All of Us are Smarter than Each of Us:
Collaborate for IMPACT
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ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

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

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, Journal of Literacy Research, and an annual conference proceedings, Literacy Research: Theory, Method, and Practice (LR: TMP), which contains peer-reviewed papers selected from the previous year's conference. LRA also publishes a newsletter, and sponsors a website and listserv.

LRA maintains a full-time administrative staff in Lagrange, GA, to support organizational activities.

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

WELCOME to our 70th Annual LRA Conference (Virtual). It is with heartfelt gratitude and a spirit of great expectancy that I write this welcome letter. Together, we are making history! This is the 70th Annual LRA Conference and the 1st LRA Virtual Conference!

As you know, 2020 has been a year of uncertainties. Political strife, social injustices, and a health crisis in the form of a global pandemic, have changed the landscape of our professional and personal lives. Yet, the Literacy Research Association has risen above our circumstances, and chosen to come together to share our research ideas, network with familiar and unfamiliar colleagues, and conduct the business of LRA. Why? The answer is simple. Because we love what we do, we love who we are, and value the opportunity to connect with others who are passionate about literacy research that will ultimately impact the students, families, teachers, schools, and communities we serve.

Those of you who know me understand that I must begin my list of thanks with praising God for answering my prayers and the prayers of everyone who joined with me by praying for LRA. When we did not know the answer to many questions, my response has simply been, “Let’s pray about it.” To some, it may seem inappropriate, but we bring our whole selves to the table when making decisions, and praying allowed me to have peace about making plans to do something that none of us had done previously. Next, I want to send virtual hugs to every person who offered their assistance. Planning a conference entails managing numerous moving parts, and it is simply impossible to complete the work alone. First of all, I want to express special thanks to our esteemed Board of Directors, who usually meet bi-annually, but willingly met almost monthly (and sometimes bi-monthly) to complete the necessary work. Thank you LRA Board for going above and beyond your listed responsibilities, to strategize and execute plans that resulted in successfully cancelling a major hotel contract, securing contracts with virtual vendors, disseminating and analyzing membership data, assisting with conference plans, filling in as discussants/chairs and conference monitors, and for setting a collegial atmosphere for LRA. We came together as a team and cohesively addressed our organizational needs while balancing personal and professional responsibilities.

Secondly, I appreciate our dream team of area chairs, who planned a face-to-face and virtual conference simultaneously, until final decisions were made to go virtual. I have never worked with a more dedicated, hard-working group of people, and I am eternally grateful. #LRA2020 Area Chairs are simply phenomenal! The Technology Committee stepped in early to assist with conference planning. Their skill set was invaluable as we met with virtual vendors, and they willingly provided guidance and support throughout the process; and e-Editors organized social media communications to market the conference and gave us the boost that we needed to increase our conference attendance. I would also like to thank the Field Council who assisted with marketing our Call for Proposals and #LRA2020 planning throughout the year, and organized the Welcome Reception - one of our new conference events. I am also grateful to LRA past presidents, who responded to every email, text message, and phone call, as well as proactively contacted me to offer support. Also, our ASG partners have worked tirelessly to ensure a successful virtual conference. I sincerely appreciate you Kendra, Caitlin, Kelley, and VJ. Finally, I have to personally thank my amazing Associate Chair, David Yaden, who made this journey with me every step of the way, asking critical questions, offering suggestions, and willingly attending numerous meetings that were scheduled in Eastern Time.😊 In other words, the #LRA2020 Team is a fine-tuned, well-oiled virtual machine!

The conference theme for #LRA2020, All of Us are Smarter than Each of Us: Collaborate for IMPACT, challenges literacy researchers to intentionally seek out colleagues with similar interests, who conduct research from diverse paradigmatic, theoretical, and/or methodological perspectives. We summon all to sit at a welcome table where we capitalize on the expertise, ingenuity, and experiences of our fellow colleagues. The

continued on next page
The proverb “iron sharpens iron” is made manifest when we share ideas and challenge one another as critical friends. The goal for each collaborative effort is to identify “pockets of hope” where effective work is being done in individual spaces, and collectively develop and implement plans and projects that will IMPACT the field.

It is with this spirit of collaboration that my artist, Patrick Jackson of NileRiverGrafix, approached the conference logo design. As you can see, diverse individuals are gathered together, hand-in-hand. On the side of the platform, someone is pulling another person up, while the person below gives them a boost. The idea is that everyone can make it if we help one another. Once on the platform, the characters raise up their collective strength, as an entity of collective power crashes through a glass ceiling, and shatters it. All of Us are Smarter than Each of Us: Collaborate for Impact!

The conference has been planned to include topics that are of keen interest and importance in the field of literacy. I invite you to attend all of the plenary sessions. They were planned to broaden our horizons and include diverse voices in the field. Specifically, be sure to attend:

SPECIAL EVENTS

Wednesday: Wag the Dog: A Digital Literacies Narrative, President Betsy Baker
  Presidential Address (pre-recorded) & Reception (“live” activities)

Thursday: Dr. Rudine Sims-Bishop, Distinguished Lifetime Achievement Scholar

Thursday: STAR Fellows Showcase

Thursday: Black Lives Matter in Literacy Research Panel

Friday: Critical Issues in the Science of Reading – A Wide-Angle View Panel

Saturday: Literacy Research Report Panel
  Presentations & Collaborative Discussions:
  An Examination of Dyslexia Research with Policy Implications
  The State of Black Boys in Literacy Research
  Advancing Anti-Racism in Literacy Research

The Saturday Literacy Research Report Panel Presentation is designed to provide time for us to plan collaborative research studies and policy briefs that will provide critical information to diverse audiences from our organization. Please attend! We need your voice at the table. All of us are smarter than each of us. Let's collaborate for impact.

Several new events have also been planned and I encourage you to join the #LRA2020 Team at each event:

> **Welcome Reception** (organized by Field Council and the Technology Committee to welcome attendees, help attendees understand how to navigate the virtual conference, and provide an opportunity for attendees to learn how to become involved in LRA. (Monday, Nov. 30th @ 5:00 p.m.)

> **A Space to Collaborate** (designated cross-collaboration period for committees & ICGs & members) (Tuesday, Dec. 1st @ 3:00 p.m.)

> **Awards Ceremony** - (LRA award winners will be recognized) (Tuesday, Dec. 1st @ 4:45 p.m.)

> **Study Groups** – (concurrent “live” sessions Wed. – Fri., Dec. 2nd – 4th @ 9:00, 10:00 & 11:00 a.m. to allow participation in several study groups)

> **Poster Sessions** – (available throughout the conference in the Poster Gallery, with pre-recorded presentations)

> **Coffee Café & After Glow Discussions** – stop by to network with new and old friends and/or participate in collaborative and/or informational sessions to start and/or end your day. (Wed. – Fri., Dec. 2nd – 4th @ 8:00 a.m. and 6:45 p.m.)

See you at #LRA2020! Let's Collaborate for Impact!

Blessings,

Gwendolyn Thompson McMillon, Oakland University
2020 Conference Chair and President-Elect
IN MEMORIAM

Dolores Durkin
1927 - 2020

Dr. Mary Dolores Durkin, age 92, passed away peacefully on Monday, July 6, 2020, following a brief illness. She was born in Chicago on July 28, 1927, to Nora T. (Deacy) and William H. Durkin. She is preceded in death by her siblings Herbatine (Hartray), Reverend Eugene, William, and Rosemarie (Cargie). She is survived by her sister-in-law, Mary Durkin (Dunne), and three generations of nieces and nephews.

Dr. Durkin was a widely respected educational researcher whose work significantly impacted the ways in which reading is taught in the early elementary grades. She attended the University of Illinois, Champaign Urbana, where she earned a B.S. degree and completed her Ph.D. in 1957. Her career began at the University of California, Berkley. She then joined the faculty at Columbia University, New York, and ultimately returned to the University of Illinois, Champaign Urbana, where she served as Professor in the Department of Elementary and Early Childhood Education and Senior Scientist of the Center for the Study of Reading.

Her extensive research on what came to be known as reading comprehension instruction led to the publication of journal articles, book chapters, and multiple textbooks on the topic. Dr. Durkin also served as an educational consultant for the Carnegie Corporation on the project contributing to the development of Sesame Street. She received the prestigious William S. Gray Citation of Merit, awarded to members of the International Literacy Association who have made outstanding contributions to multiple facets of literacy development, and was inducted into the Reading Hall of Fame in 1985.

She retired from academia in 1993, but continued to consult on educational textbooks and accept speaking engagements. She was a devoted daughter who spent many years caring for her mother, and a devout Catholic who lived a life of faith. Dr. Durkin attributed her professional success to the intercession of the Holy Spirit, and she considered herself blessed to have been called to a profession which she loved so dearly, “that never, not even for a day, ever felt like work.”
Ken Goodman, Professor Emeritus
1927 - 2020

Ken Goodman founded the field of Miscue Analysis. He organized miscue research laboratories first at Wayne State University and later at the University of Arizona. He cultivated a community of teacher educators and researchers exploring language and thinking, a developing field known as psycholinguistics. Ken Goodman joined the Department of Language, Reading and Culture in 1975. His socio-psycholinguistic transactional theory of reading is widely cited in the world.

His research documented a range of communities, languages and dialects of readers as they read aloud and then retold what they read. By analyzing readers unexpected responses to print while reading and later examining their eye movements as they read, Ken’s research shifted basic understandings regarding the centrality of meaning making with its dependence on predicting and the nature of written language. Goodman’s model informs practice and provides teachers with accessible means of learning about their students as readers and a theoretical grounded way of influencing their own teaching. It encouraged kids to read real books and the increasing popularity of children’s literature. And it was foundational in the theory of practice known as Whole Language.

He published, participated in professional conferences, took part in leadership experiences in literacy organizations around the world including LRA. He was awarded the LRA Oscar Causey Award in 1993 for distinguished research.
IN MEMORIAM

Julie Justice
1972 - 2020

On Wednesday, February 26, 2020, Dr. Julie Ellison Justice passed away after a prolonged illness. Dr. Justice received her B.A. from the University of North Carolina at Wilmington, and her M.Ed. in Reading Education and Ph.D. from Vanderbilt University.

Dr. Justice was an assistant professor of Literacy Education at Elon University since 2014. Prior to her position at Elon University, she was an assistant professor of education at the University of North Carolina at Chapel Hill. Dr. Justice’s research was focused on preservice teacher education, literacy policy, and literacy development, and was the co-editor of the book Becoming Critical Teacher Educators. Julie served on the Student Outstanding research Award Committee from 2013 – 2016. Dr. Justice led a study group at the Literacy Research Association for Approaches to Discourse Analysis.
Dorothy S. Strickland
1933 - 2020

Dorothy S. Strickland, Ph.D., was a Samuel DeWitt Proctor Professor of Education, Emerita, Rutgers University; New Brunswick, New Jersey. Dr. Strickland was the former president of the International Reading Association and Reading Hall of Fame. She received the International Reading Association’s Outstanding Teacher Educator of Reading Award, the National-Louis University Ferguson Award for Outstanding Contributions to Early Childhood Education, and the William S. Gray Citation of Merit. She served on the Common Core State Standards Validation Committee.

Dorothy’s publications include: Essential Readings on Early Literacy, Literacy Leadership in Early Childhood, Bridging the Literacy Achievement Gap: 4—12, and Administration and Supervision of Reading Programs.
IN MEMORIAM

Gordon Wells  
1935 - 2020

On Monday, July 13, 2020, Gordon Wells, was cycling near his home in State College, Pennsylvania, when he was struck by a motorist and killed.

Many of us who were educated in the 1980s and 1990s read Gordon’s book, The Meaning Makers: Children Learning Language and Using Language to Learn, as a matter of course. The book was based on The Bristol Study, which Gordon directed, and followed children’s development of language from their first years through elementary school. Gordon was a Professor Emeritus at the University of California at Santa Cruz.

Gordon’s wife, Mari Haneda, is a professor English Language Learning and World Languages and is affiliated with the Language, Culture, and Society program at Penn State. Gordon moved with Mari to State College 10 years ago and has spent his time keeping fit, reading and writing, engaging with friends, colleagues, family, and students, and creating an absolutely spectacular garden in his back yard.

We are all in shock about Gordon’s passing. He was in great health and full of life and he and Mari had many plans for the future.
2020 AREA CO-CHAIRS

Program Chairs

Chair, Gwendolyn Thompson McMillon – Oakland University – mcmillon@oakland.edu
Associate Chair, David Yaden – University of Arizona – dyadenjr@email.arizona.edu

Area 1: Preservice Teacher Education in Literacy

- Jennifer Danridge Turner – University of Maryland College Park – jdtturner@umd.edu
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- Mary McVee – University at Buffalo - SUNY – mcee@buffalo.edu
- Jason Moore – Oakland University – jasonmoore@oakland.edu

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Area 4: Literacy Assessment, Evaluation, and Public Policy

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- Celeste Bates – Clemson University – celestb@clemson.edu
- Rebecca Norman – Mount St. Mary’s College – rebecca.norman@msmc.edu
- Kathryn Roberts – Wayne State University – eo9096@wayne.edu

Area 6: Adolescent, College and Adult Literacy Processes

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

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Area 7: Social, Cultural, and Political Issues of Literacy Practices in and Out of School
- Melody Zoch – University of North Carolina at Greensboro – mzoch@uncg.edu
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- Christina Dobbs – Boston University – cdobbs@bu.edu
- Christian Ehret – McGill University – christian.ehret@mcgill.ca
- Grace Enriquez – Lesley University – enrique@lesley.edu

Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings
- Ting Yuan – CUNY College of Staten Island – ting.yuan@csi.cuny.edu
- P. Zitlali Morales – University of Illinois at Chicago – zitlali@uic.edu
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- Rachel Salas – University of Nevada-Reno – rgsalas@unr.edu

Area 9: Text Analysis/Children’s Young Adult, and Adult Literature
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- Lisa Domke – Georgia State University – ldomke@gsu.edu

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- Tanya Christ – Oakland University – christ@oakland.edu
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- Jamie Colwell – Old Dominion University – jcolwell@odu.edu
- Seth Parsons – George Mason University – sparson5@gmu.edu

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- Claudia Finkbeiner – University of Kassel-Germany – c.fink@uni-kassel.de
- Jiening Ruan – University of Oklahoma – jruan@ou.edu

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- Meghan Barnes – University of North Carolina at Charlotte – meghan824@gmail.com
- Rebecca Woodard – University of Illinois-Chicago – beccawoodard@yahoo.com
- Aaron Johnson – Farmington Public Schools – amdj9265@gmail.com

Area 14: Other topics
- Bridget Dalton – University of Colorado – bridget.dalton@colorado.edu
- Kisha Bryan – Tennessee State University – kbryan@tnstate.edu
LITERACY RESEARCH: THEORY, METHOD, AND PRACTICE, VOL. 70

Call for Manuscripts

Editors of the 70th volume of Literacy Research: Theory, Method, and Practice (LR: TMP) are accepting manuscripts presented at the 2020 Annual Meeting for consideration for publication. Manuscripts must be prepared according to the style guide, submitted electronically, and received by 11:59 pm Pacific Standard Time. The style guide can be accessed under the Research and Publications tab on the Literacy Research Association website: literacyresearchassociation.org. For any questions, please email the editors at lrtmp@ua.edu.

MANUSCRIPTS DUE: Friday, February 5, 2021

Submit manuscripts to Scholar One (https://mc.manuscriptcentral.com/lrtmp).
View the Style Guide:

Call for Reviewers

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

To find out more about this publication and access the current issue, go to: http://lrtmp.sagepub.com
MAJOR PLENARIES

2020 Presidential Address – Elizabeth (Betsy) A. Baker
Wednesday, December 2, 2020, 4:30 – 6:00 p.m.
Title: Wag the Dog: A Digital Literacies Narrative

Abstract:
The abilities to communicate and gather information are fundamental to the human experience. Since 1990, communication and information have become increasingly digital. On any given day, it is likely that you will use a digital device to communicate or find information. In an attempt to grapple with the tectonic shifts that have occurred during the digital revolution, in her LRA Presidential Address, Dr. Betsy Baker will propose four characteristics of digital literacies, make bold predictions about the future of literacy, and explore implications for literacy research and pedagogy.

Case in point: LRA 2020, including the Presidential Address, will be online. Wednesday, December 2, from 4:30-6:00 p.m. C.T. You are invited.

Biography:
Dr. Elizabeth (Betsy) A. Baker is President of the Literacy Research Association, Executive Producer & Co-host of the Voice of Literacy podcast, professor of Literacy Studies at the University of Missouri, and former editor of LR:TMP. She began her career as a second-grade teacher in Greenville, SC where she became fascinated by literacy acquisition and development. She holds a BA in Elementary Education from Furman University, an MEd and EdD in Reading/Literacy Education from Vanderbilt University.

Her research agenda takes place at the substantive crossroads of literacy, technology, and teacher education while drawing from sociocultural, cognitive and systems theories. She seeks to harness the affordances of varied technologies while mitigating challenges to teaching and learning. Research projects include the federally funded development of ChALK (Children as Literacy Kases), naturalistic explorations of the nature of literacy in digital environments, analyses of the literacy learning and pedagogy supported by classroom web sites, as well as Talk to Read: a speech recognition app project.


Her research, teaching and service have been recognized by college, campus, state, national and international awards including the Computers in Reading Research Award (International Literacy Association), Ernest L. Boyer International Award for Excellence in Teaching, Learning, and Technology (International Conference on College Teaching and Learning), Thomas Jefferson Award (President of the University of Missouri System), and the William T. Kemper Fellowship for Teaching Excellence (Kemper Foundation).
Distinguished Scholar Lifetime Achievement Award Session
Rudine Sims-Bishop – Thursday, December 3, 2020, 12:00 p.m. – 12:45 p.m.

Biography:
Rudine Sims Bishop is Professor Emerita at The Ohio State University, where she had been Professor of Education since 1986. She specialized in children's literature with a particular interest in works by and about underrepresented groups, especially African Americans. Professor Bishop received a B.S. in Elementary Education from West Chester University, an M.S. in Education from the University of Pennsylvania, and an Ed.D. in Curriculum Development from Wayne State University. She taught elementary school in Bucks County Pennsylvania and was later on the faculty of the University of Massachusetts, where she directed a graduate teacher education program in Reading, Writing, and Literature. Professor Bishop has held a number of leadership positions in the National Council of Teachers of English (NCTE) and has also been active in the International Reading Association. As a member of the American Library Association, she has served on the selection committees for the prestigious John Newbery Medal and the Randolph Caldecott Medal, and she is past Chair of the Coretta Scott King Awards Jury.

Professor Bishop has been a speaker at numerous conferences nationally and internationally, and is the author of several articles and chapters in professional books and journals. She is the author of three professional books: Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction; Presenting Walter Dean Myers, and Free Within Ourselves: The Development of African American Children's Literature. For children, she has published Wonders: The Best Children's Poems of Effie Lee Newsome, and Bishop Daniel A. Payne: Great Black Leader. Currently her most frequently cited work is “Mirrors, Windows, and Sliding Glass Doors,” an essay on the need for diversity in children's books. She was the recipient of the 1996 Arbuthnot Award, given by the International Reading Association to an outstanding college or university teacher of children's literature. She has also received the National Council of Teachers of English Distinguished Service Award, the NCTE Outstanding Elementary Language Arts Educator Award, and the 2013 NCTE James Squire Award. She is a member of the Reading Hall of Fame. In June 2017 Prof. Bishop received the Coretta Scott King-Virginia Hamilton Lifetime Achievement Award from the American Library Association. She has received the Distinguished Service Award from The Ohio State University. She is past president of the Board of Trustees of the Ohioana Library Association and serves on the Board of Trustees of the Ohio Council of Churches Foundation. She also serves on the St. Paul AME Church Board of Trustees.
Series of Collaborative Panel Discussions
Eurydice Bauer, Marcus Croom, Vivian Gadsden, Carol Lee, Kamania Wynter-Hoyte, and Vaughn W. M. Watson
Thursday, December 3, 2020, 4:45 p.m. – 5:45 p.m.
Title: Black Lives Matter in Literacy Research Panel
Series of Collaborative Panel Discussions
Sandra Barrueco, Sonia Cabell, James Hoffman, Etta Hollins, and P. David Pearson
Friday, December 4, 2020, 5:00 p.m. – 6:00 p.m.
Title: Critical Issues in the Science of Reading: Striving for a Wide-Angle View in Research
Series of Collaborative Panel Discussions
Peter Johnston and Donna Scanlon
Saturday, December 5, 2020, 9:30 a.m. – 11:30 a.m.
Title: An Examination of Dyslexia Research with Policy Implications

Peter Johnson
University at Albany

Donna Scanlon
University at Albany

Series of Collaborative Panel Discussions
Alfred Tatum, Aaron Johnson, and David McMillon
Saturday, December 5, 2020, 9:30 a.m. – 11:30 a.m.
Title: The State of Black Boys in Literacy Research

Alfred Tatum
University of Illinois

Aaron Johnson
Wayne State University

David McMillon
University of Chicago
Series of Collaborative Panel Discussions
Patriann Smith and Arlette Willis
Saturday, December 5, 2020, 9:30 a.m. – 11:30 a.m.
Title: Advancing Anti-Racism in Literacy Research

Saturday Collaborative Panel Discussions are Literacy Research Reports with topics submitted by LRA members and sanctioned by the Board. Authors will share the reports and receive feedback from participants. Based on collaborative discussions, revised Literacy Research Reports and Policy Briefs will be submitted to the Board for final approval before dissemination. LRA membership participation in this process is critical. Let your voice be heard.
## EVENTS AT A GLANCE

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<th>Time (Central)</th>
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<tr>
<td><strong>MONDAY, NOVEMBER 30, 2020</strong></td>
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<tr>
<td>9:00 a.m. – 12:00 p.m.</td>
<td>Executive Committee Meeting</td>
</tr>
<tr>
<td>1:00 p.m. – 5:00 p.m.</td>
<td>Board of Directors Meeting (Open to LRA Members)</td>
</tr>
<tr>
<td>5:00 p.m. – 6:30 p.m.</td>
<td>Welcome Reception (Come interact with all facets of LRA)</td>
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<tr>
<td><strong>TUESDAY, DECEMBER 1, 2020</strong></td>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Reading Hall of Fame (RHOF) Induction Ceremony (Closed)</td>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>The National Council of Research on Language and Literacy (NCRLL) Meeting (Closed)</td>
</tr>
<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Journal of Literacy Research and Literacy Research: Theory, Method, &amp; Practice (LR: TMP) Reviewer Meeting</td>
</tr>
<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Doctoral Student Innovative Community Group Sara Bruce McGraw Networking Session</td>
</tr>
<tr>
<td>9:00 a.m. – 10:00 a.m.</td>
<td>RHOF Inaugural Address</td>
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<tr>
<td>10:30 a.m. – 12:00 p.m.</td>
<td>Reading Hall of Fame Mentoring Session</td>
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<tr>
<td>10:30 a.m. – 12:00 p.m.</td>
<td>Scholars of color Transitioning into Academic Research institutions (STAR) Mentoring Session (Closed)</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Concurrent Innovative Community Group (ICG) Meetings</td>
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<tr>
<td>1:00 p.m. – 2:00 p.m.</td>
<td>Concurrent Award Committee Meetings</td>
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<tr>
<td>2:00 p.m. – 3:00 p.m.</td>
<td>Concurrent Standing Committee Meetings</td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>A Space to Collaborate</td>
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<tr>
<td>4:45 p.m. – 6:00 p.m.</td>
<td>Awards Ceremony</td>
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<tr>
<td><strong>WEDNESDAY. DECEMBER 2, 2020</strong></td>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Coffee Café (come network and discuss the plans for the day)</td>
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<tr>
<td>9:00 a.m. – 4:30 p.m.</td>
<td>Don’t forget to Visit the Poster Gallery and Chat with Presenters</td>
</tr>
<tr>
<td>9:00 a.m. – 9:45 a.m.</td>
<td>Study Groups</td>
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<tr>
<td>10:00 a.m. – 10:45 a.m.</td>
<td>Study Groups</td>
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<tr>
<td>11:00 a.m. – 11:45 a.m.</td>
<td>Study Groups</td>
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<tr>
<td>1:00 p.m. – 1:30 p.m.</td>
<td>Concurrent Sessions – Paper sessions/Roundtables</td>
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<td>1:00 p.m. – 1:45 p.m.</td>
<td>Concurrent Sessions – Alternative/Symposium</td>
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<td>2:00 p.m. – 2:30 p.m.</td>
<td>Concurrent Sessions – Paper Sessions/Roundtable</td>
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<td>2:00 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions – Alternative/Symposium</td>
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<tr>
<td>2:00 p.m. – 2:45 p.m.</td>
<td>STAR Research Fellows Showcase</td>
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<tr>
<td>3:00 p.m. – 3:30 p.m.</td>
<td>Concurrent Sessions – Paper Sessions/Roundtable</td>
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<tr>
<td>3:00 p.m. – 3:45 p.m.</td>
<td>Concurrent Sessions – Alternative/Symposium</td>
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<tr>
<td>4:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions – Paper Sessions/Roundtables</td>
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<tr>
<td>4:30 p.m. – 6:00 p.m.</td>
<td>Presidential Address - Wag the Dog: A Digital Literacies Narrative</td>
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<tr>
<td>6:00 p.m. – 6:30 p.m.</td>
<td>President’s Reception</td>
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<tr>
<td>6:45 p.m. – 7:30 p.m.</td>
<td>After Glow Discussions</td>
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<td><strong>THURSDAY, DECEMBER 3, 2020</strong></td>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Coffee Café (come network and discuss the plans for the day)</td>
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<td>9:00 a.m. – 4:30 p.m.</td>
<td>Don’t forget to Visit the Poster Gallery and Chat with Presenters</td>
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<tr>
<td>9:00 a.m. – 9:45 a.m.</td>
<td>Study Groups</td>
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<td>10:00 a.m. – 10:45 a.m.</td>
<td>Study Groups</td>
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<tr>
<td>11:00 a.m. – 11:45 a.m.</td>
<td>Study Groups</td>
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<tr>
<td>12:00 p.m. – 12:45 p.m.</td>
<td>Distinguished Scholar Lifetime Achievement Award Session</td>
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<td>1:00 p.m. – 1:30 p.m.</td>
<td>Concurrent Sessions – Paper/Roundtables sessions</td>
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<tr>
<td>1:00 p.m. – 1:45 p.m.</td>
<td>Concurrent Sessions – Alternative/Symposium</td>
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<tr>
<td>1:45 p.m. – 2:30 p.m.</td>
<td>STAR Program Cross-Cohort Research Showcase</td>
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<td>2:00 p.m. – 2:30 p.m.</td>
<td>Concurrent Sessions – Paper Sessions/Roundtable</td>
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<td>2:00 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions – Alternative/Symposium</td>
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<td>3:00 p.m. – 3:30 p.m.</td>
<td>Concurrent Sessions – Paper Sessions/Roundtable</td>
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<td>Concurrent Sessions – Alternative/Symposium</td>
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<td>4:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions – Paper Sessions/Roundtables</td>
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<tr>
<td>4:45 p.m. – 5:45 p.m.</td>
<td>Black Lives Matter in Literacy Research Panel</td>
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<tr>
<td>6:15 p.m. – 6:45 p.m.</td>
<td>Town Hall Meeting</td>
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<tr>
<td>6:45 p.m. – 7:30 p.m.</td>
<td>After Glow Discussions</td>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Coffee Café (come network and discuss the plans for the day)</td>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Doctoral Student ICG Proposal Mentoring Project Session</td>
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<tr>
<td>9:00 a.m. – 4:30 p.m.</td>
<td>Don’t forget to Visit the Poster Gallery and Chat with Presenters</td>
</tr>
<tr>
<td>9:00 a.m. – 9:45 a.m.</td>
<td>Study Groups</td>
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<tr>
<td>10:00 a.m. – 10:45 a.m.</td>
<td>Study Groups</td>
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<tr>
<td>11:00 a.m. – 11:45 a.m.</td>
<td>Study Groups</td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Past President’s Meeting (Invitation Only)</td>
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<td>1:00 p.m. – 1:30 p.m.</td>
<td>Concurrent Sessions – Paper sessions/Roundtables</td>
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<tr>
<td>1:00 p.m. – 1:45 p.m.</td>
<td>Concurrent Sessions – Alternative/Symposium</td>
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<td>2:00 p.m. – 2:30 p.m.</td>
<td>Concurrent Sessions – Paper Sessions/Roundtable</td>
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<td>2:00 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions – Alternative/Symposium</td>
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<td>3:00 p.m. – 3:30 p.m.</td>
<td>Concurrent Sessions – Paper Sessions/Roundtable</td>
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<td>3:00 p.m. – 3:45 p.m.</td>
<td>Concurrent Sessions – Alternative/Symposium</td>
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<td>4:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions – Paper Sessions/Roundtables</td>
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<tr>
<td>4:30 p.m. – 4:45 p.m.</td>
<td>Oscar S. Causey Award Session</td>
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<tr>
<td>5:00 p.m. – 6:00 p.m.</td>
<td>Critical Issues in the Science of Reading: Striving for a Wide-Angle View in Research</td>
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<tr>
<td>6:00 p.m. – 6:45 p.m.</td>
<td>Annual Business Meeting</td>
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<td>6:45 p.m. – 7:30 p.m.</td>
<td>After Glow Discussion</td>
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<tr>
<td>6:45 p.m. – 7:30 p.m.</td>
<td>Doctoral Students ICG Happy Hour</td>
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<td><strong>SATURDAY, DECEMBER 5, 2020</strong></td>
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<tr>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Area Chair Meeting</td>
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</table>
| 9:30 a.m. – 11:30 a.m. | Collaborative Panel Discussions Series: Literacy Research Reports  
An Examination of Dyslexia Research with Policy Implications  
The State of Black Boys in Literacy Research  
Toward Anti-Racism in Literacy Research |
| 11:45 a.m. – 12:30 p.m. | Working Lunch - Collaborate for Impact Discussions |
| 12:35 p.m. – 12:55 p.m. | Where do we go from here? |
| 12:55 p.m. – 1:00 p.m. | Closing Comments |
STUDY GROUP ORGANIZERS

Adult Literacy Study Group: Civic Education in Adult, Family, and Community Literacy Research Contexts
Leah Katherine Saal, Loyola University Maryland.

Approaches to Discourse Analysis Study Group
Laura A. Taylor, Rhodes College and
Amy Vetter, University of North Carolina, Greensboro.

Approaches to Studying Graphic Novels
Stergios Botzakis, University of Tennessee, Knoxville, and
Dani Perrine Kachorsky, Texas A&M University - Corpus Christi.

Authoring as Multimodal Practice Study Group
Melanie Reaves, Montana State University Billings.

Border Realities as Assets for Fostering Transliteracies, Multiculturalism, and Multilingualism
Kristen Lynne Pratt, Western Oregon University,
Samuel David, University of Minnesota,
Bogum Yoon, State University of New York at Binghamton,
and Kwangok Song, University of Kansas.

Computational Thinking in Educational Contexts: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher
W. Ian O’Byrne, College of Charleston, and

Culturally Sustaining Literacy Pedagogy Study Group
Doris Walker, Dalhouse, Marquette University,
Susan Cantrell, University of Kentucky, and
Althier Lazar, St. Joseph’s University

Design-Based Experiments in Literacy Research
Ryan McCarty, National Louis University and
David Wandera, The College of New Jersey.

Dyslexia: Practice, Policy, and Research
Dixie D. Massey, University of Washington,
Margaret Vaughn, University of Idaho,
David Reinking, University of Georgia,
George G. Hruby, University of Kentucky, and
Rachael Gabriel, University of Connecticut.

If I Knew Then… What I Know Now About Grant Proposals
Maneka Deanna Brooks, Texas State University,
Elena E. Forzani, Boston University, and
Amy Wilson-Lopez, Utah State University.

International Research on Literacy Teaching and Teacher Education Study Group
Claudia Hilde Finkbeiner, University of Kassel,
Bettina Buch, University College Absalon, Center for teaching and learning,
Zaline Roy-Campbell, Syracuse University, and
Rahat Zaidi, University of Calgary.

Literacy Lab/Reading Clinic Study Group
Cheryl Dozier, University of Albany, School of Education, and
Theresa Deeney, University of Rhode Island.

Posthumanisms/Feminist New Materialisms Study Group: Producing Pockets of Hope: Data Production and Analysis as Interference in Habitual Practices
Karen Spector, The University of Alabama.

Postsecondary Literacy Study Group: Critical Issues, Multiple Lenses
Jennifer Theriault, Northern Illinois University,
Mariko Carson, University of Maryland Global Campus,
Meagan Hoff, Texas State University, and
Deena Vaughn, University of Maryland Global Campus.

Publicly Engaged Literacy Research and Its IMPACT
Carolyn Colvin, University of Iowa.

Reading and Writing Connections
Zoi A. Traga Philippakos, University of Tennessee.

Solidarity in the Face of Adversity: Self-work, Comradeship, and Unification: Doctoral Student Innovative Community Group Study Group
Rae L. Oviatt, Michigan State University.

Teacher Education Research Study Group (TERSG)
Courtney Shimek, Western Virginia University and
Ann Van Wig, Eastern Washington University.

Highlighted Session - Trauma, Educational Theory, & Literacy Studies: An Exploration
Tracey Pyscher, Western Washington University.

Word Study: Phonics, Vocabulary, and Spelling
Donald Bear, Iowa State University.
WEDNESDAY, THURSDAY, FRIDAY STUDY GROUPS

9:00 a.m. - 9:45 a.m.

Approaches to Studying Graphic Novels

Session Organizer(s):
Stergios Botzakis, University of Tennessee, Knoxville,
Dani Perrine Kachorsky, Texas A&M University – Corpus Christi

Presenter(s):
- Nicole Amato, The University of Iowa

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

9:00 a.m. - 9:45 a.m.

Authoring as Multimodal Practice Study Group

Session Organizer(s)
Melanie Reaves, Montana State University Billings

Presenter(s):
- Sally Brown, Georgia Southern University
- Ling Hao, University of South Carolina

Abstract: Study group goal: sustain dialogues/collaborative research about authoring as multimodal practice. 2020 sessions include:

Day 1: Chinese Preschoolers’ Multimodal Interpretations of Wordless Picture Books by Ling Hao, University of South Carolina, and Sally Brown, Georgia Southern University & Forming Research Groups

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

Day 3: Same as Day 2 and scheduling of collaborative projects

9:00 a.m. - 9:45 a.m.

Posthumanisms/Feminist New Materialisms Study Group: Producing Pockets of Hope: Data Production and Analysis as Interference in Habitual Practices

Session Organizer(s):
Karen Spector, University of Alabama

Presenter(s):
- Karen Spector, University of Alabama
- Elizabeth Anne Murray, University of Alabama
- Bessie Dernikos, Florida Atlantic University
- Jaye Johnson, Independent Scholar and Adjunct at UGA
- Kim Lenters, University of Calgary

Abstract: This is the fourth year of PH/FNM study group. This year we will focus on data production and analysis with PH/FNM theories. We encourage all participants to bring data to share with the group.

continued on next page
9:00 a.m. - 9:45 a.m.

