WELCOME

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

I’m excited that you are here for the 61st Annual Conference of LRA. I want to thank all of you for allowing me the privilege of organizing this year’s conference along with my Co-chair, Richard Beach, and our Executive Director, Christopher Roper. I think, though, that most of the credit needs to be given to you, our membership, for what is going to be a thoroughly enjoyable and informative meeting. You responded enthusiastically when we asked for volunteers to chair our 13 different Content Areas. You were there when we asked you to serve on our seven distinct awards committees. Most importantly, you volunteered in force when we needed you to review all of the conference proposals. Others of you stepped up when we asked for board candidates, and many of you are now serving as editors and reviewers for the Literacy Research Association Yearbook and the Journal of Literacy Research.

Without a doubt, this is your annual conference; you made it happen and I am really looking forward to it. So, thank you! In addition, your Board of Directors, Executive Committee, and Executive Director have been meeting throughout this past year to put everything in place for what I believe is going to be an excellent collective experience.

I hope that like me, the more you know about LRA the more you will appreciate it. As you know, this year marks the first that we have moved entirely to the use of our new name, the Literacy Research Association. We have grown, we have transformed, and we have moved forward. Even so, a great many of us will always revere and treasure the many years that we were NRC. I think, though, that this fondness for the organization has only increased as a result of our willingness to reinvent ourselves. Such a move required courage and foresight by a great many of our past executive directors, board of directors, and ultimately, you, the membership. Nice job. On the other hand, I’m sure you will see that our traditions and past practices are quite robust and present in this year’s program. As in years past, we received a healthy number of conference proposals, 660 in fact, and of those, we accepted 486. Our area chairs and our reviewers did an excellent job of completing all of the reviews in a timely and thoughtful manner, and for that, we are grateful.

In addition to the 486 peer-reviewed proposals that will be presented, we have three invited speakers whose work we think you will enjoy. These include Professor Donaldo Macedo of the University of Massachusetts Boston. The title of his talk is “The Arizonification of America: The Pedagogical Implications of Latina(o) Students Under Siege.” Eve Gregory is visiting us from Goldsmiths, University of London, and her talk will be: “Invisible Teachers: Becoming Literate in a Wider Community.” Finally, Professor Juan C. Guerra of the University of Washington, Seattle will present, “From Code-Segregation to Code-Meshing: Finding Deliverance from Deficit Thinking through Language Awareness and Performance.” Do make every effort to attend what promises to be thought-provoking and stimulating plenary sessions. I always enjoy discussing these sessions afterwards with my colleagues, so let me know what you think.

And, of particular importance to LRA, Dr. Patricia Anders will deliver the Presidential Address on Wednesday. The title of her talk is: “Widening the Circle of Literacy Research: Sampling the Past—Envisioning Possibilities.” I am looking forward to hearing her presentation and I’m sure it will be enlightening.

Also, mark your program so that you can attend Dr. Lesley Mandel Morrow’s presentation where she will present her paper, “Theory, Research, Policy, Practice: IMPACT.” Dr. Mandel Morrow is last year’s Oscar S. Causey Award winner. And, last year we distributed a survey to you where you indicated interest in a session on how to prepare and present effective conference papers. As a result, I invited three of our past presidents to lead a panel discussion on this topic. Taffy Raphael, Lee Gunderson, and David Reinking graciously accepted the invitation and they will be presenting on Friday morning. If possible, don’t miss any of these presentations. Some of us are still buzzing about last year’s plenary sessions.

An exciting new development in LRA is that we now have four different Innovative Community Groups (ICGs). The new groups include the History of Literacy ICG, the Doctoral Students ICG, and the Multilingual and Transcultural Literacies ICG. These are in addition to our International ICG. Check your program for meetings and other events scheduled by our ICGs and join one. We think the ICGs will generate enthusiasm and positive energy for us as an organization, particularly if the membership demonstrates interest. If you have ideas for a new ICG, let me or any member of the executive committee know and they will answer any questions you might have.

Finally, please join us for the Presidential Reception on Wednesday evening because Dr. Anders is an incredible host! The Annual Town Hall is also a great place to voice your opinion, share your expertise, and donate your guidance to our great organization. Please attend, share your thoughts, and have a good time with your colleagues. In addition, we ask for your presence at our annual business meeting. Here you will get a chance to hear about our financial status, our growth as an organization, and important decisions that we are making now to move us forward.

Robert T. Jiménez
2011 Program Chair and President-Elect
ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

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

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, Journal of Literacy Research, and the Yearbook, which contains peer-reviewed papers selected from the previous year’s conference, as well as a newsletter. It also sponsors a Website and listserv. To support these activities, LRA maintains a full-time administrative staff in Oak Creek, Wisconsin.

For more information, contact the LRA Headquarters Office at 7444 South 13th Street, Oak Creek, Wisconsin 53154, Phone: 414-908-4924, ext. 450, Fax: 414-768-8001, www.LiteracyResearchAssociation.org.

BOOK DISPLAY, SILENT AUCTION, & EXHIBITS

WEDNESDAY–FRIDAY

The Silent Auction provides a unique and fun way to add to your professional library while bringing much-needed revenue to LRA. Professional books authored by LRA members will be displayed throughout the conference. Each book will have a bidding sheet inside of it. If you wish to bid, add your name to the end of the list of bids. The highest bid wins the book. Bidding closes at 3:30 pm on Friday. Names of the highest bidders will be circled on the bidding sheet. You may purchase books on Friday from 4:00 pm–6:00 pm and Saturday from 7:00 am–11:00 am. Payment for books can be made via cash, credit card, or check (payable to LRA).

CYBER CAFÉ

In the Cyber Café, you will have access to computers and a printer, or bring your own laptop and take advantage of the free wireless access.
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About LRA  
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Dr. Lawrence R. Sipe, a professor at the University of Pennsylvania Graduate School of Education (GSE) and chair of the school’s program in Language and Literacy in Education, died unexpectedly March 11 at his home in Philadelphia.

A scholar of education and literature, Dr. Sipe deepened our knowledge of how children engage with literature. He was particularly interested in how young children talk about and respond to picture books in the classroom and how those activities enhance their literary understanding.

Born in 1949 in York, Pennsylvania, Dr. Sipe graduated Phi Beta Kappa from the University of Chicago in 1971 with a bachelor’s degree in English. For two years, he taught in a one-room school in Newfoundland, Canada, then returned to earn his second bachelor’s degree, this one in Elementary Education, at Bloomsburg State College in Pennsylvania.

After graduating from Temple University with a master’s degree in Psychology of Reading in 1980, he returned to Newfoundland, where he was a coordinator for in-service and professional development for a local school board for 13 years.

In 1996, after receiving his Ph.D. in Educational Theory and Practice from The Ohio State University, Dr. Sipe came to Penn GSE as an assistant professor; he rose to the rank of professor in 2009. He received numerous University, national, and international awards and fellowships, including the 1998 Salzburg Seminar Presidential Fellowship of the University of Pennsylvania, the 2001 Early Career Achievement Award from the National Reading Conference, and Penn’s 2007 Lindback Award for Distinguished Teaching. In 2008, his book, *Storytime: Young Children’s Literary Understanding in the Classroom*, won the Edward B. Fry Book Award for Outstanding Contributions to Literacy Research and Practice from the National Reading Conference. He was also North American editor-in-chief of the journal *Children’s Literature in Education*.

Geoff Fox, the former editor of *Children’s Literature in Education*, said that Dr. Sipe’s experience as a classroom teacher deeply affected his scholarship, which centered around “real children as readers” rather than dry academic theorizing. Indeed, at the heart of Dr. Sipe’s work was a determination to learn from young children’s own thinking about literature. Children, he wrote in *Storytime*, have a “sophisticated and critical literary insight” from a very young age, and he took that insight seriously.

Dr. Sipe, said Margaret Mackey, a University of Alberta professor who preceded Dr. Sipe as North American editor at *Children’s Literature*, “did the best job anybody has ever done of gathering, respecting and letting people hear the voices of children.”

To Dr. Sipe, children’s picture books, with their complex interweaving of text and visual elements, are in many ways more sophisticated than the text-heavy “chapter books” that are often seen as the next stage for young readers. Picture books, he said late last year, “invite all sorts of higher-level thinking skills,” and he objected to the recent trend among parents of pushing children to read chapter books at earlier and earlier ages. “Let children be children for a while,” he said.

In a similar vein, Dr. Sipe was a strong advocate of reading books aloud and discussing them with children in the classroom, and he was opposed to scripted, “teacher-proof” curricula that reduce or eliminate the opportunity to do so.

At Penn GSE, where everyone called him Larry, Dr. Sipe was a beloved colleague, teacher, and mentor. Penn GSE Professor Vivian Gadsden recalled Dr. Sipe’s “generosity, support and deep commitment to helping grad students become scholars.” When Dr. Sipe received Penn GSE’s Excellence in Teaching Award in 2005, the students who nominated him cited “his rigor, clarity, sensitivity, and thoroughness” and described him as the “model of a scholar who challenged students to think more deeply and broadly.”

In addition to his academic career, Dr. Sipe was called to the priesthood of the Episcopal Church. During the 1980s, he studied for the priesthood at McGill University’s Montreal Diocesan College. He was ordained in 1989. He served as an honorary assistant priest at St. James’ Anglican Church in Newfoundland and later at St. Clement’s Church in Philadelphia.

Dr. Sipe is survived by his mother, Dorcas Sipe Transeau; his sister and brother-in-law Judy and Steven Steinke, of Glenville, Pennsylvania, niece Emily Steinke, and niece Katherine Steinke Morris with her husband Ben. 

Text and Photo Courtesy of: Graduate School of Education, University of Pennsylvania
MAJOR ADDRESSES

Presidential Address – Wednesday, 4:45PM-6:00PM, Grand Ballroom 4

*Widening the Circle of Literacy Research: Sampling the Past—Envisioning Possibilities*

Patricia L. Anders, *University of Arizona*

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Oscar S. Causey Address – Thursday, 10:30AM-12:00PM, Grand Ballroom 4

*Theory, Research, Policy, Practice: IMPACT*

Lesley Mandel Morrow, *Rutgers, the State University of New Jersey*

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Plenary Address – Thursday, 4:45PM-6:00PM, Grand Ballroom 4

*The Arizonification of America: The Pedagogical Implications of Latina(o) Students Under Siege*

Donaldo Macedo, *University of Massachusetts Boston*

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Plenary Address – Friday, 4:45PM-6:00PM, Grand Ballroom 4

*Invisible Teachers: Becoming Literate in a Wider Community*

Eve Gregory, *Centre for Language, Culture, and Learning, Goldsmiths, University of London*

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Integrative Research Review – Saturday, 10:30AM-12:00PM, Grand Ballroom 4

*“From Code-Segregation to Code-Meshing: Finding Deliverance from Deficit Thinking through Language Awareness and Performance”*

Juan C. Guerra, *University of Washington, Seattle*
STUDY GROUPS
WEDNESDAY-SATURDAY 7:30AM - 8:30AM

BOARDROOM 2—Adult Literacy Study Group
Erik Jacobson, Montclair State University

BOARDROOM 3—The Critical Race Study Group - Victim to Victor in Literacy, Teaching, and Research
Donna King, Penn State University
Keonghee Tao Han, University of Wyoming

BOARDROOM 4—Approaches to Discourse Analysis
Julie Ellison Justice, University of North Carolina at Chapel Hill
Melissa Mosley, The University of Texas at Austin
Christine A. Mallozzi, University of Kentucky

CITY TERRACE 5—Word Study: Phonics, Vocabulary, and Spelling
Donald R. Bear, University of Nevada, Reno
Kevin Flanigan, West Chester University of Pennsylvania
Lori A. Helman, University of Minnesota
Marcia A. Invernizzi, University of Virginia
Cynthia B. Leung, University of South Florida St. Petersburg
Theresa A. Roberts, California State University, Sacramento
Judith Scott, University of California, Santa Cruz
Dianna Townsend, University of Nevada, Reno

CITY TERRACE 6—Early Literacy Study Group
Renee M. Casbergue, Louisiana State University
April Whatley Bedford, University of New Orleans

CITY TERRACE 7—History of Literacy Study Group
Dixie D. Massey, University of Washington
Lou Ann Sears, University of Pittsburgh at Greensburg
E. Jennifer Monaghan, Brooklyn College, City University of New York
Maria Selena Protacio, Michigan State University
Rebecca R. Norman, Mount Saint Mary College
Lisa K. Hawkins, Michigan State University
Abu Bakar M. Razali, Michigan State University
Patricia Edwards, Michigan State University
Nicole M. Martin, Michigan State University

CITY TERRACE 8—Motivation to Read
Carol J. Delaney, Texas State University-San Marcos
Sharon M. Pitcher, Towson University
Nancy T. Walker, University of La Verne
Victoria Gentry Ridgeway, Clemson University

CLEARWATER—Living the Writerly Life in Academia
Terry Atkinson, East Carolina University
Johna Faulconer, East Carolina University
Robin Griffith, Texas Christian University
Jane Hansen, University of Virginia
Jayne C. Lammers, University of Rochester
Elizabeth A. Swaggerty, East Carolina University

DAYTONA—Writing Research Study Group: Writing Assessment and Measurement With Special Guests
Kristen Ritchey, Ralph Ferreti, and William Lewis
Zoi A. Philippakos, University of Delaware
Noreen Moore, The College of New Jersey
GRAND 1—Teacher Education Research Study Group (TERSG)
Elizabeth Dobler, Emporia State University
Roya Qualls Scales, Western Carolina University

GRAND 2—Online Literacy Teacher Education
Lane W. Clarke, University of New England
Susan Watts-Taffe, University of Cincinnati

GRAND 3—Literacy Lab/Reading Clinic Study Group
Cheryl Dozier, University at Albany, State University of New York
Barbara Laster, Towson University
Theresa A. Deeney, University of Rhode Island

ORLANDO—Approaches to Video Data Analysis: Discussing New Methods and Directions for Reading Research
Julie Coiro, University of Rhode Island
Jill Castek, University of California, Berkeley
Lizabeth Guzniczak, Oakland University

ST. JOHNS—Doctoral Students’ Study Group
Elizabeth M. Hughes, Duquesne University
Lorien Chambers Schuldt, Stanford University
Gail E. Lovette, University of Virginia
### EVENTS AT A GLANCE

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<td>Newcomers/Graduate Student Lunch</td>
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<td>6:00pm – 7:30pm</td>
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<td>Yearbook Editorial Board Breakfast</td>
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12:00pm – 1:00pm  Committee/ICG Meetings:
Albert J. Kingston Award ............................................... Boardroom 2
Distinguished Scholar Lifetime Achievement Award ............................... Boardroom 3
Early Career Achievement Award ............................................................. Boardroom 4
Ethics ........................................................................................................ City Terrace 12
Field Council ............................................................................................. St. Johns
International ICG ...................................................................................... Clearwater
J. Michael Parker Award ................................................................. City Terrace 6
Multi-Lingual/Transcultural Literacies ICG................................................ Daytona
Policy & Legislative .................................................................................. City Terrace 7
Publications ................................................................................................. City Terrace 9
Student Outstanding Research Award ................................................ City Terrace 4
Technology ............................................................................................... City Terrace 5

1:15pm – 2:45pm  Concurrent Sessions .................................................. See pages 37-41
3:00pm – 4:30pm  Concurrent Sessions .................................................. See pages 42-45
4:45pm – 6:00pm  Early Career Achievement Award Presentation ............ Grand Ballroom 4
Plenary Address - Donaldo Macedo, University of Massachusetts Boston
Distinguished Scholar Lifetime Achievement Award Presentation

6:15pm – 7:15pm  Town Hall Meeting ......................................................... Grand Ballroom 3

FRIDAY, DECEMBER 2, 2011

7:30am – 8:30am  JLR Editorial Board Breakfast ........................................ River Terrace 1
7:30am – 8:30am  Study Groups .................................................................. See pages 6-7
8:00am – 3:30pm  Book Display/Silent Auction ........................................... 2nd Floor - Escalator Foyer
8:00am – 6:00pm  Exhibits ............................................................................. 2nd Floor - Escalator Foyer
8:00am – 6:00pm  Attendee Registration Open .......................................... 2nd Floor - Escalator Foyer
8:00am – 6:00pm  Cyber Café Open ................................................................. Boardroom 1
8:45am – 10:15am Concurrent Sessions ...................................................... See pages 49-53
10:30am – 12:00pm Concurrent Sessions .................................................... See pages 53-57
12:00pm – 1:00pm  Doctoral Student ICG Meeting ............................................... Clearwater
12:00pm – 1:00pm  Edward B. Fry Book Award Meeting ................................. City Terrace 10
12:00pm – 1:00pm  Writing for LRA Publications .......................................... Daytona
12:00pm – 1:00pm  Ethnicity, Race, and Multilingualism Meeting ..................... St. Johns
1:15pm – 2:45pm  Concurrent Sessions ...................................................... See pages 58-61
3:00pm – 4:30pm  Concurrent Sessions ...................................................... See pages 62-65
4:00pm – 6:00pm  Purchase of Silent Auction Books ....................................... 2nd Floor - Escalator Foyer
4:45pm – 6:00pm  Edward B. Fry Book Award Presentation .............................. Grand Ballroom 4
Plenary Address - Eve Gregory, Centre for Language, Culture, and Learning, Goldsmiths, University of London

6:15pm – 7:15pm  Annual Business Meeting ................................................. Grand Ballroom 4

Widening the Circle for Literacy Research and Practice: Expanding Access, Knowledge, and Participation
61st Annual Conference of the Literacy Research Association • November 30 - December 3, 2011 • Jacksonville, FL
SATURDAY, DECEMBER 3, 2011

7:30am – 8:30am  2012 Program Area Chairs’ Breakfast  ..................................................... River Terrace 1
7:30am – 8:30am  Study Groups  ..................................................................................... See pages 6-7
8:00am – 1:30pm  Attendee Registration Open  ................................................................. 2nd Floor - Escalator Foyer
8:00am – 11:00am Purchase of Silent Auction Books  ....................................................... 2nd Floor - Escalator Foyer
8:00am – 1:30pm  Cyber Café Open  .................................................................................. Boardroom 1
8:45am – 10:15am Concurrent Sessions  ........................................................................... See pages 69-71
10:30am – 12:00pm Albert J. Kingston Award Presentation ............................................... Grand Ballroom 4
    Integrative Research Review - Juan C. Guerra, University of Washington, Seattle
12:15pm – 2:00pm  Executive Committee Lunch & Meeting  ............................................. Boardroom 2
2:00pm – 6:00pm  Board of Directors Meeting  ................................................................. City Terrace 7
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS
allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Conference from 7:30a.m. – 8:30a.m.

AREA CHAIRS AWARD SESSIONS

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

CONFERENCE CHAIR INVITED SESSIONS
are sessions where the speakers have been invited to present by the 2011 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
Wednesday

7:00AM - 6:00PM  2ND FLOOR - ESCALATOR FOYER  ATTENDEE REGISTRATION OPEN

7:30AM – 8:30AM  SEE PAGES 6-7  STUDY GROUPS

Adult Literacy Study Group  .................. BOARDROOM 2
The Critical Race Study Group - Victim to Victor in Literacy, Teaching, and Research  .................. BOARDROOM 3
Approaches to Discourse Analysis  ........ BOARDROOM 4
Response to Intervention: The Roles of Reading Researchers and Educators  .................. CITY TERRACE 10
Creating and Sustaining Collaborations between Literacy and Content-area Researchers  .................. CITY TERRACE 12
Cool Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher  .................. CITY TERRACE 4
Word Study: Phonics, Vocabulary, and Spelling  .................. CITY TERRACE 5
Early Literacy Study Group  .................. CITY TERRACE 6
History of Literacy Study Group  .................. CITY TERRACE 7
Motivation to Read  .................. CITY TERRACE 8
Living the Writerly Life in Academia  .................. CLEARWATER
Writing Research Study Group: Writing Assessment and Measurement With Special Guests Kristen Ritchey, Ralph Feretti, and William Lewis  .................. DAYTONA
Teacher Education Research Study Group (TERSG). GRAND 1
Online Literacy Teacher Education  .................. GRAND 2
Literacy Lab/Reading Clinic Study Group  .................. GRAND 3
Approaches to Video Data Analysis: Discussing New Methods and Directions for Reading Research  .................. ORLANDO
Doctoral Students' Study Group  .................. ST. JOHNS

8:00AM – 6:00PM  2ND FLOOR - ESCALATOR FOYER  BOOK DISPLAY/SILENT AUCTION/EXHIBITS

8:00AM - 10:15AM  BOARDROOM 1  PAPER SESSION

8:00AM - 10:15AM  BOARDROOM 2  PAPER SESSION

Teachers as Readers
Chair: Naomi M. Watkins, University of La Verne
Discussant: Sally F. Heineke, Sam Houston State University
1. Developing “Book- eaters”: Nurturing a Passion for Reading in Emirati Preservice Teachers
Patience A. Sowa, Zayed University

2. Creating Classroom Leaders Who are Readers: A Study of Reading for Pleasure and Efficacy
Heather Rogers Haverback, Towson University

3. What Does It Mean to be a Reader and How Do We Support that Vision as Teachers?
Janine K. Bixler, Mount Saint Mary College
Sally A. Smith, Hofstra University
Susan D. Henderson, Coker College

8:00AM - 10:15AM  BOARDROOM 3  PAPER SESSION

English Learner and Teacher Preparation
Chair: Roberto S. de Roock, University of Arizona
Discussant: Patriann Smith, University of South Florida Tampa
1. How Do We Prepare ELA Teachers to Work with English Language Learners: Implications for the Literacy Field
Zaline M. Roy-Campbell, Syracuse University

2. Investigating Transition Trends of English Language Learners in Texas to College and the Workforce
Jennifer Battle, Texas State University-San Marcos
Phillip W. Vaughan, Texas State University-San Marcos
Carol J. Delaney, Texas State University-San Marcos
Larry R. Price, Texas State University-San Marcos

3. Culturally Responsive Teaching Practices, Early Childhood Literacy, and Teacher Professional Development: An Intervention Case Study
Icela Pelayo, University of Southern California
Diane Mendoza, University of Southern California
Xiomara Mateo, University of Southern California
Gisele Ragusa, University of Southern California
Robert Rueda, University of Southern California

8:00AM - 10:15AM  BOARDROOM 4  PAPER SESSION

Post-Secondary Literacy and Adult Education
Chair: Meghan M. Parkinson, University of North Florida
Discussant: Ann D. David, University of Texas
1. Access to Higher Education: A Study of the Effectiveness of Post-Secondary Developmental Literacy Instruction
David C. Caverly, Texas State University-San Marcos
Eric J. Paulson, Texas State University-San Marcos
Robert Reardon, Texas State University-San Marcos

Widening the Circle for Literacy Research and Practice: Expanding Access, Knowledge, and Participation
61st Annual Conference of the Literacy Research Association • November 30 - December 3, 2011 • Jacksonville, FL
Wednesday

8:45AM - 10:15AM  CITY TERRACE 7

Examining Implementation of Digital Literacy Practices across States and Nations

Chair: Diane C. Sekeres, University of Alabama
Discussant: Jacquelynn A. Malloy, Anderson University

1. The Common Core Standards on Technology: A “SHIFT” in Focus for States
Kathryn L. Roberts, Wayne State University
Rebecca R. Norman, Mount Saint Mary College
Meagan K. Shedd, Plymouth State University

2. Teaching and Learning with Digital Literacies: What Teachers Know and Do
Hiller A. Spies, North Carolina State University
Jonathan Bartels, University of North Carolina at Chapel Hill

3. Comparing Teachers’ Perceptions of Integrating Information and Communication Technologies into Literacy Instruction in South Korea and the U.S.
Sangho Pang, Clemson University
Amy Hutchison, Iowa State University
David Reinking, Clemson University

8:45AM - 10:15AM  CITY TERRACE 8

The Effects of Programs, Policies, and Motivational Factors on the Literacy Achievement of English Language Learners

Chair: Carla K. Meyer, Appalachian State University
Discussant: Kathryn Pole, Saint Louis University

1. Overtested: Effects of High-Stakes Assessment and Structured Language Arts Curricula on English Language Learners
Jessica Zacher Pandya, California State University, Long Beach

Suzanne Kaplan, University of Arizona
Alisa Leckie, University of Arizona

3. Measuring Literacy Motivation of Latino English Learners Using the MRQ
Steven Hart, California State University, Fresno
Jason C. Imnekus, California State University, Fresno
Matilda Soria, Reading and Beyond

8:45AM - 10:15AM  DAYTONA

ALTERNATIVE FORMAT

Speaking With/in the Lines: Poetry in Analytical Autoethnography

Chair: Jerome Harste, Indiana University
Poetry as a form of data analysis is located within emerging and arts-based research methodologies. In this alternative session, the presenters, who are both literacy researchers and practicing artists, look at the particular affordances of poetry to extract and express interpretations of qualitative inquiry. Participants will be guided in the use of poetry as a method of transcript data analysis, culminating in a multi-voiced performance of the constructed poems.

1. Analytic Autoethnography
Peggy Albers, Georgia State University

2. Poetic Transcription
Teri Holbrook, Georgia State University

8:45AM - 10:15AM  ORLANDO

Connecting Home, Community, and School Spaces

Chair: Amy Vetter, University of North Carolina at Greensboro
Discussant: Lori Czop Assaf, Texas State University-San Marcos

1. Making Spaces for Community in the Curriculum: Reading Shifting Notions of Place
Sharon Peck, State University of New York College at Geneseo

Carolyn Colvin, University of Iowa
Jay Arduser, University of Iowa
Elizabeth Willmore, University of Iowa

3. Reframing the Literacy Policies and Education of English Learners in U.S. Schools
Colleen M. Fairbanks, University of North Carolina at Greensboro
Ye He, University of North Carolina at Greensboro
Amy Vetter, University of North Carolina at Greensboro

Widening the Circle for Literacy Research and Practice: Expanding Access, Knowledge, and Participation

61st Annual Conference of the Literacy Research Association • November 30 - December 3, 2011 • Jacksonville, FL
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10:30AM - 12:00PM
BOARDROOM 2
ALTERNATIVE FORMAT

Mentoring Doctoral Students via Internship: Widening the Circle of Preservice Teacher Education

Chair: Elizabeth Blanton, University of Tennessee at Knoxville
Discussant: Ellen McIntyre, North Carolina State University

Two doctoral students and two faculty members will describe and evaluate their experiences using internship to mentor doctoral students into teaching preservice classes. Following discussion and critique by a literacy teacher educator who is also a department head, the audience will be invited to participate in co-constructing a model of an effective literacy teacher educator and a model of effective preparation for this role.

