Investigating 21st Century Literacies: Exploring Uses of New Literacies

62ND ANNUAL CONFERENCE PROGRAM

Wednesday, November 28-Saturday, December 1, 2012
Sheraton San Diego Hotel & Marina - San Diego, California
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## ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practice. LRA sponsors a conference each year. The program consists of 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 7044 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–7:00 pm and Saturday from 8:00 am–11:00 am. Payment for books can be made via cash, credit card, or check (payable to LRA).

Please visit our exhibitors: Teachers College Press, Guilford Publications, Routledge, and Holcomb Hathaway Publications.

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

Welcome to the 62nd Annual LRA Conference at the Sheraton San Diego Hotel and Marina. I’ve enjoyed working on planning this conference with my Co-Chair, Arlette Willis, along with Betsy Purcell, TEI, as well as Christopher Roper, formerly of TEI.

We received an LRA conference record of 871 proposals for this conference and accepted 623 proposals for an acceptance rate of 71.5%. This resulted in 117 Paper Sessions with 345 individual papers, 42 Alternative Format Sessions; 85 Symposia, and 14 Roundtable Sessions with 138 Individual Roundtables. This proposal submission reflects well on the vibrancy of LRA as a professional research organization. I want to thank all of the Area Chairs for their excellent work in organizing reviews of these proposals.

The conference theme is “Investigating 21st Century Literacies: Exploring Uses of New Literacies,” a focus on how literacy researchers are examining uses of both digital and print literacies in different social and cultural contexts. I selected this theme given the need for research on learning digital and print literacies. As literacy researchers, we can provide new ways of thinking about how students employ both digital and print tools to construct knowledge and adopt critical stances on the world. Many of the conference presentations and plenary speakers will be addressing this conference theme.

Conference To-Do List

The following are some of the many things you can do to enhance your participation at this conference:

Use the SCHED app to plan your conference schedule.

You can use the SCHED app http://lra2012.sched.org to plan your conference schedule on your mobile devices/computers. You can access the app using the QR code image on the program front cover. Once you log in using Facebook or Twitter and create an account, please create a profile providing more information about yourself. On the schedule list, you can hover over or click on a session or event to find out more about that session or event. You can also view the schedule by day (select the calendar on the top right), room (select San Diego, CA), or event type (the list of options on the right). You can also search the schedule by session topic or presenter name (select Search). To create your personal schedule, just select the star to save the session or event to your schedule. You can also share information via iCal, a printer, Twitter, or Facebook.

LRA’s SCHED also includes a Mobile Web App for iPhone, Android and Blackberry as well as a feed on iCal for Google Calendar, Outlook, and Apple iCal. For more information on how to use these tools, please visit: http://lra2012.sched.org/mobile-site#.UEjicSLpiSo

For more information on the benefits of LRA’s 2012 SCHED, see the URL below to view a short 3-minute instructional video. http://youtu.be/rDqfp-MifBs

Ride a free bus to downtown San Diego restaurants.

There are only a few restaurants in walking distance from the hotel; most restaurants are located in downtown San Diego. To get to these restaurants, we’ve provided free transportation on school buses provided by a local school; thanks to LRA Board member, Doug Fisher, San Diego State University; and Jeff Woods, Health Science High School, San Diego, for organizing this bus transportation. On Wednesday-Friday, buses will be leaving every half-hour starting at 6:30 PM and going until 8:30 PM from the hotel entrance to 5th and Market in the downtown Gaslamp Quarter and then returning from 5th and Market starting at 9:00 PM and going until 11:00 PM. They will also be leaving on the hour starting at 6:30 PM and going until 8:30 PM to Little Italy (India and Grape), Old Town (Old Town Theatre on Twigg St.), and Hillcrest (Forth and Robinson parking lot) and then returning from those stops starting at 8:30PM and going until 10:30 PM. (For Gaslamp Quarter restaurants: http://www.gaslamp.org/dining; Little Italy restaurants http://tinyurl.com/92eczb; Old Town restaurants: http://tinyurl.com/9pjo5p6; Hillcrest restaurants: http://tinyurl.com/9lg3w2u).

Attend the plenary speaker presentations.

We have a cast of outstanding plenary speakers. Our Wednesday afternoon speaker is Robert Jiménez, Vanderbilt University, LRA President, who will deliver the Annual Presidential Address. Our Thursday morning speaker is Linda B. Gambrell, Distinguished Professor of Education, Clemson University, who will give the Oscar S. Causey Address. Our Thursday afternoon speaker is David Barton, Professor of Language and Literacy, Lancaster University, England; he will be discussing his work on social aspects of digital literacies in communities of practice. Our Friday afternoon speaker is Mimi Ito, Professor in Residence and John D. and Catherine T. MacArthur Foundation Chair in Digital Media and Learning, University of California, Irvine. She will be discussing her media ethnography research on adolescents’ uses of digital literacies. And our Saturday Integrative Research Review speaker is Kevin Leander, Associate Professor of Language and Literacy, Vanderbilt University, who will be reviewing research on the design of spaces for literacy learning.

Attend an Area Chairs’ Invited Speaker Session.

We also have a series of five Area Chair Invited Speaker sessions featuring well-known scholars. The Area 2 (In-service Teacher Education/Professional Development in Literacy) speaker will be Diane DeFord, University of South Carolina. The Area 4 (Literacy Assessment, Evaluation, and Public Policy) speaker is Pam Grossman, Stanford University. The Area 6 (Adolescent, College, and Adult Literacy Processes) speakers are Jonathan Osborne.
and Sam Wineburg, Stanford University; and Jennifer J. Wimmer and Roni Jo Draper, Brigham Young University. The Area 8 (Literacy Learning and Practice in Multilingual and Multicultural Settings) speakers are Olga A. Vásquez and Alison Wishard Guerra, University of California, San Diego; and Belinda Flores and Ellen Rijoas Clark, University of Texas, San Antonio Academy for Teaching Excellence. The Area 10 (Literacy Technology and Media) speaker is Roy Pea, Stanford University.

Attend the Presidential Reception. On Wednesday night after the Presidential Address by President Robert Jiménez, please attend the President Reception from 6:00 PM–7:30 PM. Food and cash bar will be available.

Attend the Graduate Students'/Newcomers' Breakfast. If you're a conference newcomer or graduate student, you're cordially invited to attend the free Graduate Students'/Newcomers' Breakfast buffet on Thursday morning from 7:30AM–8:30AM. At this buffet breakfast, you can learn about different ways to become involved in LRA, including Field Council activities organized by Jennifer Jones, Field Council Chair; serving on committees or Innovative Community Groups (ICGs), and publishing in the *Journal of Literacy Research* or submitting your conference paper to the *LRA Yearbook*.

Attend a noon-hour LRA Study Group. You can choose from 14 LRA Study Groups who are meeting from 12:00 PM to 1:00 PM Wednesday – Friday and from 7:30 AM – 8:30 AM on Saturday (note: some Study Groups, as noted in the program, are not meeting on Saturday. The daily topics and/or guest presenters are listed in the program. You can purchase grab-and-go lunches at several lunch tables throughout the conference area.

Attend an Innovative Community Group (ICG) session/meeting. The History of Literacy ICG, Doctoral Students ICG, Multilingual and Transcultural Literacies ICG, and International ICG will be meeting and sponsoring sessions; if you're interested in becoming active in these ICGs, attend one of their events listed in the program.

Visit a nationally recognized school known for its English Language Learner (ELL)/diversity program. On Thursday morning from 8:00 AM – 10:00 PM, you can visit the Chula Vista Learning Community Charter School in Chula Vista, California. It served as a model for success in raising its 95% Latino students' academic performance through an innovative cultural and linguistic diversity curriculum. RSVP required; RSVP Betsy Purcell at b.purcell@literacyresearchassociation.org.

Voice your opinions at the Thursday Town Hall Meeting. You can voice your opinions on various issues, raise questions, or respond to conference presentations while munching on free popcorn at the Town Hall Meeting on Thursday from 6:15 PM – 7:15 PM; bring your laptops or tablets to share backchannel comments.

Dance to The Diphthongs on Thursday Night. The Diphthongs band, with Tom Bean and Frank Serafini, will be playing from 9:00 PM – 11:00 PM on Thursday night for your dancing pleasure; there will be a cash bar available.

Attend the annual Friday Business Meeting. Our annual Business Meeting will be held on Friday from 6:00 PM – 6:30 PM right after the plenary speaker session. Learn about LRA’s financial status and policies; an agenda will be posted in advance.

Learn about technology tools. You can learn some technology tools to support your research and teaching from the Area 10 Study Group; Wednesday: sharing research using social networking, Thursday: video conferencing/communication, Friday: tablet computing, Saturday (7:30 AM): collaborative writing/note-taking.

Use the Cyber Café. While you will have free Internet access in your rooms as well as in the hotel lobby and some meeting rooms, you will also have Internet access in the Cyber Café. You can also learn more about the new features of the LRA website from Roy Smith, TEI technology coordinator.

Have your presentations recorded for sharing as podcasts on the LRA website. There will be students from a local school attending sessions to audio record your presentations; members of the Technology Committee will also be video recording presentations; you have the option to decline requests for recordings. These recordings will then be made available as podcasts on the LRA website.

Share your Tweets about presentations. You can share your Tweets on Twitter about presentations using the Twitter hashtag, #LRA12.

Bid on books at the book auction. You can bid on books at the book auction tables next to the registration desk; bidding ends on Friday at 3:30 PM. If your bid was the highest bid, you can purchase books on Friday from 4:00 PM – 7:00 PM and Saturday from 8:00 AM to 11:00 AM at the registration desk.

Submit your paper(s) to the website repository and/or *LRA Yearbook*. Submit your paper to the LRA conference paper repository and/or to the *LRA Yearbook* (20 pages or less to LRA_Yearbook@clemson.edu by February 10, 2013).

Submit proposals for the LRA 2013 conference. Submit your proposals by March 1 for the LRA 2013 conference to be held at the brand-new Omni Hotel in downtown Dallas, Texas; this conference is co-chaired by Arlette Willis and Janice Almasi (see Arlette with questions about proposals).

Richard Beach
2012 Program Chair and President–Elect
Harold L. Herber, or Hal, as most of the reading world knew him, passed away on June 6, 2012. A principled man, first-class teacher, mentor to many, and scholar extraordinaire, Hal was (and remains) a guiding force in the lives of his former graduate students.

Soon after he completed his doctorate at Boston University, Hal moved to Syracuse University in 1963, where he was a member of the faculty until his retirement in 1992. He served the School of Education as interim dean and chaired the Reading & Language Arts department. Until his death, he continued to support the department by donating his journal subscriptions and funding the Herber library to enhance graduate students’ access to scholarship.

While at Syracuse, he initiated a program of research that focused on developing ways to teach high school students how to comprehend complex texts. With the publication of his book, Teaching Reading in Content Areas in 1970, the reading field—college instructors, secondary school teachers, and reading specialists—had for the first time a principled guide to teaching reading processes and subject matter content simultaneously in all disciplines.

Hal’s contributions to the profession were many. He was a member of the International Reading Association (IRA) for over 45 years and served on the IRA Board of Directors. From 1968 to 1973, Hal and a Syracuse University colleague, Margaret J. Early, co-edited the Journal of Reading, which was renamed the Journal of Adolescent & Adult Literacy. In 1984, he was the second recipient of the IRA Outstanding Teacher Educator in Reading Award (now called the IRA Jerry Johns Outstanding Teacher Educator in Reading Award). He was inducted into the Reading Hall of Fame in 1987, and he received the IRA William S. Gray Citation of Merit in 1989. He also directed the Reading Commission for the National Council of Teachers of English.

In addition to a lifetime of scholarly writing that included a second edition of Teaching Reading in Content Areas (1978), Hal collaborated with his beloved wife and colleague, Joan Nelson Herber, in directing the federally funded Network of Secondary School Demonstration Centers for Teaching Reading in Content Areas. Later on, to celebrate their retirement years with their two Golden Retrievers, Hal and Joan collaborated on a book published under the title Tank and Tiffany... A Love Story. In it, the compassion, humor, and insightfulness that marked Hal’s life as a teacher, researcher, and mentor played out in recognizable and predictable ways. Other typical retirement pursuits, according to Hal, included taking photographs; playing golf, six-wicket croquet, and bridge; traveling; and “reading without guilt.”

Kelly Chandler-Olcott
MAJOR ADDRESSES

Presidential Address – Wednesday, November 28, 2012
4:45PM-6:00PM, Harbor Island Ballroom-First Floor

Optimal Outfitting: The Continuing Relevance of Culturally Responsive Instruction
Robert T. Jiménez, Vanderbilt University

Oscar S. Causey Address – Thursday, November 29, 2012
10:45AM-12:00PM, Harbor Island Ballroom-First Floor

Reading Motivation and Engagement: Research Dilemmas and Directions
Linda B. Gambrell, Clemson University

Plenary Address One – Thursday, November 29, 2012
4:45PM-6:00PM, Harbor Island Ballroom-First Floor

How the Online World is Changing the Relationship Between Everyday Literacy Practices and Educational Possibilities
David Barton, Lancaster University (United Kingdom)

Plenary Address Two – Friday, November 30, 2012
4:45PM-6:00PM, Harbor Island Ballroom-First Floor

Connected Learning and Literacy
Mimi Ito, University of California, Irvine

Integrative Research Review – Saturday, December 1, 2012
10:45AM-12:00PM, Harbor Island Ballroom-First Floor

Designing New Spaces for Literacy Learning
Kevin Leander, Vanderbilt University
STUDY GROUP ORGANIZERS

ADULT LITERACY STUDY GROUP
Erik Jacobson, Montclair State University

APPROACHES TO DISCOURSE ANALYSIS
Julie Ellison Justice, The University of North Carolina at Chapel Hill
Amy Vetter, The University of North Carolina at Greensboro
Christine Mallozzi, University of Kentucky
Melissa Wetzel, The University of Texas at Austin

APPROACHES TO STUDYING GRAPHIC NOVELS
Stergios Botzakis, University of Tennessee, Knoxville
Sean P. Connors, University of Arkansas
Karen Gavigan, University of South Carolina

APPROACHES TO VIDEO/MULTIMODAL DATA ANALYSIS
IN LITERACY RESEARCH
Julie Coiro, University of Rhode Island
Jill Castek, Portland State University
Lizabeth Guzniczak, Oakland University

CRITICAL RACE THEORY STUDY GROUP
Keonghee Tao Han, University of Wyoming
Judson Laughter, University of Tennessee, Knoxville

DIGITAL TEXTS AND TOOLS: POTENTIAL USES, ASSESSMENTS, AND METHODOLOGIES FOR THE LITERACY EDUCATOR AND RESEARCHER
Jonathan Bartels, University of North Carolina, Chapel Hill
David M. Lund, Southern Utah University
J. Greg McVerry, Southern Connecticut State University
W. Ian O’Byrne, University of New Haven
Joan Rhodes, Virginia Commonwealth University
DeVere Wolsey, Widener University
Katina Zammit, University of Western Sydney

DOCTORAL STUDENTS’ INNOVATIVE COMMUNITY GROUP STUDY GROUP
Lorien Chambers Schuldt, Stanford University
Gail E. Lovette, University of Virginia
Jennifer Smith, Texas Woman’s University

LITERACY INSTRUCTIONAL LEADERSHIP STUDY GROUP
Jacy Ippolito, Salem State University
Pamela Mason, Harvard Graduate School of Education

LITERACY LAB/READING CLINIC STUDY GROUP
Cheryl Dozier, University at Albany, State University of New York
Terry A. Deeney, University of Rhode Island
Barbara Laster, Towson University

LIVING THE WRITERLY LIFE IN ACADEMIA
Terry S. Atkinson, East Carolina University
Johna L. Faulconer, East Carolina University
Robin R. Griffith, Texas Christian University
Jane Hansen, University of Virginia
Jayne C. Lammers, University of Rochester
Elizabeth A. Swaggerty, East Carolina University

RESPONSE TO INTERVENTION: NEW CHALLENGES AND NEW LITERACIES
Lois Haid, Barry University
Joanna Marasco, Barry University
Debra Coffey, Kennesaw State University
Rebekah Williams, Kennesaw State University

TERSG: THE TEACHER EDUCATION RESEARCH STUDY GROUP
Roya Qualls Scales, Western Carolina University
Karen Kreider Yoder, Towson University
Chinwe Ikpeze, St. John Fisher College

WORD STUDY: PHONICS, VOCABULARY, AND SPELLING
Donald Bear, Iowa State University

WRITING RESEARCH STUDY GROUP: RESEARCHING EARLY WRITING
Zoi Philippakos, University of Delaware
Vicki McQuitty, Towson University

SAVE THE DATES
2013 LRA ANNUAL CONFERENCE
DALLAS, TX
DECEMBER 2-7, 2013
NEW BOOKS on Display at TC Press Booth

- Reading Like a Historian: Teaching Literacy to Students in High School History Classrooms
  - Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano

- Real World Writing for Secondary Students
  - Jessica Early and Meredith DeCosta

- Literacy Instruction in Multilingual Classrooms
  - Lori Helman

- Bridging Literacy and Equity
  - Althier M. Lazar, Patricia A. Edwards, and Gwendolyn Thompson McMillon

- Reading Time: The Literacy-Led Urban Secondary Readers and Their Families
  - Catherine Compton-Lilly

- Crossing Borders
  - Valerie Kinloch

- Teaching Vocabulary to English Language Learners
  - Michael F. Graves, Diane August, and Jeannette Mancilla-Martinez

- Giving Our Children a Fighting Chance
  - Susan B. Neuman and Donna C. Celano

- Be That Teacher!
  - Victoria J. Risko and Doris Walker-Dalhouse

- Summer Reading: Creating the Right-Year Reading Achievement Gap
  - Richard L. Allington and Anne McGill-Franzen

- "Trust Me! I Can Read"
  - Sally Lampl and Dean Woodring Blase

- Learning from Culturally and Linguistically Diverse Classrooms
  - Joan C. Fingon and Sharon H. Ulanoff, Editors

- Bridging the English Learning Achievement Gap
  - Ray Garcia

- Keep Them Reading: An Authoritative Handbook for Educators
  - Releah Cossett Lent and Gloria Pipkin

- Language Building Blocks
  - Anita Pandey

- Understanding the Language Development and Early Education of Hispanic Children
  - Eugene E. Garcia and Erminda H. Garcia

- Reading Girls: The Lives and Literacies of Adolescent Girls
  - Hadar Dubowsky Mufayan