Highlighted Session
Trauma, Educational Theory, & Literacy Studies: An Exploration

Session Organizer(s):
Tracey Pyscher, Western Washington University

Discussant(s):
Anne Crampton, Western Washington University
Gail M. Boldt, Pennsylvania State University
Tracey Pyscher, Western Washington University

Abstract: Trauma is having a moment. Researchers have exposed the capacity of systemic, intellectual, and popular discourses that contribute to reproducing the inequities of US society in relation to theorizing trauma. We believe this new study group will appeal to members who are interested in taking a critical stance in the applications of trauma theorization in literacy/learning contexts. Members will have the opportunities to discuss their related work with other colleagues so to think better together.

9:00 a.m. - 9:45 a.m.

Approaches to Discourse Analysis Study Group

Session Organizer(s):
Laura A. Taylor, Rhodes College
Amy Vetter, University of North Carolina Greensboro

Presenter(s):
• Melissa M. Wetzel, University of Texas at Austin
• Kate T. Anderson, Arizona State University
• Melissa Schieble, Hunter College

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

10:00 a.m. - 10:45 a.m.

Adult Literacy Study Group: Civic Education in Adult, Family, and Community Literacy Research Contexts

Session Organizer(s):
Leah Katherine Saal, Loyola University Maryland

Presenter(s):
• Leah Katherine Saal, Loyola University Maryland
• Melody Zoch, mzoch@uncg.edu; University of NC at Greensboro
• Silvia Nogueron-Liu, University of Colorado-Boulder
• Erik Jacobson, Montclair State University
• Vera Lee, Drexel University
• Carmela Romano Gillette, University of Michigan
• Bruce Levine, Drexel University

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

10:00 a.m. - 10:45 a.m.

Border Realities as Assets for Fostering Transliteracies, Multiculturalism, and Multilingualism

Session Organizer(s):
Kristen Lynne Pratt, Western Oregon University

Chair(s):
Kristen Lynne Pratt, Western Oregon University
Samuel David, University of Minnesota

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Discussant(s):
Bogum Yoon, State University of New York at Binghamton
Kwangok Song, University of Kansas

Presenter(s):
• G. Sue Kasun, Georgia State University
• Allison Skerrett, University of Texas at Austin
• Kristen Lynne Pratt, Western Oregon University
• Samuel David, University of Minnesota

Abstract: In the current era of globalization and migration understanding transnational language and literacy practices and fostering transliteracies as assets to support multiculturalism and multilingualism necessitates an understanding of the layered intersectionalities of identities (Kasun, 2018) across, through, and beyond physical borders (Skerrett, 2018). These study sessions are aimed to deepen understanding of the intersections of language, literacy, culture and experience and consider steps towards decolonizing curricula (Kasun & Saavedra, 2016; Skerrett, 2015).

10:00 a.m. - 10:45 a.m.
Computational Thinking in Educational Contexts: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher

Session Organizer(s):
W. Ian O’Byrne, College of Charleston
Robin Jocius, The Citadel

Presenter(s):
• Kathryn Pole, University of Texas Arlington
• Evan Ortlieb, St. John’s University
• Sarah Burriss, Vanderbilt University
• Amy Hutchison, George Mason University
• Julia Hagge, Ohio State University
• Detra Price-Dennis, Teachers College, Columbia University
• Jennifer Albert, The Citadel

• Britnie Delinger Kane, The Citadel
• Deepti Joshi, The Citadel
• Ashley Andrews, The Citadel
• Richard Robinson, The Citadel

Abstract: This study group will be arranged as an informal professional development space to allow participants to engage, connect, and build their professional learning networks related to research in CT and literacy learning. This study group is grounded in the idea that CT can be envisioned as an essential literacy practice that is incorporated across the curriculum to allow educators and learners to interact meaningfully with both content and CT practices and skills.

10:00 a.m. - 10:45 a.m.
Design-Based Research in Literacy

Session Organizer(s):
Ryan McCarty, National Louis University
David Wandera, the College of New Jersey

Presenter(s):
• Michael Manderino, Northern Illinois University
• Leslie Dawn Roberts, Georgia Southern University
• Philip Wilder, Clemson University

Abstract: The Design-Based Experiments in Literacy Research study group will create a forum where researchers can critically examine issues related to design-based research (DBR) and formative experiments. DBR is a method whereby research teams design and test an intervention in authentic environments through cycles of implementation, data collection, analysis and redesign to achieve a pedagogical goal (e.g. Reinking & Bradley, 2008). This year’s study group will focus on the critical role of collaboration within DBR.
10:00 a.m. - 10:45 a.m.

**Word Study: Phonics, Vocabulary, and Spelling**

Session Organizer(s):
Donald Bear, Iowa State University

Chair(s):
Amy Fredrick, University of Wisconsin River Falls
Ann Ittner, Western Oregon University

Presenter(s):
- Lori Helman, University of Minnesota
- Leah Shepard-Carey, University of Minnesota
- Susan Chambre, Marist College
- Kathy Ganske, Vanderbilt University
- Jessica Lawson-Adams, Vanderbilt University
- Regina Smith, Sam Houston State University
- Darl Kiernan, Nevada Department of Education
- Tanya Wright, Michigan State University
- Jill Grifenhagen, NC State University

Abstract: The Word Study study group collaborates for impact by sharing our promising approaches to the teaching of phonics, vocabulary, and spelling. Speakers will present and guide discussions. Topics include: translanguaging, machine word choice compared to human word choice, employing the arts as a medium to develop word knowledge, professional development for word study implementation, and vocabulary development in science. Handouts are shared on our group website, and discussion is open to all.

11:00 a.m. - 11:45 a.m.

**Culturally Sustaining Literacy Pedagogy Study Group**

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

Abstract: The Word Study study group collaborates for impact by sharing our promising approaches to the teaching of phonics, vocabulary, and spelling. Speakers will present and guide discussions. Topics include: translanguaging, machine word choice compared to human word choice, employing the arts as a medium to develop word knowledge, professional development for word study implementation, and vocabulary development in science. Handouts are shared on our group website, and discussion is open to all.

11:00 a.m. - 11:45 a.m.

**Dyslexia: Practice, Policy, and Research**

Session Organizer(s):
Dixie Massey, University of Washington
Margaret Vaughn, University of Idaho

Discussant:
Margaret Vaughn, University of Idaho

Presenter(s):
- Rachael Gabriel, University of Connecticut
- George G. Hruby, University of Kentucky
- David Reinking, University of Georgia

Abstract: The topic of dyslexia has moved beyond academic circles and captured the attention of mainstream media. We have organized this study group to hear from those currently involved in shaping the responses from literacy professionals to the popular media, members of state and national congress, as well as other educators and parents.

continued on next page
**11:00 a.m. - 11:45 a.m.**

**If I Knew Then… What I Know Now About Grant Proposals**

Session Organizer(s):
Maneka Deanne Brooks, Texas State University
Elena E. Forzani, Boston University
Amy Wilson-Lopez, Utah State University

Abstract: The LRA Literacy Research Committee will host a study group in which early-career scholars will have opportunities to interact with mid- and later-stage career scholars as they learn from their insights and experiences with successfully and unsuccessfully applying for grants. Confirmed participants include scholars from diverse institutions across the nation who have received small and large grants from a range of foundations and federal agencies, as well as a program director from the Spencer Foundation.

**11:00 a.m. - 11:45 a.m.**

**International Research on Literacy Teaching and Teacher Education Study Group**

Session Organizer(s):
Claudia Hilde Finkbeiner, University of Kassel
Bettina Buch, University College Absalon
Zaline Roy-Campbell, Syracuse University
Rahat Zaidi, University of Calgary

Presenter(s):
- Desiree M. Pallais-Downing, The University of Texas at Austin
- Chinwe Hope Ikpeze, St. John Fisher College

Abstract: The International Study Group provides a formal space for members engaging in international literacy research to come together as a community of learners and researchers. In 2020 we will discuss promoting literacy worldwide based on research and focus on the role of cultural awareness and language awareness in teacher education internationally. We will form international collaborative teams to discuss research that will impact the literacy field and start working on collaborative joint publications.

**11:00 a.m. - 11:45 a.m.**

**Literacy Lab/Reading Clinic Study Group**

Session Organizer(s):
Lara J. Handsfield, Illinois State University

Chair(s):
Theresa Deeney, University of Rhode Island
Cheryl Dozier, School of Education

Presenter(s):
- Theresa Deeney, University of Rhode Island
- Cheryl Dozier, School of Education

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

**11:00 a.m. - 11:45 a.m.**

**Postsecondary Literacy Study Group: Critical Issues, Multiple Lenses**

Session Organizer(s):
Jennifer Theriault, Northern Illinois University
Mariko Carson, University of Maryland Global Campus
Meagan Hoff, Texas State University
Deena Vaughn, University of Maryland Global Campus

continued on next page
Chair(s):
Sarah Felber, University of Maryland Global Campus
Jeanine Latoya Williams, University of Maryland Global Campus

Discussant(s):
James Dyer, Texas State University
Shiniece Owens, Texas State University
Amarilis Castillo, Texas State University

Presenter(s):
• Jodi Holschuh, holschuh@txstate.edu; Texas State University
• Erika Koren Nielson, Texas State University
• Jodi Lampi, Northern Illinois University
• Laurie Bauer, University of Cincinnati
• Emily Suh, Texas State University
• Kristie Lussier, Collins College
• Barrie McGee, Texas State University
• Tricia Edgel, Texas State University
• (Theresa) Rene’ LeBlanc, Doctoral Program in Developmental Education, Texas State University
• Alison Douglas, Elgin Community College
• Tina Ballard, Northern Illinois University

Abstract: Postsecondary literacy continues to experience rapid change at many institutions, as initiatives intended to improve ‘college and career readiness’ collide with reductions in literacy support and instruction. This year’s study group includes three days of informed conversation on current critical issues related to postsecondary literacy and learning, through the lenses of various perspectives and frameworks. Sessions will center on presentations, a faculty and early-career discussant team, and whole-group discussion on implications for research and practice.

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Session Organizer(s):
Carolyn Colvin, University of Iowa

Presenter(s):
• Gerald Campano, University of Pennsylvania
• Alexandra Panos, University of South Florida
• Carmen Medina, Indiana University
• Kate Kedley, Rowan University
• Vaughn Watson, Michigan State University
• Stephanie Abraham, Rowan University
• Laura Beth Kelly, Rhodes College
• Rebecca Rogers, University of Missouri-St. Louis
• Carolyn Colvin, University of Iowa

Abstract: Our study group session proposal mirrors the Conference Theme - IMPACT. On Day 1 the study group conveners will introduce/curate a digital map to document the work of literacy researchers collaborating with communities and show the impact and reach of publicly engaged scholars. On Day 2 we explore how publicly engaged scholars are engaging with transnational partners. The focus on Day 3 describes how publicly engaged scholarship is assessed and why leadership matters.

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

Discussant:
Zoi A. Traga Philippakos, University of Tennessee

Presenter(s):
• Nell Duke, University of Michigan
• Patrick Proctor, Boston College
• Paul Deane, Educational Testing Service (ETS)
Abstract: Research findings show the strong relationship between writing and reading. Both are used for communication purposes, share common cognitive processes, and areas of knowledge such as knowledge of pragmatics, text attributes, domain knowledge and procedural knowledge. Nevertheless, they are similar and not identical. During our study group our special guests will share research on instructional practices that support reading and writing and discuss assessment findings, challenges, and research implications.

11:00 a.m. - 11:45 a.m.

Solidarity in the Face of Adversity: Self-work, Comradeship, and Unification: Doctoral Student Innovative Community Group Study Group

Session Organizer(s):
Rae L. Oviatt, Michigan State University

Chair:
Rae L. Oviatt, Michigan State University

Discussant:
Rae L. Oviatt, Michigan State University

Presenters:
- Abigail Rombalski, University of Minnesota
- Ryan Schey, Auburn University
- Jesse Gainer, Texas State University
- Mollie V. Blackburn, The Ohio State University
- Korina Jocson, University of Massachusetts—Amherst
- José Ramón Lizárraga, University of Colorado, Boulder
- Craig A. Young, Bloomsburg University of PA
- Yolanda Sealy-Ruiz, Teachers College, Columbia University
- Latrise Johnson, University of Alabama
- Rossina Zamora Liu, University of Maryland
- Danny Martinez, University of California - Davis

Abstract: The goal of the 2020 Doctoral Student Innovative Community Group Study Group series is to provide a welcome space for critical friends discourse across scholars at a variety of experience levels. Engaging in critical friends dialogue supports more impactful research, teaching, and service. Moreover, we conceptualize the Study Group series as a forum where students can express their concerns and questions thus developing their skills and knowledge as scholars.

11:00 a.m. - 11:45 a.m.

Teacher Education Research Study Group (TERSG)

Session Organizer(s):
Courtney Shimek, West Virginia University
Ann Van Wig, Eastern Washington University

Chairs(s):
Courtney Shimek, West Virginia University
Ann Van Wig, Eastern Washington University

Abstract: Since 1991, the Teacher Education Research Study Group has promoted and supported literacy teacher educators who strive to conduct and share research about effective literacy teacher education. Throughout the conference, TERSG session attendees will discuss current issues in literacy education and design research projects that seek to understand the complexities of literacy teacher education. Beyond the conference, attendees will collaborate together to implement these research projects and share the findings with the LRA community.
FUTURE LRA CONFERENCE LOCATIONS

2021
Westin Peachtree Plaza
210 Peachtree St. NW
Atlanta, GA

2022
Arizona Grande Resort & Spa
8000 Arizona Grand Pkwy
Phoenix, AZ 85044
Monday • November 30, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (Virtual)

November 30 – December 5, 2020

Connect with us! #LRA2020
Executive Committee Meeting  
9:00 a.m. to 12:00 p.m.

Board of Directors Meeting  
1:00 p.m. to 5:00 p.m.  
(Open to LRA Members)

Welcome Reception  
5:00 p.m. to 6:30 p.m.

5:00 p.m. – 6:30 p.m. – Special Event

Welcome Reception

Are you new to LRA? Maybe you’ve been a part of LRA in the past, but you are wondering about how the organization functions? Or maybe you would like to understand how to navigate the virtual platform, and learn about the new #LRA2020 conference schedule.

This is not like any past conference we have experienced.

These topics and more will be part of the LRA 2020 Welcome Reception. Join us virtually on Monday, November 30th, from 5:00 p.m. - 6:30 p.m. CST to be introduced to the current LRA leadership and learn more about the conference. Take a guided tour through the virtual platform to learn how to maximize your engagement in this exciting new venture and get the most out of your LRA experience.

Then, take some time for informal conversations and networking to learn about conference sessions, study groups, ICGs, and Committees. These informal breakouts will provide space for you to say hello to familiar faces and make new connections, while inquiring into spaces within LRA that speak to your interests.
Tuesday • December 1, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (Virtual)

November 30 – December 5, 2020

Connect with us! #LRA2020
TUESDAY, DECEMBER 1

Registration
All Day
LRA Website

Reading Hall of Fame Induction Ceremony
(Closed)
8:00 a.m. to 9:00 a.m.

The National Council of Research on Language and Literacy Meeting (Closed)
8:00 a.m. to 9:00 a.m.

Journal of Literacy Research and LR:TMP Reviewer Meeting
8:00 a.m. to 9:00 a.m.

DSICG Sara Bruce McGraw Doctoral Student Networking Session
8:00 a.m. to 9:00 a.m.

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

Reading Hall of Fame Inaugural Addresses
9:00 a.m. to 10:00 a.m.

Reading Hall of Fame Mentoring Session
10:30 a.m. to 12:00 p.m.

Scholars of color Transitioning into Academic Research institutions (STAR) Mentoring Session (Closed Event)
10:30 a.m. to 12:00 p.m.

Innovative Community Group Meetings
12:00 to 1:00 p.m.

Award Committee Meetings
1:00 to 2:00 p.m.

Standing Committee Meetings
2:00 to 3:00 p.m.

A Space to Collaborate
3:00 p.m. to 4:30 p.m.

Awards Ceremony
4:45 p.m. to 6:00 p.m.

8:00 a.m. – 9:00 a.m. – Special Event

Reading Hall of Fame Induction Ceremony
(Closed)

Chair:
Diane Lapp, San Diego State University

Presenters:
• Diane Lapp, San Diego State University
• Janice Dole, University of Utah
• Patricia Anders, University of Arizona, Historian
• Norman Stahl, Northern Illinois University
• D. Ray Reutzel, University of Wyoming.

This session will be available for viewing only by members, inductees and their families and guests. The focus of the meeting will include a discussion of both old and new business. During this session new members Janice Almasi, University of Kentucky; Vivian Gadsen, University of Pennsylvania; Kathleen Hinchman, Syracuse University; Arlette Ingram Willis, University of Illinois; Carol Lee, Northwestern University; and Doris Walker-Dalhouse, Marquette University will be inducted. Also inducted posthumously will be Harold Rosen, Septimiar Poinsette Clark, Susie King Taylor, and Harriet Jacobs. The session will conclude with tributes to deceased members Kenneth Goodman by Jerome Harste, Roselmina (Lee) Indrisano by Jeanne Paratore, Dorothy Strickland by Patricia Edwards, and Gordon Wells by Donna Alvermann. Hall of Fame emerging scholars, Lisa Domke, Georgia State University and John Strong, University of Buffalo will be introduced by Patricia Edwards, Michigan State University.

continued on next page
TUESDAY, DECEMBER 1

9:00 a.m. – 10:00 a.m. – Special Event

Reading Hall of Fame Inaugural Address

Chair:
Diane Lapp, San Diego State University

Presenters:

Roger Beard, Institute of Education, London
Some lessons from England’s National Literacy Strategy.

Ivar Bråten, University of Oslo
Epistemic cognition and multiple document literacy.

Georgia Earnest Garcia, University of Illinois
Understanding Bilingual Students’ Literacy Performance (Grades 1-8).

Bonnie J. F. Meyer, Pennsylvania State University
Boosting Reading Comprehension in Schools With Intelligent Tutoring of the Text Structure Strategy

Kathy G. Short, University of Arizona
The Dangers and Possibilities of Reading Globally.

10:30 a.m. – 12:00 p.m. – Special Event

Reading Hall of Fame Mentoring Session

Chair:
Diane Lapp, San Diego State University

Presenters:

• Donna Alvermann, University of Georgia
• Patricia Anders, University of Arizona
• Kathryn Au, University of Hawaii
• Rita Bean, University of Pittsburgh
• Patricia Edwards, Michigan State University
• Georgia Earnest Garcia, University of Illinois
• Steve Graham, Arizona State University

continued on next page
TUESDAY, DECEMBER 1

- Margaret Mckeown, University of Pittsburgh
- Lesley Morrow, Rutgers Graduate School of Education
- Susan Neuman, New York University
- Jeanne Paratore, Boston University
- MaryEllen Vogt, California State University, Long Beach

During this session chaired by President Diane Lapp, the following Hall of Fame members will be available in breakout chat rooms to talk with LRA members who share similar areas of research interest. They will provide mentoring for those wishing to pursue research in their identified areas of expertise.

10:30 a.m. – 12:00 p.m. – Special Event

STAR Mentoring Session (Closed Event)

Chair:
Mileidis Gort, University of Colorado Boulder

Closed mentoring session for current STAR fellows and mentors.

Presenters:
- Patricia Abril-Gonzalez, The University of Texas at Austin
- Earl Aguilera, California State University, Fresno
- Rebecca E. Linares, Montclair State University
- Idalia Nuñez-Cortez, University of Illinois Urbana-Champaign
- Bianca J. Nightengale-Lee, Florida Atlantic University
- Tiffany Nyachae, Buffalo State University
- Alicia Rusoja, Saint Mary’s College of California
- Tran Templeton, University of North Texas
- Carmen Medina, Indiana University
- P. Zitlali Morales, University of Illinois, Chicago
- Patricia Baquedano–Lopez, UCLA
- Ana Christina da Silva Iddings, Vanderbilt University

- Latrise Johnson, University of Alabama
- Carmen Martinez-Roldan, Teachers College, Columbia University
- Jennifer Danridge Turner, University of Maryland College Park
- Danny Martinez, University of California - Davis

12:00 p.m. – 12:30 p.m. – Meeting

Doctoral Student Proposal Networking Session

Presenters:
- Lakeya Omogun, University of Texas at Austin
- Tairan Qiu, The University of Georgia
- Cynthia Helen Brock, University of Wyoming
- Stephanie F. Reid, University of Montana
- Reka Barton, Arizona State University

12:30 p.m. – 1:00 p.m. – Meeting

Doctoral Student ICG Business Meeting

Presenters:
- Lakeya Omogun, University of Texas at Austin
- Tairan Qiu, The University of Georgia
- Cynthia Helen Brock, University of Wyoming
- Stephanie F. Reid, University of Montana
- Reka Barton, Arizona State University

1:00 p.m. – 2:00 p.m. – Meeting

Concurrent Award Committee Meetings

2:00 p.m. – 3:00 p.m. – Meeting

Concurrent Standing Committee Meetings
TUESDAY, DECEMBER 1

3:00 p.m. – 4:30 p.m.

A Space to Collaborate

4:45 p.m. – 6:00 p.m. – Special Event

Awards Ceremony

Chair(s):
Gwendolyn McMillon, Oakland University
David B. Yaden, Jr., University of Arizona

Please join us for the 2020 LRA Awards Presentation Ceremony. We will be joined by the following committees:
- Albert J. Kingston Award Committee
- Arthur Applebee Award Committee
- Barr/Mosenthal Handbook of Reading Research Award
- Distinguished Scholar Lifetime Achievement Award Committee
- Early Career Achievement Award Committee
- Edward B. Fry Book Award Committee
- J. Michael Parker Award Committee
- Oscar S. Causey Award Committee
- P. David Pearson Scholarly Influence Award Committee
- STAR Award
- Student Outstanding Research Award Committee
- LRA Area Chairs Awards
Wednesday • December 2, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (Virtual)

November 30 – December 5, 2020

Connect with us! #LRA2020
SESSION DESCRIPTIONS

PAPER SESSIONS
Paper sessions include research reports and theoretical papers, and are comprised of two or three accepted papers grouped together into a session by an area chair. Each paper presentation will have approximately 6 minutes to present their paper in a pre-recorded format. The session will have a discussant who is responsible for managing time. At the end of the 6-minute pre-recorded paper presentations, the discussant will provide brief comments to engage the audience and presenters, followed by an 8 – 10 minute discussion period facilitated by the discussant.

ROUNDTABLES
Roundtables are paired so that scholars might experience a more dialogic conversation with other scholars and attendees about their research. Presenters will have a 6-minute presentation in a pre-recorded format. At the end of the 6-minute pre-recorded presentations, a discussant will facilitate a 3 – 4-minute discussion that addresses each presentation.

POSTER SESSIONS
Poster sessions combine the graphic display of materials with the opportunity for individualized discussion of the research. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss. The Poster Gallery will be available for viewing throughout the entire conference. Poster presenter information is listed. Attendees are encouraged to contact poster presenters with comments and questions. Presenters are also available for appointments to discuss their research.

SYMPOSIUM SESSIONS
Symposium sessions focus on significant issues representing a strong, unifying theme for a 45-minute time period. Symposia include speaker presentations in a pre-recorded format, discussant comments, and ample time for audience interaction.

ALTERNATIVE FORMAT SESSIONS
Alternate Format sessions focus on significant research-based issues representing a strong, unifying theme. These 45-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
Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS
Area Chairs selected sessions that they want to highlight for various reasons (e.g. innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions.

PLENARY SESSIONS
Plenary sessions are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

continued on next page
POSTER PRESENTATIONS

Poster Presentations - The Poster Gallery will be available for viewing throughout the entire conference. Poster presenter information is listed. Attendees are encouraged to contact poster presenters with comments and questions. Presenters are also available for appointments to discuss their research.

Area 1: Our Journeys in Comics: Preservice Teachers’ Reflective Composing
Kourtney Sherbine, Utah State University

Area 2: Antiracist Teacher Agency, Curricular Choices, and Growing Racial Literacies in a Seventh-Grade Reading and Writing Classroom
Alina Pruitt, The University of Texas at Austin

Area 2: Defining math literacy from a math teacher perspective
Amanda Reinsburrow, Drexel University

Area 2: When schools and public libraries come together: How a teacher’s role in a Research Practice Partnership manifests during a mobile library experience
Sarah Elizabeth Jerasa, University of Houston
Laveria Hutchison, University of Houston
Anita Sundrani, University of Houston

Area 3: Maternal Theory and the Shaping of Literacy Assessment and Education: Anger in the Interstices
Jenifer Jasinski Schneider, University of South Florida
Susan Constable, Otterbein University
Carrie Blosser Scheckelhoff, Otterbein University

Area 3: “They’re the ones who hold the answers”: Structuring Agency in Student-Centered Talk
Heather M. Meston, Vanderbilt University

Area 3: What happens to students’ writing identities when the TLAC meets CCSS writing?
Amanda Shimizu, Vanderbilt PhD Student

Area 5: Integrating Small Group Directed Spelling Thinking Activities in a Fourth Grade Classroom: A Case Study
Kourtney Sherbine, Utah State University
Shannon Rhodes, Edith Bowen Laboratory School
Janet Breitenstein, Utah State University

Area 6: Using Whole-Class Peer Review Workshop to Improve ELL’s Literacy Practices
Marina Paula Carreira Rolim, Southern Illinois University
POSTER PRESENTATIONS

Area 9: Area Chair Award - Leveled Text for Instructional Purposes: Who are Children Seeing?
Melanie Walski, Northern Illinois University
Melanie D. Koss, Northern Illinois University
Phoebe Regnery, Northern Illinois University

Area 9: A Critical Pedagogical Approach: Reconceptualizing State ELA Sponsored Curriculum
Arlette Ingram Willis, University of Illinois, Urbana Champaign
Joan Primeaux, (N/A)

Area 7: Hidden Literacies, The Borderlands of Early Childhood
Lydia Carnesalem, University of South Carolina

Area 7: Inclusive Critical Literacy Towards Human Dignity: Teachers’ Pedagogical Practices Across Social Studies’ Classrooms in Public Schools in California
Andrea Lorraine Gambino, University of California Los Angeles

Area 11: A Critical Investigation of Critical Disciplinary Literacy Research: A Systematic Review
Kristen Howell Gregory, East Carolina University
Melissa Wrenn, East Carolina University

Area 12: A Survey Study of Middle School English Instruction in Four Rural Districts in Beijing
Ran Hu, East Carolina University
Guili Zhang, East Carolina University

Area 12: Identities and Language Socialization of Chinese Transnational Adolescents across Communities of Practice – A Critical Narrative Study
Ming-Tso Chien, University of Maine

Area 8: “It’s Kind of a Sign of Protest”: Multilingual Writers and Experiences of Postsecondary Linguistic Resistance
Holland White, Vanderbilt University

Area 8: The Writers’ Stories: International Students in U.S. American Graduate School
Proscilla Costa, University of South Carolina
WEDNESDAY, DECEMBER 2

Registration
Open All Day
LRA Website

Coffee Café
(Let’s network and discuss the plans for the day)
8:00 a.m. to 9:00 a.m.

Poster Gallery
9:00 a.m. to 4:30 p.m.

Study Groups
9:00 a.m. to 11:45 a.m.
(See pages 27-33 for study group sessions and times)

Concurrent Sessions
1:00 p.m. to 2:45 p.m.

STAR Fellows Showcase
2:00 p.m. to 2:45 p.m.

Concurrent Sessions
3:00 p.m. to 4:30 p.m.

Presidential Address
4:30 p.m. to 6:00 p.m.

President’s Reception
6:00 p.m. to 6:30 p.m.

After Glow Discussions
6:45 p.m. to 7:30 p.m.

1:00 p.m. – 1:30 p.m. – Paper Session

LRA Conference Session: Anti-Deficit Approaches to Literacy Learning

Chair:
Chase Young, Sam Houston State University

Discussant:
Qiuying Wang, Oklahoma State University

Participants:
• Students’ Perspectives of Dyslexia
  Theresa Deeney, University of Rhode Island

• Motivation to Read and Genre Preferences
  Grades 3-5: A Multi-State Study
  Seth Parsons, George Mason University
  Samantha T. Ives, George Mason University
  Allison Ward Parsons, George Mason University
  Dana A. Robertson, University of Wyoming
  Chase Young, Sam Houston State University
  Lisa Polk, Sam Houston State University
  Nisreen Daoud, Capital University
  Ashlee Horton, Birmingham City Schools
  Melissa Pierczynski, Grand Valley State University

• Predicting Taiwan Deaf Children’s Literacy Development from Kindergarten to Second Grade
  Hsiu Tan Liu, National Taiwan Normal University
  Qiuying Wang, Oklahoma State University
  Jean Frances Andrews, Lamar University
  Chun Jung Liu, National Tainan Normal University

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WEDNESDAY, DECEMBER 2

1:00 p.m. – 1:30 p.m. – Paper Session

Area 10. Apps and AI in Literacy Instruction

Discussant:
Poonam Arya, Wayne State University

Participants:
- Affordances of Kindergarten Literacy Apps and Implications for Teachers
  Tracy Donohue, Michigan State University
- What app characteristics are important for literacy teachers to consider when designing culturally relevant instruction?
  Lauren Eutsler, University of North Texas
  Julia Trotter, University of North Texas
  Traci Pettet, Texas Christian University
- Highlighted Session & Award Session - Using stories with embedded Artificial Intelligence ethics dilemmas to develop youth’s critical awareness and design skills
  Bridget Dalton, University of Colorado Boulder
  Ellie Haberl, University of Colorado Boulder
  Tom Yeh, University of Colorado Boulder
  Stacey Forsyth, University of Colorado Boulder
  *Benjamin MI Walsh, University of Colorado Boulder

1:00 p.m. – 1:30 p.m. – Paper Session

Area 8. Bilingual education, Biliteracy Ideologies, and Testimonios in Teacher Education

Discussant:
Kris Gutiérrez, University of California, Berkeley

Participants:
- Biliteracy Ideologies in Nepantla: Embodying Abuelita Epistemologies to Bilanguage Love
  Enrique David Degollado, The University of Iowa
- Critically Conscious Maestrxs Bilingües: Teaching for Biliteracy with Armed Love
  Griselda Solano, Texas Woman's University
  Mandy Stewart, Texas Woman's University
  Juan Borda, Texas Woman's University
  Germaine Elizabeth Koskina, Texas Woman's University
  Zulma Mojica, Texas Woman's University
  Flora Morales-Jimenez, Texas Woman's University
  Marlene Walker, Texas Woman's University
- Somos Bilingües: The influence of a bilingual teacher's language ideologies on her pedagogical practice
  Doris Villarreal, University of Missouri-St. Louis

Towards Agentive and Bilingual Writing Spaces: Bridging the Separation of French and English in a Dual Language Classroom
*Elizabeth Morphis, SUNY Old Westbury

Functions of Translanguaging Performed by Korean-American Emergent Bilinguals
Chaehyun Lee, Southeastern Oklahoma State University

1:00 p.m. – 1:30 p.m. – Paper Session

Area 8. Asset-based Language Pedagogies

Discussant:
Heook Jeong, University of Massachusetts, Amherst

Participants:
- The Pedagogical Practices of Heritage Spanish Speakers as Heritage Spanish Teachers: Moving from Deficit- to Asset-Based Pedagogies
  *Nancy Domínguez-Fret, The University of Illinois at Chicago
- Towards Agentive and Bilingual Writing Spaces: Bridging the Separation of French and English in a Dual Language Classroom
  *Elizabeth Morphis, SUNY Old Westbury
- Functions of Translanguaging Performed by Korean-American Emergent Bilinguals
  Chaehyun Lee, Southeastern Oklahoma State University

continued on next page
### Area 2. Highlighted Session - Collaborative Approaches in Professional Development

**Discussant:**
Jacquelynn A. Malloy, Clemson University

**Participants:**
- Growing dialogic classrooms by building spaces of shared responsive reasoning among teachers
  Sarah Schneider Kavanagh, University of Pennsylvania
  Katie Danielson, University of Portland
  Elizabeth Gotwalt, University of Pennsylvania
- Teachers’ Experience with Responsive Literacy Instruction through Collaborative Lesson Study
  Vicki Stewart Collet, University of Arkansas
- Professional Identity Development: Two Teachers Collaborative Approach to Professional Identities
  Timothy Jansky, University of Wisconsin-Madison

### Area 6. Highlighted Session - Centering Justice and Liberation in Literacy Processes

**Chair:**
Kisha C. Bryan, Tennessee State University

**Discussant:**
Kisha C. Bryan, Tennessee State University

**Participants:**
- An Exploration of the Relationship Between Literacy and Civic/Political Efficacy Related Information Sources
  Leah Katherine Saal, Loyola University Maryland
  Kristen Perry, University of Kentucky
  Donita Shaw, Oklahoma State University
  Takashi Yamashita, University of Maryland, Baltimore County (UMBC)
- Exploring the Experiences and Outcomes of Political Justice in a High School English Class
  Greg Bartley, University of Wisconsin-Madison
- Liberatory Literacy Practices within a Black History Month Celebration
  Laura Marie Adair, University of Texas - Austin

### Area 7. Centering critical perspectives: Moving outside of achievement-driven narratives of literacy

**Discussant:**
James J. Coleman, University of Pennsylvania

**Participants:**
- Beyond “Doing It for the Culture”: Centering marginalized youth perspectives on their literacy experiences
  Dominique Skye McDaniel, The University of North Carolina at Greensboro
- Rural Students and Educational Gaps: Achievement, Access, and Opportunity
  Katharine Hull, University of South Florida
- THE TRELLIS- A Framework for Critical Literacy
  Justine M. Bruyere, Vanderbilt University

### Multi Area: Dismantling Common Identity Beliefs

**Chair:**
Rebecca Beucher, Illinois State University

**Discussant:**
Corrine Wickens, Northern Illinois University

**Participants:**
- Blackness is not Monolithic: Black Immigrant Women Scholars Resisting and repositioning Through the Act of Storytelling
  Mellissa Gyimah-Concepcion, Judson University
- Adenekan, Judson University

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*continued on next page*
The Body and Her Erotic Power: Theorizing New Materialism with Decolonial Critical Feminist Onto-epistemologies
Rebecca Beucher, Illinois State University
Kimberly McDavid Schmidt, University of Denver
Place & (Un)Belonging for Literacy Doctoral Students
Corrine Wickens, Northern Illinois University
Zoe Cassady, Northern Illinois University
Laura Crisp, Prophetstown-Lyndon-Tampico CUSD #3
Eric Junco, Northern Illinois University

Participants:
• “The Native Americans welcomed him too”: Essentialized representations in English/Language-Arts Curricula.
  Thomas Hill, University of Pittsburgh
• Religious Multicultural Literature for Early Childhood Classrooms
  Ann Marie Alberton Gunn, University of South Florida St Petersburg
  Susan V. Bennett, University of South Florida St. Petersburg
  Kaya van Beynen, University of South Florida
  Mary Lou Morton, Walden University

1:00 p.m. – 1:30 p.m. – Paper Session
Area 1. Equity-Driven Pedagogy in Literacy Teacher Education
Discussant:
Virginia Goatley, University at Albany - SUNY
Participants:
• Actively Choosing Love: Restorative Justice in Literacy Teacher Education
  Erica Steinitz Holyoke, The University of Texas at Austin
• Preparing Preservice Literacy Teachers to Honor Dr. King’s Call for “Direction for Action”: A Literature Review
  Catherine Lammert, University of Iowa
• Learning About Social Justice Through Literature Circles in an Elementary Literacy Methods Course
  Lindsay Joseph Wexler, North Central College

1:00 p.m. – 1:30 p.m. – Paper Session
Area 11. Exploration of Theory and Method in Literacy Research
Chair:
Sarah Capello, Judson University
Discussant:
Sarah Capello, Judson University
Participants:
• Case Study as a Holistic and Naturalistic Approach to Studying Literacy Motivation and Engagement
  Joy Dangora Erickson, Endicott College
  Alessandra Ward, University of Michigan
• The fragmentation in literacy theorizing: The search for wholeness continues
  David B. Yaden Jr., University of Arizona

Area 9. Examining and responding to representations of race, immigration, and religion in literature and curricula
Discussant:
Kristin McIlhagga, Oakland University

continued on next page
1:00 p.m. – 1:30 p.m. – Paper Session

Area 3. Highlighted Session - The Promises and Problems of Disciplinary Discourses

Discussant:
Kristi Bergeson, St. Cloud State University

Participants:
• Promise of Process: Verbal Protocol as a method for exploring Fourth Graders Construction of Meaning from Social Studies Texts
  Kathryn L. Roberts, Wayne State University
  Kristy A. Brugar, University of Oklahoma
• Digging into Disciplinary Discourse: A Comparative Case Study of Three Early Elementary Science Classrooms
  JoAnne M. West, Michigan State University
  Tanya Wright, Michigan State University
  Amelia Wenk Gotwals, Michigan State University
• Third-graders’ reading and discussion of social studies texts: Looking at issues of challenge and comprehension
  Grace Pigozzi, Purdue University
  Melanie Kuhn, Purdue University
  Beth Meisinger, University of Memphis
  Kathleen Corriveau, Boston University
  Shuqi Zhou, Purdue University
  Robert Lawrence Dahlgren, SUNY Fredonia
  James Michael Gibert, Purdue University

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 14. Academia 101: Navigating the Journey from Graduate Student to Professional

Discussant:
Stephanie F. Reid, University of Montana

Presenters:
• Tracey Terence Flores, University of Texas at Austin
• Dani Perrine Kachorsky, Texas A&M University - Corpus Christi
• Earl Aguilar, California State University, Fresno
• Michael J. Young, University of Iowa

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. Ultimately, this session will support the doctoral students of LRA to more successfully become part of the next generation of literacy scholars who will continue to mobilize literacy research in transformative ways.
### Area 5. Highlighted Session - A Confluence of Complexity: Bridging Reading Scholarship and Neuroscience

**Chair:**
*Mary Guay, University of Georgia*

**Discussant:**
*Courtney Shimek, West Virginia University*

In this session, we note a compelling confluence among multiple lines of established literacy scholarship (empirical research and accompanying theoretical understandings, research related to neuroimaging, and empirical and clinical research based on close observations of emerging and developing readers) that point to the complexity of literacy learning and the multifaceted nature of reading. We believe that this confluence has compelling implications for the teaching of literacy, while challenging narrow and assumedly universalistic instructional models.