1. Interns’ Perspectives
   Renee R. Moran, University of Tennessee at Knoxville
   Monica T. Billen, University of Tennessee

2. Mentors’ Perspectives
   Colleen P. Gilrane, University of Tennessee at Knoxville
   Amy D. Broemmel, University of Tennessee at Knoxville

10:30AM - 12:00PM
BOARDROOM 3
PAPER SESSION

Exploring the Effects of Teacher Talk on Children’s Early Literacy Skills

Chair: Deborah Kozdras, University of South Florida
Discussant: Bong Gee Jang, University of Virginia

1. Listening to Teachers’ Voices: Expanding Knowledge of Young Children’s Writing
   Julie K. Kidd, George Mason University
   M. Susan Burns, George Mason University

2. Malleable Factors of Preschool Teachers’ Talk
   Erica M. Barnes, Vanderbilt University
   David K. Dickinson, Vanderbilt University

3. Effects of High-Cognitive Demand Talk on Preschoolers’ Comprehension
   Molly F. Collins, Vanderbilt University

10:30AM - 12:00PM
BOARDROOM 4
PAPER SESSION

The Role of Instruction and Classroom on Biliteracy

Chair: Lori A. Helman, University of Minnesota
Discussant: K. Dara Hill, University of Michigan–Dearborn

1. Digital Storytelling for the English Language Learner
   Lance E. Riley, American School in Taichung

2. The Interaction of Text, Reader, and Activity During Problem-Based, Historical Inquiry and Instruction
   Darin B. Stockdill, University of Michigan

3. “Sometimes at school things are hard.” Variations, Highlights, and Challenges of Seven Emergent Bilingual Students’ Paths to English Literacy Development
   Lori A. Helman, University of Minnesota
   Maggie Struck, University of Minnesota
   Amy R. Frederick, University of Minnesota
10:30AM - 12:00PM
SYMPOSIUM SESSION

Instructional Design for Vocabulary Development
Chair: Susan B. Neuman, University of Michigan
Discussant: Judith Scott, University of California, Santa Cruz

This symposium explores instructional features that might support children’s vocabulary development. The first paper uses a document analysis to examine the features of vocabulary instruction in widely used kindergarten core reading curricula. The second paper examines the number of repeated exposures that children need to learn a novel vocabulary word. The third paper explores the benefits of delivering a vocabulary curriculum in small-group compared to whole-class settings.

1. Evidence for Research-Based Instructional Features in Four Most-Commonly Used Kindergarten Core Curricula
   Tanya S. Wright, Michigan State University
   Susan B. Neuman, University of Michigan

2. Effects of Word Frequency on Vocabulary Development
   Ashley M. Pinkham, University of Michigan
   Susan B. Neuman, University of Michigan
   Angeline S. Lillard, University of Virginia

3. Effects of Group Size on Vocabulary Development
   Susan B. Neuman, University of Michigan

10:30AM - 12:00PM
PAPER SESSION

Issues Related to Bilingual and Immigrant Literacy
Chair: Rohany Nayan, University of Wisconsin-Madison
Discussant: Rachelle D. Washington, Clemson University

1. “Dude, it’s not an appropriate word”: Negotiating Word Meanings, Social Identities, and Ideologies of Language and Literacy in a Bilingual Classroom
   Lara J. Handsfield, Illinois State University
   Thomas P. Crumpler, Illinois State University

2. Transcultural Repositioning and Representation in Multimodal Writing: Understanding the Moves of Immigrant Youth to Widen the Circle
   Michelle A. Honeyford, University of Manitoba

3. Narratives of ‘Making it Across’: The Unaccompanied Immigrant Experience
   Alexis Cullerton, University of Illinois at Chicago

10:30AM - 12:00PM
SYMPOSIUM SESSION

The Beliefs of Teachers and Coaches: Their Influence on Classroom Practices, Curriculum Implementation, and Literacy Achievement
Chair: Jennifer I. Hathaway, University of North Carolina at Charlotte
Discussant: Dana L. Grisham, National University

This symposium explores the complex relationships formed between teachers and coaches and the influence of their beliefs on instructional practices and curriculum implementation. With data collected through a single case study, a large empirical study, and an extensive national study, the respective papers included in this symposium use a range of methodologies to examine the ways in which the perspectives of teachers and coaches are inherently related to the practice of teaching and learning.

1. The Influence of a Literacy Coach’s Beliefs about Her Work
   Jennifer I. Hathaway, University of North Carolina at Charlotte

2. The Relationship between Teacher Beliefs, Background, and Levels of Curriculum Implementation
   Catherine Darrow, University of North Carolina at Chapel Hill
   David K. Dickinson, Vanderbilt University

3. Teachers’ Beliefs and Preschool Literacy Learning
   Jill F. Grifenhagen, Vanderbilt University

10:30AM - 12:00PM
ALTERNATIVE FORMAT

Preservice Teachers Exploring Classroom Interactions through Discourse Analysis in Secondary Schools
Chair: Amy Vetter, University of North Carolina at Greensboro

This panel will share three case studies from a qualitative research project in which two teacher educators assigned their student teachers the task of examining how they navigated classroom interactions to promote and/or prohibit literacy learning in three video-taped lessons. We will discuss how teacher educators can use positioning theory and discourse analysis with pre-service teachers to expand access, knowledge, and participation in literacy classrooms.

1. Jeannette: Re-Figuring Classroom Interactions to Promote “Mistakes” as a Learning Process
   Amy Vetter, University of North Carolina at Greensboro

2. Jacob: Imagining Classroom Interactions that Foster Critical and Creative Thinking
   Mark Meacham, University of North Carolina at Greensboro

3. Dana: Re-Examining Classroom Interactions that Cultivate Students’ Cultural and Linguistic Backgrounds as Assets
   Melissa Schieble, Hunter College, City University of New York

10:30AM - 12:00PM
PAPER SESSION

Supporting Writing in Literacy Teacher Preparation
Chair: Ingrid O. Enniss, Oakwood University
Discussant: H. Emily Hayden, University at Buffalo, State University of New York

1. Teaching Preservice Teachers to Take a Disciplinary Approach to Teaching Writing
   Kristine E. Pytash, Kent State University

2. Content, Conversation, and Connections: Learning from Book Clubs in an Elementary Writing Methods Course
   Susan Martin, Boise State University
   Sherry Dismuke, Boise State University

3. Fostering Noticing: Collaborative Response and Responsibility to Student Writing
   Rob Simon, University of Toronto
Networked U: Expanding our Understanding of New Literacies, Technologies, and the University in the 21st Century
Chair: Sarah Lohnes Watulak, Towson University
Discussant: Jonathan Bartels, University of North Carolina at Chapel Hill

Research into new literacies in K-12 formal and informal learning has made significant contributions to the field of literacy. Despite the possibilities afforded by a new literacies lens, little work has been done to explore new literacies in higher education settings. This alternative format session: a) briefly highlights three recent research projects, and b) engages participants in a conversation around directions for research and practice in new literacies in higher education settings.

1. **One of These Things is Not Like the Other: Technology and Literacy Practices and Identities of College Students**
   Sarah Lohnes Watulak, Towson University
   Dean Whitfield, Towson University

2. **From Facebook to Ning: The Role of Social Networking in Teaching Higher Education**
   Dana Wilber, Montclair State University

3. **Eyetracking Students’ Focus in a Multimodal Text: Implications for Pre–Service Educators**
   Charles K. Kinzer, Teachers College, Columbia University
   Selen Turkay, Teachers College, Columbia University
   Daniel Hoffman, Teachers College, Columbia University
   Nilgun Gunbas, Teachers College, Columbia University
   Pantiphar Chantes, Teachers College, Columbia University

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**Multimodal Literacies in the Disciplines**

Chair: Elizabeth Hynes-Musnisky, Hofstra University
Discussant: Nancy R. Romance, Florida Atlantic University

1. **Adolescents Learning Economics Vocabulary by Creating PowerPoint Slides**
   Cynthia B. Leung, University of South Florida St. Petersburg
   William Steve Lang, University of South Florida St. Petersburg
   Steven C. Schaller, St. Katharine Drexel School, Catholic Social Services of Philadelphia

2. **Middle School Teachers’ Discipline-Specific Use of Images**
   Amy Alexandra Wilson, University of Georgia
   Michael D. Boatright, University of Georgia

3. **Literacy, Production Work, and the Body: A Study of Technical Theater**
   Alex Hoobie Schott, University of Iowa

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**Exploring New Literacy Trends and Implications for Schools**

Chair: Laurie A. Henry, University of Kentucky
Discussant: Sheila Benson, University of Northern Iowa

1. **The Use of New Literacies in Elementary Classrooms Today: A Partnership to Enhance Student Learning through Teacher Preparation**
   Laurie A. Friedrich, University of Nebraska, Lincoln
   Guy Trainin, University of Nebraska, Lincoln

2. **Online Reading Comprehension Assessment (ORCA): A Preliminary Study of Online Reading Comprehension Ability in Rich and Poor School Districts**
   Donald J. Leu, University of Connecticut
   Julie Coiro, University of Rhode Island
   W. Ian O’Byrne, University of New Haven
   Lisa Zawilinski, University of Hartford
   Greg McVerry, Southern Connecticut State University
   Heidi Everett-Cacopardo, University of Connecticut
   Clint Kennedy, University of Connecticut
   Elena Forzani, University of Connecticut

3. **Online, All the Time: What Happens when Digital Youth Go to Digital Schools?**
   Mary Frances Buckley, University of Pennsylvania
**Wednesday**

10:30AM - 12:00PM  **SYMPOSIUM SESSION**

**Expanding our Knowledge of Adolescents’ Literacy Practices in Online Writing Communities**

**Chair:** Jen Scott Curwood, University of Sydney  
**Discussant:** Kelly Chandler-Olcott, Syracuse University

We respond to Moje’s (2009) call for research that investigates “new and multiple media, literacies, practices, and processes” (p. 348). In order to widen the circle for literacy research and practice, we argue that it is critical to examine adolescents' engagement with semiotic resources, texts, and tools within online writing communities. In sharing research on writing communities associated with the Hunger Games, Neopets, and The Sims, we highlight issues around design, knowledge, and participation.

1. **Adolescents’ Literacy Practices in Online Affinity Spaces: An Analysis of the Hunger Games Trilogy and Related Paratexts**  
   Jen Scott Curwood, University of Sydney

2. **Online Gaming, Online Writing: Negotiating Genre and Audience**  
   Alecia Marie Magnifico, University of Illinois at Urbana-Champaign

3. **Designing Literacies: How Online Affinity Space Participation Shapes Adolescents’ Fan Fiction**  
   Jayne C. Lammers, University of Rochester

10:30AM - 12:00PM  **SYMPOSIUM SESSION**

**Conducting Literacy Research in Multilingual Communities: Challenges, Reflexivity, and Transformations**

**Chair & Discussant:** Carmen L. Medina, Indiana University-Bloomington

The objective of this session is to highlight methodological issues related to bilingual and biliterate data collection and analysis for literacy researchers. The presenters in this symposia work in bilingual/biliterate Latino/a communities and draw from education, anthropology, linguistics, women’s studies, and Critical Race Theory to discuss important methodological issues related to literacy research in bilingual settings. Although literacy research often takes place in multilingual settings, the methodological issues related to such research are rarely explored.

1. **Teacher Education Research and Identity Texts: Constructing Racial and Linguistic Consciousness**  
   María Fránquiz, University of Texas

2. **Beyond Linguistic Competence: Positionalities, Power, and Researcher as Instrument in Biliteracy Research**  
   Minda Morren Lopez, Texas State University-San Marcos

3. **When Data Collection Gets Messy: Navigating Translation and Transcription in Biliterate and Bilingual Research**  
   Carol Brochin Ceballos, The University of Texas at El Paso

10:30AM - 12:00PM  **SYMPOSIUM SESSION**

**Widening the Circle of Teachers and Students Engaged in Evidence-Based Argumentation in the Academic Disciplines**

**Chair:** Taffy E. Raphael, University of Illinois at Chicago  
**Discussant:** Elizabeth Moje, University of Michigan

This symposium features work being conducted by two projects funded by the IES Reading for Understanding (RFU) network to focus on complex comprehension. Project READI is a five-year multi-institution collaboration focused on improving reading for understanding by sixth - twelfth graders in literature, history, and science. The second is an Educational Testing Service project focused on development of summative assessments for grades K - 12 and applicable to all projects in the RFU network.

1. **Development and Testing of Expanded Models of Complex Reading Comprehension**  
   Susan R. Goldman, University of Illinois at Chicago

2. **Assessment of Progressions in Response to Literature**  
   Carol D. Lee, Northwestern University  
   Joe Magliano, Northern Illinois University  
   Susan R. Goldman, University of Illinois at Chicago  
   Sarah Levine, Northwestern University  
   George Hillocks, University of Chicago

3. **Intervention Development**  
   Cynthia Greenleaf, WestED  
   Cynthia Shanahan, University of Illinois at Chicago  
   Teresa Sosa, University of Illinois at Chicago  
   Tanya Solomon, University of Illinois at Chicago  
   Ursula Sexton, WestED  
   Irisa Charney, WestED  
   Cindy Litman, WestED  
   Kimberly Lawless, University of Illinois at Chicago  
   MariAnne George, University of Illinois at Chicago

4. **ETS: Summative Assessments of Reading for Understanding, K-12: Innovations and Challenges**  
   Tenaha O’Reilly, Educational Testing Service  
   John Sabatini, Educational Testing Service

10:30AM - 12:00PM  **PAPER SESSION**

**Linking Theory and Assessment in Literacy: What Are We Measuring?**

**Chair:** Amy Pickard, Rutgers University  
**Discussant:** Carla K. Meyer, Appalachian State University

1. **The Use of Factorial Invariance Research to Understand Children’s Development of Literacy Skills**  
   Jason C. Immeckes, California State University, Fresno

2. **A Psychometric Evaluation of Three Holistic Fluency Scales**  
   Rebekah Benjamin, University of Georgia

3. **Comparing the CVC Spelling Assessment to the K-1 Sub-Tests of DIBELS: CVC Spelling Better Tracks Progress from Initial to Final to Middle Sounds**  
   Richard M. Oldrieve, Bowling Green State University  
   Cynthia Bertelsen, Bowling Green State University
Wednesday

10:30AM - 11:10AM  RIVER TERRACE 1

I. Examining Stories of my Assessment Literacy Instruction Practices with Teacher Candidates
   Mary F. Rice, Brigham Young University

II. Transforming Knowledge and Practice: Understanding Linguistic Diversity through Collaborative Self-Study
   Leah M. Romaine, Cardinal Stritch University

III. Response to Vocabulary Instruction in Tier 2
    Diane C. Nielsen, University of Kansas
    Hugh Catts, University of Kansas
    Mindy Bridges, University of Kansas
    Yi-Chih Chan, University of Kansas

IV. Learning Over the Shoulders of Authors at Work: Grounding Content Knowledge about Revision in Archival Material that Reveals Children’s Authors’ Choices
    Nancy L. Roser, The University of Texas at Austin
    Randy Bomer, The University of Texas at Austin
    Lee Galda, University of Minnesota
    Michelle Fowler-Amato, The University of Texas at Austin

V. Missed Opportunities: Examining Student Agency during Literacy Instruction
    Margaret M. Vaughn, University of Idaho

VI. Using an Interactive White Board to Teach Running Records to Preservice Teachers
    Rose Marie Codling, University of Maryland, College Park
    Candice Brie Doyle, University of Maryland, College Park
    Brecca Faust, University of Maryland, College Park
    Sarah Beall Zelinke, University of Maryland, College Park

11:20AM - 12:00PM  RIVER TERRACE 1

I. Visual Literacy Learning and Critical Multicultural Perspectives with Latino Children’s Literature
   Angie Zapata, The University of Texas at Austin
   Jesse Gainer, Texas State University–San Marcos

II. Student Teaching Abroad: Expanding Access, Knowledge, and Participation in Global Exemplary Literacy Instruction
    Julie W. Ankrum, University of Pittsburgh at Johnstown
    Allan Nail, Columbia College

III. Exploring Reading in High School and College: Teaching, Engaging, Integrating, and Assessing
    Allison Escher, University of Pittsburgh

10:30AM - 12:00PM  ST. JOHNS SYMPOSIUM SESSION

Toward an Embodied Theory of Reading Print and Teaching Reading
Chair: Elisabeth Johnson, The College of Staten Island, City University of New York
Discussant: Jerome Harste, Indiana University

This session aims at providing a renewed vision of theorizing print reading by centering the embodied, i.e. the emotional/affective, performative, and lived experience of reading and teaching reading. It brings together findings from research in elementary, secondary, and post-secondary classrooms, and extends sociocultural perspectives on literacy through the poststructural notions of performance and habitus to invite the audience in a conversation on an embodied theory of print text reading.

1. Reading (through) Bodies: Contrasting Students’ Multimodal Performances in a Third Grade Classroom
   Stavroula Kontovourki, University of Cyprus

2. Embodiments of Struggle: Examining the Melancholy, Loss, and Interactions with Print of Two Adolescent Struggling Readers
   Grace Enriquez, Lesley University

3. “I’m Not Sure If You’ll Like It”: Embodying and Confounding Canonical Text Connections in High School English
   Elisabeth Johnson, The College of Staten Island, City University of New York

4. Round Robin Reading: The Embodiment of Print Reading Pedagogies
   Stephanie R. Jones, University of Georgia
Wednesday

12:00PM – 1:00PM  BOARDROOM 2
HISTORY ICG MEETING

12:00PM – 1:00PM  BOARDROOM 3
OSCAR S. CAUSEY AWARD COMMITTEE MEETING

12:00PM – 1:00PM  BOARDROOM 4
RESEARCH COMMITTEE MEETING

12:00PM – 1:00PM  GRAND BALLROOM 4
NEWCOMERS/GRADUATE STUDENT LUNCH
(Advance Registration Required)

1:15PM - 2:45PM  BOARDROOM 2
ALTERNATIVE FORMAT
Reading to Learn and Learning to Read: Doctoral Students’ Perceived Barriers and Reasons for Reading Research
Chair: Marla H. Mallette, Southern Illinois University
The findings of this study provide empirical support for the importance of exploring reading at the doctoral level. It seems advantageous to consider that doctoral students are not just reading research to learn, but are also learning to read research. And, based on their perceptions about reading research, the importance of mentoring doctoral students in the process of learning to read research is palpable.

Presenters:
Marla H. Mallette, Southern Illinois University
Cindy L. Benge, Sam Houston State University
Anthony J. Onwuegbuzie, Sam Houston State University
Melissa Burgess, Texas Virtual Learning Center

1:15PM - 2:45PM  BOARDROOM 3
PAPER SESSION
Political and Historical Issues in Literacy
Chair: Zaline M. Roy-Campbell, Syracuse University
Discussant: Carolyn L. Cook, Mount St. Mary’s University
1. The Intergenerational Salience of Literacy and Education in the Rural U.S. South: Historical Continuities in Practice
   Amy Suzanne Johnson Lachuk, University of South Carolina
2. Literacy, Human Rights, and Freedom in Cosmopolitan Times
   Judith M. Dunkerly, University of Nevada, Las Vegas
3. The Politics of Text: Close and Critical Reading(s) of the Stotsky Report
   Gwynne Ellen Ash, Texas State University–San Marcos
   Leslie S. Rush, University of Wyoming
   Jane M. Saunders, Texas State University–San Marcos

1:15PM - 2:45PM  CITY TERRACE 10
ALTERNATIVE FORMAT
Academia 11: A Panel Discussion about Dissertation Writing, Job Hunting, and Life on the Tenure Track
Chairs: Elizabeth M. Hughes, Duquesne University
       Jen Scott Curwood, University of Sydney
Doctoral students have unique needs as they navigate through graduate programs on the journey to be literacy scholars in faculty positions. The alternative session engages participants to learn about “life in academia” from new and experienced faculty. Topics of discussion will include (but are not limited to): maintaining a work/life balance, being a student parent, making it through preliminary exams, collecting data, publishing articles and book chapters, writing the dissertation, job hunting, and life as a faculty member.

Presenters:
Elizabeth M. Hughes, Duquesne University
Jen Scott Curwood, University of Sydney
Linda B. Gambrell, Clemson University
Amy Alexandru Wilson, University of Georgia
Sonia Q. Cambell, University of Virginia

1:15PM - 2:45PM  CITY TERRACE 12
PAPER SESSION
Standards and the Preparation of Reading Teachers
Chair: Beth LaForce, George Fox University
Discussant: Jan A. Harting-McChesney, St. Joseph’s College
1. Offering Complexity to Definitions of College and Career Readiness: Teacher Identities, Deficit Perspectives, and Standards in an ELA Methods Course
   Holly Hungerford-Kresser, The University of Texas at Arlington
2. The Design of Early Literacy Coursework in Mississippi After a Mandate to Increase Phonics in Teacher Education: The Impact of Policy on Practice
   Devon Brenner, Mississippi State University
1:15PM - 2:45PM       CITY TERRACE 6

ALTERNATIVE FORMAT

A Multimodal Analysis of Narrative Worlds: Digital Book Trailers as Sites of Persuasion and Identity Construction

Chair: Bernadette Dwyer, St. Patrick’s College
Discussant: Elizabeth (Betsy) A. Baker, University of Missouri

Video book trailers are an emerging genre of multimodal composition. In this alternative session, we combine a gallery walk, 4 papers, and a group-constructed conceptual map to examine 32 award-winning book trailers created by K-12 students for the StoryTubes contest. We applied varied theoretical and methodological perspectives to develop a genre framework and understand students' complex interplay of mode, medium, and book factors as they composed persuasive story-within-story worlds.

   Bridget Dalton, Vanderbilt University
   Blaine Smith, Vanderbilt University
   Robin Jocius, Vanderbilt University
   Christian Ehret, Vanderbilt University
   Nathan C. Phillips, Vanderbilt University

2. Narrative Worlds: Connections between Text and Constructed Identities
   Robin Jocius, Vanderbilt University
   Summer Wood, Vanderbilt University

3. Exploring the Potential of a Deleuzian Analysis of Digital Book Trailers
   Ty Hollett, Vanderbilt University
   Christian Ehret, Vanderbilt University

4. Multimodality and Aurality: Sound as Semiotic Resource in Student Digital Book Trailers
   Nathan C. Phillips, Vanderbilt University
   Blaine Smith, Vanderbilt University

1:15PM - 2:45PM       CITY TERRACE 7

SYMPOSIUM SESSION

Youth and Teachers on the Margins: Institutional Literacy and Language Practices at Odds with Our Perceptions

Chair: Loukia K. Sarrouh, University of Nebraska, Lincoln
Discussant: Amanda Haertling Thein, University of Iowa

This session offers four complementary qualitative research studies of youth and teachers in settings where literacy learning is both visible and invisible and where language use is complicated by institutional identities that are in contrast with students’ perceptions of who they are. Teacher beliefs about the study of language, after-school community center goals, the juvenile detention system, and boys in high school reading classes all serve as spaces where marginalized youth congregate as learners when the mainstream institutions do not serve them. The session offers an opportunity to reconsider how literacy and language learning can be conceptualized (again) in an effort to enhance public school experiences for marginalized youth.
Wednesday

1. **Exploring Native Speaker ESL Teachers' Beliefs Regarding Grammar in Middle Public Schools**
   Sevda Budak, University of Nebraska, Lincoln

2. **Labeling, Literacy, and Juvenile Justice Education**
   Sarah Staples-Farmer, University of Nebraska, Lincoln

3. **The Lighthouse: On Supporting Literacy among Middle School and High School Students in Lincoln, Nebraska**
   Bonodji Nako, University of Nebraska, Lincoln

4. **Boys, Boredom, and Books: A Case of Three High School Boys and Their Encounters with Literacy**
   Todd Pernicek, University of Nebraska, Lincoln
   Loukia K. Sarroub, University of Nebraska, Lincoln

1:15PM - 2:45PM
**PAPER SESSION**

**CITY TERRACE 8**

**Use of Transnational Online Publishing, Culturally Reflective Texts, and Voice to Teach Diverse Students**

Chair: Mary A. Avalos, University of Miami
Discussant: Minda Morren Lopez, Texas State University-San Marcos

1. "How Do You Translate 'Blog' to Spanish?" Making Sense of Online Publishing in Transnational Spaces
   Silvia C. Nogueron, University of Georgia

2. **Sa-Ra's Finding Voices: "Who has the Right to Define Something Significant as Insignificant?"**
   Cheonghwa Cheong, University at Albany, State University of New York

3. **The Influence of Culturally Reflective Texts on the Reading Progress of African American Children Who Struggle with Learning to Read**
   Kathleen F. Clark, Marquette University
   Doris Walker-Dalhouse, Marquette University
   Christine Reinders, Marquette University

1:15PM - 2:45PM
**PAPER SESSION**

**CITY TERRACE 9**

**Teaching and Motivating Upper Elementary Readers**

Chair: Diane Santori, West Chester University of Pennsylvania
Discussant: Michelle E. Jordan, Arizona State University

1. "I Had to Read it from My Teacher": Reading the New Classroom World
   Jenny C. Wilson, Texas A&M University-San Antonio

2. **Fourth Graders and Book Club: Reading and Talking about Good Literature has Students on the Edge of Their Seats**
   Laura Pardo, Hope College

3. **Reading and the Boy Crisis**
   Cheryl L. Wozniak, University of San Francisco

1:15PM - 2:45PM
**SYMPOSIUM SESSION**

**CLEARWATER**

**Reflections on Teaching with Participatory Media: Teacher Research**

Chair: Mellinee Lesley, Texas Tech University
Discussant: Donna Alvermann, University of Georgia

This symposium presents three inter-related studies on using DIY media in literacy instruction. The first study reports a professor's teacher research on the impact of a class in DIY media on teachers' attitudes and proclivity to use DIY media for education. The other papers report her participating teachers' efforts to use DIY media and the impact of doing so on their students' participation and achievement in literacy.