- The NCRLL Collection: Approaches to Language and Literacy Research

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## EVENTS AT A GLANCE

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<th>Time &amp; Date</th>
<th>Event</th>
<th>Room</th>
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<td><strong>TUESDAY, NOVEMBER 27, 2012</strong></td>
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<tr>
<td>8:00am-9:00am</td>
<td>S.T.A.R. Mentoring Program Breakfast</td>
<td>Executive Center 4 - First Floor</td>
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<td>8:00am-9:00am</td>
<td>Executive Committee Breakfast</td>
<td>Executive Center Boardroom - First Floor</td>
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<tr>
<td>8:00am-5:00pm</td>
<td>S.T.A.R. Mentoring Program Meeting</td>
<td>Executive Center 4 - First Floor</td>
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<tr>
<td>9:00am-12:00pm</td>
<td>Executive Committee Meeting</td>
<td>Executive Center Boardroom - First Floor</td>
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<td>12:00pm-1:00pm</td>
<td>Board of Directors Lunch</td>
<td>Executive Center Foyer - First Floor</td>
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<tr>
<td>12:00pm-1:00pm</td>
<td>S.T.A.R. Mentoring Program Lunch</td>
<td>Executive Center Foyer - First Floor</td>
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<td>1:00pm-5:00pm</td>
<td>Board of Directors Meeting</td>
<td>Executive Center 1 - First Floor</td>
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<td>3:00pm-8:00pm</td>
<td>Attendee Registration Open</td>
<td>Bay View Foyer - First Floor</td>
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<td>5:00pm-7:00pm</td>
<td>Executive Committee, Board of Directors, and Star Reception</td>
<td>Executive Center Foyer - First Floor</td>
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<td><strong>WEDNESDAY, NOVEMBER 28, 2012</strong></td>
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<td>7:00am-5:00pm</td>
<td>Attendee Registration Open</td>
<td>Bay View Foyer - First Floor</td>
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<tr>
<td>7:30am-8:30am</td>
<td>Field Council Meeting</td>
<td>Executive Center 1 - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Student Outstanding Research Award Committee Meeting</td>
<td>Executive Center 2A - First Floor</td>
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<td>7:30am-8:30am</td>
<td>Policy and Legislative Committee Meeting</td>
<td>Executive Center 2B - First Floor</td>
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<td>8:00am-5:00pm</td>
<td>Book Display/Silent Auction Open</td>
<td>Nautilus Foyer - Lower Level</td>
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<td>8:00am-5:00pm</td>
<td>Cyber Café Open</td>
<td>Spinnaker II - First Floor</td>
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<td>8:45am-10:15am</td>
<td>Concurrent Sessions</td>
<td>See Pages 13-17</td>
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<td>9:00am-5:00pm</td>
<td>Exhibits Open</td>
<td>Nautilus Foyer - Lower Level</td>
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<tr>
<td>10:30am-12:00pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 17-22</td>
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<td>12:00pm-1:00pm</td>
<td>Study Groups</td>
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<td>3:00pm-4:30pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 28-31</td>
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<td>4:45pm-5:00pm</td>
<td>J. Michael Parker Award Presentation</td>
<td>Harbor Island Ballroom - First Floor</td>
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<tr>
<td>4:45pm-5:00pm</td>
<td>Student Outstanding Research Award Presentation</td>
<td>Harbor Island Ballroom - First Floor</td>
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<td>5:00pm-6:00pm</td>
<td>2012 Presidential Address</td>
<td>Harbor Island Ballroom - First Floor</td>
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<td>6:00pm-7:30pm</td>
<td>President’s Reception</td>
<td>Bay View Lawn</td>
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<td>6:30pm-11:00pm</td>
<td>Free School Buses to San Diego Restaurants</td>
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THURSDAY, NOVEMBER 29, 2012

7:30am-8:30am Newcomers' & Graduate Students' Breakfast ........................................ Grand Ballroom A - First Floor
7:30am-8:30am Albert J. Kingston Award Committee Meeting ....................................... Executive Center 2A - First Floor
7:30am-8:30am Distinguished Scholar Lifetime Achievement Award Committee Meeting ........ Executive Center 2B - First Floor
7:30am-8:30am Early Career Achievement Award Committee Meeting ............................ Executive Center 3A - First Floor
7:30am-8:30am J. Michael Parker Award Committee Meeting ........................................ Executive Center 3B - First Floor
7:30am-8:30am Oscar S. Causey Award Committee Meeting ......................................... Executive Center 4 - First Floor
7:30am-8:30am Ethics Committee Meeting ................................................................. Marina I - First Floor
7:30am-8:30am History Innovative Community Group (ICG) Meeting ............................. Marina II - First Floor
7:30am-8:30am Publications Committee Meeting ......................................................... Marina IV - First Floor
7:30am-8:30am Research Committee Meeting ............................................................. Marina V - First Floor
7:30am-8:30am Technology Committee Meeting ......................................................... Marina VI - First Floor
7:30am-8:30am Ethnicity, Race, and Multilingualism Committee Meeting .................... Nautilus 1 - Lower Level
7:30am-8:30am Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting .......................... Nautilus 2 - Lower Level
7:30am-8:30am International Innovative Community Group (ICG) Meeting ................. Nautilus 3 - Lower Level
8:00am-5:00pm Attendee Registration Open ............................................................... Bay View Foyer - First Floor
8:00am-5:00pm Book Display/Silent Auction Open ..................................................... Nautilus Foyer - Lower Level
8:00am-5:00pm Exhibits Open .................................................................................... Nautilus Foyer - Lower Level
8:00am-5:00pm Cyber Café Open .............................................................................. Spinnaker II - First Floor
8:45am-9:25am Roundtable Session 1A ...................................................................... Nautilus 5 - Lower Level
8:45am-10:15am Concurrent Sessions ........................................................................ See Pages 35-40
9:35am-10:15am Roundtable Session 1B .................................................................... Nautilus 5 - Lower Level
10:45am-11:00am Oscar S. Causey Award Presentation ............................................ Harbor Island Ballroom - First Floor
11:00am-12:00pm 2012 Oscar S. Causey Address ......................................................... Harbor Island Ballroom - First Floor
12:00pm-1:00pm Study Groups .................................................................................. See Page 41
1:15pm-1:55pm Roundtable Session 2A .................................................................... Nautilus 5 - Lower Level
1:15pm-2:45pm Concurrent Sessions ........................................................................ See Pages 42-47
2:05pm-2:45pm Roundtable Session 2B .................................................................... Nautilus 5 - Lower Level
3:00pm-3:40pm Roundtable Session 3A .................................................................... Nautilus 5 - Lower Level
3:00pm-4:30pm Concurrent Sessions ........................................................................ See Pages 48-52
3:50pm-4:30pm Roundtable Session 3B .................................................................... Nautilus 5 - Lower Level
4:45pm-5:00pm Distinguished Scholar Lifetime Achievement Award Presentation .......... Harbor Island Ballroom - First Floor
4:45pm-5:00pm Early Career Achievement Award Presentation ................................ Harbor Island Ballroom - First Floor
5:00pm-6:00pm Plenary Address One ........................................................................ Harbor Island Ballroom - First Floor
6:15pm-7:15pm Town Hall Meeting .......................................................................... Grand Ballroom A - First Floor
6:30pm-11:00pm Free School Buses to San Diego Restaurants .................................. Front of Hotel on Harborside Drive
9:00pm-11:00pm Band Performance: “The Diphongs” with Tom Bean and Frank Serafini .... Grand Ballroom A - First Floor
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30am-8:30am</td>
<td>Editorial Board Breakfast</td>
<td>Grand Ballroom A - First Floor</td>
</tr>
<tr>
<td>7:30am-8:30am</td>
<td>Doctoral Student Innovative Community Group (ICG) Meeting</td>
<td>Executive Center 1 - First Floor</td>
</tr>
<tr>
<td>7:30am-8:30am</td>
<td>Edward B. Fry Book Award Committee Meeting</td>
<td>Executive Center 2A - First Floor</td>
</tr>
<tr>
<td>7:30am-8:30am</td>
<td>Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting.</td>
<td>Executive Center 4 - First Floor</td>
</tr>
<tr>
<td>8:00am-3:30pm</td>
<td>Book Display/Silent Auction Open</td>
<td>Nautilus Foyer - Lower Level</td>
</tr>
<tr>
<td>8:00am-5:00pm</td>
<td>Attendee Registration Open</td>
<td>Bay View Foyer - First Floor</td>
</tr>
<tr>
<td>8:00am-5:00pm</td>
<td>Exhibits Open</td>
<td>Nautilus Foyer - Lower Level</td>
</tr>
<tr>
<td>8:00am-5:00pm</td>
<td>Cyber Cafe Open</td>
<td>Spinnaker II - First Floor</td>
</tr>
<tr>
<td>8:45am-9:25am</td>
<td>Roundtable Session 4A.</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>8:45am-10:15am</td>
<td>Concurrent Sessions</td>
<td>Various - See Pages 57-62</td>
</tr>
<tr>
<td>9:35am-10:15am</td>
<td>Roundtable Session 4B.</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>10:30am-11:10am</td>
<td>Roundtable Session 5A.</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>10:30am-12:00pm</td>
<td>Concurrent Sessions.</td>
<td>Various - See Pages 63-68</td>
</tr>
<tr>
<td>11:20am-12:00pm</td>
<td>Roundtable Session 5B.</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>12:00pm-1:00pm</td>
<td>Past Presidents’ Luncheon (Invitation Only)</td>
<td>Harbor Island VIP Room</td>
</tr>
<tr>
<td>12:00pm-1:00pm</td>
<td>Study Groups.</td>
<td>Various - See Page 68-69</td>
</tr>
<tr>
<td>1:15pm-1:55pm</td>
<td>Roundtable Session 6A.</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>1:15pm-2:45pm</td>
<td>Concurrent Sessions.</td>
<td>Various - See Pages 69-74</td>
</tr>
<tr>
<td>2:05pm-2:45pm</td>
<td>Roundtable Session 6B.</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>3:00pm-3:40pm</td>
<td>Roundtable Session 7A.</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>3:00pm-4:30pm</td>
<td>Concurrent Sessions.</td>
<td>Various - See Pages 75-79</td>
</tr>
<tr>
<td>3:50pm-4:30pm</td>
<td>Roundtable Session 7B.</td>
<td>Nautilus 5 - Lower Level</td>
</tr>
<tr>
<td>4:00pm-7:00pm</td>
<td>Purchase Silent Auction Books.</td>
<td>Nautilus Foyer - Lower Level</td>
</tr>
<tr>
<td>4:45pm-5:00pm</td>
<td>Edward B. Fry Book Award Presentation.</td>
<td>Harbor Island Ballroom - First Floor</td>
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<tr>
<td>5:00pm-6:00pm</td>
<td>Plenary Address Two.</td>
<td>Harbor Island Ballroom - First Floor</td>
</tr>
<tr>
<td>6:00pm-6:30pm</td>
<td>Annual Business Meeting.</td>
<td>Harbor Island Ballroom - First Floor</td>
</tr>
<tr>
<td>6:30pm-11:00pm</td>
<td>Free School Buses to San Diego Restaurants.</td>
<td>Front of Hotel on Harborside Drive</td>
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**SUNDAY, DECEMBER 2, 2012**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>7:30am-9:00am</td>
<td>Board of Directors Meeting.</td>
<td>Executive Center 3A&amp;B - First Floor</td>
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<tr>
<td>10:00am-12:00pm</td>
<td>2013 Conference Area Chairs Breakfast.</td>
<td>Grand Ballroom A - First Floor</td>
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<tr>
<td>10:00am-12:00pm</td>
<td>2012 Integrative Research Review.</td>
<td>Harbor Island Ballroom - First Floor</td>
</tr>
<tr>
<td>12:15pm-2:00pm</td>
<td>Executive Committee Lunch &amp; Meeting.</td>
<td>Executive Center 3A&amp;B - First Floor</td>
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<tr>
<td>2:00pm-5:00pm</td>
<td>Exhibit Open.</td>
<td>Various - See Pages 105-110</td>
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<td>Various - See Pages 105-110</td>
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<td>Exhibit Open.</td>
<td>Various - See Pages 105-110</td>
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</table>
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–Friday from noon to 1:00PM and Saturday from 7:30AM–8:30AM) of the Annual Conference.

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 2012 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-5:00PM
ATTENDEE REGISTRATION OPEN

7:30AM-8:30AM
FIELD COUNCIL MEETING

7:30AM-8:30AM
STUDENT OUTSTANDING RESEARCH AWARD COMMITTEE MEETING

7:30AM-8:30AM
POLICY AND LEGISLATIVE COMMITTEE MEETING

8:00AM-5:00PM
CYBER CAFÉ OPEN

8:00AM-5:00PM
BOOK DISPLAY & SILENT AUCTION

9:00AM-5:00PM
EXHIBITS OPEN

8:45AM-10:15AM
SYMPOSIUM

Secondary Literacy Coaching: Examining the Role of Content Knowledge and Literacy Processes to Facilitate Disciplinary Literacy Instruction

Chair: Michael Manderino, Northern Illinois University
Discussant: Elizabeth G. Sturtevant, George Mason University

This symposium draws on three studies of literacy coaching at the secondary level. The three papers address the role of the literacy coach teacher beliefs about learning, challenges and opportunities of working with discipline-specific teachers in high schools, and the negotiation of disciplinary literacy when coaching heavy in secondary contexts.

1. Exploring Changes in Secondary Teachers’ Learning Orientation Through the Use of Literacy Coaching
   Christopher Lilly, Concordia University

2. Coaching Heavy in Secondary Classrooms: Negotiating Disciplinary Learning for Adolescents
   Phillip Michael Wilder, University of Illinois at Urbana-Champaign

3. Secondary Literacy Coaching: Examining the Role and its Challenges
   Paula Di Domenico, Northern Illinois University

8:45AM-10:15AM
PAPER SESSION

Making Instruction “Visible” for Preservice Teachers
Chair: Rena M. Harris, University of Pennsylvania
Discussant: Jaime Madison Vasquez, University of Illinois at Chicago

1. Getting Reflection Off the Page and into the Classroom: Scaffolding Preservice Teacher Reflections to Inform Overt Action
   Andrea Gelfuso, University of South Florida
   Danielle Dennis, University of South Florida

2. Making Practice Visible: Modeling Writing Instruction for Preservice Teachers in an Urban School–University Partnership
   Tricia DeGraff, University of Missouri–Kansas City

3. Without Adding these Details, Your Writing is Meaningless: Evaluating Preservice Teachers’ Constructive Feedback on a Writing Assignment
   Carlton J. Fong, The University of Texas at Austin
   Kyle M. Williams, The University of Texas at Austin
   Diane L. Schallert, The University of Texas at Austin

8:45AM-10:15AM
PAPER SESSION

Twenty-First Century Literacies and Teacher Development
Chair: Elizabeth Petroelje Stolle, Grand Valley State University
Discussant: Mark Allen Dressman, University of Illinois at Urbana-Champaign

1. A Narrative Inquiry into Teaching/Learning Writing Across One Canadian Province: A Preliminary Study to Co-Create a 21st Century Infrastructure for Equitable and Socially Just Literacy Pedagogies
   Michelle Honeyford, University of Manitoba
   Wayne Serebrin, University of Manitoba
   Jennifer Watt, University of Manitoba

2. New Literacies and Teacher Professional Development
   Jen Scott Curwood, University of Sydney

3. Secondary English Teachers’ Beliefs and Attitudes Regarding Digital Literacies in the Classroom
   Sean Ruday, Longwood University
   Natasha Heny, University of Virginia
   Gail E. Lovette, University of Virginia

8:45AM-10:15AM
PAPER SESSION

Supporting Writing in College Composition Courses
Chair: Kara L. Lycke, Illinois State University
Discussant: Jean Payne Vintinner, University of North Carolina at Charlotte

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Investigating 21st Century Literacies: Exploring Uses of New Literacies
62nd Annual Conference of the Literacy Research Association • November 28 - December 1, 2012 • San Diego, CA
1. The Relation of College Student Attitudes toward Writing and Writing Self-Regulation: Writing Feedback Perceptions as a Mediating Variable
   Sharon Zumbrunn, Virginia Commonwealth University
   Eric Ekholm, Virginia Commonwealth University
   Sarah Conklin, Virginia Commonwealth University
   Elizabeth Danielle Roberts, Temple University

2. Writing Motivation and Achievement of Basic College Writers
   Charles MacArthur, University of Delaware
   Zoi Apostolia Philippakos, University of Delaware

3. Multimodal Composition and the Community College Classroom: Students’ Perceptions
   Jessica DeCola, Rutgers, The State University of New Jersey

8:45AM-10:15AM EXECUTIVE CENTER 3B-FIRST FLOOR
PAPER SESSION

Critical Analysis of Beliefs and Curricular Agendas Shaping Literacy Practices and Learning
Chair: Melanie Sperling, University of California, Riverside
Discussant: Toni Williams, University of South Carolina

1. The Word Was With God: Literacy Practices and Religious Discourse in a Faith-Based Immigrant Community
   Robert J. LeBlanc, University of Pennsylvania

2. Liberation or Colonization? A Critical Analysis of Family Literacy Materials
   Tracey L. Kumar, The University of Texas at San Antonio

3. Motivation for Reading Complex Religious Texts: A Study of Latter-Day Saint and Methodist Youth
   Eric Rackley, Brigham Young University-Hawaii

8:45AM-10:15AM EXECUTIVE CENTER 4-FIRST FLOOR
PAPER SESSION

A Closer Look at Difference: Investigating Underlying Causes of Differential Assessment Outcomes
Chair: Juliet L. Halladay, University of Vermont
Discussant: Kristin M. Gehrman, Saint Michael's College

1. Young Learners: An Exploration of the Notion of “By Different Paths to Common Outcomes” in Early Literacy Assessment
   Esther Man-Ching Chan, University of Melbourne

2. “I Skim Through and Find the Answers”: A Bourdieusian Analysis of the “Search and Destroy” Method of Reading within a Test-Based Grade Retention Policy
   Andrew Huddleston, Abilene Christian University

3. Reading Achievement, No Child Left Behind (NCLB) Compliance, and Sex
   Dea M. Conrad-Curry, Partner in Education

8:45AM-10:15AM HARBOR ISLAND BALLROOM I-FIRST FLOOR
PAPER SESSION

Studying Writing Teachers’ Beliefs and Methods
Chair: Carolyn L. Cook, Mount Saint Mary University
Discussant: Leslie S. Rush, University of Wyoming

1. An Empirical Complication of the Tenet that “Writing Teachers Must Write”
   Rebecca Lindsay Woodard, University of Illinois at Urbana-Champaign

2. Situated Pedagogy: Disciplinary Socialization of Graduate Students as Writing Instructors
   Young-Kyung Min, University of Washington Bothell

3. Writing Instruction in Room 11: Investigating an Expert Writing Teacher
   Dana L. Grisham, National University
   Jeanette Bicais, California State University, East Bay
   Susan Crosby, Napa Valley Language Academy

8:45AM-10:15AM HARBOR ISLAND BALLROOM III-FIRST FLOOR
PAPER SESSION

Literacy in International Contexts
Chair: Eurydice Bauer, University of Illinois at Urbana-Champaign
Discussant: Minda Lopez, Texas State University-San Marcos

1. Literacy Learning and Official Languages: A Synthesis of Educational Policy and Research in Post-Apartheid South Africa
   James R. King, University of South Florida

2. High Implementing Schools in Malawi: What Does It Mean to Implement a School-Wide Reading Program?
   Misty Sailors, The University of Texas at San Antonio
   James V. Hoffman, The University of Texas at Austin
   Troy Wilson, The University of Texas at San Antonio
   Katie Peterson, The University of Texas at Austin

3. Early Adolescents’ Views of Good Readers and Writers in School and Their Literate Identities: An International Exploration
   Sara Ann Beach, University of Oklahoma
   Angela Ward, University of Saskatchewan
   Libby Limbrick, University of Auckland
   Jill Paris, University of Otago
   Sapargul Mirseitova, Kazakhstan Reading Association
   Klaudia Lorinczova, Keuka College
   Marcela Maslova, Orava Association for Democratic Education

8:45AM-10:15AM MARINA I-FIRST FLOOR
SYMPOSIUM

Teaching Children’s Literature: It’s Critical!
Chair: Jerome C. Harste, Indiana University
Discussant: Peter Johnston, University at Albany

This symposium presents three studies that demonstrate a critical approach to teaching children’s literature. Each study focuses on how teachers in different contexts worked with children and adults to imple-
ment a variety of critical experiences that served to complicate participants' textual and world understandings.