**Participants:**
- **Lesson from Scholarship: Research-Based Theoretical Models of Reading/Literacy**
  *Catherine Compton-Lilly, University of South Carolina Columbia*
- **Lessons from the Mind: Neuroimaging and Reading**
  *Lucy Spence, University of South Carolina*
  *Ayan Mitra, University of South Carolina*
- **Lessons from Children: Observing Readers**
  *Mary Guay, University of Georgia*

### Area 3. Adopting a Languaging Perspective to Analyze Enactment of Personhood and Relations with Others

**Chair:**
*Richard W. Beach, University of Minnesota*

**Discussant:**
*Ramón Martínez, Stanford University*

Based on adopting a language research perspective, this session includes four papers analyzing how students 1) engage in intercontextual links between texts and contexts as a relational activity; 2) enact personhood through language “ghosts” in responding to literary texts; 3) employ narrative and ethnographic writing to reflect on languaging certain types of relations with other; and 4) employ languaging actions to enact certain “relational keys” with their teacher and peers in their kindergarten classroom.

**Participants:**
- **Languaging Ghosts: Literacy Practices and Personhood in High School Literature Classrooms**
  *David Bloome, Ohio State University, Matt Seymour, Ohio State University*
- **High School Students Use of Languaging for Enacting Certain Types of Relations**
  *Richard W. Beach, University of Minnesota, Limarys Caraballo, Queens College, CUNY*
- **Languaging Authoring of Relational Keys in a Kindergarten Classroom**
  *Faythe Beauchemin, University of Arkansas*
WEDNESDAY, DECEMBER 2

1:00 p.m. – 1:45 p.m. – Symposium


Chair:
Karis Jones, New York University

Discussant:
Casey Boyle, University of Texas-Austin

Despite the increased awareness of the affordances and constraints of multimodality, few take seriously sound’s capacity as a tool to forward literacies theory, methods, or practice. Drawing on a series of school-based qualitative inquiries from three geographic locations, panelists work at the axis of sound and literacies studies to turn up the volume on sound as a mediational means for gaining insight into the identities and literacy practices of young people.

Participants:
- Stop, Collaborate, and Listen: Exploring Sonic Resonances of Community Literacies with Elementary Children
  Cassie J. Brownell, University of Toronto-Ontario Institute for Studies in Education (OISE)
- Painting the Politics of Noise in Early Literacy: Young Children Experimenting with Sound Art
  Jon M. Wargo, Boston College
  Melita Morales, Boston College
- Cutting Room Floor: Considering Silenced Student Voices in Relationship to Who’s Listening
  Stephen Goss, Kennesaw State University
  Ryan Rish, University at Buffalo (SUNY)

1:00 p.m. – 1:45 p.m. – Symposium

Area 1. “Boundary-Spanning” Literacy Educators’ Reports from the Field: Models, Opportunities, and Challenges in our Evolving Research and Roles

Chair:
Kristien Zenkov, George Mason University

Discussant:
Kristine Pytash, Kent State University

This symposium presents research from three sets of scholars from four institutions operating as “boundary-spanning” literacy teacher educators—working across university, school, and community contexts. In these capacities they collaborate with classroom teachers, preservice teachers, and children and youth to implement instructional interventions, model PK-12 and teacher education literacy pedagogies, and collaborate on research projects. These papers illustrate how literacy scholars might address the disconnect between university-based courses and the clinical realities preservice teachers encounter.

Participants:
- “‘Boundary-Spanners’ in Literacy Education: A National Study to Set the Context”
  Kristien Zenkov, George Mason University
  Kristine Pytash, Kent State University
- “Complexities & Possibilities in (Re)Designing School-University Partnerships”
  Ashley Cartun, University of Colorado-Boulder
  Elizabeth Dutro, University of Colorado-Boulder
- “Designing and Studying an Equity-Focused Introductory Field Placement within a Research-Practice Partnership”
  Kelly Chandler-Olcott, Syracuse University
  Mara Sapon-Shevin, Syracuse University
  Crispin Ojwang, Syracuse University
  Diane Hagemann, Solvay High School

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Area 14. “Are we there yet?”: The Bumpy Road for Perspectival Understanding in Community-Based Literacy Research and Literacy Teacher Education

Chair: Barbara Bradley, University of Kansas

Discussant: Ann D. David, University of the Incarnate Word

Using a unifying frame drawn from the notion of perspectival understanding that explains how people come to take up any particular perspective, this session includes four talks addressing how exploring and making shifts in perspectives played out in community-engaged literacy scholarship and teacher education courses. In this symposium, we aim to open up conversational spaces that encourage attendees to attend to and reflect on perspectival taking in their own contexts. The importance of children having access to books has long been documented; what has not been documented is how university faculty have been systematically ensuring “books are in hands” through their own community-engaged projects. This symposium brings together faculty from multiple institutions to share their efforts to get books into the hands of children and teachers. Time will also be reserved for discussing ways to measure the outcomes of these types of efforts.

Participants:
- Preservice Teachers’ Exploration of Multiple Perspectives of Marginalized Children and Community Members in Online Book Clubs
  Kwangok Song, University of Kansas
  Barbara Bradley, University of Kansas
- Shifts in Preservice Teachers’ Perspectival Understandings of Children’s Literature
  Annmary Consalvo, University of Texas at Tyler
- Mapping Community-Based Literacy Initiatives Through Perspectival Understanding of Community Members
  Angela J. Stefanski, Ball State University
- Preservice Teachers’ Perspective-Taking Through Children Facing Challenges Literature
  Carolyn Walker Hitchens, Ball State University

Area 7. Area Chair Award - Asian and Latin American Voices in Literacy Research: Challenging Epistemological and Geopolitical Boundaries

Chair: Lina Trigos-Carrillo, Universidad de la Sabana

Discussant: Amparo Clavijo, Universidad Distrital Francisco Jose de Caldas

The topic of this year’s conference is an invitation to reflect on the importance of collaboration in giving more visibility to the literacy research done across the global South, transnationally, and in the periphery. We aim to challenge epistemological and geopolitical boundaries by bringing Asian, Asian American and Latin American scholars to present their research and discuss the intersections, challenges and possibilities of collaboration to highlight research that transcends geopolitical and epistemological boundaries.

Participants:
- The (In)visibility of Asian American and Pacific Islanders in Literacy Research and Education
  Grace MyHyun Kim, The University of Texas at Austin
- Urban Communities in Bogotá as Resources for Critical Literacy Research with Teachers
  Amparo Clavijo, Universidad Distrital Francisco Jose de Caldas
  July Rincón, IED El Rodeo

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Toward Critical Spatial-temporal Conceptualization of Transnational Literacies Among Chinese and Mexicans living in Diaspora
Eva Lam, Northwestern University
Martha Sidury Christiansen, University of Texas at San Antonio
Peng Yin, University of California, Berkeley
Towards Peacebuilding and Buen Vivir: Epistemologies of the South in a Community of Former Guerrilla Members and their Families in Colombia
Lina Trigos-Carrillo, Universidad de la Sabana
Laura Fonseca, Universidad de La Sabana

1:00 p.m. – 1:45 p.m. – Symposium

Area 10. Coding, Computational Thinking, and Teacher Learning: Supporting educators as they infuse computer science into instruction

Chair:
Sarah Burriss, Vanderbilt University

Discussant:
Colin Harrison, University of Nottingham
Evan Ortlieb, St. John’s University
Julia Hagge, Ohio State University

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

Participants:
Infusing Computing into Disciplinary Teaching: A Model to Support Teacher Learning
Jennifer Albert, The Citadel
Deepti Joshi, The Citadel
Richard Robinson, The Citadel
CT as a literacy. ELA, standards mapping, and CT integration, infusion. Where does CT fit best?
W. Ian O’Byrne, College of Charleston
Britnie Delinger Kane, The Citadel
Jennifer Albert, The Citadel
Ashley Andrews, The Citadel
Richard Robinson, The Citadel
The Impact of Collaborative Teacher Teams on CT Infusion
Robin Jocius, The Citadel
Kathryn Pole, University of Texas Arlington
W. Ian O’Byrne, College of Charleston
Considering ethics and social justice in computational thinking pedagogy
Sarah Burriss, Vanderbilt University
The CSIP+ Planning Model for Designing Instruction to Help Students with Learning Disabilities Develop Coding Literacy
*Amy Hutchison, George Mason University

Area 7. Doing Dialogue Differently: Going with the drift in teacher/researcher partnerships

Chair:
Michelle Honeyford, University of Manitoba

Discussant:
Annette Woods, Queensland University of Technology

Teacher/researcher partnerships offer rich opportunities for dialogue about literacy education. In an age of accountability and marketization however such conversations can be strained by external pressures to achieve measurable outcomes. This session considers four attempts to cultivate
partnerships through exploratory endeavors designed to disrupt formulaic efforts to bring academics and teachers together. It explores how such work can etch out new kinds of relations between researchers, teachers, research and practice, even in highly structured sites.

Participants:
- **Potluck: A Poetics of Relation**
  Lea Ehret, McGill University, Montreal
- **Doing Data Differently: The use of creative data visualisation to generate professional dialogue**
  Cathy Burnett, Sheffield Hallam University
  Guy Merchant, Sheffield Hallam University
- **Tales of Transformation through Collaboration: Teacher responses to Oracy Professional Development**
  Karen Daniels, Sheffield Hallam University
  Roberta Taylor, Sheffield Hallam University
- **Participating Participants: Improvising the hierarchy in improv class**
  Kim Lenters, University of Calgary

This two-part alternative session will focus on historical literacy research conducted by a broad range of literacy researchers. The first set of presenters are established literacy researchers who will discuss the importance of historical literacy research, both broadly and in their own scholarly work. The second part of the session will be a poster presentation of historical literacy research conducted by graduate students and early career scholars.

**1:00 p.m. – 1:45 p.m. – Alternative Format Session**

**Area 14. Exploring the Past, Present, and Future Together: Engaging the Future of LRA through Historical Literacy Research**

Discussant(s):
Norman A. Stahl, Norman Illinois University
James R. King, University of South Florida

Presenter(s):
- **Allison Serceki**, Chapman University
- **Hannah Dietrich**, Sam Houston State University
- **Shawna Taylor**, Sam Houston State University
- **Emma Sobey**, Sam Houston State University
- **Pimrawee Ruengwatthakee**, Sam Houston State University
- **Catherine Lammert**, University of Iowa
- **James V. Hoffman**, University of North Texas

**2:00 p.m. – 2:30 p.m. – Paper Session**

**Area 3. Assessments: What Is Uncovered and Discovered**

Chair:
Qiuying Wang, Oklahoma State University

Discussant:
Sarah Lupo, James Madison University

Participants:
- **Development, Validation, and Scale-Up of a State Kindergarten Entry Assessment and Progress Monitoring System for Language & Literacy Skills**
  Tricia Zucker, University of Texas Health Science Center at Houston
  Michael Assel, University of Texas Health Science Center at Houston
  Janelle Montroy, University of Texas Health Science Center at Houston
  Colby Hall, University of Texas Health Science Center at Houston

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2:00 p.m. – 2:30 p.m. – Paper Session

Area 10. Collaborative Online Learning

Discussant:
Valerie Harlow Shina, Lesley University

Participants:
• Dialogic literacy in cross-community interactions to build knowledge about the human body
  Barbara Vokatis, SUNY Oneonta
  Jianwei Zhang, SUNY at Albany
• Just-in-Time Online Inquiry: A Construct for Engaging with Online Texts to Support Meaning-Making and Literacy Practices in Classroom Contexts
  Kellie Riley Doubek, University of Illinois at Chicago
• International Online Collaboration: Implementation and Research
  Claudia Hilde Finkbeiner, University of Kassel
  Wiebke Sophie Ost, University of Kassel
  Agnes Madeleine Olson, University of Kassel

2:00 p.m. – 2:30 p.m. – Paper Session

Area 1. Centering Student Voices and Experiences in Preservice Teacher Education

Discussant:
Vicki McQuitty, Towson University

Participants:
• Teacher Candidates’ Learning about What We’re Asking Kids to Do: Reflections on a Task Analysis Project
  Roya Scales, Western Carolina University
• Teacher Candidates, Professors, and Children Collaborate to Create a Culture of Life-Long Literacy
  Janine K. Bixler, Mount Saint Mary College
  Rebecca R. Norman, Mount Saint Mary College
• Preservice Teachers Enacting Critical Literacy in the Elementary Classroom
  Vanessa Marasco, University of South Florida

Area 7. Constructions of gender in literacy learning spaces

Discussant:
Sara Ann Beach, University of Oklahoma

Participants:
• Gender Socialization and Literacy Doctoral Students
  Corrine Wickens, Northern Illinois University
  Alison Douglas, Elgin Community College
  Eric Junco, Northern Illinois University
  Kristen Walsh, Northern Illinois University
• Sweet and stylish, adventurous and athletic: Investigating elementary students’ conceptions of gender within the context of classroom literacy instruction
  Alyssa Jo Whitford, Michigan State University

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• “We Flawless”: Adolescent Girls’ Readings of Femininity in Pop Culture
  Mia Hood, Teachers College

2:00 p.m. – 2:30 p.m. – Paper Session

Area 11. Critical Theory in Literacy Research

Chair:
Rohit Mehta, California State University, Fresno

Discussant:
Rohit Mehta, California State University, Fresno

Participants:
• Examining the Quality of Evidence: Teacher Observation Research for English Learners
  Susan V. Piazza, Western Michigan University
  Maria Selena Protacio, Western Michigan University
  Cody Williams, Western Michigan University
  Virginia David, Western Michigan University
  Magda Tigchelaar, Western Michigan University
• Toward a Theoretical Framework for Critical Racial Literacy
  Jud Laughter, University of Tennessee, Knoxville
  Anthony Pellegrino, University of Tennessee, Knoxville
  Stewart Waters, University of Tennessee, Knoxville
  Michelle Smith, University of Tennessee, Knoxville

2:00 p.m. – 2:30 p.m. – Paper Session

Area 4. Highlighted Session - Critical Theorizing and Literacy Research

Discussant:
Kirsten Dara Hill, University of Michigan-Dearborn

Participants:
• A critical analysis of RTI in one district
  Arlette Ingram Willis, University of Illinois, Urbana Champaign
• A Critical Policy Analysis Through a Translanguaging Lens
  Zulma Mojica, Texas Woman’s University
  Germaine Elizabeth Koskina, Texas Woman’s University
  Marlene Walker, Texas Woman’s University
• “No, we should do it”: Youth training youth in activist research methods
  William Terrell Wright, University of Georgia – Athens
  Heidi Lyn Hadley, Missouri State University
  Kevin J. Burke, University of Georgia – Athens

2:00 p.m. – 2:30 p.m. – Paper Session

Area 1. Interpretations of Preparation and Practice

Discussant:
Jacquelynn A. Malloy, Clemson University

Participants:
• ‘I don’t think that’s really their wheelhouse’: How Do We Prepare Teachers to Interpret Language & Literacy Policy?
  Chris Chang-Bacon, University of Virginia
• Technological Literacy in Pre-service Education: Toward Deep Learning
  Chinwe Hope Ikpeze, St. John Fisher College, Rochester, NY
### Area 2. Designing Effective Professional Development for Writing Teachers

**Discussant:**
Sarah McCcartey, *University of Illinois at Urbana-Champaign*

**Participants:**
- Teachers’ Use and Modification of Instructional Strategies After the Completion of Studies: 
  Zoi A. Traga Philippakos, *University of Tennessee*
- Writing Teacher Professional Development: A Photo Elicitation of Teacher Change
  Katrena Leininger, *University of Wisconsin Oshkos*
- Teachers’ Understandings and Implementation of a Teaching-Learning Cycle for Content Area Writing Instruction: Lessons Learned to Forward a Critical Approach for Genre Pedagogy
  Mary A. Avalos, *University of Miami*
  Alissa Blair, *University of Miami*

### Area 6. Diverse perspectives in writing instruction

**Discussant:**
John Strong, *University at Buffalo*

**Participants:**
- Examining Relationships among Revising, Metacognition, and Self-Efficacy
  Amanda Brewer, *Texas Woman’s University*
  Amy Burke, *Texas Woman’s University*
- Investigating instructional decision-making in adolescent writing development: Meaningful impact within an educational context focused on high-stakes testing.
  Julie Smit, *Texas Tech University*
  Mellinee K. Lesley, *Texas Tech University*
  Whitney Beach, *Texas Tech University*
  Elizabeth Stewart, *Texas Tech University*
- Understanding Critical Thinking Among Students with Learning Disabilities: An Exploratory Study on Written Expression as an Artifact of Thinking
  Eric Claravall, *California State University, Sacramento*
  Jemma Kwon, *California State University, Sacramento*

### Area 9. Youth and young adult literature: Analysis and response

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

**Participants:**
- Situated expertise in literary interpretation: An eye-tracking and think-aloud study of high school and PhD students reading canonical hip-hop and poetry
  Sarah Levine, *Stanford University*
- Variations on the Death of a Grandparent: An Analysis of Youth Memoir
  Jason J Griffith, *Penn State University*
  Jocelyn Amevuvour, *Penn State University*
- The Impact of Analyzing Young Adult Literature for Racial Identity
  Leslie Dawn Roberts, *Georgia Southern University*
  Rachelle S. Savitz, *Clemson University*

### Area 6. Writing as Community: Perspectives on Engaged Practice

**Chair:**
Ryan McCarty, *National Louis University*

**Participants:**
- Community Practice, Community Engagement: The Affordances of Learning to Write in a College Access Seminar
  Kristin Black, *New York University*
WEDNESDAY, DECEMBER 2

• Designing Adult Literacy GED Academic Writing Pedagogy: A Case Study Using Bakhtin to Learn from Tension
  Sasha Lotas, Academy of Hope Adult Public Charter School
• Reframing the Transition to High School as Transliteracy: A Review of Research
  James Shanahan, Teacher’s College

2:00 p.m. – 2:30 p.m. – Paper Session

Area 8. Translanguaging and Transcaring Practices

Discussant:
Lara J. Handsfield, Illinois State University

Participants:
• Translingual Caring and Translingual Transgression: A Critical Discourse Analysis of Translanguaging Practices in a U.S. Multilingual Science Classroom
  Kongji Qin, New York University
• Applying a Transcaring Literacy Framework: A Case Study of a Guatemalan Indigenous Youth’s Translanguaging Practices
  Mariannella D. Nuñez, Texas Woman’s University
• The “Spy Girls” and the Quest for “Forbidden” Literacy: An Ethnographic Case Study in China
  Jue Wang, Penn State University, University Park

2:00 p.m. – 2:45 p.m. – Symposium

Area 3. Authentic Purposes in Teaching Language Arts

Chair:
Soyoung Park, Bank Street College of Education

Discussant:
Soyoung Park, Bank Street College of Education

Authenticity is commonly described as central to effective literacy instruction. However, despite its ubiquity, the term remains surprisingly ambiguous. This symposium illuminates and complicates authenticity from both conceptual and empirical perspectives. These papers employ diverse research designs, span different populations, represent authors from different institutions and institution types, and focus on different aspects of literacy (reading, writing, and computer programming) to deepen and enrich the concept of authenticity in literacy education.

Participants:
• Toward a More Dialogic Authenticity
  Maren Aukerman, University of Calgary
• Learning from First Graders: Pre-Service Teachers’ Views of Students, Reading, and Authenticity
  Lorien Chambers Schuldt, Fort Lewis College
• Authentic Revision: Thinking About Authentic Purposes In Elementary Composition
  Ziva Reimer Hassenfeld, Brandeis
  Marina Umaschi Bers, Tufts University

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### Area 7. Balancing Literacies: A Universal Design for Learning Approach to Culturally Sustaining Elementary Reading Instruction

**Discussant:**
Cynthia Brock, University of Wyoming

**Presenters:**
Laurie Rabinowitz, Bank Street College of Education
Amy Tondreau, Austin Peay State University

In this alternative session, we consider the cross-pollination of Culturally Sustaining Pedagogy, Disability Studies in Education, and Universal Design for Learning within the classroom context of a dynamic literacy workshop, demonstrating how these theoretical frameworks can be used in tandem. We will invite participants to engage with us at different stations where we will share resources, literature, class artifacts, and syllabi to illustrate how the union of UDL and CSP is enacted in our classrooms.

### Area 10. Beyond the “Screentime” Debate: Developing STEM and Maker Literacies with Youth and Teens

**Chair:**
Kristen Turner, Drew University

**Discussant:**
Kristen Turner, Drew University
Elizabeth Stevens, Roberts Wesleyan College
William Fassbender, University of Georgia
Richard Robinson, The Citadel

Conversations about screentime focus predominantly on the time youth spend on devices but often overlook fundamentally important questions about what youth are learning by using digital devices, with whom, and for what purposes. Within the definition of screentime, this symposium seeks to explore connections between creativity, divergent thinking, and screentime sheds light on opportunities on maker literacy practices in Science, Technology, Engineering, and Math (STEM) education.

**Participants:**
- *Making Meaning Through and Around Screens: Collaborative Digital Video Production in Community as Sociocultural Wayfinding for Bi/Multilingual Children*
  *Michelle Hagerman, University of Ottawa*
- *Becoming Critical Makers: Transdisciplinary Teaching and Learning in Elementary Classrooms*
  Robin Jocius, The Citadel
  Jennifer Albert, The Citadel
  Ashley Andrews, The Citadel
- *Youth Making Their Futures: 3D printing, augmented reality, and STEAM education*
  W. Ian O’Byrne, College of Charleston
  Tracey Hunter-Doniger, College of Charleston
  Nenad Radakovic, College of Charleston

### Area 2. Coaching from the Outside: Perspectives on University-Based Literacy Coaching

**Chair:**
Jill Grifenhagen, NC State University

**Discussant:**
James V. Hoffman, University of North Texas

This symposium is comprised of four studies of university-based coaches working with practitioners in the public, K-12 schools. Collectively the studies demonstrate the potential for university-based coaches to “coach from the outside” in varied contexts and with various coaching models. This session will allow for deep conversation about the potential
for university-based literacy scholars and teacher educators to collaborate for impact by providing coaching professional development to literacy teachers in the field.

Participants:
- **Distance-Based Literacy Induction Coaches as Outsiders to the School Context**
  Jill S. Jones, North Carolina State University
  Grifenhagen, NC State University
- **Induction Coaching, Tensions, Experiences of First-Year Teachers**
  Beth Maloch, University of Texas at Austin
  Melissa M. Wetzel, University of Texas at Austin
  Christine Krafs, University of Texas at Austin
  Susan Tily, University of Texas at Austin
  Anne Daly-Lesch, The University of Texas at Austin
  Jessica Anne Murdter-Atkinson, University of Texas at Austin
- **Novice Teacher Perceptions of Literacy Coaching Case Studies**
  Jennifer Bambrick, Gardner-Webb University.
- **“It Gave Us a System and a Process.” Professional Development and Coaching for Co-teachers**
  Erin Hogan, University of Maryland
  Jade A. Wexler, University of Maryland

Area 5. Developing Language and Literacy for Science: Considering Text, Talk, and Teachers’ Conceptualizations

Chair:
Lisa Domke, Georgia State University

Discussant:
Gina Cervetti, University of Michigan

Calls for attention to the interrelationships between literacy and science development in the early grades continue to present opportunities and challenges to elementary school teachers. In this symposium, three research teams report on their investigations of science-literacy integration, as well as providing insight into how teachers can support science and literacy instruction in ways that leverage texts and promote science talk that involves equitable participation, content learning, and disciplinary literacy.

Area 8. Collaboration: Translanguaging in Community Literacy Spaces

Chair:
Kate Kedley, Rowan University

Discussant:
Xia Chao, Duquesne University

In this symposium, we discuss each of three projects in the context of our community collaboration. We will share the coalitional possibilities of translanguaging in community literacy spaces from different theoretical lenses, methodological approaches, and varied contexts. Finally, we will interrogate the impact our collaboration has had in terms of our own research agendas and our impact in the communities in which we work.

Participants:
- **You Can’t Say Pupusa Without Saying Pupusa: Translanguaging in a Community-Based Writing Center in South Philadelphia**
  Stephanie Abraham, Rowan University
- **Bilingual Storytime - A Translanguaging Stance for Community Language Support**
  Laura Beth Kelly, Rhodes College
- **“Orgasmos, Revolucion, and Letras”: Collaboration, Impact, and Reciprocity with Youth in Honduras**
  Kate Kedley, Rowan University
Participants:

- Considering Science Trade Books to Support Literacy and Science Learning
  Laura May, Georgia State University
  Gary E. Bingham, Georgia State University
  Renée Schwartz, Georgia State University
  Kate Woodbridge, Georgia State University
  Lauren Coleman, Georgia State University

- What Does It Mean to Be Literate in Science?: Exploring How K-5 Teachers Conceptualize the Successful Integration of Science and Literacy
  Kendra Hall-Kenyon, Brigham Young University
  Leigh Smith, Brigham Young University

- Investigating Online Professional Development to Support Science Talk in Early Elementary Classrooms
  Blythe E. Anderson, Michigan State University
  Tanya Wright, Michigan State University
  Amelia Wenk Gotwals, Michigan State University

Participants:

- Multilingual Children's Development of Reading Identities Across Prekindergarten and Kindergarten
  Christopher Wagner, Queens College, City University of New York

- Supporting Positive Reading Identities in a Fifth-Grade Classroom
  Christine M. Leighton, Emmanuel College
  Lisa M. O’Brien, Merrimack College
  Kierstin M. Giunco, OLPH Mission Grammar School

- Adolescents’ Identities as Readers and Mentors in a High School Literacy Mentorship Class
  Katherine Frankel, Boston University
  Susan Fields, Texas A& M University, College Station

2:00 p.m. – 2:45 p.m. – Symposium

Area 3. Diverse Children and Youth Becoming Readers: Toward an Understanding of Reading Identities Across Childhood and Adolescence

Chair:
Christopher Wagner, Queens College, City University of New York

Discussant:
Catherine Compton-Lilly, University of South Carolina Columbia

Reading identities are the ways that a person constructs the self as a reader across contexts and time. The papers in this symposium consider the ways that contextual factors inform how children and youth construct and express reading identities, with particular attention to similarities and differences across ages. Findings highlight ways identity perspectives provide insights into school-based reading experiences, and advance understanding of the phenomenon of reading identities.

Area 8. Examining the Impact of Collaboration for/with/by Multilingual

Chair:
Jungmin Lee, the Ohio State University

Discussant:
Kwangok Song, University of Kansas

This symposium explores this year’s conference theme, “Collaborate for Impact,” in multilingual and multicultural settings. Presenters will examine how different approaches to collaboration can offer learning opportunities to multilingual students and teachers. By analyzing multiple forms of collaborations, we will address the ways of collaborating for impact for/with/by multilinguals across different contexts. A series of our studies will also demonstrate the effectiveness of dynamic approaches to leverage multilinguals’ linguistic and cultural resources.
Participants:

- Collaboration for Impact: Adolescents across Borders
  Jin Kyeong Jung, Texas Tech University

- An Examination of the Relationship between Peer Interaction and Literate Identities in Classroom Setting
  Jungmin Lee, The Ohio State University

- Translanguaging Practice in the Collaborative Writing Project
  Sung Ae Kim, Purdue University

- Better Together: Building Engagement and Agency through Collaborative Writing
  Amberly Walker, Texas Tech University

2:00 p.m. – 2:45 p.m. – Symposium

Area 14. Finding “Meaningful Work” in Collective Literacy Experiences

Chair:
Elizabeth Jaeger, University of Arizona

Discussant:
Margaret Saucedo Curwen, Chapman University

Lips-Wiersma & Morris (2009) argue that meaningful work includes self-development, self-expression, unity with others, and service to others. Researchers in this symposium apply this theory within literacy education. Paper 1 examines writing practices of elementary children in an afterschool program. Paper 2 demonstrates the role of meaningful work in a systems-thinking-based kindergarten classroom. Paper 3 describes the way Muslim middle school students employ writing to interrogate their marginalizing experiences and extend compassion to their peers.