1. **Teacher Research on Teaching Teachers to Teach with Participatory Media**
   Barbara Guzzetti, Arizona State University

2. **Teacher Research on Teaching with Virtual Worlds in Secondary English**
   Felipe Baez, Arizona State University

3. **Teacher Research on Podcasting and Digital Storytelling with Elementary Students**
   Leslie Foley, Arizona State University
   Rosalva Lagunas, Arizona State University

1:15PM - 2:45PM
**SYMPOSIUM SESSION**

**DAYTONA**

**The Text and the Language—but What about the Learner? Understanding Literacy Learners in Multilingual and Multicultural Settings**

Chair: Anne Simpson, Texas Woman's University
Discussant: Cynthia H. Brock, University of Nevada, Reno

This symposium presents a broad perspective of multilingual/multicultural learners across a wide array of contexts. Each study responds to the question: How does the learner construct opportunities for his/her learning? While multiple theoretical lenses frame the studies, the findings highlight how learners uniquely structure and solve problems successfully as literacy learners. Common to each study is how learners individually construct learning through identity, through sharing of culture, through responses to culturally relevant texts, and through conversations with peers.

1. **Adolescent ELLs' Journey to Success and Identity Negotiation**
   Bogum Yoon, Binghamton University, State University of New York

2. **English Language Learners' Voices about Their Own Learning**
   Claudia Haag, Texas Woman's University
   Margaret Compton, Texas Woman's University

3. **Second Grade African American Children Construct Ways of Responding to Culturally Relevant Texts**
   Saba Vlach, Texas Woman's University

4. **Distinctive Learners: The Writing Development of First-grade English Language Learners Engaged in Peer Writing Conferences**
   Marlene Montgomery, Maryville University
1:15PM - 2:45PM
ALTERNATIVE FORMAT

**GRAND 1**

**ALTERNATIVE IN INTERNATIONAL CONTEXTS**

**Chair:** Katina Zammit, University of Western Sydney

In this alternative format session of 11 posters sponsored by the LRA International Innovative Community Group, researchers examine literacy in ten different countries. It invites interaction with the authors and discussion of findings and issues. The posters cover: 1) literacy and literacy education in different countries (Mexico, Singapore, Sudanese refugees in Canada, Grenada, and South Africa); 2) specific literacy strategies (China, Taiwan, and Ghana), and 3) pre-service and in-service professional development (United Arab Emirates, USA, Cyprus, and Ireland)

**1.  Literacy and Literacy Education**
Katina Zammit, University of Western Sydney
Ileana Seda-Santana, JILCED/Universidad Nacional Autonoma de Mexico
Yvonne Pek, University of Wisconsin-Madison
Marianne McTavish, University of British Columbia
Laurie J. Curtis, Kansas State University
Xiaoming Liu, Towson University

**2.  Specific Literacy Strategies**
Ran Hu, East Carolina University
Suhua Huang, Midwestern State University
Amma K. Akrofi, Texas Tech University

**3.  Pre-Service and In-service Professional Development (PD)**
Patience A. Sowa, Zayed University
Cynthia Schmidt, University of Missouri–Kansas City
Julia Kara-Soteriou, Central Connecticut State University
Eithne Kennedy, St. Patrick’s College

**ST. JOHN’S SYMPOSIUM SESSION**

1:15PM - 2:45PM

**ALTERNATIVE FORMAT**

**ORLANDO**

**CODESWITCHING AMONG LATINO CHILDREN AND IN LATINO CHILDREN’S LITERATURE**

**Chair:** Jeanne Fain, Middle Tennessee State University

**Discussant:** Iliana Reyes, University of Arizona

In this alternative format session we will explore what the professional literature can tell us about codeswitching in Latino children and Latino children’s literature. Presenters will review literature related to the role of codeswitching in the lives of Latino children, how codeswitching can help children make meaning while reading, and what challenges codeswitching raises in the writing and publishing of Latino children’s literature. The audience will then break into groups to discuss research challenges and possibilities.

**1.  CODESWITCHING AND LINGUISTIC ISSUES AMONG LATINO CHILDREN**
Jeanne Fain, Middle Tennessee State University

**2.  RESPONDING TO LATINO CHILDREN’S LITERATURE THAT CONTAINS CODESWITCHING: CODESWITCHING IN RESPONSE TO LATINO CHILDREN’S LITERATURE**
Julia Lopez-Robertson, University of South Carolina

**3.  CODESWITCHING IN LATINO CHILDREN’S LITERATURE**
Janine M. Schall, The University of Texas–Pan American
Wednesday

2:05PM - 2:45PM RIVER TERRACE 1
ROUND TABLE

I. Literacy Coaching: Revisiting Coaches’ Expectations and Experiences
   Jennifer I. Hathaway, University of North Carolina at Charlotte
   Maryann Mraz, University of North Carolina at Charlotte

II. An Investigation of Teachers’ Representations of Comprehension Instruction and Assessment
   Linda L. Kucan, University of Pittsburgh
   Annemarie S. Palincsar, University of Michigan
   Virginia A. Ramirez-Deltoro, University of Pittsburgh
   Michelle A. Ciancosi-Rimbey, University of Pittsburgh
   Tracy J. Humes-Busse, University of Pittsburgh

III. Examining the Relationship between Images and Comprehension in Narrative Texts
   Poonam Arya, Wayne State University
   Karen M. Feathers, Wayne State University

IV. Effects of Online Literature Discussions on Children’s Writing
   Ii-Hee Kim, Indiana University-Purdue University Fort Wayne

V. Global Perspectives Enriched through International Children’s Literature in Middle School Spanish Language Classrooms
   Ragina D. Shearer, University of North Texas
   Janelle B. Mathis, University of North Texas

VI. A Korean Bilingual Child’s Hybrid Literacy Experiences in the Home
   Kwangok Song, The University of Texas at Austin

3:00PM - 4:30PM BOARDROOM 2
PAPER SESSION

Issues and Models of Literacy Policies and Research
Chair: Pamela J. Dunston, Clemson University
Discussant: David B. Yaden, University of Arizona

1. And this Year “Reading” and “Literacy” Mean What?: A Critical Analysis of Current Federal Literacy Policy Discourse
   Kathryn A. Ohle, University of North Carolina at Chapel Hill
   Julie Ellison Justice, University of North Carolina at Chapel Hill

2. Florida’s Adolescent Literacy Policy: An Alternative Reading and Response
   Diane C. Kroeger, University of South Florida

3. Expanding the Field of Literacy Research: A Theoretical Model for Health Literacy
   Laura E. Nimmon, University of British Columbia

3:00PM - 4:30PM BOARDROOM 3
SYMPOSIUM SESSION

The Microstructure of Teaching: What Is and Is Not Happening in Preschool Classrooms
Chair: Jill F. Grifenhagen, Vanderbilt University
Discussant: Deborah Wells Rowe, Vanderbilt University

This symposium includes research from two research teams examining in detail the teaching and learning dynamics in preschool classrooms serving children from low-income homes. We closely examine teachers’ scaffolding, vocabulary instruction, questioning, and curriculum adherence using a variety of methods and perspectives.

1. Meeting the Needs of All Children: The Use and Impact of Scaffolding in the Preschool Classroom
   Jill M. Pentimonti, The Ohio State University
   Laura M. Justice, The Ohio State University
   Anita S. McGinty, The Ohio State University
   Andrew J. Mashburn, University of Virginia

2. Curriculum Effects on Teachers’ Language Practices during Shared Reading in Head Start Classrooms
   Erica M. Barnes, Vanderbilt University
   David K. Dickinson, Vanderbilt University

3. Nurturing Word Learners: Early Childhood Teachers’ Vocabulary Instruction
   Jill F. Grifenhagen, Vanderbilt University
   David K. Dickinson, Vanderbilt University

4. A Case Study of Head Start Teachers’ Adherence to Curriculum and Its Impact on Creating an Effective Learning Environment
   Jin-Sil Mock, Vanderbilt University
   David K. Dickinson, Vanderbilt University

3:00PM - 4:30PM BOARDROOM 4
PAPER SESSION

Analysis of Engagement and Literacy Learning in Content-Area Classrooms
Chair: Lauren J. Becker, Baltimore County Public Schools
Discussant: Jeanne Swafford, University of North Carolina at Wilmington

1. Reading Engagement in Social Studies: The Evolution of a Middle School Content-Area Literacy Curriculum
   Ana Taboada, George Mason University
   Michelle M. Buehl, George Mason University
   Julie K. Kidd, George Mason University
   Elizabeth G. Sturtevant, George Mason University
   Leila N. Richey, George Mason University
   Jori Beck, George Mason University

2. Expanding our Knowledge of Literacy to Build Bridges to Mathematical Learning
   Jacquelynn A. Malloy, Anderson University
   Jennifer M. Suh, George Mason University

3. A Formative Study of Student Engagement in Integrated Literacy and Social Studies Tasks
   Seth Parsons, George Mason University
   Jacquelynn A. Malloy, Anderson University
   Allison Ward Parsons, George Mason University
   Sarah Cohen Burrowbridge, Lynbrook Elementary School


Widening the Circle for Literacy Research and Practice: Expanding Access, Knowledge, and Participation
61st Annual Conference of the Literacy Research Association • November 30 - December 3, 2011 • Jacksonville, FL
3:00PM - 4:30PM  CITY TERRACE 10  PAPER SESSION

Immigrant Home Literacis and the Role of Teacher Questioning on English Learners’ Literacy

Chair: Lara J. Handsfield, Illinois State University
Discussant: Theresa A. Roberts, California State University, Sacramento

1. Moving between Worlds: A Multisite Study of Immigrant Mothers’ Creation of Hybrid Home Literacy Practices
   Ching-Ting Hsin, University of Wisconsin-Madison
   Yvonne Pek, University of Wisconsin-Madison

2. Scaffolding Emergent Bilingual’s Participation in Spanish and English Shared Storybook Reading: An Analysis of Type and Pattern of Teacher Questioning
   Mileidis Gort, University of Miami
   Sabrina Sembiante, University of Miami
   Ryan Pontier, University of Miami

3. Type and Prevalence of Teacher Questions in Dual-Language Read-Aloud Activities: Expanding Access, Knowledge, and Participation for Young Emergent Bilinguals
   Mileidis Gort, University of Miami
   Ryan Pontier, University of Miami
   Sabrina Sembiante, University of Miami

3:00PM - 4:30PM  CITY TERRACE 12  PAPER SESSION

Text Factors and Instructional Practices Associated with Digital Storybooks

Chair: Craig A. Young, Bloomsburg University of Pennsylvania
Discussant: W. Ian O’Byrne, University of New Haven

1. Listening Comprehension and Digital Storybooks: Presentation Matters?
   Kathleen A. Paciga, Purdue University Calumet

2. Moving Picture Books: Moving Children’s Incidental Learning through E-Books
   Anne McGill-Franzen, University of Tennessee
   Maria Cahill, Texas Woman’s University
   Jennifer Lubke, University of Tennessee

3. e-Reading and e-Responding: An Examination of Reader Factors, Text Factors, and Instructional Approaches
   Lotta Larson, Kansas State University

3:00PM - 4:30PM  CITY TERRACE 4  PAPER SESSION

Struggling Readers: Identity, Intervention, and Policy

Chair: Kandy C. Smith, University of Tennessee at Knoxville
Discussant: Marjorie Siegel, Teachers College, Columbia University

1. Literacy Instruction in RTI Schools: Collaboration, Cooperation, and Community
   Rita M. Bean, University of Pittsburgh

2. The Social and Identity Construction of Two Struggling Readers
   Chinwe H. Ikpeze, St. John Fisher College

3. RTI Policy: Implemented, Interpreted, and Interrupted
   Kandy C. Smith, University of Tennessee at Knoxville

3:00PM - 4:30PM  CITY TERRACE 5  SYMPOSIUM SESSION

Designing New Clinical Structures to Support Beginning Teachers’ Learning of Key Elementary Literacy Practices

Chair: Annemarie S. Palincsar, University of Michigan
Discussant: Susanna Hapgood, University of Toledo

This symposium reports on three research projects that investigated newly developed literacy teacher education clinical structures. Each structure focused on explicit teaching of high-leverage literacy practices in diverse settings. This work blurred the boundaries between university-based coursework and fieldwork and drew directly on the skills and knowledge of classroom mentor teachers. Research findings offer direction for further development of school-based clinical structures.

1. Getting Inside One Teacher’s Practice: Embedding Beginning Teachers of Elementary Writing in a First Grade Classroom
   Catherine H. Reischl, University of Michigan
   Lisa Teshima, Ann Arbor Public Schools

2. Short-Term Small-Group Teaching Experiences as a Context for Learning to Lead Text-based Discussions
   Debi Khasnabis, University of Michigan
   Julie Donnelly, Ann Arbor Public Schools

3. Using Task-Based Professional Development to Unpack Guided Reading Instruction
   Kristine M. Schutz, University of Michigan
   Emily Mihocko, University of Michigan
   Catherine H. Reischl, University of Michigan

3:00PM - 4:30PM  CITY TERRACE 6  ALTERNATIVE FORMAT

Multimodal Literacies Implementation and Integration in a Rural School System

Chair: Nora Vines, Appalachian State University

When interdisciplinary faculty come together to expand knowledge rather than focus on test scores, dialog occurs among people who might not otherwise talk about literacy issues, and ideas stretch beyond disciplinary walls. This alternative session will explore ways in which members of one learning community (secondary content-area teachers and interdisciplinary university faculty) involved in a professional develop-
ment grant in one southern rural school district work together to incorporate and scaffold multimodal literacies across the curriculum.

1. Multimodal Composition across the Curriculum: High School Teachers’ Expansive Learning Experiences
   Leslie S. Cook, Appalachian State University

2. Maintaining the Reading/Writing Connection: Challenging Teachers to Reflect on Technology’s Role
   Mark W. Vogel, Appalachian State University

3. The Role of Peer Coaching in Developing Multimodal Literacies Pedagogies
   Carla K. Meyer, Appalachian State University

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 7

Developing Literacy Coaches and Teacher Leaders

Chair: Courtney C. Zmach, Collier County Public Schools
Discussant: Anthony J. Applegate, Holy Family University

1. Examining How Literacy Coaches Evolve Over Time
   Susan K. L’Allier, Northern Illinois University
   Laurie Elish-Piper, Northern Illinois University

2. Beginning to Coach and Structured Field-based Experiences
   Misty Sailors, The University of Texas at San Antonio
   Dennis S. Davis, The University of Texas at San Antonio

3. Entrepreneurial Teacher Leaders: Collaborative Innovation for Children’s Literacy Learning
   Janet S. Gaffney, University of Illinois at Urbana-Champaign
   Carol B. Frericks, Western Community Unit School District
   Raymond L. Price, University of Illinois at Urbana-Champaign

3:00PM - 4:30PM
PAPER SESSION

CITY TERRACE 8

Studies in Writing Evaluation, Assessment, and Reading Development

Chair: Jill Castek, University of California, Berkeley
Discussant: Gae Lynn McInroe, McMurry University

1. Duration of High School English Classroom Writing Conferences: Thin-Slicing the Short One-to-One Instructional Encounter
   Annamary L. Consalvo, The University of Texas at Austin

2. Theoretical Influences on Large-Scale Writing Assessments across Canada
   Shelley Stagg Peterson, University of Toronto
   Jill McClay, University of Alberta

3. Magazines and Middle-Schoolers: The Results of a Longitudinal Study
   Rachael Gabriel, University of Connecticut
   Richard Allington, University of Tennessee
   Monica T. Billen, University of Tennessee

3:00PM - 4:30PM
SYMPOSIUM SESSION

CITY TERRACE 9

Stories of Hope: Explorations of the Literacy Narratives of Children and Families

Chair: Amy Suzanne Johnson Lachuk, University of South Carolina
Discussant: Patricia Edwards, Michigan State University

This symposium explores the lives of literacy learners of diverse ages, backgrounds, and contexts who are all-too often marginalized in society, in schools, or educational research and will allow those voices to be heard at LRA. In addition to children and families, the papers consider the role of narrative texts in participants’ lives as they narrate stories of struggle or read and respond to narratives texts.

1. (Grand)mothers’ Pedagogical Narratives: An Ethnopoetic Analysis of Using Story to Teach the Significance of Education
   Amy Suzanne Johnson Lachuk, University of South Carolina

2. “I Have a Lot of Guilt”: Stories from Parents of Struggling Readers
   Kathleen McGrath, Niagara University
   Mary McVee, University at Buffalo, State University of New York

3. Personal and Family Literacy Practices: Children and Their Mothers as Recovering Addicts Living in a Homeless Shelter
   Laurie MacGillivray, University of Memphis
   Amy Ardell, University of Memphis
   Margaret Sauceda Curwen, Chapman University

3:00PM - 4:30PM
PAPER SESSION

CLEARWATER

Responding to and Supporting Student Needs

Chair: Dana Rosen, Penn State University
Discussant: Juliet L. Halladay, University of Vermont

1. Using Explicit Strategy Instruction and Blogging to Integrate Disciplinary Literacy into Middle-School and Teacher Education
   Jamie R. Colwell, Clemson University

2. Instructional Responsiveness Widens the Circle of Literacy: Stories of Growth
   Diane Lapp, San Diego State University
   Barbara Moss, San Diego State University
   Maria Grant, California State University, Fullerton
   Douglas Fisher, San Diego State University
   Nancy Frey, San Diego State University

3. A Description of Effective Verbal Scaffolding: Widening the Circle of Exemplary Practices
   Julie W. Ankrum, University of Pittsburgh at Johnstown
   Elizabeth G. Belcastro, Geneva College
   Maria Genest, University of Pittsburgh
Caring and Justice: Ethical Issues in Collaborative Writing and Publication

Chair: Nancy Flanagan Knapp, University of Georgia
Discussant: Kenneth J. Weiss, Central Connecticut State University

Publication is vital to the careers of most literacy researchers, but complex ethical issues/dilemmas arise as we increasingly collaborate with others in our research and writing. In this alternative session, participants in small groups will investigate ethical issues in writing and publication with peer colleagues, graduate students, and research informants/participants. Facilitators will share current literature, report back on group discussions, and form networks for ongoing discussion/action.

1. Writing and Publishing with Academic Peers and Colleagues
   - Janet C. Richards, University of South Florida Tampa
   - Carole S. Rhodes, Queens College, City University of New York

2. Writing and Publishing with Graduate Students
   - Nancy Flanagan Knapp, University of Georgia
   - Lois K. Haid, Barry University

3. Writing and Publishing with Research Participants/Informants
   - Barbara Guzzetti, Arizona State University
   - Kristien Zenkow, George Mason University

4. What University and Organizational Codes of Ethics Say (or Should Say) about Ethical Collaboration in Writing and Publishing
   - Barbara Laster, Towson University

Enacting a New Vision of Early Childhood Literacy Education

Chair & Discussant: Renee T. Clift, University of Arizona

This alternative format session involves discussion around a design-based research project that aims to transform early childhood teaching and early childhood teacher education through exploring the ways in which families, community members, educators, and prospective educators can interact collaboratively to enhance children’s literacy development. The session is organized around four design principles. Data collection and initial findings around each principle will be briefly presented followed by time to reflect on questions about that principle and ending with audience interaction.

1. Design-Based Research on Early Childhood Teacher Education
   - Renee T. Clift, University of Arizona

2. Promote Understanding of Cultural Knowledge and Competencies within Diverse Communities
   - Ana Christina DaSilva Iddings, University of Arizona

3. Use Literature and Story as a Base for Children’s Understandings
   - Kathy G. Short, University of Arizona
   - Maria V. Acevedo, University of Arizona

4. Involve Families in Literacy Education with Their Children
   - Iliana Reyes, University of Arizona

5. Provide Opportunities for Educators to Work Together in Community and School Settings
   - Donna J. Jurich, University of Arizona
Wednesday

3:00PM - 4:30PM
SYMPOSIUM SESSION

The Common Core State Standards: Problems and Possibilities for Content Area Literacy

Chair & Discussant: Roni Jo Draper, Brigham Young University

In this symposium content-area educators will discuss the CCSS and the problems and possibilities they present to educators seeking to create quality literacy programs for adolescents. This review and critique is rooted in the disciplines from which the presenters work. By viewing the CCSS through disciplinary lenses, we highlight the progress in adolescent and content-area literacy embodied in the CCSS and suggest ways the CCSS can be extended to address unique disciplinary literacies.

1. Review and Critique of the CCSS: A View from English Language Arts
   Sirpa Grierson, Brigham Young University

2. Review and Critique of the CCSS: A View from Science and History
   Jeffery D. Nokes, Brigham Young University
   Jennifer Nielson, Brigham Young University

3. Review and Critique of the CCSS: A View from the Arts
   Paul Broomhead, Brigham Young University
   Amy P. Jensen, Brigham Young University
   Daniel Barney, Brigham Young University

4. Mathematical Literacies as a Lens for Expanding the CCSS
   Daniel Siebert, Brigham Young University

5. The Possibility of the CCSS to Promote Content-area Literacy Instruction
   Roni Jo Draper, Brigham Young University

3:00PM - 4:30PM
SYMPOSIUM SESSION

Community-Engaged Scholarship: Working with Educators to Develop an Effective, Theory-Driven Response to Intervention Program

Chair: Karen A. Erickson, University of North Carolina at Chapel Hill
Discussant: Patricia Cunningham, Wake Forest University

This symposium will describe community-engaged scholarship as a means for widening the circle of literacy research and practice. The theoretical model of silent reading comprehension that served as the basis of the RTI program will be described. The program structure, research and intervention methods, and results from more 1,200 students across two school years will be shared. Finally, approaches to response to intervention and the strengths and weaknesses of each will be explored.

1. The Whole-to-Part Model of Silent Reading Comprehension
   James W. Cunningham, University of North Carolina at Chapel Hill

2. A Theory-Driven Response to Intervention Approach
   Karen A. Erickson, University of North Carolina at Chapel Hill

3. Alternative Approaches to Response to Intervention
   David Koppenhaver, Appalachian State University

3:00PM - 3:40PM
RIVER TERRACE 1

I. A Journey through Justice...Letting Go of the Power
   Lori Czop Assaf, Texas State University-San Marcos
   Carol J. Delaney, Texas State University-San Marcos

II. Youth Literacies and the Middle School Library Program
   Elizabeth Friese, University of Georgia

III. Listen to Boys who Struggle to Read: Their Self-Perceptions as Readers and Preferred Reading Materials
   Xiaoming Liu, Towson University
   Elizabeth Dicembre, Towson University

IV. Providing a “Pocket Tutor”: Being Explicit about Before, During, and After Metacomprehension
   Ula Manzo, California State University, Fullerton
   Erica Bowers, California State University, Fullerton
   Melissa Base, California State University, Fullerton

V. A Post-Colonial Critique on the Representation of Chinese, Chinese Americans, and Chinese Culture in Children’s Literature
   Kathryn Pole, Saint Louis University
   Lina Sun, Saint Louis University

3:50PM - 4:30PM
RIVER TERRACE 1

I. An Exploration of the Ways in Literary Elements are Developed through Pictures and Text in Picturebooks for Younger and Older Readers
   Miriam G. Martinez, The University of Texas at San Antonio
   Janis Harmon, The University of Texas at San Antonio

II. Literacy Teacher Education: What’s Known, What to Do, and What’s Needed?
   Mary F. Roe, Arizona State University
   Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa

III. Collaborative Teacher Network: Improving Teachers’ Use of Content Area Reading Strategies to Support Students with Disabilities
   Michelle Parker-Katz, University of Illinois at Chicago
   Marie Tejero Hughes, University of Illinois at Chicago
   Jennifer Olson, University of Illinois at Chicago
   Tiffany Ko, University of Illinois at Chicago
   Jaime Zurheide, University of Illinois at Chicago

IV. One Book, Three Instructors: Students Mediating Heteronormativity
   Laura M. Jiménez, Michigan State University
   Kristin K.A. McIlhagga, Michigan State University

V. Widening the Circle: Including Content Area Teachers in the Literacy Discussion
   Ramona Pittman, Texas A&M University-San Antonio
   Charles Dukes, Florida Atlantic University
   Jenny C. Wilson, Texas A&M University-San Antonio
Wednesday

VI. Blogging as a Tool for Political Action: New Literacies and the 2011 Save Our Schools March
Kathryn Dixon, University of North Texas
Leslie Patterson, University of North Texas
Teddi Martin, University of North Texas
Marla K. Robertson, Texas Woman’s University
Sabrina Izbrand, Texas Woman’s University
Jennifer Smith, Texas Woman’s University

4:45PM - 6:00PM  GRAND BALLROOM 4

PRESIDENTIAL ADDRESS

Chair: Robert T. Jiménez, Vanderbilt University

I. Welcome
Robert T. Jiménez, Vanderbilt University

II. Student Outstanding Research Award Presentation
Marla Mallette, Southern Illinois University Carbondale

III. J. Michael Parker Award Presentation
William Muth, Virginia Commonwealth University

IV. Introduction of Speaker
Diane L. Schallert, The University of Texas at Austin

V. 2011 Presidential Address: Widening the Circle of Literacy Research: Sampling the Past—Envisioning Possibilities
Patricia L. Anders, University of Arizona

6:00PM – 7:30PM  GRAND BALLROOM FOYER

PRESIDENT’S RECEPTION
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS
allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Conference from 7:30a.m. – 8:30a.m.