1. Exploring Transmediation with Young Children
   Christine H. Leland, Indiana University–Purdue University Indianapolis
   Anne Ociepka, Indiana University–Purdue University Indianapolis

2. Podcasting with a Purpose: Position Taking in a Third Grade Classroom
   Mitzi Lewison, Indiana University, Bloomington, Lee Heffernan, Fairview Elementary School

3. Responses to Risky Texts
   Peggy Albers, Georgia State University
   Vivian Vasquez, American University
   Jerome C. Harste, Indiana University

8:45AM-10:15AM MARINA II-FIRST FLOOR
SYMPOSIUM

Academic Vocabulary Instruction Across the Content Areas: Results from a Randomized Trial of the Word Generation Program
Chair: Joshua F. Lawrence, University of California, Irvine
Discussant: Gina Biancarosa, University of Oregon

The Word Generation program (www.wordgeneration.org) is a freely available vocabulary intervention developed by the Strategic Educational Research Partnership. The first three papers of this session analyze the impact of this program on vocabulary knowledge: (paper 1) using data collected from an IES-funded cluster randomized trial, (paper 2) civic engagement, and (paper 3) with redesignated English language learners. Paper 4 is an experimental examination of vocabulary review conducted within one of the Word Generation treatment schools.

1. An Efficacy Trial of Word Generation: Results from the First Year of a Randomized Trial
   Joshua F. Lawrence, University of California, Irvine
   E. Juliana Pare-Blagoev, Strategic Education Research Partnership
   David Francis, University of Houston
   Catherine E. Snow, Harvard University

2. Developing Youth Civic Engagement Through Discussion of Controversial Issues
   Alex Lin, University of California Irvine
   Joshua F. Lawrence, University of California Irvine
   Patrick Hurley, Strategic Education Research Partnership

3. Investigating the Role of Academic Vocabulary in Reading Comprehension for Redesignated Fluent English-Proficient Middle School Students
   Jin Kyoung Hwang, University of California, Irvine
   Elaine Mo, University of the Pacific
   Patrick Hurley, Strategic Education Research Partnership

4. Patterns of Students’ Vocabulary Improvement from One-Time Instruction and Review Instruction
   Wenliang He, University of California, Irvine
   Emily Phillips Galloway, Harvard University
   Judy Hsu, University of Illinois at Urbana-Champaign
   Claire White, Harvard University
   Joshua F. Lawrence, University of California, Irvine
   Catherine E. Snow, Harvard University
What Preschoolers’ Texts Reveal about Their Emerging Understandings of Literacy

Chair: Deborah Wells Rowe, Vanderbilt University
Discussant: Mona Matthews, Georgia State University

In this symposium, we explore the nature of the texts 2- to 5-year-olds composed in 3 different classroom-based research activities: a photo labeling task, illustrated science journals, and e-mails composed and sent on iPads. The papers illustrate features of preschool writing/drawing that are common across contexts, but also show that children are forming and testing specific hypotheses about genre and the affordances of multimodal composing tools.

1. Developmental Patterns in 2- and 5-Year-Olds’ Approaches to Writing: Results from the Write Start! Writing Assessment
   Deborah Wells Rowe, Vanderbilt University

2. Nonfiction Writing in Preschool: An Analysis of Science Journals
   Tanya Flushman, Vanderbilt University

3. iWrite: An Analysis of E-mails Composed by Preschool Children
   Emily C. Bigelow, Vanderbilt University

Data and Research: A Symposium of Four Symposia

WEDNESDAY

8:45AM-10:15AM MARINA V-FIRST FLOOR

SYMPOSIUM

What Preschoolers’ Texts Reveal about Their Emerging Understandings of Literacy

Chair: Deborah Wells Rowe, Vanderbilt University
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3. iWrite: An Analysis of E-mails Composed by Preschool Children
   Emily C. Bigelow, Vanderbilt University

8:45AM-10:15AM MARINA VI-FIRST FLOOR

SYMPOSIUM

What Do We Know about Morphology and Literacy? Findings from Current Research and Discussions of Future Directions

Chair: Amanda P. Goodwin, Vanderbilt University
Discussant: William Nagy, Seattle Pacific University

This symposium examines how morphology relates to literacy achievement. We explore morphological text demands within elementary textbooks, reporting on affixes, roots, and cognates used. We next examine the effectiveness of a Greek and Latin morpheme intervention. We then examine morphological problem-solving strategies used by middle school students. Lastly, we explore the relationship between orthographic and morphological knowledge for intermediate through the secondary grades. Avenues for future instruction and research are also explored.

1. Insights into Morphology: Looking at Student Knowledge and the Demands of Text in 4th and 5th Grade
   Susan Leigh Flinspach, University of California, Santa Cruz
   Judith A. Scott, University of California, Santa Cruz
   Jack Vevea, University of California, Merced

2. Examining Greek and Latin Morpheme Instruction: Analysis of Effectiveness and Possible Mediators
   Amanda P. Goodwin, Vanderbilt University
   Alene Harris, Vanderbilt University

3. Solve it or Skip it: Examining Morphological Problem-Solving Strategies Used to Determine the Meanings of Unknown Words
   Mark Barba Pacheco, Vanderbilt University
   Amanda P. Goodwin, Vanderbilt University

4. A Developmental Perspective on the Relationships between Orthographic and Morphological Knowledge in Students from the Intermediate through the Secondary Grades
   Shane Templeton, University of Nevada, Reno
   Donald Bear, Iowa State University

8:45AM-10:15AM NAUTILUS 1-LOWER LEVEL

PAPER SESSION

Redefining Theoretical Positions on Language and Literacy in Digital Culture

Chair: Keisha Lynette Green, Rutgers, The State University of New Jersey
Discussant: Sara Kajder, University of Pittsburgh

1. An Information Foraging Approach to Modeling Online Reading
   John E. McEnaney, Oakland University

2. Posthuman Literacies: The Cognitive, Cultural and Social Uploads and Downloads of Reading and Writing in a Digital Age
   Karen A. Krasny, York University
   Heath Lotherington, York University

3. Towards a Multimodal Ethnographic Methodology of New Digital Literacies
   Roberto de Roock, University of Arizona

8:45AM-10:15AM NAUTILUS 2-LOWER LEVEL

PAPER SESSION

Cases of Composition in Multi-Modal Spaces

Chair: Bryan Ripley Crandall, Fairfield University
Discussant: George G. Hruby, University of Kentucky

1. Traditional Literacy Tools and 21st Century Learners: Helping Adolescent Boys Plug-in and Turn-on to Writing
   Carla K. Meyer, Appalachian State University
   Trevor Thomas Stewart, Appalachian State University
   Nora A. Vines, Appalachian State University

2. “It Sounds All Dramatic Like in a Movie”: Two African American Males Collaboratively Design Their Multimodal Story
   Bridget Dalton, University of Colorado Boulder
   Blaine Smith, Vanderbilt University

3. “As If” a Writer of Flash Fiction: A New Literacy for an Old(er) Professor
   Donna Alvermann, University of Georgia

8:45AM-10:15AM NAUTILUS 3-LOWER LEVEL

PAPER SESSION


Chair: Karen E. Smith, University of Manitoba
Discussant: Natalia Kucirkova, The Open University

1. Fifth Graders’ Use of Textual Resources During Collaborative Robotics Engineering Design Tasks
   Michelle E. Jordan, Arizona State University
2. Interactive Whiteboard Use: Changes in Teacher Pedagogy in Reading Instruction in the Primary Grades
Meridith Ann Lovell, University of Alberta

3. The iPad as an Early Literacy Learning Tool: A Case Study
Beth Beschorner, Drake University
Amy Hutchison, Iowa State University

8:45AM-10:15AM PAPER SESSION
NAUTILUS 4-LOWER LEVEL

Improving Literacy Development through Multi-Modal Literacy Practices
Chair: Sally Lamping, Wright State University
Discussant: Rebecca Katz, Boston University

1. Harnessing the Power of Students’ Out-of-School Literacies: Incorporating Popular Culture and Tools of Technology in an English Language Arts Curriculum
Stephanie M. Buelow, University of Hawaii at Manoa

2. Dynamic Strategy Interplay in Internet Reading: A Verbal Protocol Analysis
Byeong-Young Cho, Iowa State University

3. How Listening as Part of a Small Group’s Multi-Literacy Practices is Related to Individual Performance
Jane S. Vogler, The University of Texas at Austin

8:45AM-10:15AM ALTERNATIVE FORMAT SESSION
NAUTILUS 5-LOWER LEVEL

Dialoguing About the Gap between Theory and Practice in Social Equity Literacy Teaching and What Teacher Educators Can Do About It
Chair: Pamela A. Mason, Harvard University

Six dimensions of social equity literacy teaching are discussed: 1) socio-historical factors affecting literacy, 2) complexity and significance of culture, 3) culturally situated nature of literacy/language, 4) third space-hybrid teaching, 5) critical literacy, and 6) teacher transformation. Participants will be divided into groups to evaluate how their teacher education programs reflect these dimensions, what significance these programs have for the preservice and practicing teachers who attend them, and what needs to be done to strengthen programs.

Presenters:
Patricia A. Edwards, Michigan State University
Althier M. Lazar, Saint Joseph’s University
Gwendolyn Thompson McMillon, Oakland University
Susan V. Piazza, Western Michigan University

10:30AM-12:00PM SYMPOSIUM
EXECUTIVE CENTER 1-FIRST FLOOR

Reimagining the Preparation of Teachers to Identify and Support Disciplinary Literacies
Chair: Jennifer J. Wimmer, Brigham Young University
Discussant: Roni Jo Draper, Brigham Young University

Teacher educators from various disciplines, engineering, English, history, mathematics, music, science, theatre, and visual arts describe their reimagining of the traditional content-area literacy methods course. Their redesign of the course is based on their consideration of competing premises of content-area and disciplinary literacy found in the current literature. Rather than focus on instructional methods, the new course focuses on teacher exploration of disciplinary texts and literacies. Descriptions of course readings and assignments will be provided.
1. Preparing Teachers to View Disciplines as Communities of Practice vs. Disciplines as Bodies of Knowledge  
Sirpa Grierson, Brigham Young University  
Amy P. Jensen, Brigham Young University

2. Preparing Teachers to View Classrooms as Locations to Engage in Disciplinary Literacies vs. Locations for Practicing General Literacy  
Paul Broomhead, Brigham Young University  
Jennifer Nielson, Brigham Young University

3. Preparing Teachers to Support Authentic Disciplinary Practices vs. General Literacy Instructional Strategies  
Jeffery D. Nokes, Brigham Young University  
Daniel Barney, Brigham Young University

4. Preparing Teachers to Focus on Participation Literacies vs. Learning Literacies  
Jennifer J. Wimmer, Brigham Young University  
Steven Shumway, Brigham Young University

5. Preparing Teachers to Use a Framework for Investigating Disciplinary Participation vs. a Framework for Instruction  
Roni Jo Draper, Brigham Young University  
Daniel Siebert, Brigham Young University

10:30AM-12:00PM 
EXECUTIVE CENTER 2A-FIRST FLOOR 
PAPER SESSION

Media and Technology as Promising Pedagogies for Preservice Teacher Education  
Chair: Judson Laughter, University of Tennessee  
Discussant: Anne Swenson Ticknor, East Carolina University

1. 21st Century Action Research: Exploring Research Paradigms through Music Videos  
Judson Laughter, University of Tennessee

2. Connecting Theory to Practice through Blogging in an Elementary Literacy Methods Course  
Kyle F. Klaiberg, University of Nevada, Las Vegas

3. Using Digital Transmedia Storytelling Projects to Prepare Preservice English Language Arts (ELA) Teachers to Teach 21st Century Literacies  
Jennifer Conner-Zachocki, Indiana University

10:30AM-12:00PM 
EXECUTIVE CENTER 2B-FIRST FLOOR 
PAPER SESSION

Writing Instruction and Teacher Professional Development  
Chair: Leslie S. Rush, University of Wyoming  
Discussant: Sarah McCartney, University of Illinois at Urbana-Champaign

1. Impact of Professional Development on Classroom Implementation of Strategic and Interactive Writing Instruction, SIWI  
Hannah M. Dostal, Southern Connecticut State University  
Kimberly A. Wolbers, University of Tennessee  
Brenda Stephenson, University of Tennessee  
Paulson Skerrit, University of Tennessee

2. Writing-to-Learn in Content Area Classrooms: Labeling Teacher Practice  
Darcie Punches, Johnson Junior High School  
Leslie S. Rush, University of Wyoming

3. “All Those Voices and All Those Thoughts”: English Teachers’ Perspectives on Designing and Staffing a Summer Writing Institute  
Kelly Chandler-Olcott, Syracuse University  
Bryan Ripley Crandall, Fairfield University  
Janine Nieroda, Syracuse University

10:30AM-12:00PM 
EXECUTIVE CENTER 3A-FIRST FLOOR 
PAPER SESSION

University Contexts of Literacy Instruction  
Chair: Sara Ann Beach, University of Oklahoma  
Discussant: Ann M. Bennett, University of Tennessee

1. Talking within Practice: Adult Immigrant Students and University Tutors as Co-Participants in Learning  
Carolyn Colvin, University of Iowa  
Melanie Reichwald, University of Iowa  
Mackenzie O’Connor, University of Iowa  
Renee Martin, University of Iowa

2. Researching to Write, Writing to do Research: The Situated Learning in Training Graduate Students  
Sonia Cadena Castillo, Universidad Autonoma de Occidente  
Emma Adriana De La Rosa Alzate, Universidad Autonoma de Occidente

10:30AM-12:00PM 
EXECUTIVE CENTER 3B-FIRST FLOOR 
PAPER SESSION

Research on Reading Comprehension  
Chair: Kathleen A. Paciga, Purdue University Calumet  
Discussant: Elizabeth A. Swaggerty, East Carolina University

1. Evidenced-Based Argumentation as a Scaffolding for Advanced Reading Comprehension  
Cindy Litman, WestEd  
MariAnne George, University of Illinois at Chicago  
Cynthia Greenleaf, WestEd  
Angela Joy Fortune, University of Illinois at Chicago  
Irisa Charney-Sirott, WestEd  
Ursula Sexton, WestEd

2. How Comprehension Strategies Work: Competing Mechanisms in Research and Practice  
Dennis S. Davis, The University of Texas at San Antonio

3. Responsive Reading: an Examination of Interactive Read-Alouds Using Traditional Texts and E-Readers  
Laura May, Georgia State University  
Gary Bingham, Georgia State University  
Meghan Pendergast, Georgia State University
Examining the Adequacy and Utility of Assessment Tools
Chair: Gae Lynn McInroe, McMurry University
Discussant: Danielle Dennis, University of South Florida
1. Pilot Study to Determine the Utility of a Quantitative Scoring System for Measuring Growth in Representing Both Phonemes and Graphemes in Developmental Spelling Inventories
   Richard M. Oldrieve, Bowling Green State University
   Cynthia Bertelsen, Bowling Green State University
2. Reconceptualizing Oral Language’s Impact on Reading Proficiency: A Practitioner-Friendly Assessment Tool for Oral Language
   Megan Mahowald, Indiana University

A Multimodal, Web-Based Instructional Space to Improve Bilingual Adolescents’ English Writing: Considerations for Development and Practice
Chair: Charles K. Kinzer, Teachers College, Columbia University
Discussant: Sarah Lohnes Watulak, Towson University
To improve the English writing of Latino English Language Learners, we received funding to develop and test a web-based space based on an anchored instruction model and framework that provides a thoughtful exploration of the world through the lenses of science, technology, and social studies. Last year, this project’s underpinnings and initial design were presented. This year, we will present our updated design work, data collection procedures, and findings from two schools.

