolina University
   Kristen Ashworth, College of Charleston

2. Networking Literacy Policy: Using Actor-Network Theory to Trace the Social Translation of NC Read to Achieve
   Aubrey N. Comperatore, The University of North Carolina, Chapel Hill

3. Understanding National Trends in Early Literacy Requirements for Prekindergarten Teacher Certification
   Tanya S. Wright, Michigan State University
   Amy Parks, Michigan State University
   Bethany Willinski, Michigan State University
   Lisa Domke, Michigan State University
   Laura Joy Hopkins, Michigan State University

8:30 am - 10:00 am - PAPER SESSION
Meeting Room 9 - Third Floor

AREA 2 - Technology & Professional Development: Virtual Communities & Connections

Chair:
Lindsay Woodward, Drake University
Discussant:
Sarah Hunt-Barron, University of South Carolina, Upstate

1. Electronic Apprenticeship in the Social Construction of Teacher Knowledge: An Ethnographic Case Study of Online Learning
   Michelle Anne Elliott, University of Arkansas, Little Rock

2. From the Ground Up: Developing a Virtual Professional Learning Community
   Leslie A. Salley, Clemson University
   Celeste C. Bates, Clemson University

3. Fostering an Online Literacy Learning Community for School Librarians
   Nancy Flanagan Knapp, University of Georgia
   Angie Furney Chambliss, University of Georgia
4. Foundational Factors: the Contribution of Tech Prep & a Tech Relaxed Atmosphere to Collaborative Active Engagement in Online Spaces
Emily Brown Hoffman, Ball State University

3. College Disciplinary Literacy: Now and the Future
Thomas W. Bean, Old Dominion University
Judith Dunkerly-Bean, Old Dominion University
Kristen Howell Gregory, Old Dominion University

4. The Current State of College Reading Tests
Rona Flippo, University of Massachusetts, Boston
Sonya Armstrong, Texas State University

8:30 am - 10:00 am - SYMPOSIUM
Meeting Room 11 - Third Floor

AREA 7 - From Racial Violence to Racial Justice: Praxis and Implications for English Education

Chair:
Gholnecsar Muhammad, Georgia State University
Discussant:
Gholnecsar Muhammad, Georgia State University

This transdisciplinary, cross-cultural conversation offers theoretical and pedagogical approaches to decentering Whiteness and moves toward racial justice in English education. Presenters argue that physical violence is common throughout many historical time periods in the US and permeates English Language Arts and teacher education classrooms. This symposium offers deep analysis of race within American society, and explores the complex intersections of race, racism, sexual orientation, gender and other oppressive factors that are mirrored within K-U classrooms.

1. Race and Representation: Critical Media Literacy in the Wake of Racial Violence
April Baker-Bell, Michigan State University

2. What Assata Taught Me: Witnessing and #Say[ing] Her Name
Tamara Butler, Michigan State University

3. Toward Black and Latinx Linguistic Solidarity in the English Language Arts
Danny C. Martinez, University of California, Davis

4. Deal with It We Must: Critical Race English Education in a Time of Racial Violence
Lamar Johnson, Michigan State University

8:30 am - 10:00 am - PAPER SESSION
Il Terrazzo - Second Floor

AREA 2 - Meaningful Mentorship Across Contexts

Chair:
Kristy Brugar, The University of Oklahoma
Discussant:
Christina Dobbs, Boston University

1. One English Language Arts Teacher’s Journey as a Secondary Teacher-Mentor: Life in the Hyphen
Josephine Peyton Marsh, Arizona State University
Maria Hernandez Goff, California State University, Fresno
2. The Co-construction of Conceptual Thinking in Teacher-mentor Conversations
Lisa Pray, Vanderbilt University, Peabody College
Mark Barba Pacheco, Illinois State University
Shannon M. Daniel, Vanderbilt University, Peabody College

3. Three Teachers, Three Outcomes: Alternatively Certified Literacy Teachers and Their Use of Mentoring and Support
Karen C. Toralba, Mississippi State University
Devon Brenner, Mississippi State University
Kathleen Marie Alley, Mississippi State University

8:30 am - 10:00 am - SYMPOSIUM
Grand Salon A - Second Floor

AREA 10 - Pedagogies of Digital Literacy: Teaching and Learning after the ‘Digital Turn’

Chair:
T. Philip Nichols, University of Pennsylvania

Discussant:
Glynda Hull, University of California, Berkeley

This symposium brings together four presentations that explore possibilities and challenges associated with linking different conceptions of ‘digital literacy’ with pedagogy. Drawing on a range of methodological and theoretical perspectives, presenters share research that considers configurations of teaching and learning that might address the unique demands of ‘the digital turn’ while promoting equitable flourishing for students.

1. Genealogies of Digital Pedagogy: A Socio-historical Inquiry
T. Philip Nichols, University of Pennsylvania

2. From the ‘Digital Turn’ to the ‘Analog Revolution’: Tabletop Games and Literacies Unplugged
Antero Garcia, Stanford University

3. Children’s Perceptions of Writing, Choice, and Audience in Digital Media Production
Jessica Z. Pandya, California State University, Long Beach
David E. Low, California State University, Fresno

4. Teaching and Learning as Personal Digital Inquiry
Julie L. Coiro, The University of Rhode Island
Elizabeth Dobler, Emporia State University
Karen Pelekis, Greenacres Elementary School
1. “Forgetting Feeling: Examining the Role of Pathos in AP Language and Composition”
Michelle Falter, North Carolina State University

2. “On Becoming a Writer: Examining the Impact of AP English as a Writing Context”
Jayne C. Lammers, University of Rochester

3. “AP Writing as Intellectual Competition: What an Essay Reveals (or Not) about the Writer”
Allison Wynhoff Olsen, Montana State University

8:30 am - 10:00 am - PAPER SESSION
Grand Salon D - Second Floor
AREA 3 - Collaborative Meaning Making: Reading and Writing Practices
Chair:
Dan Reynolds, Vanderbilt University
Discussant:
Melanie Reaves, Northern Michigan University

1. Faking it, Making it, and Shaking It: Bodies, Materials, and Space Scaffolding Apparent Intersubjectivity as a Bridge Between Students and Texts
Dan Reynolds, Vanderbilt University
Amanda P Goodwin, Vanderbilt University

2. Friends and Authors: Spontaneous Co-composing in a Writing Workshop
Elizabeth Jaeger, The University of Arizona

3. “What Do We Think About the Story?”: Fifth-Graders’ Participation and Appropriation During Discussions of Shared Texts
Maryl A. Randel, Rowan University
Catherine Michener, Rowan University

8:30 am - 10:00 am - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 7
Roundtable 3
1. Black Girl Magic and Affirmative Forces
Briana Gilbert Kidd, The University of Alabama

2. “You Can Say A Lot By Telling A Story”: Lifting Up the Voices of Black High School Youth Through Personal Statement Writing for College
Theda Gibbs Grey, Ohio University

2) AREA 2
ELA and ESL

3. Teachers’ Perceptions on Professional Development for Inquiry Curriculum and New Literacies as they Expand Meaningfulness with an ESL population.
Melissa Stinnett, Western Illinois University

3) AREA 6
Exploring Strategies to Support Comprehension Across Texts and Contexts

4. Strategic Processing in Accessing, Comprehending, and Using Multiple Sources Online: A Research Synthesis
Byeong-Young Cho, University of Pittsburgh
Peter Afflerbach, University of Maryland
Hyeju Han, University of Pittsburgh

5. To Prompt or Not to Prompt? Do Prior Knowledge Activation Techniques Work for Competent Readers?
Courtney Hattan, University of Maryland, College Park
Patricia A. Alexander, University of Maryland, College Park

6. Using Complex Texts to Open Literacy Borders for Content Area Readers
Brian Walker Johnson, Southern Illinois University Edwardsville
Stephen Marlette, Southern Illinois University Edwardsville

4) AREA 9
Visual Representations and Literacy

7. Picturebook Illustrations: Powerful Pathways for Literacy Learning and Language Acquisition
Katie Egan Cunningham, Manhattanville College
Grace Enriquez, Lesley University

8. Rereading the Writing on the Walls: Graffiti, Urban Environments, and Arts-Based Practices in Children’s Literature Classrooms
Karly Marie Grice, Millikin University
Rebekah May Degener, The Ohio State University

5) AREA 8
Diverse Perspectives: Literacy Research, Theory, and Practice

9. Delineating the Middle Ground in Interaction Research
Mikel Walker Cole, Clemson University
Juan Li, Clemson University
Guoyong Wu, Clemson University
Dwane Valera, Clemson University

Cynthia Helen Brock, University of Wyoming
Adeline Borti, University of Wyoming
Rick Fisher, University of Wyoming
Tia Frahm, University of Wyoming
Dilnoza Khasilova, University of Wyoming
Karen Ventura-Kalen, University of Wyoming
Darian Thrailkill, University of Wyoming
11. Exploring Teacher Awareness of Literacy Practices in a Linguistically Diverse Community, and Its Effect on Their Pedagogical Practice
Sharada Krishnamurthy, Rowan University

6) AREA 1
Supporting Pre-service Literacy Teachers' Use of New Pedagogical Practices Across Contexts and Content Areas

12. A Shared Responsibility: Preservice Teachers Integrating Literacy into History Classrooms
Christy Howard, East Carolina University

13. Examining Changes in Preservice Teachers’ Beliefs about Writing and Their Plans for Future Instruction
Anna Hall, Clemson University

14. Preparing Preservice Teachers to Promote Literacy across the Curriculum
James V. Hoffman, The University of Texas, Austin
Catherine Lammert, The University of Texas, Austin
Natalie Sue Svrek, The University of Texas, Austin
Samuel DeJulio, The University of Texas, Austin
Susan Tily, The University of Texas, Austin

7) AREA 3
Exploring Literacy Professionals' Actions, Intentions, and Relationships

15. Problem Solving Complexities of School Reform to Support Literacy Development
Sarah Campbell Lightner, West Chester University
Patricia Scharer, The Ohio State University
Sara Diane Kersten, University of Nevada, Reno
Robert Drewry, The Joseph Sears School

16. Adaptive Teaching Observation Protocol (ATOP): Emerging Results from Observations of Literacy Instruction
Julie Winneur Ankrum, Indiana University of Pennsylvania
Aimee L. Morewood, West Virginia University
Margaret Vaughn, University of Idaho
Seth A. Parsons, George Mason University
Allison Ward Parsons, George Mason University
Melissa Gallagher, University of Louisiana, Lafayette
Paul Hawkins, Indiana University of Pennsylvania

17. Vocabulary Instruction: The Intersection of Intentions and Practice
Elizabeth H. Brinkerhoff, University of South Carolina, Beaufort
Meagan C. Arrastia, Valdosta State University
Amy C. Kunkle, University of South Carolina, Beaufort

8) AREA 4
Focused Assessments of Reading and Writing

18. Assessing Inferencing: Creating a Valid, Reliable Instrument for Evaluating Fifth-grade Students’ Inferencing Abilities
Tim G. Morrison, Brigham Young University
Brad Wilcox, Brigham Young University
Lauren Bird, Brigham Young University
Hannah Bursey, Brigham Young University
Mckenzie Helvey, Brigham Young University
Erica Murdoch, Brigham Young University

19. Unearthing the Complexity of Students’ Writing Through a Collaborative Examination of Student Work
Kira LeeKeenan, The University of Texas, Austin

FRIDAY

8:30 am - 10:00 am – INVITED SESSION AREA 14
Florida Salon V - Second Floor

Productive Provocations and Possibilities with Posthumanism: Discussions on Race, LGBTQ2, Translingualism, and Social Class in Literacy Education

Chairs:
Candace Kuby, University of Missouri
Bong Gee Jang, Syracuse University

Discussant:
Stephanie Jones, University of Georgia

This session extends conversations that have recently begun in literacy education around the material turn, ‘new’ materialisms, posthumanism, and other object oriented ontologies. In the past few years, questions have surfaced in sessions at LRA about how these ‘new’ theories address, speak to, and/or open up spaces for conversations on race, gender and/or sexual identities, social class, languages, and other discussions on social justice and ethics in literacy education. Each scholar will present productive provocations and possibilities for attendees to think about in relation to theories we are familiar with in literacy related to race, gender and/or sexual identities, languages, and social class with ‘new’ theoretical ideas from the broad field of posthumanism.