AREA CHAIRS AWARD SESSIONS

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

CONFERENCE CHAIR INVITED SESSIONS
are sessions where the speakers have been invited to present by the 2011 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
### Thursday

**7:30AM – 8:30AM**
**YEARBOOK EDITORIAL BOARD BREAKFAST**

**RIVER TERRACE 1**

**7:30AM – 8:30AM**
**STUDY GROUPS**

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<td>GRAND 2</td>
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<tr>
<td>Literacy Lab/Reading Clinic Study Group</td>
<td>GRAND 3</td>
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<tr>
<td>Approaches to Video Data Analysis: Discussing New Methods and Directions for Reading Research</td>
<td>ORLANDO</td>
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<tr>
<td>Doctoral Students' Study Group</td>
<td>ST. JOHNS</td>
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**8:00AM – 6:00PM**
**ATTENDEE REGISTRATION OPEN**

**2ND FLOOR - ESCALATOR FOYER**

**8:45AM - 10:15AM**
**PAPER SESSION**

**BOARDROOM 2**

- **Developing Preservice and Inservice Teachers’ Literacy Knowledge and Practice**
  - **Chair:** Elizabeth Hynes-Musnisky, Hofstra University
  - **Discussant:** Stephanie M. Bennett, University of South Florida

1. **Foregrounding Disciplinary Literacy in Teacher Education: Teacher Candidates and Literacy Coaches**
   - Mark W. Conley, University of Memphis
   - Shannon Henderson, University of Arkansas at Little Rock

2. **Preservice Teachers’ Reflective Writing: Exploring the Need for Scaffolding**
   - Erik S. Rawls, Florida State University
   - Alysia D. Roehrig, Florida State University
   - Meagan C. Arrastia, Florida State University
   - Elizabeth H. Brinkerhoff, Florida State University

3. **Expanding Professional Knowledge of Relative Contributions to Young Adolescents Success/Struggles with Silent Reading Comprehension**
   - Kristin M. Nellenbach, University of North Carolina at Chapel Hill

**8:45AM - 10:15AM**
**PAPER SESSION**

**BOARDROOM 3**

- **Individual and Collective Meaning Making – Making in Digital Spaces**
  - **Chair:** Julia Kara-Soteriou, Central Connecticut State University
  - **Discussant:** Elisabeth Johnson, The College of Staten Island, City University of New York

1. **Thoughtful Threads: A Critical Examination of Readers’ Engagement in Online Literature Discussion**
   - Lotta Larson, Kansas State University
   - Leah McKeeman, Kansas State University

2. **Life History of a Message: How One Message Brings a Class Together to Co-Construct Meaning in an Online Discussion**
   - Jane S. Vogler, The University of Texas at Austin
   - The D-Team, The University of Texas at Austin

3. **Dear Internet: Composing Life on Facebook**
   - Audra K. Roach, The University of Texas at Austin

**8:45AM - 10:15AM**
**SYMPOSIUM SESSION**

**BOARDROOM 4**

- **“Timescapes”: Children’s Use of Time and Place Markers in Different Narratives**
  - **Chair:** Poonam Arya, Wayne State University
  - **Discussant:** G. Pat Wilson, University of South Florida Sarasota-Manatee

We report a study of 13 second graders’ constructs of time and place shown through their retellings of three stories. Retellings were qualitatively analyzed for language of time and place and quantitatively for story content. Eight types of time markers and three for place emerged, as did the influence of story structure on whether time or place was...
emphasized in retellings. Results are considered through theories (Lofty, Bakhtin, de Certeau) of time and place.

1. Constructs of Time and Place
   G. Pat Wilson, University of South Florida Sarasota-Manatee

2. Children’s Use of Time and Place Markers in Different Narratives
   Prisca Martens, Towson University

3. Time and Place Markers: What We’ve Learned
   Poonam Arya, Wayne State University

8:45AM - 10:15AM  CITY TERRACE 10
PAPER SESSION

Designing Literacy Lessons Using Digital Media and Online Tools
Chair: Patricia N. Chrosniak, Bradley University
Discussant: Elizabeth (Betsy) A. Baker, University of Missouri
1. Digital Literacies and The Kite Runner: An Exploration of Adolescents’ Multimodal Responses to Literature
   Robin Jocius, Vanderbilt University
2. Examining Preservice Teachers’ Developing Knowledge of Effective Technology Integration in Literacy-Related Lessons
   Rachel Karchmer-Klein, University of Delaware
   Chrystalla Mouza, University of Delaware
   Valerie Shinias, University of Delaware
3. Using Digital Media and Collaborative Writing Tools to Make Literacy More Accessible to Secondary English Language Arts Students
   Jennifer M. Conner-Zachocki, Indiana University-Columbus
   Mary Beth Hines, Indiana University-Bloomington
   Jenna McWilliams, Indiana University-Bloomington
   Rebecca Rupert, Bloomington New Tech High School

8:45AM - 10:15AM  CITY TERRACE 12
PAPER SESSION

Developing and Evaluating Literacy Assessments
Chair: Rebecca A. Binks, National Louis University
Discussant: Lane Roy Gauthier, University of Mississippi
1. Motivation for Vocabulary Learning of College Students
   Qizhen Deng, University of Nebraska, Lincoln
   Guy Trainin, University of Nebraska, Lincoln
2. A Computer-Analytic Writing Ability Developmental Scale: A Validity Study
   Hal Burdick, MetaMetrics
   Carl Swartz, MetaMetrics
   Jack Stenner, MetaMetrics
   Jill Fitzgerald, MetaMetrics
   Don Burdick, MetaMetrics
   Sean Hanlon, MetaMetrics
3. An Evaluation of the Comparability of a Paper- and Computer-based ESL Reading Assessment
   Dennis Murphy Òdo, University of British Columbia
   Lee Gunderson, University of British Columbia
   Reginald D'Silva, University of British Columbia

8:45AM - 10:15AM  CITY TERRACE 4
SYMPOSIUM SESSION

Innovative Adult Literacy Practices within Informal and Non-Formal Learning Settings: Implications for Adult Literacy Educators and Schools
Chair: Minda Morren Lopez, Texas State University-San Marcos
Discussant: Patrick H. Smith, The University of Texas at El Paso
This panel presents innovative approaches to addressing the teaching, learning, and everyday practice of English literacy in informal and non-formal adult education settings. The first paper presents pen pals as a catalyst to promote literacy development for authentic communication purposes. The next study explores issues of numeracy and financial literacy with Latina/o parents. The last paper focuses on the literacy practices and experiences of a Latino family in a border town in south Texas.

1. Literacy Partnership between Adult Learning Master’s Students and Latina/o Parents Developing English Literacy: A Pen Pals’ Experience
   Clarena Larrotta, Texas State University-San Marcos
   Arlene Serrano, Texas State University-San Marcos
   Leticia Romero Grimaldo, The University of Texas at Austin

8:45AM - 10:15AM  CITY TERRACE 5
PAPER SESSION

Literacies in and out of School
Chair: Silvia C. Nogueron, University of Georgia
Discussant: Mary Frances Buckley, University of Pennsylvania
1. The Future is Now: An Examination of the Impact of Out-of-School Literacy on Career Goals and Educational Aspirations
   Lorraine C. Savage, Temple University
2. Timescales of School Literacy and the Disciplining of Young Writers
   Lorraine Falchi, La Escuelita
   Marjorie Siegel, Teachers College, Columbia University
3. Teachers and English Learners Re-Authoring Selves: Additive Pedagogy through Writer’s Workshop
   Teresa R. Fisher, Georgia State University
   Amy Seely Flint, Georgia State University
   Tammy Frederick, Georgia State University
   Jennifer LaBell, Georgia State University

8:45AM - 10:15AM  CITY TERRACE 6
PAPER SESSION

Precursors of Successful Reading Development
Chair: Gina Cervetti, University of Michigan
Discussant: Amanda P. Goodwin, Vanderbilt University

Precursors of Successful Reading Development
Thursday

1. **Early Oral Language and Later Reading Development in Spanish-Speaking English Language Learners: Evidence from a Nine-Year Longitudinal Study**  
   Michael J. Kieffer, Teachers College, Columbia University

2. **Multiple Case Studies of Microgenesis During Early Literacy Development**  
   Melanie Reaves, University of Wyoming  
   Cheryl Stewart, University of Wyoming  
   George Kamberelis, University of Wyoming

3. **Improving Prekindergarten Children’s Comprehension of Storybooks**  
   William Mira, University of Georgia  
   Paula J. Schwanenflugel, University of Georgia  
   Stephanie A. Lai, University of Georgia  
   Dianne Tolentino, University of Georgia

8:45AM - 10:15AM  CITY TERRACE 7

**ALTERNATIVE FORMAT**

**Talking about Race and Social Justice Using Children’s and Adolescents’ Literature in Schools and Teacher Education Programs**

*Chair:* Keonghee Tao Han, University of Wyoming  
*Discussants:* Cynthia H. Brock, University of Nevada, Reno  
Fenice Boyd, University at Buffalo, State University of New York

As members of the Critical Race Study (CRT) Group, we recognize racism is endemic in our society and the world. To counteract racism in our work places, the CRT group discussed ways to incorporate racial and social justice education into our annual meetings at Literacy Research Association. The purpose for this alternative session is to provide a space to talk about race and social justice issues in schools and teacher education programs through incorporating multicultural children's adolescent literature and multimodal materials.

1. **Textual Representation of Muslims**  
   Seemi Aziz, Oklahoma State University  
   Rohany Nayan, University of Wisconsin-Madison

2. **African American Literature in the Elementary Classroom**  
   Ashlen Currie, Oakland University  
   Toni Williams, University of North Carolina at Greensboro

3. **Multicultural Literature in Teacher Preparation**  
   Keonghee Tao Han, University of Wyoming  
   Marga Madhuri, University of La Verne

4. **Making Space for Space Traders in the Middle School Classrooms**  
   Judson Laughter, University of Tennessee at Knoxville

5. **Making Space for Space Traders with Pre-service Teachers**  
   Donna King, Penn State University

8:45AM - 10:15AM  CITY TERRACE 8

**PAPER SESSION**

**Early Childhood Literacy in North and South America**

*Chair:* Liqing Tao, The College of Staten Island, City University of New York  
*Discussant:* Joan Williams, Sam Houston State University

1. **Kindergarten Spanish Speakers Learning to Write in English**  
   Diane E. DeFord, University of South Carolina  
   Lucy Spence, University of South Carolina  
   Hope Reardon, University of South Carolina

2. **Exploring the Quality of Literacy Environment and Instructional Practices in Chilean Preschool Classrooms**  
   Carolina Melo, Universidad de los Andes  
   Pelusa Orellana, Universidad de los Andes

3. **The Development of Voice in Young ELLs’ Writing**  
   Xun Zheng, University of Illinois at Urbana-Champaign

8:45AM - 10:15AM  CLEARWATER

**ALTERNATIVE FORMAT**

**Expanding the Investigation: Exploring the Impact of Teacher Preparation Programs on the Instructional Practices of Teacher Candidates**

*Chair:* Elizabeth Dobler, Emporia State University  
*Discussants:* Dana L. Grisham, National University  
Sandy Chambers, Kutztown University of Pennsylvania

In the second year of a three-year longitudinal project, TERSG researchers analyze evidentiary links between teacher preparation programs and instruction that teacher candidates provide to K-6 students during student teaching at 11 universities in the United States. Three phases link the literacy components of teacher preparation programs with the International Reading Association’s Standards (Phase I), to teacher candidate performance during student teaching (Phase II), and finally to teacher education candidates’ enactments of instructional knowledge during their first year of teaching (Phase III). Phase I is summarized and preliminary data from Phase II is reported in this session.

1. **Theoretical Overview**  
   Linda S. Wold, Loyola University Chicago  
   Roya Qualls Scales, Western Carolina University

2. **Phase I Findings**  
   Susan Lenski, Portland State University  
   Thomas DeVere Wolsey, Widener University

3. **Methodology for Phase II**  
   Karen K. Yoder, Touro University  
   Linda Smetana, California State University, East Bay

4. **Phase II Findings**  
   Kathy A. Ganske, Vanderbilt University  
   Janet Young, Brigham Young University  
   Cristina Alfaro, San Diego State University
5. The Perspective: An International NGO’s Comprehensive

4. The Perspective: Donated Books Programs: Responding to the Local

3. The Perspective: Reading—Liberia in a Post-Conflict West African

2. The Perspective: First Principles for Early Grades Reading Programs in

1. First Principles for Early Grades Reading Programs in Developing Countries (International Reading Association): A Summary

Theresa Rogers, University of British Columbia

2. The Perspective: Reading—Liberia in a Post-Conflict West African Country

Charles Temple, Hobart & William Smith Colleges

3. The Perspective from Malawi: Applying Quality Criteria to Material Development

James V. Hoffman, The University of Texas at Austin
Henri Chilora, Malawi Institute of Education

4. The Perspective: Donated Books Programs: Responding to the Local Needs

Wendy Saul, University of Missouri-St. Louis

5. The Perspective: An International NGO’s Comprehensive Readership Initiative

Scott Walter, Canadian Organization for Development through Education

Young Adult Literature and Literary Theory: Providing (Struggling) Readers with (More) Opportunities to Learn

Chairs: Leigh A. Hall, University of North Carolina at Chapel Hill
Sharon O’Neal, Texas State University
Janine M. Schall, The University of Texas-Pan American

Research shows that engagement with reading and motivation to read increase when adolescents read young adult novels, thus leading to more competent reading (e.g., Graves & Philippot, 2002; Ivey & Broadus, 2001; McGill-Franzen & Allington, 2001). However, we have a responsibility to move students—especially “struggling” readers—beyond enjoyment and improved reading scores. By including literary theory in our instruction, we provide all students with greater and equitable opportunities to learn.

Presenter:
Lisa Schreff, Florida State University

Bridging the Everyday/Academic Divide in Adolescents’ Literacies

Chair: Kathleen Hinchman, Syracuse University
Discussant: Donna Alvermann, University of Georgia

Digital media and social networking, like texting, Facebook, gaming, and video sharing, allow youth to communicate globally—even while some youth remain on the periphery. This session will include roundtable conversations about eight research projects exploring efforts to bridge everyday and academic literacies. These will be followed by discussion asking session participants to consider affordances and challenges to widespread efforts in this area. The session will end with remarks by a middle school teacher, representing several teachers’ perspectives toward these issues, and by a researcher with related interests.

1. Research Roundtables
Stergios Botzakis, University of Tennessee at Knoxville
Barbara Guzzetti, Arizona State University
Marcia Mardis, Florida State University
Marcelle Haddix, Syracuse University
Margaret Hagood, College of Charleston
Gay Ivey, James Madison University
Eliane Rubenstein-Avila, University of Arizona
Elia Tucker-Raymond, TERC
Kelly Wissman, University at Albany, State University of New York
Lalitha Vasudevan, Teachers College, Columbia University

Identity Construction Zone: The Dialogical Self and Literary Practice

Chair: Bob Fecho, University of Georgia
Discussant: Bob Fecho, University of Georgia

This alternative session focuses on identity and literacy as seen through the concept of the dialogical self: (1) a study focused on how adolescent...
learners construct themselves and are constructed as struggling readers, (2) a second on the ways Korean American adolescents use a book club to fashion identities as learners in U.S. literacy classrooms, and (3) a third study that explores how Korean American adolescents are marginalized but yet cultivate a sense of invisibility.

1. Unsigned Manuscripts: The Authoring of Adolescent Readers
   Dawan Coombs, University of Georgia

2. Joining the Book Club: Identity, Culture, and Literacy Practices of Six Korean American Adolescents
   Hye-Young Park, University of Georgia

3. To Be Silent and Invisible: Korean American Students and Literacy Classrooms in a Suburban High School
   Bob Fecho, University of Georgia

8:45AM - 10:15AM  ST. JOHNS
SYMPOSIA SESSION

Multimodal Composing in Preschool
Chair & Discussant: Deborah Wells Rowe, Vanderbilt University
Each paper in this symposium studies preschoolers’ multimodal composing activities. Presenters will report observations of preschoolers’ participation in a hands-on concept mapping activity, digital composing opportunities (e-mail, digital photography, and e-book compositions), and science journals.

1. Concept Mapping: Constructing Multimodal Representations of World Knowledge through Play
   Summer Wood, Vanderbilt University

2. Affordances of Digital Tools for Multimodal Composing
   Emily Culver Bigelow, Vanderbilt University

3. Using Science Journals during Guided Inquiry Science in Preschool
   Tanya Flushman, Vanderbilt University

10:30AM - 12:00PM  GRAND BALLROOM 4
OSCAR S. CAUSEY ADDRESS

Chair: Richard Beach, University of Minnesota
I. Oscar S. Causey Award Introduction
   William Teale, University of Illinois at Chicago

II. Oscar S. Causey Award Presentation for the 2011 Awardee
   Lesley Mandel Morrow, Rutgers, the State University of New Jersey

III. Introduction of Speaker
   Diane H. Tracey, Kean University

IV. 2010 Oscar S. Causey Address—Theory, Research, Policy, Practice: IMPACT
   Lesley Mandel Morrow, Rutgers, the State University of New Jersey

12:00PM – 1:00PM
COMMITTEE/ICG MEETINGS:

Albert J. Kingston Award ...................... Boardroom 2
Distinguished Scholar Lifetime Achievement Award
.............................................. Boardroom 3
Early Career Achievement Award ........ Boardroom 4
Ethics ........................................ City Terrace 12
Field Council ................................ St. Johns
International ICG ............................. Clearwater
J. Michael Parker Award ..................... City Terrace 6
Multi-Lingual/Transcultural Literacies ICG .... Daytona
Policy & Legislative ........................ City Terrace 7
Publications ................................. City Terrace 9
Student Outstanding Research Award ...... City Terrace 4
Technology ................................. City Terrace 5

1:15PM - 2:45PM  BOARDROOM 2
PAPER SESSION

Agency and Identity in Children and Young Adult Texts
Chair: James A. Erekson, University of Northern Colorado
Discussant: Seemi Aziz, Oklahoma State University

1. The Journey of U. S. Korean Children: (Re)Constructing Bicultural Identities in Picture Books
   Eun Hye Son, Boise State University
   Yoo Kyung Sung, University of New Mexico

2. Demonstrations of Agency in International Children’s and Adolescent Literature: A Critical Content Analysis across Personal, Social, and Cultural Dimensions
   Janelle B. Mathis, University of North Texas

3. Identity Constructions and Depictions in Recent Young Adult Novels that Incorporate Digital Communication Technologies
   Melanie D. Koss, Northern Illinois University
   Eli Tucker-Raymond, TERC

1:15PM - 2:45PM  BOARDROOM 3
SYMPOSIA SESSION

Early Literacy as Meaning Making
Chair: Jim Anderson, University of British Columbia
Discussant: Jon Shapiro, University of British Columbia

This symposium addresses the challenging but interesting topic of environmental and individual differences in early literacy development. It examines some of the factors related to the meaning-making process in early literacy, including children’s interactions with adults and the print media, the characteristics of the language, and children’s understanding of assessment tasks in early literacy concepts. Collectively, these papers represent the complex ways in which young children construct meaning about written language.

Widening the Circle for Literacy Research and Practice: Expanding Access, Knowledge, and Participation
61st Annual Conference of the Literacy Research Association • November 30 - December 3, 2011 • Jacksonville, FL
1. Parent-Child Shared Reading across Different Storybook Modes: Digital Texts, Leapfrog, and Traditional Print Formats
   Ji Eun Kim, University of British Columbia
   Jim Anderson, University of British Columbia

2. Bilingual Children's Understanding of Alphabetic and Logographic Systems in Early Writing Development
   Tina Tsai, The Literacy Guild
   David B. Yaden, Jr., University of Arizona

3. Young Learners: Understanding Children's Early Literacy Reasoning using Two-Tier Tasks
   Esther M.-C. Chan, University of Melbourne

**1:15PM - 2:45PM SYMPOSIUM SESSION**

Examining Writing Instruction with Multilingual/Multicultural Students: Creating Accessible and Transformational Contexts

Chair & Discussant: Marcelle Haddix, Syracuse University

The purpose of the papers in this symposium is to contribute to the growing research on sociocultural theories of writing that privilege the voices of multilingual and multicultural learners. This symposium is significant to the LRA audience because it highlights the role that students have in creating hybrid spaces in support of each other's writing development.

1. Resistance and Renegotiation in the Writing Classroom: Making Room for Peers to Co-Construct Curriculum
   Margarita Zisselberger, University of Miami

2. "I Am Brown and Proud": Enriching Migrant Youths' Literacy and Identity Development through Young Writers' Programs
   Elizabeth Lewis, Dickinson College

3. Creating Legitimate Spaces for African American Adolescent Girls to Write It Out
   Gholnecsar E. Muhammad, University of Illinois at Chicago

**1:15PM - 2:45PM SYMPOSIUM SESSION**

Researching and Teaching Literacies in Texas Border Colonias

Chair: Patrick H. Smith, The University of Texas at El Paso
Discussant: Richard Meyer, University of British Columbia

This symposium presents four examples of literacy research in Texas border colonias. First we provide an overview of colonias as sites for literacy research and practice. Next we examine the development of Spanish literacy by colonia families and children in and out of school. Paper three focuses on the digital literacy practices of colonia youth. The final paper describes a case study project in which teachers learned to teach with local literacies found in border colonias.

1. Border Colonias as Sites for Literary Research
   Patrick H. Smith, The University of Texas at El Paso
   Amabilia V. Valenzuela, The University of Texas at El Paso

2. Spanish Literacy Development in a Texas Border Colonia
   María E. Díaz, The University of Texas at Brownsville

3. Widening the Circle to Include Colonia Children's Technology Use: Literacy and Language Issues
   Kathy Bussett-Webb, The University of Texas at Brownsville
   María E. Díaz, The University of Texas at Brownsville

**1:15PM - 2:45PM CITY TERRACE 12 ALTERNATIVE FORMAT**

Widening the Circle for Adolescent Literacy Research Focusing on Technology

Chair: Sharon M. Pitcher, Towson University
Discussant: Carol J. Delaney, Texas State University-San Marcos

Research suggests that technology has not been embraced as crucial to literacy learning in secondary schools in the U.S. The purpose of this study is to present research from the multiple perspectives of professional development, English language learners, new literacies, motivation to read, and content area literacy on how literacy engagement can be enhanced through technology. We invite researchers to join in the conversation to inspire future research blending perspectives.

1. Widening Middle School Teachers' Understanding of Using Technology through Use of Technology
   Sharon M. Pitcher, Towson University

2. Making Mini Movies to Develop Reading, Writing, Listening, and Speaking Motivation in English Language Learners
   Gilda Martínez, Towson University

3. Engaging Struggling Readers Using I-Search Projects
   Sandra Matson, Texas State University-San Marcos
   Carol J. Delaney, Texas State University-San Marcos

4. Examining the Role of Technology in College Students' Academic Literacy Practices
   Sarah Lohnes Watulak, Towson University
   Dean Whitfield, Towson University

**1:15PM - 2:45PM CITY TERRACE 4 SYMPOSIUM SESSION**

Widening the Circle of Literature Research: Narrative, Transnational, and Critical Sociocultural Theory in the Study of Latino/a Children and Young Adult Literature

Chair: Patricia Enciso, The Ohio State University
Discussant: Robert T. Jiménez, Vanderbilt University

We aim to extend the scholarship on Latino/a literature by applying the tools of literary narrative analysis along with transnational, Latino/a narrative, and critical discourse theories. In addition to presentations of close readings and applications of interdisciplinary critical analytic frames, we articulate the implications and possibilities of teaching contemporary Latino/a, children's and young adult literature and developing new approaches to transnational, multicultural, and multilingual literacy and literature research.