1. The STEPS+G Project: A Web-Based, Design-Based Approach to Enhance the Academic Writing of Emergent Bilinguals
   Jo Anne Kleifgen, Teachers College, Columbia University
   Charles K. Kinzer, Teachers College, Columbia University
2. Furthering the Implementation of a Theoretically Sound Writing Space for Emergent Bilinguals Using Online Technologies
   Charles K. Kinzer, Teachers College, Columbia University
   Ibrahim (Musti) Ekin, Teachers College, Columbia University
   Jo Anne Kleifgen, Teachers College, Columbia University
   Daniel L. Hoffman, Teachers College, Columbia University
3. Assessing Emergent Bilinguals’ Response to and Interaction with a Multimodal Online Writing Space, and its Instructional Content
   Kristin Gorski, Teachers College, Columbia University
   Briana Ronan, Teachers College, Columbia University
   Jo Anne Kleifgen, Teachers College, Columbia University
   Andrea Lira, Teachers College, Columbia University
   Charles K. Kinzer, Teachers College, Columbia University
   Christine McCaleb, Teachers College, Columbia University
   Jean Kim, Teachers College, Columbia University

Research on Early-Reading/Literacy Instruction in Diverse Classrooms
Chair: Leslie Maureen Cavendish, High Point University
Discussant: Beverly Lauren Weiser, Southern Methodist University
1. A Partnership for Ensuring Early Reading Success in an Urban District
   Lori Helman, University of Minnesota
   Alyssa Boardman, University of Minnesota
   Keitha-Gail Martin-Kerr, University of Minnesota
2. Classroom-Based Early Reading Intervention and Situated Professional Learning
   Steven J. Amend, North Carolina State University
   Meghan D. Liebfreund, North Carolina State University
3. Comprehension and Vocabulary Instruction in Linguistically Diverse Grade 3-5 Classrooms
   Rebecca Silverman, University of Maryland
   Patrick Proctor, Boston College
   Jeff Harring, University of Maryland
   Brie Doyle, University of Maryland, College Park
   Anna G. Meyer, University of Maryland, College Park
   Marisa A. Mitchell, University of Maryland, College Park

Envisioning Research in the Literacy Clinic in an Era of New Literacies: Exploring Teacher-Student Interactions in Tutoring Sessions
Chair: Fenice Boyd, University at Buffalo
Discussant: James Erickson, University of Northern Colorado
This symposium is organized around the proposition that in a 21st century context, literacy clinics are more essential than ever. We examine the role that literacy centers can play when they archive data from tutoring sessions, (e.g. video, plans, teacher reflections, etc.) and make use of digital research tools, (e.g. nvivo) in analysis. Here we focus on three studies of talk, interpreted from different theoretical perspectives, (e.g. classroom interaction, embodiment and engagement, and activity theory).

1. Identifying Patterns of Acquisition and Participation in Talk Between Novice Literacy Specialists and a Struggling Reader
   Rosa D’Abate, University at Buffalo
   Jennifer A. Schiller, University at Buffalo
2. The Overlooked Role of Teacher Feedback During Literacy Instruction: Tensions Between Engagement, Embodiment, and Ipseity
   Tyler Rinker, University at Buffalo
   Jennifer A. Schiller, University at Buffalo
3. Teachers Balancing Kinds of Talk for Struggling Readers: An Analysis of Literacy Instruction as Activity
   Caroline M. Flury-Kashmanian, University at Buffalo
   Mary McVee, University at Buffalo
The Nature of Transitions in Adult Literacy

Chair: Erik Jacobson, Montclair State University
Discussant: Candace Kuby, University of Missouri

Efforts are underway nationally to help adult learners transition between Adult Basic Education (ABE) programs and into post-secondary education. This symposium will take a closer look at the nature of these transitions from three different perspectives. The first will examine policy that supports or hinders transitions between programs. The second will look more closely at the goals learners set for themselves within programs. Finally, the third will look at the experience of students in college-level developmental education courses.

1. Policy Supports and Constraints for Building Transition Programs
   Erik Jacobson, Montclair State University

2. “Relevant” Reading-Related Instruction: The Role of Identity Work for Adults in Transition
   Amy Trawick, Appalachian State University

3. English Language Learners in Transition
   Carmela Romano Gillette, Michigan State University

New Literacies Revisited: Nuancing Multimodality through Art, Play, Synaesthesia, and Kamishibai

Chair: Candace Kuby, University of Missouri
Discussant: Deborah Wells Rowe, Vanderbilt University

Panelists present papers that nuance multimodality and methodologies for researching New Literacies. Papers include: artistic encounters demonstrating children’s shifting identities, play and drama as core literacies enacted, producers whose folk wisdom and know-how can tell us about how modes function and cross-over to make meaning, and student performances of kamishibai, Japanese “paper theater.” It is possible to understand the complex dynamics of children’s engagement across multiple worlds, social imaginations, and cultural practices through multimodal analyses?

1. Young Children Negotiating Identities through Artistic Encounters
   Margaret Vaughn, University of Idaho
   Candace Kuby, University of Missouri

2. Embodied Composing in Cultural Imaginaries
   Karen Wohlwend, Indiana University
   Carmen Medina, Indiana University

3. Modal Learning: The New Literacy
   Jennifer Rowell, Brock University

4. Expanding the “Reach” of Modes: Kamishibai, Paper Theater in 21st Century Classrooms
   Tara McGowan, University of Pennsylvania

Exploring Social Interactions, Collaboration, and Multimodality as Students Make Meaning from Online Informational Texts

Chair: Angie Zapata, The University of Texas at Austin
Discussant: Frank Serafini, Arizona State University

This symposium shares work from three studies that sought to characterize how younger and older students engaged with multimodal informational texts within the context of three different types of inquiry tasks. Collectively, these three papers and insights from our discussant will provide a deeper understanding of how multimodality and social interaction may influence reading comprehension among diverse learners in elementary and secondary school classrooms.

1. Inquiry and Informational Texts: Third Graders Making Meaning from Informational Trade Books and Online Texts
   Beth Maloch, The University of Texas at Austin
   Angie Zapata, The University of Texas at Austin

2. Comparing Third, Fourth, and Fifth-Graders’ Collaborative Interactions while Engaged in Online Inquiry
   Jill Castek, Portland State University
   Julie Coiro, University of Rhode Island
   Lizabeth Guzníczak, Oakland University
   Diane Sekeres, University of Alabama

3. Disciplinary Literacy Online: The Role of Multimodality
   Michael Manderino, Northern Illinois University

Curriculum-Based Measures of Reading: What do They Really Measure?

Chair: Marla Mallette, State University of New York at Binghamton
Discussants: Peter Afflerbach, University of Maryland
   Sylvia Lee, Southern Illinois University Carbondale
   Anthony Onwuegbuzie, Sam Houston State University

The symposium examines multiple perspectives and understandings of what is measured with curriculum-based measures (CBMs). Two studies, in which teacher-researchers collaborated with university faculty to examine CBM data from their own schools, are presented. Then, scholars in literacy assessment and educational measurement provide their insights into the processes and products of CBMs. The symposium concludes with a discussion among the presenters and the audience.

Presenters:
   Marla Mallette, State University of New York at Binghamton
   Julie Swigonski, Benton School
   Ashley Summers, West Frankfurt School
   Leah Wolfe, West Frankfurt School
   Char Mumbower, Benton School
Classroom Discourse and Literacy Outcomes: The Importance of Talk to Support Literacy Achievement

Chair: Catherine Michener, Boston College
Discussant: Richard Anderson, University of Illinois at Urbana-Champaign

There is considerable evidence that oral discourse is important for literacy achievement (Lawrence & Snow, 2011). This symposium addresses the complexity of instructional discourse as it relates to literacy outcomes, and aims to support educators’ awareness of effective discourse strategies. These papers present data from four academic settings in elementary and middle-schools. Using various methodologies, all four studies indicate that the quality and amount of peer and teacher talk have important relationships with literacy achievement.

1. Features of Dialogic Instruction in Upper Elementary Classrooms and their Relationships to Student Reading Comprehension
   Catherine Michener, Boston College

2. What Should Go in the “E” position? Teacher-Student Talk, Engagement, and Reading Comprehension
   Dot McElhone, Portland State University

3. Understanding Middle School Teachers’ Talk During Vocabulary Instruction
   Evelyn Ford-Connors, Boston University

4. Does Teacher and Peer Talk in Preschool have a Long-Term Effect on Immigrant Children’s L2 Vocabulary Development?
   Joshua F. Lawrence, University of California, Irvine

Dimensions of Literacy Teacher Education Programs

Chair: Julie Ellison Justice, University of North Carolina at Chapel Hill
Discussant: Lois Haid, Barry University

1. A Non-Expert’s First Attempts to Incorporate English Language Learner (ELL) Issues into a General Literacy Methods Course: Implications for Course Development and Teacher Educator Growth
   Doug Kaufman, University of Connecticut
   Jennifer Dolan, University of Connecticut

2. Literacy Tutoring in the Preservice Field Experience: A Promising Pedagogy
   Katherine Hilden, Radford University
   Brooke Blanks, Radford University

3. Teacher Education Programs’ Effects on the Pedagogical Practices of Teacher Candidates
   Karen Kreider Yoder, Touro University California
   Elizabeth Dobler, Emporia State University
   Dana L. Grisham, National University
   Linda Smetana, California State University, East Bay
   Thomas DeVere Wolsey, Widener University
   Kathy Ganske, Vanderbilt University

Literacy Instruction and the Writing Development of English Language Learners

Chair: Teresa R. Fisher, Georgia State University
Discussant: Nora A. Vines, Appalachian State University

1. 21st Century Literacies for All: Developing the Interpretive Writing of English Language Learners
   Tina Matuchniak, University of California, Irvine
   Carol Booth Olson, University of California, Irvine
   Jill Jeffery, University of New Mexico

2. Adolescent English Learners’ Stances toward Disciplinary Writing: A Report from the National Study of Writing Instruction
   Kristen Campbell Wilcox, University at Albany

3. Examining Instructional Practices and Student Processes: Writing with English Language Learners
   Laura Keisler, California State University, Fullerton
   Erica Bowers, California State University, Fullerton
   Shanan Fitts, Appalachian State University

Online Communities of Practice Among Preservice Teachers

Chair: Lee Ann Tysseling, Boise State University
Discussant: Lisa Scherff, Florida State University

1. “Facebook Me:” Student Teachers’ Online Communities of Practice and Learning to Teach Writing
   Belinda S. Zimmerman, Kent State University
   Tricia Niesz, Kent State University
   Terry Kindervater, Kent State University
   William Kist, Kent State University

2. Going Mobile: Reframing Discussion Groups for 21st Century Classrooms
   Lee Ann Tysseling, Boise State University
   Meleah McCulley, Boise State University

3. Keeping the Conversation Going: Using the Ning to Think and Talk Critically About Young Adult Literature
   Kimberly A. Richard, Saint Joseph College
**WEDNESDAY**

**10:30AM-12:00PM**  
**NAUTILUS 4-LOWER LEVEL**  
**PAPER SESSION**

*Cognitive Development through Language Transference*

**Chair:** Cristina Alfaro, San Diego State University  
**Discussant:** Zaline Roy-Campbell, Syracuse University

1. **Distributing Cognition: Collaborative Translation to Support Bilingual Reading**  
   Kelly Puzio, Washington State University  
   Christopher Keyes, Vanderbilt University  
   Mikel Cole, Vanderbilt University

2. **Patterns of Cross-Language Usage when Reading and Summarizing Academic Text: What Proficient Biliterate Readers Do when Encountering Text in Two Languages**  
   Hyunjoo Kwon, Texas State University-San Marcos  
   Diane L. Schallert, The University of Texas at Austin

3. **Translation in the Third Space: Pedagogical Literacies for Monolingual Teachers Working with English Language Learners**  
   Mark Barba Pacheco, Vanderbilt University  
   Samuel David, Vanderbilt University

**10:30AM-12:00PM**  
**NAUTILUS 5-LOWER LEVEL**  
**PAPER SESSION**

*Exploring Theoretical Perspectives for Enacting Socially Responsive Literacy Research*

**Chair:** George G. Hruby, University of Kentucky  
**Discussant:** Elizabeth Dutro, University of Colorado Boulder

1. **Reconfiguring the Teacher-Student Writing Conference with Material Feminisms**  
   Mindy Legard Larson, Linfield College  
   Donna Kalmbach Phillips, Pacific University

2. **Listening To Collaborative Writing: Ethnography of Communication in a 21st Century Classroom as Methodology and Pedagogy**  
   George Lovell Boggs, Florida State University

3. **Conceptualizing a Theoretical Framework for Conducting Social Class-Sensitive Literacy Research**  
   Mark D. Vagle, University of Minnesota  
   Stephanie P. Jones, University of Georgia  
   Su Yun Choi, University of Georgia  
   Marsha Francis, University of Georgia  
   Latoya Johnson, University of Georgia  
   Stephanie P. Jones, University of Georgia  
   Shar Rollin, University of Georgia  
   Kristy Shackelford, University of Georgia  
   Jaye Johnson Thiel, University of Georgia

**10:30AM-12:00PM**  
**SEABREEZE II-FIRST FLOOR**  
**PAPER SESSION**

*Fostering Vocabulary Development among Young English Learners*

**Chair:** Kristin Conradi, North Carolina State University  
**Discussant:** Audrey Lucero, University of Oregon

1. **Patterns of Language Production across Activity Settings and Social Contexts in Preschool English Learner and English Only Children**  
   Theresa Roberts, California State University, Sacramento

2. **Spanish-Speaking Preschool Children’s Vocabulary Development**  
   Jeannette Mancilla-Martinez, University of Illinois at Chicago  
   Joanna Christodoulou, Massachusetts Institute of Technology

3. **Vocabulary Acquisition and Early Literacy Development through a Bilingual Family Literacy Intervention Program**  
   Jing Zhang, Buffalo State College  
   Antoinette Doyle Doyle, Memorial University of Newfoundland

**12:00PM-1:00PM**  
**STUDY GROUPS**

*Literacy Lab/Reading Clinic . . . Executive Center 1-First Floor*  
*Current Issues in Literacy Labs/Reading Clinics*  
*Response to Intervention (RTI): New Challenges and New Literacies*  
*Overview of RTI, Current Research and Issues*  
*Adult Literacy . . . . . . . . . . . . . Marina I-First Floor*  
*Policy Issues in Adult Literacy: Research Trends*  
*Living the Writerly Life in Academia . . . Marina II-First Floor*  
*Guest Presenter: Leigh Hall, University of North Carolina*  
*Maintaining Momentum*  
*Critical Race Theory . . . . . . Marina III-First Floor*  
*Planning for 2013 Symposium & Group Meeting*
Writing Research Study Group: Researching Early Writing

.................................................. Marina IV-First Floor
Guest Presenter: Deborah Wells Rowe, Vanderbilt University

Multimodal Children’s Writing
Approaches to Studying Graphic Novels .................................. Marina V-First Floor

General Overview of Current Graphic Novel Research

Word Study: Phonics, Vocabulary, and Spelling .................................. Marina VI-First Floor
Guest Presenters: Theresa Roberts, California State University, Sacramento
Cynthia Leung, University of South Florida, St. Petersburg

Young Children’s Vocabulary Development: Strategic Decoding and Cognitive Flexibility, Motivation in Teaching Decoding, Rasch Modeling for Vocabulary Research

Approaches to Video/Multimodal Data Analysis in Literacy Research .................................. Nautilus 1-Lower Level
Guest Presenters: Charles Kinzer, Teachers College at Columbia University
John McEneaney, Oakland University

Supportive Technologies for Collecting Video Data

Literacy Instructional Leadership .................................. Nautilus 2-Lower Level
Guest Presenters: Rita Bean, University of Pittsburgh
Susan L’Allier, Northern Illinois University
Laurie Elish-Piper, Northern Illinois University
Evan Ortlieb, Monash University, Australia

Sharing Research on Literacy Coaches and Instructional Leaders

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher .................................. Nautilus 3-Lower Level

Research, Agency, and Social Networking

Doctoral Students’ Innovative Community Group .................................. Nautilus 4-Lower Level
Guest Presenters: Donna Alvermann, University of Georgia
Jen Scott Curwood, University of Sydney

Methodologies in New Literacies

Approaches to Discourse Analysis .................................. Seabreeze I-First Floor

Discourse Analysis

TERSG: The Teacher Education Research Group .................................. Seabreeze II-First Floor

Sharing of Ongoing TERSG Projects and Generating Ideas

1:15PM-2:45PM EXECUTIVE CENTER 1-FIRST FLOOR

ALTERNATIVE FORMAT SESSION

Bringing a Community of Practice Lens to the Preparation of Literacy Scholars: The Case of a History of Literacy Research Course
Chair: Annemarie Palincsar, University of Michigan
Discussant: Linda Kucan, University of Pittsburgh

In this alternative session, two literacy educators and five students who participated in a history of literacy research course take up the metaphor of “community of practice (COP)” to explore: how doctoral preparation is similar to becoming a member of a COP; how doctoral students can be supported to become members of a COP; and the challenges doctoral students' experience in their efforts to become members of a COP of literacy educators and scholars.

Presenters:
Julie E. Learned, University of Michigan
Emily Mihocko, University of Michigan
Michelle Mai Nguyen, University of Michigan
Emily Rainey, University of Michigan
Viktorija Tijunelis, University of Michigan

1:15PM-2:45PM EXECUTIVE CENTER 2A-FIRST FLOOR

PAPER SESSION

Improving Instruction Through Preservice Teacher Education
Chair: Carol J. Delaney, Texas State University-San Marcos
Discussant: Carole Janisch, Texas Tech University

1. Addressing 21st Century Teaching and Learning in a Year-Long Teacher Internship: Preparing Future Educators to Create, Implement, and Evaluate High-Level Tasks to Improve Instruction
Catherine M. Weber, Arizona State University
Leanna Archambault, Arizona State University
Wen-Ting Chung, Arizona State University

2. Early Access: Learning to Reflect and Adapt While Learning to Teach in a Reading Clinic
Emily Hayden, University at Buffalo

3. The Running Records of Pre-Service Teachers: Miscuing Miscues and the Possibility of an Expert Novice
Rachael Gabriel, University of Connecticut
Doug Kaufman, University of Connecticut

1:15PM-2:45PM EXECUTIVE CENTER 2B-FIRST FLOOR

PAPER SESSION

Adolescent Literacy
Chair: Richard Thomas Holdgreve-Resendez, Michigan State University
Discussant: Kenneth J. Weiss, Central Connecticut State University

1. Contexts of Expansive Learning? Ninth-Grade Reading Intervention Classes from a Student Perspective
Katherine K. Frankel, University of California, Berkeley
2. Rigorous Coursework in Urban High Schools: Literacy Challenges for Teachers and Students
   Sheila Valencia, University of Washington
   Sara Nachtigal, University of Washington, Seattle

3. The Impact of Supplemental Reading Instruction on High School Students' Motivation, Self-Efficacy and Achievement
   Susan Chambers Cantrell, University of Kentucky
   Janis C. Carter, University of Kentucky
   Margaret Rintamaa, University of Kentucky

1:15PM-2:45PM  EXECUTIVE CENTER 3A-FIRST FLOOR
PAPER SESSION

21st Century/Multiliteracies
Chair: Debbie East, Ivy Tech Community College
Discussant: Patriann Smith, University of South Florida

1. Literacy for Purposeful Civic Engagement: Learning 21st Century Multiliteracies through Videogames
   Katherine Sanford, University of Victoria

2. Reframing Literacy for Visual Learners
   Marlon Kuntze, Gallaudet University
   Debbie Golos, Utah State University
   Charlotte Enns, University of Manitoba

3. “With, Not For:” Collaborative Writing and 21st Century Literacy-Mediated Learning
   George Lowell Boggs, Florida State University

1:15PM-2:45PM  EXECUTIVE CENTER 4-FIRST FLOOR
PAPER SESSION

Learning from the Past in Order to Imagine the Future in Literacy Research
Chair: Elizabeth G. Sturtevant, George Mason University
Discussant: Mark Allen Dressman, University of Illinois at Urbana-Champaign

1. Looking Back to Look Ahead: Affordances and Constraints Associated With the Use of Legitimate Peripheral Participation as a Theoretical Framework in Literacy Research
   Annamary L. Consalvo, Fitchburg State University
   Diane L. Schallert, The University of Texas at Austin
   Elric Elias, The University of Texas at Austin
   Tran Lu, Fitchburg State University

2. New Literacy Practices and Online Affinity Spaces: Implications for Research
   Jen Scott Curwood, University of Sydney
   Alecia Marie Magnifico, University of Illinois at Urbana-Champaign
   Jayne C. Lammers, University of Rochester

3. On the Promises and Pitfalls of Using Mixed Methods in Reading and Literacy Research
   Ian A. G. Wilkinson, The Ohio State University
   Bea Staley, The Ohio State University
   Taralee Cyphers, The Ohio State University

1:15PM-2:45PM  HARBOUR ISLAND BALLROOM I-FIRST FLOOR
SYMPOSIUM

Students as Readers and Writers of Online Texts: Collaborative Inquiry, Comprehension, and Content Construction
Chair: Jonathan T. Bartels, University of North Carolina at Chapel Hill
Discussant: Lisa Zawilinski, University of Hartford

The nature of literacy is rapidly evolving and these changes demand an expanded view of “text” to include visual, digital and other multimodal formats. This symposium uses multiple theoretical lenses to investigate shifts in collaborative inquiry, comprehension, and content construction in online environments.