1. On Never Arriving: Using Posthumanism toward (Always) Becoming Racially Literate
Asilia Franklin-Phipps, University of Oregon
Courtney Rath, University of Oregon

2. Queer In/Humanisms and the Limits of Literacies
Jon M. Wargo, Boston College

3. (Re)imagining Translingual Literacies as Semiotic Assemblages and Ecological Becomings
Angie Zapata, University of Missouri

Jaye Johnson Thiel, University of Georgia
1. **Empowered Literacy Processes: Young Adolescents Co-researching Their Digital and Nondigital Practices**
   Sandra Schamroth Abrams, St. John's University
   Mary Beth Schaefer, St. John's University
   Daniel Ness, St. John's University
   Charlotte Abrams, St. John's University
   Molly Kurpis, St. John's University
   Eric Ness, St. John's University

2. **Between Meat-packing and Healthcare: Rural Youth Compose Multimodal Nonfiction about Career Prospects and Everything Else**
   Rossina Zamora Liu, The University of Iowa
   Kelli A. Rushek, The University of Iowa
   Yun Loh Garrison, The University of Iowa

3. **Multimodal Literacies in a Secondary Mathematics Classroom: A Sociocultural Approach**
   Christine Taylor, Salisbury University

**AREA 2 - Literacy Coaching: Action, Reflection & Experience**

1. **A Model of Joint Action for Literacy Coaching With Video Self-Reflection**
   Jennifer Sharples Reichenberg, Medaille College

2. **An Examination of Coaching Discourse and Its Associations to Teacher's Reflective Statements and Uptake of Instructional Ideas**
   Dana A. Robertson, University of Wyoming
   Evelyn Ford-Connors, Boston University
   Kristen Bock, Boston University
   Tia Frahm, University of Wyoming
   Kristine Frey, University of Wyoming

3. **Mobilizing Schools for Transformation: Reflections from Literacy Coaches Across Two Years**
   Debra Stevens Peterson, University of Minnesota

**AREA 3 - Building Bridges Between Engineering and Language/Literacy Practices Across the School Years – Elementary Through College**

1. **Engineering Design and Development of Disciplinary Literacies in Urban Elementary Classrooms**
   Patricia C. Paugh, University of Massachusetts
   Kristen C. Wendell, Tufts University

**AREA 12 - Global Perspectives: Making a Difference Through Writing Instruction**

1. **Teacher Education in Writing in Global Contexts: An Outsider’s Perspective**
   Sarah McCarthy, The University of Illinois, Urbana-Champaign
2. Telling Stories, Crafting Selves: Spoken Word Poetry in Australia
   Jen Scott Curwood, The University of Sydney

   Ha Nguyen, North Carolina State University

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 5 - Second Floor

AREA 5 - Language Play and Literacy

Chair:
Beth Beschorner, Minnesota State University, Mankato

Discussant:
Patricia Scharer, The Ohio State University

1. Language Play in Literacy Events: The Construction of Bakhtin’s Carnival and Metalinguistic Awareness Through Metapragmatics
   Faythe Beauchemin, The Ohio State University

2. Meaningful Literacies Through Dramatic Play: A Pre-service Teachers Research
   Megan Lewis, University of South Florida

3. “It’s Like Playing, but Learning”: Supporting Early Literacy Development Through Responsive Play with Wordless Picturebooks
   Tori K. Flint, University of Louisiana, Lafayette
   Marietta Adams, University of Louisiana, Lafayette

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 6 - Second Floor

AREA 9 - Young Adult Literature

Chair:
Michelle Falter, North Carolina State University

Discussant:
Craig A. Young, Bloomsburg University of Pennsylvania

1. Lost Opportunities: How the Genre and Work of Poetry Are Represented by Tenth Grade Literature Anthologies
   Stephanie Susan Kane-Mainier, University of Pittsburgh

2. What is Adapted in Youth Adaptations?: A Critical Comparative Content Analysis of Military Memoirs Repackaged as Young Adult Literature
   Mark A. Sulzer, University of Cincinnati
   Amanda Haertling Thein, The University of Iowa
   Renita R. Schmidt, The University of Iowa

3. Young Adult Literature as Tribal Curriculum: A Case Study in Developing Critical, Historic, and Context-based Literacies
   Ashley Summer Boyd, Washington State University

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 7 - Second Floor

AREA 9 - Tapping the Power of Award-Winning Children’s Literature

Chair:
Jennifer Graff, University of Georgia

Discussant:
L. Davila, University of Nevada, Las Vegas

1. Chicana/o Children’s Literature and the Establishment of Community: Revisiting the themes of Dr. Tomás Rivera in New Times
   Jesse Gainer, Texas State University

2. Educational Experiences in Award-winning Children’s Literature
   Peggy Albers, Georgia State University
   Myoung Eun Pang, Georgia State University
   Cindy Fujimoto, Georgia State University
   Jee Hye Park, Georgia State University
   Caleb Patton Collier, Georgia State University
   Amanda Sprayberry, Georgia State University

3. What the Children Chose: An Examination of Characteristics in Children’s Recent Award-Winning Books
   Lauren Aimone Liang, The University of Utah
   Raven Cromwell, The University of Utah

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 8 - Third Floor

AREA 10 - Digital Tools and Immigrant/Bilingual Students

Chair:
Laurie Henry, University of Kentucky

Discussant:
Amy Stornaiuolo, University of Pennsylvania

1. All Countries are Mine: Exploring How Transnational Youth Leverage Digital Literacies to Navigate Civic Borderlands
   Nicole Mirra, Rutgers University

2. ‘I Use the Phone for Words.’ How ELLs in a US High School Use Digital Mobile Devices.
   Hugh J. Kesson, Temple University

3. “Dear Future Me”: Connecting Writers’ Literacy Paths to an Envisioned Future Self Through a Multimodal Project
   J. Hannah Park, St. Edward’s University
   Diane Schallert, The University of Texas, Austin
10:15 am - 11:45 am - PAPER SESSION
Meeting Room 9 - Third Floor

AREA 1 - Storytelling and Image-making in Pre-service Teacher Literacy Instruction

Chair:
Aimee Frier, University of South Florida

Discussant:
Alison Louise O’Grady, The University of Sydney

1. Family Story Interaction: Using Literature and Artifacts to Support Teacher Candidates’ Understandings of Families’ Funds of Knowledge Outside of School Contexts
Dorea Kleker, The University of Arizona
Maria V. Acevedo, University of Massachusetts Boston

2. “It Made Me Think About Where, Not Just What”: Critically Storytelling as Practice in Literacy Teacher Education
Katrina Bartow Jacobs, University of Pittsburgh

10:15 am - 11:45 am - SYMPOSIUM
Meeting Room 12 - Third Floor

AREA 2 - Moving from Deficit-Based to Meaningful Literacies: Five Case Studies

Chair:
Scott Ritchie, Kennesaw State University

Discussant:
Amy Seely Flint, University of Louisville

This symposium will share results from five case studies conducted with preservice and in-service teachers focused on shifting beliefs. The studies were guided by sociocultural theory (Vygotsky, 1934/1986), communities of practice (Lave & Wenger, 1991), and Critical Race Theory (Ladson-Billings, 2009). The studies are examples of shifts that can occur when pre-service teachers and teachers are given opportunities to critically reflect on their beliefs to gain a deeper understanding of their students’ lives.

1. Moving from Deficit-based to Meaningful Literacies: Five Case Studies
Jennifer Allen, University of West Georgia
Megan Adams, Kennesaw State University
Eliza Braden, University of South Carolina
Sanjuana C Rodriguez, Kennesaw State University
Natasha Thornton, Kennesaw State University
Kamania Wynter-Hoyte, University of South Carolina

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 10 - Third Floor

AREA 7 - Considerations of Cultural Capital, Power, and the Political

Chair:
Antonieta Avila, University of Wisconsin, Milwaukee

Discussant:
Antonieta Avila, University of Wisconsin, Milwaukee

1. Literacies as Capital for Newcomer Adolescent Immigrants
Mary Amanda Stewart, Texas Woman’s University

2. Building Voice, Taking Action: Literacy Workshop as a Political Space
Charlotte Land, The University of Texas, Austin
Laura A Taylor, The University of Texas, Austin

3. Literacy Capital: Nurturing the Community Cultural Wealth of Marginalized Communities
Lina Trigos-Carrillo, University of Missouri

10:15 am - 11:45 am - PAPER SESSION
Meeting Room 11 - Third Floor

AREA 7 - Positioning in Adult Literacy: Programs, Tests, and Systems

Chair:
Karen Eppley, Penn State University

1. A Longitudinal Critical Inquiry Into Adult Literacy Tutoring Programs in Public Libraries
Donna Alvermann, University of Georgia
Jennifer Jackson Whitley, University of Georgia

Florida Salons I & II - Second Floor

AREA 3 - Applying Classroom Conferences to Expand Literacy Learning and Engagement

Chair:
Michiko Hikida, The Ohio State University

Discussant:
Sinead Judith Harmey, UCL, Institute of Education

Angelyne Collins, Brookwood High School
Nancy Edwards, Berry College
Elizabeth E. G. Friese, Anderson-Livsey Elementary School, Shells Ville
Jessica L. Holt-Daniels, University of Georgia
Rhett J. Hutchins, University of Arkansas
Josephine Peyton Marsh, Arizona State University
Leslie Rush, University of Wyoming

Defining “Quality” Immigrants: The Literacy Test Act of 1917 and Its Lingering Effect
Raquel Wood, University of Iowa

Coerced Literacies: A Critical Discourse Analysis of Volunteered Skills Training in Prison
Kathrina S. Litchfield, University of Iowa
The papers in this session explore classroom conferences in reading and writing to expand students’ literacy learning, agency, and relationship-building. In our end-of-session discussion, participants will gain new pedagogical possibilities.

   Christi Edge, Northern Michigan University
   Jessica Betz, Northern Michigan University
2. “I Don’t Know Where to Go Now”: An Analysis of Reading Conferences with “Struggling” Readers
   Michiko Hikida, The Ohio State University
   Jungmin Lee, The Ohio State University
3. “Where You At Right Now?”: An Analysis of The One-On-One Reading Conferences in a Fifth Grade Classroom
   Michiko Hikida, The Ohio State University

10:15 am - 11:45 am - SYMPOSIUM
Grand Salon A - Second Floor

AREA 3 - Teaching and Learning Argumentative Writing in Three High School Contexts: American Literature, Science and College Readiness

Chair:
George Newell, The Ohio State University

Discussant:
Jennifer VanDerHeide, Michigan State University

This symposium explores the teaching and learning of argumentative writing in three content areas: literature, science and preparation in early-college writing. Three papers explore the question, if argumentative writing is a set of language practices supportive of participation in particular communities of practice, how is learning shaped by the underlying epistemologies for knowing and doing? Each paper employs “entextualization” as a tool to trace back from the written text to the events, practices, and processes.