1. Analyzing “Pretextual Gaps” in Victor Martínez’s Parrot in the Oven: Mi Vida—A Critical Sociocultural Perspective on Literature and Reading
   Patricia Enciso, The Ohio State University

2. Critical Fictions of the Global: Transnational Narratives in Latino/a Literature
   Carmen L. Medina, Indiana University-Bloomington
   Carol Brochin Ceballos, The University of Texas at El Paso
Thursday

1. Exploring the Impact of Critical Literacy Theory and Practice in a Graduate Content Area Literacy Course
   Kyle F. Kaalberg, University of Nevada, Las Vegas
   Thomas W. Bean, University of Nevada, Las Vegas
   Jennifer Wimmer, Brigham Young University

2. Integrating Literacy, Social Studies, and History: Exploring Teacher Learning and the Process of Instructor Collaboration
   Cynthia H. Brock, University of Nevada, Reno
   Kathy Obenchain, Purdue University
   Suzette M. Youngs, University of Northern Colorado

3. Content Area Teachers in Secondary Grades and Reading: Needs, Practice, and Reflections
   Vicky I. Zygouris-Coe, University of Central Florida
   Bonnie Swan, University of Central Florida

1:15PM - 2:45PM  CITY TERRACE 5
PAPER SESSION

Reading Comprehension: Identity, Affect, and Metacognition
Chair: Jayne C. Lammers, University of Rochester
Discussant: Meghan M. Parkinson, University of North Florida

1. The Role of Identity in Reading Comprehension Development
   Leigh A. Hall, University of North Carolina at Chapel Hill
   Heather Greene, Chapel Hill-Carrboro City Schools

2. The Psychological Reality of Affective Components in Reading: An Examination of Three Measures
   Kristin Conradi, North Carolina State University

3. Ten Expert Readers Reading in Two Languages: The Biliterate Metacognitive Reading Process
   Hyunjoo Kwon, The University of Texas at Austin
   Diane L. Schallert, The University of Texas at Austin

1:15PM - 2:45PM  CITY TERRACE 6
PAPER SESSION

Using Technology in Preservice Reading Teacher Preparation
Chair: Catherine M. Weber, Arizona State University
Discussant: Katie Hilden, Radford University

1. “Gotta Love Technology!” Preservice Teachers’ Transformation in a Blended Online Multicultural Literature Course
   Ruth M. Lowery, University of Florida
   Mary Ellen Oslick, University of Central Arkansas

2. An Examination of Online Discussions of Educational Research Conducted by Teachers-in-Training
   Susan Dougherty, Rutgers University

3. Coaching Preservice Teachers with Blogs
   Jennifer Moon Ro, State University of New York College at Fredonia
   Kathleen Magiera, State University of New York College at Fredonia
   Rhea Simmons, State University of New York College at Fredonia
   Kathleen Gradel, State University of New York College at Fredonia
   Gregory Harper, State University of New York College at Fredonia

1:15PM - 2:45PM  CITY TERRACE 7
PAPER SESSION

Teacher Development and Literacy Instruction in the Content Areas
Chair: Jaime Berry, Texas A&M University
Discussant: Joyce H. Jennings, Northeastern Illinois University

1. “I’m Just Saying What You Have Already Said and Are Saying Again”: Becoming the Spanish-Speaking Orator of My Shoes and I
   Samuel Saldivar, The Ohio State University

2. In Search of the Ideal Reader for Children’s Non-Fiction Books about el Dia de Los Muertos
   Denise Davila, The Ohio State University

1:15PM - 2:45PM  CITY TERRACE 8
PAPER SESSION

Students’ Collaborative Engagement in Literacy Groups
Chair: Laura A. May, Georgia State University
Discussant: Althier Lazar, Saint Joseph’s University

1. Exploring ADHD Middle Level Readers and the Social Aspect of Reading: A Case Study of ADHD Students’ Perceptions about Participating in Literature Circles
   Xiaofang Chen, Rowan University

2. “When You Stand Up Tall and Straight You are Brave”: Elementary Teachers and Children Responding to Critical Conversations
   Amy Seely Flint, Georgia State University

3. Writing with Readers in Mind: Audience Awareness in Elementary Writers
   Lorien Chambers Schuldrt, Stanford University

1:15PM - 2:45PM  CITY TERRACE 9
PAPER SESSION

Supportive Discourse for Literacy Learning
Chair: Lane Roy Gauthier, University of Mississippi
Discussant: Amy E. Burke, The University of Texas at Austin

1. Can SFL and Genre Theories Mediate Critical Literacy Discourses and Challenge the Domination of Transmission Practices in U.S. Classrooms?
   Patricia C. Paugh, University of Massachusetts Boston
   Jorgelina Abbat-Vaughn, University of Massachusetts Boston
   Geoff Rose, Boston Public Schools

2. Teacher Talk that Builds Students’ Vocabulary Knowledge
   Evelyn Ford-Connors, Boston University

3. The Nature of Engagement with Concrete Literary Tools in Fourth–Grade Classrooms
   Misty Sailors, The University of Texas at San Antonio
   Tracey Kumar, The University of Texas at San Antonio
   Lorena Villarreal, The University of Texas at San Antonio
   Troy Wilson, The University of Texas at San Antonio
   Idalia Nunez, The University of Texas at San Antonio
   Shannon Blady, The University of Texas at San Antonio

Widening the Circle for Literacy Research and Practice: Expanding Access, Knowledge, and Participation
61st Annual Conference of the Literacy Research Association • November 30 - December 3, 2011 • Jacksonville, FL
Thursday

1:15PM - 2:45PM  CLEARWATERSYMPHOSIUM SESSION

Adolescent Literacy, Achievement, and Identity: Looking Beyond Scores and Labels
Chair: Elizabeth Moje, University of Michigan
Discussant: Kris Gutierrez, University of Colorado at Boulder

We will present three studies of literacy achievement and identity among adolescents from different urban areas. The studies all explore literacy and achievement from multiple data sources and with an expansive view of what counts as achieving. We will discuss the consequences of achievement labels for adolescents’ identity development, their sense of self-concept, and their risk and resilience and argue that these competencies, along with skills and strategies, are crucial for literacy development and achievement.

   Darin B. Stockdill, University of Michigan
   Julie Learned, University of Michigan
   Michelle Nguyen, University of Michigan
   Emily Rainey, University of Michigan
   Natasha Rappa, University of Michigan
   Elizabeth Moje, University of Michigan

2. Academic Literacy in the Eleventh Hour: Possibilities and Imperatives for Profoundly Underprepared High School Students
   Cynthia Greenleaf, WestED
   Cindy Litman, WestED

3. Individual Uptake of Collective Supports in Cultural Modeling Literature Classrooms
   Carol D. Lee, Northwestern University
   Malayna Bernstein, West Virginia University
   Ama R. Thompson, Betty Shabazz International Charter Schools

1:15PM - 2:45PM  GRANDBYMPHOSIUM SESSION

Writing: It Still Matters
Chair: Denise N. Morgan, Kent State University
Discussant: Randy Bomer, The University of Texas at Austin

Writing research is often neglected due to the overwhelming focus on reading research. Yet, there are repeated calls for increased attention to writing instruction at all levels (NCTE 204, 208, 209; National Commission on Writing for America’s Families, Schools and Colleges, 203, 204). The purpose of this symposium is to present four studies that investigate the teaching of writing.

1. Using Writing to Build Adolescents’ Mathematical Knowledge
   Dixie D. Massey, University of Washington
   Lance E. Riley, American School in Taichung

2. A Research Synthesis of Preservice Teachers and Writing
   Denise N. Morgan, Kent State University
   Kristine E. Pytash, Kent State University

3. Love That Blog! Digital Writing in a Preservice Elementary Language Arts Methods Course
   Lea Calvert Evering, Indiana University of Pennsylvania

4. “I Thought Poems Had To Rhyme” Preservice Teachers’ Evolving Understandings about Teaching Poetry in a Writing Methods Course
   Belinda S. Zimmerman, Kent State University
   Denise N. Morgan, Kent State University
   Melanie K. Kidder-Brown, Kent State University
   Katherine E. Batchelor, Kent State University

1:15PM - 2:45PM  DAYTONASYMPHOSIUM SESSION

Reaching Teachers and Students: Studies of Professional Development Programs in Writing
Chair: Marilyn McKinney, University of Nevada, Las Vegas
Discussant: Linda Friedrich, National Writing Project

This symposium presents four studies that investigate practices in professional development, focusing on change in teacher practice and student outcomes. The impact of professional development programs emphasizing long-term university-school partnerships, teacher inquiry, and authentic literacy experiences for students will be explored, demonstrating ways researchers can “widen the circle” for literacy through professional development partnerships in K-12 schools.

1. Factors that Influence the Adoption of New Instructional Practices by Teachers Experiencing Professional Development in Writing Instruction
   Sarah Hunt-Barron, Converse College
   Rebecca Kaminski, Clemson University
Presenters: Deborah Litt, Trinity University
Discussant: Victoria Risko, Vanderbilt University

Many LRA members have reviewed manuscripts, which they see as having fundamental flaws in research design and/or interpretation. The purpose of this session is to draw attention to common flaws, as well as elements of excellence, in literacy research in hopes of improving the quality of future research. The session will include reports of empirical studies on common errors in research, perspectives of journal editors, and a discussion of the implications of the session's presentations.

1. Common Analytical and Interpretational Errors in Quantitative and Qualitative Research
   Anthony J. Onwuegbuzie, Sam Houston State University

2. Current and Former Editors' Perspectives on Elements of Excellence and Fundamental Flaws in Literacy Research
   Diane Barone, University of Nevada, Reno
   Donna Alvermann, University of Georgia
   Ian Wilkinson, The Ohio State University


Varsity and Factors Influencing Second Language Literacy
Chair: Patience A. Sowa, Zayed University
Discussant: Amanda P. Goodwin, Vanderbilt University

1. Is Oral English Ability Related to Young Latinos' English-Reading Growth?
   E. Jackie Relyea-Kim, University of North Carolina at Chapel Hill
   Steve Amend, North Carolina State University
   Sandra Garcia, University of North Carolina at Chapel Hill
   Jill Fitzgerald, MetaMetrics

2. An Exploratory Study of Factors Affecting Fourth Grade Hmong Students' Reading Proficiency
   Megan C. Mahowald, Indiana University

3. Exploring the Relationships among First (L1) and Second Language (L2) Writing, Reading Comprehension, and Other Background Variables
   Reginald D'Silva, University of British Columbia
   Dennis Murphy Odo, University of British Columbia
   Lee Gunderson, University of British Columbia


Differentiating Instruction or Responding to Individual Needs
Chair: Earl Cheek, Louisiana State University
Discussant: Carol Lloyd Rozanksy, University of Nebraska, Omaha

1. Expanding Access, Knowledge, and Participation through the Involvement of Faculty with Response to Intervention
   Valerie J. Robnolt, Virginia Commonwealth University
   Jodi Welsch, Frostburg State University
   Katherine A. D. Stahl, New York University
   Jennifer Jones, Radford University
   Sharon Green, Fairleigh Dickinson University
   Kevin Flanigan, West Chester University of Pennsylvania

2. A Road Less Traveled: A Systematic Review of Differentiated Instruction
   Kelly Puzio, Vanderbilt University

3. Waiting for Special Education: Intended and Unintended Influences of RTI on Literacy Instruction
   Janice F. Almasi, University of Kentucky
   Patricia Edwards, Michigan State University
   Susan J. Hart, University of Kentucky


Exploring Two Interventions to Promote Graduate Education Majors’ Dispositions toward Culturally Responsive Teaching in a Summer Literacy Camp
Janet C. Richards, University of South Florida Tampa
Stephanie M. Bennett, University of South Florida Tampa
Patriann Smith, University of South Florida Tampa
II. The Effects of Goals on Revisions of Persuasive Text by Students in Grades 1 through 4—Beliefs about Writing and Description of Students’ Persuasive Writing
  Zoi A. Philippakos, University of Delaware
  Charles A. MacArthur, University of Delaware

III. Year 1 of a Collaborative, Longitudinal Professional Development Project
  Seth Parsons, George Mason University
  Allison Ward Parsons, George Mason University
  Stiles X. Simmons, Howard Road Academy
  Leila N. Richey, George Mason University

IV. Re-Evaluating the Literacy Professional’s Role in the Era of High-Stakes Testing: A Collaborative Project between an Urban School District and College Literacy Faculty and Literacy Graduate Candidates
  Ekaterina Midgette, The College of Saint Rose
  Jillian Caisse, The College of Saint Rose
  Stefania Tedesco, Green Island School District

V. Reading One’s Reading: Exploring How Preservice English Teachers Read Literature and Why “How” Matters for Teaching
  Sue Ringler Pet, Manhattanville College

VI. Becoming Leaders de la Lectura: Elementary Students Facilitating Bilingual Dialogic Reading with Young Children
  Kate Brayko, Seattle University

2:05PM - 2:45PM RIVERTERRACE 1

I. Understanding Responses to High School Exit Exams in Literacy: A Bourdieusian Analysis of Poetic Transcriptions
  Andrew P. Huddleston, University of Georgia

II. How do Active Learning Strategies and Interactive Whiteboards Promote Value-Added Learning?
  Chyllis E. Scott, Texas A&M University
  Erin McTigue, Texas A&M University

III. Expanding Access, Knowledge, and Participation During In-School Independent Reading Time
  Lunetta M. Williams, University of North Florida
  Katrina W. Hall, University of North Florida
  Wanda B. Hedrick, University of North Florida

IV. Investigating Preservice Teachers’ Beliefs Toward Cultural Diversity Employing Inquiry through Literature (ITL) Approach
  Dusadee Rangseechatchawan, Sam Houston State University
  Debra Price, Sam Houston State University

V. What Do First-Grade Teacher Interviews Reveal about First-Grade Reading Instruction?
  Mariam Jean Dreher, University of Maryland
  Candice Brie Doyle, University of Maryland, College Park

3:00PM - 4:30PM BOARDROOM 2

PAPER SESSION

Academic Access and Achievement for Young Adults with Low Literacy
Chair: Leslie S. Rush, University of Wyoming
Discussant: Sheila Benson, University of Northern Iowa
1. A Highway, A Treadmill, and A Fishbowl: Students’ Conceptualizations of College Reading and Writing
   Eric J. Paulson, Texas State University-San Marcos
   Sonya L. Armstrong, Northern Illinois University

2. Expanding Access, Knowledge, and Participation to Successful Young Adults with Low Literacy Skills
   Donita J. Massengill Shaw, University of Kansas
   Laurel Disney, Michigan State University

3. The Dyslexic Prom Queen: Passing as Literate
   Ellen B. Hurst, Atlanta Speech School

3:00PM - 4:30PM BOARDROOM 3

PAPER SESSION

Students’ and Teachers’ Engagement with Texts
Chair: Betty J. Herzhauser, University of South Florida Tampa
Discussant: Corrine M. Wickens, Northern Illinois University
1. Engagement with Young Adult Literature: Processes, Consequences and Limits
   Gay Ivey, James Madison University
   Peter H. Johnston, University at Albany, State University of New York

2. Students’ Deeply Personal Responses during Open-Ended Dialogue about Literature
   Jo Worthy, The University of Texas at Austin
   Katherine L. Chamberlain, The University of Texas at Austin
   Katie E. Peterson, The University of Texas at Austin
   Caron Sharp, The University of Texas at Austin
   Pei-Yu Shih, The University of Texas at Austin

3. Teacher Read-Aloud Style and Delivery: Fiction and Non-Fiction Texts
   Debra Price, Sam Houston State University
   Mary Robbins, Sam Houston State University

3:00PM - 4:30PM BOARDROOM 4

PAPER SESSION

Literacy, Language and Reading Instruction in Globalized and International Settings
Chair: Nina L. Hasty, Michigan State University
Discussant: Kristen H. Perry, University of Kentucky
1. Using Critical Discourse Analysis to Understand Contextual Influences on Immigrant Adolescents’ Construction of Learner
The four papers in this symposium examine the nature and sources of teacher beliefs about literacy and literacy instruction and the teacher education practices that elicit and challenge those beliefs. The intent is to deepen our understanding of the interaction between literacy teachers’ beliefs, their use of technology, and their literacy pedagogy.

1. **When Quizzes and Points Kill Reading: Accelerated Reader and Preservice Teachers’ Views of Themselves as Readers**
   Devon Brenner, Mississippi State University

2. **Expanding Definitions of Literacy: Secondary Preservice Teachers Rethinking Meaning-Making in Their Content Areas**
   Robyn B. Seglem, Illinois State University
   Kara Lycke, Illinois State University

3. **An Examination of Pre-Service Teachers’ Dispositions toward Poetry**
   J. Kevin Dupre, Athens State University

4. **Pedagogical Beliefs and Practices Surrounding Interactive Whiteboard Technology**
   John Bishop, University of Southern Mississippi
Sins of the Father: Portraits of (Il)literacy in Three Acts

Chairs: Jennifer Jasinski Schneider, University of South Florida Tampa
Susan Constable, Otterbein University

Discussant: Carrie Blosser Scheckelhoff, Otterbein University

In this session we use performance ethnography (Denzin, 2005) and ethnography (Saldaña, 2005) to explore the construction of (il)literacy in the lives of three adult participants (two pre-service teachers and a non-student adult). The researchers bring to life the historical, social, political, and instructional forces that shape our subjects’ (il)literacy experiences through this arts-based performance.

1. “I Don’t Want to be a Dumbass.”: Cam’s Quest toward Literacy and Cultural Capital
Susan Constable, Otterbein University

2. Testing the Limits of Accommodation: (Il)literacy in Teacher Education
Carrie Blosser Scheckelhoff, Otterbein University

3. “Text, but I (Don’t) Teach: Navigating” Literacy
Jennifer Jasinski Schneider, University of South Florida Tampa

3:00PM - 4:30PM CITY TERRACE 8
PAPER SESSION

Teacher Professional Development in ELL Technology as well as through Literacy Coaching

Chair: Margaret Saucedo Curwen, Chapman University

Discussant: Matt J. Hollibush, Mount Saint Mary College

1. Building and Rebuilding a Statewide Support System for Literacy Coaches
Sharon Walpole, University of Delaware
Michael C. McKenna, University of Virginia
Julie K. Morrill, Georgia Department of Education

2. Teacher Perspectives on Improving Professional Development on the Integration of Technology into Literacy Instruction
Amy Hutchison, Iowa State University

3. Vocabulary Development in English Language Learners and Monolinguals: The Role of Intense and Targeted Professional Development
Paula Quinn, University of Massachusetts Donahue Institute
Linda Camp, Early Language Matters

3:00PM - 4:30PM CITY TERRACE 9
SYMPOSIUM SESSION

Literacy, Identity, and Learning: A Three-Year Longitudinal Study with Immigrant Families

Chair: Dana Hagerman, University of Wisconsin-Madison

Discussant: Catherine Compton-Lilly, University of Wisconsin-Madison

This session examines the ways members of immigrant families make sense of schooling and literacy over a three-year period as children move from kindergarten through grade three. While the case studies in this symposium draw on the same data set, each takes a unique approach to the data—highlighting new perspectives and insights.

1. Islamic Identity in Children of Muslim Immigrants: Holding a Tiger By Its Tail
Rohany Nayan, University of Wisconsin-Madison

2. Literacy and Identity Work: Lili’s Figured Worlds
Yvonne Pek, University of Wisconsin-Madison

3. Learning within Identity Construction: Elina Learns to Read and Write
Dana Hagerman, University of Wisconsin-Madison

3:00PM - 4:30PM CLEARWATER
ALTERNATIVE FORMAT

Learning about Literacy in Pre-Service and In-Service Settings: Research and Developments from the Literacy Achievement Research Center

Chairs: Douglas K. Hartman, Michigan State University
Nell K. Duke, Michigan State University

Teacher learning about literacy is increasingly studied in the context of pre-service and in-service settings. The nature of these studies can vary considerably from one setting, program, and project to another. In this alternative format session, we juxtapose 10 studies that represent varying ways literacy and teacher learning have been paired to understand and improve pre-service and in-service education.

1. Comprehensive, but Not Coherent: Addressing a Contemporary Problem of Practice in Elementary Literacy Education in an Internship Program
Susan Florio-Ruane, Michigan State University
Chad H. Waldron, Michigan State University

2. Mentoring Beginning Teachers as Learners: An Investigation of Three Novice Teachers’ Experiences Learning to Lead Discussions
Sarah Little, Michigan State University
Randi Stanulis, Michigan State University
Erin Wibbens, Michigan State University

3. Using Inquiry to Improve Pedagogy and Build Coherence in an Elementary Literacy Education Program
Cheryl Rosaen, Michigan State University
Lynne Watanabe, Michigan State University
Amber Meyer, Michigan State University

4. Entertaining OR Didactic: Pre-Service Teachers Confronting Assumptions about Children’s Literature in the Classroom
Kristin K.A. McIlhagga, Michigan State University

5. Writing Digitally: Pre-Service Teachers Blogging in the College Classroom
Todd Ide, Michigan State University

6. Applying Research in the Classroom: Beyond a Common Text
Laura M. Jiménez, Michigan State University

Widening the Circle for Literacy Research and Practice: Expanding Access, Knowledge, and Participation
61st Annual Conference of the Literacy Research Association • November 30 - December 3, 2011 • Jacksonville, FL
3:00PM - 4:30PM  gRAnD 1

1. Toward a Framework Defining Literacy Leadership: Widening the Circle of Literacy Research to Include the Elementary Principal
   Margaret-Mary Sulentic Dowell, Louisiana State University
   Bonnie L. Hoewing, Gateway Community College
   Dana L. Bickmore, Louisiana State University

2. Read Malawi: Implementation Design and Feasibility
   Misty Sailors, The University of Texas at San Antonio
   James V. Hoffman, The University of Texas at Austin
   Henri Chilora, Malawi Institute of Education
   Davie Kaambankadzanja, Malawi Institute of Education
   P. David Pearson, University of California, Berkeley
   Jaran Shin, University of California, Berkeley

3. Orthographic Development of Chinese Language: A Historical Examination and Its Implications for Today
   Liqing Tao, The College of Staten Island, City University of New York
   Gaoyin Qian, Lehman College, City University of New York

3:00PM - 4:30PM  gRAnD 2

AREA CHAIRS INVITED SESSION

Considering the “State” of Literacy Teacher Education in a High-Stakes Accountability Era

Chairs: Jim S. Furman, University of New Orleans
        Seth Parsons, George Mason University
        Mark D. Vagle, University of Georgia

At a time when schooling is primarily defined by standards and high-stakes tests designed to evaluate students, teachers, and schools relative to those standards, this session brings together leading literacy scholars to consider implications for literacy teacher education. The session will include issues such as the preparation of reading teachers with NCLB in mind; the influence of common core standards; and how critically oriented literacy teacher education is situated given the present policy context.

Panelists:
   James V. Hoffman, The University of Texas at Austin
   Deborah R. Dillon, University of Minnesota
   Victoria Risko, Vanderbilt University
   Sheila Valencia, University of Washington

3:00PM - 4:30PM  gRAnD 3

AREA CHAIRS INVITED SESSION

Subject Area Writing and Writing Instruction in Middle and High Schools

Chair: Judith A. Langer, University at Albany, State University of New York

This session will present results from the National Study of Writing Instruction, which is examining the nature of the writing students do and the instruction they receive in middle and high school English, science, social science/history, and mathematics. Papers will examine changes in instruction over the past 30 years, uses of writing in mathematics and science, writing with ELLs, and contrasts between schools serving high- and low-poverty student populations.
Thursday

3:00PM - 3:40PM RIVER TERRACE 1

1. The Effects of Visual Imagery and Keyword Clues on Third Grade Readers’ Memory, Comprehension, and Vocabulary
   Heather R. Brooker, Clemson University

2. What Matters in Professional Development: Accessing a Wider Community for Literacy Reform through Professional Development in Adolescent Literacy for Teachers, Administrators, and School Board Members
   Karen F. Thomas, Western Michigan University
   Lauren Freedman, Western Michigan University

3. Can Active Engagement Strategies Help Better Prepare Future Reading Teachers?
   Erin K. Washburn, Binghamton University, State University of New York
   Chyllis E. Scott, Texas A&M University

4. Teachers’ and Students’ Views of Reading Fluency: Issues of Consequential Validity in Adopting One-Minute Reading Fluency Assessments
   Theresa A. Deeney, University of Rhode Island

5. Putting Literacy First: Expanding the Possibilities for At-Risk Adolescents
   Elizabeth S. Heeren, Memphis City Schools

6. Exploring the Double-Entry Journal’s Influence on 4th Grade Students’ Elaborative Reading Comprehension
   Shawn L. Coskey, East Stroudsburg University of Pennsylvania

7. Problematizing Second Language and Literacy from the Indian Context
   Sunita Singh, Le Moyne College

3:50PM - 4:30PM RIVER TERRACE 1

I. Literacy Teaching Practices and Teachers’ Response to Reform: An Ethnographic Study of an Urban Elementary School in Times of Change
   Melody Zoch, The University of Texas at Austin

II. Why are You Here? Undergraduate Participation at the National Reading Conference
   Sheila Delony, Abilene Christian University
   Stephanie Talley, Abilene Christian University
   Katie Hathorn, Abilene Christian University
   Austin G. Sherwood, Abilene Christian University

III. Narrative Writing in the Academic Register: A Comparison of Oral and Written Narratives in Grades 5 and 7
   Scott F. Beers, Seattle Pacific University

IV. Assessing Vocabulary Knowledge in Young Learners: The OVT (Oral Vocabulary Test)
   Maria Carlo, University of Miami
   Kristen Doorn, University of Miami

V. No Longer the Black Sheep of the Literacy Family: Six Activities for Teachers to Improve Writing Instruction in the Classroom
   Carolyn L. Carlson, Washburn University

VI. Relations among Emergent Literacy Skills and Vocabulary Skills in Young English Language Learners
   Kimberly McDowell, Wichita State University
   Jason Felihkatubbe, Wichita State University

VII. Building Communities of Practice: A Classroom Teacher, Reading Specialist, and ESL Teacher Collaborate in One Classroom
   Afra A. Hersi, Loyola College in Maryland
   Allison Skerrett, The University of Texas at Austin

4:45PM - 6:00PM GRAND BALLROOM 4

PLENARY ADDRESS

Chair: Fenice Boyd, University at Buffalo, State University of New York

I. Early Career Achievement Award Presentation
   David O’Brien, University of Minnesota

II. Distinguished Scholar Lifetime Achievement Award Presentation
   Lea McGee, The Ohio State University

III. Introduction of Speaker
   Patricia Enciso, The Ohio State University

IV. The Arizonification of America: The Pedagogical Implications of Latina/o Students Under Siege
   Donaldo Macedo, University of Massachusetts Boston

6:15PM – 7:15PM GRAND BALLROOM 3

TOWN HALL MEETING
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS
allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Conference from 7:30 a.m. – 8:30 a.m.

AREA CHAIRS AWARD SESSIONS

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

CONFERENCE CHAIR INVITED SESSIONS
are sessions where the speakers have been invited to present by the 2011 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
Friday

7:30AM – 8:30AM
JLR EDITORIAL BOARD BREAKFAST

7:30AM – 8:30AM
STUDY GROUPS

8:00AM – 3:30PM
2ND FLOOR - ESCALATOR FOYER
BOOK DISPLAY/SILENT AUCTION

8:00AM – 6:00PM
2ND FLOOR - ESCALATOR FOYER
EXHIBITS

8:00AM – 6:00PM
2ND FLOOR - ESCALATOR FOYER
ATTENDEE REGISTRATION OPEN

8:00AM – 6:00PM
CYBER CAFÉ OPEN

8:45AM - 10:15AM
BOARDROOM 2
PAPER SESSION

Helping Preservice Teachers Develop Instructional Strategies
Chair: Christine M. Wiggins, University of Utah
Discussant: Lois K. Haid, Barry University
1. Helping Preservice Teachers Think Aloud
Molly Ness Hill, Fordham University
2. “What’s the Big Idea?”—Supporting Interns to Lead Rich and Rooted Text-Based Discussions
Debi Khasnabis, University of Michigan
Catherine H. Reischl, University of Michigan
3. Developing Disciplinary Literacy in the Secondary Classroom: Pre-Service Teachers and the Implementation of Project-Based Learning
David Gallagher, Mount Saint Mary College
Matt J. Hollibush, Mount Saint Mary College

8:45AM - 10:15AM
BOARDROOM 3
PAPER SESSION

Gaming as a Component of Literacy Learning
Chair: Betty J. Herzhauser, University of South Florida Tampa
Discussant: Dana Wilber, Montclair State University
1. Subversive Literacies: Reframing Understandings of Video Games and Literacy
Heather L. Lynch, Georgia State University
2. Digital Games as Text: Towards a Transactional Theoretical Perspective
Hiller A. Spires, North Carolina State University
3. Muslim Kids, Literacy Practices and Video Games
Michael K. Thomas, University of Wisconsin-Madison

8:45AM - 10:15AM
BOARDROOM 4
PAPER SESSION

Academic Literacy in History, Science, and Literature
Chair: Rebecca A. Binks, National Louis University
Discussant: Betty J. Herzhauser, University of South Florida Tampa
1. The Effects of Academic Literacy Instruction on Engagement and Conceptual Understanding of Biology of Ninth-Grade Students
Sue Larson, Judson University
2. Disciplinary Literacy Pedagogy: Instructional Literacy and Disciplinary Practices Within and across History, Science, and Literature Classrooms
Megan E. Hughes, University of Illinois at Chicago
Mary Pat Sullivan, University of Illinois at Chicago
Jacquelynn S. Popp, University of Illinois at Chicago
3. Disciplinary Literacy in New Literacies Environments: Expanding the Intersections of Literate Practice for Adolescents
Michael Manderino, Northern Illinois University
1. Historical Background and the Development of an Accessible Project on the Use of Videotaping within Clinical Practice.

school-based practice, we will offer a forum for emerging research specialists to learn in reading clinics/literacy labs that become part of their cases that used this methodology to examine what teachers/reading professionals are doing.