Participants:

- Elementary Students’ Meaningful Engagement through Incorporating a Systems Thinking Pedagogy Approach
  Margaret Saucedo Curwen, Chapman University
  Amy Ardell, Chapman University

- The Meaningful Work of Writing the Self in a Muslim Youth Writing Club
  Phillip Wilder, Clemson University

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 14. Highlighted Session & Area Chair Award - STAR Fellows Research Showcase: We Believe In Collective Magic: Re-claiming the Future(s) of Literacy Research

Chair:
Mileidis Gort, University of Colorado Boulder

Discussant:
Mileidis Gort, University of Colorado Boulder

This alternative session explores the concept of literacy futurisms as guided by the current STAR cohort, who conceptualize themselves as part of an emergent literacy research collective. Drawing on the knowledges of our ancestors and children, we offer dimensions of a framework-in-the-making (grounded on intersectionality, translanguaging, decoloniality and collectivity) for re-envisioning and re-claiming of the future(s) of literacy research. Through multimodal play, participants will be invited as co-conspirators (Love, 2019) in re-claiming literacy research.
**Participants:**
- We Believe In Collective Magic: Re-claiming the Future(s) of Literacy Research
  Patricia Abril-Gonzalez, *The University of Texas at Austin*
  Earl Aguilera, *California State University*
  Rebecca E Linares, *Montclair State*
  Idalia Nuñez-Cortez, *University of Illinois Urbana-Champaign*
  Bianca J Nightengale-Lee, *Florida Atlantic*
  Tiffany Nyachae, *Buffalo State University*
  Alicia Rusoja, *Saint Mary's College of California*
  Tran Templeton, *University of North Texas*
  Carmen Medina, *Indiana University*
  P. Zitlali Morales, *University of Illinois, Chicago*
  Patricia Baquedano–Lopez, *UCLA*
  Ana Christina da Silva Iddings, *Vanderbilt University*
  Latrise Johnson, *University of Alabama*
  Carmen Martinez-Roldan, *Teachers College, Columbia*
  Jennifer Danridge Turner, *University of Maryland College Park*
  Danny Martinez, *University of California – Davis*

**3:00 p.m. – 3:30 p.m. – Paper Session**

**Area 8. Literacy Practices in transnational contexts**

Discussant: Zaline Roy-Campbell, *Syracuse University*

Participants:
- Cooking up Literacies: The Transnational Literacies Practices around Food for One Chinese Youth
  Tairan Qiu, *The University of Georgia*
- Using Multilingual Resources to Promote Learning and Literacy Development by Newcomer Emergent Bilinguals in Social Studies Inquiry
  Mina Hernandez Garcia, *University of Michigan-Ann Arbor*

**3:00 p.m. – 3:30 p.m. – Paper Session**

**Area 3. Meaning Making and Messiness:** Working Toward Deeper Understanding

Discussant: John Strong, *University at Buffalo*

Participants:
- Deconstructing Deconstruction: Making, Teamwork, and Meaning-Full Thinking
  John Porco, *University of Wisconsin Madison*
  Christiane Wood, *California State University San Marcos*
- Making Sense Together: An Exploration of Scaffolded Co-Constructive Interactions with Informational Texts in a Middle-Grades Learning Community
  Gwendolyn Jordan Pauloski, *University of Houston, Houston ISD*
- Planned Design and Curricular Messiness: An English Language Arts Teacher Introduces Multimodal Concepts and Texts into his Seventh-Grade Classroom Community for the First Time
  Stephanie F. Reid, *Arizona State University*

**3:00 p.m. – 3:30 p.m. – Paper Session**

**Area 10. Digital Learning: Examining Literacy Across Contexts**

Discussant: W. Ian O’Byrne, *College of Charleston*
WEDNESDAY, DECEMBER 2

Participants:
• Data Literacy in the Digital Age: Considerations for Education
  Laurie Sheldon, The University of Arizona

3:00 p.m. – 3:30 p.m. – Paper Session

Area 7. The disciplinary literacies of English/language arts

Discussant:
Janice Almasi, University of Kentucky

Participants:
• Disciplinary disconnects: Students’ and teachers’ understandings of the discipline of English Language Arts
  Thea Williamson, Salisbury University
• Not Even a Maester: Close Reading, Fandom, & Podcasting as ELA Practice
  Mary Neville, Michigan State University
  Scott Jarvie, Michigan State University
• Exploring Ethics and Literature in the English Language Arts Classroom
  Ross Collin, Virginia Commonwealth University

3:00 p.m. – 3:30 p.m. – Paper Session

Area 8. Biliteracy/Bilingual in Elementary Education

Discussant:
Maneka Deanna Brooks, Texas State University

Participants:
• “A New Language, a New Culture and a New Way of Thinking:” Examining Parental Support of Emerging Bilingual Learners in a Dual-Language Immersion School
  Lenny Sanchez, University of South Carolina
  Eurydice Bauer, University of South Carolina
  Yang Wang, University of South Carolina

Ling Hao, University of South Carolina
*Wenyu Guo, University of South Carolina
Kyungjin Hwang, University of South Carolina
• Community consciousness: Parallel parent and teacher perceptions of a two-way dual language immersion program
  Chris Chang-Baon, University of Virginia
  Eunhye Cho, Boston College
  Gabrielle Oliveira, Boston College
• Two Latinx Mothers’ Perceptions of Biliteracy Education: Opposite Journeys Navigating la Educación Bilingüe en los Estados Unidos
  Norma Monsivais Diers, University of Illinois at Chicago

3:00 p.m. – 3:30 p.m. – Paper Session

Area 5. Early Writing: Agency, Attitudes and Support

Discussant:
Zoi A. Traga Philippakos, University of Tennessee

Participants:
• Agency in a First Grade Writing Workshop: A Case Study of Two Writers
  Danielle Marie Rylak, Arizona State University
  Lindsey Moses, Arizona State University
  Frank Serafini, Arizona State University
  Carolina Torrejon Capurro, Arizona State University
• Attitudes Toward Writing Instruction at Two Play Based Preschools
  Joy Myers, James Madison University
  Chelsey Bahlmann Bollinger, James Madison University
• Supportive Practices for Preschooler’s Writing
  Laura Piestrzynski, Vanderbilt University

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3:00 p.m. – 3:30 p.m. – Paper Session

Area 9. Experiencing images in space and time

Discussant:
Katina Zammit (Dr.), Western Sydney University

Participants:
• Temporal Disruption in Postmodern Wordless Picture Books
  Mengying Xue, Purdue University
  Judith Lysaker, Purdue University
• What Molina Reads: An Analysis of Images in Wordless Book Reading
  Rong Zhang, Purdue University
  Judith Lysaker, Purdue University
• Curating Research for Public Engagement: An Exemplar Study of Wonderland Illustrations
  Lindsay Persohn, University of South Florida

3:00 p.m. – 3:30 p.m. – Paper Session

Area 4. Understanding State-level Engagement in Literacy

Discussant:
Tanji Reid Marshall, The Education Trust

Participants:
• A state level initiative to support language and literacy learning: Lessons from Georgia
  Meghan Welch, Georgia Department of Education
  Gary E. Bingham, Georgia State University
  Rihana Mason, Georgia State University
  Caitlin Dooley, Georgia Department of Education
• State-Defined Literacy and Knowing Learners in Elementary Teaching
  Michael J. Young, University of Iowa
• Collaboration for Teacher Transformation: How One “Underperforming” High School is Using Engaged Scholarship to Support Reform of a Writing Curriculum
  Mellinee K. Lesley, Texas Tech University
  Amy Higgins, Lubbock Independent School District
  Julie Smit, Texas Tech University
  Whitney Beach, Texas Tech University
  Elizabeth Stewart, Texas Tech University

3:00 p.m. – 3:30 p.m. – Paper Session

Area 7. Transnational perspectives on literacy

Discussant:
Matthew Deroo, Miami University

Participants:
• Seeing Ability: An intersectional perspective of a transnational child’s literacies
  Erin Quast, Illinois State University
  Brooke Ward Taira, University of Hawai‘i at Mānoa
• Unboxing Care: Affinity and Learning in a Brazilian Transnational Family’s Production of Videos
  Mariana Lima Becker, Boston College
• “Cantando con ternura”: Transnational youths’ performances of románticas
  Cati de los Rios, University of California, Davis
  Yared Portillo, University of California, Davis

Area 8. Translanguaging Practices in Higher Education

Discussant:
Kongji Qin, New York University

Participants:
• Bilingual and biliterate practices amongst teacher candidates at a Hispanic-Serving Institution
  Elena M. Venegas, The University of Texas Rio Grande Valley
Janine M. Schall, The University of Texas Rio Grande Valley
Veronica L. Estrada, The University of Texas Rio Grande Valley
• Understanding the Use of Translanguaging of Chinese International Students
  Zhiwen Song, University of Cincinnati
• Collaborating to Understand Graduate Bilinguals’ Writing Needs: Chinese Graduate Students’ Translanguaging Practices in Academic Writing in the U.S.
  Xuezi Zhang, University of Florida

3:00 p.m. – 3:30 p.m. – Paper Session

Area 6. Youth Multimodal Writing within Contested Spaces

Discussant:
Lyudmyla Ivanyuk, University of Kentucky

Participants:
• Seeming and Feeling: Teens Narrating and Navigating Writing Identity through Small Stories
  Claire Lambert, High Point University
  Amy Vetter, University of North Carolina Greensboro
• “Technically, He Shouldn’t Be Here”: Emerging Adults Composing in Teen Space
  Virginia Killian Lund, University of Illinois-Chicago
• The Meaningful Work of Youth Writing in Detained Spaces
  Kristine Pytash, Kent State University
  Phillip Wilder, Clemson University
  Elizabeth Testa, Kent State University

3:00 p.m. – 3:30 p.m. – Paper Session

Area 10. Composing in the Digital Context

Discussant:
Sarah Hunt-Barron, University of South Carolina Upstate

Participants:
• Automatic Essay Scoring Feedback: What 8th Grade Students Have to Say about Their Experience
  Jessica L. Hrubik, Kent State University
  Denise N. Morgan, Kent State University
• “Doing Justice” for an Audience of One: Motivation to Revise when Students Write for Podcasts
  Emily Rose Southerton, Stanford University
• On the Record: Examining Informed Consent through a Discourse Analysis of Serial Podcast
  Jason J. Griffith, Penn State University
  *Joseph Daivd Sweet, University of North Carolina, Pembroke

3:00 p.m. – 3:30 p.m. – Paper Session

Area 1. Intersections of Identity and Pedagogy

Discussant:
Lisa K. Hawkins, Ball State University

Participants:
• Pedagogies and Identities: A Qualitative Study of Literacy Methods Teacher Educators
  Tara Burke Johnston, University of Maryland
  Mariam Jean Dreher, University of Maryland
• “Always trying to dig deeper”: One literacy teacher educator’s enactment of expertise as an emotion-laden progressive problem-solving process
  Brady Nash, University of Texas at Austin

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WEDNESDAY, DECEMBER 2

Alina Pruitt, The University of Texas at Austin
Diane Schallert, The University of Texas at Austin
- Pedagogical Purgatory: Stuck between being student and becoming teacher
Brian Flores, Salisbury University

3:00 p.m. – 3:45 p.m. – Symposium

Area 2. Area Chair Award - Co-Constructing Dialogic Spaces that Promote Agency in School/University Literacy Professional Development Partnerships

Chair:
Dilnoza F. Khasilova, University of Wyoming

Discussant:
Margaret Vaughn, University of Idaho

This symposium features three different school/university partnerships working on different school/university literacy professional development projects (e.g., rural/urban, elementary/adolescent/adult, public school/private literacy agency) and using different theoretical lenses (e.g., positioning theory, self-determination theory, situated learning & complexity theory). Each project addresses the following overarching question from different theoretical and practical spaces and places: How can members of school/university literacy professional development partnerships co-construct dialogic spaces that foster and nurture teacher agency?

Participants:
- Co-Constructing Dialogic Spaces that Promote Agency in School/University Literacy Professional Development Partnerships
  Dana A. Robertson, University of Wyoming
  Cynthia Helen Brock, University of Wyoming
  Jackie Popp, Lake Forest College
  Laurie Darian Thrailkill, East Carolina University
  Lauren Breckenridge Padesky, University of Wyoming
  Tia Frahm, Northern Arizona University

Adeline Mansa Borti, Grand Valley State University
Kelly Avia, University of Wyoming
Flores Victoria, University of Wyoming
Cherilyn Smith, University of Wyoming
Dilnoza F. Khasilova, University of Wyoming
- Exploring the Co-Construction of Agency in a Collaborative Literacy Learning Community
  Cynthia Helen Brock, University of Wyoming
  Dana A. Robertson, University of Wyoming
  Adeline Mansa Borti, Grand Valley State University
  Avia Kelly, University of Wyoming
  Cherilyn Smith, University of Wyoming
  Victoria Helen Flores, University of Wyoming
  Dilnoza F. Khasilova, University of Wyoming
- Middle-School Teachers’ Collaborative Conceptualizations and Agentive Enactments of Social Justice Historical Literacies
  Jackie Popp, Lake Forest College

3:00 p.m. – 3:45 p.m. – Symposium

Area 8. Composing in multilingual, English-dominant classrooms: Pedagogy and practices for supporting emergent bilingual students

Chair:
Lindsey Rowe, The Ohio State University

Discussant:
Robert Jiménez, Vanderbilt University

In the U.S., emergent bilingual students often attend English-dominant schools. This symposium brings...
together research done by authors at three different institutions, working in three distinct geographic locations, to explore the literacy experiences of teachers and students in such English-dominant school contexts. Specifically, we examine pedagogies and practices that supported emergent bilingual students in composing using multiple languages, despite being located in classrooms where English was the primary language of instruction.

Participants:
- Constructing Biliterate Composing Practices in an English-dominant, Second-grade Classroom
  Lindsey W. Rowe, The Ohio State University
- Emergent Bilingual Students’ Multilingual and Multimodal Composing: Rewriting Texts in an English-dominant Classroom
  Amber Deig, University of Florida
  Mark B. Pacheco, University of Florida
- Preservice Teachers Enacting Translanguaging Pedagogies in English-Medium Literacy Classrooms
  Grace Cornell Gonzales, University of Washington
  Emily Machado, University of Wisconsin - Madison

Content and discourse analysis reveal ways teachers and teacher educators plan for critical encounters centered on topics such as racism, gender stereotypes, indigeneity, immigration, and activism. The panelist report on four qualitative case studies that took place in Texas, Minnesota and Massachusetts. Together they offer evidence for creating spaces to discuss uncomfortable topics in literacy classrooms through the use of children's and young adult literature. Implications for individual and collective IMPACT are also discussed.

Participants:
- Teachers Becoming Bilingual Authors: Planning for Critical Encounters with Words
  Maria Leija, University of Texas at San Antonio
- The Impact of Experience and Immigration
  Maria E. Franquiz, University of Texas Austin
- “Mama, Let's Read!”: Critical Race Parenting and Implications for Literacy Education
  Korina Jocson, University of Massachusetts - Amherst
- Indigenous Texts as Critical Encounters: YA Fiction to Support Teacher Candidates’ Learning
  Joaquin Munoz, Augsburg University

Given the 2020 theme of All of Us are Smarter than Each of Us, this alternative session presents a collaborative self-study that came together to improve nine literacy teacher education professionals’ implementation of anti-racist teaching. Through...
monthly video conferences, book study, shared readings and assignments for our methods courses, we became a critical professional community to support and challenge each other to re-center equity in our professional lives.

Participants:
- Kristen White, Northern Michigan University
- Elizabeth Stevens, Roberts Wesleyan College
- Wendy Gardiner, Pacific Lutheran University
- Amy Tondreau, Austin Peay State University
- Sophie Degener, National Louis University
- Tess Dussling, Saint Michael's College
- Tierney B. Hinman, Auburn University
- Nance S. Wilson, State University of New York at Cortland

3:00 p.m. – 3:45 p.m. – Symposium

Area 2: Deciding to change: Teachers working collaboratively with and against the status quo

Chair: Dixie Massey, University of Washington

Discussant: Robin Griffith, Texas Christian University

Teaching is a series of decisions. In this series of three papers, we focused on teachers whose decisions regarding student instruction were in contrast to their professional contexts. These instructional decisions often put the teachers in conflict with others in their instructional environment. We explored what decisions teachers made, why they made those decisions, how they enacted their decisions and the outcomes and implications of their decisions.

Participants:
- Coaching Novice Teachers to Make Instructional Decisions for Students
  Melinda Goggans, Instructional Coach, Bibb County School District
- Following their lead: How privileging student agency shifted teachers’ instructional decisions
  Salem Metzger, University of North Carolina at Greensboro
  Samuel D. Miller, University of North Carolina at Greensboro
- “It’s soul-sucking!” Visions in contrast to the status quo
  Dixie D. Massey, University of Washington

3:00 p.m. – 3:45 p.m. – Symposium

Area 1: Digital Technology Use for Equity, Inclusion, and Social Justice in Preservice Literacy Teacher Education

Chair: Jennifer Higgs, University of California, Davis

Discussant: Kris Gutiérrez, University of California, Berkeley

This symposium brings together researchers working in literacy teacher education from four different public universities. The three papers examine the use of digital technology to advance equity in literacy learning spaces for adolescents. The studies highlight the efforts of teacher educators and teachers to implement digital technologies in secondary literacy spaces to address equity issues and raise critical questions of access, participation, and design in the use of digital technology for more equitable literacy education.

Participants:
- Podcasts, Participation, and Collaboration: Missed Opportunities to Explicitly Address Students’ Digital Competencies
  Lanette Jimerson, University of Houston
- Preservice Teachers Leveraging Digital Tools to Collaboratively Address Equity-Oriented Problems of Practice
  José Ramón Lizárraga, University of Colorado, Boulder
• Designing Research on Technology Use in Literacy Teacher Education
  Grace MyHyun Kim, *The University of Texas at Austin*
  Jennifer Higgs, *University of California, Davis*
  Randi Brady, *The University of Texas at Austin*

3:00 p.m. – 3:45 p.m. – Symposium

Area 11: Do We Need More Productive Theorizing?

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

Discussant:
Kelly Chandler-Olcott, *Syracuse University*

This symposium addresses the question its title poses. The papers address specifically how theories might be considered productive or less productive. Presenters will identify pitfalls of theorizing in general and unproductive theorizing within literacy research in particular. Collectively, the papers suggest the need for a more nuanced understanding of theory, and they offer perspectives and ideas about how theory might be viewed and employed more productively in literacy research.

Participants:
• What Is a Productive Theorizing in a Practice-oriented Field?
  David Reinking, *University of Georgia*
• What Theoretical Perspectives are Literacy Researchers Using?
  Seth Parsons, *George Mason University*
• Does Literacy Need Better Theories of Productivity?
  George G. Hruby, *University of Kentucky*

Area 6: Area Chair Award - Exploring Disciplinary Literacy, Literature, and Justice in Secondary Classrooms

Chair:
Michelle Mai Kwok, *Texas A&M University*

Discussant:
Sarah Levine, *Stanford University*

Previous scholarship has highlighted the importance of teaching disciplinary literacy practice in culturally relevant ways, but few studies have examined what an explicitly critical approach toward disciplinary literacy teaching and learning might involve. The three papers of this symposium each closely examine what may be involved in supporting adolescents’ development of specialized literacy practices with complex literary texts in critical ways and on their own terms. Session will include substantial time for audience discussion.

Participants:
• One Emergent Bilingual Student’s Negotiation of the Literary Analysis Discourse in a Secondary Writing Classroom
  Susan Fields, *Texas A&M University, College Station*
• Engaging Middle School Students in Special Education to Understand Social Justice Issues Through Langston Hughes Poetry
  Eric Claravall, *California State University, Sacramento*
• The Power and Potential of Disciplinary Literacy in the English Classroom: Investigating Students’ Habits of Literary Analysis
  Emily C. Rainey, *University of Pittsburgh*
  Scott Storm, *New York University*

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WEDNESDAY, DECEMBER 2

3:00 p.m. – 3:45 p.m. – Symposium

Area 8: Disrupting a Standard Language Ideology: Exploring Tensions in Teachers’ Evolving Metalinguistic & Raciolinguistic Awareness

Discussant:
Danny Martinez, University of California - Davis

This symposium brings together scholars from diverse institutions, geographic locations, and theoretical perspectives to explore how teachers understand, teach about, and integrate linguistic diversity in English language arts teaching. Presenters examine the relationship between identity and language from varied perspectives and in varied contexts. Key concepts include transcultural approaches in transnational institutions, development of critical translingual writing pedagogy, and tensions in teachers’ emerging Critical Language Awareness across rural, suburban and urban contexts.

Participants:
- Nuances in Teacher Enactment of a Transraciolinguistic Approach
  Patriann Smith, University of South Florida
- Developing a critical translingual writing pedagogy: Professional development as ideological development for teachers of writing
  Kate Seltzer, Rowan University
- Tensions in Teachers’ Uptake of Critical Language Awareness
  Mike Metz, University of Missouri

3:00 p.m. – 3:45 p.m. – Symposium

Area 14: Multilingualism in the Context of English Hegemony: Current Policy, Theory, and Practice

Chair:
Kristen Lynne Pratt, Western Oregon University

Discussant:
Bogum Yoon, State University of New York at Binghamton

The Ethnicity, Race, and Multilingualism committee and the Multilingual and Transnational ICG propose a co-sponsored symposium on addressing the issue of multilingualism in the context of English hegemony. The purpose of this symposium is two-fold: 1) to provide the LRA audience with a comprehensive view of current policy, theory and research-based practice on multilingualism, and 2) to offer future directions for literacy research and practice to support bi/multilingual learners’ identities and successful literacy learning.

Participants:
- Current Policies on Multilingualism
  Rachele Lawton, The Community College of Baltimore County
- Current Theories on Multilingualism
  Ryuko Kubota, The University of British Columbia

4:00 p.m. – 4:30 p.m. – Paper Session

Area 1: Critical Approaches in Literacy Education

Discussant:
Katrina Jacobs, University of Pittsburgh

Participants:
- Highlighted Session & Area Chair Award - “Creating Border Crossing Spaces for Decolonizing Critical Literacy Encounters in Teacher Preparation”
  Nathaly Batista-Morales, The University of Texas at Austin
  Melissa Ibarra, The University of Texas at Austin

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WEDNESDAY, DECEMBER 2

**4:00 p.m. – 4:30 p.m. – Paper Session**

**Area 7: Critical literacy, emotion, and trauma: Exploratory texts and spaces**

**Discussant:**
Craig A. Young, Bloomsburg University of PA

**Participants:**
- A Practice of Critical Trauma Literacy: Using Superhero Stories as Childhood Trauma Texts
  *Tracey Pyscher, Western Washington University
  Anne Crampton, Western Washington University
- The View From Both Sides: A Collaborative, Critical Conversation on Whiteness and Emotion in the Literacy Classroom
  *Kristin Bauck, University of Minnesota
  Cristina Silva Gleason, University of Minnesota

**4:00 p.m. – 4:30 p.m. – Paper Session**

**Area 8: Educational Equity and Collaborative Literacy Practices for Refugee and Immigrant Students and Families**

**Discussant:**
Joanne E. Marciano, Michigan State University

**Participants:**
- ‘Bringing objects to life’: The power of animation in promoting educational equity
  Gabriele Budach, University of Luxembourg
- Examination of Collaborative Reading of Learners at a Refugee Center: Bringing Adults and Children Together to Read in English as a New Language
  Ekaterina Midgette, The College of Saint Rose
  Zoi A. Traga Philippakos, University of Tennessee
- The Perceptions of High School Students from Refugee, Immigrant, and Visiting Professional Families about Their School Experiences in Pittsburgh
  Karen Rissling, The College of St. Scholastica

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WEDNESDAY, DECEMBER 2

4:00 p.m. – 4:30 p.m. – Paper Session

Area 6: Disciplinary Literacy within Science: Frameworks and Tensions

Chair:
Kristen Perry, University of Kentucky

Participants:
- Framework for Disciplinary Literacy in Science
  Sally Valentino Drew, Central Connecticut State University
  Jeffrey Thomas, Central Connecticut State University
- Learning from Engineers to Develop a Model of Disciplinary Literacy in Engineering
  Amy Wilson-Lopez, Utah State University
  Angela Minichiello, Utah State University
  Theresa Green, Utah State University
  Christina Hartman, Utah State University
  Jared Garlick, Utah State University
- Science Teachers’ Considerations When Designing Text-Rich Investigations to Address the Next Generation Science Standards
  Cynthia Greenleaf, WestEd
  Will Brown, WestEd
  Kathleen Anne Hinchman, Syracuse University
  Sheila Valencia, University of Washington

4:00 p.m. – 4:30 p.m. – Paper Session

Area 12: Examining Writing Instruction Across International Contexts

Discussant:
Ya-Fang Cheng, Western Oregon University

Participants:
- A Cross-cultural Comparison of Writing Instruction for Adolescents between the United States and South Korea: An International Survey
  Bong Gee Jang, Syracuse University
  Joohwan Kim, Andong National University
  Sohee Park, University of Delaware

4:00 p.m. – 4:30 p.m. – Paper Session

Area 9: Exploring Literature, literature curriculum, and literature instruction

Discussant:
Saba Khan Vlach, The University of Iowa

Participants:
- Examining the Selection and Utilization of Diverse Children’s Literature in Classroom Instruction: A Longitudinal Study
  Mary-Kate Sableski, University of Dayton
  Jackie Marshall Arnold, University of Dayton
- Getting the Grade: Exploring “Quality” of Online Unit Plans for Teaching Novels in Secondary ELA
  Laura Northrop, Cleveland State University
  Molly Buckley, Cleveland State University
  Hayley Byrnes, Cleveland State University
  Brooke Seitz, Cleveland State University

Soonyoung Lee, Korea University
Hye-Young Park, Korea Institute for Curriculum and Evaluation

- Examining Preservice Teachers’ Knowledge of Writing Instruction in an International Setting
  Adeline Mansa Borti, Grand Valley State University

- Writing and revising with peer review and technology: Design research cycle 1 evaluation
  Andrew Potter, University of Delaware
  Charles MacArthur, University of Delaware
  Joshua Wilson, University of Delaware

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**WEDNESDAY, DECEMBER 2**

**4:00 p.m. – 4:30 p.m. – Paper Session**

**Area 10: Literacy Instruction and Scaffolding in the Digital Context**

Discussant:
Tanya Christ, *Oakland University*

Participants:
- New Literacies or Removable Scaffolds: Technology’s Affordances and Shift of Thinking on Zone of Proximal Development and Universal Design for Learning
  Sheri E. Vasinda, *Oklahoma State University*
  Jodi Pilgrim, *University of Mary Hardin-Baylor*
- Are two heads better than one?: Students’ collaborative credibility assessments of online information
  Gillian E. Mertens, *University of Florida*
- Globalizing an undergraduate children’s literature course: texts, stances, questions
  Lindsay M. McHolme, *Michigan State University*
  Sam Evalt, *Michigan State University*
  Rachel A. Lockart, *Michigan State University*
  Romina Peña-Pincheira, *Michigan State University*
  Laura Apol, *Michigan State University*

**4:00 p.m. – 4:30 p.m. – Paper Session**

**Area 12: Highlighted Session - Family Literacy Perspectives on Languages Learning**

Discussant:
David Dickinson, *Vanderbilt University*

Participants:
- The impact of collaborative research on multilingual education: Perspectives of immigrant mothers in South Korea
  Jayoung Choi, *Kennesaw State University*
  Shim Lew, *University of West Florida*
- SPACES: A Family Literacy Framework for Practice
  Lana McCarthy, *Trinity College*

**4:00 p.m. – 4:30 p.m. – Paper Session**

**Areas 6: Illuminating Pathways for Critical Literacies**

Discussant:
Chantal Francois, *Towson University*

Participants:
- Building Communities for Critical Literacies: Pedagogies, Practices, and Tensions
  Aimee Hendrix-Soto, *Murray State University*
- Area Chair Award - Marginalization through Circularization of Language Teaching: Creating and Exposing Deficits in an Adult Language and Literacy Program
  Jim Sosnowski, *University of Illinois at Urbana-Champaign*
• Mushfaking It: Literacy Strategies of Postsecondary Students from Refugee Backgrounds
  Meagan Hoff, Texas State University

4:00 p.m. – 4:30 p.m. – Paper Session

Area 2: Innovative Methods and Theories for Supporting Literacy Teacher Learning

Discussant:
Pelusa Orellana, UTSA

Participants:
• Planning as Literate Activity
  Sarah McCarthey, University of Illinois at Urbana-Champaign
  Katrina Kennett, University of Montana Western
• A Comparative Analysis of Instructional Coaching Approaches: In-person versus Remote Coaching in Preschool Classrooms
  Cheryl Varghese, Children’s Learning Institute
  April Crawford, University of Texas Health Science Center at Houston
• Picturing the Classroom: Using Visual Methods to Study Literacy Teacher Experiences
  Nina Radakovic Schoonover, North Carolina State University
  Rachael Debnam-O’Dea, North Carolina State University

4:30 p.m. - 6:00 p.m. – Presidential Address

Introduction of President:
Debbie Wells Rowe, Vanderbilt University

2020 Presidential Address: Wag the Dog: A Digital Literacies Narrative
Elizabeth (Betsy) A. Baker, University of Missouri

The abilities to communicate and gather information are fundamental to the human experience. Since 1990, communication and information have become increasingly digital. On any given day, it is likely that you will use a digital device to communicate or find information. In an attempt to grapple with the tectonic shifts that have occurred during the digital revolution, in her LRA Presidential Address, Dr. Betsy Baker will propose four characteristics of digital literacies, make bold predictions about the future of literacy, and explore implications for literacy research and pedagogy.

Case in point: LRA 2020, including the Presidential Address, will be online. Wednesday, December 2, from 4:30 - 6:00 p.m. CT. You are invited to use your digital literacies to attend the Presidential Address followed by an online reception.

6:00 p.m. – 6:30 p.m. – President’s Reception

6:45 p.m. – 7:30 p.m. – After Glow Discussions

Come debrief with other attendees on the sessions you attended today or discuss other collaborations you can make with attendees in research. This space is meant to mimic Vital Issues.
Thursday • December 3, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (Virtual)

November 30 – December 5, 2020

Connect with us! #LRA2020
THURSDAY, DECEMBER 3

Registration
Open All Day
LRA Website

Coffee Café
(Let’s network and discuss the plans for the day)
8:00 a.m. to 9:00 a.m.

Poster Gallery
9:00 a.m. to 4:30 p.m.

Study Groups
9:00 a.m. to 11:45 a.m.
(See pages 27-33 for study group sessions and times)

Distinguished Scholar Lifeline Achievement Award Session
12:00 p.m. to 12:45 p.m.

Concurrent Sessions
1:00 p.m. to 1:45 p.m.

STAR Program Cross-Cohort Research Showcase
1:45 p.m. to 2:30 p.m.

Concurrent Sessions
2:00 p.m. to 4:30 p.m.

Black Lives Matter in Literacy Research Panel
4:45 p.m. to 5:45 p.m.

Town Hall Meeting
6:15 p.m. to 6:45 p.m.

After Glow Discussions
6:45 p.m. to 7:30 p.m.

12:00 p.m. – 12:45 p.m. – Special Event

Distinguished Scholar Lifetime Achievement Award Session

Introduction:
Pamela Edwards, Michigan State University

Presenter:
Rudine Sims Bishop, The Ohio State University

1:00 p.m. – 1:30 p.m. – Paper Session

Area 7: Embodied literacies: Exploring an array of literate spaces

Discussant:
Nora Peterman, University of Missouri – Kansas City

• Nexus Analysis for Literacies That Move and Matter: Getting Coffee and “Racing Together”
Karen Wohlwend, Indiana University

1:00 p.m. – 1:30 p.m. – Paper Session

Area 2: Exploring Models of Literacy Teacher Professional Development

Discussant:
Amy Hutchinson, George Mason University

Participants:
• Reading Professional Development for Elementary Teachers Working in High Poverty Schools: A Review of Studies
Kristin Keane, Stanford University
• Results of a Design-Based Implementation Research Study of How Elementary Teachers Respond to a Model of Professional Development for Integrating Computer Science into Literacy Instruction
Amy Hutchinson, George Mason University
Jamie Colwell, Old Dominion University

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THURSDAY, DECEMBER 3

Andrew Vardas-Doane, George Mason University
Valerie Taylor, Old Dominion University
- Pathways to Literacy Leadership: An Examination of a Longitudinal Cohort Model of Professional Development
Martille Elias, University of Missouri-St. Louis
Rebecca Rogers, University of Missouri-St. Louis
Melinda F. Sheetz, University of Missouri

1:00 p.m. – 1:30 p.m. – Paper Session

Area 5: Language Development and Critical Consciousness in early Childhood

Discussant:
Ashley N. Patterson, Penn State University

Participants:
- Teaching for Social Justice Through Interactive Read-Alouds of Picturebooks: Raising Preschool Children’s Critical Consciousness
Norline R. Wild, University at Buffalo
- Promoting Early Language Development in Primary Care Pediatrics: A Content Analysis of Preschool Books from Reach Out and Read
Lori Bruner, Michigan State University
- Area Chair Award - “We’re Part of Something Bigger, and as Big as the Collective”: Relational Literacies and Restorative Justice in Early Childhood Classrooms
Erica Steinitz Holyoke, The University of Texas at Austin

1:00 p.m. – 1:30 p.m. – Paper Session

Area 1: Mining Equity and Social Justice in Preservice Teacher Education

Discussant:
William Terrell Wright, University of Georgia - Athens

Participants:
- Collaborate for Impact to Advance Equity in Preservice Teacher Education
Kristi Bergeson, St. Cloud State University
Suzanne Kaback, St. Catherine University
Catherine Kelly, St. Catherine University
Elizabeth Fogarty, University of Saint Thomas
Amy Smith, University of Saint Thomas

1:00 p.m. – 1:30 p.m. – Paper Session

Area 3: Permeability of Literacy: Relevance of Contexts

Chair:
Robert Carpenter, Eastern Michigan University

Discussant:
Sarah W. Beck, New York University

Participants:
- Inquiry and Service Learning Coalesce: Impact on Preservice Teachers’ Understanding of Literacy, Retention, and GPA
Lauren Eutsler, University of North Texas
Meena Naik, University of North Texas

continued on next page
Scott Peecksen, University of North Texas
Regina Branton, University of North Texas

• Locating Student Engagement: “Schools Don’t Give Students Opportunities to Find Other Things”
Lucy Spence, University of South Carolina
Priscila Costa, University of South Carolina
Amanda Cullars, University of South Carolina

• Place-Based Pedagogies in Action: A Case Study of Appalachian Place-Based Literacy Teaching and Learning in a Rurban High School English Classroom
Corey Alexandra Humphrey, University of Pittsburgh

1:00 p.m. – 1:30 p.m. – Paper Session

Area 8: Reading in Elementary Education

Discussant:
Shadrack Msengi, Southern Illinois University, Edwardsville

Participants:
• “Always at the bottom”: Uncovering raciolinguistic ideologies in the assessment of emergent bilinguals as readers
  Kate Seltzer, Rowan University
  Laura Ascenzi-Moreno, Brooklyn College
• A qualitative study of the strategies dual language employ to differentiate reading instruction in their classroom
  Jessica Tobin Nagle, Temple University
• “The facts are small and the opinions are huge.” A scalar analysis of close reading in a bilingual classroom
  Lara J. Handsfield, Illinois State University
  Carolyn S. Hunt, Illinois State University
  Patricia Valente, Rantoul City Schools

1:00 p.m. – 1:30 p.m. – Paper Session

Area 6: New Directions in the Academic Writing of Youth

Chair:
Meagan Hoff, Texas State University

Participants:
• Design and Evaluation of a Genre-Based Strategy Instruction Unit on Argumentation in Middle Grades
  Zoi A. traga Philippakos, University of Tennessee
• Exploring the Differences in Metacognitive Practices between Student Writers and Knowledge Workers in Online Research Writing
  Julia A. Corrigan, Concordia University - Montreal
  Elena E. Forzani, Boston University
• Scalar Moves in Student Writing About Literature
  Scott Storm, New York University
  Emily C. Rainey, University of Pittsburgh

1:00 p.m. – 1:30 p.m. – Paper Session

Area 1: Transformative Practices in Preservice Teacher Education

Discussant:
Jason J. Griffith, Penn State University

Participants:
• Interrogating the Syllabus: The Collaborative Impact of a Thinking with Theory Approach to Literacy Teacher Education Coursework
  Samuel DeJulio, The University of Texas San Antonio
  Chris Chang-Bacon, University of Virginia
  Rachel Sanders, University of Texas at San Antonio
  Alexa Proffitt, University of Texas at San Antonio
• Reflections from a Bi-Directional and Co-Constructed Mentorship: Rethinking the Mentor and Student Relationship
  Rick Coppola, CPS/University of Illinois at Chicago
  Daniel J. Rocha, CPS/University of Illinois at Chicago

• The Development and Validation of the Teachers’ Self-Efficacy Beliefs for Literacy Instruction in the 21st Century (TBL121c) Scale
  Katia Ciampa, Widener University
  Tiffany Gallagher, Brock University

1:00 p.m. – 1:30 p.m. – Roundtable Session

Area 1: Antiracist Literacy

Discussant:
Tracy Donohue, Michigan State University

Participants:
• Reflective Writing: Developing White Anti-Racist Pre-Service Teachers
  Beth Beschorner, Minnesota State University, Mankato
  Timothy Berry, Metropolitan State University
• The ABC’s Model Revisited – Enhance Preservice Teachers’ Understanding and Practice of Multiculturalism
  Xiaoming Liu, Towson University
  Maria Perpetua Socorro Liwanag, Towson University
  Huili Hong, Towson University
• Using critical literacy to Promote preservice teachers’ multicultural awareness with children’s literature
  Xuezi Zhang, University of Florida

1:00 p.m. – 1:30 p.m. – Roundtable Session

Area 1: Reading Perspectives

Discussant:
Rebecca Powell, Florida Southern College

Participants:
• Beyond Anecdotes: Preservice Teacher Educators’ and in-Service Teachers’ Perspectives on the “Science Reading” Era in teacher Preparation
  Catherine Lammert, University of Iowa
  Katherine Allen, University of Wisconsin Oshkosh
  Ann Van Wig, Easter Washington University
  Brittny Worthen, Ashbury University
• Parallel Tasks: Supporting Pre-Service Teachers’ Comprehension while Teaching Instructional Methods in Comprehension
  Sophie C. Degener, National Louis University
  Wendy Gardiner, Pacific Lutheran University
• The Use of the Mediated Tools to Gain Insight into the Apollo Era of Spaceflight
  Stephanie M. Lemley, Mississippi State University
  Kathleen Alley, Mississippi State University
  Jennifer Sanders, Mississippi State University

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THURSDAY, DECEMBER 3

1:00 p.m. – 1:30 p.m. Paper Session

Area 12: Language and Reading Education: Pedagogies and Ideologies

Discussant:
David Dickinson, Vanderbilt University

Participants:
- Translanguaging as a Comprehensive Early Literacy Development Strategy for Children Living in Marginalized areas in Kenya
  Adelheld Marie Bwire
- English Language Ideologies of South Korean People and its Effects on English Language Education in South Korea
  Kyungjin Hwang, University of South Carolina
- Reading on IPad or paper – Is there a difference?
  Bettina Buch, University College Absalon, Center for Teaching and Learning

1:00 p.m. – 1:45 p.m. Symposium

Area 8: Demystifying the Language of Schooling for Teachers of English Learners: The Promise of Systemic Functional Linguistics

Chair:
Mileidis Gort, Michigan State University of Colorado
Boulder

Discussant:
Laura Hamman-Ortiz, University of Colorado-Boulder

This colloquium explores how literacy instruction grounded in systemic functional linguistics (SFL) can impact schooling experiences for English learners (ELs). Specifically, we consider how teachers of ELs make sense of and take up SFL in ways that can transform students’ school-based literacy experiences. Papers present studies from diverse multilingual contexts and present promising pedagogical practices for elementary, middle, and high school ELs. Implications for pre-service and in-service teacher education will also be addressed.