1. “You Need To Rewrite This”: Clashing Contextual and Decontextual Epistemologies in the Composing of a Literary Argument
   Brent Goff, The Ohio State University
2. Contexts for Teaching and Learning a Lab Report as an Argument in a STEM Classroom: Constructing Epistemic Levels of Claims
   George Newell, The Ohio State University
3. Shaping the Context for Argumentative Writing in a College Access Intervention
   Jon-Philip Imbrenda, Salisbury University

10:15 am - 11:45 am - SYMPOSIUM
Grand Salon B - Second Floor

AREA 11 - Telling Temporalities in Literacy Studies

Chair:
T. Philip Nichols, University of Pennsylvania

Discussant:
Jennifer Rowsell, Brock University

This symposium brings together four presentations that explore the possibilities and challenges that surface in examining temporal dimensions of literacy. Drawing on a range of methodological and theoretical perspectives, presenters share findings that illuminate how varying approaches to studying ‘time’ can yield generative pathways for research and practice. The symposium will be of significance to scholars interested in methodologies for exploring the temporal dimensions of literacy – or in complicating notions of ‘time’ in qualitative research.

   T. Philip Nichols, University of Pennsylvania
2. Writers’ Temporal Practices, Emergent Developmental Pathways, and Mobilities of Identity
   Anna Smith, Illinois State University
3. Counternarratives Over Time: Documenting Inequity over Time
   Catherine Compton-Lilly, University of Wisconsin-Madison
4. Ma(r)king Time Together: The Reiterative Materialization of Young Writers
   Beth A. Buchholz, Appalachian State University

10:15 am - 11:45 am - PAPER SESSION
Grand Salon C - Second Floor

AREA 6 - Literacy Comprehension Across Contexts

Chair:
Rachelle S. Savitz, Clemson University

Discussant:
Zoi Apostolia Philippakos, The University of North Carolina, Charlotte

1. Reading with Ease: The Impact of an Oral Reading Fluency Intervention with Adolescent Struggling Readers
   Ann Van Wig, Eastern Washington University
2. Comprehension, Text Difficulty, Background Knowledge, and Talk: A Comparison of K-W-L and Listen Read Discuss
   Sarah M. Lupo, James Madison University
3. An Interactive Model for Comics Comprehension
   Dawnelle Henretty, Oakland University
   John McEneaney, Oakland University
   Johnnie Blunt, Oakland University
   Yu Liu, Oakland University
10:15 am - 11:45 am - SYMPOSIUM
Grand Salon D - Second Floor

AREA 1 - Supporting Teacher Candidates in Enacting Challenging Literacy Practices

Discussant:
Melissa Wetzel, The University of Texas, Austin

This symposium showcases unique pedagogical practices used by teacher educators within three institutions utilizing practice-based teacher preparation. Each study investigates the types of scaffolds that best support teacher candidates’ deeper understanding of literacy practices that are typically challenging for novice teachers to enact.

1. Teacher Candidates Rehearse with Mentors:
Taking Rehearsals into Clinical Placements
Wendy Gardiner, Pacific Lutheran University

2. Optimizing School-university Partnerships: An Investigation of Professional Learning Situated in Practice
Kristine M. Schutz, The University of Illinois, Chicago

3. Using Video Analysis and Reflection to Strengthen Pre-service Teachers’ Interactions with Students during Guided Reading
Sophie C. Degener, National Louis University

10:15 am - 11:45 am - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 3
Disciplinary Literacy - On the Ground

Chair:
Shea N. Kerkhoff, Purdue University

Discussant:
Michael Manderino, Northern Illinois University

While the field has highly theorized disciplinary literacy, less research has explored instructional practices. The purpose of this symposium is to understand disciplinary literacy instructional practices. The first paper operationalizes and validates disciplinary literacy. The second paper offers perspective of economists to the audience. The third paper offers the engineering perspective, as well as the perspective of elementary school girls. The fourth paper examines disciplinary literacy instruction in a high-needs urban high school.

1. Validating the Construct of Disciplinary Literacy
Hiller A. Spires, North Carolina State University
Shea N. Kerkhoff, Purdue University
Abbey C. K. Graham, North Carolina State University
Isaac Thompson, North Carolina State University
John K. Lee, North Carolina State University

2. Reading Like an Economist: A Multi-Case Study
Chang Yuan, North Carolina State University

3. What’s Gender Got to Do With it? Girls and Disciplinary Literacies in an Elementary Engineering Club
Lynn Shanahan, University at Buffalo, SUNY
Mary McVee, University at Buffalo, SUNY

4. Responding and Resisting: Using Formative Design to Engage Teachers in Disciplinary Literacy Teaching
Phillip Wilder, Clemson University

2) AREA 14
Science Ill-Literacy, Social Constructions of Reading Comprehension, & Writing Pedagogy

5. Reproducing Science Ill-literacy
Arlette Willis, The University of Illinois, Urbana-Champaign
Taylor A. Willis, Memorial Middle School

6. Writing-as-problem-solving: Expanded Meaningfulness as a Foundation for the Development of Writing Ability
David Slomp, University of Lethbridge

3) AREA 10
Multimodal Compositions

7. Meaningful Multimodal Composition: Expanding Rhetoric Instruction Through Lived Literacies
Fawn Canady, University of Nevada, Las Vegas
Chyllis Scott, University of Nevada, Las Vegas
Kymberly Martin, Clark County School District

8. iPad Use for Academic Reading and Writing Purposes in Science: Learning from Experts in the field
Nance S. Wilson, Cortland, SUNY
Victoria M. Cardullo, Auburn University
Vassiliki Zygouris-Coe, University of Central Florida

4) AREA 8
What is Equity? An Examination of Literacy Learning in Bilingual Education

9. “I Have to Choose Between Academic Content or Spanish”: Examining Notions of Justice, Language, and Race in Bilingual Education
Laura Carolina Chavez-Moreno, University of Wisconsin-Madison

10. Developing Holistic Writing Rubrics with Dual Language (Spanish/English) Immersion Teachers: The Journey Toward Equitable Assessment
Margarita Gomez Zisselsberger, Loyola University Maryland
11. Can Cognate Instruction Improve the Literacy Performance of Bilingual Third Graders in Dual-Language Classrooms?
Georgia Earnest Garcia, The University of Illinois, Urbana-Champaign
Beatriz Guerrero Arias, Universidad del Valle
Lena J. Sacco, Leal Elementary School

12. Toward Equity: Exploring the Biliteracy Program Implementation at One Dual Language School
Alexandra Babino, University of North Texas
Ricardo Gonzalez-Carriedo, University of North Texas

5) AREA 2
ELA and Coaching

13. Literacy Coaching in the State of Iowa
Lindsay Woodward, Drake University
Jennifer Thoma, Drake University

14. Reinvesting Teacher Preparation: Building Agency in University Graduate Literacy Programs with Tiered Coaching
Joyce Caplan Fine, Florida International University

6) AREA 2
ELA Coaching

15. A Self-study Inquiry into Instructional Coaching: Developing Understandings of Intentional Coaching
Jody LaShay Jennings, East Tennessee State University
Renee Moran, East Tennessee State University
Huili Hong, Towson University

16. An Autoethnographic Critique of Instructional Coaching: The Situation of Knowledge, Power & Identity in Meaningful Professional Development
Anah Austin, The University of Iowa

7) AREA 7
Literacies at Play: Representations in Sports, Engineering and LEGO MakerSpaces

17. Young Children’s Literacy Practices in a K-8 After-School LEGO Club
Sohyun Meacham, University of Northern Iowa

Katarina Nicole Silvestri, University at Buffalo, SUNY

19. The Representation of ‘Sport Literacies’ in Professional, Pedagogical, and Popular Texts
Douglas Keith Hartman, Michigan State University

10:15 am - 11:45 am - ALTERNATIVE FORMAT
Florida Salon III - Second Floor

AREA 14 - Interdisciplinary Research and Practice with Pediatricians and Literacy Specialists to Promote Literacy Experiences in the Pediatric Community

This presentation is an interdisciplinary collaboration between pediatricians and reading specialists at a University School of Education and their Medical School. The purpose is to create and improve the literacy training for pediatric residents, to promote literacy in clinics for “at risk” children, and Professional Development (PD) for practicing pediatricians. Based on the findings of research, we hope to create a module of instruction with publications for literacy development for pediatric residents and practicing pediatricians.

Presenters:
Manuel Jimenez, Rutgers Robert Wood Johnson Medical School
Steven Levin, Rutgers Robert Wood Johnson Medical School
Shilpa Pai, Rutgers Robert Wood Johnson Medical School
Julia Mayne, Rutgers Robert Wood Johnson Medical School
Joanna Kinney, Rutgers Robert Wood Johnson Medical School
Roy Wade Jr., Children’s Hospital of Pennsylvania
Lin Yong, Rutgers University: Department of Biostatistics
Nancy E. Reichman, Rutgers University, Neonatology/Child Health Institute of New Jersey
Daniel Lima, Rutgers Robert Wood Johnson Medical School
Lesley Mandel Morrow, Rutgers University

10:15 am - 11:45 am – INVITED SESSION AREA 3
Florida Salon V - Second Floor

Trauma as Critical, Humanizing Practice in Literacy Research, Theory, Policy, and Pedagogy

Chair:
Ted Kesler, Queens College, CUNY

Presenters:
Elizabeth Dutro, University of Colorado, Boulder
Andrea Bien, Boston University
Megan Ollett, Colorado Academy

This session explores the affordances and complexities of taking up a trauma lens in literacy research, policy, and practice, including the challenges of defining what counts as trauma, the ways difficult experiences so often elude categorization, and the need to interrogate trauma-oriented pedagogies.
AREA 11 - Taking a Critical Stance as Researchers: Critical Content Analysis as Perspective and Methodology

Chair: Kathy Short, The University of Arizona

Critical content analysis offers researchers a methodology for examining representations of power and position, highlighting the critical as locating power in social practices by understanding, uncovering and transforming conditions of inequity. This alternative format session focuses on research studies using critical content analysis as a methodology, describing the critical theory frames and research strategies used to examine different kinds of visual and written texts, including children’s literature, advertisements, textbooks, web sites, and blogs.

1. **Representations of Immigration in Fifth Grade Textbooks for English Language Learners**
   Danlei Chen, The University of Arizona

2. **Visual Representations of Korean Culture in Picturebooks**
   Enhye Lee, The University of Arizona

3. **Whiteness in Development: The Marketing of the Peace Corps**
   Aurora Sartori, The University of Arizona

4. **A Critical Discourse Analysis of Sociocultural Discourses within a Picturebook**
   Hee Young Kim, The University of Arizona

5. **Blog Writing by ELL Students: Multimodal Construction and Cultural Representation**
   Mariia Khorosheva, The University of Arizona

6. **Intersectionality as a Critical Lens on Representations of Latinas in YA Literature**
   Charlene Mendoza, The University of Arizona

7. **Underlying Assumptions in STEM Messaging on School Web Sites**
   Camille Martinez-Yaden, The University of Arizona

8. **The Right to Participate: Children as Activists in Picturebooks**
   Kathy Short, The University of Arizona

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2017-2019 STAR Fellows Research Showcase

Chair: Mileidis Gort, University of Colorado, Boulder

This year’s conference theme encourages authors to consider issues of Literacy Research for Expanding Meaningfulness. To this end, the 2017-2019 STAR Fellows Roundtable session brings together a collection of papers that exemplify a variety of ways in which research can bring into focus the nature and attainment of meaningful literacies for students from minoritized communities, their families, and their teachers, inviting conversations on how critical literacies are implicated in the building of more culturally- and linguistically-sustaining, agentic, and fulfilling lives for individuals and communities.