Besides reporting on 15 new accessible to both novice and veteran researchers across multiple, geographically distant sites for three years. Besides reporting on 15 new cases that used this methodology to examine what teachers/reading specialists learn in reading clinic/literacy lab that becomes part of their school-based practice, we will offer a forum for an emerging research project on the use of videotaping within clinical practice.

1. Historical Background and the Development of an Accessible Research Methodology

Barbara Laster, Towson University

2. Three Years of Fine-tuning the Methodology

Cheryl Dozier, University at Albany, State University of New York
Theresa A. Deeney, University of Rhode Island

3. Results of Transfer and Transformation from Reading Clinics/Literacy Labs: The 3rd Year

Stephan Sargent, Northeastern State University
Dolores Gaunty-Porter, Vanguard University
Tammy Milby, University of Richmond
Meagen Eeg, Northeastern State University
Tammy Ryan, Jacksonville University
Mary Applegate, Saint Joseph’s University
Erica Bowers, California State University, Fullerton
Evan Ortlieb, Texas A&M University—Corpus Christi
Sharon Peck, State University of New York College at Geneseo
Mary Swanson, Northeastern State University
Belinda S. Zimmerman, Kent State University
Debra Gurvitz, National Louis University

4. Videotaping for Assessing Teacher Performance

Lee Dubert, Boise State University
Stephanie McAndrews, Southern Illinois University Edwardsville
JoAnne Vazzano, Northeastern Illinois University

5. Videotaping for Reflective Teaching

Debra Gurvitz, National Louis University
Jeanne Cobb, Coastal Carolina University
Barbara Laster, Towson University

8:45AM - 10:15AM  CITY TERRACE 10

PAPER SESSION

Investigating Content Area Reading Courses

Chair: Ellen Spitler, University of Hawai‘i at Mānoa
Discussant: Monica Gordon Pershey, Cleveland State University

1. Secondary Teaching Candidates Adapt Literacy Strategies in Content Area Instruction: Third Space of Access and Participation
Sandra M. Webb, Georgia College and State University

2. From Resistance to Advocacy for Math Literacy: A Preservice Teacher’s Literacy Identity Transformation
Ellen Spiteri, University of Hawai‘i at Mānoa

3. What Work Samples Reveal about Secondary Preservice Social Studies Teachers’ Use of Literacy Strategies
Susan Lenski, Portland State University
Gayle Thieman, Portland State University

8:45AM - 10:15AM  CITY TERRACE 12

PAPER SESSION

Language and Cognitive Processes in Early Literacy

Chair: Kathryn L. Roberts, Wayne State University
Discussant: Kristin M. Gehsmann, Saint Michael’s College

1. Concept Sorts and Storybook Read-Alouds in the Vocabulary Learning of Diverse Kindergarten Children
Karen Carpenter, Coker College

2. Evolution of Children’s Problem-Solving Activities in Beginning Reading
Lea M. McGee, The Ohio State University
Kathryn S. Nelson, The Ohio State University
Anita C. Gonzalez, The Ohio State University

3. Cognitive Development During the Transition to Conventional Literacy: A Dynamic Systems Perspective
George Kamberelis, University of Wyoming
Melanie Reaves, University of Wyoming
Cheryl Stewart, University of Wyoming

8:45AM - 10:15AM  CITY TERRACE 4

ALTERNATIVE FORMAT

Accessible Methodologies across 15 Clinical Sites: Linking Reading Clinic/Literacy Labs and Teacher Practice

Chair: Barbara Laster, Towson University
Discussant: Jeanne Cobb, Coastal Carolina University

This alternative session will share a successful model for making research accessible to both novice and veteran researchers across multiple, geographically distant sites for three years. Besides reporting on 15 new cases that used this methodology to examine what teachers/reading specialists learn in reading clinic/literacy lab that becomes part of their school-based practice, we will offer a forum for an emerging research project on the use of videotaping within clinical practice.

1. Historical Background and the Development of an Accessible Research Methodology

Barbara Laster, Towson University

8:45AM - 10:15AM  CITY TERRACE 5

ALTERNATIVE FORMAT

Preparing and Submitting a Paper for the Student Outstanding Research Award

Chair: Marla H. Mallette, Southern Illinois University
Past recipients along with current award reviewers will discuss how to prepare and submit papers for consideration for the LRA Student Outstanding Research Award.

1. Preparing and Submitting a Student Research Paper
Alanna Rochelle Dail, Syracuse University

2. What Reviewers are Looking for in an Outstanding Student Research Paper
Antony T. Smith, University of Washington Bothell
Deborah A. Horan, Metropolitan State College of Denver

3. Advice for Preparing an Outstanding Student Research Paper from Past Recipients
Amanda P. Goodwin, Vanderbilt University

8:45AM - 10:15AM  CITY TERRACE 6

PAPER SESSION

Using Digital and Traditional Texts to Boost Literacy Instruction in the Elementary Grades

Chair: Sunita Singh, Le Moyne College
Discussant: Judith T. Lysaker, Purdue University

1. Readers Creating Narratives: Making a Story out of a Picture
Rebecca R. Norman, Mount Saint Mary College
Laura M. Jiménez, Michigan State University
2. Collaborative Blogging in Elementary School: An Exploration of a Blogging Approach to Literacy and Learning
Lisa Zawilinski, University of Hartford

3. Exploring the Role of Executive Function in Reading Fluency: Effects of Cognitive Flexibility Training on Elementary Students' Rate and Expressiveness
Kelly B. Cartwright, Christopher Newport University
Mariah Covington, Newport News Public Schools
Cathy Huemer, Newport News Public Schools
Sarah Paparelli, Newport News Public Schools
Joan Payne, Newport News Public Schools

8:45AM - 10:15AM CITY TERRACE 9
SYMPOSIUM SESSION
Home-School Partnerships: Increasing Children's Opportunities to Learn by Bridging Home and School Literacies

Chair & Discussant: Jeanne Paratore, Boston University

Research demonstrates that families play a significant role in children's language and literacy development and children benefit from collaborative support from families and teachers. Yet, home-school partnerships can be difficult to establish and maintain, especially for those students who are linguistically and culturally different from the mainstream population. This symposium includes three studies of home/school partnerships designed to increase children's opportunities to interact with text by developing links between children's home and school literacy environments.

1. General Principles of Successful Home-School Partnerships
Jeanne Paratore, Boston University
2. Parents as Partners in Literacy
Alisa Hindin, Seton Hall University
3. Fostering Children's Literacy Development by Creating Strong Home-School Partnerships
Lilly Steiner, Monmouth University
4. Promoting Male Participation in Children's Early Literacy Experiences
Susan Dougherty, Rutgers University

8:45AM - 10:15AM CLEARWATER SYMPOSIUM SESSION
Literacy Teacher Preparation: The Long and Short of It

Chair & Discussant: James V. Hoffman, The University of Texas at Austin

In this symposium, we examine data that takes the short view (looking carefully within our field-based programs) and the long view (looking longitudinally into the first years of teaching) to address the following questions: What does the preparation of thoughtfully adaptive teachers of literacy look like in a practice-based setting? What are the challenges? How do teachers prepare to become thoughtful and adaptive in field-based programs transition into full-time teaching responsibilities?

1. Navigating Practice-Based Teaching in Literacy Methods Courses: Learning in, from, and with Schools
Sheila Valencia, University of Washington
2. The Role of Context and Curriculum in Learning to Teach Writing: Two Case Studies
Heather Hebard, University of Washington
3. Exploring Teachers' Visions and Their Adaptive Teaching: A Longitudinal Study
Seth Parsons, George Mason University
Jacquelyn A. Malloy, Anderson University
Leslie La Croix, George Mason University
4. "I Had a Choice to Stay or Move. I Chose to Move." Beginning Literacy Teachers Respond to Institutional Pressures
James V. Hoffman, The University of Texas at Austin
Melissa Mosley, The University of Texas at Austin
Katie Russell, The University of Texas at Austin
Audra K. Roach, The University of Texas at Austin

Widening the Circle for Literacy Research and Practice: Expanding Access, Knowledge, and Participation
8:45AM - 10:15AM
ALTERNATIVE FORMAT

Vocabulary Learning in Electronic Gaming Environments

Chair: Naomi Hupert, Education Development Center/Center for
Children and Technology
Discussant: Katie Culp, Education Development Center/Center for
Children and Technology

This alternative format presentation invites participants to consider how
digital games for middle grades core content can support vocabulary
learning. Participants will be introduced to three games developed to
support science, social studies, and language arts content areas; will have
a chance to play these games; will hear about pilot testing outcomes; and
will engage in discussions about how to link game activities to
classroom instruction with researchers and designers from each game.

Presenters:
Andrea Rizzo, Education Development Center/Center for Children and Technology
Jim Diamond, Education Development Center/Center for Children and Technology
Jay Bachhuber, Education Development Center/Center for Children and Technology

8:45AM - 10:15AM
SYNOPSIS SESSION

Orthographic and Morphological Development and Word Study
Instruction among Secondary Students

Chair: Donald R. Bear, University of Nevada, Reno
Discussant: Kevin Flanigan, West Chester University of Pennsylvania

This symposium presents research that studied orthographic and
morphological development and word study instruction with secondary
students. The first study examined academic vocabulary knowledge. The
second study examined how teachers perceived generative vocabulary
lessons. The third study focused on the orthographic knowledge and
literacy development of secondary English learners. Together, these
studies offer a broad look at vocabulary and spelling development and
will engage in discussions about how to link game activities to
classroom instruction with researchers and designers from each game.

Presenters:
Dianna Townsend, University of Nevada, Reno
Donald R. Bear, University of Nevada, Reno

1. Different Dimensions of Academic Word Knowledge for Older
   Readers
   Dianna Townsend, University of Nevada, Reno
   Donald R. Bear, University of Nevada, Reno

2. Generative Vocabulary Instruction: A Phenomenological Analysis
   of Teachers’ Beliefs about Morphology in the Classroom
   J-Lynn VanPelt, University of Nevada, Reno

3. The Literacy Development of Secondary English Language
   Learners
   Darl Kiernan, University of Nevada, Reno
   Donald R. Bear, University of Nevada, Reno

8:45AM - 10:15AM
SYNOPSIS SESSION

Reading Culturally: Constructing Intercultural Understandings
through Global Literature

Chair: Vivian Yenika-Agbaw, Penn State University
Discussant: Victoria Risko, Vanderbilt University

This symposium focuses on research about the influence of reading
culturally on intercultural understanding. The studies examine the
responses of readers, both children and preservice teachers, as they
engage in critical conversations around global literature as well as criti-
content analyses of the representations of cross-cultural encounters
within global literature. These studies highlight the voices of readers
and protagonists as they struggle with cultural awareness and global
perspectives.

1. Developing Intercultural Understanding through Global Children’s
   Literature
   Kathy G. Short, University of Arizona

2. Representations of Intercultural Learning in Children’s Literature
   Yu-Ying Hou, University of Arizona

3. Intercultural Learning: The Meaning of Storytelling, Memories,
   and Artifacts
   Kinga Varga-Dobai, Georgia Gwinnett College

8:45AM - 10:15AM
SYNOPSIS SESSION

Perceptions, Rejections, and Negotiations: New Teachers and the
Literacy Curriculum

Chair: Catherine Darrow, University of North Carolina at Chapel Hill
Discussant: Victoria Risko, Vanderbilt University

Using qualitative and mixed-methods approaches to study early-career
teachers’ practices, the papers in this symposium illuminate multiple
influences on teachers’ literacy curriculum. Taking a “teaching as ongo-
practice” (Lave, 1996) approach, the authors explore how the teach-
ers’ conceptions of curriculum, learners, texts, and themselves as literacy
educators interact to influence their development and implementation
of literacy curricula. Factors discussed are the discourses of pre-service methods courses, teachers' senses of the efficacy of the reading curriculum, and the relationship between the university and field site during student teaching.

1. Secondary English Teacher Candidates' Negotiations of the Place of New Media in the English Education Curriculum
   Blake Tenore, Vanderbuilt University

2. Early Career Teachers' Perceptions of Reading Curriculum Effectiveness
   Catherine Darrow, University of North Carolina at Chapel Hill
   Julie Ellison Justice, University of North Carolina at Chapel Hill
   Jennifer Job, University of North Carolina at Chapel Hill
   Jonathan Bartels, University of North Carolina at Chapel Hill

3. Student Teachers' Rejection of the Teacher Education Curriculum
   Jim S. Furman, University of New Orleans

8:45AM - 10:15AM ST. JOHNS SYMPOSIUM SESSION

Towards a Reconceptualization of Individual Differences in Reading

Chair: Peter Afflerbach, University of Maryland, College Park
Discussant: P. David Pearson, University of California, Berkeley

The purpose of this symposium is to propose a reconceptualization of individual differences in reading, towards the end of broadening the manner in which students' reading development and reading achievement are conceptualized. The results of this reconceptualization of individual differences in reading have implications for the construct of reading development, as well as reading curriculum, instruction, and assessment.

1. The History and Current State of Individual Differences Research
   Peter Afflerbach, University of Maryland, College Park

2. Individual Differences in Engagement and Motivation
   Byeong-Young Cho, Iwao State University
   Maria E. Crassas, University of Maryland, College Park

3. Individual Differences in Metacognition
   Peter Afflerbach, University of Maryland, College Park
   Byeong-Young Cho, Iwao State University

4. Individual Differences in Self-Efficacy and Agency
   Maria E. Crassas, University of Maryland, College Park
   Jong-Yun Kim, University of Maryland, College Park

5. Individual Differences in Epistemologies
   Jong-Yun Kim, University of Maryland, College Park
   Peter Afflerbach, University of Maryland, College Park

10:30AM - 12:00PM BOARDROOM 2 PAPER SESSION

Vocabulary and Comprehension Development in the Preschool Years

Chair: Louise J. Shaw, Dowling College
Discussant: Catherine Maderazo, California State University, Fullerton

1. Preschool Children's Vocabulary Growth in Relation to Peers' Vocabulary Ability
   Ying Guo, University of Cincinnati
   Laura M. Justice, The Ohio State University
   Virginia Tompkins, The Ohio State University
   Yaacov Petscher, Florida Center for Reading Research

2. The Relation between Vocabulary and Comprehension in Emergent Readers' Buddy "Reading"
   Tanya Christ, Oakland University
   X. Christine Wang, University at Buffalo, State University of New York
   Ming Ming Chiu, University at Buffalo, State University of New York

3. Shared Reading in Prekindergarten: Strengthening Practice through Professional Development
   Karen J. Kindle, University of South Dakota

10:30AM - 12:00PM BOARDROOM 3 PAPER SESSION

Teaching Writing in the Elementary Classroom

Chair: Sherry L. Sanden, Illinois State University
Discussant: Kathleen Moxley, Central Michigan University

1. Process Writing Instruction in Elementary Classrooms: Evidence of Effective Practices from the Research Literature
   Vicki McQuitty, Towson University

2. Faithfully Following, Adapting, and/or Rejecting Writing Curriculum: Elementary Teachers' Writing Instruction
   Sarah McCarthey, University of Illinois at Urbana-Champaign
   Rebecca Woodard, University of Illinois at Urbana-Champaign

3. Writing a Way Out: A Case Study of Two Women Elementary School Teachers Learning to Teach Writing
   Karla Zisook, Georgia State University

10:30AM - 12:00PM BOARDROOM 4 PAPER SESSION

Adolescent Writers

Chair: Kay Hong-Nam, Texas A&M University–Commerce
Discussant: Kara Moloney, New Mexico Highlands University

1. "I Don't Want to Write for Them": An At-Risk Latino Youth's Out-of-School Literacies
   Mary Amanda Stewart, University of North Texas

2. Cross-Level Motivation to Write Profile: A Mixed-Methods Study of Writers' Self-Perceptions
   Donna E. Werderich, Northern Illinois University
   Sonya L. Armstrong, Northern Illinois University

3. Self-Regulation and Meta-Talk during Collaborative Writing
   Dennis S. Davis, The University of Texas at San Antonio
   Carin Neitzel, University of Tennessee at Knoxville

10:30AM - 12:00PM CITY TERRACE 10 PAPER SESSION

Literacy Teacher Development and Strategy Instruction

Chair: Krishna S. Earmanesigingh, University of West Indies
Discussant: George Hruby, University of Kentucky
Friday

1. **Scaffolding Expert Language of Coaching while Debriefing Video-Recorded Strategy Lessons**  
   JoAnne Vazzano, Northeastern Illinois University  
   Janet L. Pariza, Northeastern Illinois University  
   Christina L. Madda, Northeastern Illinois University

2. **Concept Mapping and Questioning on Students’ Organization and Retention of Science Knowledge while Using Interactive Informational Read-Alouds**  
   Jaime Berry, Texas A&M University  
   Erin McTigue, Texas A&M University  
   John Helfeldt, Texas A&M University

3. **Digital Video: Mediating Inservice Teachers’ Understandings of Strategy Instruction**  
   Lynn Shanahan, University at Buffalo, State University of New York  
   Andrea Tochelli, University at Buffalo, State University of New York

**10:30AM - 12:00PM**  
**CITY TERRACE 5**

**PAPER SESSION**

**Social and Cultural Issues in Literacy Research and Instruction**

**Chair:** Patricia C. Paugh, University of Massachusetts Boston  
**Discussant:** Judson Laughter, University of Tennessee at Knoxville

1. **A Social Network Analysis of Social Capital Theory in Literacy Research**  
   Kevin Leander, Vanderbilt University  
   Mikel W. Cole, Vanderbilt University  
   Robert T. Jiménez, Vanderbilt University

2. **Positioning Matters: A Study of Two Preservice Language Arts Teachers’ Attempts to Enact Culturally Responsive Practice in the Figured Worlds of Schools**  
   Jane M. Saunders, Texas State University–San Marcos

3. **What Latonya Likes to Read is Hard to Find in School**  
   Susan L. Groenke, University of Tennessee at Knoxville  
   Ann Bennett, University of Tennessee at Knoxville  
   Stephanie Hill, University of Tennessee at Knoxville  
   Tracia Cloud, University of Tennessee at Knoxville

**10:30AM - 12:00PM**  
**CITY TERRACE 6**

**SYMPoSium SESSION**

"Opening New Spaces for Immigrant Student Literacy"  

**Chair & Discussant:** Charna D’Ardenne, University of North Carolina at Chapel Hill

Immigrants and their children account for more than 20% of the U.S. population, reaching numbers of more than 70 million. Despite this new movement in immigration, relatively little research has examined how schools can support students' literacy development while respecting their identities and home cultures. In this symposium, we will use a sociocultural framework to problematize traditional practices and focus on creating new spaces for nourishing literacy learning among immigrant students.

1. **Critical, Parent–Centered Family Literacy Experiences: Opening a Third Space for Collaboration between Latino Families and Schools**  
   Charna D’Ardenne, University of North Carolina at Chapel Hill

2. **Widening Classroom Practices with Third Spaces in an ESL Classroom**  
   Alison Turner, University of North Carolina at Chapel Hill

3. **Reading Arab: Literacy Practices of Arab-American Secondary Students**  
   Kate Allman, University of North Carolina at Chapel Hill

4. **Culturally Responsive Response to Intervention (RTI) Practice with English Language Learners**  
   Elizabeth Cutrer, University of North Carolina at Chapel Hill
Friday

10:30AM - 12:00PM
PAPER SESSION

CITY TERRACE 7

Reflection and Analysis of Classroom Discourse and Literacy Instruction
Chair: Ellen Spitler, University of Hawaii at Manoa
Discussant: Rhonda Goolsby, University of Oklahoma
1. Teacher Talk: Transcript Analysis as a Method of Improving Effectiveness During Comprehension Strategies Instruction
   Dana A. Robertson, Boston University
2. Following the Teacher’s Lead in Professional Development to Improve Classroom Discourse Around Texts
   Dot McElhone, Portland State University
   Teri Tilley, Portland State University
3. Talking about Talking: Collaborative Conversations to Increase Teacher Use of Dialogic Instruction in the Classroom
   Melanie M. Landon-Hays, Utah State University

10:30AM - 12:00PM
PAPER SESSION

CITY TERRACE 8

Literacy Coaches in Middle and Secondary Schools
Chair: Nina L. Hasty, Michigan State University
Discussant: James A. Erickson, University of Northern Colorado
1. Literacy Coaching in the Secondary Schools: A Comparative Case Study
   Kailonnie Dunsmore, The Ball Foundation
   Melinda Mangin, Rutgers University
2. School Structure and Coaches’ Roles: A Case Study of Middle School Literacy Coaching
   Leslie S. Rush, University of Wyoming
   Darcie Punches, University of Wyoming
3. Working with Literacy Coaches and Principals to Promote Sustainable Change in Alternative, Secondary Urban Settings
   Ruth L. Rohlwing, Saint Xavier University

10:30AM - 12:00PM
PAPER SESSION

CITY TERRACE 9

Approaches to Studying Literacy Teacher Education
Chair: Juan J. Araujo, University of North Texas
Discussant: Judy A. Abbott, Stephen F. Austin State University
1. Studying Teacher Education Using Four Approaches to Discourse Analysis: Critical Literacy, Inquiry, and Teacher Research
   Rebecca Rogers, University of Missouri—St. Louis
   Melissa Mosley, The University of Texas at Austin
2. What Distinctions among International Teacher Education/Professional Development Programs Inform Literacy Teacher Preparation?
   Linda S. Wold, Loyola University Chicago
   Kathy A. Ganske, Vanderbilt University
   Karen Smith, University of Manitoba

10:30AM - 12:00PM
SYMPOSIUM SESSION

CITY TERRACE 7

The Role of the Principal in Supporting Literacy Achievement in Schools with High Literacy Growth
Chair: Judith Irvin, Florida State University
Discussant: Julie Meltzer, Public Consulting Group (PCG) Education
Principal leadership for literacy instruction is important; however, little is known about what principals actually do and the links that they make to professional development in schools where structures for promoting adult learning and student achievement have improved. The three studies in this symposium examine what it is that principals and literacy leaders are doing in high-growth schools to promote literacy gains.
1. Fostering Literacy Achievement by Fostering Adult Learning: The Role of the Principal in Creating and Sustaining a Culture of Ongoing Literacy Learning
   Jacy Ippolito, Salem State College
2. Leadership Roles of K-12 Urban Principals in Schools Achieving High Growth with ELLs
   Nancy Shanklin, University of Colorado at Denver
3. Examining the Impact of High School Principals’ Involvement in School-Wide Reading Achievement Using Growth Modeling
   Monica D. Zucker, Cherry Creek Schools

10:30AM - 12:00PM
SYMPOSIUM SESSION

DAYTONA

Students as Readers and Writers of Online Texts: Collaborative Inquiry, Comprehension, and Content Construction
Chair: Dana L. Grisham, National University
Discussant: Elizabeth Moje, University of Michigan
The nature of literacy is rapidly evolving. This symposium uses multiple theoretical lenses to investigate shifts in learning due to digital texts. Specifically we examine collaborative: inquiry, comprehension, and content construction in online environments.
1. Construction and Validation of an Instrument to Measure Critical Online Information Literacies
   Greg McVerry, Southern Connecticut State University
   W. Ian O’Byrne, University of New Haven
2. Blogging and Audience Awareness in Second Grade
   Thomas DeVere Wolsey, Walden University
   Diane Lapp, San Diego State University
3. Comprehension of Multiple Multimodal Sources in Online Inquiry: Multiplying Meaning through Disciplinary Literacy
   Michael Manderino, Northern Illinois University
2. Directions for Research into the Place of the Local in the Common Core State Standards

Analyzing How Formalist, Cognitive-Processing, and Literacy Practices Learning Paradigms are Shaping the Implementation of the Common Core State Standards

Chair: Barbara A. Marinak, Mount St. Mary’s University

This symposium shares findings from four research papers that demonstrate the power and promise of literature to aid teachers’ understanding of autism, as well as strategies to improve reading motivation of students with autism. Each paper adds unique perspectives and insights for discussion. Findings provide an opportunity to widen the knowledge base about adolescent literature and teacher education programs and encourage discussion about educating individuals with autism, as it relates to teacher education programs.