1. The Internet and Adolescent Readers: Exploring Relationships Between Online Reading Comprehension, Prior Knowledge, Critical Evaluation, and Dispositions
   Greg McVerry, Southern Connecticut State University

2. From Wired Spaces to Offline Classrooms: Developing a Protocol for Identifying the Relationship of Personal Online Literacies and Professional Classroom Practices
   Jonathan T. Bartels, University of North Carolina at Chapel Hill

3. Facilitating Critical Evaluation Skills through Content Creation: Empowering Adolescents as Readers and Writers of Online Information
   William Ian O’Byrne, University of New Haven

1:15PM-2:45PM  HARBOUR ISLAND BALLROOM III-FIRST FLOOR
SYMPOSIUM

Social Networks and Lived Experiences in Adult Literacy
Chair: William Robert Muth, Virginia Commonwealth University
Discussant: Kristen H. Perry, University of Kentucky

We report on ways literacy experiences work at social and cultural levels to inform, transform and reorient the thoughts and beliefs of adults in three social networks: a rural health literacy community in Canada, literacy tutors from a Western state, and U.S. prisoners in a family literacy program. We examine how these networks discursively construct and support communities. Our research increases the adult literacy field’s understanding of how literacy practices both transform and oppress lives.

1. Networks as Discursive Products: A Methodological Approach for Health Literacy Research
   Laura Nimmon, University of British Columbia

2. Women’s Literacy and Identity: The Importance of Social Networking in Social Practice
   Heidi Bacon, University of Arizona

3. Recovering Time: Art Literacy and Prison Timescapes
   William Robert Muth, Virginia Commonwealth University
   Ginger Marie Walker, Virginia Commonwealth University
   Sandra Joy Casad, Virginia Commonwealth University
1. Designing a Cross-Site and Cross-Disciplinary Teacher Network

We share the professional development design, content, and flow of the principles and material resources of the overall project. In this symposium, edge-construction for professional development to enhance 6-12th grade teachers' pedagogy in teaching complex comprehension in the three disciplines of history, science, and literature. We focus on how inquiry network participants built upon and transformed design principles and material resources of the overall project. In this symposium, we share the professional development design, content, and flow of the cross-site Teacher Network.

1. Metaphors We Learn By: Student Participation and Literacy Practices in New Mainstream Classrooms

This session will focus on the relationship of literacy and poverty. It will begin with a review of recent books on social class in America and compare rhetoric to reality through a description of three studies in communities and schools. These studies examined social class, culture, policy, and literacy practices in a variety of settings.

2. What Teachers Learn as Design Partners for Disciplinary Argumentation

Angela Joy Fortune, University of Illinois at Chicago
Mary Pat Sullivan, University of Illinois at Chicago

3. Disciplinary Cross Talk and Shared Knowledge in a Teacher Network

Writing instruction for adolescents has been hampered, in part, by a limited understanding of how writing proficiency is fostered in school settings. Notably, few studies have documented on the macro-level, the genres that adolescents write across content areas or, on a micro-level, the language and discourse structures that adolescents employ when engaging in school writing tasks. This symposium brings together three studies that explore the writing produced by adolescents at both macro- and micro-levels.

1. Macro-Contextual Factors Impacting the Development of Proficient Analytic Writers: Insights into the Literacy Lives of Adolescents Gleaned from a Comprehensive Document Analysis

Joshua F. Lawrence, University of California, Irvine
Emily Phillips Galloway, Harvard University
Soobin Yim, Harvard University
Alex Lin, University of California, Irvine

2. An Investigation into the Language Forms Used By Adolescent Writers and the Proposal of a Pedagogically Relevant Framework for Identifying the Predictors of Persuasive Writing Quality

Paola Uccelli, Harvard University
Christina L. Dobbs, Harvard University and Boston University
Jessica Scott, Harvard University

3. The Role of Vocabulary Learning in the Construction of Persuasive Writing: How Do English Language Learners Make Use of Expanding Linguistic Resources?

Christina L. Dobbs, Harvard University and Boston University
Claire White, Harvard University

1:15PM-2:45PM  MARINA I-FIRST FLOOR

1:15PM-2:45PM  MARINA II-FIRST FLOOR

1:15PM-2:45PM  MARINA III-FIRST FLOOR

1:15PM-2:45PM  MARINA IV-FIRST FLOOR
October 28 - November 1, 2012  |  San Diego, CA

**WEDNESDAY**

2. **Tracking Content Literacy and Knowledge across the Curriculum**
   Kerryn Enright, University of California, Davis
   Laura Myers, University of California, Davis
   Katherine Sibbald, University of California, Davis

3. **Literacies of Learners in the New Mainstream: Student Perspectives on Self and School**
   Annalisa Coriosso, University of California, Davis
   Rebecca Conley, University of California, Davis

**1:15PM-2:45PM**  
**MARINA V-FIRST FLOOR**  
**SYMPOSIUM**

**Interviewing Young Children: Using Psycho- and Micro-Genetic Design Elements and Methodology to Assess Young Children’s Understandings of Reading, Writing and Spelling**

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

**Discussant:** Robert Rueda, University of Southern California

This symposium brings together researchers who have conducted investigations with preschool and kindergarten children using clinical interviewing and dynamic assessment techniques to discuss the methodological challenges of these approaches. The researchers offer recommendations for improving the quality of the information collected from young children who are learning to integrate their nascent knowledge of writing systems with the conventional systems introduced by adults in their home, preschool or after-school environments.

1. **Methodological Reflections on a Psychogenetic Analysis of Spanish-Speaking Preschoolers’ Emergent Writing**
   Joan Tardibouno, University of Southern California

2. **Young Chinese/English Bilingual Kindergarten and First Grade Children Explore the Similarities and Differences Between Writing Systems**
   Tina Tsi, The Literacy Guild

3. **Development of Orthographic Knowledge in a Consonantal Script: Children’s Invented Spellings in Farsi**
   Atousa Mirzaei, Defense Language Institute

4. **An Analysis of First Grade Deaf or Hard of Hearing Students’ Writing Development Using Scaffolded Writing**
   Bridgett Scott-Weich, Los Angeles Unified School District

5. **Issues of Establishing Trust Within Vulnerable Populations: An Insider’s View**
   Camille Martinez, University of Arizona

**1:15PM-2:45PM**  
**MARINA VI-FIRST FLOOR**  
**SYMPOSIUM**

**Fostering Depth of Vocabulary Knowledge in Preschoolers through Book Reading and Play**

**Chair:** David K. Dickinson, Vanderbilt University

**Discussant:** Susan Neuman, University of Michigan

It is now well established that language ability is critical for long-term literacy development, and that academic vocabulary is an aspect of language that is of particular importance, especially for children from low-income homes who are in need of special support in this area. This symposium will report results from a study that is developing a vocabulary intervention that will link book reading to play and support teachers in adoption of new instructional methods.

1. **Language Learning through Play: A Novel Model of Early Childhood Vocabulary Acquisition**
   Katherine M. Newman, Vanderbilt University
   David K. Dickinson, Vanderbilt University

2. **Investigating the Impact of Varied Shared Book Reading Methods on Vocabulary Development**
   Elizabeth Burke Hadley, Vanderbilt University
   Katherine M. Newman, Vanderbilt University
   Molly F. Collins, Vanderbilt University
   David K. Dickinson, Vanderbilt University

3. **Employing Play as a Support for Word Learning and Story Comprehension**
   Bretta Rivera, Vanderbilt University
   Molly F. Collins, Vanderbilt University
   David K. Dickinson, Vanderbilt University

**1:15PM-2:45PM**  
**NAUTILUS 1-LOWER LEVEL**  
**ALTERNATIVE FORMAT SESSION**

**Apprenticeship in Academic Literacies: Infusing Technology into Established Literacy Teaching Practices**

**Chair:** Susan Constable, Otterbein University

This session engages participants in interactive teaching simulations featuring the 21st century literacy tools (VoiceThread®, Wiki®, Keynote®) and established instructional frameworks (Guided Reading, Writing Workshop, and Modeled Writing). Presenters share the results of three formative research studies exploring the affordances and constraints of specific technologies and ongoing instructional refinements used to optimize student understanding and construction of academic texts.

1. **High-Performance Guided Reading**
   Susan Constable, Otterbein University

2. **Writing Workshop 2.0**
   Carrie Blosser Scheckelhoff, Otterbein University

3. **Modeled Writing Using iMovie and iPads**
   Jenifer Schneider, University of South Florida

**1:15PM-2:45PM**  
**NAUTILUS 2-LOWER LEVEL**  
**ALTERNATIVE FORMAT SESSION**

**Critical and Connectional Literacies**

**Chair:** JoBeth Allen, University of Georgia

This session focuses on ways digital and print literacy are used in critical and connectional spaces. Our research explores how educators invite students and families to inquire critically into digital and print texts to address racism in various media and classist notions of work. We employ digital tools and remix strategies to create connectional literacies with families and communities.

1. **Where Are The Workers? A Working Class Studies Approach to Elementary Literacy Learning**
   Jaye Johnson Thiel, University of Georgia
2. An Absent Presence: Examining Critical Racial Literacy
   Roberta Gardner, University of Georgia

3. It’s the Remix!: Using Digital Literacies to Facilitate Middle School Learning
   Erika Tucker, University of Georgia

1:15PM-2:45PM  NAUTILUS 3-LOWER LEVEL
PAPER SESSION

Social Contexts of Digital Literacies
Chair: David Gallagher, Mount Saint Mary College
Discussant: Peggy Semingson, The University of Texas at Arlington

1. Smart Technologies and Refugee Students’ Multimodal Literacy Practices
   Delila Omerbasic, University of Utah

2. Digital Artifacts from Home to School: How Hidden Literacies, Identities, and Objects Create Meaning
   Tisha Y. Lewis, Georgia State University
   Jennifer Rowsewl, Brock University

3. Crossing Ideological and Geographical Boundaries: Negotiating Anti-Immigrant Legislation through Digital Media Consumption and Production
   Silvia Nogueron-Liu, University of Georgia

1:15PM-2:45PM  NAUTILUS 4-LOWER LEVEL
ALTERNATIVE FORMAT SESSION

Common Core Literacy Standards: Connecting the Content-Area Dots
Chair: P. David Pearson, University of California, Berkeley

On June 2, 2010, the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects were released to the public. We propose an alternative session centered on the Literacy Standards for the elementary grades, covering several issues of critical importance, and offering a key recommendation for literacy researchers.

Presenter:
P. David Pearson, University of California, Berkeley

1:15PM-2:45PM  NAUTILUS 5-LOWER LEVEL
ALTERNATIVE FORMAT SESSION

Exploring Practical Ways to Incorporate Culture, Language, Race and Ethnicity in Preservice Teacher Education
Chair: Pamela A. Mason, Harvard University
Discussant: Althier M. Lazar, Saint Joseph’s University

With the rapidly changing student demographics in the United States, 21st century teacher education programs are challenged to prepare their predominantly White middle-class students to meet the needs of these culturally and linguistically diverse school-age students. Several teacher educators from across the country have collaborated to investigate innovative ways to teach preservice teachers about the impact of culture and language. In this session we will explore the use of these new literacies in teacher education.

Presenters:
Gwendolyn Thompson McMillon, Oakland University
Eurydice Bauer, University of Illinois at Urbana-Champaign
Renee T. Clift, University of Arizona
Rachel Washington, Clemson University
Hee Young Choi, Millikin University
Beatriz Guerrero, University of Illinois at Urbana-Champaign

1:15PM-2:45PM  SEABREEZE I-FIRST FLOOR
PAPER SESSION

Reading and Writing in Math and Science
Chair: Kathryn L. Roberts, Wayne State University
Discussant: Sunday Cummins, National Louis University

1. Developing Written Mathematical Explanations: A Case Study of One Fourth Grade’s Journey
   Margarita Zisselsberger, University of Miami
   Kristen B. Doorn, University of Miami
   Mary A. Avalos, University of Miami
   Walter G. Secada, University of Miami

2. The Emperor’s New Clothes: Is There Empirical Support for the Use of Children’s Literature in Mathematics?
   Jennifer Edelman, University of Wyoming

1:15PM-2:45PM  SEABREEZE II-FIRST FLOOR
PAPER SESSION

Singular Policies, Multiple Outcomes: The Influence of Context and Interpretation
Chair: Chandra P. S. Chauhan, Aligarh Muslim University
Discussant: Samantha B. Caughlan, Michigan State University

1. Effectiveness of an Early Reading First Outlier Project: Implications for Evaluation and Policy
   Michael McKenna, University of Virginia
   Babara K. Lundy, ERF
   Sharon Walpole, University of Delaware
   Bong Gee Jang, University of Virginia

2. The Sustainability of a National Reading Reform in Two States
   Rita M. Bean, University of Pittsburgh
   Janice A Dole, University of Utah
   Kristin Nelson, Weber State
   Elizabeth Belcastro, Geneva College
   Naomi Zigmond, University of Pittsburgh

3. Response to Intervention: Implementation and Support by Departments of Education in Five States
   Jodi G. Welsch, Frostburg State University
   Valerie J. Robnolt, Virginia Commonwealth University
   Jennifer Jones, Radford University
   LaTisha Hayes, University of Virginia
   Katherine A.D. Stahl, New York University
   Kevin Flanigan, West Chester University of Pennsylvania
   Sharon Green, Hong Kong International School
WEDNESDAY

3:00PM-4:30PM  EXECUTIVE CENTER 1-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

Constructing Writer Identities in a Young Writers’ Camp: Implications for Supporting 3rd-12th Grade Writers’ Development
Chair: Jennifer Mangrum, University of North Carolina at Greensboro
Discussant: Nicole M. Martin, University of North Carolina at Greensboro

Success and status in the literacy classroom is often defined by how students situate themselves as readers and writers in the classroom. Likewise, teachers’ positioning of students as capable and valued writers is crucial to their learning. To better understand students’ learning during authentic writing experiences in academic contexts, we examined how students in grades 3-12 constructed and enacted their writer identities during a two-week young writers’ camp.

1. Writer as an Extended Identity
   Joy Myers, University of North Carolina at Greensboro
   Melissa Adams-Budde, University of North Carolina at Greensboro

2. Writer as a Social Identity
   Claire Lambert, University of North Carolina at Greensboro

3. Writer as a Critical Identity
   Mark Ray Meacham, University of North Carolina at Greensboro

3:00PM-4:30PM  EXECUTIVE CENTER 2A-FIRST FLOOR
PAPER SESSION

Perspectives on Standards and Teacher Education
Chair: Steve Wellinski, Eastern Michigan University
Discussant: Leslie Susan Cook, Appalachian State University

1. “I Will Not be Teacher-Proofed”: Student Teachers’ Critical Perspectives on Literacy Policy
   Rob Simon, University of Toronto

2. Offering Complexity to Definitions of College and Career Readiness: Teacher Identities, Deficit Perspectives, and Standards in an English Language Arts (ELA) Methods Course
   Holly Hungerford-Kresser, Texas University of Arlington

3. Reading Preparation of Secondary English Language Arts (ELA) Teachers: A National Survey of State Requirements
   Gail E. Lovette, University of Virginia
   Stefanie B. Copp, University of Virginia

3:00PM-4:30PM  EXECUTIVE CENTER 2B-FIRST FLOOR
PAPER SESSION

Digital Literacies in the Writing Classroom
Chair: Chandra P. S. Chauhan, Aligarh Muslim University
Discussant: Ted Kesler, Queens College, CUNY

1. Developing New Literacies Perspectives in Teaching Composition
   Jill Kedersha McClay, University of Alberta
   Shelley Stagg Peterson, University of Toronto
   Christine Portier, University of Toronto
   Carol Doyle-Jones, University of Toronto

2. Digital Storytelling and the Concept of Place: A Vygotskian Perspective on High School Students’ Multimodal Compositions
   James S. Chisholm, University of Louisville
   Brandie Trent, Morehead Writing Project

3. Write On! The Impact of Digital Writing Workshop on Students’ New and Traditional Literacies
   Vicki Stewart Collet, University of Arkansas

3:00PM-4:30PM  EXECUTIVE CENTER 3A-FIRST FLOOR
PAPER SESSION

Expanding the Views and Purposes of Literacy in the Primary Grades
Chair: JoBeth Allen, University of Georgia
Discussant: Patricia L. Anders, University of Arizona

1. Troubling Conceptions of Primary Literacy and Youth Identity: A Queer Perspective
   Paul Hartman, University of Illinois at Chicago

2. How Kindergarten Students Connect and Critically Respond to Themes of Social Class in Children’s Literature
   Meredith Labadie, University of Missouri, St. Louis
   Kathryn Pole, The University of Texas at Arlington
   Rebecca Rogers, University of Missouri-St. Louis

3. Enacting Visceral Literacies Pedagogy in a High-Poverty Elementary Classroom: A Three-Year Study of Trauma Literacies in Theory and Practice
   Elizabeth Dutro, University of Colorado Boulder
   Andrea Bien, University of Colorado Boulder
   Megan Henning, University of Colorado Boulder

3:00PM-4:30PM  EXECUTIVE CENTER 3B-FIRST FLOOR
PAPER SESSION

Examining the Use of Drama and Reader-Response Methods on Student’s Engagement and Response to Literature
Chair: Donna Adomat, Indiana University
Discussant: Kathleen Marie Alley, University of South Florida

1. Acting Other, Wise?: Dramatic Literacies and Masculinities in the Design of Characters
   Trevor Bogard, University of Dayton

2. The Artist, the Teacher, and the Muse: Multiple Literacies in the Performing Arts Classroom
   Joanne Kilgour Dowdy, Kent State University

3. The Critical Need for Response: Using Reading Response Letters to Promote Reading and Reflection
   Christine Sherretz, University of Louisville
   Lori Norton-Meier, University of Louisville
modes of representation and design are important components of 21st century literacies.