1. **Immigration and #BlackLivesMatter: Creating Transformative Dialogue Around Social Topics through a Critical Literacy Family Workshop**
   Eliza Braden, University of South Carolina

2. **Preparing Teachers to Use (Critical) Media Literacy to Engage & Empower English Learners**
   Kisha C. Bryan, Tennessee State University

3. **An Exploration of Pre-Service Teacher Embodiment of African American Language**
   Alice Lee, Illinois State University

4. **Characterizing the English(es) of Non-standardized English-Speaking Literacy Teacher Educators**
   Patriann Smith, Texas Tech University

5. **Digital Storied Selves: Black Adolescent Girls’ Representation of Self Through Multimodal Composition**
   Delicia Tiera Greene, University at Albany, SUNY

6. **Using Critical Literacy to Explore Gender Roles in the Bilingual Classroom**
   Gilberto P. Lara, Oregon State University

7. **We are Here: Testimonios of Preservice Teachers of Color**
   Claudia Rodriguez-Mojica, Santa Clara University

8. **A Pedagogy of (Re)membering and (Re)visioning: A Roundtable Teach-in about Racial Trauma in the English Language Arts Classroom**
   Stephanie Patrice Jones, Grinnell College
FRIDAY

1:15 pm - 2:45 pm - PAPER SESSION
Meeting Room 2 - Second Floor

AREA 9 - Challenging Representations of Gender and Sexual Orientation in Literature for Children and Young Adults

Chair:
Craig A. Young, Bloomsburg University of Pennsylvania

Discussant:
Caroline T. Clark, The Ohio State University

1. Expanding the Analysis of Naidoo’s Rainbow Family and World Collections: An Exploration of International LGBTQ-inclusive Children’s Literature – Trends and Settings
   Stephen Adam Crawley, University of Georgia
   Mehmet Gultekin, Georgia State University

2. Finding Hope in the Future: Challenging Heteronormativity in Dystopian YA Literature
   Nora Peterman, University of Missouri Kansas City
   Rachel Skrlec Lo, Villanova University

3. Teachers and Students Queering “Straight” Children’s Literature in Elementary School Classrooms
   Caitlin Law Ryan, East Carolina University
   Jill Hermann-Wilmarth, Western Michigan University

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT
Meeting Room 4 - Second Floor

AREA 7 - “Writings on the Wall”: Girls of Color (Re) Writing Their Lives

Chair:
Cinthya Saavedra, The University of Texas, Rio Grande Valley

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

In this Ethnicity, Race, and Multilingualism (ERM) sponsored alternative session, we will discuss practices of meaning making amongst girls of color. Drawing from feminist of color epistemologies, we collectively highlight the findings and implications of our empirical studies. These studies further extend conversations about the literacies of youth of color, with an emphasis on gender specifically outside of the classroom.

1. Becoming Free: Black Girls’ Sonic Literacies
   Fahima Indigo Re, Louisiana State University, Baton Rouge

2. Cultivando La Voz Mujer: Latina Mothers and Daughters (Re)writing Their Pasts and (Re)imagining Their Futures
   Tracey Terece Flores, The University of Texas, Austin

3. Exploring Mujerista Literacies Amongst Chicana/Latina Youth
   Monica Gonzalez, University of Colorado, Boulder

4. “World”- Traveling and Loving Perception with Girls of Color
   Grace D. Player, University of Pennsylvania

5. Loving Out Loud: Finding Sanctuary in Sisterhood
   Dywanna Smith, University of South Carolina, Columbia

1:15 pm - 2:45 pm - SYMPOSIUM
Meeting Room 5 - Second Floor

AREA 8 - Composing in Multilingual Classrooms: Using Digital Tools to Promote Translanguaging and Intercultural Exchange

Chair:
Ana Christina da Silva, Vanderbilt University

Discussant:
Ana Christina da Silva, Vanderbilt University

Research conducted from a translanguaging perspective suggests that dual language learners need instruction that supports their multilingual identities and that capitalizes on their translingual practices. The papers in this symposium study how students in multilingual classrooms use both their languages to compose multilingual, multimodal texts using touchscreen tablets and digital cameras.
1. **Working Toward Third Space: The Affordances of Digital Tools for Creating Hybrid Spaces for Composing in a Multilingual Classroom**
   Deborah Wells Rowe, Vanderbilt University

2. **From Bilingual to Multilingual: Recording and Sharing Multilingual eBooks in an English-dominant School Setting**
   Lindsey W. Rowe, Metropolitan Nashville Public Schools

3. **“I Taught Them How to Speak Somali”: Creating an Instructional Context to Support Translanguaging in English-dominant, Multilingual Classrooms**
   Mary Ellen Miller, Vanderbilt University

**1:15 pm - 2:45 pm - SYMPOSIUM**
Meeting Room 6 - Second Floor

**AREA 9 - Investigating the Increasing Complexity of Children’s Literature**

Chair:
Frank Serafini, Arizona State University

Discussant:
Frank Serafini, Arizona State University

Although scholarship on picturebook apps, novels, and comics approach their analyses from different theoretical and methodological perspectives, they all acknowledge the multimodal complexity of the phenomena under investigation. Research into the expanding complexities of the narrative texts readers in elementary schools are required to navigate and comprehend is essential for understanding how these texts are taken up in a variety of settings.

1. **Picturebook Apps, Play, and Literacy in a Digital Age**
   Earl Aguilera, Arizona State University

2. **The Changing Nature of Comics**
   Dani Kachorsky, Arizona State University

3. **Examining the Multimodal Nature of Illustrated Novels**
   Stephanie Reid, Arizona State University

**1:15 pm - 2:45 pm - SYMPOSIUM**
Meeting Room 7 - Second Floor

**AREA 5 - Talking Science in the Elementary Classroom**

Chair:
Jill Freiberg Grifenhagen, North Carolina State University

Discussant:
Susan B. Neuman, New York University

Teaching and learning the language of science is a current focus of state and national standards (CCSS, 2012; NGSS, 2013). These standards call for integrating language with science to promote science, language, and literacy learning. Emerging scholarly work in the literacy research community addresses this need.

1. **Exploring Symbolic Representations in Science Read-alouds**
   Erica M. Barnes, University at Albany
   Alandeeom Oliveira, University at Albany

2. **Supporting Classroom Discourse During Primary Grades Science Instruction: A Review of the Research**
   Tanya S. Wright, Michigan State University
   Amelia W. Gotwals, Michigan State University
   Blythe E. Anderson, Michigan State University
   Kirsten D. Edwards, Michigan State University

3. **Supporting Elementary Preservice Teachers’ Science Vocabulary Knowledge and Practice**
   Jill Freiberg Grifenhagen, North Carolina State University
   Sarah J. Carrier, North Carolina State University

**1:15 pm - 2:45 pm - PAPER SESSION**
Meeting Room 8 - Third Floor

**AREA 6 - Remixing Composition Research and Practice: Digital and Sonic Innovations**

Chair:
Molly Buckley-Marudas, Cleveland State University

Discussant:
Kathleen Hinchman, Syracuse University

1. **Remixing the Canon: Using A Pedagogy of Multiliteracies in an Online Student Lounge**
   Angelyne Collins, Brookwood High School

2. **Research Revamped: Using Reflective Blogging Throughout the Research-writing Process**
   Victoria Billimack, Judson University

3. **Sonic Literacies for Social Action: Composing Sounds of “Struggle”**
   Molly Buckley-Marudas, Cleveland State University

**1:15 pm - 2:45 pm - PAPER SESSION**
Meeting Room 9 - Third Floor

**AREA 1 - Frameworks and Practices for Approaching Disciplinary Literacy in the Content Areas**

Chair:
Steven M. Hart, California State University, Fresno

Discussant:
Emily Hayden, Iowa State University

1. **Elementary Pre-service Teachers Understandings of Disciplinary Literacy Instruction in Mathematics**
   Charlotte Frambah-Krizter, University of Hawaii, Manoa
   Stephanie Buelow, University of Hawaii, Manoa
2. **Elementary Preservice Teachers Making Meaning of Disciplinary Literacy Instruction in Social Studies**  
   Stephanie Buelow, University of Hawaii, Manoa  
   Charlotte Frambaugh-Kritzer, University of Hawaii, Manoa  
   Rosela Balinbin Santos, University of Hawaii, Manoa

3. **Using Moje’s Heuristic for Teaching Disciplinary Literacy in Agricultural Science**  
   Stephanie M. Lemley, Mississippi State University  
   Steven M. Hart, California State University, Fresno  
   Jim King, University of South Florida

1:15 pm - 2:45 pm - SYMPOSIUM  
Meeting Room 10 - Third Floor

**AREA 7 - Tres Estudios in Raciolinguistics and Literacy Education**

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

This symposium explores the ways linguistically minoritized learners experience literacy in three distinct settings: an early childhood center, an elementary school, and prison-based ESL program. A shared objective across the studies was to demonstrate how negative perceptions of linguistic difference are articulated through curriculum (Valdés, 2016) and work to condemn participants to “functional” literacies that keep them from “achieving” in schools.

1. **Tres Estudios in Raciolinguistics and Literacy Education**  
   Luz A. Murillo, The University of Illinois, Urbana-Champaign  
   Mary Esther Huerta, Texas State University  
   Jim Sosnowski, The University of Illinois, Urbana-Champaign

1:15 pm - 2:45 pm - SYMPOSIUM  
Meeting Room 11 - Third Floor

**AREA 1 - Revising our Pedagogies: Helping Preservice Teachers Learn to Teach Writing in an Age of Standardization**

**Chair:**  
Angela M. Kohnen, University of Florida  
Rebecca Kaminski, Clemson University

This symposium includes three studies involving different populations in an effort to understand how preservice teachers learn to teach writing in the age of standardization. Participants across studies were educated during the NCLB era and many held narrow views of what “counts” as literacy instruction. How we might broaden preservice teachers’ concepts of writing instruction so they might “disrupt conversations around policy, curriculum, and instruction” is an underlying question all three studies seek to answer.

1. **Learning to Write Together: Exploring the Use of a Collaborative Writing Approach in Teacher Education Programs**  
   Mario Worlds, University of Florida  
   Xiaochen Du, University of Florida

2. **Writing for Teachers: Developing Preservice Teachers as Teachers of Writing through Genre Inquiry**  
   Cathie English, Missouri State University  
   Emily Aderhold, Missouri State University

3. **“That’s Just the Lesson Plan”: Examining Preservice Teachers’ Lesson Plans for Teaching Writing**  
   Angela M. Kohnen, University of Florida  
   Sally Crane, University of Florida  
   Kathryn Caprino, University of Florida  
   Jane S. Townsend, University of Florida

1:15 pm - 2:45 pm - SYMPOSIUM  
Meeting Room 12 - Third Floor

**AREA 7 - Cultivating Community, Complexity, and Change Through Pedagogies of Belonging**

**Chair:**  
Mitzi Lewison, Indiana University  
Discussant:  
Gerald Campano, University of Pennsylvania

This symposium presents an argument for how belonging is a bargaining power that educators and students can exercise to advance goals of a more equitable education and society. Additionally, presenters articulate shifting discourses of belonging to examine how participants forge connections between complex local and global ecologies. The presenters’ findings provide a sense of how individuals flexibly render personal well-being and social concern within and through negotiated spaces of inquiry and radical optimism.