Participants:
- Engaging Elementary Bilingual Teachers in Mediated SFL Praxis: A Case Study
  Laura Hamman-Ortiz, University of Colorado-Boulder
  Vanessa Santiago Schwarz, University of Colorado-Boulder
  Mileidis Gort, University of Colorado Boulder
  Molly Hamm-Rodriguez, University of Colorado-Boulder
- Using SFL in Linguistically Responsive Instruction with Multilingual Youth: An Educator’s Self-Study
  Carrie Symons, Michigan State University
  Yue Bian, University of Washington, Bothell
- SFL Praxis and the Preparations of Secondary English Teachers in the U.S.
  Margaret Gebhard, University of Massachusetts, Amherst
  Heeok Jeong, University of Massachusetts, Amherst

Area 7: Embodied Literacies: Putting Diverse Theories to Work with/In Our Pedagogical Practices

Chair(s):
Bessie Dernikos, Florida Atlantic University
Jaye Johnson Thiel, Independent Scholar and Adjunct at UGA

Discussant:
Karen Spector, University of Alabama

This symposium brings together the work of four literacy scholars who conduct research from diverse theoretical and methodological perspectives in order to continue conversations around embodied literacies. Collectively, we consider how conceptualizations...
of bodies matter for our understandings of how: (1) social in/equalities circulate, (2) students “talk back to” (hooks, 1989) racialized, gendered, and neoliberal identity/curricular scripts, and (3) diverse perspectives challenge us to engage in literacy research in more ethically just ways.

Participants:
- Racialized Curriculum Violence as Empathetic Racial Impersonation
  Stephanie P. Jones, Grinnell College
- More-Than-Human Affective Literacies: Feeling, Hearing, and Tuning into Sonic Bodies as Rebellious Matter
  Bessie Dernikos, Florida Atlantic University
- Speaking from the Soul: Black Female Embodied Literacies
  Bianca J. Nightengale-Lee, Florida Atlantic University
- Red Circles, Embodies Literacies, and Neoliberalism: The Art of Noticing and Unruly Placemaking Event
  Jaye Johnson Thiel, Independent Scholar and Adjunct at UGA

1:00 p.m. – 1:45 p.m. – Symposium
Area 8: Exploring Possibilities in Latinx Teacher Preparation: The Power of Deconstructing Preservice Teachers’ Perceptions of Bilingualism

Chair:
Gilberto P. Lara, The University of Texas at San Antonio

Discussant:
Ramón Martinez, Stanford University

The symposium explores five qualitative research studies by diverse Latinx scholars documenting the experiences of Latinx preservice teachers in various teacher education programs throughout Texas. The Latinx preservice teachers explored their linguistic development through testimonios, photovoice, culturally relevant books and collages; deconstructed dominant language ideologies and reconstructed their beliefs about bilingualism; and envisioned pedagogies and linguistic practices that will be inclusive of their future culturally and linguistically diverse students.

Participants:
- Authoring Latinx Preservice Teachers’ Hidden Funds of Knowledge
  Marla Leija, The University of Texas at San Antonio
- Unpacking the Sociolinguistic Crossroad of Bilingual Educators: Critical Dialogues in Teacher Preparation
  Yuliana Kenfield, The University of Texas Permian Basin

1:00 p.m. – 1:45 p.m. – Alternative Format Session
Area 11: Exploring Affective Relations through Improvisational Performance

Discussant:
Kevin Leander, Vanderbilt University

This alternative format session explores the affective relations between literacy researchers and the social scenes they study. We work to provoke this through engaging in rounds of theatrical improvisation performed by four trained improvisers alternating with rounds of reflection and analysis conducted with the audience, with the goal of exploring a) concepts of affect that are present within the scene work and b) the relations of the audience (as affectively engaged “researchers”) to the scene-work.
THURSDAY, DECEMBER 3

1:00 p.m. – 1:45 p.m. – Symposium

Area 1: Field-based Teaching Methods Courses as Vehicles for More Socially-just Teaching: Dilemmas, Innovation, and Possibilities

Chair:
Amy Tondreau, Austin Peay State University

Discussant:
Joanne E. Marciano, Michigan State University

Field-based methods courses have become a mainstay in elementary and secondary teacher preparation programs as a way to engage teaching candidates with both theory and practice, while receiving real-time guidance from their university instructors and also ideally offering benefit to K-12 classrooms. In this symposium, four researchers of field-based teaching methods courses report on various issues in the field, challenges faced by stakeholders involved, and innovative teaching methods afforded by the field-based structure.

Participants:
- Learning to Teach Literacy With Cultural Relevance?: Teacher Candidates’ Experiences in Field-based Literacy Methods Courses
  Mary Coakley-Francis, Manhattanville College
- Bilingual Teacher Candidates’ Shifting Professional Identities and Practices in a Field-based Teaching Methods Course
  Anissa Wixktor Lynch, SUNY Old Westbury
  Elizabeth Morphis, SUNY Old Westbury
- Rich Points of Tension between Teacher Candidates’ and Cooperating Teachers’ Perceptions of Teaching for Social Justice
  Nicole Sieben, SUNY Old Westbury

1:00 p.m. – 1:45 p.m. – Symposium

Area 11: Formative design: A methodological approach to understanding ‘what could be’ in developing literacy PCK with pre-service teachers

Chair:
Kristin Valle, University of South Florida

Discussant:
Danielle V. Dennis, University of Rhode Island

This symposium explores the use of formative design as a methodological approach to studying literacy pre-service teacher education. Papers address three aspects of literacy teacher preparation: seminar experiences, collaborative peer placements, and literacy content coaching. Although each paper represents different theoretical frameworks and data sources, the use of formative design connects the content as it allows researchers to iteratively study components of developing literacy teacher pedagogical content knowledge.

Participants:
- Content Seminars as methods of pedagogical content knowledge development in preservice teachers
  Meg Jones, University of Rhode Island
- Collaborative peer placements during a critical field experience
  Stephanie Branson, University of South Florida

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1:00 p.m. – 1:45 p.m. – Symposium

Area 5: Fostering Pockets of Hope: Using Diverse Picturebooks to Engage Young Children in Critical Conversations

Chair:
James J. Coleman, University of Pennsylvania

Discussant:
Patricia Encisco, Ohio State University

This session extends calls for paradigmatic shifts about children's interest in and ability to discuss critical topics. Four qualitative research teams highlight instances of young children's engagement with diverse literature to nuance pressing social issues. Presenters offer glimpses of how teachers strategically used children's picturebooks to foster conversations with children that forwarded more just futures. Together, panelists outline the transformative potentials of using critical literacy read alouds to mobilize children as capable, civic actors.

Participants:
• Building Bridges Instead of Walls: Engaging Young Children in Critical Literacy Read Alouds
  Cassie J. Brownell, University of Toronto-Ontario Institute for Studies in Education (OISE)
  Anam Rashid, University of Toronto
• “Sometimes I think in pictures, too”: Problematizing the Social Construction of Disability in Early Childhood Settings
  Monica Christine Kleekamp, University of Missouri-Columbia
• “Ethical Viewing Practices” in First Grade: Experiencing Picturebooks Focused on Race and Racism
  Oona Fontanella-Nothom, California State University, Los Angeles

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 14: From Sustainability to solidarity: imagining ecological futures across our networks

Discussant:
Michelle E. Jordan, Arizona State University

Literacy educators are oriented toward shared resilience. We reach into schools, homes, and workplaces across barriers of race, class, and gender, empowering people of all ages, creating literate communities ready to take on the “the rich, overlapping ecologies of students’ lives and fosters personal and social transformation” (Mirra, 2019, p. 287). This alternative symposium seeks to create a movement that redefines diversity, inclusion, and environment for the benefit of all lives, both present and future.

Participants:
• Review of Literature: Library Partnernesships with Cross-Institutional Partners for Sustainability
  Mary Catherine Lockmiller, Northern Arizona University
  Michelle E. Jordan, Arizona State University
• Imaging Solar Energy Futures: Using futures thinking strategies to position youth as sustainability leaders
  Michelle E. Jordan, Arizona State University
  Steve Zuiker, Arizona State University
  Clark Miller, Arizona State University
  Mia DeLaRosa, Arizona State University
  Adam Lashire, Arizona State University
  Mary Catherine Lockmiller, Northern Arizona University
• Sustainability in STEAM Makerspaces: Design Principles for Equity and Inclusion
  Jill Castek, University of Arizona
  Becca Woodard, University of Illinois at Chicago
  Michelle Hagerman, University of Ottawa
• Leveraging Interdisciplinary for developing Ecological Futures
  Michael Manderino, Northern Illinois University

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THURSDAY, DECEMBER 3

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 3: Informing the Design of an Interdisciplinary, Project-Based Curriculum for Birth Through Age Eight

Chair:
Nell Duke, University of Michigan

Discussant:
Enrest Morrell, University of Notre Dame

This session will provide an overview of an interdisciplinary, project-based curriculum and the process by which it is being developed. A discussant and attendees are invited to suggest research findings to incorporate into the curriculum. The session will have five parts: Introduction from the Chair, Presenter 1: Common Curriculum Conundrums and How We’re Addressing Them, Presenter 2: Enacting Interdisciplinarity in Curriculum Materials, Presenter 3: Catalyzing Culturally Sustaining Practices, Remarks from Discussant, and Contributions from Attendees

Participants:
• Common Curriculum Conundrums and How We’re Addressing Them
  Alessandra Ward, University of Michigan
• Enacting Interdisciplinarity in Curriculum Materials
  Crystal Wise, University of Michigan
• Catalyzing Culturally Sustaining Practices
  Julia Lindsey, University of Michigan

1:00 p.m. – 1:45 p.m. – Symposium

Area 10: Navigating Fandom Transliteracies in Classroom Spaces: Implications for Equitable Instruction

Chair:
Karis Jones, New York University

Discussant:
Ebony Elizabeth Thomas, University of Pennsylvania

This session explores practitioners incorporating fandom transliteracies across four studies: (1) Tracing teachers’ uptake from a fan literacies-based professional learning course; (2) A social design experiment in a high school English class using fandom literacies for identity development; (3) A micro-ethnographic study of how live action role play leverages play and restorying and (4) An autoethnography of a teacher “aca-fan” who hides her fan identity. We then invite critical commentary from a fanfiction scholar.

Participants:
• Designing teacher professional learning for digital literacies: Revealing opportunities and tensions
  Jayne C. Lammers, University of Rochester
  Alecia Marie Magnifico, University of New Hampshire
• Both fans and literacy scholars: Creating equitable classroom spaces for identity development across discourse communities
  Karis Jones, New York University
• Building worlds, building shelves: Collaborative restorying in live action role play
  Alex Corbitt, Boston College
• Participatory planning and splintered shelves: An autoethnography on reuniting teacher, researcher and fan identities
  Megan Hoelting, University Academy

1:00 p.m. – 1:45 p.m. – Symposium

Area 6: Making Graphic Texts

Chair:
Stergios Botzakis, University of Tennessee, Knoxville

Discussant:
Karen Gavigan, University of South Carolina

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This symposium elucidates the complex work of creating graphic texts and provide much needed insight into how such texts might be taken up, read, and produced by educators, learners, and researchers. It utilizes a set of new literacies frameworks (Kress, 2010) that attend to semiotics as well as social learning in exploring the complexities of a variety of people, both students and teachers, who have engaged in creating comics in academic contexts.

Participants:

- Students’ Deep Understanding, Analysis, and Interpretation of Literature via Transmediation into Digital Comics
  Daryl Axelrod, University of Miami
- Exploring Teachers’ Comics Creation Process
  Ewa McGrail, Georgia State University
- Indigeneity, Digital Media, and Graphic Representations: Native American Students Respond to Louis Erdrich’s “The Shawl”
  Chris Johnson, University of Minnesota Duluth

1:45 p.m. – 2:30 p.m. – Special Event

STAR Program Cross-Cohort Research Showcase

Chair:
Mileidis Gort, University of Colorado - Boulder

Closed mentoring session for current STAR fellows and STAR program alums

Participants:

- Patricia Abril-Gonzalez, The University of Texas at Austin
- Earl Aguilera, California State University, Fresno
- Rebecca E. Linares, Montclair State University
- Idalia Nuñez-Cortez, University of Illinois Urbana-Champaign
- Bianca J. Nightengale-Lee, Florida Atlantic University
- Tiffany Nyachae, Buffalo State University
- Alicia Rusoja, Saint Mary’s College of California
- Tran Templeton, University of North Texas
- Carmen Medina, Indiana University
- P. Zitlali Morales, University of Illinois, Chicago
- Patricia Ba quedano–Lopez, UCLA
- Ana Christina da Silva Iddings, Vanderbilt University
- Latrise Johnson, University of Alabama
- Carmen Martínez-Roldan, Teachers College, Columbia University
- Jennifer Danridge Turner, University of Maryland College Park
- Danny Martinez, University of California - Davis
- Alice Lee, Illinois State University
- Gilberto P. Lara, The University of Texas at San Antonio
- Bong Gee Jang, Syracuse University
- Antonieta Avila, Independent Scholar
- Mary McGriff, New Jersey City University
- Monica S. Yoo, University of Colorado, Colorado Springs
- Soria Colomer, Oregon State
- Kwangok Song, University of Kansas
- Claudia Rodriguez-Mojica, Santa Clara University
- Maria Selena Protacio, Western Michigan University
- Maneka Deanna Brooks, Texas State University
- Carol Brochin, University of Arizona
- Grace Enriquez, Lesley University

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 1: Collaboration and Preservice Teacher Development

Discussant:
Jason J. Griffith, Penn State University

Participants:

- Collaborating around Authentic Literacy Experiences to Support Preservice Teacher Literacy Identities
  Macie Kerbs, Sam Houston State University
  Heather Pule, University of Houston Clear Lake
- Collaboration in Preservice Teacher Education: Understanding Candidates’ Depth of Knowledge of Comprehension Strategies and Strategy Usage
  Karen Kleppe Graham, Arkansas State University
  LaToshia Woods, Arkansas State University

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- Preparing Pre-Service Teachers through an Inquiry-Based Literacy Mentoring Program
  Lori Falcon, University of Texas at San Antonio, Samuel DeJulio, The University of San Antonio at Texas

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 7: Constructing and Imagining Identities in Varied Contexts and Cultures

Discussant: Debalina Maitra, Independent Scholar

Participants:
- Coming to America: Nigerian Immigrant Youth's Constructed, Negotiated, and Imagined Identities
  Lakeya Omogun, The University of Texas at Austin
- Identity, Literacy, and Legibility in Tabletop Roleplaying Games
  Eboneigh Harris, University of Texas at Austin

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 7: Highlighted Session - Constructing discourses and exploring representations: Engineering, Science and Museums

Chair: Catherine Lammert, University of Iowa

Discussant: Catherine Lammert, University of Iowa

Participants:
- Area Chair Award - The evolution of an elementary team: A critical discourse analysis using systemic functional linguistics
  Patricia Paugh, University of Massachusetts Boston
- Beyond Words to Die-Cuts, Diagrams, and Nonlinear Layouts: A Multimodality Continuum in Science Trade Books
  Julianne Coleman, University of Alabama-Tuscaloosa
  Sharon Pratt, Indiana University Northwest

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 7: Exploring young childrens’ literacies and intersections with identity

Discussant: Liz Murray, University of San Francisco

Participants:
- Comparative Care Study in Korean, Korean American, and American Child Reader’s Identity Performed Before-Reading Process
  Seongryeong Yu, The Pennsylvania State University
- Representations of Museums and Museum Visits in Narrative Picturebooks
  Frank Serafini, Arizona State University
  Danielle Marie Rylak, Arizona State University

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 7: Empathy and narratives: Varied perspectives on collaboration and critical literacy

Discussants: Mohit Mehta, The University of Texas at Austin

Participants:
- Cultivating Empathy and Critical Literacy through Children's Literature Using a Collaborative, Cross-Disciplinary Approach
  Amie Sarker, University of Dallas
  Carmen Newstreet, University of Dallas
- From Literacy Skills to Socioemotional Skills: teacher Perspectives on a Reading Intervention to Develop Perspective-Taking
  Tracey S. Hodges, University of Alabama
  Sharon D. Matthews, Texas A&M University
  Wendi Kamman Zimmer, Texas A&M University
  Elizabeth Loftin Michael, University of Alabama
- Middle School Students’ Use of Conversational Personal Narrative in Creative Collaborations
  Gretchen Dodson, University of South Florida

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- The Literacies of Child-Led Research: Exploring Children’s Ways of Knowledge and Impacting Their Worlds through Critical Participatory Research
  Kara Gavin, Teachers College, Columbia University
- The Identity Work of Young Writers: A Literature Review
  Claire Lambert, High Point University
  Lori Czop Assaf, Texas State University
  Amy Vetter, University of North Carolina Greensboro
- Katina Zammit (Dr.), Western Sydney University

2:00 p.m. - 2:30 p.m. – Paper Session

Area 1: Multimodalities and Multiliteracies in Preservice Teacher Education

Discussant:
Emily Hayden, Iowa State University

Participants:
- Preparing Pre-Service Teachers to Practice Multiliteracies with Digital Portfolios
  Huijing Wen, Moravian College
  Wen Wen, The University of Arizona
- Preservice Teachers’ Cultural Competence of Literacy Apps: Whose Voices are Silenced and the Impact on Literacy Instruction
  Lauren Eutsler, University of North Texas
  Julia Trotter, University of North Texas
  Traci Pettet, Texas Christian University
- Teaching and Coaching Multimodal Literacies in a Design-Based Literacy Teacher Education Practicum
  Kathleen Anne Hinchman, Syracuse University
  Keith Newvine, Syracuse University
  Heather Elizabeth Waymouth, Syracuse University
  Kelly Chandler-Olcott, Syracuse University
  Sharon Dotger, Syracuse University

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 5: Literacy through the Lens of Emergent Bilingual Learners

Discussant:
Diane E. Beals, University of Tulsa

Participants:
- Word and Child Predictors of Semantic Aspects of Vocabulary Learning in Native English Speakers and Subgroups of English Language Learners
  Jie Zhang, University of Houston
  Meng-Ting Lo, Ohio State University
  Tzu-Jung Lin, Ohio State University
- Educar con compromiso: How to Effectively Integrate Culturally Relevant Practices into Read Alouds
  Katherine Espiniza, University
- Preservice teacher engagement of Sustainable Development Goals: Reinterpreting biliteracy instruction in the context of global reform
  Heriberto Godina, Texas A&M International University

2:00 p.m. - 2:30 p.m. – Paper Session

Area 12: Negotiating Identities: Critical Perspectives Across Educational Contexts

Discussant:
Zaline Roy-Campbell, Syracuse University

Participants:
- International Literacy Scholars’ Negotiation of Identities during Doctoral Studies
  Mohamed Ethess, University of Idaho
  Vera Sotirovska, University of Idaho
  Jessica Rubin, University of Walkato
  Susan Tily, University of Texas at Austin

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THURSDAY, DECEMBER 3

- Kosovan Teachers’ Engagement with Critical Literacies Pedagogy
  Anemone Zeneli, Syracuse University

2:00 p.m. - 2:30 p.m. – Paper Session

Area 1: Journeys in Writing Pedagogy

Discussant:
Kirsten Dara Hill, University of Michigan-Dearborn

Participants:
- “Doing the Hamburger” and Other Memories of Writing and Learning to Write: A Multi-State Examination of Teacher Candidates’ Discourse of Writing
  Sonia Kline, Illinois State University
  Chinwe Hope Ikpeze, St. John Fisher College, Rochester, NY
  Grace Kang, Illinois State University
  Linda Smetana, California State University - East Bay
  Joy Myers, James Madison University
  Jenn Raskauskas, West Chester University
  Roya Scales, Western Carolina University
  Kelly Tracy, Western Carolina University
  Amanda Wall, Georgia Southern University
- Letters to Myself: Self Compassionate Letter Writing as a Way to Mitigate Preservice Teachers’ Experience with Stress and Burnout
  Davis Patrick Bary, The University of Texas at Austin
- Where Do I Go Next With This Writer?: Changes in Needs-Based Planning After Writing Methods Coursework
  Lisa K. Hawkins, Ball State University
  Nicole M. Martin, Ball State University
  Diane, M. Bottomley, Ball State University
  Jennifer S. Cooper, Ball State University

2:00 p.m. - 2:30 p.m. – Roundtable Session

Reading Motivation and Policy

Chair:
Jiening Ruan, University of Oklahoma

Discussant:
Jiening Ruan, University of Oklahoma

Participants:
- Factors Impacting on Chinese Students’ Motivation to Read
  Lijun Jin, Towson University
  Jiening Ruan, University of Oklahoma
- Technology, Motivation, and Adolescent Readers
  Kelli M. Bippert, Texas A&M University – Corpus Christi
- An Expert Study in Response to State Reading Policy
  Vicki Stewart Collet, University of Arkansas
  Angelia Greiner, University of Arkansas
  Jennifer Penafiorida, University of Arkansas
  Jingshu Chen, University of Arkansas
  Seth French, University of Arkansas
  Jonathan Allred, University of Arkansas

2:00 p.m. - 2:30 p.m. – Roundtable Session

Area 2: Teacher Acceptance and Resistance: Cultivating Teacher Identities in Multiple Educational Contexts

Discussant:
Mary McVee, University at Buffalo, SUNY

Participants:
- Books line Me: An Investigation of Urban Elementary Teachers’ Journey toward More Culturally Relevant Pedagogy
  Katia Ciampo, Widener University
  Dana Reisboard, Widener University

continued on next page
• Teacher Resistance to Curricular Control: A Literature Review Study
  Andrew Huddleston, Abilene Christian University
  Sara Broughton, Abilene Christian University
• Teaching Who We Are Where We Are: Instructional Practices and Identity
  Development of Rural Out-Migrated ELA Teachers
  Chea Lynn Parton, University of Texas at Austin

2:00 p.m. - 2:30 p.m. – Paper Session

Area 1: Enhancing Preservice Teachers’ Understanding of Teaching Writing

Discussant:
Judith Dunkerly-Bean, Old Dominion University

Participants:
• A Comparison of Traditional and Critical, Project-Based Literacy Clinical Experiences: Preservice English Teachers’ Beliefs about Writing Instruction, Identity, and Young People
  Kristien Zenkov, George Mason University
  Marriam Ewaida, George Mason University
  Emily Staudt, George Mason University
  Marion Taousakis, George Mason University
  Jenny Goransson, George Mason University
• Writing in Place: Preservice teachers Learning to Teach Writing in Embedded Field Experiences
  Kristine Pytash, Kent State University
  Elizabeth Testa, Kent State University
  Denise N. Moragan, Kent State University
• I exist so you can do your work: The Material production of technological devices in ELA classrooms
  Mary Frances Rice, University of New Mexico

2:00 p.m. - 2:30 p.m. – Paper Session

Area 7: Storytelling and Resistance Literacies: The Literacy Practices of Refugee and Multilingual Families

Discussant:
Clay Walker, Wayne State University

Participants:
• “Apteca Contat una Historia”: Family Story Telling as a Culturally Sustaining Literacy Pedagogy in an Out-of-School Workshop
  Emily Machado, University of Washington
  Grace Cornell Gonzales, University of Washington
  Lauren Plitkins, University of Washington
• Exploring Literacy Practices of Nine Refugee Families: A Collaborative Research Project
  Aijuan Cun, University of New Mexico
  Christiana Kfouri, University at Buffalo – SUNY
• Resistance Literacies of Languaging and Advocacy: A Comparative Case Study of Two Mexicana’s Intergenerational Testimonios
  Mandy Stewart, Texas Woman’s College
  Alexandra Babino, Texas A&M University-Commerce

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 1: Fostering Preservice Teachers Critical Literacies through Transdisciplinary Methods Instruction for Teaching about the Climate Crisis

Chair:
Richard W. Beach, University of Minnesota

Discussant:
Richard W. Beach, University of Minnesota

This session describes the development of transdisciplinary curriculum for use by preservice teachers (PSTs) to acquire methods for addressing the climate crisis (CC), including development and use

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of case studies for addressing the CC; instruction on critical analysis of online sources about the CC; PSTs creation of transdisciplinary narratives about their own and students’ roles for addressing the CC; and PSTs experience in a lab leading to their creation of digital stories about the CC.

Participants:

- **Research on PSTs Training to Address the Climate Crisis in Teacher Education Programs**
  Richard W. Beach, University of Minnesota

- **Development of Climate Change Case Studies to Build Elementary Preservice Teachers’ Attitudes, Beliefs, and Content Knowledge**
  W. Ian O’Byrne, College of Charleston
  William Veal, College of Charleston
  Nenad Radakovic, College of Charleston
  Will McCorkle, College of Charleston

- **Applied Critical Literacy to Evaluate Sources on Climate Change**
  George Boggs, Young Harris College
  Nance Wilson, Cortland State University

- **Transdisciplinary Stories-to-Live-by: Climate Justice Literacy in Teacher Education**
  Alexandra Panos, University of South Florida
  James Damico, Indiana University
  Katharine Hull, University of South Florida

- **Place-based Climate Teaching: Designing a Virtual Field Trip to Encourage Scientific Thinking**
  Jill Castek, University of Arizona

**Participants:**

- Curricular Supports for Writing Instruction in Popular Kindergarten English Language Arts Programs
  Sonia Q. Cabell, Florida State University
  Clarielence Gabas, Florida State University
  Stefanie Copp, University of Lynchburg
  Mary W. Campbell, Florida State University

- **Patterns of Interactions: Profiles of Teacher Supports for Emergent Writing**
  Gary E. Bingham, Georgia State University
  Hope Gerde, Michigan State University
  Rebecca Rohloff, Georgia State University
  Xiao Zhang, Georgia State University

- **Teacher Supports for Preschool Writing in Three Activity Contexts**
  Deborah W. Rowe, Vanderbilt University
  Zarabeth Davis, Vanderbilt University
  Amanda Shimizu, Vanderbilt PhD Student

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**2:00 p.m. – 2:45 p.m. – Symposium**

**Area 5: Improving Early Writing Instruction: Insights About Instructional Materials and Teachers’ Pedagogical Interactions**

**Chair:**
Deborah W. Rowe, Vanderbilt University

**Discussant:**
Molly Collins, Vanderbilt University

This symposium brings together three teams conducting research aimed at improving early childhood writing instruction. Paper 1 analyzes kindergarten-level, ELA curricula for alignment to evidence-based practices. Paper 2 uses structured observations and quantitative methods to analyze teachers’ approaches to writing instruction in Head Start classrooms. Paper 3 uses open-ended observation and qualitative analyses to describe expert emergent writing teachers’ practices in prekindergarten classrooms. Implications for design of instructional materials and teacher preparation will be discussed.

**Participants:**

- Curricular Supports for Writing Instruction in Popular Kindergarten English Language Arts Programs
  Sonia Q. Cabell, Florida State University
  Clarielence Gabas, Florida State University
  Stefanie Copp, University of Lynchburg
  Mary W. Campbell, Florida State University

- Patterns of Interactions: Profiles of Teacher Supports for Emergent Writing
  Gary E. Bingham, Georgia State University
  Hope Gerde, Michigan State University
  Rebecca Rohloff, Georgia State University
  Xiao Zhang, Georgia State University

- Teacher Supports for Preschool Writing in Three Activity Contexts
  Deborah W. Rowe, Vanderbilt University
  Zarabeth Davis, Vanderbilt University
  Amanda Shimizu, Vanderbilt PhD Student

**2:00 p.m. – 2:45 p.m. – Paper Session**

**Area 11: How is LRA a Home for a Range of Epistemologies and Research Methodologies?**

**Chair(s):**
Betsy Baker, University of Missouri
Gwendolyn McMillon, Oakland University

**Discussants:**
Seth Parsons, George Mason University
Ashley N. Patterson, Penn State University
Jamie Colwell, Old Dominion University

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Bong Gee Jang, Syracuse University
Julie Coiro, University of Rhode Island
Marla Mallette, Binghamton University

Presenters:
- Alfred Tatum, University of Illinois at Chicago
- Matthew Korona, George Mason University
- Andrew Vardas-Doane, George Mason University
- Kelly Usher, George Mason University
- Lilly LePelch, George Mason University
- Michelle Arnold, Old Dominion University

In 2018, president Gay Ivey created the Ad Hoc Committee on Research Methodologies in LRA. This committee was charged with examining the range of epistemologies and methodologies represented within the Association. The purpose of this proposed symposium session is to share the committee’s processes and findings. The session will consist of an interactive report of results gleaned from multiple sets of data led by committee members who led each of the analytical efforts.

Area 8: Intergenerational Biliteracy Development Across Multilingual and Multicultural Homes and Communities

Chair:
Monica S. Yoo, University of Colorado - Colorado Springs

Discussant:
Kwangok Song, University of Kansas

This alternative session explores different embodiments of intergenerational biliteracy development. We represent five institutions, as well as six languages. Through collaborative efforts, we discuss intergenerational interactions within multicultural, multiethnic, and multilingual families, between mothers and their children, as well as grandparents, their children, and grandchildren.

Participants:
- Reading One’s Heritage: What Do the Folktales Say?
  Monica S. Yoo, University of Colorado - Colorado Springs
- From Trilingualism to Triliteracy: A Trilingual Child Learns to Write Simultaneously in Korean, Farsi, and English
  Jayoung Choi, Kennesaw State University
- Intergenerational Multilingual Practices of Asian American Immigrants: Case Study of a Korean American Family
  Jee Hye Park, Georgia State University
- Intergenerational Translanguaging Practices of a China-U.S. Transnational Family at Home
  Tairan Qiu, The University of Georgia
- One Child, Three Languages: Exploring English, Romanian, and Turkish Language Interactions of a Trilingual Pre-K Child
  Gazioglu Mihaela, Clemson University

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 1: Investigating Activism and Culturally Sustaining Pedagogical Practices Amongst Teacher Educators: A Multi-Institution Collaborative Self-Study

Discussant:
Patricia Edwards, Michigan State University

This collaborative self-study investigates six teacher-educator participants’ journeys to embrace activism and culturally sustaining pedagogy in their practice. Data sources included weekly written reflections focused on participants’ practice and subsequent verbal and written dialogue from critical-friend partners. Additional data included audio recordings and meeting minutes from bi-monthly whole-group meetings. Through constant-comparative analysis three themes (emphasis on stance and pedagogy, recursive practice, and mindfulness and distal peer mentoring) emerged that inform future research and practice.
Presenters:
- Lauren Fletcher, University of Louisville
- Erica Steinitz Holyoke, The University of Texas at Austin
- Dawn Castagno-Dysart, Minnesota State University, Mankato
- Jackie Popp, Lake Forest College
- Crystal Dail Rose, Texas Tech University
- Xiufang Chen, Rowan University

2:00 p.m. – 2:45 p.m. – Symposium
Area 5: Learning Science: Language and Literacy Practices of Bilingual Families in a Science Museum

Chair: Min-Seok Choi, The Ohio State University

Discussant: Leslie C. Moore, The Ohio State University

This symposium includes three presentations examining language and literacy practices of young bilingual children and their parents in a science museum. By employing varied methodological approaches, we aim to extend our understanding of multilingual family literacy practices in a science museum. This symposium provides insight into the experiences and perspectives of the participants and thus contributes to diverse young multilingual learners’ language and literacy learning in and through family interaction in a science museum.

Participants:
- “Now he knows what’s going on”: Literacy Practices of Dual Language Learner Family with Young Children
  Somin Kim, The Ohio State University
- Heritage language literacy practice of a Spanish-speaking family
  Grace J. Kim, The Ohio State University
- Border-crossing through reading exhibition signage text
  Min-Seok Choi, The Ohio State University

2:00 p.m. – 2:45 p.m. – Alternative Format Session
Area 7: Literacy On Lock: Stories of Learning in a Prison Classroom

Discussant: Pamela Mason, Harvard University

This alternative session showcases stories of literacy learning in incarcerated classroom spaces. Adopting an “open mic” format, scholars working in adult prisons, juvenile detention centers, and immigration detention centers share the narratives of detained spaces through poetry performance, narrative testimony, and mixed media collages. Audience members are encouraged to join this “cypher” of stories by including their perspectives in discussion. This session challenges audience members to rethink the liberatory quality of literacy education.

Presenters:
- Alexandra Fields, Middlesex County College/IU-Bloomington
- Mikel Walker Cole, Clemson University and the University of Houston
- Stephanie Madison-Schenck, Clemson University
and methods to better understand literacy in the discipline of science. Presenters will report on work with high school science teachers and students, as well as with college students reading science passages. Collaboration is salient across the studies as students, teachers, educators, and researchers worked together to understand how context, culture, and language influence reading and writing related to science texts among older students.

Participants:
- Coaching for Argumentation in High School Biology
  Ashley Strong, Utah State University
- Exploring the Influence of Peer-Assisted Learning Strategies in Increasing Reading Comprehension of Grade-Level Biology Text and Biology Self-Efficacy in Students with Learning Disabilities: Formative Experiment
  K. Lea Priestley, Utah State University
- Text Processing of Science Passages Among Chinese-English Bilinguals and English Monolinguals: Insights from an Eye-tracking Study
  Guoqin Ding, Utah State University
  Kathleen A. J. Mohr, Utah State University

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 7: Multimodal Authoring: Intersections of Culture and Practice

Discussant:
Ramón Martínez, Stanford University

Participants will explore culturally relevant, responsive, sustaining, and revitalizing pedagogies through multimodal authoring. First, we highlight four studies that focus on the centrality of culture and multimodal authoring across the age spans. Then participants will engage in interactive inquiry identifying issues and effective strategies for fostering this literacy practice to identify “pockets of hope” for impacting our own lives, the lives of teachers and students with whom we work, and the profession.