1. **Interpreting Multimodal Aspects of Contemporary Picturebooks**
   Suzette Youngs, University of Northern Colorado

2. **Viewing as a Literacy Practice**
   Lindsey Moses, University of Vermont

3. **Considering Typography as a Semiotic Resource in Reading Contemporary Picturebooks**
   Frank Serafino, Arizona State University

### Wednesday

3:00PM-4:30PM PAPER SESSION

**EXECUTIVE CENTER 4-FIRST FLOOR**

**Cultural and Ethnic Identity and Authenticity in Children’s Literature**

**Chair:** Deborah Augsburger, Lewis University

**Discussant:** Lisa Scheriff, Florida State University

1. **A Critical Analysis of South Asian Cultures and Childhood Represented in Picture Books**
   Eun Hye Son, Boise State University
   Yoo Kyung Sung, University of New Mexico

2. **Recognizing Ethnic Identity of the African American Characters in Newbery Medal and Newbery Honor Books**
   Tami Butler Morton, Texas A & M University–Commerce

3. **Consuming Others’ Reading Experiences: Critical Content Analysis of Book Reviews of Multicultural Children’s Literature**
   Yoo Kyung Sung, University of New Mexico

3:00PM-4:30PM SYMPOSIUM

**MARINA I-FIRST FLOOR**

**Academic Language Development and English Language Learners (ELLs): Integrating Language Use and Content Literacy in K-12**

**Chair:** Paula M. Carbone, University of Southern California

**Discussant:** Patricia C. Paugh, University of Massachusetts Boston

This symposium brings together university researchers, a district researcher, and classroom teachers to report on effective instructional models for English Language Learners (ELLs). The three presentations all place prominence on students’ robust classroom language use in both L1 and L2, and on integrating Academic Language development into content instruction. Access to content knowledge is provided using student-centered learning models, engaging students in speaking, listening, reading, and writing in L1 and L2 concurrently with content instruction.

1. **Bridging Science and Academic Language through K-12, Higher Education Partnerships**
   Eugenia Mora-Flores, University of Southern California

2. **Home-Grown Professional Development for Pedagogy Supporting Academic English Development through Bi-Lingual Instruction**
   Katherine Hayes, University of Southern California
   Robert Rueda, University of Southern California
   Susan Chilton, Retired

3. **Developing Academic Writing with Novice Generation 1.5 Writers**
   Paula M. Carbone, University of Southern California

3:00PM-4:30PM SYMPOSIUM

**MARINA II-FIRST FLOOR**

**Visual Literacy, Representation and Design**

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

**Discussant:** Diane Barone, University of Nevada, Reno

The three presentations in this symposium address different aspects of visual literacies and explore how pedagogical approaches influence students’ interpretations of multimodal ensembles. Drawing on various qualitative methodologies, these studies investigate how visual literacy,
1. **“Are We Getting Our Apps Updated Today?”: A Kindergarten iPad Project**  
   William Kist, Kent State University

2. **“They Don’t Have the Time to Just Chit Chat”: An Educational Social Networking Project**  
   Amy Stornaiuolo, University of Pennsylvania

3. **Illuminating Texts in a 21st Century Secondary English Language Arts (ELA) Classroom**  
   Jennifer M. Higgs, University of California, Berkeley

**3:00PM-4:30PM**  
**MARINA V-FIRST FLOOR**

**SYMPOSIUM**

**Syntheses of Research Related to Literacy Development in Infants, Toddlers, and Preschoolers**

**Chair:** Kathleen A. Paciga, Purdue University Calumet  
**Discussant:** William Teale, University of Illinois at Chicago

This symposium presents four research syntheses related to literacy development from birth to preschool, proposes implications for literacy practices with very young children, and suggests directions for future research. We explore literacy development, language, reading, digital literacies, and writing through the topics of shared reading with infants and toddlers, shared reading with groups of preschoolers, sharing digital texts, and writing with infants and toddlers.

1. **Shared Reading with Infants and Toddlers**  
   Christina Marie Cassano, Salem State University  
   Jennifer DiBarra Crandell, Salem State University  
   Jessica L. Hoffman, Miami University

2. **Supporting Language and Comprehension in Preschool Storybook Reading**  
   Molly F. Collins, Vanderbilt University

3. **Sharing E-books with Toddlers and Preschoolers**  
   Jessica L. Hoffman, Miami University  
   Kathleen A. Paciga, Purdue University Calumet

4. **Writing with Infants, Toddlers, and Preschoolers**  
   Judith A. Schickedanz, Boston University

**3:00PM-4:30PM**  
**MARINA VI-FIRST FLOOR**

**SYMPOSIUM**

**Integrating Multimodal and Critical Literacy Research into the Teaching of Content Area Literacy: Investigating the Uses of New Literacies as Embedded in Research-Based Pedagogical Practices**

**Chair:** Jill Jefferies, University of New Mexico  
**Discussant:** Byeong-Young Cho, Iowa State University

This symposium will examine the theoretical and pedagogical research implications for teaching multimodal and critical literacy practices as embedded in two research-based programs, pre-service teacher training, and in-service teacher professional development. Speakers will examine notions of critical literacy pedagogy to promote designing of content area literacy to culturally and linguistically diverse students.

1. **Pedagogical Implications for Integrating Multimodal and Critical Literacy Research Findings into Teacher-Training Programs**  
   Myrth Domingo, New York University

**3:00PM-4:30PM**  
**NAUTILUS 1-LOWER LEVEL**

**ALTERNATIVE FORMAT SESSION**

**Area 8 Co-Chairs Invited Session**

**Chairs:** Cristina Alfaro, San Diego State University  
   Jeanne Gilliam Fain, Middle Tennessee State University  
   Lori Helman, University of Minnesota  
   Patrick Henry Smith, The University of Texas at El Paso

This session focuses on strategic interventions used to promote literacy development in three developmental domains: the preschool setting among Latino and Native American youth (Wishard Guerra), a five-site system of after-school programs (Vásquez) and a teaching institution's preparation of bilingual-bicultural aspirantes (teachers) (Flores & Clark). Using the culturally relevant, developmentally appropriate and 21st century focus of various aspects of the La Clase Mágica approach, these presentations zoom in on strategically designed literacy activities that help learners acquire narrative skills, negotiate transliteracy competencies privileged in the global society, and teach Science, Technology, Engineering, and Mathematics (STEM)-related literacies. The presentation format will involve multi-media, program personal testimony by program participants and formal presentation.

1. **Playing with Literacy in All the Right Places: After-School, the Community, and Teacher Ed**  
   Olga A. Vasquez, University of California, San Diego  
   Alison Wishard Guerra, University of California, San Diego  
   Belinda Flores, The University of Texas at San Antonio  
   Ellen Riojas Clark, The University of Texas at San Antonio

**3:00PM-4:30PM**  
**NAUTILUS 2-LOWER LEVEL**

**ALTERNATIVE FORMAT SESSION**

**Level Up: Teachers’ Perspectives on Commercial Off-the-Shelf Video Games in the Classroom**

**Chair:** Hannah Gerber, Sam Houston State University

Understanding connections teachers make between video games and literacy as an instructional tool will help researchers understand ways that digital literacy instruction can be improved in both pre-service education and in-service professional development. This study found that teachers were able to make connections without extensive video game experience when they pulled from existing literacy experiences, which allowed them to create engaging lessons and units of study that incorporated video games for their students.

**Presenters:**
   Hannah Gerber, Sam Houston State University  
   Debra P. Price, Sam Houston State University  
   Jason Lee, Pennsylvania State University  
   Kellie Gobert, Sam Houston State University  
   Christel Lynn Skeen, Sam Houston State University
Reluctant Revolutionaries, Repositioned Protagonists, and Identity, Re-Constructors: Dystopian Young Adult Novels as Mentor Texts for Fanfiction

Chair: Kara Moloney, et al educational consulting

This alternative session will immerse participants in the upside-down world of popular young adult dystopian novels; explore how 21st century technologies promote the re-positioning of readers as writers; and consider literate identity construction in the context of fanfiction based on popular dystopian young adult novels. After a crash-course in the dystopian tropes of contemporary young adult novels, participants in the symposium will join break-out groups to read and analyze dystopian fanfiction using several theoretical frames.

Presenters:
Kara Moloney, et al educational consulting
Corie J. Weaver, New Mexico Highlands University
Maureen N. McBride, University of Nevada, Reno

3:00PM-4:30PM  NAUTILUS 4-LOWER LEVEL  ALTERNATIVE FORMAT SESSION

Academia 101: Answering Your Questions about Graduate School, the Job Market, and Life After the PhD

Chair: Jen Scott Curwood, University of Sydney

This session is designed to meet the needs of doctoral students by presenting information and answering participant questions about topics of particular interest to doctoral students, including: dissertations, searching for a job, expectations on a tenure track, and jobs outside of academia. This alternative session is structured as a series of simultaneous focus groups to maximize active audience participation and meet the interests of students in varying stages of their doctoral program.

Presenters:
Elizabeth M. Hughes, Duquesne University
Kristin Conradi, North Carolina State University
Carla K. Meyer, Appalachian State University
Alecia Marie Magnifico, University of Illinois at Urbana-Champaign
Jacquelynn A. Malloy, Anderson University
Jayne C. Lammers, University of Rochester

3:00PM-4:30PM  NAUTILUS 5-LOWER LEVEL  ALTERNATIVE FORMAT SESSION

Talking Multimodality: How Children, Youth, and Teachers Talk about Multimodal Literacies

Chair: Marjorie Siegel, Teachers College, Columbia University

The purpose of this alternative session is to explore the ways children, youth, and teachers talk about how and what multimodal designs mean. Drawing on research undertaken in different instructional spaces, each presenter will convene a work group to examine talk about multimodality. This will be followed by a whole group forum examining the instructional implications, as well as the limits and ironies, of “talking multimodality” for teaching and teacher education in neoliberal times.
WEDNESDAY

4:45PM-6:00PM  HARBOR ISLAND BALLROOM-FIRST FLOOR
PRESIDENTIAL ADDRESS

Chair: Richard Beach, University of Minnesota

I. Welcome
   Richard Beach, University of Minnesota

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

III. Student Outstanding Research Award Presentation
     Marla Mallette, State University of New York at Binghamton

IV. Introduction of Speaker
    Lee Gunderson, University of British Columbia

V. 2012 Presidential Address - Optimal Outfitting: The Continuing Relevance of Culturally Responsive Instruction
    Robert T. Jiménez, Vanderbilt University

6:00PM-7:30PM  BAY VIEW LAWN
PRESIDENT’S RECEPTION

6:30PM-11:00PM  FRONT OF HOTEL ON HARBORSIDE DRIVE
FREE SCHOOL BUSES TO SAN DIEGO RESTAURANTS
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–Friday from noon to 1:00PM and Saturday from 7:30AM–8:30AM) of the Annual Conference.

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 2012 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  GRAND BALLROOM A - FIRST FLOOR
NEWCOMERS’ & GRADUATE STUDENTS’ BREAKFAST

8:00AM-5:00PM  BAY VIEW FOYER - FIRST FLOOR
ATTENDEE REGISTRATION OPEN

8:00AM-5:00PM  NAUTILUS FOYER - LOWER LEVEL
BOOK DISPLAY/SILENT AUCTION/EXHIBITS

8:00AM-5:00PM  SPINNAKER II - FIRST FLOOR
CYBER CAFÉ OPEN

8:45AM-9:25AM  NAUTILUS 5-LOWER LEVEL
ROUNDTABLES 1A

I. “How to Trace Piggie:” Exploring the Use of Mentor Texts,
   Digital Video, and Student Expertise in Teaching First-
   Graders the Genre of Writing to a Prompt
   Maggie Lingle, University of Tennessee

II. A Comparative Study of Materials Used in Preschools to
    Teach Writing in America and Turkey
    Dondu Neslihan Bay, Michigan State University
    Ozlem Simsek, Gazi University
    Douglas K. Hartman, Michigan State University

III. A Critical Analysis of Research on Content Area Literacy
     Strategies
     Chyllis Elayne Scott, Texas A&M University
     Erin K. Washburn, State University of New York at Binghamton
     Erin McTigue, Texas A&M University

IV. A Look at Informational Literature through the Common
    Core Lens
    Karla J. Moller, University of Illinois at Urbana-Champaign

V. A New Tool for Assessing Young Children’s Motivation to
    Read
    Linda B. Gambrell, Clemson University
    Jacquelynn A. Malloy, Anderson University
    Barbara A. Marinak, Mount Saint Mary University

VI. Adolescent Girls’ Social Networks: Catalysts to Literacy
    Learning
    Jolene Malavasic, University at Albany

VII. Adolescent Girls’ Literacy Practices in a Faith-Based Program
    for Inner-City Youth
    Adrian C. Clifton, University of Missouri

VIII. An Exploration of Small Group Vocabulary Instruction
     Fostering Expressive Vocabulary Knowledge
     Laura Michelle Lester, Virginia Tech

IX. Classroom Cooperative: A Model for Sustainable School-Wide
    Reading Reform
    Kathleen Heubach, University of West Florida

X. Curtailing the Reading Difficulties of Collegiate Students
    through an Online Eye Training Intervention
    Evan Ortlieb, Monash University
    Tiana McCoy, Texas A&M University-Corpus Christi

7:30AM-8:30AM  NAUTILUS 1 - LOWER LEVEL
ETHNICITY, RACE, AND MULTILINGUALISM COMMITTEE MEETING

7:30AM-8:30AM  NAUTILUS 2 - LOWER LEVEL
MULTILINGUAL/TRANSCULTURAL LITERACIES INNOVATIVE
   COMMUNITY GROUP (ICG) MEETING

7:30AM-8:30AM  NAUTILUS 3 - LOWER LEVEL
INTERNATIONAL INNOVATIVE COMMUNITY GROUP (ICG) MEETING
XI. Examining the Impact of Preservice Literacy Teacher Education: From Student to First-Year Teacher
Charlotte Anne Mundy, University of Alabama
Carol A. Donovan, University of Alabama

XII. Formation of Writers’ Identities During an Integrated Poetry-Science Unit in a 3rd Grade English as a Second Language (ESL) Classroom
Jesse Gainer, Texas State University-San Marcos
Nancy Valdez-Gainer, Austin Independent School District

XIII. How Can a Literacy–Promoting iPad App be Implemented in an English Pre-School to Increase Children’s Narrative Skills and Affect their Engagement in Literacy Activities?
Natalia Kucirkova, The Open University

8:45AM-10:15AM EXECUTIVE CENTER 1-FIRST FLOOR
SYMPOSIUM
Preparation and Submitting a Paper for the Student Outstanding Research Award
Chair & Discussant: Marla Mallette, State University of New York at Binghamton
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
Amy D. Broemmel, University of Tennessee

2. What Reviewers are Looking for in an Outstanding Student Research Paper
Deborah Horan, University of Denver

3. Advice for Preparing an Outstanding Student Research Paper from Past Recipients
Nathan Phillips, Vanderbilt University
Blaine Smith, Vanderbilt University
Michael Manderino, Northern Illinois University

8:45AM-10:15AM EXECUTIVE CENTER 2A-FIRST FLOOR
PAPER SESSION
Practices to Support Diversity for and with Preservice Teachers
Chair: Stephanie M. Bennett, University of South Florida
Discussant: Caitlin McMunn Dooley, Georgia State University

1. A Study of Preservice Elementary Literacy Teachers’ Development of Culturally Sustaining Knowledge in Practice
Madeleine Sarah Israelson, University of Minnesota
Deborah Renee Dillon, University of Minnesota
Katherine Brodeur, University of Minnesota

2. Linking The Watsons Go to Birmingham—1963 and Expository Texts: Cultivating Pre-Service Teachers toward Culturally Relevant Literacy Practices
Kirsten Dana Hill, University of Michigan–Dearborn

3. Multimodal Literacies for Efficacious Teaching: The Impact of Multimodal Literacy Accommodations on Teaching Efficacy for Preservice Teachers with Reading Disabilities
Margaret Billings Krause, University of South Florida
Julia Hage, University of South Florida

8:45AM-10:15AM EXECUTIVE CENTER 2B-FIRST FLOOR
PAPER SESSION
Discussions about Text in the Classroom
Chair: Dana Rosen, Pennsylvania State University
Discussant: Catherine Olsen Maderazo, California State University, Fullerton

1. Dialogic Literacy Events as Sites for Improvisation in Two Third Grade Classrooms
Diane Santori, West Chester University
Michelle E. Jordan, Arizona State University

2. Does Discussion Make a Difference in Vocabulary Learning from Expository Text Read- Alouds?
Sarah Zelinke, Core Knowledge Foundation

3. Teacher Research into “Talk”: What Roles do Teachers Have in Shaping Students’ Literate Talk about Text?
Marie A. LeJeune, Western Oregon University
Tracy Lynn Smiles, Western Oregon University

8:45AM-10:15AM EXECUTIVE CENTER 3A-FIRST FLOOR
PAPER SESSION
Using Discussion for Literacy Teaching
Chair: Eurydice Bauer, University of Illinois at Urbana-Champaign
Discussant: Jennifer M. Graff, University of Georgia

1. “Growing the Good Stuff”: Crafting Theoretically Defensible Literacy Teaching While Supporting Students with Test Preparation
Melody Zoch, University of North Carolina at Greensboro

2. Locating Literacy Practices through the Online Role-Play of The Hunger Games
Stacy Haynes-Moore, University of Iowa

3. The “Ethos Stuff” of New Literacies: The “Freedom” to Construct and Reconstruct Knowledge in a Classroom Discussion
Beth Anne Buchholz, Indiana University