1. **A Poetic Inquiry into Pedagogies of Belonging Through a Practice of Place-based Writing**  
   Michelle Honeyford, University of Manitoba

2. **Leading with Grace: Literacy, Belonging, and Community Leadership**  
   Sarah Vander Zanden, University of North Iowa

3. **Sustaining a More Peaceful Global Community through Creating Spaces of Belonging**  
   Lenny Sanchez, University of Missouri

1:15 pm - 2:45 pm - SYMPOSIUM  
Meeting Room 10 - Third Floor
AREA 10 - Digital Literacy in the Classroom

Chair:
Deborah Augsburger, Lewis University

Discussant:
Elizabeth Stolle, Grand Valley State University

1. Exploring How an Exemplary Teacher Plans and Implements Digitally-rich Literacy Instruction
Amy Hutchison, George Mason University
Lindsay Woodward, Drake University
Jamie Colwell, Old Dominion University

2. “I Didn’t Learn It in School”: Expanding Literacy Practices and Empowering Middle School Students in 1:1 Contexts
Kellie R. Doubek, The University of Illinois, Chicago

3. Teaching with eTextbooks and OERs: Making Meaning in the ELA Classroom
Lourdes Hajash Smith, University of Central Florida
Vassiliki Zygouris-Coe, University of Central Florida

AREA 7 - Changing Paradigms and Practice: What’s Meaningful, What Counts, and What is Gained and Lost?

Chair:
Megan Adams, Kennesaw State University

Discussant:
Megan Adams, Kennesaw State University

1. Literature in the Standards Paradigm: An Evolution of Gains and Losses
Matthew Lambert McConn, Binghamton University
Andy Blaine, Binghamton University

2. Meaningful Learning of Literary Elements by Incorporating Critical Literacy
Bogum Yoon, Binghamton University, SUNY
Christine Ulissi, Binghamton University, SUNY

3. The Changing Nature of Literacies in Modern Classrooms: What Counts as Writing?
Olivia Grace Stewart, Arizona State University

AREA 8 - Exploring the Arts to Expand Identity and Voice for Multilingual Learners

Chair:
Alain Bengochea, University of Las Vegas, Nevada

Discussant:
Antonieta Avila, University of Wisconsin-Milwaukee

1. “It Brought Me Closer to Them”: Poetic Translanguaging in an English-dominant Urban Literacy Classroom
Emily Machado, The University of Illinois, Chicago
Rebecca Woodard, The University of Illinois, Chicago
Rick Coppola, The University of Illinois, Chicago
Andrea Vaughan, The University of Illinois, Chicago

2. Unpacking a Sense of Selves Through Immigrant Students’ Artwork
Hsiao-Chin Kuo, Western Michigan University
Virginia David, Western Michigan University
Sanela Sprecic, Western Michigan University

3. “It’s Like Close Reading for Identity”: Implementing a Framework of Poetic Discourse Analysis for Writing with Multilingual Learners
Chris K. Bacon, Boston College
Joelle Pedersen, Boston College
Audrey A. Friedman, Boston College

4. Making Meaning Critically and Creatively: Expanding English Language Learners’ Meaning Making Through Graphic Novels
Jie Yie Park, Clark University
Lori Simpson, Claremont Academy

AREA 8 - Using Translanguaging Pedagogies to Reposition Emergent Bilinguals as Experts

Chair:
Robert Jimenez, Vanderbilt University

Discussant:
Robert Jimenez, Vanderbilt University

In this symposium, we bring together scholars using translanguaging theory (Garcia & Wei, 2014), cognitive strategy instruction (Chamot & O’Malley, 1996), a communities of practice approach (Lave & Wenger, 1991), and social practices theory (Reckwitz, 2002) to reposition emergent bilingual students as language experts rather than as limited English proficient.

1. Students as Our Teachers: Translation as Empowerment for Emerging Bilingual Students
Caitlin Eley, Vanderbilt University
Abigail Do, Vanderbilt University
2. Crutches, Bridges, Signs of Strength: Teacher Learning and Linguistic Resources in the Translinguaging Classroom
Mark Barba Pacheco, Illinois State University

3. Co-constructing New Translingual Practice in 8th Grade Language Arts Classrooms: Opportunities and Challenges
Samuel David, University of Minnesota

4. Translinguaging: Cognate Strategy Instruction for Enhancing Emergent Bilingual Students’ Development of L2
Shira Lubliner, California State University, East Bay
Dana Grisham, California State University

1:15 pm - 2:45 pm - PAPER SESSION
Grand Salon D - Second Floor

AREA 3 - Developing Student IDENTITY AND AGENCY to Inform Literacy Instruction
Chair:
Ashley K. Dallacqua, The University of New Mexico
Discussant:
Sarah McCarthey, The University of Illinois, Urbana-Champaign

1. A Systematic Review of Student Agency During Literacy Instruction
Margaret Vaughn, University of Idaho
Bong Gee Jang, Syracuse University
Vera Sotirovska, Washington State University
Heather E. Eriksson, Syracuse University

2. Cupcakes and Beefcakes: On Students’ Agentive Readings of Gender/sex/uality in Superhero Comics and Related Media
Ashley K. Dallacqua, The University of New Mexico
David E. Low, California State University, Fresno

3. Dialogic Classroom Discourse Mediates Students’ Literate Identities
Wendy S. Sheets, The Ohio State University

1:15 pm - 2:45 pm - ROUNDTABLE SESSION
Florida Salon IV - Second Floor

1) AREA 7
Interrogating the Positioning of “Struggling” and Emergent Literacy Learners

1. From First to Sixth: Learning, Positioning, and Emergent Bilinguals
Pamela J. Hickey, Towson University

2. Who Are The Readers Who Struggle?: Clarifying and Interrogating Our Language in the Literacy Education Literature
Dennis Davis, North Carolina State University
Nermin Vehabovic, North Carolina State University
Kelli Bippert, Texas A&M University, Corpus Christi

2) AREA 5
Talking About Books and Reading in the Elementary Years:

3. “You Don’t Need to Look In No Book!” Literate Conversations During Partner Reading as a Window to Kindergartners’ Strategic Thinking
Jennifer I. Hathaway, George Mason University
Paola Pilonietta, The University of North Carolina, Charlotte

4. Close Reading in the Elementary Setting: Is it Meaningful?
Jennifer Jones, Radford University
Jodi Welsch, Frostburg State University
Valerie Robnolt, Virginia Commonwealth University
Jean Mistele, Radford University

3) AREA 2
Text Selections and YALit

5. Rigor, Relevance, and Resistance: Young Adult Literature in Detracked Secondary ELA Courses
Henry “Cody” Miller, University of Florida
Kathleen Colantonio-Yurko, Brockport, SUNY
Jennifer Cheveallier, University of Florida

6. Teachers’ Text Selections and Explanations about Text Selection and Use
Jacquelynn S. Popp, Lake Forest College

4) AREA 1
Tensions and Possibilities for Literacy Teacher Education in Clinical Settings

7. A Field-based Approach to Building Teacher Candidates’ Professional Knowledge Base
Jenna Nelson, Loyola University Chicago
Aimee Papola-Ellis, Loyola University Chicago

8. Guiding Critical Inquiry Through Literature: Teacher Education in a Departmentalized Fourth Grade Classroom Setting
Catherine Lammert, The University of Texas, Austin
James V. Hoffman, The University of Texas, Austin
Anne Daly-Lesch, The University of Texas, Austin

9. Ready or Not? How Reading Specialist Interns Experience Preparation for This Multi-Faceted Role
Karen Rissling, University of Pittsburgh

5) AREA 2
Effects of Standardization

10. Agents of Literacies: Enacting Educator Identities in an Era of Standardization
Michael Young, The University of Iowa

11. Early Literacy Learning Standards: A Survey Study of Teachers’ Perspectives and Classroom Instruction
Ya-Fang Cheng, University of Wisconsin-Madison
6) AREA 1  
Writing and Teacher Education: Elementary Preservice Teacher Candidates’ Developing Knowledge, Dispositions, and Skill in Writing and Writing Instructional Methods  

Chair:  
Diane Bottomley, Ball State University  
Discussant:  
Joy Myers, James Madison University

We share findings from two studies exploring the developing knowledge, dispositions, and skill of elementary preservice teacher candidates in one Midwestern university setting that extend the current knowledge base by simultaneously illuminating problems and possibilities for change in today’s writing-focused teacher education programming. We also outline and discuss several key pedagogical practices utilized in writing teacher preparation. A conversation addressing common and disparate themes and contemplating next steps for research will follow.

12. “He Actually Wrote Today!” Compounded Dissonance in Writing Teacher Preparation  
Angela J. Stefanski, Ball State University  
Lisa K. Hawkins, Ball State University  
Amy Leitze, Ball State University  
Veronica Fife-Demski, Ball State University  
Jennifer Cooper, Ball State University

13. What is Writing-centric, Field-based Teacher Education?: A Pedagogical Description of Practice  
Jennifer Cooper, Ball State University  
Lisa K. Hawkins, Ball State University

14. Writing-centric, Field-based Teacher Education: Moving Teacher Candidates Towards a Deeper Understanding of Writing and Strengths-based Approaches to Writing Instruction  
Lisa K. Hawkins, Ball State University  
Nicole M. Martin, Ball State University  
Diane Bottomley, Ball State University  
Jennifer Cooper, Ball State University

These papers explore improvisational practices that enact an affective, embodied responsiveness to the constantly changing field of possibility and tension in the complex, dynamic systems in which we move. Taking as our models theatrical improvisational and relational play therapy and drawing heavily from Deleuze & Guattari, presenters argue there is much to learn as literacy researchers and teachers from studying the art of a living and working in the improvisational field of receptivity, movement and flow.

1. Improvisational Responsiveness in the Clinic and Classroom  
Gail Boldt, Pennsylvania State University

2. Improvisational Responsiveness in Anti-racist Whiteness Pedagogy  
Samuel Tanner, Pennsylvania State University, Altoona

3. Improv Comedy in the Classroom: The (Un)bounded Possibilities for Classroom Literacy Pedagogy  
Kimberly Lenters, University of Calgary

4. What Kind of Learning is Improvisational Learning? Insights from Learner Biographies and A Designed Course  
Kevin Leander, Vanderbilt University  
Samuel Tanner, Pennsylvania State University, Altoona
3. **Enacting Literacy, Enacting Race: Considering Identity Construction Through the Lenses of Race and Language**  
Laura A. Taylor, *The University of Texas, Austin*  
Melissa Mosley Wetzel, *The University of Texas, Austin*

4. **Addressing the Possibility of Presumptive Conclusions: Identity and Discourse Analysis**  
Jenny Sperling, *University of California, Santa Barbara*

5. **Examining Critical Conversations in Literature Study: A Critical Discourse Analysis of Children’s Shifting Perspectives on Identity in Relation to Culture and “Other”**  
Kathryn Mitchell Pierce, *Saint Louis University*  
Carol Gilles, *University of Missouri*

6. **Disrupting and Preserving Whiteness in a High School Classroom: A Critical Discourse Analysis of a Dialogic Discussion about Race**  
Mark A. Sulzer, *University of Cincinnati*

**3:00 pm - 4:30 pm - SYMPOSIUM**  
Meeting Room 1 - Second Floor

**AREA 10 - Understanding Youth Engagement in Critical Digital Production Within and Across Complex Learning Environments**

**Chair:**  
Cassie Scharber, *University of Minnesota*

This symposium will focus on settings where youth engaged in learning that involved digital technologies: schools, public libraries, and community organizations. Findings suggest that youth engage in learning when they have chances to produce with technologies, circulate their work, represent their identities, and take up agentive stances to engage in social justice. Such findings underscore the need to understand settings that effectively make use of digital tools in learning for youth within urban communities.