1. Examining the Ways in which Graphic Novels Increase the Reading Motivation of Reluctant Adolescent Readers with Autism
Karen Gavigan, University of South Carolina

2. The Effects of Young Adult Literature and Blogging on Undergraduate Student Learning and Understanding of Autism
Elizabeth M. Hughes, Duquesne University
Sarah Hunt-Barron, Converse College
Jen Young Wagner, Clemson University
Lea Calvert Evering, Indiana University of Pennsylvania

3. Exploring Fictional Literature and Perceptions of Autism
Baxter Williams, University of North Carolina at Pembroke

4. Exploring Graduate Students’ Understanding of Autism though Reading Literature and Engaging in Literature Conversations
Chris Massey, Clemson University
Deanna Ramey, Clemson University
Linda B. Gambrell, Clemson University

3. Issues in Supporting Disciplinary Literacies with the Common Core State Standards
Roni Jo Draper, Brigham Young University

4. Issues in Developing Reading Comprehension Assessments Aligned with the Common Core State Standards
Karen Wixon, University of North Carolina at Greensboro
Sheila Valencia, University of Washington
P. David Pearson, University of California, Berkeley

3. Issues in Supporting Disciplinary Literacies with the Common Core State Standards

Using Formative Experiments to Widen the Circle of Methods, Participation, and Achievable Goals in Literacy Research and Practice

Chair: Barbara A. Bradley, University of Kansas
David Reinking, Clemson University

Discussant: James F. Baumann, University of Missouri-Columbia

This alternative session will: (a) introduce and illustrate the use of formative experiments as an alternative approach to research aimed at achieving valued pedagogical goals in authentic contexts, and (b) discuss methodological and practical challenges faced by LRA researchers implementing formative experiments. After an introduction to this approach, panelists will share their responses to several guiding questions about conceptualizing their work, standards of rigor, key resources, and benefits and challenges of this approach.

1. Systemic Transformation of Literacy Instruction within a School District
Douglas Fisher, San Diego State University
Nancy Frey, San Diego State University

2. Developing Eighth-grade Students’ Engagement and Identity as Readers
Leigh A. Hall, University of North Carolina at Chapel Hill

3. Using Young-Adult Fiction to Increase Engagement in Reading
Gay Ivey, James Madison University
Peter H. Johnston, University at Albany, State University of New York

4. Promoting Disciplinary Literacy and Critical Reading with Blogs
Jamie R. Colwell, Clemson University

10:30AM - 12:00PM GRAND 1

SYMPOSIUM SESSION

The Power and Promise of Literature to Enhance Student Motivation and Teacher Understanding of Autism

Chairs: Elizabeth M. Hughes, Duquesne University
Sarah Hunt-Barron, Converse College

Discussant: Barbara A. Marinak, Mount St. Mary’s University

This symposium shares findings from four research papers that demonstrate the power and promise of literature to aid teachers’ understanding of autism, as well as strategies to improve reading motivation of students with autism. Each paper adds unique perspectives and insights for discussion. Findings provide an opportunity to widen the knowledge base about adolescent literature and teacher education programs and encourage discussion about educating individuals with autism, as it relates to teacher education programs.

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Deanna Ramey, Clemson University
Linda B. Gambrell, Clemson University

10:30AM - 12:00PM GRAND 2

AREA CHAIRS INVITED SESSION

Studying Issues Related to the Implementation of the English Language Arts Common Core State Standards

Chair: Richard Beach, University of Minnesota

This session reviews and proposes research on issues related to the implementation of the Common Core State Standards: tensions between formalist, cognitive-processing, and literacy practice learning paradigms shaping instruction, the potential curriculum homogenization at the expense of the local, how standards frame and support disciplinary literacies and texts, and the need to create reading assessments based on learning progressions associated with higher levels of comprehension needed for college and career success.

1. Analyzing How Formalist, Cognitive-Processing, and Literacy Practices Learning Paradigms are Shaping the Implementation of the Common Core State Standards
Richard Beach, University of Minnesota

2. Directions for Research into the Place of the Local in the Common Core State Standards
Amanda Haertling Thein, University of Iowa

Friday
learning, conceptual knowledge acquisition, and the ability to transfer that knowledge to new learning situations.

I. A Bi-Directional Relationship between Word-Learning and Conceptual Organization
   Tanya Kaefer, University of Michigan
   Susan B. Neuman, University of Michigan

II. Evaluating the Efficacy of the World of Words (WOW) Preschool Vocabulary Intervention in Increasing Conceptual Knowledge Acquisition and Transfer
   Julie Dwyer, Boston University
   Susan B. Neuman, University of Michigan

III. Taxonomically Organized Storybooks for Vocabulary and Concept Development
   Ashley M. Pinkham, University of Michigan
   Susan B. Neuman, University of Michigan

10:30AM - 12:00PM ST. JOHNS
SYMPOSIUM SESSION

Multidiscursive Literacy Practices: Analyzing Youth Multimodal Textual Production across Social and Digital Contexts
Chair: Ty Hollett, Vanderbilt University
Discussant: Luis C. Moll, University of Arizona

This symposium examines the theoretical and practical research implications for mobilizing the multidiscursive literacy practices arising from youth’s expanding multimodal textual production. Analyzing the experiences of Filipino British, Moroccan Dutch, Latino, and Appalachian youth, we investigate the possibilities and constraints of migrating youth identity and literacy practices across social and digital contexts.

Presenters:
Lisa H. Schwartz, University of Arizona
Myrrh Domingo, New York University
Fleur Prinsen, Utrecht University
Kevin Leander, Vanderbilt University
Mariätte de Haan, Utrecht University
Damiana Gibbons, Appalachian State University

10:30AM - 11:10AM RIVER TERRACE 1
ROUNDTABLE

I. Teacher as a Learner: Implementing New Literacies into the Curriculum of a Finnish First-Grade Classroom
   Sari Räisänen, University of Oulu
   Mariam Jean Dreher, University of Maryland
   Riitta-Liisa Korkemäki, University of Oulu

II. Digital Tools for Literacy: Utilizing Mobile Technologies to Impact Teacher Knowledge and Increase Student Learning
   Antony T. Smith, University of Washington Bothell
   Jane Van Galen, University of Washington Bothell

III. Narrowing the Achievement Gap Between Low- and High-SES Second-Grade Students in Social Studies and Content Area Literacy: A Design Experiment
   Nell K. Duke, Michigan State University
   Anne-Lise Halvorsen, Michigan State University

Meghan K. Block, Michigan State University
Stephanie L. Strachan, Michigan State University
Kristy Brugar, Michigan State University
Meghan Berka, Michigan State University
Jason Brown, Michigan State University

IV. Exploring the Potential of Using Student-Generated Oral History Narratives as Anchor Texts to Encourage Reluctant ELL Writers to Engage in Authentic Writing Tasks
   Kristiina Montero, Wilfrid Laurier University
   Maria A. Rossi, Upper Grand District School Board

V. Literacy Skills in Art, Music, and Physical Education Class: Spur for Pre-Service Teacher Growth
   Judith Smith, East Carolina University
   Alice Feret, East Carolina University

VI. "Do You Want an Idea of What They’re Doing”? Participant and Researcher Positioning and the Discursive Construction of Classroom Observation Data during Writers Workshop
   Lara J. Handsfield, Illinois State University
   Thomas P. Crumpler, Illinois State University
   Carolyn Hunt, Illinois State University

VII. Breaking New Ground: Conducting Research with Comics and Graphic Novels
   Stergios Botzakis, University of Tennessee at Knoxville
   Sean P. Connors, University of Arkansas at Fayetteville
1:15PM - 2:45PM BOARDROOM 3
PAPER SESSION

**Discourse Analysis of Literature, Literature Instruction, and Thematic Issues**

**Chair:** Krishna Seunarine singh, University of West Indies

**Discussant:** Colleen P. Gilrane, University of Tennessee at Knoxville

1. **Shared and Contested Spaces: Fifth Graders’ Discourse Surrounding Immigration and Social Inequities during Reader Workshop**
   - Jennifer M. Graff, University of Georgia
   - Sharon Smith, University of Georgia

2. **Transformation Unrealized: A Text Analysis of A Single Shard**
   - Cara M. Mulcahy, Central Connecticut State University

3. **“I would if I could”: A Discursive Analysis of Literacy Teachers’ Resistance to Teaching LGBT Literature and Issues in K-12 Classrooms**
   - Amanda Haertling Thein, University of Iowa

1:15PM - 2:45PM BOARDROOM 4
PAPER SESSION

**Developing Reflective, Responsive Teachers**

**Chair:** Karen L. Bean, University of Illinois at Chicago

**Discussant:** AnnMarie A. Gunn, University of South Florida St. Petersburg

1. **A Critical Review of the Literature on the Reflection and Reflexivity of Preservice Teachers: A Shift from Focusing on Levels to Developing an Understanding of the Complex Nature of Reflection**
   - Andrea M. Gelfuso, University of South Florida

2. **Becoming Responsive Literacy Teachers in an Adult Literacy Tutoring Practicum**
   - Melissa Mosley, The University of Texas at Austin
   - Ramon Martinez, The University of Texas at Austin
   - Melody Zoch, The University of Texas at Austin
   - Katharine L. Chamberlain, The University of Texas at Austin
   - Kelly Laudenheimer, The University of Texas at Austin

3. **Conceptions of Effective Teaching: Novice Reading Teachers across the Transition to Teaching**
   - Catherine M. Kelly, St. Catherine University

1:15PM - 2:45PM CITY TERRACE 10
PAPER SESSION

**Bilingualism and Identity in Writing and Composition Research**

**Chair:** Eurydice Bauer, University of Illinois at Urbana-Champaign

**Discussant:** Ana Taboada, George Mason University

1. **When Bilingualism Works: Sixth-Grade Students’ Writing**
   - Christine M. Leighton, Emmanuel College

2. **Expanding Students’ Knowledge and Participation as Writers: Enactments of Agency in a Third-Grade Writing Workshop**
   - Faryl Kander, Oklahoma State University
Friday

3. The Composer’s Workshop: A Study of Absence and Visions of the Possible
   Teresa R. Fisher, Georgia State University
   Amy Seely Flint, Georgia State University
   Jennifer LaBell, Georgia State University
   Tammy Frederick, Georgia State University

1:15PM - 2:45PM CITY TERRACE 12
PAPER SESSION

Professional Inquiry, Communities of Practice, and Teacher Development
Chair: Catherine M. Weber, Arizona State University
Discussant: Michael R. Sampson, Southern Connecticut State University

1. Embedding Practitioner Inquiry within and against No Child Left Behind: Making Literacy More Accessible by Focusing on the Unique Needs and Contexts of the Child
   Jennifer M. Conner-Zachocki, Indiana University-Columbus
   Mary Beth Hines, Indiana University-Bloomington

2. Cultivating Literacy Teaching Professionals: A Formative Experiment Exploring the Effectiveness, Efficiency, and Appeal of a Co-Constructed Online Professional Community of Practice
   Susan J. Hart, University of Kentucky

3. Supporting Teacher Change through Extended Professional Development
   Kara L. Coffino, University of Minnesota
   Lori A. Helman, University of Minnesota

1:15PM - 2:45PM CITY TERRACE 4
SYMPOSIUM SESSION

Studying and Measuring Teachers’ Knowledge of Beginning Reading Instruction
Chair: Terry Salinger, American Institutes for Research
Discussant: Barbara Kapinus, National Education Association

The symposium will describe a decade-long stream of research studying relationships among teachers’ knowledge, their performance, and student achievement, with a particular focus on early reading teaching and learning. Included has been development of a model for this relationship, innovative items to measure teacher knowledge, and an IES-funded study of pre-service teachers. Current work will validate a tool for researchers to use in efforts to describe and measure the instructional conditions that lead to optimal student learning.

1. Development and Refinement of a Model of Student Content Engagement
   Terry Salinger, American Institutes for Research
   Tracy Costigan, American Institutes for Research

2. The Study of Teacher Preparation in Early Reading Instruction
   Lori Mueller, American Institutes for Research
   Terry Salinger, American Institutes for Research

3. Refining the Measurement of Teacher Knowledge
   Alex Alonso, American Institutes for Research
   Lori Mueller, American Institutes for Research
   Jennifer Mautone, Children’s Hospital of Philadelphia

1:15PM - 2:45PM CITY TERRACE 5
PAPER SESSION

Exploring Preservice Teachers’ Use of Online Tools for Collaboration, Communication, and Literacy Learning
Chair: Jacquelynn A. Malloy, Anderson University
Discussant: Jill Castek, University of California, Berkeley

1. Blogging as a Tool for Literature Discussion among Pre-Service Teachers
   Amy Hutchison, Iowa State University

2. Using Online Tools for Communication and Collaboration: Understanding Educators’ Experiences in an Online Course
   Erica C. Boling, Rutgers University
   Erica Holan, Rutgers University
   Brent Horbatt, Rutgers University
   Mary Hough, Rutgers University
   Jennifer Jean-Louis, Rutgers University
   Cheska Khurana, Rutgers University
   Hindi Krinsky, Rutgers University
   Christina Spiezio, Rutgers University

3. Supporting Teacher Change through Extended Professional Development
   Kara L. Coffino, University of Minnesota
   Lori A. Helman, University of Minnesota

1:15PM - 2:45PM CITY TERRACE 6
SYMPOSIUM SESSION

Cultural Mediation in the Translation of Children's and Adolescent Literature
Chair: Kathy G. Short, University of Arizona
Discussant: Junko Yokota, National Louis University

This symposium focuses on three studies across different cultural contexts that examine the cultural dimension of translating literature for children, particularly on how translators mediate cultural differences by adopting domesticating or foreignizing approaches in translating books for children and adolescents.

   Mi-Kyoung Chang, University of Arizona

2. The Contributions of Translators to Intercultural Understanding among Young Readers
   Ke Huang, University of Arizona

3. Cultural Mediation in the Translation of Humor
   Susan Corapi, University of Arizona

1:15PM - 2:45PM CITY TERRACE 7
SYMPOSIUM SESSION

Caught in the Net: Teacher Perspectives on Integrating New Literacies
Chair: Michael Ayers, University of Iowa
Discussant: Donna Alvermann, University of Georgia

This symposium combines three studies illuminating the tensions that arise when teachers implement 21st century literacies into schools. From teachers eager to incorporate technology into their practices, to those who see it as a distraction from what’s important in their classrooms, these papers represent a broad sample of the way teachers are considering the implications of social media and other digital technologies.
Terms in Adult Literacy

Labeling and Literacy: The Implications of Discourses Surrounding Terms in Adult Literacy

Chair & Discussant: Kristen H. Perry, University of Kentucky

We take a conceptual stance to problematize three terms commonly used in adult literacy: functional literacy, adult learner, and English Language Learner. We will: (a) explore the ways in which adult literacy discourses shape the way we view the field, our students, and ourselves; (b) highlight problematic aspects of the terms as they are currently constructed; (c) review alternative terms; and (d) discuss ways in which terms can be redefined or replaced.

1. Redefining Functional Literacy
   Kristen H. Perry, University of Kentucky

2. What Exactly Does “Adult Literacy Learner” Mean?
   Erik Jacobson, Montclair State University

3. English as a Second Language, English Language Learners, and Other Problematic Labels
   Carmela A. Romano Gillette, Michigan State University

The symposium revisits the Expert Study and presents the results of a follow-up study examining the most important literacy research over the past decade and how findings could inform contexts and practices of reading instruction. Panelists share views based on: use of the Delphi approach; politics and issues that surround literacy; Cognitive Flexibility Theory; and, theory from “the Radical Middle.” Attendees are encouraged to share perspectives regarding literacy research over the past decade.

1. A Look Back: The Expert Study and Past Ten Years of Literacy Research
   Rona F. Flippo, University of Massachusetts Boston

2. Teacher to Teacher, Educator to Researcher
   Yetta M. Goodman, University of Arizona

3. Cognitive Flexibility Theory and New Contexts for Reading
   Rand J. Spiro, Michigan State University

4. Life in the Radical Middle
   P. David Pearson, University of California, Berkeley
1:15PM - 2:45PM   GRAND 1
AREA CHAIRS INVITED SESSION

Windows on Formative/Design-Based Research on Vocabulary Instruction: Findings and Methodological Challenges

Chair & Discussant: James F. Baumann, University of Missouri–Columbia

This alternative format session presents findings from and addresses methodological issues related to a large, three-year grant that explores the implementation of a multi-faceted vocabulary instruction program in upper-elementary classrooms of linguistically diverse students. Papers in this symposium provide windows on: (a) how qualitative data provide insight on the influence of teachers’ actions on native-speaking and English-learning students’ struggle to develop nuanced understandings of novel words; (b) the process of and analytical tools employed to understand the benefits and challenges of engaging in formative experimental research with teachers as partners; (c) the place and function of quantitative data in a formative experiment to understanding students’ vocabulary development; and (d) the benefits and limitations of employing formative and design research to understand a complex, long-term vocabulary intervention.

1. Window on Teaching Vocabulary to Fourth- and Fifth-Grade English Learners and Native Speakers: A Qualitative Examination of Student Processing of Instructed Novel Words and Teachers’ Instructional Responses
   Patrick C. Manyak, University of Wyoming
   Heather Peterson, University of Wyoming

2. Window on Teacher Development in the Vocabulary Instruction Project: Designs and Documentation
   Camille L.Z. Blachowicz, National Louis University
   Char Cieply, National Louis University
   Ann Bates, National Louis University

3. Window on the Place and Function of Quantitative Data in Formative/Design-Based Research on Vocabulary Instruction
   James F. Baumann, University of Missouri–Columbia
   Jeni Davis, University of Missouri–Columbia
   Justin Arner, University of Missouri–Columbia

4. Window on the Benefits and Limitations of Employing Formative/Design-Based Research to Understand a Complex, Long-Term Vocabulary Intervention
   Michael F. Graves, University of Minnesota
   Shane Templeton, University of Nevada, Reno

1:15PM - 2:45PM   GRAND 3
ALTERNATIVE FORMAT

A Mixed-Methods Analysis of the Development of Teacher Candidates’ Adaptive Expertise

Chair: John F. O’Flahavan, University of Maryland, College Park
Discussants: Taffy E. Raphael, University of Illinois at Chicago
   Jennifer D. Turner, University of Maryland, College Park

Pre-service teachers must learn to interpret and critique their classroom experiences and, ultimately, employ their expertise in an adaptive manner. The study highlighted in this session explores the ways in which case-based pedagogies in a teacher preparation program influenced the development of 75 teacher candidates’ adaptive expertise.

1. Learning Contexts
   Melissa H. Landa, University of Maryland, College Park

2. Data Sources and Analyses
   John F. O’Flahavan, University of Maryland, College Park
   Melissa H. Landa, University of Maryland, College Park

3. Findings and Implications
   John F. O’Flahavan, University of Maryland, College Park
   Melissa H. Landa, University of Maryland, College Park

1:15PM - 2:45PM   ORLANDO
SYMPHOSIUM SESSION

Examining Teachers’ Beliefs about Adaptive Instruction

Chair: Samuel Miller, University of North Carolina at Greensboro
Discussant: Sandra M. Webb, Georgia College & State University

Effective reading teachers are consistently characterized as adaptive. However, little research has studied the factors that influence teachers’ adaptability. This symposium presents three research projects that examine factors that may be likely to support adaptive teaching. These studies occurred in different contexts and looked at different factors related to adaptive teaching in attempts to learn more about this important aspect of literacy instruction.

1. Development of Teachers’ Visions Over Time
   Margaret M. Vaughn, University of Idaho
   Melony Allen, University of North Carolina at Greensboro

2. The Sustainability of Teacher Visioning: A Longitudinal Study
   Roya Qualls Scales, Western Carolina University
   Russell Binkley, Western Carolina University

3. Forces that Guide Teacher Decision Making
   Robin Griffith, Texas Christian University
   Dixie D. Massey, University of Washington
   Terry Atkinson, East Carolina University

1:15PM - 2:45PM   ST. JOHNS
PAPER SESSION

Literacy Practices in Today’s Culture

Chair: Linda Tuschinski, Dade County Public Schools
Discussant: Mona W. Matthews, Georgia State University

1. Widening the Circle for Literacy in an Accountability Culture
   Margaret L. Queenan, University of Bridgeport
2. **Widening the Circle to One School District’s Literacy Practice and Research**  
Donita J. Massengill Shaw, University of Kansas  
Karen Hurst, Raymore-Peculiar School District

3. **The Impact of a Strategy-Based Reading Intervention on Students’ Achievement, Strategy Use, and Motivation: Results from One Striving Readers Site**  
Susan Cantrell, University of Kentucky  
Janice F. Almasi, University of Kentucky  
Janis Carter, University of Kentucky  
Margaret Rintamaa, University of Kentucky

**2:05PM - 2:45PM**  
**RIVER TERRACE 1**

**ROUND TABLE**

I. **Fostering Creativity in the Classroom: Identifying Five Teacher Markers**  
Nancy T. Walker, University of La Verne  
Jennifer Wimmer, Brigham Young University  
Thomas W. Bean, University of Nevada, Las Vegas

II. **Investigating How Students Comprehend Using E-Readers and Traditional Text**  
Nance S. Wilson, University of Central Florida  
Vicky I. Zygoouris-Coe, University of Central Florida  
Victoria Cardullo, University of Central Florida

III. **Developing Critical Thinkers through Literacy Activities: Literacy Practices in the College EFL Classroom**  
Ivy Hao Yin Hsieh, Tamkang University

IV. **Understanding Non-Native English Speaking (NNES) Pre-Service Teachers’ Decision-Making and Practices for Reading Instruction**  
Susanna C. Eng, University of Washington

V. **Getting Hooked on the Reading Habit: Discovering Best Practices of Exemplary Teachers Who Foster Reading Motivation within Their Students**  
Kristine L. Still, Cleveland State University

VI. **Forging a Better Understanding of the Role of Visualization by Fifth-Grade Students before They Attempt to Read and Comprehend a Unit of Narrative Text**  
Lane Roy Gauthier, University of Mississippi

**3:00PM - 4:00PM**  
**BOARDROOM 2**

**PAPER SESSION**

**Studies in Responses, Selections, and Illustrations in Children’s Books**  
Chair: Janice J. Strop, Cardinal Stritch University  
Discussant: Elfrieda H. Hiebert, TextProject

1. **Engaging Pre-Kindergarten Children in Repeated Readings of Thematically Related Books**  
Barbara A. Bradley, University of Kansas  
Lisa Hamnett Price, Indiana University of Pennsylvania

2. **Pre-Kindergarten Teachers’ Preferences when Choosing Information Books**  
Lisa Hamnett Price, Indiana University of Pennsylvania  
Barbara A. Bradley, University of Kansas

3. **Analyzing Illustrations in Children’s Books with Deaf Characters**  
Debbie B. Golos, Utah State University  
Annie Moses, John Carroll University

**3:00PM - 4:30PM**  
**BOARDROOM 3**

**SYMPOSIUM SESSION**

**Heterogeneity among Spanish-Speaking English Language Learners Entering Kindergarten: What’s the Same and What’s Different?**  
Chair: Marcia A. Invernizzi, University of Virginia  
Discussant: Lori A. Helman, University of Minnesota
This symposium explores heterogeneity among Hispanic ELLs entering kindergarten and demonstrates how early literacy assessment in English and Spanish can predict later reading achievement and identify children at risk for developing reading difficulties. Three studies are presented: (1) a cluster analysis exploring heterogeneity in the literacy skills of Hispanic ELLs, (2) a study examining kindergarten literacy variables measured in English predicting English reading achievement, and (3) a study examining kindergarten literacy variables measured in Spanish predicting English reading achievement.

1. Heterogeneity of Spanish-speaking ELL students
   Francis L. Huang, University of Virginia
2. Kindergarten Predictors of English Literacy Achievement among Hispanic English Language Learners
   Karen L. Ford, University of Virginia
3. Early Literacy Skills in Spanish as Predictors of Later Reading Outcomes for Hispanic English Language Learners
   Margaret M. Dubcek, College of Charleston

3:00PM - 4:30PM SYMPOSIUM SESSION

Developing Vocabulary in Preschool: Examining Relationships to Other Language Skills and Contexts of Support

Chair: Christina M. Cassano, Salem State College
Discussant: Judith A. Schickedanz, Boston University

This symposium explores contextual influences on preschoolers' language and emergent literacy development from several perspectives. First, we examine the relationships between preschoolers' phonological and vocabulary skills and the developmental trajectory of those skills in order to understand their mutual influence. We then examine the possibly differential contributions of storybook and information book read-alouds to preschoolers' vocabulary acquisition. Finally, we examine read-alouds as a context for developing multiple oral language skills, including vocabulary and comprehension.