8:45AM-10:15AM EXECUTIVE CENTER 3B-FIRST FLOOR
PAPER SESSION
Research on Methods of Teaching Reading
Chair: Kathryn Pole, The University of Texas at Arlington
Discussant: Kara L. Lycke, Illinois State University

1. Shortcomings of Phonological and Phonemic Awareness Information in Textbooks on the Teaching of Reading
Denyse V. Hayward, University of Alberta
Jennifer Erin Sych, West Chester University
Jane Khaemba, University of Alberta

2. Sustainability of a Research-Based Collaborative Reading Comprehension Program
Denyse V. Hayward, University of Alberta
Jennifer Erin Sych, West Chester University

3. Teaching Word Learning Strategies
Michael F. Graves, Arizona State University
Amy D. Broemmel, University of Colorado Boulder
Diane Phillips, University of Colorado Boulder

4. The Study of Early Reader Development: A Call for Language-based Assessment Practices
Stacy Haynes-Moore, University of Iowa

Learning to Teach Close to Students’ Strengths to Achieve Shifts in Students’ Processing During Reading and Writing

Diane DeFord, University of South Carolina

8:45AM-10:15AM HARBOR ISLAND BALLROOM I-FIRST FLOOR

PAPER SESSION

Methods for Studying Perceptions of and Strategies for Assisting Struggling or Marginalized Readers

Chair: Eli Tucker-Raymond, TERC
Discussant: Casey Burkholder, Concordia University

1. Acknowledging “Out-of-the-Box” Textual Resources to Create Learning Opportunities for Marginalized Students
Margaret Grigorenenko, Cedarville University
Marlene Beierle, The Ohio State University

2. Creating Praxis: Determining Teacher Perceptions of Struggling Readers and Their Impact on Instruction
Meghan D. Liebfreund, North Carolina State University
Amy Mattingly, North Carolina State University

3. Understanding the Vulnerable Reader’s Literacy Milieu: An Ecological Systems Perspective
Elizabeth L. Jaeger, University of Arizona

8:45AM-10:15AM HARBOR ISLAND BALLROOM III-FIRST FLOOR

PAPER SESSION

Studying the Effects of Inservice Instruction on Teachers’ Instruction

Chair: Jacquelyn McClain Culepper, Mercer University
Discussant: Misty Sailors, The University of Texas at San Antonio

1. Improving In-Service Teachers’ Effectiveness in Literacy Instruction for the Content Areas
Margaret A. Berg, University of Northern Colorado
Jingzi Huang, University of Northern Colorado
Dana Walker, University of Northern Colorado

2. In-Service Teacher Development: Embracing Academic Literacy in the Content Areas for Linguistically Diverse K–12 Students
Jingzi Huang, University of Northern Colorado
Margaret A. Berg, University of Northern Colorado
Dana Walker, University of Northern Colorado

3. To Script or Not to Script: A Professional Development Study of Teachers’ Explicit Comprehension Strategies Instruction
Rachel Brown, Syracuse University
Kristen Munger, SUNY Oswego

8:45AM-10:15AM MARINA I-FIRST FLOOR

SYMPOSIUM

Strong Girls Read Strong Books: The Jennifer Project
Chair: Kathryn F. Whittmore, University of Iowa
Discussant: Renita Schmidt, University of Iowa
This symposium disseminates findings from a study that explores and considers female protagonists in contemporary children’s and young adult literature and girls’ and teachers’ responses to these books. Drawing on data from interviews and focus group discussions with scholars, authors, teachers, and young girls, presenters will discuss a new set of criteria and questions grounded in complex and fluid notions of gender for selecting books with strong female protagonists for 21st century girls.

1. Developing Criteria for Examining and Selecting Texts with Strong Female Protagonists
   Renita Schmidt, University of Iowa

2. Teachers’ Perceptions about Selecting Texts with Strong Female Protagonists
   Kathryn F. Whitmore, University of Iowa

3. Young Girls’ Perceptions about Selecting Texts with Strong Female Protagonists
   Amanda Haertling Thein, University of Iowa

8:45AM-10:15AM MARINA II-FIRST FLOOR
ALTERNATIVE FORMAT SESSION
Ethics of Research in the 21st Century: Addressing Challenges to Ethical Conduct
Chair: Lois Haid, Barry University
Discussant: Kenneth J. Weiss, Central Connecticut State University

As literacy researchers, we must consider ethical issues from the beginning stages of our research as we plan studies and navigate the IRB process to the publication and distribution of our findings. In this alternative session, participants in small groups will investigate ethical issues related to conducting literacy research in the 21st century. Facilitators will share current research and lead discussions. Participants will be invited to join an online forum to continue discussion.

1. A Model for Assessing Ethical Research Endeavors
   Norman A. Stahl, Northern Illinois University
   James R. King, University of South Florida

2. Navigating the IRB Process
   Janet C. Richards, University of South Florida

3. Video Recording and Online Publication of Visual Data
   James F. Baumann, University of Missouri-Columbia
   Jeni R. Davis, University of South Florida

4. Research with Bilingual and Dual Language Learners
   Cynthia B. Leung, University of South Florida St. Petersburg

5. Control of Publishing and Open Access
   Debbie East, Icy Tech Community College

6. The Use and Misuse of Literacy Research
   Nancy Flanagan Knapp, University of Georgia

8:45AM-10:15AM MARINA III-FIRST FLOOR
SYMPOSIUM
Cultural Modeling as a Bridge for Literary Reasoning Across Media
Chair: MariAnne George, University of Illinois at Chicago
Discussant: Pam Grossman, Stanford University

This symposium examines connections across the demands of meaning-making in texts in different media, all embodying narratives around particular life themes, coming of age, loss of innocence (and interpretive problems, symbolism). The papers document three interventions that scaffold literary reasoning by scaffolding everyday meaning-making processes that youth, particularly ethnically diverse youth, engage in to interpret texts of different media, connected to youth and popular culture.

1. Literary Argumentation Across Media: The Role of Cultural Modeling
   Carol D. Lee, Northwestern University

2. Fostering Symbolic Interpretation and Thematic Understanding with Multiple Media Texts
   Teresa Sosa, University of Illinois at Chicago
   Susan Goldman, University of Illinois at Chicago

3. Using Multiple Media Cultural Data Sets to Make Interpretation Visible
   Sarah Levine, Northwestern University

8:45AM-10:15AM MARINA IV-FIRST FLOOR
SYMPOSIUM
Extending New Literacies Research Through Multiple Lenses
Chair: Sarah Lohnes Watulak, Towson University
Discussant: Erica C. Boling, Rutgers, The State University of New Jersey

Although new literacies research has clear roots in the field of literacy, there is a growing recognition this research requires multiple perspectives, to fully understand the complexity of our literate engagements with digital technologies. The symposium highlights how the study of new literacies can be extended through the use of multiple lenses, including embodiment, domestication theory, expansive learning, and narrative theory.

1. “You Don’t Know the Rules:” How Undergraduates Set Boundaries and Create Norms for Facebook Use
   Sarah Lohnes Watulak, Towson University
   Dean Whitfield, Towson University

2. One Tablet Per Teacher: Sustaining Teachers’ Conceptual Exploration of Multimodal Composition through Expansive Learning
   Leslie Susan Cook, Appalachian State University

3. Relating Perceptual User Interfaces, New Literacies, and Embodied Cognition in Young Children’s Literacy Learning
   Charles K. Kinzer, Teachers College, Columbia University
   Daniel L. Hoffman, Teachers College, Columbia University
   Selen Turkay, Teachers College, Columbia University
   Tao Chantes, Teachers College, Columbia University
   Tatya Dvorkin, Teachers College, Columbia University
   Chaiwinij Apichai, Teachers College, Columbia University

4. Writing the Self Into the Web: Examining the Narratives in Classroom Social Networking Sites
   Dana Wilber, Montclair State University
Re-Imagining Engagement

Chair: Gay Ivey, University of Wisconsin-Madison
Discussant: Jerome C. Harste, Indiana University

Most research on literate engagement has focused on individual cognition. However, when literacy is viewed as a social practice, a relational, dialogic activity of the self, the nature of engagement shifts. Our purpose is to re-imagine the meaning of the social construction of engagement through reading and writing instruction with children and adolescents, the implications for teachers, and for the nature of literacies acquired in and for the 21st century.

1. **Engagement in Picture Books, Social Imagination and Intersubjective Relationships**
   Judith T. Lysaker, Purdue University

2. **Social Construction of Engagement**
   Gay Ivey, University of Wisconsin-Madison
   Peter Johnston, University at Albany

3. **Adolescents’ Life Stories of Engagement—Achieved and Lost—in School**
   Randy Bomer, The University of Texas at Austin
   Allison Skerrett, The University of Texas at Austin

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Understanding the Development and Uses of Multimodal Texts by Students and Teachers

Chair: Mark Allen Dressman, University of Illinois at Urbana-Champaign
Discussant: Lea Calvert Evering, Indiana University of Pennsylvania

1. **Multimodal Timelines: Creating a Space for Reader Response and Critical Literacy in the Digital Dimension**
   Robin Jocius, Vanderbilt University

2. **The Storied Self and the Agentive Self: Using Multimodal Resources in Second Language Narratives**
   Shannon Marie Giroir, The University of Texas at Austin

3. **Translating Multimodality Instruction to the Composition of Coherent Multimodal Texts**
   Rachel Karchmer-Klein, University of Delaware
   Valerie Harlow Shinas, University of Delaware

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Digital Texts and Tools: Has the Definition of New Literacies Been Impacted by These Tools?

Chair: Peggy Semingson, The University of Texas at Arlington
Discussant: Ann D. David, The University of Texas at Austin

1. **Dragons, iPads, and Literacy, O-My: Examining the Feasibility of Voice Recognition Apps in a First-Grade Classroom**
   Elizabeth Baker, University of Missouri

2. **Examining iPads and Informational Interactive Read-Alouds in the Science Classroom**
   Jaime Berry, Sam Houston State University
   Glenda Ogletree, Armstrong Atlantic State University

3. **Composers on the Move: A Comparative Microanalysis of Two Fifth-Grade Learners Composing with an iPad Touch**
   Christian Ehret, Vanderbilt University
   Ty Hollett, Vanderbilt University
3. Reading Capital in Two Immigrant Families: Longitudinal Case Studies  
Cathy Compton-Lilly, University of Wisconsin-Madison  
Rohany Nayan, Alumni of University of Wisconsin-Madison

8:45AM-10:15AM NAUTILUS 4-LOWER LEVEL  
ALTERNATIVE FORMAT SESSION

Research Directions: A Report on the IRA/NICHD Expert Panel on Research on the Reading-Writing Connection  
Chair: P. David Pearson, University of California, Berkeley  
In 2011, the International Reading Association (IRA) and the National Institute of Child Health and Human Development (NICHD) convened a panel charged with summarizing the current state of understanding on the relationship between reading and writing and determining priorities for future research. This session, led by two members of the panel and one IRA executive, will summarize the report and provide an opportunity for researchers to explore its implications for their own work.

Presenters:  
P. David Pearson, University of California, Berkeley  
Devon Brenner, Mississippi State University  
Richard M. Long, International Reading Association

8:45AM-10:15AM SEABREEZE I-FIRST FLOOR  
SYMPOSIUM

Applying the Expanded Grossman Theoretical Framework to the Implementation of Literacy Strategies: Implications for Teacher Preparation  
Chair: Klotylda Phillippi, University of Michigan  
Discussant: Karen Wixson, University of North Carolina at Greensboro  
The theoretical framework for teacher preparation created by Grossman and modified by Moss provides a strong foundation for teaching complex strategies, such as literacy strategies, to teaching interns. The three papers in this symposium describe how the framework was integrated into two teacher education programs, the impact of using the framework to structure preservice teacher experiences in implementing literacy strategies, and implications for reforming teacher education programs.

Deanna Birdshaw, University of Michigan

2. Guiding Teaching Practice Through the Use of Structured Literacy Activities  
Charles W. Peters, University of Michigan

3. The Teaching of Practice: A Case Study of a Literacy Methods Course for Preservice Teachers Using the Grossman and Moss Framework to Structure Activities  
Tracy Busse, University of Pittsburgh

8:45AM-10:15AM SEABREEZE II-FIRST FLOOR  
PAPER SESSION

Vocabulary and Reading in Upper Elementary Classrooms  
Chair: Valerie J. Robnolt, Virginia Commonwealth University  
Discussant: Juliet L. Halladay, University of Vermont

1. Teaching Individual Words with English-Language Learners: Examining Word Selection, Depth of Vocabulary Knowledge, and Incidental Word Learning  
Heather Peterson, University of Wyoming

2. Using Cartoons and Revised Definitions to Directly Teach Tier-2 Words to Fifth-Grade Students: A Mixed-Methods Analysis  
Cindy L. Benge, Sam Houston State University  
Mary E. Robbins, Sam Houston State University  
Anthony Owwegbuzie, Sam Houston State University  
Debra P. Price, Sam Houston State University

3. “I Never Thought I Would Read This Much”: Changing the Reading Identities of Intermediate Students  
Diane Barone, University of Nevada, Reno  
Rebecca Barone, Clark County School District

9:35-10:15AM NAUTILUS 5-LOWER LEVEL  
ROUNDTABLES 1B

I. Adult Literacy Students’ Metaphors of Reading and Writing  
Donita Shaw, University of Kansas

II. An Ethnographic Study of Out-of-Class Literacies among First-Year English as a Second Language (ESL) Students in a College Town  
Yin Lam Lee, St. John’s University

III. An Investigation of Teachers’ Growing Understandings of the Picturebook Format  
Miriam Martinez, The University of Texas at San Antonio  
Janis Harmon, The University of Texas at San Antonio

IV. Beyond Common Sense: Preservice Teachers’ Emerging Understandings of Effective Literacy Practice  
Sara Staley, University of Colorado Boulder

V. Black and Latino Male Youth Speak Resistance and Resilience Through Digital Storytelling  
Yolanda Sealey-Ruiz, Teachers College, Columbia University  
Lesha Jackson, Teachers College, Columbia University

VI. CCP: Multimodal Informational Text and Primary-Aged Students  
Sara B. McCraw, East Carolina University  
Katrin Blamey, DeSales University  
Kristina Najera, Temple University

VII. Discovering 8th Grade Social Literacies in English Class  
Susan V. Piazza, Western Michigan University

VIII. Doctoral Students Charting the Pathway to Academic Writing  
Carole Janisch, Texas Tech University  
Amma Akrofi, Texas Tech University  
Mellinee K. Lesley, Texas Tech University
Leah Carruth, Texas Tech University
Elizabeth Garcia, Texas Tech University
Connie Guajardo, Texas Tech University
Elizabeth Isidro, Texas Tech University
Lubna Javeed, Texas Tech University
Anita Nigam, Texas Tech University
Lisa Nuanez, Texas Tech University
Stephanie Talley, Abilene Christian University

IX. Exploring the Impact of Literacy Teacher Education Programs on Teacher Candidates’ Instructional Practices
Roya Qualls Scales, Western Carolina University
Sandra Chambers, Kutztown University
Linda Wold, Loyola University
Janet Young, Brigham Young University
Susan Lenski, Portland State University

X. Historical Perspectives on Teacher Quality: From “Good and Poor” Teachers to Value-Added Models
Mark Sulzer, University of Iowa

Rebecca S. Anderson, University of Memphis
Gretchen S. Goode, University of Memphis
Jessica S. Mitchell, University of Memphis
Rachael F. Thompson, University of Memphis

XII. Peer-Mediation to Promote Equity for English Language Learners (ELLs)
Mikel Cole, Vanderbilt University

10:45AM-12:00PM HARBOR ISLAND BALLROOM - FIRST FLOOR
OSCAR S. CAUSEY ADDRESS

Chair: Arlette I. Willis, University of Illinois at Urbana-Champaign

I. Oscar S. Causey Award Introduction
William H. Teale, University of Illinois at Chicago

II. Introduction of Speaker
Lesley Mandel Morrow, Rutgers, the State University of New Jersey

II. 2012 Oscar S. Causey Address – Reading Motivation and Engagement: Research Dilemmas and Directions
Linda B. Gambrell, Clemson University

12:00PM-1:00PM STUDY GROUPS

Literacy Lab/Reading Clinic . . . . . Executive Center 1-First Floor

Collaborative Research Agenda
Response to Intervention (RTI): New Challenges and New Literacies . . . . Executive Center 4-First Floor
Guest Presenter: Peter Johnston, University at Albany

RTI and Assessment
Adult Literacy . . . . . . . . . . . . . . . . Marina 1-First Floor
Functional Literacy; Contextualized Instruction; Accountability

Living the Writerly Life in Academia . . . . Marina II-First Floor
Guest Presenter: Donna Alvermann, University of Georgia

Critical Race Theory . . . . . . . . . . . Marina III-First Floor

Discussion of Critical Race Theory

Writing Research: Researching Early Writing . . . . Marina IV-First Floor
Guest Presenter: Douglas Kaufman, University of Connecticut

Video Analysis and Writer’s Workshop
Approaches to Studying Graphic Novels . . . Marina V-First Floor

Graphic Novel Research in Library Settings
Word Study: Phonics, Vocabulary, and Spelling . . . . . . . . Marina VI-First Floor

Guest Presenters: James Baumann, University of Missouri-Columbia
Jeni Davis, University of Missouri

The Development of Word Consciousness in a Multifaceted, Comprehensive Vocabulary Instruction Program

Approaches to Video/Multimodal Data
Analysis in Literacy Research . . . . . Nautilus 1-Lower Level
Guest Presenters: Bridget Dalton, University of Colorado Boulder
and Teri Holbrook, Georgia State University

Methods for Analyzing Video and/or Multimodal Data

Literacy Instructional Leadership . . . . . Nautilus 2-Lower Level
Guest Presenters:
Julie Meltzer, Public Consulting Group Education
Nancy Shanklin, University of Colorado
Evan Lena, Public Consulting Group Education
Jacy Ippolito, Salem State University
Monica Zucker, Assistant Principal at Grandview High School, Cherry Creek Schools, Colorado

Presentation of Effective Collaboration among Teachers, Coaches, Leaders and Researchers . . . Nautilus 3-Lower Level

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher . . . Nautilus 4-Lower Level

Video Conferencing and Communication

Doctoral Students’ Innovative Community Group . . . . . . . . . . . . . . . . Nautilus 4-Lower Level
Guest Presenters:
P. David Pearson, University of California, Berkeley
Annemarie Palincsar, University of Michigan
Georgia Garcia, University of Illinois at Urbana-Champaign

Mixed-Methods Research
Approaches to Discourse Analysis . . . . . Seabreeze I-First Floor