Presenters:
- Melanie Reaves, Montana State University Billings
- Rachael Waller, Montana State University Billings
- Sally Brown, Georgia Southern University
- Ling Hao, University of South Carolina
- Monica Thomas Billen, California State University, Fresno
- Karen Ventura-Kalen, University of Wyoming

2:00 p.m. – 2:45 p.m. – Symposium

Area 12. Highlighted Session & Area Chair Award - The Impact of Graduate Literacies Education From and In the Global South: Revisiting Theory, Recreating Praxis, Transforming Our Learning Communities

Chair:
Claudia Cañas, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

Discussants:
Lindsey Moses, Arizona State University
Jayne C. Lammers, University of Rochester

In this symposium, a group practitioners and teacher educators from and in the Global South will share how what they learned in a literacies graduate seminar and helped them rethink their practice and engage in more transformative practices with their students. This session will show the potential for the transformative impact of graduate education as praxis as we look at scholarship from and in the Global South as our next collaborative frontier.
Participants:
- Designing and Teaching a Literacies Graduate Course: Teaching Literacy as a Site for Shared Transformation
  Claudia Cañas, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
  Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
- Highlighting the Understanding of Literacy in Second-Language Classrooms: Multimodal Storytelling, Multimodal Composing, and Critical Literacy
  Mónica López-Ladino, Institución Educativa López de Mesa
- Advantages of CDL: A Transformative Process with Preservice English Teachers Through Podcasting
  Edison F. Castrillón-Ángel, Universidad Católica Luis Amigó
- Connecting English Classrooms and Students’ Daily Activities
  Zeidy Y. Agudelo-Lopera, Institución Educativa Rodrigo Correa Palacio

3:00 p.m. – 3:30 p.m. – Roundtable Session

Area 3: Critical Perspectives on Literacy Approaches

Discussant:
Emily Hayden, Iowa State University

Participants:
- A cross-case analysis of the connection between ongoing critical reflection and teacher candidates’ experience with literacy assessments
  Abby Pierce, Binghamton University
  Erin Washburn, University of North Carolina at Charlotte
- Area Chair Award - Adaptive Teaching Observation Protocol (ATOP): Examining Expert Teachers of Literacy Instruction
  Margaret Vaughn, University of Idaho

3:00 p.m. – 3:30 p.m. – Roundtable Session

Area 1: Culturally-Responsive Literacy Pedagogy

Discussant:
Sarah Ann Beach, University of Oklahoma

Participants:
- Culturally Responsive Literacy Practices in Field Experiences: Integration, Adaptation, and Innovation
  Kimberly McDavid Schmidt, University of Denver
  Andrea L. Johnson, University of Denver
- Preservice teachers pursuing their passions to learn about literacy teaching and learning
  Chrystine Mitchell, York College of Pennsylvania
  Carin Appleget, Creighton University
- Using Visual Metaphors and Narratives to Examine Elementary Preservice Teachers’ Culturally Sustaining Literacy Pedagogy and Practices
  Steve Hart, California State University, Fresno
  Monica Thomas Billen, California State University, Fresno
  Ana Soltero-Lopez, California State University, Fresno
  Joshua Salinas, California State University, Fresno
Participants:
- Dis/Ability Discourse: “What It Means to Me and People Like Me”
  Hayley J. Hoover, Clemson University
- “Just Bring Me Some Books to Read”: A Narrative Analysis of Family Literacy Practices Surrounding (Dis)ability
  Alexandra Lampp Berglund, The University of Georgia
- Tracing Neuroqueer Literacies in Room 124: Re-Envisioning Interdependent Classroom Networks
  Monica Christine Kleekamp, University of Missouri-Columbia

Area 1: Exploring Linguistic Diversity in Teacher Education

Discussant:
Melissa M. Wetzel, University of Texas at Austin

Participants:
- ¿Aprender Español? Contributions of bilingual education research to the teaching and the construct of academic Spanish with bilingual teacher candidates.
  Desiree M. Pallais-Downing, The University of Texas at Austin
  Monica Pineda, The University of Texas at Austin
  Mohit Mehta, The University of Texas at Austin
  Iran Tovar, The University of Texas at Austin
- Exploring Mathematical Biliteracy with Bilingual Teacher Candidates
  Jorge Solis, UT San Antonio
  Marco Bravo, Santa Clara University
  Lina Martin Corredor, UT San Antonio

Area 2. Highlighted Session - Exploring the Potential of Online Professional Development

Discussant:
Tracy Donohue, Michigan State University

Participants:
- Fostering Understanding of Multicultural Literature and Reflective Practice Through Online Structured Discussions
  Xiufang Chen, Rowan University
  Susan Browne, Rowan University
- Online professional development resources for teachers of English learners: A state-by-state analysis
  Elena Andrei, Cleveland State University
  Laura Northrop, Cleveland State University

Area 3: Exploring Multiple Approaches to Teaching Writing

Discussant:
Nesrin Ozturk, Ege University

Participants:
- “A tool for us to be human”: Exploring the understandings and practices of elementary inclusion teachers as they plan for and teach writing
  Susan Tily, University of Texas at Austin
- “If I’m writing to the President, I’m going to feel scared”: Exploring third-grade teachers’ efforts to expand students’ concept of audience
  Katie Ziemba Revelle, University of Michigan
- Reading and Responding to Student Writing: Understanding Teachers’ Processes
  Vicki McQuitty, Towson University
  Ellen Ballock, Gordon College

3:00 p.m. – 3:30 p.m. – Paper Session

Area 3: Exploring Multiple Approaches to Teaching Writing

Discussant:
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Participants:
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  Katie Ziemba Revelle, University of Michigan
- Reading and Responding to Student Writing: Understanding Teachers’ Processes
  Vicki McQuitty, Towson University
  Ellen Ballock, Gordon College
Reimagining Professional Learning for Multilingual Early Childhood Educators: Possibilities and Opportunities of an Online Teacher Inquiry Model
Christopher Wagner, Queens College, City University of New York

3:00 p.m. – 3:30 p.m. – Paper Session

Area 8: Family and Community Involvement in and through Multilingual and Multi-literacy Practices

Discussant:
Silvia Nogueron-Liu, University of Colorado - Boulder

Participants:
- Collaborate to Impact: Parents, Teachers, and Researchers Use Multicultural and Multilingual Children Literature to Enrich Young Children’s Learning Experiences
  Huili Hong, Towson University
  Xiaoming Liu, Towson University
  Maria Perpetua Socorro Liwanag, Towson University
- Area Chair Award - Collective Agency in Action: Reflections on Community-led Inquiries into Three Educational Priorities
  Maria Paula Ghiso, Teachers College, Columbia University
  Ankhi Thakurta, University of Pennsylvania
  Ericka Graciel Staufert, University of Pennsylvania
  Claire Wan, University of Pennsylvania
  Gerald Campano, University of Pennsylvania
- Community building to strengthen the writing of recently resettled youth
  Pratigya Marhatta, University of North Carolina at Greensboro
  Dominique Skye McDaniel, The University of North Carolina at Greensboro
  Melody Zoch, University of NC at Greensboro
  Amy Vetter, University of North Carolina Greensboro
  Beverly Faircloth, University of North Carolina at Greensboro

3:00 p.m. – 3:30 p.m. – Roundtable Session

Area 1: Field Experiences in Teacher Preparation

Discussant:
Sara B. Kajder, University of Georgia

Participants:
- Field Experiences in Preservice Literacy Teacher Preparation: A Review of the Literature
  Misty Sailors, University of North Texas
  James V. Hoffman, University of North Texas
  Meredith Lee, University of North Texas
  Tetyana Kucher, University of North Texas
  Chris Ham, University of North Texas
  Gulhan Sari, University of North Texas
- Preparing the Next Generation of Reading Teachers: Reflections Connecting Phonological Awareness to Phonics Instruction Through Practice-Based Teacher Education
  Kellee D. Watkins, North Carolina A&T State University
  Ioney James, North Carolina A&T State University
- Preservice teachers’ critical literacy teaching and learning experiences in field-based settings
  Molly Trinh Wiebe, University of Texas at Austin
THURSDAY, DECEMBER 3

3:00 p.m. – 3:30 p.m. – Roundtable Session

Area 9. Perspectives on reading, discussion, and children's literature

Discussant:
Ted Kesler, Queens College, City University of New York

Participants:
- Children's Literature Courses at the University: A Survey of Methods and Practice
  Mary-Kate Sableski, University of Dayton
  Jackie Marshall Arnold, University of Dayton
  Lauren Aimonette Liang, University of Utah
  Jennifer Graff, University of Georgia
  Miriam Martinez, University of Texas at San Antonio
  Deanna Day-Wiff, Washington State University
  Amy McClure, Ohio Wesleyan University
- Let's Chat about CHAT: Illuminating Interactions in Undergraduate Class Discussions
  Lauren Fletcher, University of Louisville
- What does the Research Really Say About Guided Reading? A Ten-Year Synthesis of the Research
  Kristen Evans, Kent State University
  Denise N. Morgan, Kent State University
  Meghan Valerio, Kent State University

3:00 p.m. – 3:30 p.m. – Paper Session

Area 1: Induction and Professional Development of New Teachers

Discussant:
Tracey S. Hodges, University of Alabama

Participants:
- Embracing wobble: Collaboration as a key means of supporting novice literacy teachers
  Trevor Thomas Stewart, Virginia Tech
- Examining preservice teachers' first approximation of a think aloud: Locating a point of departure for learning how to model strategic actions for Reading
  Andrea Gelfuso, University of Central Florida
  Ellen Costello, University of Central Florida
- “I Think Writing is…” A Multi-State Study of Teacher Candidates’ Changing Beliefs about Writing
  Sonia Kline, Illinois State University
  Jenn Raskauskas, West Chester University
  Amanda Wall, Georgia Southern University
  Grace Kang, Illinois State University
  Chinwe Hope Ikpeze, St. John Fisher College, Rochester, NY
  Joy Myers, James Madison University
  Roya Scales, Western Carolina University
  Linda Smetana, California State University, East Bay
  Kelly Tracy, Western Carolina University

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THURSDAY, DECEMBER 3

- Tracing connections across contexts: Multilingual students’ reading, writing, and literacy practices
  Xiqiao Wang, University of Pittsburgh
- Languaged: Understanding [Critical] Language Development during Vocabulary-based Metalinguistic Engagement with Bi/multilingual Students
  Renata Love Jones, Boston College
  Patrick Proctor, Boston College

3:00 p.m. – 3:30 p.m. – Paper Session

Area 1: Technology Integration and Literacy Education

Discussant:
Darrell Hucks, Kenne State College

Presenters:
- Developing teacher candidates’ understanding of technology-integrated literacy instruction
  Valerie Harlow Shinas, Lesley University
  Huijing Wen, Moravian College
- Twitter Observations to Help Preservice Teachers Learn about Becoming a Literacy Teacher
  Lauren Eutsler, University of North Texas
  Leslie Hancock, University of North Texas
  Traci Pettet, Texas Christian University
- Utilizing Social Media to Foster Literacy-Based Collaborations Among Pre-Service Teachers in Varied Classroom Contexts
  Beth Christian, Tennessee State University
  Kisha C. Bryan, Tennessee State University

3:00 p.m. – 3:45 p.m. – Symposium

Area 11: Let us all be from somewhere, let us tell each other everything we can: Spatial positionalities in literacy research

Chair:
Carolyn Colvin, University of Iowa

Discussant:
Alexandra Panos, University of South Florida

We explore positioning geography as meaningful and integral to critical and public studies of language and literacy. Feminist, critical, and decolonizing approaches to geography offer relationality, polyphony, and infinities as ways to understand and dismantle a range of injustices and inequities in the world, and, ways to celebrate assets of geographic locales. Researchers position geography more explicitly as part of work to directly contend with and reimagine possibilities situated across landscapes we occupy/produce.

Participants:
- Spatial positionalities: The wheres we bring with us and the wheres that make us
  Alexandra Panos, University of South Florida
- Equity at what scale? Navigating literacy, place and activism
  Christy Wessel-Powell, Purdue University
- Spatialities of feelings, Spatialities of place
  Carolyn Colvin, University of Iowa
- Dwelling in the break: Geographies as Creative Practice
  Vaughn Watson, Michigan State University
- Inside/Outside, Urban/Rural, Beyond Between: Tender Geographies in a Research-Practice Partnership with a Youth Media Organization
  Nathan Phillips, University of Illinois-Chicago
  Virginia Killian Lund, University of Illinois-Chicago
- The Situations of Dreams: Engaging Spatial Resonance as a Form of Poetics in Classroom Spaces
  Alecia Beymer, Michigan State University
  Mike McLane, Michigan State University

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THURSDAY, DECEMBER 3

3:00 p.m. – 3:45 p.m. – Symposium

Area 2: Leveraging Technology for Literacy Teacher Development

Chair:
Jill S. Jones, North Carolina State University

Discussant:
Michael Manderino, Northern Illinois University

This symposium highlights current research on how emerging technologies are leveraged to promote literacy teacher learning. The four papers highlight diverse approaches to using digital tools to support teacher development. Collectively, the session will provide a forum to discuss the promise and challenges of utilizing technology to support the literacy knowledge and practices of preservice and inservice teachers.

Participants:
- Examining the Quality of Web-Based Literacy Coaching Conversations
  Jill Grifenhagen, NC State University
  Jill S. Jones, North Carolina State University
  Anna B. Thorp, North Carolina State University
  Janet K. Boone, North Carolina State University
  Ann D. Harrington, North Carolina State University
- Developing Coaching Skills Using Digitally-Supported Case-Based Instructional Design
  Rachel Karchmer-Klein, University of Delaware
- Computer Simulations for Preservice Teachers to Learn to Facilitate Text-based Discussions
  Rosalie Hiuyan Chung, University of Virginia
  Natasha Heny, University of Virginia
- Using Insights from Teacher Participants to Improve a MOOC for Educators on Teaching Foundational Reading Skills in Grades K-3
  Robyn Delaco, North Carolina State University
  Dennis Scott Davis, North Carolina State University
  Courtney Samuelson, Doctoral Student

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 11: Literacy Research Methodologies: The Whole is More Than the Sum of the Parts

Chair:
Marla Mallette, Binghamton University

Discussant:
Nell Duke, University of Michigan

An important focus in any field must be the methods scholars use to conduct their work. The purpose of this session is to engage in a discussion of methodologies, ranging to those frequently used to those receiving relatively little attention among literacy scholars. Scholars will begin with an overview of methodologies, followed by a panel discussion exploring how our richest knowledge about literacy is built synergistically, from different studies, using different methodologies.

Presenters:
- Catherine Compton-Lilly, University of South Carolina Columbia
- Michael Kieffer, New York University
- Alice Lee, Illinois State University
- Christina Weiland, University of Michigan
- Anna Shapiro, University of Michigan
- Byeong-Young Cho, University of Pittsburgh
- Julia Lindsay, University of Michigan

Area 8: Literacy Learning of Adolescent Newcomers

Discussant:
Loukia Sarroub, University of Nebraska-Lincoln

This alternative session brings together scholars from four institutions to explore the literate lives and

continued on next page
learning of adolescent newcomer immigrant students. These young people bring diverse educational experiences with them as well as a rich repertoire of linguistic and literacy practices. This session explores students’ strengths and asset-based instructional approaches that build on those strengths. An invited discussant will engage the audience in collaborative discussion about the implications of these findings for teacher education.

Participants:
- Identifying Newcomer Strengths Through Literacy Workshop
  Laura Beth Kelly, Rhodes College
  Daniela Herrera, Rhodes College
  Taylor Duncan, Rhodes College
- Negotiating Identity and Relationships Across Languages and Cultures Through Humor
  Rebecca E. Linares, Montclair State University
- Teachers’ Perceptions of Late-Entering Newcomers’ Strengths: Implications for Teacher Preparation
  Kristin Kibler, University of Miami

Participants:
- Identifying Newcomer Strengths Through Literacy Workshop
  Laura Beth Kelly, Rhodes College
  Daniela Herrera, Rhodes College
  Taylor Duncan, Rhodes College
- Negotiating Identity and Relationships Across Languages and Cultures Through Humor
  Rebecca E. Linares, Montclair State University
- Teachers’ Perceptions of Late-Entering Newcomers’ Strengths: Implications for Teacher Preparation
  Kristin Kibler, University of Miami

3:00 p.m. – 3:45 p.m. – Symposium

Area 7: Performing the How of Queer Activism: The Possibilities and Tensions of Composing, Reading, and Researching Intersectional Queer Life in Literacy Education

Chair:
Ryan Schey, Auburn University

Discussant:
Latrise Johnson, University of Alabama

This symposium discusses how literacy scholarship and scholars might enact queer activism, exploring both possibilities and tensions. It brings together researchers with a common goal of foster literacy learning contexts where queer life can flourish. By examining different stakeholders (such as parents, educators, and students), age levels, regional and educational contexts, methodologies, and analytic focuses, we hope to provide a multifaceted discussion of queer literacy education.

Participants:
- Performing (Plur)ally: Mothers’ Responses to Queer-Inclusive Picturebooks in Different Contexts
  S. Adam Crawley, Oklahoma State University
- In Search of Happy English: Genre Ghosts, Hauntdology, and the need for Critical Speculative Uptake in the Composing Practices of Queer Educators
  James J. Coleman, University of Pennsylvania
- “You’re not in a book, you’re in my classroom”: The Role of Social(ized) Learning in Elementary Children’s Perceptions of Gender in Picturebooks
  Katrina Jacobs, University of Pittsburgh
  Thomas Hill, University of Pittsburgh
- Ideologies of discreteness and intersectionality in a high school classroom: Students’ discursive constructions of the relationships between queerness and race
  Ryan Schey, Auburn University

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 7: Reading Clinics/Literacy Labs: Affordances and Constraints of In-person versus Online

Discussant:
Barbara Laster, Towson University

In a forum, experienced directors/coordinators will discuss the structure and goals of reading clinics/literacy labs, briefly review the relevant research literature, and present the challenge of clinical supervision shifting to online. They will introduce key issues (e.g., teacher self-efficacy, technology obstacles and proficiencies, impact on local community and learning communities, family literacy). Subsequently, small groups will form for open discussion, scribe

continued on next page
their key findings, and possibly share with LRAs
Policy & Legislative Committee.

Presenters:
- Afra Ahmed Hersi, Loyola University, Maryland
- Mary L. Hoch, National Louis University
- Tiffany Gallagher, Brock University
- Leslie Cavendish, High Point University
- Cheryl Dozier, School of Education
- Theresa Deeney, University of Rhode Island
- Shadrack Msengi, (1960)
- Kristina Collins, Loyola University, Maryland
- Tammy Milby, University of Richmond

3:00 p.m. – 3:45 p.m. – Symposium

Area 8: Practicing Inquiry: Practitioner Investigations Toward Developing Translanguaging Practices

Chair:
Joanna Maravilla-Canos, Lewis University

Discussant:
Joanna Maravilla-Canos, Lewis University

Three studies are presented to illuminate how practitioner inquiry can be used to transform the linguistic practices of the classroom to promote bilingualism and biliteracy. Each study draws from different methodological perspectives and coalesces around the notion of translanguaging. Particularly, we note how empirical data is used with both preservice and in-service teachers to support their development. Implications of this study simultaneously highlight the unique position of practitioner-researchers in transforming theory into practice.

Participants:
- Studying Tranlanguaging Pedagogy: Bilingual Student-Teachers Conducting Teacher Research Beverly Troiano, Elmhurst College
- Using Action Research to Expand Opportunities for Bilingualism and Biliteracy Development: An Autoethnography Analleli Muñoz, WIDA at University of Wisconsin-Madison Joseph C. Rumenapp, Concordia University Portland
- Exploring Teachers’ Praxis of Translanguaging Pedagogy: Perceptions, Reflections, and Savvy of Teachers’ Languaging Practices with Elementary Grade Emergent Bilinguals Nirda Derose, Judson University

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 10: Recontextualizing Screentime: Problematizing Digital and Media Literacies with Youth and Teens in a Networked Culture

Chair:
William Fassbender, University of Georgia

Discussant(s):

Conversations about screentime in education, medicine, & mass media focus predominantly on the time youth spend on devices but often overlook fundamentally important questions about what youth are learning by using digital devices, with whom, & for what purposes. This alternative session seeks to explore and (re)define the definition of screentime, to connect it with digital literacy skills & dispositions, and explore complex, dynamic, creative digital learning as an antidote to the atrophy we all fear.

continued on next page
Participants:

- “Can We Pretend We are on the iPad?” A Case Study of Triplet Young Children and Their iPads.
  William Kist, Kent State University
- Digital Mediation of Analog Play: Exploring the Materiality of iPad Apps
  William Fassbender, University of Georgia
- Early Childhood Teachers’ Use of Dual Language Digital Books
  Kathryn Ohle, Grand Valley State University
- Hall Monitors in the Digital Age: Cyberbullying, Self-Critique, and the Development of a Civic Identity
  Lindy Johnson, William & Mary
- Engaging children in conversations about privacy, security, and algorithms
  Kristen Turner, Drew University
  Elizabeth Stevens, Roberts Wesleyan College
  Kathleen A, Paciga, Columbia College Chicago
  W. Ian O’Byrne, College of Charleston

Participants:

- Teachers’ interpretation of the metacognitive and metalinguistic challenges revealed through Automated Writing Evaluation (AWE)
  Paul Deane, Educational Testing Service (ETS)
- Teacher use of Automated Feedback as a Scaffold for the Writing Conference
  Joshua Wilson, University of Delaware
- The role of assessment data in supporting the implementation of evidence-based writing instruction
  Zoi A. Traga Philippakos, University of Tennessee
- Using language investment theory to inform classroom assessment of multilingual writers
  Christina Ortmeier-Hooper, University of New Hampshire

3:00 p.m. – 3:45 p.m. – Symposium

Area 3: Supporting the development of teacher knowledge for classroom writing assessment: A conversation across methods and grade levels

Chair:
Sarah W. Beck, New York University

Discussant:
Sarah W. Beck, New York University

In this symposium, scholars who work within varied theoretical perspectives (cognitive, socio-cognitive, and language investment/social practice) discuss aspects of teacher knowledge involved in using classroom assessment to inform writing instruction. The presenters will address (1) how automated writing evaluation (AWE) can support formative writing assessment and writing conferences, (2) how best to support teachers’ implementation of self-regulated strategy instruction, and (3) the role of the teacher in fostering assessment ecologies that support multilingual writers.

3:00 p.m. – 3:45 p.m. – Alternative Format Session

Area 6: Adult literacy and learning: What does a CRT Analysis Reveal?

Discussant:
Kathleen Anne Hinchman, Syracuse University

This alternative symposium session will engage participants in conversation and reflection around research and development efforts designed to examine adults’ literacy learning that occurred through learning opportunities offered by employers inside and outside of the workplace. Presenters will share insights from three connected studies followed by discussant commentary. Then, session participants will be invited to grapple with ideas and artifacts in small groups while discussing implications for their own work.

continued on next page
Participants:
• Adult learners’ lives and perspectives
  Gloria Jacobs, Literacy, Language, and Technology Research Group at Portland State University
  Kathy Harris, Literacy, Language, and Technology Research Group at Portland State University
• Providers’ interpretations of support
  Jenifer Vanek, EdTech Center @ World Education
  Kathy Harris, Literacy, Language, and Technology Research Group at Portland State University
• Theoretical triangulation: Revealing tensions between participant perspectives
  Gloria Jacobs, Literacy, Language, and Technology Research Group at Portland State University
  Jill Castek, University of Arizona

3:00 p.m. – 3:45 p.m. – Symposium

Area 14: Video Games and Literacy: Examining the Literacy Futures of Video Games

Chair:
Rick Marlatt, New Mexico State University

Discussant:
Steve Isaacs, Bernards Township Public Schools

The Video Games and Literacy Symposium provides LRA members an opportunity to discuss existing and potential uses for video games in educational contexts through multiple methodologies. During this session, three participants will each summarize a recent empirical study examining how students engage in literacy practices during gameplay before launching into an open forum inviting scholars to share their work in video game-based learning, conceptualize potential collaborations, and position one another for growth in the field.

Participants:
• Articulating Literacy Identities Through Gaming: Fortnite and Preservice Teachers
  Rick Marlatt, New Mexico State University

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 9: Examining diverse representations in children’s literature

Discussant:
Janelle Mathis, University of North Texas

Participants:
• Already Available: Rainbow Books’ Existence in Elementary and Middle School Library Inventories
  S. Adam Crawley, Oklahoma State University
  Jennifer Pulliam, Oklahoma State University
• Evaluating the Quality of the Top Ten Best-Selling Indigenous Children’s Literature
  Dawn Castagno-Dysart, Minnesota State University, Mankato
  Ariel Robinson, Stephens College
• Korean children’s literature as educational resources to discuss environmental issues
  Sunah Chung, University of Illinois at Chicago
  Melanie D. Koss, Northern Illinois University

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 7: Humanizing pedagogies and constructions of literacies in varied contexts

Discussant:
Judith Dunkerly-Bean, Old Dominion University
Participants:

- ‘Cuidar e Amar Seu Propio Cabelo’ (‘To Care for and Love Your Own Hair’): Constructing Black Feminist Literacies in Brazilian Natural Hair Communities
  Marla R. Goins, The Ohio State University

- Unbinding the American Dream: Tracing Transnational Civic Literacies in a Youth Learning Collective
  Ankhi Thakurta, University of Pennsylvania

- “Systematically the Rules are Really Tight: Exploring Teacher Resistance to Institutional Discourses of Dehumanizing Writing Assessment”
  Katie Nagrotsky, Teachers College, Columbia University

**4:00 p.m. – 4:30 p.m. – Roundtable Session**

**Area 12: Language and Cultural Identities in International Contexts**

Discussant:
Debalina Maitra, Independent Scholar

Participants:

- Beliefs and Strategies of Teaching Heritage Language: Cases of Korean-American Immigrant Families
  Guang Lea Lee, Old Dominion University
  Abha Gupta, Old Dominion University

- Challenges and potentials of mid-career international faculty in literacy Education: Perspectives from Two Chinese Female Faculty
  Ran Hu, East Carolina University
  Xiaoning Chen, National Louis University

- (Re)Considering Global Discourses Across Local Contexts: An International Partnership for Developing and Refining Writing Teacher Education Classes
  Jessica Rubin, University of Waikato
  Charlotte L. Land, The Pennsylvania State University

**4:00 p.m. – 4:30 p.m. – Paper Session**

**Area 5: Literacy Across Elementary Disciplinary Content**

Discussant:
Leslie Dawn Roberts, Georgia Southern University

Participants:

- Explorations in Literacy and Engineering Among K-2 Students: A Case Study
  Elizabeth Isidro, Western Michigan University

- Scaffolding topic knowledge activation before reading: Do different pre-reading activities differentially influence students’ comprehension?
  Courtney A. Hattan, Illinois State University
  Alexandra List, Pennsylvania State University

- Using Positioning Theory to Exploring Fifth Grade Students’ Developing Identities as Historians
  Cynthia Helen Brock, University of Wyoming
  Kate Welsh, University of Wyoming

**Area 7: Literacy, identity, and power: Emancipatory classroom spaces**

Discussant:
William Terrell Wright, University of Georgia - Athens

Participants:

- Emancipatory Literacy Classrooms for Black Transnational Girls
  Wideline Seraphin, The University of Memphis

- Black Girl Literacies: Black Girls in TWI Programs Navigating their Social Worlds through Literacy Practices
  Brittiny Frieson, University of North Texas
  Vivian Presiado, Illinois State University
THURSDAY, DECEMBER 3

Area 7: Literary arguments and stories: Examining discourses and discussions

Discussant: Gay Ivey, University of North Carolina - Greensboro

Participants:
- “The Way You Speak Is Where You Come From, It’s You”: Middle School Students Learning About Dialects, Power, and Identity
  Kaylan G. Moore, Unaffiliated

4:00 p.m. – 4:30 p.m. – Paper Session

Area 8: Multimodality in Writing, Language Acquisition, and Digital Storytelling

Discussant: Silvia Nogueleon-Liu, University of Colorado - Boulder

Participants:
- Studying Preservice Teachers’ Interactions with Texts in Back-channel Digital Multimodal Compositions
  Blake Tenore, Florida State University
  George Boggs, Young Harris College

4:00 p.m. – 4:30 p.m. – Paper Session

Area 1: Multi-modality in Preservice Teacher Education

Discussant: Kwangok Song, University of Kansas

Participants:
- A Relational Approach to Teaching and Learning of Argumentation: A Case from a Literary Argument Classroom
  Min-Young Kim, Grand Valley State University
- Examining Metadiscourse as a Critical Tool in Eighth Grade Student Storytelling
  Beth Krone, Ohio State University
- Religious Themes in English Language Arts Discussions
  Christopher A. Olshefski, University of Pittsburgh

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 11: New Theoretical Directions in Literacy Research

Chair: Robert Carpenter, East Michigan University

Discussant: Robert Carpenter, East Michigan University

4:00 p.m. – 4:30 p.m. – Paper Session

continued on next page
Participants:
- A Primer on the Theory of Predictive Processing and Considerations for Language and Reading Comprehension
  Laura Janel Carter-Stone, Vanderbilt University
- Forging new links: Routes, histories, and maps in literacy research and engagement
  Alexandra Panos, University of South Florida
  Christy Wessel-Powell, Purdue University
  Casey Pennington, Indiana University
  Regina Weir, Martinsville High School
- Inquiries Inspired by Post-Philosophical Concepts: Possibilities & Invitations for Literacy Research
  Candace R. Kuby, Learning, Teaching, & Curriculum

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Parents’ perspectives on literacy learning: Networks and collaboration

Discussant:
Margaret (Maggie) Hanna, University of Michigan

Participants:
- Urban parents’ perspectives of reading programs in prospective Detroit schools inspired by parent network participation
  Kirsten Dara Hill, University of Michigan-Dearborn
- Home-School Engagement and Literacy Learning: Elementary School Teachers and Low-income Parents
  Jacqueline Lynch, Florida International University
- Middle class parents’ participation in a parent network and perspectives of school choice in Detroit: Findings from the first cohort
  Kirsten Dara Hill, University of Michigan-Dearborn

4:00 p.m. – 4:30 p.m. – Paper Session

Area 3: Practices and Professional Development Supporting Reading Comprehension

Discussant:
Dana A. Robertson, University of Wyoming

Participants:
- Read Alouds Across Grade Levels: A Closer Look
  Marcy Wilburn, University of Texas at San Antonio
  Janis Harmon, The University of Texas at San Antonio
  Miriam Martinez, University of Texas at San Antonio
  *Samuel DeJulio, The University of Texas at San Antonio
  Megan Stavinoha, The University of Texas at San Antonio
  Raquel Pecina, The University of Texas at San Antonio
  Laura Adams, The University of Texas at San Antonio

- Pilot Study of Unlocking Understanding Professional Development to Support Grade 3 Reading Comprehension
  Colby Hall, University of Texas Health Science Center at Houston
  Tricia Zucker, University of Texas Health Science Center at Houston
  Janelle Montroy, University of Texas Health Science Center at Houston
  Katlynn Dahl Leonard, The University of Texas Health Science Center at Houston
  Manasa Kokonda, The University of Texas Health Science Center at Houston
  Keith Millner, The University of Texas Health Science Center at Houston
  Darcy Dycha, The University of Texas Health Science Center at Houston

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THURSDAY, DECEMBER 3

• Third-Grade Reading Content Coverage across School Poverty Levels and Student Reading Achievement
  Courtney Samuelson, Doctoral Student
  Jackie Eunjung Relyea, North Carolina State University
  Sarah Dawson, North Carolina State University
  Dennis Scott Davis, North Carolina State University

4:00 p.m. – 4:30 p.m. – Paper Session

Area 2: Preparing Teachers for Disciplinary Literacy Pedagogy

Chair:
Kristen Howell Gregory, East Carolina University

Discussant:
Kristen Howell Gregory, East Carolina University

Participants:
• Literacy in History? Exploration into a first-year social studies teacher’s inclusion of literacy within her own instruction
  Rachelle S. Savitz, Clemson University
  Hazel Vega Quesada, Clemson University
  Gazioglu Mihaela, Clemson University
  Shauna Marie Hines, Clemson University
• Middle school educators’ understandings of scientific sensemaking and literacy during professional development: A Cultural-Historical Activity Theory Analysis
  Heather Elizabeth Waymouth, Syracuse University
• Three Sixth Grade Social Studies Teachers’ Beliefs, Knowledge, and Instructional Practices of Disciplinary Literacy Pedagogy
  Jennifer Sanders, Mississippi State University
  Stephanie M. Lemley, Mississippi State University

4:00 p.m. – 4:30 p.m. – Paper Session

Area 8: Professional Learning for Teachers of English Learners

Discussant:
Amy Frederick, University of Wisconsin River Falls

Participants:
• Teacher Response to TRANSLATE (Teaching Reading And New Strategic Language Approaches To Emergent Bilinguals)
  Holland White, Vanderbilt University
  Emily Phillips Galloway, Vanderbilt University
  Robert Jiménez, Vanderbilt University
• Teacher Collaboration for English Language Learners
  Christine Uliassi, SUNY Cortland Childhood Education
  Bogum Yoon, State University of New York at Binghamton
• A Collaboration of Citizens: Teachers Consult Community Stakeholders to Build Educational Resources
  Francine Falk-Ross, Pace University
  Peter McDermott, Pace University

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4:45 p.m. – 5:45 p.m. – Special Event
Series of Collaborative Discussions

Black Lives Matter in Literacy Research Panel
Moderator:
Eurydice Bauer, University of South Carolina

Presenters:
Marcus Croom, Indiana University Bloomington
Vivian Gadsden, The University of Pennsylvania
Carol Lee, Northwestern University
Kamania Wynter-Hoyte, University of South Carolina
Vaughn W. M. Watson, Michigan State University

In 2016, LRA endorsed The Role of Literacy Research in Racism and Racial Violence, which asserts: Issues of racism are not peripheral to literacy research, and literacy research need not remain peripheral to issues of racism. The Literacy Research Association resolves that we will not ignore issues of racism and become complicit in the perpetuation of racial inequities, neither in the field nor in the organization itself.

Communities worldwide continue to experience social unrest tied to anti-Black violence and anti-Black racism. Folks from all walks of life have taken to the streets to call for change. In this fireside chat session, a panel of Black researchers will lead, from the perspective of Black Lives Matter, a candid discussion about the role that literacy research can play in this movement. Following a question-answer period with a moderator, the conversation will open for audience participation. In keeping with LRA’s Strategic Plan, the goal of the session is to envision collaborative research that is ethical, rigorous, methodologically diverse, and socially responsible, and that specifically centers on the belief that Black Lives Matter.