1. Examining Patterns of Development in Vocabulary and Phonological Awareness: An Individual Growth Modeling Approach
   Christina M. Cassano, Salem State College
2. Preschoolers' Vocabulary Knowledge of Words Instructed During Teachers' Read-Alouds of Storybooks and Information Books
   Jennifer DiBara Crandell, Salem State College
   Rebecca D. Silverman, University of Maryland
3. Supporting Vocabulary and Comprehension in Young Children: Multiple Goals for Storybook Reading
   Molly F. Collins, Vanderbilt University

3:00PM - 4:30PM PAPER SESSION

Writing and Writing Instruction for Students from Diverse Backgrounds

Chair: Blake Tenore, Hartwick College
Discussant: Elizabeth G. Sturtevant, George Mason University

1. Developing Generation 1.5 Writer's Identity for Access to Academic Persuasive Writing in a Secondary Remedial Classroom
   Paula M. Carbone, University of Southern California
2. Structural and Discourse Features of Narrative Writings by African American Students
   Monica Gordon Pershey, Cleveland State University
3. Using Strategic and Interactive Writing Instruction (SIFI) with Linguistically Diverse Deaf Students: An Analysis of Perfect and Flawed Grammar
   Kimberly Wolbers, University of Tennessee at Knoxville
   Hannah Dostal, University of Tennessee at Knoxville
   Lila DeLozier, University of Tennessee at Knoxville
   Shannon Graham, University of Tennessee at Knoxville
3. Building Common Ground: Young Emergent Bilinguals’ Interactions with Monolingual Teachers at a Preschool Writing Table
Deborah Wells Rowe, Vanderbilt University

3:00PM - 4:30PM  CITY TERRACE 5
PAPER SESSION

Developing Literacy and Identity with Digital Texts
Chair: Karen E. Wohlwend, Indiana University-Bloomington
Discussant: Ted B. Kesler, Queens College, City University of New York
1. “I’m Snow White”: Boys Playing and Critically Engaging Identity Texts in Disney Princess Transmedia
Karen E. Wohlwend, Indiana University-Bloomington
Janette M. Hughes, University of Ontario Institute of Technology
Anne M. Burke, Memorial University
3. New Literacy Development in a Classroom Blogging Community
Binbin Zheng, University of California, Irvine
Mark Warschauer, University of California, Irvine

3:00PM - 4:30PM  CITY TERRACE 6
PAPER SESSION

Clinical Practice in Literacy Teacher Preparation
Chair: Laura A. May, Georgia State University
Discussant: Deanna D. Birdyshaw, University of Michigan
1. Preservice Teachers’ Field Experiences in Urban-Based Professional Development Schools: Ideals and Realities
Chinwe H. Ikpeze, St. John Fisher College
Kathleen A. Broikou, St. John Fisher College
2. The Impact of Practica Experiences in Urban Settings with Diverse K–6 Learners on Preservice Teachers’ Learning and Practices
Amy R. Frederick, University of Minnesota
Megan C. Mahowald, Indiana University
Madelein S. Israelson, University of Minnesota
Deborah R. Dillon, University of Minnesota
Kara L. Coffino, University of Minnesota
Eva L. Boehm, University of Minnesota
3. Moving Beyond the Field vs. Coursework Debate: An Examination of How Preservice Teachers Act as Bricoleurs
Laura A. May, Georgia State University
Teri Holbrook, Georgia State University
Vera Stenhouse, Georgia State University

3:00PM - 4:30PM  CITY TERRACE 7
ALTERNATIVE FORMAT

The Scholarship of Culturally Responsive Literacy Instruction
Chair: Susan V. Piazza, Western Michigan University
Discussant: Althier Lazar, Saint Joseph’s University
This session will extend educators’ understandings of how to engage in culturally responsive literacy instruction across diverse settings. The presenters will focus on teacher responsiveness to diverse learners labeled “struggling” and English language learners. Three papers will share research that problematizes theoretical issues related to classroom practices. Presenters will address practical applications that are more responsive, in meaningful ways, to the needs of socially, culturally, linguistically, and economically diverse learners.

1. Theoretical Frameworks that Influence Research and Teaching in Multicultural Settings
Susan V. Piazza, Western Michigan University
2. Empowering Struggling Readers in Middle School Classrooms
Leigh A. Hall, University of North Carolina at Chapel Hill
Leslie D. Burns, University of Kentucky
3. A Road to Success: ELLs’ Literacy Engagement through Online and Offline Social Networks
Guofang Li, Michigan State University

3:00PM - 4:30PM  CITY TERRACE 8
PAPER SESSION

Multiple Orthographies, Morphological Analysis, and Assessment of English Learners
Chair: Janine M. Schall, The University of Texas-Pan American
Discussant: Judson Laughter, University of Tennessee at Knoxville
1. Fostering Literacy in Non–Native English Speakers with Formative Assessment and Direct Instruction on Morphological Analysis
Jacqueline S. Craven, University of Mississippi
2. Reading in Multiple Orthographies: Differences and Similarities in Reading in Spanish and English for English Language Learners
Amanda P. Goodwin, Vanderbilt University
Maria Carlo, University of Miami
Diane August, Center for Applied Linguistics
3. Understanding Assessment of the Reader of English as a Second Language
Keri-Anne J. Croce, Towson University

3:00PM - 4:30PM  CITY TERRACE 9
SYMPOSIUM SESSION

Community-Based Experiences in Literacy Teacher Education
Chair: Amy Suzanne Johnson Lachuk, University of South Carolina
Discussant: Catherine Compton-Lilly, University of Wisconsin-Madison
To address the challenge of preparing teachers for culturally diverse classrooms, teacher educators have restructured teacher education courses and programs to include community-based field experiences. This symposium considers three specific field experiences: one at a juvenile correctional facility; one in an afterschool literacy program; and one in which teachers worked one-on-one with Spanish-speaking adults interested in learning English.

1. Teaching in “Third Space” The Perspectives of Pre-Service Teachers Reading with Incarcerated Teens
Mary Styslinger, University of South Carolina
Emily Langdon, University of South Carolina
Nicole Walker, University of South Carolina
2. Exploring the Realm of Interpretation: Insights from Pre-Service Teachers as Community-Based Literacy Partners
   Lisa I. Reid, University of South Carolina

3. Expanding Notions of Culture and Language through an Embedded Field Experience: Perspectives of Practicing Teachers
   Amy Suzanne Johnson Lachuk, University of South Carolina
   Tracy Swinton Bailey, University of South Carolina

3:00PM - 4:30PM  CLEARWATER
ALTERNATIVE FORMAT

Literacy Research that has Effected Standards, Policy, and Practice
Chair: Donna Ogle, National Louis University
Discussant: Lesley M. Morrow, Rutgers University

This Alternate Format symposium by the Reading Hall of Fame addresses research issues, standards, policy, and practice. We discuss how to be more influential in designing federal policy that results in National standards, high-stakes tests, and curriculum. Speakers address topics such as: policy, new standards, resulting practice, and accountability. Their message is that as researchers we must be a part of the process and do research that will create the policy, practice, and assessment.

1. Research that has had an Influence on Policy and Practice in the United States
   Timothy Shannahahan, University of Illinois at Chicago

2. Research by, with, and for Local Schools
   Robert Calfee, University of California, Riverside

   Colin Harrison, University of Nottingham

4. Common Core Standards: Why They Were Created; What Will They Accomplish?
   Karen Wixson, University of North Carolina at Greensboro

5. What Is the Importance of Motivating Children to Read in a Climate that Is Skill Based and Focused on Accountability?
   Linda B. Gambrell, Clemson University

6. Converging Global and National Forces: Insights into the Driving Forces Behind the Common Core State Standards
   D. Ray Reutzel, Utah State University

3:00PM - 4:30PM  ALTERNATIVE FORMAT

Two Bites of the Apple: Leveraging L1 to Support L2 Reading Comprehension
Chair: Robert T. Jiménez, Vanderbilt University
Discussant: Georgia E. Garcia, University of Illinois at Urbana-Champaign

This alternative session’s aim is to broaden understanding of the potential of first language support for English language learners (ELLs) to improve reading comprehension while providing access to world and academic knowledge. Findings from a design research project that utilizes translation to improve comprehension with adolescent ELLs will be presented. Findings are examined in terms of contextual factors in the instruction development, social processes involved in collaborative translation, individual student reading comprehension, and case studies.

1. Designing Bilingual Research in the Crucible of an “English-Only” Setting
   Mikel W. Cole, Vanderbilt University

2. Distributing Intelligence: Collaborative Translation to Support Bilingual Reading Comprehension
   Kelly Puzio, Vanderbilt University

3. Leveraging First Language Practices: The Impact of Translation on Reading Comprehension
   Christopher S. Keyes, Vanderbilt University

4. Quiere Decir: A Case Study of Two Student Translators
   Samuel S. David, Vanderbilt University

3:00PM - 4:30PM  ST. JOHNS
SYMPOSIUM SESSION

Vulnerable Observer, Vulnerable Participant: Documenting Trauma Narratives in Literacy Research
Chair: April Whatley Bedford, University of New Orleans
Discussant: Laurie MacGillivray, University of Memphis

The purpose of this symposium is to explore the ethics, tensions, and possibilities that occur when stories of trauma are shared in research settings by children and families. In considering the invitations for children to express their personal experiences, it is important to consider how those invitations may put children and their families themselves in vulnerable positions. Drawing on scholarship within critical literacy,
New Literacy Studies, and trauma studies, and using case studies from various research contexts, the presenters in this symposium will explore how children and families use their literacy practices to understand and represent trauma both in and out of school and the researcher’s role in witnessing and documenting traumatic stories.

1. Toward a Pedagogy of the Incomprehensible: Trauma and the Imperative of Witness in Literacy Classrooms
   Elizabeth Dutro, University of Colorado at Boulder

2. Family’s Bedtime Stories: When T.M.I. about Trauma Narratives Brings Discomfort in Digital Literacy Research
   Tisha Y. Lewis, Georgia State University

3. Writers Workshop: The Contradictory Symbolic Space of the Classroom
   Angela M. Wiseman, North Carolina State University
   Kelly Wissman, University at Albany, State University of New York

3:00PM - 3:40PM  RIVER TERRACE 1

1. Digging Deeper: Language, Literacy, and Learning in the Mine Safety Industry
   Aly Waibel, University of Arizona
   J.J. Kelley, University of Arizona
   Patricia L. Anders, University of Arizona

2. Preservice Teachers’ Reader Responses in an Immersive Virtual World
   Caitlin McMunn Dooley, Georgia State University
   Jennifer Barrett-Mynes, Georgia State University
   Meghan Welch, Georgia State University

3. Opening Spaces for Critical Literacy through Book Introductions
   Meredith Labadie, University of Missouri-St. Louis
   Rebecca Rogers, University of Missouri-St. Louis

4. Oral Storytelling: A Circle of Literacy Instruction for English Language Learners and Writing
   Carolyn L. Cook, Mount St. Mary's University

5. Real Letters to Real People: An Action Research Project to Help Reluctant Second-Grade Writers
   Carrie Waters, Glynn County Schools
   Nancy Flanagan Knapp, University of Georgia

6. Chinese Children’s Reading of “Foreign” Wordless Picture Books
   Xiaoming Liu, Towson University
   Amma K. Akrofi, Texas Tech University
   Carole Janisch, Texas Tech University

7. Investigating Pre-Service Teachers’ Foundational Knowledge of Phonics
   Brecca Faust, University of Maryland, College Park

4:00PM – 6:00PM  2nd FLOOR - ESCALATOR FOYER
PURCHASE OF SILENT AUCTION BOOKS

4:45PM - 6:00PM  GRAND BALLROOM 4
PLENARY ADDRESS

Chair: Douglas Fisher, San Diego State University

I. Edward B. Fry Book Award Presentation
   Melanie Kuhn, Boston University

II. Introduction of Speaker
   Eurydice B. Bauer, University of Illinois at Urbana-Champaign

III. Invisible Teachers: Becoming Literate in a Wider Community
   Eve Gregory, Centre for Language, Culture, and Learning, Goldsmiths, University of London

6:15PM – 7:15PM  GRAND BALLROOM 4
ANNUAL BUSINESS MEETING
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS
allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Conference from 7:30 a.m. – 8:30 a.m.

AREA CHAIRS AWARD SESSIONS

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

CONFERENCE CHAIR INVITED SESSIONS
are sessions where the speakers have been invited to present by the 2011 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Conference. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
Methodological Considerations in Reading Research: Techniques and Tools
Chair: Rebekah Benjamin, University of Georgia
Discussant: Anne S. Ticknor, East Carolina University

1. Conceptual Tensions in Conducting (and Critically Reading) Meta-Analyses of Literacy Research
Dennis S. Davis, The University of Texas at San Antonio

2. Developing a Measurement Tool for Multiple Texts Comprehension
Jong-Yun Kim, University of Maryland, College Park
Hyoungtae Cho, University of Maryland, College Park

3. Readability: Review and Recommendations Based on Two Decades of Development
Rebekah Benjamin, University of Georgia

8:45AM - 10:15AM  BOARDROOM 4
PAPER SESSION

The Role of Texts in the Primary Grades
Chair: Diane C. Sekeres, University of Alabama
Discussant: William H. Teale, University of Illinois at Chicago

1. Teaching Text Structure to Improve Young Students' Knowledge Acquisition and Comprehension: A Content Analysis of Information Trade Books
D. Ray Reutzel, Utah State University
Cindy D. Jones, Utah State University
Sarah Clark, Utah State University

2. Widening Circles of Intercultural Understanding through Global Literature, Grades 1-2
Prisca Martens, Towson University
Ray Martens, Towson University

Maren S. Aukerman, Stanford University
Lori Chambers Schulte, Stanford University
Erika Moore Johnson, Stanford University

8:45AM - 10:15AM  CITY TERRACE 10
SYMPOSIUM SESSION

Notions of Hybridity in Immigrant Families
Chair: Alissa Blair, University of Wisconsin-Madison
Discussant: Catherine Compton-Lilly, University of Wisconsin-Madison

This symposium draws on the first year of a multi-case collective case study of immigrant families. Of particular interest are the ways family members draw upon social histories, cultural resources, and their own experiences from both native and home countries in hybrid ways to make sense of children's experiences in school and with literacy learning.
1. Hybrid Language and Literacy Practices in a Mexican American Family  
Alissa Blair, University of Wisconsin-Madison

2. Exploring the Pathways: Third Spaces and the Many Multiplicities  
Alyssa Schultz, University of Wisconsin-Madison  
Andrea Duron, University of Wisconsin-Madison

3. Exploring Notions of Literacy: The Case of a Young Ethiopian-American Learner  
Jay Babcock, University of Wisconsin-Madison

8:45AM - 10:15AM  CITY TERRACE 4  
PAPER SESSION

Effects of Preschool for Native English Speakers and English as a Second Language Students  
Chair: Nancy Pine, Mount St. Mary’s College  
Discussant: Tammy Ryan, Jacksonville University

1. Early Childhood Educators Providing a Half-Day Enrichment Program to Boost School Readiness  
Donna Copsey Hayday, University of Winnipeg

2. Not So Silent after All: A Contemporary Examination of the Silent (or Receptive) Period in Second Language Acquisition  
Theresa A. Roberts, California State University, Sacramento

Stephanie A. Lai, University of Georgia  
Paula J. Schwanenflugel, University of Georgia  
William Mira, University of Georgia

8:45AM - 10:15AM  CITY TERRACE 5  
PAPER SESSION

Making Meaning—Reading, Writing, and Imagination in the Primary Grades  
Chair: Alison K. Billman, University of California, Berkeley  
Discussant: Catherine Maderazo, California State University, Fullerton

1. Implementation of a Writing Intervention: Impact on Early Writing Development for Kindergarten and First Grade Writers  
Erlin McTigue, Texas A&M University  
Kellie Cude, Texas A&M University

2. Narrative Competence and Social Imagination in Fictional Wordless Book Reading  
Judith T. Lysaker, Purdue University

3. A Cross-Case Analysis of Meaning-Making in a Multilingual First-Grade Inquiry Classroom  
Lindsey M. Guccione, University of Northern Colorado

8:45AM - 10:15AM  CITY TERRACE 6  
PAPER SESSION

Online Literacies and Adolescent Learners  
Chair: Mark D. Vagle, University of Georgia  
Discussant: Cheryl A. Kreutter, State University of New York College at Geneseo

1. Toto, I Have a Feeling We’re not in Reading Class Anymore: We Must be Reading in Cyberspace!  
Joy K. Bowers-Campbell, Gainesville State College  
Karen Redding, Gainesville State College

2. In School and Online: We’re All Talking at Once  
Mary Frances Buckley, University of Pennsylvania

3. A Profiling of Adolescent Internet Readers: Modes of Reading, Strategy Use, and Textual Environments in Internet Contexts  
Byeong-Young Cho, Iowa State University

8:45AM - 10:15AM  CITY TERRACE 7  
PAPER SESSION

Engaging Elementary Writers in Process, Persuasiveness, and Pedagogy  
Chair: Sara B. McCraw, East Carolina University  
Discussant: Paula Costello, Canisius College

1. Can Fifth Graders Become Writing Tutors?: Implementing Writing Center Pedagogy in the Elementary School  
Jennifer Sanders, Oklahoma State University  
Rebecca Damron, Oklahoma State University  
LuElla Putnam, Oklahoma State University  
Brianna Hook, Oklahoma State University
2. Little Writers - Big Opinions: The Influence of First Graders Consuming and Critiquing Persuasive Text on Writing Quality and Knowledge of Elements of Persuasiveness
Sara B. McCraw, East Carolina University

8:45AM - 10:15AM  CITY TERRACE 9
SYMPOSIUM SESSION

Teacher Competency in Adult Basic Education
Chair: Erik Jacobson, Montclair State University
Discussant: Sophie Degener, National Louis University

For the last decade there has been increased interest in developing credentials for adult basic education teachers. Attempts have been made to have the process balance academic and content knowledge with life experience. Although academic knowledge can be conceived of as a set of discrete skills, life experience is a more subjective element of preparedness. This symposium will address this tension by examining how credentials and competence are conceived in adult basic education programs in the United States and in Japan.

1. What Does It Mean to be Qualified to Teach? A Case Study of One Adult ESL Literacy Tutor
Kristen H. Perry, University of Kentucky

2. The Local and Temporal Nature of Competency: Adapting to Change in Japanese Adult Basic Education
Erik Jacobson, Montclair State University

3. The Intersections and Disconnects between Teacher Competencies, Credentials, and Employment Options in Adult Literacy
Adam Nathanson, Virginia Commonwealth University
Ginger Marie Walker, Virginia Commonwealth University

10:30AM-12:00PM  GRAND BALLROOM 4
INTEGRATIVE RESEARCH REVIEW
Chair: Arlette I. Willis, University of Illinois at Urbana-Champaign

I. Albert J. Kingston Award Introduction
Donna Alvermann, University of Georgia

II. Albert J. Kingston Award Presentation for the 2011 Awardee
Susan L’Allier, Northern Illinois University

III. Introduction of Speaker
Alfred W. Tatum, University of Illinois at Chicago

IV. “From Code-Segregation to Code-Meshing: Finding Deliverance from Deficit Thinking through Language Awareness and Performance”
Juan C. Guerra, University of Washington, Seattle

12:15PM – 2:00PM  BOARDROOM 2
EXECUTIVE COMMITTEE LUNCH & MEETING

2:00PM – 6:00PM  CITY TERRACE 7
BOARD OF DIRECTORS MEETING
Making Assessment Matter
Using Test Results to Differentiate Reading Instruction
Nonie K. Lesaux, PhD
Sky H. Marietta, EdM, MAT
“This is one of the strongest and most engaging books I have ever read. It speaks directly to teachers about issues that are meaningful to them. I love the book’s focus on code- and meaning-based skills, assessment, and instruction...I would also use the book in my undergraduate course on early literacy and my graduate course on assessment.”
—Diane M. Barone, EdD
2011. 7” x 10”. Paperback. 142 Pages
ISBN 978-1-4625-0246-2; $26.00 $22.10

Best Practices of Literacy Leaders
Keys to School Improvement
Edited by Rita M. Bean, PhD
Allison Swan Dagen, PhD
“Will be a catalyst for improving classroom practice and student learning. Bean and Swan Dagen provide evidence-based information about the power and importance of effective literacy leadership...The contributing authors are luminaries in the field who provide excellent case examples and engagement activities that will make this a sought-after text for graduate literacy courses.”
—Linda B. Gambrell, PhD
2011. Paperback. 390 Pages
ISBN 978-1-60918-941-9, $35.00

Adolescent Literacy in the Academic Disciplines
General Principles and Practical Strategies
Edited by Tamara L. Jetton, PhD
Cynthia Shanahan, EdD
“A classic blend of accomplished authors providing important insights on a topic of great value. The book addresses both theory and practice. It describes not only how students construct meaning in the different content domains, but also how they use this constructed meaning in discipline-related acts of literacy. The evolution in understanding disciplinary literacy is reflected in the Common Core State Standards and the National Assessment of Educational Progress; this book provides the means to meet the demand for high-quality teaching in this area.”
—Peter P. Afflerbach, PhD
2011. Paperback. 276 Pages
ISBN 978-1-4625-0280-6, $30.00 $25.50

Handbook of Early Literacy Research
VOLUME 3
Edited by Susan B. Neuman, EdD
David K. Dickinson, EdD
“A virtual library of cutting-edge knowledge on all aspects of the fast-moving field of emergent literacy...Will be a ‘go-to’ resource for the entire range of professionals and students seeking to nurture the next generation of successful readers.”
—Judith J. Carta, PhD
2011. 7” x 10”. Hardcover. 647 Pages
ISBN 978-1-4625-0337-7, $96.00 $81.00

Exemplary Instruction in the Middle Grades
Teaching That Supports Engagement and Rigorous Learning
Edited by Diane Lapp, EdD
Barbara Moss, PhD
“This ‘multimodal’ volume includes both traditional and digital-age strategies for promoting learning across the curriculum. The contributing authors write in a personal style that is both interesting and easy to understand...I would definitely use this book as a text in our master’s-level secondary literacy course.”
—Karen Bromley, PhD
2011. Paperback. 338 Pages
ISBN 978-1-4625-0281-3, $30.00 $25.50

Coming in February 2012
Handbook of Early Childhood Education
Edited by Robert C. Pianta, PhD
W. Steven Barnett, PhD
Laura M. Justice, PhD
Susan M. Sheridan, PhD
February 2012. 7” x 10”. Hardcover. 634 Pages
ISBN 978-1-4625-0337-7, $96.00 $81.00

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### Award Recipients

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- Harry Singer (1985)
- Irene Athey (1986)
- Frank Greene (1987)
- Michael L. Kamil (1988)
- M. Trika Smith-Burke (1990)
- Edward B. Fry (1991)
- Patricia L. Anders (1992)
- Jerry Harste (1993)
- Jerome A. Niles (1994)
- Richard Robinson (1996)
- Donna E. Alverman (1997)
- Ronald P. Carver (1998)
- Lea M. McGee (1999)
- Jerry Harste (2000)
- Linda B. Gambrell (2001)
- James V. Hoffman (2002)
- Peter Mosenthal (2003)
- Colin Harrison (2005)
- Michael McKenna (2006)
- John M. Eneaney (2007)
- P. David Pearson (2008)
- Diane Barone (2009)
- Cathy Roller (2009)
- Susan L’Allier (2010)

#### Distinguished Scholar Lifetime Achievement Award
- Louise Rosenblatt (2002)
- Courtney B. Cazden (2004)
- Jerome Bruner (2007)
- Brian V. Street (2008)
- Walter Kintsch (2009)

#### J. Michael Parker Award
- Robin Waterman (2006)
- Amy Johnson (2007)
- Kristin Perry (2007)
- Tisha Y. Lewis (2008)
- Amy Trawick (2008)
- Holly Hungerford-Kresser (2009)
- Silvia Cecilia Noguero (2010)

### Early Career Achievement Award
- Cynthia Brock (1999)
- Joyce Many (1999)
- Elizabeth Birr Moje (2000)
- Lawrence R. Sipe (2001)
- Rebecca Rogers (2004)
- Melanie R. Kuhn (2005)
- Beth Maloch (2006)
- Sharon Walpole (2007)
- Nancy Frey (2008)
- Misty Sailors (2009)
- Leigh A. Hall (2010)

### Edward B. Fry Book Award
- Elizabeth Bernhardt (1995)
- Sarah Warshauer Freedman (1996)
- David Reinking (1999)
- Linda D. Labbo (1999)
- Sara Warshauer Freedman (2000)
- Elizabeth Radin Simons (2000)
- Julie Shallhope Kalnin (2000)
- Alex Casareno (2000)
- The M-Class Team (2000)
- Susan Florio-Ruane (2001)
- Cynthia Lewis (2002)
- Dennis J. Sumara (2003)
- Rebecca Rogers (2003)
- Peter B. Mosenthal (2004)
- Rebecca Barr (2004)
- Elaine Richardson (2005)
- Louka K. Sarroub (2005)
- Guofang Li (2006)
- Patricia E. Enciso (2007)
- Cynthia J. Lewis (2007)
- Elizabeth Birr Moje (2007)
- Lawrence R. Sipe (2008)
- Randy Bomer (2009)
- Leila Christenbury (2009)
- Peter Smagorinsky (2009)
- Mary M. Juzwik (2010)

### Oscar S. Causey Award
- Arthur S. McDonald (1967)
- Albert J. Kingston (1968)
- George D. Spache (1969)
- George B. Schick (1970)
- Homer L. J. Carter (1971)
- Al Lowe (1975)
- Paul C. Berg (1978)
- Earl F. Rankin (1979)
- Edward B. Fry (1980)
- George R. Klare (1981)
- J. Jaap Tuinman (1982)
- Joanna P. Williams (1983)
- S. Jay Samuels (1985)
- Philip Gough (1986)
- Richard C. Anderson (1987)
- Monte Penney (Citation of Merit 1987)
- Isabel Beck (1988)
- P. David Pearson (1989)
- Ronald P. Carver (1990)
- Linnea E. Eri (1991)
- John T. Guthrie (1992)
- Kenneth S. Goodman (1993)
- Shirley Brice Heath (1994)
- Keith E. Stanovich (1996)
- Donna E. Alvermann (1997)
- Rebecca Barr (1999)
- Michael Pressley (2000)
- Patricia Ann Alexander (2001)
- Victoria Purcell-Gates (2004)
- Steven Stahl (2004)
- Annemarie Sullivan Palincsar (2005)
- Michael L. Kamil (2006)
- Scott G. Paris (2007)
- Barbara M. Taylor (2009)
- Lesley M. Morrow (2010)

### Student Outstanding Research Award
- Peter Afflerbach (1985)
- Deborah Wells Rowe (1986)
- Maribeth Cassidy Schmitt (1987)
- Sally Hague (1988)
- Joyce Many (1989)
- Douglas K. Hartman (1990)
- Joyce Holt Jennings (1990)
- Sarah J. McCarthy (1991)
- J. Michael Parker (1991)
- Debra K. Meyer (1992)
- Janice F. Almasi (1993)
- Janet W. Bloodgood (1994)
- Ann Watts Paillioud (1994)
- Jane West (1995)
- Kathryn H. Davinroy (1996)
- Susan J. Dymock (1997)
- Lawrence R. Sipe (1997)
- Josephine Peyton Young (1998)
- Patrick Manyak (1999)
- Emily M. Rodgers (1999)
- Rebecca Rogers (2000)
- Nancy A. Place (2001)
- Kim Bobola (2002)
- Rebecca Deffes Silverman (2004)
- Megan Madygan Peercy (2005)
- Elizabeth Stolle (2007)
- Margarita Zisselsberger (2008)
- Gary Paul Moser (2008)
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