1. **Library Setting**  
Cassie Scharber, *University of Minnesota*  
Maggie Struck, *Hamline University*  
Fan Ouyang, *University of Minnesota*

2. **Classroom Setting**  
Anne Crampton, *University of Minnesota*  
Cynthia Lewis, *University of Minnesota*

3. **Community Setting**  
Cassie Scharber, *University of Minnesota*  
Yolanda Majors, *University of Minnesota*  
Debra Ingram, *University of Minnesota*

**3:00 pm - 4:30 pm - ALTERNATIVE FORMAT**  
Meeting Room 2 - Second Floor

**AREA 6 - Men Making Media: Writing in Hybrid Forms and Forums**

**Chair:**  
Judith Dunkerly-Bean, *Old Dominion University*

**Discussants:**  
Thomas W. Bean, *Old Dominion University*  
Kathryn Pole, *The University of Texas, Arlington*  
Theodore Ransaw, *Michigan State University*  
Erik Jacobson, *Montclair University*  
Betsy Baker, *University of Missouri*  
Donna Alvermann, *University of Georgia*  
Lawrence Baines, *The University of Oklahoma*  
George Boggs, *Florida State University*  
Stephanie Jones, *University of Georgia*  
Marcia Mardis, *Florida State University*  
J. Gregory McVerry, *Southern Connecticut State University*  
W. Ian O’Byrne, *College of Charleston*  
Jennifer Rounce, *Brock University*

This alternative format session focuses on the multiliteracies of adult men and how they create intertextual media in online and offline forms, including their zines composed of comics, poetry, and prose; their websites; and their social media texts as alternative literacy practices.

1. **Diverse Men with Missions Creating Multimedia**  
Barbara Guzzetti, *Arizona State University*

2. **Men Creating Multimedia to Share Lived Experiences**  
Katina Zammit, *Western Sydney University*

3. **“Not Reading as a Spectator”: Media Creation for Self-Expression and Interaction**  
Leslie Foley, *Grand Canyon University*  
Judith Dunkerly-Bean, *Old Dominion University*

**3:00 pm - 4:30 pm - SYMPOSIUM**  
Meeting Room 3 - Second Floor

**AREA 8 - Creating Responsive Translanguaging Learning Environments for Emergent Bilinguals**

**Chair:**  
Minda Morren Lopez, *Texas State University*

**Discussant:**  
Rahat Zaidi, *University of Calgary*

In this symposium, we bring together three papers to discuss the importance of implementing translanguaging practices to support the learning of emergent bilinguals in K-12 settings. In addition, the papers will highlight the struggles in enacting such pedagogies that normalize the communicative practices of bilingual and multidialectal students. This symposium will create an intellectual space to identify how to create responsive and meaningful academic environments for these learners from historically underserved communities.
1. Creating Responsive Translanguaging Learning Environments for Emergent Bilinguals
Maneka Deanna Brooks, Texas State University
Luis Poza, University of Colorado Denver
Jennifer Collett, Lehman College, CUNY

This alternative session explicates visual methodologies in literacy education research that promote equity for diverse children. Framed by New Literacies theories, this session aims to: 1) Examine the complexity of multimodal compositions; 2) Promote multiple visual analytic methods; 3) Extend equity-oriented frameworks to visual research. We accomplish these goals by first presenting a review of the literature then facilitating a panel of 6 multimodal scholars who will present and analyze visual images from their research.

1. Potentials of Multimodal and Visual Research Methodologies for Understanding Young Children’s Literacy Practices
Marva Cappello, San Diego State University
Angela Wiseman, North Carolina State University
Jennifer Danridge Turner, University of Maryland

AREA 1 - Community Engaged Projects within Clinical Field Experiences

Chair:
Meghan Barnes, The University of North Carolina, Charlotte
Discussant:
Thomas Crumpler, Illinois State University

1. Learning to Teach Literacy through Japanese Lesson Study in a University-School Partnership
Kelly Chandler-Olcott, Syracuse University
Sharon Dotger, Syracuse University
Heather Waymouth, Syracuse University
Keith Newvine, Syracuse University
Kathleen Hinchman, Syracuse University

2. Around the World Through Story and Imagemaking: Creating a Culture of Community and Literacy with Young Learners and Teacher Candidates
Janine Bixler, Mount Saint Mary College
Rebecca Norman, Mount Saint Mary College
Nancy Benfer, Bishop Dunn Memorial School

3. Examining Pre-service Teachers’ Use of a Community Cultural Wealth Framework During Literacy Instruction
Melody Zoch, The University of North Carolina, Greensboro

AREA 10 - Multimodal Writing in the Classroom

Chair:
Nance S. Wilson, SUNY, Cortland
Discussant:
Jen Scott Curwood, The University of Sydney

1. Investigating Students’ Peer Response Repertoire in an Online Collaborative Writing Environment
Sonia M. Kline, Illinois State University

2. Multimodal Argumentation: Students Analyzing the Multiple Modes of Persuasion in a Digital Video
Carita Kiili, University of Oslo
Blaine E. Smith, The University of Arizona
Miika Marttunen, University of Jyväskylä

3. Affinity Spaces, Literacies, and Classrooms: Tensions and Opportunities
Alecia Marie Magnifico, University of New Hampshire
Jayne C. Lammers, University of Rochester
Deborah A. Fields, Utah State University

AREA 11 - Potentials of Multimodal and Visual Research Methodologies for Understanding Young Children’s Literacy Practices

Chair:
Jennifer Danridge Turner, University of Maryland
Discussant:
Angela Wiseman, North Carolina State University

Presenters:
Bridget Dalton, University of Colorado, Boulder
Marjorie Siegel, Teachers College, Columbia University
Peggy Albers, Georgia State University
Jon Callow, The University of Sydney
Tisha Lewis Ellison, University of Georgia
Rachel Skrlac-Lo, Villanova University

This five-year, collective case study explores the identity practices and literacy development of seven children from immigrant families. In this symposium, we revisit our shared data set through a variety of theoretical frameworks. In doing
so, we explore the complex dimensionality that accompanies making sense of longitudinal qualitative data and people’s lives. We propose that looking at a shared data set through multiple lenses highlights the complexity and irreducibility of human experiences to singular interpretations.

1. **Assemblages of Being/Becoming across Time**  
   Catherine Compton-Lilly, University of Wisconsin-Madison

2. **How Immigrant Children Conceptualize Reading**  
   Dana Hagerman, Edgewood College  
   Laura Hamman, University of Wisconsin-Madison  
   Stephanie J. Shedrow, University of Wisconsin-Madison

### AREA 8 - Unpacking Multiple Identities of Elementary Bilingual and Multilingual Students Across Reading and Writing

**Chair:**  
Raul A. Mora, Universidad Pontificia Bolivariana, Sede Central Medellín

**Discussant:**  
Raul A. Mora, Universidad Pontificia Bolivariana, Sede Central Medellín

1. **Decoding, Comprehension, and Interpretation of the Text in Three Languages: How Does a Young ELL Student Do It?**  
   Olha Tsarykovska, Georgia College

2. **Dynamic Translanguaging as a Tool to Negotiate Bicultural Identities through Biliteracy Instruction in a 3rd Grade Dual Language Classroom**  
   Kristen Lynne Pratt, Washington State University  
   Kelly Puzio, Washington State University

3. **I Am a Scientist: Developing Scientific Identities in a Bilingual Classroom**  
   Antonieta Avila, University of Wisconsin Milwaukee

4. **Biliterate Reading Profiles of Simultaneous and Sequential Bilinguals in a Two-way Bilingual Immersion Program**  
   Allison Briceño, San Jose State University

### AREA 6 - Cognition, Cultural Models, and Critical Reading in Multisource Text Environments

**Chair:**  
Byeong-Young Cho, University of Pittsburgh

**Discussant:**  
Peter Afflerbach, University of Maryland

This symposium challenges a conventional notion of reading competence as a set of skills for decoding and processing one single print text, providing a forum to discuss important aspects of adolescents’ multisource text interactions. This symposium invites conversations on this critical perspective by bringing together literacy researchers from different institutions. The diverse perspectives and methods that the presenters bring in will broaden the idea of reading competence as a configuration of sophisticated knowledge and skills.

1. **Adolescents’ Epistemic Processing and Critical Questioning with Multiple Internet Sources: Implications for Classroom Instruction**  
   Lindsay Woodward, Drake University

2. **Checking History.com Just Isn’t Enough for History Learning: Middle-school Students’ Source Identification and Use on the Internet**  
   Hyeju Han, University of Pittsburgh  
   Byeong-Young Cho, University of Pittsburgh  
   Linda Kucan, University of Pittsburgh

3. **Shifting Students’ Cultural Models of History Learning for Multisource Text Inquiry**  
   Darin Stockdill, University of Michigan

4. **Evidence-Centered Design for Assessing Students’ Argumentative Reasoning with Multiple Sources**  
   Hyounjin Ok, Ewha Womans University  
   Sanghee Ryu, Korea University  
   Jong-Yun Kim, Korea Institute for Curriculum and Evaluation  
   Soohyun Seo, Guang-Ju National University of Education  
   Ji-Youn Kim, Myongji University  
   Insuk Kim, Korea Institute for Curriculum and Evaluation  
   Heedong Kim, Seoul National University of Education  
   Eunha Oh, Ewha Womans University
AREA 11 - The Much-desired Intercourse of Literacy Research and Current Developmental Theory: Reframing for Research on Meaningfulness

Chair: George Hruby, University of Kentucky
Discussant: Elizabeth Jaeger, The University of Arizona

In this symposium session, authors will argue that (1) nothing could be less helpful than decontextualizing Vygotsky's sociohistorical developmental theories, (2) an understanding of developmental process embedded in the proximal context of culturally-mediated human sociality is a better approach to the inherent complexity and variance of childhood literacy development, and (3) instrumentalizing our intuitions about said complexity and variance means taking up difficult methods and moving away from linear, reductive modes of analysis.