Let’s Collaborate for Impact

6:15 p.m. – 6:45 p.m. – Special Event
Town Hall Meeting
Moderator:
Darrell Hucks, Keene State College

The purpose of the #LRA2020 Town Hall meeting is to provide an open forum to hear the views of LRA members concerning issues that are of interest to you. Because #LRA2020 is virtual, we ask that you submit your questions, comments, recommendations, etc. prior to the session, to ensure that the moderator receives the information. The session will have a “live” question and answer format, based on the information submitted, and allow comments from the audience if time permits.

Please share your thoughts by completing this form: https://www.surveymonkey.com/r/52RD7S3. We want to hear from you.

6:45 p.m. – 7:30 p.m. – Special Event
After Glow Discussions

Come debrief with other attendees on the sessions you attended today or discuss other collaborations you can make with attendees in research. This space is meant to mimic Vital Issues.
Friday • December 4, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (Virtual)

November 30 – December 5, 2020

Connect with us! #LRA2020
FRIDAY, DECEMBER 4

Registration
Open All Day
LRA Website

Coffee Café
(Let’s network and discuss the plans for the day)
8:00 a.m. to 9:00 a.m.

Doctoral Student ICG Proposal Mentoring Session
8:00 a.m. to 9:00 a.m.
This event is for those doctoral student members and faculty who participated in the mentoring project for 2019-2020 school year. Are you interested in presenting at LRA next year? Would you like to know more about connecting with an LRA member from another university? Stop in and bring your questions.

Study Groups
9:00 a.m. to 11:45 a.m.
(See pages 27-33 for study group sessions and times)

Past President’s Meeting (Invitation Only)
12:00 p.m. to 1:00 p.m.

Concurrent Sessions
1:00 p.m. to 4:30 p.m.

Oscar Causey Award Presentation
4:30 p.m. to 4:45 p.m.

Critical Issues in the Science of Reading: Striving for a Wide-Angle View in Research
5:00 p.m. to 6:00 p.m.
In this plenary session, a panel of distinguished scholars will address topics such as racial injustice in literacy research, content-rich instruction beyond initial coding, the disciplinary preparation of literacy teachers, first and second language assessment, and productive ways forward in developing a robust research agenda for literacy studies. By suggesting a “wide angle” view of research, the panel explores the notion that individuals must be viewed in a broader context than just a test score, the findings from a few studies, or static demographic designations. The overall purpose of the session is less a debate than a search for expanding the way the field needs to adjust in conducting comprehensive, inclusive and equitable literacy research.

Annual Business Meeting
6:00 p.m. to 6:45 p.m.

After Glow Discussions
6:45 p.m. to 7:30 p.m.

Doctoral Student ICG Happy Hour
6:45 p.m. to 7:30 p.m.

12:00 pm – 1:00 pm – Special Event
Past Presidents Meeting (Invitation Only)

1:00 pm – 1:30 pm – Paper Session
Area 5: Learning in Community: Exploring Literacy Benefits of Critical and Collective Approaches to Learning

Discussant:
Jacquelynn A. Malloy, Clemson University

Participants:
- Are You Reading or Playing?: Kindergartner’s Collective and Multimodal Meaning Making of Nonfiction Picturebooks
  Courtney Shimek, West Virginia University
- The Intersection of Literacy and Play in Early Childhood Education: A Systematic Review of the Literature
  Margaret F. Quinn, University of Tennessee, Knoxville
  Rebecca Rohloff, Georgia State University

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FRIDAY, DECEMBER 4

- Literature as a Vehicle for Nurturing Visual Literacy among “Critical Friends” in First Grade
  Lynne Carter, University of North Texas
  Janelle Mathis, University of North Texas

1:00 pm – 1:30 pm – Roundtable Session

Area 8: Voices from Multilingual and Multicultural Communities

Discussant:
Huili Hong, Towson University

Participants:
- Discursively Constructing “Standardized English”: Enduring Tensions surrounding Linguistic Diversity in Literacy Education
  Kate T. Anderson, Arizona State University
  Joshua Cruz, Texas Tech University
  Sara Rodriguez, Arizona State University
  Sae Saem Yoon, Arizona State University
- Centering Indigenous Voices in Narratives of WWII History
  Anne Ticknor, East Carolina University
  Jennifer McKinnon, East Carolina University
- Translanguaging in Practice: Moments in translanguaging of Chinese Bilingual College Students in a US-Based Teacher Preparation Program
  Fnu Dawayangzong, University of Florida

1:00 pm – 1:30 pm – Paper Session

Area 1: Multicultural Literacy and Culturally-Responsive Pedagogies

Discussant:
Jason J. Griffith, Penn State University

Participants:
- Area Chair Award - A Continuum from Equality to Equity: Analyzing Teacher Candidate Perceptions of the Interplay Between Literacy and Multicultural Instruction
  Ambyr Rios, Texas A&M University
  Michelle Mai Kwok, Texas A&M University
  Sharon D. Matthews, Texas A&M University
  Andrew Kwok, Texas A&M University
- Building on Student Literacies: Culturally Sustaining Pedagogy in a Field-Based Reading Methods Course
  Brady Nash, University of Texas at Austin
  Melissa M. Wetzel, University of Texas at Austin
  Heather Dunham, University of Texas at Austin
  Jessica Anne Murdter-Atkinson, University of Texas at Austin

1:00 pm – 1:30 pm – Paper Session

Area 10: Literacy Teacher Education in the Digital Context

Discussant:
Julia Hagge, Ohio State University

Participants:
- Preservice ELA Teachers’ explorations of place-based critical remix through the use of geolocated Augmented Reality
  William Terrell Wright, University of Georgia - Athens
- Pre-service Teacher Preparation for Technology Integration in Literacy
  Arsenio Silva, Clemson University
  Emily Smothers Howell, Clemson University
- Collaborating for Impact: Digital Technology and STEM/Literacy Coaching to Support Literacy Learning Across the Curriculum
  Tiffany Gallagher, Brock University
  Arlene Grierson, Brock University
  Rachel St. Hilaire, Brock University

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• Using a Cross-Course Assignment to Support Pre-Service Teachers’ Synthesis of Culturally Relevant Teaching and Reading Methods
  Brittany Adams, SUNY Cortland
  Annemarie Kaczmarczyk, SUNY Cortland

**1:00 pm – 1:30 pm – Paper Session**

**Area 8: Multimodality, Translation, & Metalinguistic Awareness for Bilingual Students**

Discussant:
Kathryn Au, SchoolRise, LLC

Participants:
• Metalinguistic Engagement during Writing Instruction with Bi/multilingual Students
  Renata Love Jones, Boston College
  Patrick Proctor, Boston College
• Technology, translation, and translanguaging: Exploring role of iPads in collaborative translation activities with young emergent bilinguals
  Leah Shepard-Carey, University of Minnesota
  Corinne Mathieu, University of Minnesota
• Preferences of Multimodal Texts: What Engages Multilingual Students
  Zawan Al Bulushi, Indiana University Bloomington

**1:00 pm – 1:30 pm – Roundtable Session**

**Area 8: Reading & Writing Strategies**

Discussant:
Ryan McCarty, National Louis University

Participants:
• Scaffolding Preservice Teachers’ Knowledge and Implementation of Think-Alouds for Modeling Strategic Reading
  Sarah E. Pennington, Montana State University
  Rebecca Powell, Florida Southern College
• Understanding Teacher Candidates’ Knowledge of Write-Alouds through Reflection and Practice
  Tracey S. Hodges, University of Alabama
  Sharon Pratt, Indiana University Northwest
• We are what we remember: Teacher and writer identity as a function of episodic memory and narrative autobiography
  Jessica R. Campbell, Teachers College

• Changing Trajectories: Implementing and Refining Systems of Support in Reading Recovery
  Celeste Compton Bates, Clemson University
  Hayley J. Hoover, Clemson University
  Stephanie Madison-Schenck, Clemson University
• Low-cost Annual Book Fairs Provide Access to Books and Mitigate Summer Reading Loss in High Poverty Rural Tennessee Communities: Results of a Longitudinal RCT Study
  Anne McGill-Franzen, University of Tennessee
  Natalia Ward, East Tennessee State University
  Rachelle S. Savitz, Clemson University
  Richard Allington, University of Tennessee

**1:00 pm – 1:30 pm – Paper Session**

**Multi Area: Primary Elementary Interventions**

Discussant:
Celeste Compton Bates, Clemson University

Participants:
• The linguistic accuracy of phonics programs
  Roger Frederick Beard, University College London Institute of Education

continued on next page
FRIDAY, DECEMBER 4

1:00 pm – 1:30 pm – Paper Session

Area 9: Representing and positioning diversity in literature and media

Discussant: Lisa Domke, Georgia State University

Participants:
- Highlighted Session & Area Chair Award - “Pockets of Hope”: Changing Representations of Diversity in Newbery Medal-Winning Titles
  Melanie D. Koss, Northern Illinois University
  Kathleen A. Paciga, Columbia College Chicago
- “It’s not the disability that limits the person, it’s the world we live in”: Representations of disability in picture books
  Emily Hayden, Iowa State University
  Angela Tuttle Prince, Iowa State University
  Travis Gratteau-Zinnel, Iowa State University
- How are Families of Color Positioned in Mainstream Media?: Utilizing Narrative Inquiry, Documentary Analysis, and LangCrit Theory to Explore Dominant Narratives
  Christine Leider, Boston University
  Christina Dobbs, Boston University
  Pedro Alberto Arroyo, University of Chicago

1:00 pm – 1:30 pm – Paper Session

Area 6: Sociocultural Lenses on Literacy

Discussant: Leah Katherine Saal, Loyola University Maryland

Participants:
- Historical Sensemaking of Multiple Sources: An Examination of Adolescents’ Use of Personal and Cultural Resources While Reading
  Byeong-Young Cho, University of Pittsburgh
  Emily C. Rainey, University of Pittsburgh
  Hyeju Han, University of Pittsburgh
  Corey Alexandra Humphrey, University of Pittsburgh
  Erin Omcklus, University of Pittsburgh
- Leading Through Connectedness: Exploring the Principal’s Role in an Urban School’s Reading Pedagogy
  Chantal Francois, Towson University
- Mothers’ Knowing: Revaluing Literacy in the Home
  Heidi Regina Bacon, Southern Illinois University
  Paula Rolim, Southern Illinois University
  Mahsa Bashang, Southern Illinois University

1:00 pm – 1:30 pm – Paper Session

Area 7: Resistance, Activism and Organizing: Literacies for Justice

Discussant: Marcus Croom, Indiana University Bloomington

Participants:
- Postura Activista: Examining One Bilingual Teacher’s Activism and Commitment to the Community She Serves
  Doris Villarreal, University of Missouri-St. Louis
- The Colors of Resistance of a Former-Guerrilla Community: Critical Literacies and Counternarratives of the Land
  Lina Trigos-Carrillo, Universidad de la Sabana
  Laura Fonseca, Universidad de La Sabana
  Sebastian Quintero, Universidad de la Sabana
- The Chinatown Youth Organizing Project CYOP): Community Literacies for Social Justice
  Mary Yee, University of Pennsylvania GSE

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FRIDAY, DECEMBER 4

1:00 pm – 1:30 pm – Paper Session

Area 3: Stepping Back and Reflecting on Literacy Approaches

Discussant:
Laura Tortorelli, Michigan State University

Participants:
- **Beyond decoding: A meta-analysis of the effects of language comprehension interventions on K-5 students’ language and literacy outcomes**
  Rebecca Silverman, Stanford University
  Erika M. Johnson, University of Iowa
  Kristin Keane, Stanford University
- **Developing a CCSS-ELA aligned Classroom Observational Tool**
  Julie Cohen, University of Virginia
  Rosalie Hiuyan Chung, University of Virginia
  Emily Wiseman, University of Virginia
- **“The Professor Really Makes the Difference”: Literacy Graduate Students’ Perceptions of Online Learning**
  Ann Van Wig, Eastern Washington University
  Shuling Yang, East Tennessee State University
  Chelsey Bahlmann Bollinger, James Madison University
  Nance Wilson, Cortland State University
  Tala Michelle Karkar Esperat, Unaffiliated
  Xiufang Chen, Rowan University
  Kathryn Pole, University of Texas Arlington

1:00 pm – 1:30 pm – Paper Session

Area 8: Students as Sociolinguists and Community Builders in Second Language Literacies

Discussant:
P. Zitlali Morales, University of Illinois, Chicago

Participants:
- **Highlighted Session & Area Chair Award - “Juntos somos fuertes”: Collaborative corridos of social justice**
  Cati de los Rios, University of California, Davis
  Kate Seltzer, Rowan University
- **Second Language Literacies as Spaces for Language Appropriation and Community Building in the City**
  Raul Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
  Sara Jaramillo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
  Elizabeth (Effy) Agudelo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
  Ana Maria Herrera, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
  Yuly Cárdenas, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
  Ana Maria Urrego-Zapata, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
  Helena Yepes, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
- **“It’s not what you say but how you say it”: Positioning Students as Critical Sociolinguists in an 11th grade English Class**
  Beth Krone, Ohio State University

1:00 pm – 1:30 pm – Paper Session

Area 6: Multiple dimensions of literacy and learning

Chair:
Kathleen Anne Hinchman, Syracuse University

Participants:
- **A Participatory Inquiry into the College-Going Experiences of First-Gen, Latinx Youth**
  Bethany Monea, University of Pennsylvania

continued on next page
• Exploring Secondary Literacy Systems in a MTSS/RtI Framework: A Systematic Review
  Audrey E. Richardson, University of Vermont
• The City That Reads: Revisiting a US Urban Literacy Campaign
  Stephen Mogge, Towson University

1:00 p.m. – 1:45 p.m. – Symposium

Area 11: Area Chair Award - Pairing Critique and Possibility: Theoretical and Methodological Considerations for Reconstructive Orientations in Literacy Research

Chair:
Laura A. Taylor, Rhodes College

Discussant:
Michiko Hikida, The Ohio State University

This symposium examines theoretical and methodological issues using a reconstructive orientation to discursively analyze the practices of white literacy teachers working with students of color. Foregrounding tensions between critique and reconstruction, we consider how an intentionally reconstructive orientation to discourse analysis (DA) makes visible possibilities for critical pedagogical interactions while simultaneously recognizing teachers’ complicity in (re)producing white supremacy.

Participants:
• Axiological shift toward reconstruction: What is made visible when we value what’s going right?
  Laura A. Taylor, Rhodes College
  Michiko Hikida, The Ohio State University
• Discourse as possibility: Analysis of White women college students’ journeys toward social justice advocacy through discourse
  Ashley N. Patterson, Penn State University

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 3: Reading Assessment: A Trifecta Approach

Chair:
Lucy Spence, University of South Carolina

Discussant:
Catherine Comptom-Lilly, University of South Carolina - Columbia

This session considers three methods of reading assessment: miscue analysis, multimodal analysis, and neuroimaging (EEG). Each presenter will explain their methodology and a current study they are conducting with K-12 students. This will be followed by small groups engaging in discussions focusing on reading assessment data of one student, including reading miscue analysis, multimodal assessment, and neuroimaging data. This trifecta approach to reading assessment suggests a confluence of reading education
Participants:
- Miscue Analysis as a Literacy Intervention for Older Striving Readers
  Anna E. Howard, University of South Carolina
- Assessing Reading with Multimodal Design
  Lucy Spence, University of South Carolina
- Assessing Reading with Neuroimaging
  Ayan Mitra, University of South Carolina

1:00 p.m. – 1:45 p.m. – Symposium

Area 8: (Re)claiming Literacy Instruction as Equity Work: Collaborations with Latinx Students, Teachers and Communities

Chair:
Silvia Nogueron-Liu, University of Colorado - Boulder

Discussant:
Carmen Martinez-Roldan, Teachers College, Columbia University

This symposium explores how preservice and inservice preK-5 teachers, in collaboration with researchers and community partners, engage in and discuss literacy practices that can support culturally and linguistically diverse readers. We draw from asset-based and critical frameworks to develop expansive approaches to develop teachers’ expertise in leveraging the rich literacy practices of Latinx and bilingual children. Our analyses illustrate the challenges in such efforts, as teachers negotiate conflicting literacy ideologies, policies, and practices.

Participants:
- The Power and Possibilities of Literacy Leaders Resisting Monolingual, Prescriptive Views of Literacy
  Minda Morren López, Texas State University
- Sharing Powerful Texts: A Teacher’s and Researcher’s Collaboration with Bilingual Families in the New South
  Silvia Nogueron-Liu, University of Colorado-Boulder
  Kristen Driscoll, University of Colorado-Boulder
- Bilingual Family Storytime: A Service-Learning Experience for Pre-Service Teachers
  Denise Davila, University of Texas at Austin
  Nancy Valdez, Texas State University
  Jesse Gainer, Texas State University

1:00 p.m. – 1:45 p.m. – Symposium

Area 8: Reclaiming Voices in Literacy Practices: The Possibilities When Learning Moves into the Hands of the Learners

Chair:
Kelli A. Rushek, University of Iowa

Discussant:
Kelli A. Rushek, University of Iowa

This symposium envisions how moving literacy learning into the hands of the communities involved opens possibilities for critical and liberating education. Each presenter uses different methods (teacher action research, collaborative autoethnography, and comparative text analysis) to explore different environments (service-learning, bilingual radio show, and Jewish summer camp) where learners rewrote dominant narratives and pedagogical practices to incorporate the different ways literacy and multiculturalism are lived and to reclaim the voices of those involved.

Participants:
- Revamping Service Learning to Incorporate Multicultural and Multilingual Perspectives
  Raquel Wood, University of Iowa
- Making Self, Performing Meaning: Theater as a Space to Construct Authentic Understanding
  Michael Goldberg, University of Iowa
### FRIDAY, DECEMBER 4

#### 1:00 p.m. – 1:45 p.m. – Alternative Format Session

**Area 7: Storying “storying methodologies”:**
*Being, listening-telling, and un-knowing through early childhood multimodal literacies*

**Chair:**
Janet S. Gaffney, *University of Auckland*

**Discussant:**
Candace R. Kuby, *Learning, Teaching, & Curriculum*

This alternative session features five performative snapshots of stories from qualitative studies that used storying methodologies to understand young children, their families, and teachers. Drawing on the qualitative traditions of phenomenology, narrative inquiry, dialogical narrative approach, and ethnographic methods, the storytellers and stories represent multiple languages, modes, and national contexts (Hong Kong, Vietnam, and Aotearoa New Zealand) to understand how young children story their worlds and selves through multimodal literacies.

**Participants:**
- In the clothes Oma carried: Embodied storying in early childhood
  Meg Jacobs, *University of Auckland*
  Janet S. Gaffney, *University of Auckland*
  Sophie Tauwehe Tamati, *University of Auckland*
- Fishing in my world: Understanding children’s identities in inclusive storying-play experiences
  Alison M-C Li, *University of Auckland*
  Adrienne N. Sansom, *University of Auckland*
- Understanding a Young Vietnamese Child’s Identities through Dialogical Narrative Analysis of Living Stories
  Hoa Minh Pham, *University of Auckland*
- Amelia’s expressions of agency-for-learning in creative problem-solving
  Niroshami R. Rajapaksha, *University of Auckland*
  Adrienne N. Sansom, *University of Auckland*
- Zooming in on toddlers’ story interactions: The benefits of combining video methods with multimodal ethnography in a naturalistic case study
  Amanda White, *University of Auckland*

#### 1:00 p.m. – 1:45 p.m. – Symposium

**Area 11. The Affordances and Limitations of Multimodality as Theory, Research Framework, and Pedagogical Approach**

**Chair:**
Frank Serafini, *Arizona State University*

**Discussant:**
George G. Hruby, *University of Kentucky*

For this symposium, the presenters believe we are in the midst of a multimodal turn as researchers and social scientists move beyond a focus on linguistic phenomena and recognize that ideas, identities, and ideological positions are represented and communicated across a variety of modes. Researchers from Australia and the United States will take a closer look at the affordances and limitations associated with the concept of multimodality across theoretical, analytical, and pedagogical terrains.

**Participants:**
- Focus on Multimodality as a Theoretical Framework
  Katina Zammit (Dr.), *Western Sydney University*
- Focus on Multimodality as an Analytical Framework
  Frank Serafini, *Arizona State University*
- Focus on Multimodality as a Pedagogical Framework
  Jon Callow, *The University of Sydney*
1:00 p.m. – 1:45 p.m. – Symposium

Area 4: The Science of Reading: Teacher Preparation, Research, and Policy

Chair:
Elfrieda H. Hiebert, TextProject

Discussant:
Timothy Shanahan, University of Illinois at Chicago

The term the “science of reading” has taken center stage recently in the media. Unfortunately, current use of the term has frequently consigned discussions to phonemic awareness and phonics, while vocabulary and comprehension are rarely mentioned. This misrepresentation of the reading research base has considerable consequences for multiple stakeholders. In this session, four LRA members will describe how they are responding to the current debate in their roles as teacher educators, researchers, and policy-makers.

Participants:
- Preparing Teachers in Evidence-Based Instruction
  Holly L. Lane, University of Florida
- Examining Research Evidence for Phonics Instruction: What We Know and What We Still Need to Learn
  Elfrieda H. Hieber, TextProject
- Bringing Evidence to Bear in State-Wide Policies and Practices
  Caitlin Dooley, Georgia Department of Education

1:00 p.m. – 1:45 p.m. – Alternative Format Session

Area 7: The world is going to hell in a handbasket: What is our role as critical literacy educators and researchers?

Chair:
Jerome Harste, Indiana University

1:00 p.m. – 1:45 p.m. – Symposium

Area 7: Tools of Social Critique and Transformation: From YA Literature to Digital Media in Pursuit of Liberatory Futures

Chair:
Addie Shrodes, Northwestern University

Discussant:
Mollie V. Blackburn, The Ohio State University

This symposium examines how young adult literature and digital media can serve as tools for social critique and transformation for youth and teachers. The papers in the session foster dialogue among scholarship on YA literature and digital media, attuning literacy scholars to the ways these tools mediate activities that dismantle hegemonic, normative logics around race, coloniality, gender, and sexuality, as well as prefigure liberatory futures. The symposium expands how the field conceptualizes resistance and reimagинаtion.
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Participants:
- Fostering Racial Literacy Through Multimodal Text Curation
  Detra Price-Dennis, Teachers College, Columbia University
- The Skin I’m In: A Black Female Scholar’s Reflexive Approach to Scaffolding in a Black Girls’ Out-Of-School Digital Street Literature Book Club
  Delicia T. Greene, University at Albany, State University of New York (SUNY)
- Trans and Gender-Expansive Teens Narrating Possibilities, Performing Social Futures With Video Texts
  Addie Shrodes, Northwestern University

1:00 p.m. – 1:45 p.m. – Symposium

Area 3: Using What Students Know to Make Sense of Texts: Examining the Role of Knowledge Practices on Literacy Instruction

Chair:
Sarah Lupo, James Madison University

Discussant:
Gina Cervetti, University of Michigan

Recent popular books and media reports have re-centered the conversation on comprehension around the importance of building knowledge. Although the central role of knowledge on reading has been documented through theory and empirical research, we know less about how teachers can support students’ knowledge during text processing. The purpose of this symposium is to bring together researchers from 9 institutions and different methodological approaches to discuss how educators can address knowledge in literacy instruction.

Participants:
- Leveraging what you know to make sense of texts: What the research says about prior knowledge activation.
  Courtney A. Hattan, Illinois State University
  Patricia A. Alexander, University of Maryland
  Sarah Lupo, James Madison University
- Building, eliciting, and connecting disciplinary knowledge using text and activity with third graders
  Miranda S. Fitzgerald, University of North Carolina – Charlotte
  Annemarie Palincsar, University of Michigan
- Two are better than one? Meta-analysis of the effects of integrated instruction on vocabulary and comprehension outcomes
  HyeJin Hwang, Florida State University
  Sonia Q. Cabell, Florida State University
  Rachel E. Joyner, Florida State University
- Studying Science: Tapping Local Issues to Activate Knowledge in Project-Based Learning
  Sarah Lupo, James Madison University
  Joi Merritt, James Madison University
  Barb Wheatley, Eastern Mennonite University
- Investigating the Role of Knowledge During Online Inquiry in Self-selected Topics
  Elena E. Forzani, Boston University
  Julie A. Corrigan, Concordia University, Montreal

1:00 p.m. – 1:45 p.m. – Symposium

Area 8: Students Scaffolding Students: Peer Interaction to Support Composition across Languages and Modalities

Chair:
Emily Phillips Galloway, Vanderbilt University

Discussant:
George Newell, The Ohio State University

From a sociocultural perspective, writing development is not only represented by changes in textual features over time, but also changes in the social practices

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surrounding composition. Taking up a Vygotskian perspective, we broadly define composition as a unified process that includes play, drawing, discussion, and writing. As such, these papers collectively portray how peers negotiate a number of semiotic systems to scaffold composition across multiple developmental levels, multiple languages, multiple dialects, and multiple modalities.

Participants:
- Preschool Spanish-English Dual Language Learners Leveraging Their Full Linguistic Repertoires
  Laura Buckley, Vanderbilt University
  Min Hyun Oh, Vanderbilt University
  Jeannette Mancilla-Martinez, Vanderbilt University
- Participation Modes in Multimedia Composition in a 3rd Grade Classroom
  Julie A. Johnson, The Ohio State University
- Student MetaTalk to Support Language Development in a Linguistically Diverse 4th Grade Classroom
  Janna Brown McClain, Vanderbilt University
  Heather M. Meston, Vanderbilt University
  Emily Phillips Galloway, Vanderbilt University
- Fostering Community, not Competition: Peer Review in an International Graduate Students’ Writer’s Workshop
  Alexis McBride, Vanderbilt University
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2:00 p.m. – 2:30 p.m. – Roundtable Session

Area 1: Responding to Challenges

Discussant:
Sarah McCarthy, University of Illinois at Urbana-Champaign

Participants:
- Young Choosing Silence: An Exploration of How Pre-service Teachers Respond to Problematic Comments in Text-based Discussions
  Amanda Diaz, University of Illinois at Chicago
  Kristine M. Schutz, University of Illinois Chicago
  Becca Woodard, University of Illinois at Chicago
- Our Words Matter
  Carin Appleget, Creighton University
  Sophie C. Degener, National Louis University
  Tracy Donohue, Michigan State University
  Erin Faeth, University at Albany, State University of New York
  Wendy Gardiner, Pacific Lutheran University
  Chrystine Mitchell, York College of Pennsylvania
  Amy Tondreau, Austin Peay State University
  Kristen White, Northern Michigan University
- Pre-Service Teachers’ Use of Data to Inform Literacy Instruction: Changes in Knowledge, Skills, and Beliefs in the Context of an Elementary Literacy Assessment Course
  Miranda S. Fitzgerald, University of North Carolina - Charlotte
  Erin Washburn, University of North Carolina at Charlotte
  Samantha A. Gesel, University of North Carolina at Charlotte

2:00 p.m. – 2:30 p.m. – Roundtable Session

Multi Area: Student Centered Literacy Learning

Chair:
Leslie Cavendish, High Point University

Discussant:
Cheryl Dozier, School of Education

Participants:
- Student Centered Focus on Feedback and Revision
  Lauren Ann Heap, University of Wisconsin-Madison
- Student perspectives of reading and participation in literacy labs/reading clinics
  Theresa Deeney, University of Rhode Island
  Cheryl Dozier, School of Education
  Barbara Laster, Towson University
  Shelly Huggins, Towson University
  Leslie Cavendish, High Point University
  Tiffany Gallagher, Brock University
  Rachael Waller, Montana State University Billings
  Mary L. Hoch, National Louis University
  Ryan McCarty, National Louis University
  Shadrock Msengi, 1960
  Tammy Milby, University of Richmond
  Joan Anne Rhodes, Virginia Commonwealth University
  Debra Gurvitz, National Louis
  Paul Ferrara, Brock University
  Dana Corcoran, University at Albany
- Understanding the Role of Global Literacy: A Case of EFL learners’ in a Rural Area
  Jin Kyeong Jung, Texas Tech University

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2:00 p.m. – 2:30 p.m. – Paper Session

Area 6: Student Literacies as Roadmaps in Classroom Contexts

Discussant:
Stephanie F. Reid, Arizona State University

Participants:
- Adolescent Readers and The Role of Advanced Phonemic Awareness Within the Theory of Orthographic Mapping
  David D. Paige, Bellarmine University
  William H. Rupley, Texas A&M University, College Station
- Learning from Students’ Experiences: Play, Work, and Drudgery During a Middle-Grade Multimodal Literacies Curriculum Unit
  Stephanie F. Reid, Arizona State University
- Understanding Language Borrowing in Persuasive Writing: What Do Students Borrow and What Changes Do They Make?
  Christina Dobbs, Boston University
  Naomi L. Caselli, Boston University
  Coral Flanagan, Brown University
  Yan Yan, Boston University

2:00 p.m. – 2:30 p.m. – Paper Session

Area 7. Talking about race and racism: Dialogues and discourses

Discussant:
Raquel Wood, University of Iowa

Participants:
- Literacy Learning for Racial Equity: Facilitating Ongoing Dialogue about Race and Racism in the Elementary Classroom
  Anne Daly-Lesch, The University of Texas at Austin
- Race Discussions in K-5th Grade Classrooms
  Diana K. Garlough, The University of Findlay
  Rachelle S. Savitz, Clemson University
- The Whitewashing of Adolescent Reading Motivation: Using Critical Race Theory to Reveal How Research Erases and Marginalizes Students of Color
  Sara Jones, Vanderbilt University

2:00 p.m. – 2:30 p.m. – Paper Session

Area 2: Supporting Teachers’ Writing Instruction Through Professional Development

Discussant:
Jason J. Griffith, Penn State University

Participants:
- Collaborating for Change through Argument Writing: Assessing the Impact of Professional Development Partnerships in Rural Districts
  Sarah Hunt-Barron, University of South Carolina Upstate
  Emily Smothers Howell, Clemson University
  Rebecca Kaminski, Clemson University
- Re-Mediating Middle-School Students’ Writing through Teacher Professional Development
  Vicki Stewart Collet, University of Arkansas
- “I am here because of the Writing Project”: Supportive Networks as Essential in Teaching Secondary Writing
  Kaia-Marie A. Bishop, Eastern Michigan University
  Robert Carpenter, Eastern Michigan University

2:00 p.m. – 2:30 p.m. – Roundtable Session

Area 2: Teacher Learning and Practice, in ELA and Content Area Literacy

Discussant:
Douglas Fisher, San Diego State University

Participants:
- Disciplinary Writing in One Middle School: Complexities of Teacher Leaders’ Learning and Sustained Transformation
  Lori Czop Assaf, Texas State University

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- Interperspectival Analysis of Teacher Think Alouds: Surfacing Specialized Content Knowledge for Reading Comprehension
  Blake Tenore, Florida State University
  Dot McEllhone, Portland State University
  Dennis Scott Davis, North Carolina State University
  Robyn Delaco, North Carolina State University
- “It’s all in the moment”: The development of adaptiveness for disciplinary literacy teaching
  Catherine Lammert, University of Iowa

2:00 p.m. – 2:30 p.m. – Paper Session

Area 2: Technology-Based Literacy Professional Development

Discussant:
Melissa Ingram, United States Air Force/Air University

Participants:
- Examining educators’ perceptions of video-based demonstration lessons in elementary language arts professional development
  Laveria Hutchison, University of Houston
  Stephen Winton, Conroe ISD
  Jie Zhang, University of Houston
  Grace Lee, University of Houston
- Growing Early Literacy Practices through Video-Based Professional Learning Communities
  Zarabeth Davis, Vanderbilt University
  Kaitlin Herbert, Vanderbilt University
- High School Teachers’ Learning About Students’ Collaborative Discussion through Computer-Based Feedback
  Christopher A. Olshefski, University of Pittsburgh
  Amanda Godley, University of Pittsburgh

2:00 p.m. – 2:30 p.m. – Roundtable Session

Multi Area: The Impact of Literacy Instructional Practices

Chair:
Colleen E. Whittingham, University of North Carolina Charlotte

Discussant:
Colleen E. Whittingham, University of North Carolina Charlotte

Participants:
- Disciplinary Literacy Practices in Social Studies as a means to Strengthen Media Literacy
  Samaneh Jafari, Southern Illinois University Carbondale
- Using Scenario-based Tasks to Bolster Content Learning and Literacy Development
  Wen Wen, The University of Arizona
- Literacy Instruction in First Grade Classrooms: A Story of Variability and Teachers Pay Teachers
  Paola Pilonieta, University of North Carolina Charlotte
  Kim Reddig, University of North Carolina Charlotte
  Colleen E. Whittingham, University of North Carolina Charlotte

2:00 p.m. – 2:30 p.m. – Roundtable Session

Multi Area: The Impact of Literacy Research

Chair:
Kristi Bergeson, St. Cloud State University

Discussant:
Norman A. Stahl, Northern Illinois University

Participants:
- The Impact of Policy on the Work of Literacy Specialists
  Kay Michelle Rosheim, Eden Prairie Schools
  Kristi Bergeson, St Cloud State University

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FRIDAY, DECEMBER 4

- Area Chair Award - Becoming More Humanizing: Critical Engagement in Researchers’ Caring Collaboration
  Anthony Celaya, Arizona State University
  Joseph Daivd Sweet, University of North Carolina, Pembroke
- Updating Historical Methods in Literacy Research
  James R. King, University of South Florida
  Norman A. Stahl, Northern Illinois University
  Samuel DeJulio, The University of Texas at San Antonio

2:00 p.m. – 2:30 p.m. – Paper Session

Area 5: The Many Faces of Elementary Literacy Instruction: From Phonics and Writing to Transformation

Discussant:
Juliet Halladay, University of Vermont

Participants:
- Writing-to-Learn Instruction in Elementary Classrooms: Results of a National Survey in the US
  Amy Gillespie Rouse, Southern Methodist University
  Sharlene Kiuhara, University of Utah
- Contextualizing Classroom Linguistic Complexity: Seeking Transformational Moments in Early Literacy Instruction
  Lauren Breckenridge Padesky, University of Wyoming

2:00 p.m. – 2:30 p.m. – Roundtable Session

Area 6: Supportive Literacy Spaces for Engaged Learning and Scholarship for Adult Learners

Discussant:
Carolyn Colvin, University of Iowa

Participants:
- Adult Students’ World Language, Literacy and Culture Learning in a Nonformal Setting
  Dilnoza F. Khasilova, University of Wyoming
- An Exploration of Reading Within a University Writing Center Context
  Kelsie Endicott, Salisbury University
- Learning to Impact the Field of Literacy through Engaged Scholarship
  Mellinee K. Lesley, Texas Tech University
  Julie Smit, Texas Tech University
  Whitney Beach, Texas Tech University
  Elizabeth Stewart, Texas Tech University

2:00 p.m. – 2:30 p.m. – Paper Session

Area 9: The utility of children’s literature for emotional learning

Discussant:
Katrina Jacobs, University of Pittsburgh

Participants:
- Area Chair Award - Children’s Responding to Trauma using Children’s Literature
  Jackie Marshall Arnold, University of Dayton
  Mary-Kate Sableski, University of Dayton
- A tale of two texts: How the social and emotional learning competencies are exemplified in picturebooks
  Maureen Sullivan, Texas A&M University Corpus Christi
- Kindergarten is for Anxious White Kids and Animals: An Analysis of Picture Books about Starting School
  Elizabeth A. Swaggerty, East Carolina University
  Terry A. Atkinson, East Carolina University
FRIDAY, DECEMBER 4

2:00 p.m. – 2:45 p.m. – Symposium

Area 7: Seen and Heard: Empowering Youth Through Poetry Writing and Performance

Chair: Andrea Vaughan, University of Illinois at Chicago

Discussant: Toby Jenkins-Henry, University of South Carolina

Every day, young people around the world are empowering themselves stepping into the identities they wish to have through writing and performing spoken word poetry. This symposium answers LRA’s call to “collaborate for impact” by bringing together research and practice in out-of-school writing communities to examine how youth write for their own purposes and audiences in order to construct and explore their identities, as well speak back to dominant narratives about their lives.

Participants:
- Means of Conveyance: Spoken Word Pedagogy, Hip Hop Literacies, and the Challenges of Fostering Poetry Spaces
  Adam Henze, Indiana University
- Gender, Self-Efficacy, and Identity Construction in Youth Spoken Word
  Anna E. Howard, University of South Carolina
- Adolescents’ Embodied Rhetorical Decision Making in an After-School Spoken Word Poetry Team
  Andrea Vaughan, University of Illinois at Chicago

2:00 p.m. – 2:45 p.m. – Symposium

Area 3: The Nature of Knowledge In, Through, and For Dialogic Literacy Argumentation

Chair: David Bloome, Ohio State University

Discussant: Meagan Hoff, Texas State University

The social injustice that pervades larger society also exists within postsecondary educational contexts. Social justice education plays a critical role in...
examining the root causes of these inequalities with the goal of recognizing (North, 2006) and providing corrective solutions (Freire, 1970). While the necessity and value of social justice education seems unquestionable, implementation is fraught with challenges. This symposium features four presenters who examine these challenges and potential solutions from diverse paradigmatic, theoretical, and methodological perspectives.

Participants:
- Becoming Representations of Social Justice Initiatives in Postsecondary Education
  Sarah Felber, University of Maryland Global Campus
- Brave Spaces: Asserting Agency and Self-Narrative to Dismantle the Case Against Social Justice Education
  Deena Vaughn, University of Maryland Global Campus
- An Us Problem: Collaborative Approaches to Social Justice in Postsecondary Literacy
  Mariko Carson, University of Maryland Global Campus
- Breaking the Cycle of Curriculum Violence: Decoloniality and Afrofuturism for Social Justice in Postsecondary Literacy
  Jeanine Latoya Williams, University of Maryland Global Campus

Participants:
- Welcome to LETRS Training
  Gwynne Ellen Ash, Texas State University
- Questioning the “Science” of the Science of Teaching Reading.
  George G. Hruby, University of Kentucky
- Rejecting Monolithic and Monolingual Ideologies about Teaching Reading
  Minda Morren López, Texas State University
- Where is the Room for Comprehension Instruction in a Single Science of Teaching Reading?
  Kay A. Dougherty Stahl, New York University
- Struggling Teachers and Teacher Educators of Reading?: Counternarratives to STR in Texas
  Melissa M. Wetzel, University of Texas at Austin
  Allison Skerrett, University of Texas at Austin
  Tracey Terece Flores, University of Texas at Austin
  Vickie Godfrey, University of Texas at Austin
  Jessica Anne Murdter-Atkinson, University of Texas at Austin
  Beth Maloch, University of Texas at Austin

Area 4: “The One and Only Science of Teaching Reading”: Questioning a Single Narrative’s Role in Literacy Policy and Practice

Discussant:
Gwynne Ellen Ash, Texas State University

In this alternative session, four scholars of literacy will “pushback” against the “The Science of Teaching Reading,” or “The Science of Reading” (STR). The STR narrative is both singularly focused and all-encompassing. According to this narrative, there is only one way to teach children to read; any other way is wrong and should be prohibited. Further, it asserts that teachers and teacher educators do not possess the knowledge of how to teach children to read.

Participants:
- Welcome to LETRS Training
  Gwynne Ellen Ash, Texas State University
- Questioning the “Science” of the Science of Teaching Reading.
  George G. Hruby, University of Kentucky
- Rejecting Monolithic and Monolingual Ideologies about Teaching Reading
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- Where is the Room for Comprehension Instruction in a Single Science of Teaching Reading?
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- Struggling Teachers and Teacher Educators of Reading?: Counternarratives to STR in Texas
  Melissa M. Wetzel, University of Texas at Austin
  Allison Skerrett, University of Texas at Austin
  Tracey Terece Flores, University of Texas at Austin
  Vickie Godfrey, University of Texas at Austin
  Jessica Anne Murdter-Atkinson, University of Texas at Austin
  Beth Maloch, University of Texas at Austin
contexts—preschool, elementary, university, and community. Using multiple methods and theoretical perspectives, we frame our individual studies, artifacts, and documents to illustrate how children’s and young adult literature is experienced, (mis) used, measured, and leveraged across societies and educational systems in the US and Ireland.

Participants:
- Maximizing Parental Engagement to Measurably Improve Children’s Language and Literacy Outcomes in Areas of Socio-economic Need
  Lana McCarthy, Trinity College
- Stop, Drop, and Read: What exactly is a just-right book?
  Susan Constable, Otterbein University
- Maybe Something Beautiful—How Art, Gardens, and Literature Transformed a Neighborhood
  Jenifer Jasinski Schneider, University of South Florida
- Social Justice, The Art of Illustration, and Children’s Literature: Simple Ways to Start Complex Conversations
  Lindsay Persohn, University of South Florida
  Rebecca Powell, Florida Southern College
- “Can I read that book in elementary school? Preservice Teachers Responses to Difficult Topics through Digital Tools
  Aimee Frier, University of South Florida
  Stephanie Branson, University of South Florida
- Children’s Literature for Social Emotional Learning: Preservice Teacher Collaborative Inquiry
  Carrie Blosser Scheckelhoff, Otterbein University

Discussant:
Renee Rice Moran, East Tennessee State University
Affording future teachers meaningful learning opportunities focused on educating culturally and linguistically diverse learners must be at the forefront of literacy teacher education coursework reimagining efforts. Pulling together scholars from various universities in the US, this symposium reports on four projects that describe their enactment of the ideals of culturally sustaining pedagogy (Paris & Alim, 2017) in higher education settings. The studies illustrate the richness and complexity of using CSP in practice.

Participants:
- Culturally Sustaining Pedagogy and Global Meaning-Making: When the Words and Worlds Collide
  Natalia Ward, East Tennessee State University
  Renee Rice Moran, East Tennessee State University
  Karin Keith, East Tennessee State University
  Amber Warren, University of Nevada, Reno
- “We’re in an inquiry class. We question everything.”: Inquiry as a Tool to Foster Elementary Teachers’ Culturally Sustaining Literacy Teaching
  Monica Thomas Billen, California State University, Fresno
  Steve Hart, California State University, Fresno
  Ana Soltero-Lopez, California State University, Fresno
- “To Know Our Students and Their Stories”: Using Case Methods in Online Literacy Courses
  Natalia Ward, East Tennessee State University
  Amber Warren, University of Nevada, Reno
  Shuling Yang, East Tennessee State University
- “You Could Hear a Pin Drop”: Culturally Sustaining Theory to Practice
  Susan V. Bennett, University of South Florida St. Petersburg
  AnnMarie Alberton Gunn, University of South Florida St. Petersburg

Area 3: “We Sustain What We Love”: Culturally Sustaining Pedagogy at Work in Literacy Teacher Education Coursework

Chair:
Amber Warren, University of Nevada, Reno

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FRIDAY, DECEMBER 4

2:00 p.m. – 2:45 p.m. – Symposium

Area 10: What is New in the Biopolitics of New Media for Children and Youth?: Implications for Literacy Research and Practice

Chair:
Christian Ehret, McGill University

Discussant:
Guy Merchant, Sheffield Hallam University

In the current media landscape that often heightens moral panics, literacy researchers have noted intensities in the discourses of concern around digital media, children and adolescents. This panel historicizes these discourses and then identifies and analyses what is new in the biopolitics of new media for children and youth through investigations of literacy in the context of: children and screen time; AI, big data, and identity development; and, teens and Young Adult Videogames.

Participants:
- Reorienting screen time as a stuck place: A nexus analysis
  Karen Wohlwend, Indiana University
- “On the Internet, nobody knows you’re a youth”: Examining the mangle of discursive- and data-identities through social media
  Kevin Leander, Vanderbilt University
  Sarah Burriss, Vanderbilt University
- Young Adult Video Games: Analyzing the biopolitics through critical playthroughs
  Christian Ehret, McGill University
  Jen Scott Curwood, The University of Sydney
  Emily Mannard, McGill University

Area 7: White English language arts teachers’ negotiating race and equity in the rapidly changing rural Midwest

Chair:
Amanda Haertling Thein, University of Iowa

Discussant:
Robert Petrone, University of Missouri

Scholarship suggests that White teachers bring complex, ambivalent racial identities to their teaching. Less is known about how White teachers’ ambivalence is mediated by the sociocultural contexts in which they live and work. The papers in this panel bring the social and cultural in White teacher ambivalence to the forefront, exploring how White teachers in the rapidly changing rural Midwest negotiate issues of race and equity in their identities and teaching of English language arts.

Participants:
- White teachers’ educational experiences and stances toward teaching about race and equity in an urban magnet school
  Tasha Adrienne Lindo, The University of Iowa
- (De)mobilizing emotion about race in multicultural literature pedagogy
  Amanda Haertling Thein, University of Iowa
- External and internal constraints in a novice, White teacher’s efforts to teach racial literacy in a White parochial school
  Kelli A. Rushek, University of Iowa

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FRIDAY, DECEMBER 4

2:00 p.m. – 2:45 p.m. – Alternative Format Session

Area 6: Voices from the Margins: Diverse Adults Making Media for Resistance and Representation

Chair:
Leslie Foley, Grand Canyon University

Discussants:
Erik Jacobson, Montclair State University
W. Ian O’Byrne, College of Charleston
Rona Flippo, University of Massachusetts Boston
Theodore Ransaw, Michigan State University
Kathryn Pole, University of Texas Arlington
George Boggs, Young Harris College

This alternative format session focuses adults of varying subjectivities (race, sexual orientation, gender identity, culture, and location) creating alternative media, including print media, digital media, and extended media products, highlighting how ephemeral texts are constructed to express alternative representations of gender and race and to create inclusivity and community. The session will structure dialogue through research presentations and collaborative conversations.

Participants:
• Voices from the Margins: Diverse Adults Making Media for Resistance and Representation
  Barbara Jean Guzzetti, Arizona State University
• Gay and Transgender Zinesters Mainstreaming the Marginal
  Katina Zammit (Dr.), Western Sydney University
• The Right to Write as an Expressive Workplace Practice
  Calley Marotta, University of Wisconsin-Madison
• “I’m Not the Only One”: Toward Understanding and Justice in English Class
  Greg Bartley, University of Wisconsin-Madison
• Shaping Writerly Self-Efficacy in a Community Writing Group for Nontraditional Students
  Gabbi Kelenyi, University of Wisconsin-Madison

2:00 p.m. – 2:45 p.m. – Symposium

Area 6: Writing for Expression and Justice: Examinations Across Communities, Universities, and K-12 Schools

Chair:
Greg Bartley, University of Wisconsin-Madison

Discussant:
Sonia Kline, Illinois State University

This symposium examines how writing for personal expression might do social justice work. We consider a variety of contexts, participants, and methods to better understand the practices of adults in a community writing group, high school students in a social justice-oriented English course, and custodians at a public university. Taken together, these talks re-envision seemingly intimate, self-reflective literacy practices as those that can build and affirm connections, identities, and perspectives to more just ends.

Participants:
• The Right to Write as an Expressive Workplace Practice
  Calley Marotta, University of Wisconsin-Madison
• “I’m Not the Only One”: Toward Understanding and Justice in English Class
  Greg Bartley, University of Wisconsin-Madison
• Shaping Writerly Self-Efficacy in a Community Writing Group for Nontraditional Students
  Gabbi Kelenyi, University of Wisconsin-Madison
### 2:00 p.m. - 2:45 p.m. - Symposium

**Area Chair Award - Unforeseen Ripples of Text Complexity and CCSS: Issues of Theory, Practice, and Programs**

**Chair:** Laura Tortorelli, Michigan State University  
**Discussant:** Heidi Anne Mesmer, Virginia Tech

**Participants:**
- Does One Size Fit All? Exploring the Contribution of Text Features, Content, and Grade of Use on Comprehension  
  Heidi Anne Mesmer, Virginia Tech  
  Elfrieda H. Hiebert, TextProject  
  James Cunningham, University of North Carolina - Chapel Hill  
  Madhu Kapania, Virginia Tech
- The Endpoint of the Staircase of Text Complexity: Revisiting Text Complexity at the Secondary Level  
  John Strong, University at Buffalo  
  Elfrieda H. Hiebert, TextProject
- Effects of Altered Lexile Levels of The Same Text on Reading Comprehension  
  Catherine Rand, Rutgers University

### 3:00 p.m. – 3:30 p.m. – Roundtable Session

**Area 1: Writing Perspectives**

**Discussant:** Jason Moore, Oakland University

**Participants:**
- Pre-service Teachers of Writing: Moving from Learners to Teachers  
  Marie Borkowski, The Ohio State University
- So how did you say we teach writing?: Preservice teachers’ perceptions of writing instruction  
  Carol Jeanne Delaney, Texas State University
- “This I Believe” About Teaching Writing: Elementary Teacher Candidate’s Pedagogical Understandings  
  Kathleen Alley, Mississippi State University

**Area 7: Understanding home literacy practices embedded in diverse communities**

**Discussant:** Joanne E. Marciano, Michigan State University

**Participants:**
- Children’s Intercultural Understanding through Home Literacy Practices  
  Mahsa Bashang, Southern Illinois University
- Codifying Critical Care: How an organization is engaging families in literacy and community-building one neighborhood at a time  
  Margaret (Maggie) Hanna, University of Michigan
- Literacy Educators and Pediatricians Working Together: Developing a Bilingual Family Literacy Program in Primary Care  
  Patricia A. Shelton, Rutgers Robert Wood Johnson Medical School  
  Lesley Mandel Morrow, Rutgers University Graduate School of Education  
  Daniel Lima, Rutgers Robert Wood Johnson Medical School  
  Silvia Perez-Cortes, Rutgers University  
  Akreetti Maskey, Rutgers Robert Wood Johnson Medical School  
  Shilpa Pai, Rutgers Robert Wood Johnson Medical School  
  Usha Ramachandran, Rutgers Robert Wood Johnson Medical School  
  Manuel E. Jimenez, Rutgers Robert Wood Johnson Medical School
FRIDAY, DECEMBER 4

3:00 p.m. – 3:30 p.m. – Paper Session

Area 2: Seeking Effective Practices with Multilingual Learners

Discussant:
Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

Participants:
- Reading specialist candidates’ use of code-switching and code-meshing pedagogies during a clinical practicum experience
  Kirsten Dara Hill, University of Michigan-Dearborn
- Seeking Coherence: Coaching Teachers of Culturally and Linguistically Diverse Learners in the Disciplines
  Monica S. Yoo, University of Colorado, Colorado Springs
  Leslie Grant, University of Colorado, Colorado Springs
  Veronica Garza, University of Colorado, Colorado Springs
  Lisa Fetman, University of Colorado, Colorado Springs
- Teachers’ beliefs about effective involvement with English learners’ families: How do they influence instruction?
  Sara Saberimoghaddam, University of Kentucky
  Kristen Perry, University of Kentucky

4:00 p.m. – 4:30 p.m. – Paper Session

Area 8: Teacher Collaboration, Coaching, and Translanguaging to Develop Young Bilinguals’ Bi/Literacy

Discussant:
Rachel G. Salas, University of Nevada Reno

Participants:
- Relationships During Professional Development: Is Young Bilingual Students’ Reading Growth Affected by the Coach/Teacher Relationship?
  Steve Amendum, University of Delaware
  Adrian Pasquarella, University of Delaware

continued on next page
FRIDAY, DECEMBER 4

- Key Elements of Teacher Collaboration for English Language Learners’ Literacy Learning: Classroom Examples from a Case Study
  Bogum Yoon, State University of New York at Binghamton
- Biliteracy and translinguaging during core-content and social studies lessons in a fourth-grade bilingual classroom
  Myriam Jimena Guerra, Texas A&M University-San Antonio
  Lucila Del Carmen Ek, University of Texas at San Antonio

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Teachers’ beliefs and training: Perspectives on student performance and program effectiveness

Discussant:
Ya-Fang Cheng, Western Oregon University

Participants:
- Stories of Accountability in a “Low-Performing” School: How Teachers Make Sense of Standardized Test Results
  Laura A. Taylor, Rhodes College
- Teacher Beliefs and Their Students’ Achievement
  Emily Rodgers, The Ohio State University
  Jerome D’Agostino, The Ohio State University
  Rebecca Berenbon, The Ohio State University
  Clara Mikita, The Ohio State University
  Christa Winkler, The Ohio State University
  Mollie Wright, South-Western City Schools
- Examining the Impact and Effectiveness of the Reading Endorsement Program: Is it Smoke and Mirrors or a Measure of Hope?
  Sarah K. Clark, Brigham Young University
  Alicia McIntire, Brigham Young University

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 6: Tensions and Possibilities for Disciplinary Literacies

Discussant:
Kathleen Alley, Mississippi State University

Participants:
- Collaborate to Understand Reading: Case Study of College International Students Reading in Disciplinary Areas
  Yang Wang, University of South Carolina
  Ismahan Arslan-Ari, University of South Carolina
- Area Chair Award - Examining Our Evolving Identity: How Developmental Literacy Practitioners Maintain Their Community of Practice in Times of Disciplinary Uncertainty
  Emily Suh, Texas State University
  Darin Jensen, Des Moines Area Community College
  James Dyer, Texas State University
  Barrie McGee, Texas State University
  Shiniece Owens, Texas State University
- Exploring critical reading of a climate change topic using digital texts
  Xavier Fazio, Brock University
  Tiffany Gallagher, Brock University

4:00 p.m. – 4:30 p.m. – Roundtable Session

Multi Area: The Impact of Literacy Teachers’ Voices

Chair:
Beth Beschmetr, Minnesota State University, Mankato

Discussant:
Beth Beschmetr, Minnesota State University, Mankato

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FRIDAY, DECEMBER 4

Participants:
- Bridging Visual Literacy and Information Using: K12 Teachers’ Perceptions of Using and Teaching Online Images
  Matthew Korona, George Mason University
  Dawn Hathaway, George Mason University
- The impact of collaborative reflective feedback on an online literacy clinic: teacher candidate, family, child, and professor
  Shadrack Msengi, 1960
- Adaptive Teaching: A Collaborative Self-Study in Literacy Teacher Education
  Matthew McConn, Binghamton University
  Erin Washburn, University of North Carolina at Charlotte

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: The literacies and texts of multilingual and translingual spaces

Discussant:
Margaret (Maggie) Hanna, University of Michigan

Participants:
- “Can We Get Books in All Our Languages?”: Introducing a Culturally Sustaining Framework within the Reading Intervention Setting
  Kelly K. Wissman, University at Albany-SUNY
- Creating a Translanguaging Space in a Community-Based Literacy Center
  Stephanie Abraham, Rowan University

4:00 p.m. – 4:30 p.m. – Paper Session

Area 7: Highlighted Session - The writing identities and perspectives of diverse adolescent students

Discussant:
Fenice Boyd, University of South Carolina

Participants:
- Area Chair Award - “I didn’t write that:” Adolescents’ perspective-taking in collaborative writing in an after-school spoken word poetry team
  Andrea Vaughan, University of Illinois at Chicago

4:00 p.m. – 4:30 p.m. – Paper Session

Area 8: Translanguaging in Elementary Education

Discussant:
Kate T. Anderson, Arizona State University

Participants:
- Role of immigrant parents’ attitudes and practices in their bilingual students’ heritage language use and translanguaging performance
  Chaehyun Lee, Southeastern Oklahoma State University
- Translanguaging as a pedagogy to support multilingual elementary students’ writing development: A literature review
  Cori Salmeron, Georgia State University
- Translanguaging Practices of Bilingual Students in Science and Math Learning in a Mandarin/English Dual Language Program
  Xiaochen Du, University of Florida

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FRIDAY, DECEMBER 4

4:00 p.m. – 4:30 p.m. – Roundtable Session

Area 5: Using Digital Tools and Developing Digital Literacies

Discussant:
Jacquelynn A. Malloy, Clemson University

Participants:
- A mixed methods approach to understanding parents’ perception of preschoolers’ use of digital tools and its role in literacy development. Oluwaseun A. Oti-Aina, Clemson University
- Highlighted Session - Second Graders’ Perceptions on Writing Identity: Working through a Digital Writing Process Dana Skelley, University of Alabama in Huntsville
- Teachers as Learners: Evolving Digital Literacies through Collaboration and Inquiry Jennifer Kobrin, University of Pennsylvania

4:30 p.m. - 4:45 p.m.

Oscar S. Causey Award Presentation

Chair:
David B. Yaden, Jr., University of Arizona

Presenters:
- Mary McVee, University of Buffalo
- James Hoffman, University of North Texas
- Junko Yokota, National Louis University – providing remarks on Dr. William Teale (2019 Recipient)

5:00 p.m. – 6:00 p.m. – Special Event

Series of Collaborative Discussions

Critical Issues in the Science of Reading: Striving for a Wide-Angle View in Research

Chair:
P. David Pearson, University of California, Berkeley

Presenters:
- Sonia Cabell, Florida State University
- Sandra Barrueco, Catholic University of America
- Etta Hollins, University of Missouri, Kansas City
- Jim Hoffman, The University of Texas at Austin
- P. David Pearson, University of California, Berkeley

In this plenary session, a panel of distinguished scholars, including Sandra Barrueco, Sonia Cabell, Jim Hoffman, Etta Hollins, and P. David Pearson, will address topics such as racial injustice in literacy research, content-rich instruction beyond initial coding, the disciplinary preparation of literacy teachers, first and second language assessment, and productive ways forward in developing a robust research agenda for literacy studies. By suggesting a “wide angle” view of research, the panel explores the notion that individuals must be viewed in a broader context than just a test score, the findings from a few
studies, or static demographic designations. The overall purpose of the session is less a debate than a search for expanding the way the field needs to adjust in conducting comprehensive, inclusive and equitable literacy research.

Convenor/Moderator:  
P. David Pearson, University of California, Berkeley

- Research design and pedagogical impacts on students of color  
  Etta Hollins, University of Missouri, Kansas City
- Background knowledge and content-rich ELA instruction  
  Sonia Cabell, Florida State University
- Teacher knowledge and professional development  
  Jim Hoffman, North Texas State University
- Issues in language research and assessment  
  Sandra Barrueco, Catholic University of America

6:00 p.m. – 6:45 pm p.m. – Meeting

Annual Business Meeting

Each year, the Literacy Research Association hosts the Annual Business Meeting and provides the membership-at-large with important information from members of the LRA Executive Committee. You will hear reports from the LRA President, President-Elect, Vice-President, Past President, Treasurer, and Headquarters. Membership participation is important! We hope to see you there!

6:45 p.m. – 7:30 p.m. – Special Event

After Glow Discussions

Come debrief with other attendees on the sessions you attended today or discuss other collaborations you can make with attendees in research. This space is meant to mimic Vital Issues.

6:45 p.m. – 7:30 p.m. – Special Event

Doctoral Student ICG Happy Hour
Saturday • December 5, 2020

70TH ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION (Virtual)

November 30 – December 5, 2020

Connect with us! #LRA2020
### SATURDAY, DECEMBER 5

**Coffee Café**  
(Let’s network and discuss the plans for the day)  
8:00 a.m. to 9:00 a.m.

**Area Chair Meeting**  
8:00 a.m. to 9:00 a.m.

**Literacy Research Reports**  
Collaborative Panel Discussions  
9:30 a.m. to 11:30 a.m.

**Working Lunch – Collaborate for Impact Discussions**  
11:45 a.m. to 12:30 p.m.

**Where do we go from here?**  
12:35 p.m. to 12:55 p.m.

**Closing Comments**  
12:55 p.m. to 1:00 p.m.

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**9:30 a.m. – 11:30 a.m. – Special Event**  
Series of Collaborative Discussions

**Literacy Research Reports**  
Collaborative Panel Discussions

**Participants:**  
- An Examination of Dyslexia Research with Policy Implications  
  **Peter Johnston, University at Albany**  
  **Donna Scanlon, University at Albany**

There is no doubt that some children experience more difficulty than others becoming literate, at great personal and social cost. The causes of their difficulties, and what to do about them, have been the source of vast research and sometimes heated disagreement among researchers and educators going back over a century. The currently popular, and long standing, explanation is that the primary source of difficulty is dyslexia, the idea that children’s difficulties becoming literate are caused by a difference in their brains, a difference that also confers a range of positive benefits along with the necessity for intensive phonics instruction. Recently, advocates of this narrative have merged with those who argue that intensive phonics is actually the solution to all literacy problems, asserting that science has spoken and that legislators should enforce “the science of reading.” This review examines the bases for these arguments, concluding that, among things; a) there is no consistent, diagnostically useful definition of dyslexia, affecting not only practical use of the construct, but also interpretation of any related research, and b) advocacy arguments for intensive phonics instruction, both associated with dyslexia and not, are not reflective of the available research.

- **The State of Black Boys in Literacy Research**  
  **Alfred Tatum, University of Illinois at Chicago**  
  **David B. McMillon, University of Chicago**  
  **Aaron Johnson, Wayne State University**

In this session, the presenters will discuss the dynamic State of Black Male literacy education and the methodological challenges to capture the complexities of their literacy education because of a wide range of historical and contemporary factors that impact language, reading, and writing development. Defining literacy, literacy development, literacy education, and literacy research and their shifts across multiple contexts (e.g., in-school, out of school), multiple locations (e.g., urban, rural, and suburban), and school types (traditional public, private, catholic, charter, home, boarding) presented additional challenges. The session will focus on five areas: Mapping the state of research on Black male literacy education; discussing conceptual and theoretical shifts and their impact or non-impact on Black male literacy education in grades preK-12; discussing empirical

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gaps in the research literature within and outside the field of literacy education; discussing policies and practices over the past two decades that have focused on literacy education of Black males in grades preK-12; and discussing the need to nurture a scientific culture of Black male literacy education.

- Advancing Anti-Racism in Literacy Research
  Arlette Willis, University of Illinois, Urbana Champaign
  Patriann Smith, University of South Florida

Our presentation reflects the work of several LRA scholars who participated in addressing the charge from the Executive Board (2015 -2019) to examine Race, Equity, and Literacy Research. As such, our report is informed by a history of scholarship conducted by Scholars of Color with a focus on research within the U. S. This collective body of scholarship guides our articulation and reconceptualization of literacy research rooted in anti-racism and social justice. We believe it is time to move beyond "starting conversations about racism," to concrete steps that will dismantle the institutional and systemic racism that underpins the field and moves the field toward anti-racism.

11:45 a.m. – 12:30 p.m.
Collaborate for Impact Discussions

(Choose one to increase your understanding, broaden your perspective, and develop a Plan of Action to collaborate for impact)

An Examination of Dyslexia Research with Policy Implications

Chairs:
Peter Johnston, University at Albany
Donna Scanlon, University at Albany

The State of Black Boys in Literacy Research

Chairs:
Alfred Tatum, University of Illinois at Chicago
David B. McMillon, University of Chicago
Aaron Johnson, Wayne State University

Advancing Anti-Racism in Literacy Research

Chairs:
Arlette Willis, University of Illinois, Urbana Champaign
Patriann Smith, University of South Florida

12:35 p.m. - 12:55 p.m.
Where do we go from here?

Collaborative Groups share their Plans of Action with the whole group

12:55 p.m. - 1:00 p.m.
Closing Comments

Gwendolyn Thompson McMillon, Oakland University
Conference Chair

Thank you #LRA2020 Team!
#LRA2020TeamRocks!
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LEADERSHIP AND HONOREES

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<td>Oscar S. Causey</td>
<td>1952-59</td>
<td>Richard Allington</td>
<td>1995-96</td>
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<td>George Spache</td>
<td>1962-64</td>
<td>Martha R. Ruddell</td>
<td>1997-98</td>
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<td>Lee Gunderson</td>
<td>2002-2003</td>
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<td>David Reinking</td>
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<td>Arlette Willis</td>
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<th>Name</th>
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<td>Irene Athey</td>
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<td>Frank Greene</td>
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<td>Thomas H. Estes</td>
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<td>Michael L. Kamil</td>
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<td>M. Trika Smith-Burke</td>
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<td>1991</td>
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<td>1996</td>
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### Arthur Applebee Award:


### Barr/Mosenthal Award:

- Charlene Bredder, Cambodia; Sponsor: Claire Wyatt (2019)
- Josefina Perilla Colmenres, Colombia; Sponsor: Samuel DeJulio (2018)
- Carol Leo, Papua New Guinea; Sponsor: Katina Zammit (2019)
# AWARD RECIPIENTS

## Distinguished Scholar Lifetime Achievement Award

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## Edward B. Fry Book Award

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Appleget, Carin
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Bacon, Heidi Regina
Bahlmann Bollinger, Chelsey
Barber, Ana M. Taboada
Barksdale, Bonnie A.
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Bean, Rita
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Boche, Benjamin
Boehm, Shelby Marie
Borti, Adeline Mansa
Bottomley, Diane M.
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Bradley, Chelsea K.
Broemmel, Amy
Brown, Sally
Brownell, Cassie J.
Bryan, Kisha C.
Buch, Bettina
Burke, Amy
Butterfield, Dawna Lisa
Bwire, David
Capello, Sarah
Carpenter, Robert
Castek, Jill
Castle, Ann
Chandler-Olcott, Kelly
Cheng, Ya-Fang
Choi, Sung Shim
Chung, Rosalie Hiuyan
Claravall, Eric
Clark, Caroline T.
Cole, Mikel Walker
Coleman, James J.
Collett, Jennifer Marie
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Correll, Pamela K.
Crawley, S. Adam
Cummins, Amy
Curcic, Svjetlana
Dallacqua, Ashley K.
Dalton, Bridget
David, Virginia
Davis, Summer
DeJulio, Samuel
Delaney, Carol Jeanne
Dennis, Danielle V.
Dernikos, Bessie
Deroo, Matthew R.
Dobbs, Christina
Doepker, Gina
Dominguez-Fret, Nancy
Domke, Lisa
Donohue, Tracy
Dunkerly-Bean, Judith
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Fang, Zhihui
Ferguson, Daniel E.
Fiano, Darcy Anne
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Fields, Robin Stacy
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Griffith, Jason J.
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Guay, Mary
Guggenheim, Aaron
Micah
Gyimah-Concepcion, Melissa
Haas, Leslie
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Hagge, Julia
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Handsfield, Lara J.
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Hawkins, Lisa K.
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Serpa, Sandro
Shaw, Donita
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### 2020 Proposal Reviewers

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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.

2020 VIRTUAL MEETING EVENTS:
STAR Mentoring Session (Closed Event): Tuesday, December 1, 2020, 10:30 a.m. - 12:00 p.m.
STAR Fellow Research Showcase: We Believe in Collective Magic: Re-claiming the Future(s) of Literacy Research: Wednesday, December 2, 2020, 2:00 - 2:45 p.m.
STAR Program Cross-Cohort Research Showcase: Thursday, December 3, 2020, 1:45 – 2:30 p.m.

STAR DIRECTORS:
Mileidis Gort 2017-Present
Marcelle Haddix 2013-2017
Julia Lopez-Robertson 2010-2012
Jennifer Danridge Turner 2009-2010

STAR PARTICIPANTS

STAR FELLOWS AND MENTORS

<table>
<thead>
<tr>
<th>2019-2021 Fellows</th>
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<tr>
<td>Paty Abril-Gonzalez</td>
<td>University of Texas at Austin</td>
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<td>Earl Aguilera</td>
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<td>Rebecca Linares</td>
<td>Montclair State University</td>
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<td>Tran Nguyen</td>
<td>Templeton University of North Texas</td>
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<tr>
<td>Bianca Nightengale-Lee</td>
<td>Florida Atlantic University</td>
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<td>Idalia Nuñez Cortez</td>
<td>University of Illinois, Urbana-Champaign</td>
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<tr>
<td>Tiffany Nyachae</td>
<td>Buffalo State College, SUNY</td>
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<tr>
<td>Alicia Rusoja</td>
<td>St. Mary’s College of California</td>
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<td>Eliza Braden</td>
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<td>Kisha Bryan</td>
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<td>Delicia Greene</td>
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<tr>
<td>Claudia Rodriguez-Monica</td>
<td>Santa Clara University</td>
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<td>Patriann Smith</td>
<td>Texas State University</td>
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## STAR PARTICIPANTS

### 2015-2017 Fellows

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<tr>
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<tr>
<td>April Baker Bell</td>
<td>Michigan State University</td>
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<td>Maneka Deanna Brooks</td>
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<td>Theda Gibbs</td>
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<td>Yolanda Sealey-Ruiz</td>
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<td>Bong Gee Jang</td>
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<td>Ramón Antonio Martínez</td>
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<td>Lamar Johnson</td>
<td>Michigan State University</td>
<td>Jennifer Danridge Turner</td>
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<td>Bonnie Jean (Williams) Farrier</td>
<td>California State University Fullerton</td>
<td>Carmen Kynard</td>
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### 2013-2015 Fellows

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<tr>
<td>Monica Yoo</td>
<td>University of Colorado at Colorado Springs</td>
<td>Allison Skerrett</td>
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<td>Kwangok Song</td>
<td>Arkansas State University</td>
<td>Eurydice Bauer &amp; Mileidis Gort</td>
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<td>Maria Selena Protacio</td>
<td>Western Michigan University</td>
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<td>Mary McGriff</td>
<td>New Jersey City University</td>
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<td>Soria Colomer</td>
<td>University of South Florida</td>
<td>María Fránquiz &amp; Eurydice Bauer</td>
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<tr>
<td>Antonieta Avila</td>
<td>Independent Scholar</td>
<td>Aria Razfar</td>
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### 2011-2013 Fellows

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<td>Marva Solomon</td>
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<td>Marjorie Orellana Faulstich</td>
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<td>P. Zitlali Morales</td>
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<td>Kathleen Hinchman</td>
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<td>Tisha Ellison</td>
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<td>Yoo Kyung Sung</td>
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<td>Mark Conley</td>
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ON THE COVER:  Collaborate for Impact!
Patrick Jackson, NileRiverGrafix (nrgraffix@yahoo.com)