1. Meaningfulness, Marxism and Socio-cultural Theory
   David Yaden, The University of Arizona

2. Expanding Meaningfulness: Examining the Relational Aspects of Early Literacy by Engaging Theories from Human Development
   Mona W. Matthews, Georgia State University

3. Making System Dynamics Meaningful for Practitioners and Researchers: Metaphor and Minutia
   George Hruby, University of Kentucky

AREA 2 - Teacher Research: Reflection, Action, Transformation

Chair: Marquis Grant, Grand Canyon University
Discussant: Mary McGriff, New Jersey City University

1. Developing a “Teacher Researcher” Epistemology in Inservice Teacher Education: Grappling with Literacy Instruction and Assessment for Bilingual Students
   Beverly Troiano, Elmhurst College
   Joseph C. Rumenapp, Judson University

2. Overcoming Challenges in University-school Partnerships: The Role of Literacy Champions in Diverse, Underperforming Schools
   Julie Smit, Texas Tech University
   Anita Nigam, Texas Tech University
   Dawn Burke, Texas Tech University
   Patriann Smith, Texas Tech University

AREA 6 - Reconsidering and Reimagining Adult Literacy Learning

Chair: Leah Katherine Saal, Loyola University Maryland
Discussant: Phillip Wilder, Clemson University

1. Towards a More Complete Portrait of Adult Literacy Learners: Lessons From the Field
   Heidi Regina Bacon, Southern Illinois University
   Nadia Granados, The University of Utah
   Kelly Allen, The University of Arizona
   Patricia Anders, The University of Arizona

2. “Making” One’s Way to a GED Diploma: An Alternative Curriculum
   Rachael Gruen, The University of Illinois, Chicago

AREA 3 - Meaning Beyond Words: Exploring the Meaningfulness of Reading with Eye Movement Miscue Analysis (EMMA) Research

Chair: Maria Perpetua Socorro U. Liwanag, Towson University
Discussants: Ken Goodman, The University of Arizona
            Yetta Goodman, The University of Arizona

Though eye movement research has enriched our understandings of the meaningfulness of reading, questions remain. The studies in this symposium highlight how using Eye Movement Miscue Analysis (EMMA) provides opportunities to examine the meaningfulness of reading across diverse readers and texts. The symposium papers collectively demonstrate that while texts, readers' ages/proficiencies, contexts, etc., vary, readers work to gather information to predict and construct meaning.

1. Exploring Oral and Silent Reading of Picturebooks Using Eye Movement Miscue Analysis
   Maria Perpetua Socorro U. Liwanag, Towson University
   Priscas Martens, Towson University
   Ray Martens, Towson University
   Christina Pelatti, Towson University
2. Using Eye Tracking to Expand Notions of Literacy Achievement
Poonam Arya, Wayne State University

3. Using Eye Movement and Miscue Analysis to Understand Diverse Readers as Meaning Makers
Koomi Kim, Salisbury University
Judith Franzak, Salisbury University
Ariana Sale, Salisbury University
Heather Porter, Salisbury University

4. Enhancing Meaningfulness in Elementary EFL Science Text Reading: Evidence from Eye Movement Data
Yueh-Nu Hung, National Taichung University of Education
Hui-Yu Kuo, Wanfeng Elementary School

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT
Grand Salon A - Second Floor

AREA 1 - Becoming Critical Teacher Educators: Expanding Meaningfulness Through Autoethnography
Chair:
Julie Justice, Elon University

Presenters:
Patricia Edwards, Michigan State University
Elizabeth Dutro, University of Colorado, Boulder
Lara Handsfield, Illinois State University
Judson Laughter, The University of Tennessee, Knoxville
Ashley Summer Boyd, Washington State University

This alternative session begins with a framework for critical teacher education and autoethnography as a meaningful literacy. Then, a diverse panel of scholars from the project, including LRA researchers from various institutions, at different points in their careers, will present their personal histories and the ways that their experiences have informed their pedagogy. Panelists will then join small groups for interactive inquiry—we will invite attendees to examine their own narratives and pedagogies through structured discussion.

1. Becoming Critical Teacher Educators: Expanding Meaningfulness Through Autoethnography
Frank Blake Tenore, The Florida State University
Julie Justice, Elon University

3:00 pm - 4:30 pm - SYMPOSIUM
Grand Salon B - Second Floor

AREA 7 - Rejecting Neutrality: Critical Youth Literacies of Civic Interrogation and Innovation
Chair:
Maisha Winn, University of California, Davis

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

This symposium highlights the work of researchers from across the country who are exploring the varied critical and multimodal literacy practices young people are leveraging to forge empowered political and civic identities both in and out of school contexts. The studies examine how young people from historically minoritized communities are rejecting the deficit-oriented ways that traditional civic structures often portray them and are creating transformative counter-stories through innovative forms of civic interrogation and innovation.

1. Seeking Change Through Alternative Forms of Resistance
Lauren Leigh Kelly, Rutgers University

2. Remapping the Literacies of Activism and Youth Political Participation in an Era of Connected Oppression
Antero Garcia, Stanford University

3. Dialogue on Whose Terms? Re-imaging Debate as a Critical Civic Literacy Practice
Nicole Mirra, Rutgers University

4. “My City, My Story...”: Sounding Out Civics Through Youth Digital Media Production
Jon M. Wargo, Boston College

3:00 pm - 4:30 pm - PAPER SESSION
Grand Salon C - Second Floor

AREA 3 - Literacy Instruction and Adolescence: Reimagining Classrooms and Pedagogies
Chair:
Katherine Frankel, Boston University

Discussant:
Jon-Philip Imbrenda, Salisbury University

1. Contradictions, Transformations, and Nested Activity Systems: Designing a Peer Mentorship Approach to Literacy Learning for Adolescents
Katherine Frankel, Boston University
Susan Fields, Boston University
Jessica Kimball, Boston University
Sarah Thomas, Boston University

2. Praisesongs of Place: Spatializing Literacies as Social Justice Stances in a Literacy-and-songwriting Class
Vaughn W. M. Watson, Michigan State University
Alecia Dean Beymer, Michigan State University
   Joanne Larson, University of Rochester
   Timothy Morris, East High School
   Kristen Shaw, East High School

3:00 pm - 4:30 pm - PAPER SESSION
   Grand Salon D - Second Floor

AREA 11 - Measuring Aspects of Motivation

Chair:
Diana J. Arya, University of California, Santa Barbara

Discussant:
Kristin Conradi, College of William & Mary

1. Measuring High School Reading Motivation Through Both a Sociocultural and Cognitive Lens
   Motivation: A Sociocultural Survey Instrument for High School Students
   Amanda O. Maher, Eastern Michigan University
   Robert Carpenter, Eastern Michigan University

2. Early Adolescents’ Motivation to Read and the Language Arts Classroom: Validation of a New Self-report Instrument
   Sarah E. Pennington, Montana State University

3. Creation of a Teacher Self-Efficacy Measure for Content-area Reading Instruction
   Erin M. Ramirez, California State University, Monterey Bay

3:00 pm - 4:30 pm - PAPER SESSION
   Florida Salon V - Second Floor

AREA 3 - A Focus on Teachers and Teaching: Strategies for Learner Outcomes

Chair:
Megan McDonald Van Deventer, University of Minnesota

Discussant:
Sharon Walpole, University of Delaware

1. Situating Teachers on the Novice to Expert Continuum as Midlevel Literacy Experts
   Megan McDonald Van Deventer, University of Minnesota

2. Skimmers and Plodders: Implications for Practice
   Alexandra Spichtig, Reading Plus
   Jeffrey P. Pascoe, Reading Plus
   Kristin M. Gehsmann, Saint Michael's College
   John D. Ferrara, Reading Plus
   Elias Tousley, Reading Plus

3. Reaching Advanced Learners Through Reader’s Workshop: Tips and Strategies to Increase Engagement and Learner Outcomes
   Joan Weir, University of Connecticut

4:45 pm - 6:00 pm - PLENARY SESSION
   Grand Salon E-J - Second Floor

Chair:
Gay Ivey, University of North Carolina, Greensboro

P. David Pearson Scholarly Influence Award Presentation
Douglas Fisher, San Diego State University

Edward B. Fry Book Award Presentation
Yolanda Sealey-Ruiz, Teachers College, Columbia University

Introduction of Plenary Speaker:
Deborah Wells Rowe, Vanderbilt University

Plenary Address: Infinite Potential: Disrupting Inequality in Education and Beyond
Presenter:
Anna Stetsenko, The Graduate Center, CUNY

Anna Stetsenko is Professor in the Human Development and Urban Education PhD Programs at the Graduate Center of The City University of New York. She is recognized for contributions to sociocultural and cultural-historical theories and has worked to advance them across several decades and international contexts. Her research is situated at the intersection of human development, education and social theory including topics of subjectivity, collective agency/action, and identity – all viewed through the lens of social change and activism. With her interdisciplinary expertise in psychology, philosophy, and education and an international background, her writing cuts across many fields and connects cutting-edge developments and insights from a variety of frameworks.

LRA Annual Business Meeting
6:00 pm – 6:45 pm
Florida Salon IV & V – Second Floor

Doctoral Student ICG Happy Hour
7:00 pm – 8:30 pm
Il Terrazzo – First Floor

In Memoriam Gathering
8:00 pm – 9:00 pm
Florida Salon IV – Second Floor

Vital Issues
9:00 pm – 11:00 pm
Hotel Lobby Bar – First Floor
SESSION TYPE DESCRIPTIONS

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

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

SYMPOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Area Chairs. These sessions occur concurrently with other Annual Conference sessions. Attendance is open to all attendees and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.
What Counts as Evidence in Rural Schools? Evidence Based Practice and Practice Based Evidence for Complex Settings

Current policy favors evidence based practice—the use of data to evaluate interventions and guide practice, however, that guidance may not translate to the unique, complex contexts of rural schools. In this interactive session, participants interrogate ways that practice based evidence based on immediately relevant, locally contextualized data may be better suited to evaluate if, how, why, and for whom interventions work in the rural schools that serve one-fifth of the nation’s children.

1. **Discussion Area One: What is Rural?**
   Devon Brenner, Mississippi State University
   Karen Eppley, Pennsylvania State University

2. **Discussion Area Two: What are Evidence Based Practice and Practice Based Evidence?**
   Karen Eppley, Pennsylvania State University

3. **Discussion Area Three: The Mismatch of Evidence Based Practice to Rural Areas**
   Devon Brenner, Mississippi State University

4. **Discussion Area Four: Examples of Practice Based Evidence**
   Amy Azano, Virginia Tech

5. **Discussion Area Five: A Teacher’s Response**
   Kara Lycke, Peoria Public Schools

Collectively, the three presenters have nearly 100 years of experience presenting their research at LRA in various formats, from individual papers, symposia, roundtables, to plenary sessions. Based on that experience, the presenters will share resources and personal insights they have found useful in making effective presentations and talks. The session will also provide an opportunity for members of the audience to react and to share their own experiences and what those experiences have revealed about effective presentations and talks.

**Perspectives on the Role of the Federal Government in Public Education**

**Chair:**
Danielle Dennis, University of South Florida

**Discussant:**
Anne McGill-Franzen, The University of Tennessee

**Presenters:**
Rachael Gabriel, University of Connecticut
Richard L. Allington, The University of Tennessee
J. Gregory McVerry, Southern Connecticut State University
Mark Conley, University of Memphis
Kathy Champeau, Wisconsin State Reading Association

The purpose of this session is to synthesize and generate ideas about the role of the federal government in PK-12 public education. After a brief introduction highlighting the structure and history of the federal government’s role in PK-12 publication education, we will present a panel discussion with Q&A. Each panelist has been invited to provide specific insight into the historical and ongoing policy conversations most relevant to their areas of expertise.
10: Body-poems and Critical Literacy: Children’s Literature, Reader Response, and Embodiment for Social Action
Grace Enriquez, Lesley University

8:45 am - 10:15 am - SPECIAL EVENT
Grand Salon B - Second Floor

LRA Awards Informational Roundtables

Presenters:
Patricia Edwards, Michigan State University
Jennifer Jones, Radford University
Melody Zoch, The University of North Carolina, Greensboro
Leah Katherine Saal, Loyola University Maryland

8:45 am - 10:15 am - SPECIAL EVENT
Grand Salon C - Second Floor

How to Write Proposals and Review for the LRA Conference

Presenters:
Amy Hutchison, George Mason University
Melissa Wetzel, The University of Texas, Austin
Barbara Laster, Towson University
Amanda Godley, University of Pittsburgh
Disseminating Literacy Research to Expand Meaningfulness: Meet the Editors of Literacy Research: Theory, Method and Practice

Presenters:
Betsy Baker, University of Missouri
Carol Gilles, University of Missouri
Laurie Kingsley, University of Missouri
Amy Lannin, University of Missouri
Mike Metz, University of Missouri
Lenny Sanchez, University of Missouri
Angie Zapata, University of Missouri

In this interactive session, the editors of Literacy Research: Theory, Method, and Practice (LR:TMP) will share insights and tips on how to successfully publish your 2017 LRA presentation in LR:TMP. Editors will explain LR:TMP's role in LRA as well as describe manuscript preparation and the review process. Small group conversations with the editors will provide participants opportunities for questions, clarifications, and critique.

Academia 101

During this alternative session, graduate students will learn about various positions in literacy research and education from panelists who have recently made the transition themselves. Through sharing their experiences, panelists will help to apprentice graduate students into future professional worlds. In addition to building from established literature, the panelists will share their own unique insights and provide practical advice for doctoral students who are preparing for their future careers in literacy research and education.

1. Academia 101
Keisha Allen, University of Maryland, Baltimore County
Kate Brodeur, Bowling Green State University
Michelle Falter, North Carolina State University
Jon M. Wargo, Boston College

LRA Leadership Orientation
8:45 am – 10:15 am
Meeting Room 10 – Third Floor

10:30 am - 12:00 pm – DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD ADDRESS

Chair:
Patricia Edwards, Michigan State University

Challenge, Creativity, and Curiosity: A Mix Made for Minds Across the Age Span

Presenter:
Shirley Brice Heath, Stanford University

A great mystery surrounds how we can model curiosity so that learners voluntarily take up habits of mind that feed the desire to know and do more. Artists (and scientists) know the powerful push for learning that being curious and wanting to create bring. When and how does curiosity start and how can we keep it going and growing? To keep our minds growing, we have to like the idea of challenge, trying what’s new, and finding different ways to see the world. We have to enjoy our work, even, for the most part, when it frustrates us. We carry ideas, images, and possibilities around in our heads until we can try them out. Using our hands and eyes helps us think. We don’t worry so much about how smart we are, but how much we want to do, know, build, try out, and create. If someone asks us for our favorite way of being in the world, we may well answer “being able to follow up on ideas I’m curious about.” This talk explores current situations in which the most unlikely learners across the age span voluntarily take up tough literacy challenges. Doing so leads them to the fun of watching themselves reach and stretch for unexpected benefits. We talk often of literacy without connection to action. This talk links letters and other structured symbol systems to action, acceptance, and achievement toward answers, discoveries, and even innovative collaborations.

A linguistic anthropologist who cherishes curiosity, Shirley has spent much of her research life in learning environments where learners of all ages work together for artistic and scientific productions of all kinds. Sometimes, she hangs out in schools and classrooms, and at other times, you may find her on the fields where Little League teams play, or in youth symphony rehearsals, or in performing arts or visual arts after-school or community programs. She has worked in such environments all over the world, figuring out how the brain responds to learning that involves taking risks and letting curiosity drive creativity and a sense of challenge as pleasurable, adventurous, and often full of fun as well. She has taught at universities throughout the world, most notably Stanford University and Brown University, and as Visiting Research Professor at Kings College, University of London, and universities in South Africa, Brazil, Denmark, Sweden, and Australia. She is never satisfied with short-term studies. Instead, she prefers long-term research that helps her understand the effects for learners of heavy immersion in both the arts and sciences. She has published books and articles for...
teachers and artists on learning through visual arts, drama, and ensemble music. In the past decade, she has brought her background in linguistic anthropology and learning sciences to bear in collaborative projects with neuroscientists and cognitive scientists who study bilingualism, visual perception, and habits of mind linked with creativity, curiosity, and a desire to try new and different approaches to identifying and solving problems. She is the author of the classic Ways with Words: Language, life, and work in communities and classrooms (Cambridge University Press, 1983/1996), a dozen other books, and several hundred articles and essays.

12:00 pm - 5:00 pm - MEETING
Meeting Room 4 - Second Floor

Living the Writerly Life in Academia: Writing Retreat

Presenters:
Jacquelynn S. Popp, Lake Forest College
Maria Selena Protacio, Western Michigan University

All writers are welcome to join in this time to build on the energy of the conference to write. Our format will include goal setting for the session, concentrated writing time with intermittent breaks, and culminate in an opportunity to share about your progress. Please RSVP to Jayne Lammers (jlammers@warner.rochester.edu) if you are interested in participating.

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2:00 pm – 6:00 pm
Meeting Room 1 – Second Floor
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Lawrence R. Sipe (2001)
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Richard C. Anderson (1987)
Monte Penney (Citation of Merit 1987)
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Kenneth S. Goodman (1993)
Shirley Brice Heath (1994)
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Patrick Manyak (1999)
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Yoon-Hee Na (2003)
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Nathan Phillips (2011)
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Angela Zapata (2013)
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Nell Duke (2014)
Richard L. Allington (2015)
Marco Riddle-Buly (2015)
Jana M. Mason (2016)
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Literacy Research for Expanding Meaningfulness
67th Annual Conference of the Literacy Research Association · November 29 · December 2, 2017 · Tampa, FL
Gender-Sensitivity in Bathrooms
All LRA attendees need to use the bathroom in which they are most comfortable according to their gender identities, which may vary from their outward appearance. Trust that each person has chosen the appropriate bathroom. Gender neutral bathrooms have been designated on Level Three. For more information, please contact Corrine Wickens, Chair, Gender & Sexualities ICG, cwickens@niu.edu.
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Since 2009, the STAR program (Scholars of color Transitioning into Academic Research institutions) has mentored four cohorts of emerging scholars of color who are committed to conducting research on the literacy education and development of students from racially, ethnically, and linguistically diverse backgrounds; who have the capacity to successfully navigate the tenure and promotion process at predominantly White research institutions; and who are active and productive leaders within our organization and in the literacy profession.

STAR Fellows Session:

ERM Committee Meeting
Thursday, November 30, 2017, 7:00 am - 8:30, Second Floor, Meeting Room 3

STAR Welcome Luncheon
Thursday, November 30, 2017, 12:00 pm to 1:00 pm, Second Floor, Florida Salon VI

STAR Mentoring Session
Thursday, November 30, 2017, 1:15 pm to 2:45 pm, Second Floor, Florida Salon V

ERM/STAR Reception
Thursday, November 30, 2017, 7:30 pm to 9:00 pm, First Floor, Il Terrazzo

STAR Fellow Research Showcase
Friday, December 1, 2017, 1:15 pm to 2:45 pm, Second Floor, Meeting Room 1

STAR (Working) Breakfast
Saturday, December 2, 2017, 7:00 am - 8:30 am, Second Floor, Florida Salon IV

STAR Program Cross-Cohort Research Showcase and Mentoring Session
Saturday, December 2, 2017, 8:45 am - 10:15 am, Second Floor, Meeting Room 13

Lunch with the Board of Directors
Saturday, December 2, 2017, 12:15 pm - 1:30 pm, room is TBA

Chair:
Mileidis Gort, *The Ohio State University* (STAR Director)


STAR Directors:
Mileidis Gort 2016-2018
Marcelle Haddix 2013-2016
Julia Lopez-Robertson 2010-2012
Jennifer Danridge Turner 2009-2010
## STAR Fellows and Mentors 2017-2018

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<td>Eliza Braden, Kisha Bryan, Delicia Greene, Stephanie Jones, Gilberto Lara, Alice Lee, Claudia Rodríguez-Monica, Patriann Smith</td>
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<tr>
<td></td>
<td>University of South Carolina, SUNY Albany, Grinnell College, The University of Texas Rio Grande Valley, Illinois State University, Santa Clara University, Texas State University</td>
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<td>Aria Razfar, Jamal Cooks, Antero Garcia, Danny Martínez, Grace Enriquez, Carmen Kynard, P. Zitlali Morales, Ramón Martinez</td>
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<td>2015-2017</td>
<td>April Baker Bell, Lamar Johnson, Bonnie Jean (Williams) Farrier, Maneka Deanna Brooks, Bong Gee Jang, Patriann Smith, Theda Gibbs</td>
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<tr>
<td></td>
<td>Michigan State University, Miami University, California State University Fullerton, Texas State University, Syracuse University, University of Illinois, Urbana-Champaign, Ohio State University</td>
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<td>Tonya Perry, Jennifer Danridge Turner, Carmen Kynard, Eurydice Bauer, Ramón Antonio Martínez, Mileidis Gort, Yolanda Sealey-Ruiz</td>
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<td>2013-2015</td>
<td>Monica Yoo, Kwangok Song, Maria Selena Protacio, Mary McGriff, Soria Colomer, Antonieta Avila</td>
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<td></td>
<td>University of Colorado at Colorado Springs, Arkansas State University, Western Michigan University, New Jersey City University, University of South Florida, University of Wisconsin Milwaukee</td>
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<td>Allison Skerrett, Eurydice Bauer &amp; Mileidis Gort, Robert Jiménez, Yolanda Sealey-Ruiz and Tonya Perry, María Fránquiz &amp; Eurydice Bauer, Aria Razfar</td>
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<tr>
<td>2011-2013</td>
<td>Marva Solomon, Silvia Noguerón-Liu, P. Zitlali Morales</td>
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<tr>
<td></td>
<td>Angelo State University, University of Georgia, University of Illinois at Chicago</td>
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<td>Wanda Brooks, Patricia Enciso &amp; Marjorie Orellana Faulstich, Kathleen Hinchman</td>
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<td>2010-2012</td>
<td>Tisha Ellison, Seemi Aziz, Carol Brochín, Yoo Kyung Sung</td>
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<tr>
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<td>Georgia State University, University of Arizona, University of Arizona, University of New Mexico</td>
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<td>Gwendolyn McMillon, María Fránquiz, María Fránquiz, Kathy Au</td>
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<td>2009-2011</td>
<td>Grace Enriquez, Ying Guo, Marcelle Haddix</td>
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<td>María E. Fránquiz, Lee Gunderson, Mark Condey</td>
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“Available Discourses as Inscription”

No matter how colorful we are, as groups or as individuals physically apart, we are inscripted by the sign systems and discourses which are available for use in our culture. These discourses, whether expressed in language, art or some other sign system are writ large, giving us particular identities as well as agencies. The theme of the conference, “Literacy Research for Expanding Meaningfulness,” as well as the title of this piece of art, “Available Discourses as Inscription,” are simultaneously meant to have readers/viewers consider both the limiting aspects of discourses as well as their future potential as a semiotic tool for reshaping education and educational research.

-Dr. Jerome C. Harste, artist, LRA Past President, Recipient of the 2013 Oscar Causey Award, and member of the Reading Hall of Fame