Mediated Discourse Analysis
TERSG: The Teacher Education Research Group . . . . . . Seabreeze II-First Floor
Organizing for New or Expanded TERSG Research Projects
I. Beyond the Walls: Understanding Literacy Practices and Funds of Knowledge in a Roma Community
   Hsiao-Chin Kuo, Indiana University

II. Blogs and Strategy Videos in Teacher Preparation
    Jennifer Moon Ro, SUNY Fredonia
    Kathleen Magiera, SUNY Fredonia
    Rhea Simmons, SUNY Fredonia
    Kathleen Gradel, SUNY Fredonia

III. Comparing Reading Attitudes of Middle School Students in Korea and the United States
    Bong Gee Jang, University of Virginia
    Michael McKenna, University of Virginia

IV. Critical Literacy: A Content Analysis of Special Education Textbooks
    Patrick Allen Leytham, University of Nevada, Las Vegas

V. Effects of Two Summarization Strategies Using Expository Text on Reading Comprehension and Summary Writing of Intermediate-Grade Students in an Urban, Title I School
    Diane Marie Braxton, Baltimore City Public Schools
    Marian Jean Dreher, University of Maryland, College Park

VI. Fact, Fiction, or a Little of Both? A Look at What Resonates with Struggling Readers
    Deanna Ramey, Clemson University
    Heather McCrea-Andrews, Clemson University
    Linda B. Gambrell, Clemson University

VII. Graduate Education Majors’ Relational Care and Transformations in Children’s Writing Attitudes, Competency Beliefs, and Motivation in an After-School Program
    Janet C. Richards, University of South Florida
    Stephanie M. Bennett, University of South Florida

VIII. Improving Reading Practices and Student Outcomes through “Read Malarvi?: Challenges, Opportunities and Outcomes
    Misty Sailors, The University of Texas at San Antonio
    James V. Hoffman, The University of Texas at Austin
    P. David Pearson, University of California, Berkeley
    Nicola McClung, University of California, Berkeley
    Janar Shin, University of California, Berkeley

IX. New Literacies and Global Learning: Designing a New Graduate Literacy Program
    Hiller A. Spires, North Carolina State University
    Kristin Conradi, North Carolina State University
    Steven J. Amendum, North Carolina State University

X. Specific and Schematic Narratives of Immigration in Elementary Students’ Digital Stories
    Jessica Zacher Pandya, California State University, Long Beach
    Kathleah Allene Consul Pagdilao, California State University, Long Beach
    Aeloch (Eric) Kim, California State University, Long Beach

Disciplinary Literacy Coaching: Examining High School Literacy Coaching from Three Perspectives
Chair: Michael Henry, Northern Illinois University
Discussant: Laurie Elish-Piper, Northern Illinois University

1. Researcher Perspectives on High School Literacy Coaching: Coaching Stance and Shifts in Teachers’ Perceptions
   Susan L’Allier, Northern Illinois University
   Michael Mandarino, Northern Illinois University

2. Literacy Coach Perspectives on High School Literacy Coaching: Teacher/Coach Collaboration in the Disciplines
   Paula Di Domenico, Northern Illinois University

3. Teacher Perspectives on High School Literacy Coaching: Moving Towards a Disciplinary Literacy Framework for Teaching
   Laurie Elish-Piper, Northern Illinois University

Preservice Teachers Negotiating Discourses of Teaching and Identity
Chair: Lindsay Grow, Grand View University
Discussant: Melissa Stinnett, Western Illinois University

1. Change Processes in Preservice Teachers’ Conceptual Development of What It Means to Teach
   SoonAh Lee, The University of Texas at Austin

2. Negotiating Discourses of Learning to Teach: Stories from Literacy Teacher Education to First-Year Classroom
   Jacqueline Sydnor, Indiana University

3. Preservice Teacher Identity Development Related to Prior Knowledge and Field Experience
   Lindsay Grow, Grand View University

Self-Study, Reflection, and Development of Teacher Expertise
Chair: Patricia L. Anders, University of Arizona
Discussant: Mary F. Roe, Arizona State University

1. Adaptive Expertise: A View from the Top, and from the Climb
   Emily Hayden, University at Buffalo
   Trisha D. Rundell, Hastings Public Schools
   Sylvia Smyntek-Gworek, University at Buffalo

2. Professional Development as the Study of Self: Using Self-Knowledge to Mediate the Act of Teaching
   Deborah Ann MacPhie, Illinois State University
3. Teacher Experience, Learning, and Change: An Investigation of the Effects of Long-Term Professional Development
   Kara Coffino, University of Minnesota

1:15PM-2:45PM EXECUTIVE CENTER 3A-FIRST FLOOR
PAPER SESSION

Family Literacies

Chair & Discussant: Lori Czop Assaf, Texas State University-San Marcos

1. Engaging Refugee Families in Print Literacy Through Community Story Events
   Sunita Singh, Le Moyne College
   Frank M. Ridzi, Le Moyne College
   Monica R. Sylvia, Le Moyne College

2. Organizational Tool or Literacy Object For Surveillance? Tracing the Student Organizer Across Home-School Contexts
   Kimberly Lentes, University of Calgary
   Marianne McTavish, University of British Columbia

3. Reading in Rural Homes: Connecting Literacy Practices, Socioeconomic Contexts, and Reading Performance
   Ariel Tichnor, University of North Carolina at Chapel Hill
   Justin D. Garwood, University of North Carolina at Chapel Hill
   Lynne Vernon-Feagans, University of North Carolina at Chapel Hill
   Catherine Darrow, University of North Carolina at Chapel Hill

1:15PM-2:45PM EXECUTIVE CENTER 3B-FIRST FLOOR
PAPER SESSION

Studies of and Issues in Adaptive Teaching and Learning

Chair: Steven J. Amendum, North Carolina State University
Discussant: Carolyn Hunt, Illinois State University

1. “Oh My God! I Think He’s Reading!” One Parent’s Perspectives Toward the Literacy Instruction Received by her Child with Autism
   Michelle A. Duffy, Syracuse University

2. Studying Teacher Learning through Adaptive and Responsive Teaching: Connecting Teaching Decisions to Student Thinking
   Sharan A. Gibson, University of North Carolina at Greensboro

3. The Continuing Search for Thoughtfully Adaptive Teaching: Is There a Light at the End of the Tunnel?
   Walter Scott Howerton, University of North Carolina at Greensboro
   Samuel Miller, University of North Carolina at Greensboro

1:15PM-2:45PM EXECUTIVE CENTER 4-FIRST FLOOR
PAPER SESSION

Literacy, Race, and Social Justice

Chair: Cristina Alfaro, San Diego State University
Discussant: Eliane Rubinstein-Avila, University of Arizona

1. Le Dijo que si No Paga, que lo Llevarían a la Cárcel: Discussions of Prejudice and Discrimination in a Read-Aloud of Esperanza Rising
   Jo Worthy, The University of Texas at Austin
   Katie Peterson, The University of Texas at Austin
   Michiko Hikida, The University of Texas at Austin
   Alinyi Adonyi Pruitt, The University of Texas at Austin
   Leah Durán, The University of Texas at Austin

2. Using Popular Media to Construct Counter-Narratives of Race, Language, and Identity in Urban High School English Classrooms
   Amanda Godley, University of Pittsburgh

3. “Most Americans Get Like a Mesera”: Using Stereotypes and Quantifying Adjectives to Infuse Social Activism into English Language Development Instruction
   Kathryn Esther Ciechanowski, Oregon State University

1:15PM-2:45PM GRAND BALLROOM A-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

Area 4 Co-Chairs Invited Session

Chairs: Samantha B. Caughlan, Michigan State University
        Linda Kucan, University of Pittsburgh
        Joan A. Rhodes, Virginia Commonwealth University

In this talk, Pam Grossman will draw on several studies that used an observation protocol developed specifically for English Language Arts (ELA)—the Protocol for Language Arts Teaching Observation, PLATO—to discuss how to leverage such instruments for instructional improvement. The protocol, initially developed to look at the relationships between instructional practices and student achievement, is currently being used as the basis of a model of professional development organized around core teaching practices.

1. From Measurement to Improvement: Leveraging Classroom Observations to Improve Instruction
   Pam Grossman, Stanford University

1:15PM-2:45PM HARBOR ISLAND BALLROOM I-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

Adolescent Literacies and the Gendered Self Re-Constructing Gender through Global Multimedia Literacy Practices

Chairs: Thomas W. Bean, University of Nevada, Las Vegas
        Barbara Jean Guzzetti, Arizona State University
Discussant: Theresa Rogers, University of British Columbia

This alternative format session focuses on the representation and gender positioning of youth in literacy practices within the context of 21st century life and globalization. The dynamic array of literacy practices that rename gender identities in empowering ways that have implications for literacy classrooms are explored. The session is structured by an overview of the issues and format, rotating roundtable presentations of related studies, panel discussion, and a question and answer session.

1. Reading Gender in Young Adult Literacy
   Karen A. Krasny, York University
2. Masculinity and Portrayals of African American Boys in Young Adult Literature: A Critical Deconstruction and Reconstruction
   Thomas W. Bean, University of Nevada, Las Vegas
   Theodore Ransaw, University of Nevada, Las Vegas

3. Girls’ Zines as a Global Literacy Practice: Stories of Resistance
   Barbara Jean Guzzetti, Arizona State University

4. Striving Reader or Entrepreneur? Gendered Identity Online in a Business Education Class
   Donna Alvermann, University of Georgia

5. A Cautionary Tale: Online School Book Clubs Are No Panacea for African American Adolescent Females’ Coming to Voice
   Benita R. Dillard, Augusta State University

6. Outside Interests and Literate Practices as Contexts for Increasing Engagement and Critical Reading for Adolescent Boys
   William Brozo, George Mason University

7. Gender, Multimodal Practices, and Global Citizenship in Rural Settings
   Carla K. Meyer, Appalachian State University
   Leslie Susan Cook, Appalachian State University

8. The Girl Citizen Reader: Gender and Literacy Education for 21st Century Citizenship
   Judith M. Dunkerly, University of Nevada, Las Vegas
   Helen Harper, University of Nevada, Las Vegas

9. Boys, Literacy, and a Global Response to the “Boy Crisis”
   Michael Kehler, University of Western Ontario

Panel Discussion:
Rebecca Piper, University of Nevada, Las Vegas
Zaid Haddad, University of Nevada, Las Vegas
Char Moffit, University of Nevada, Las Vegas
Felipe Baez, Arizona State University
Leslie Michele Foley, Arizona State University
Fernando Hurtado, Arizona State University

1:15PM-2:45PM MARINA I-FIRST FLOOR SYMPOSIUM
Methodological Issues in Ethnographic Research on Adolescent Literacy in Urban Settings
Chair: Randy Bomer, The University of Texas at Austin
Discussant: Maria E. Fránquiz, The University of Texas at Austin

This session will present methodological dilemmas and possibilities across three studies of adolescent literacy in different urban contexts, both in and out of school. It will consider: enlisting and sustaining participation, entering into human relationships with participants, negotiating the ethics of representation, and a stance of research as advocacy. The boundaries of school settings create tensions and performances that present challenges for research on literate lives of adolescents, and these studies explore those boundaries.

1. Meeting Them Where They Are: Studying Youth Literacies In and Out of School
   Allison Skerrett, The University of Texas at Austin
   Randy Bomer, The University of Texas at Austin
   Michelle Fowler-Amato, The University of Texas at Austin
   Katrina Jansky, The University of Texas at Austin

2. Youth Participatory Action Research and Projects in Humanization (PhD): Methodological Considerations
   Valerie Kinloch, The Ohio State University

3. Worthy Witnessing in Literacy Research
   Maisha T. Winn, University of Wisconsin-Madison
Supporting Greater Content Knowledge in Early Literacy Instruction
Chair: Tanya S. Wright, Michigan State University
Discussant: Gina Cervetti, University of Michigan
This symposium explores current practice and new interventions for content-rich early literacy instruction. Paper 1 examines vocabulary instruction during informational text read-alouds in kindergarten. Paper 2 looks at the effects of a pre-kindergarten curriculum designed to develop children’s vocabulary, concept learning, and scientific inquiry knowledge. Paper 3 examines the impact of teacher expertise on the effects of a content-based shared book reading curriculum for preschool English language learners.

1. Informational Text Read-Alouds as a Context for Vocabulary Instruction in Kindergarten: Are They Common Enough for the Common Core?
Tanya S. Wright, Michigan State University

2. Examining the Impact of a Content-Rich Vocabulary Intervention on Children’s Developing Understanding of the Information Genre and Scientific Inquiry
Susan Neuman, University of Michigan

3. The Role of Preschool Teacher Instructional Support on the Conceptual and Vocabulary Knowledge Growth of English Language Learners
Sharolyn Pollard-Durodola, Texas A&M University
Jorge E. Gonzales, Texas A&M University
Laura Saenz, The University of Texas at Pan American
Aaron Taylor, Texas A&M University
Denise Soares, Texas A&M University
Catherine Carvalho, Texas A&M University

Leveraging Contexts, Learning Across Spaces: Research on Adolescents’ Literacies
Chair: Jie Yie Park, Bard College
Discussant: Renate M. Harris, University of Pennsylvania
Adolescents today encounter and make sense of multiple texts and contexts, and cross borders—institutional, cultural, social—on a daily basis. Yet, it is common for researchers to compartmentalize, albeit unintentionally, adolescent lives and identities. This symposium brings together the research of educational researchers who work in different learning contexts. We believe sharing our work in different spaces creates a fuller picture of the lives of adolescents as they move within and across contexts.

Presenters:
Mary Frances Buckley, University of Pennsylvania
Susan Bickerstaff, Teachers College, Columbia University
Jie Yie Park, Bard College
Rena M. Harris, University of Pennsylvania

Home–School Partnerships: Engaging Families in Literacy Events Consequential for School Success
Chair: Kenneth Kunz, Bloomfield College
Discussant: Jeanne R. Paratore, Boston University
Research demonstrates that children benefit from collaborative support from families and teachers. Yet, the unevenness in effectiveness of programs intended to support home-school partnerships suggests the lack of clarity around what works. This symposium examines outcomes from three studies designed to increase children’s early literacy achievement by engaging families in literacy events consequential for school success. Discussion will focus on the procedures relevant to each program and the extent to which these explain project outcomes.

1. Modeling Interactive Story Book Reading and Play with High-Needs Mothers and their Preschoolers to Enhance Language and Literacy: A Video Interactive Program (VIP)
Lesley M. Morrow, Rutgers, The State University of New Jersey
Alan L. Mendelsohn, New York University Langone Medical School
Samantha Berkule, Marymount Manhattan College
Kellyanne Healey, Rutgers, The State University of New Jersey

2. Dads Read
Susan Dougherty, Rutgers, The State University of New Jersey
Jennifer Bryson, Boston University

3. Effects of Family Literacy Program on Literacy Uses of Parents and on Their Children’s Literacy Uses and Abilities
Jeanne R. Paratore, Boston University
Christina Marie Cassano, Salem State University
Christine Leighton, Emmanuel College
Lisa O’Brien, Boston University
Jamie Baughan, Boston University
Rebecca Katz, Boston University
Barbara Krol-Sinclair, Chelsea Public Schools

Reading Across Borders: Researching New Literacies in Australia, Canada and the U.S.
Chair: Katina Zammit, University of Western Sydney
Discussant: Katina Zammit, University of Western Sydney
Our intent is to examine specific examples of reading research related to new literacies and multimodal texts in Australia, Canada and the U.S. By looking across these three countries, within the context of elementary and secondary literacy education, we intend to challenge the notion of what constitutes reading and offer practical suggestions for educators and teacher educators.

1. “Good Readers Read Fast”
Jacqueline d’Warte, University of Western Sydney

2. Literacy Practices of Teachers in Challenging Contexts in the Later Years of Schooling
Katina Zammit, University of Western Sydney
3. Finding a New Place: Options for Critically Analyzing Audio-Visual Texts
   Lyndsay Moffatt, University of Western Sydney

1:15PM-2:45PM  MARINA VI-FIRST FLOOR
ALTERNATIVE FORMAT SESSION

Talking about Race, Racism, and Social Justice Education through
Literacy Education: Fostering Relationships with 21st Century’s
Literate and Cultural Identities of Learners and Teachers
Chair: Keonghee Tao Han, University of Wyoming
Discussants: Cynthia Brock, University of Nevada, Reno
          Patricia A. Edwards, Michigan State University

The purpose for the alternative session is to provide a space to talk about
race and social justice issues in schools and teacher education. Research
results point to one direction—developing critical consciousness and
praxis to work with racial Others. The crucial point is education: Talking
about race, researching and seeking approaches for social justice
education must charge on.

Presenters:
Marga Madhuri, University of La Verne
Charlene M. Mendoza, University of Arizona
Donna King, Pennsylvania State University
Bogum Yoon, State University of New York at Binghamton
Stephanie Talley, Abilene Christian University
Keonghee Tao Han, University of Wyoming

1:15PM-2:45PM  NAUTILUS 1-LOWER LEVEL
PAPER SESSION

Rethinking Composition: Multimodal Content and Student Content Construction
Chair: Christian Ehret, Vanderbilt University
Discussant: Jacqueyn McClain Culpepper, Mercer University

1. Reframing Composition in School: A Shifting Focus Analysis of Digital Video (DV) Curriculum Integration
   David L. Bruce, University at Buffalo
   Suzanne Miller, University at Buffalo
   Colette Carse, University at Buffalo

2. Studying the Meaning Potential of Digital Storytelling—A Genre Perspective on New Literacies
   Xiqiao Wang, University of Michigan

3. “I Never in My Life Had Done This and It’s Really Special:” Elementary Students’ Perceptions of Blogging
   Ewa McGrail, Georgia State University
   Anne Davis, Georgia State University

1:15PM-2:45PM  NAUTILUS 2-LOWER LEVEL
PAPER SESSION

Literacy, Collaboration, and Facilitation in a Technology-Infused Classroom
Chair: Silvia Nogueron-Liu, University of Georgia
Discussant: James Lorne Nahachewsky, University of Victoria

1. Building Adolescent Academic Literacies through Online Pre-service Teacher Mentorship
   Antero Garcia, Colorado State University
   Robyn Seglem, Illinois State University

2. Constructing Shape-Shifting Portfolios: A Study of Language Teachers’ Experiences with Digital Technologies
   Ekaterina Tour, Monash University

3. Texting while Writing: Text As Linguistic and Multimodal Design in a Middle School Classroom
   Ann D. David, The University of Texas at Austin

1:15PM-2:45PM  NAUTILUS 3-LOWER LEVEL
PAPER SESSION

Studying Methods of Teaching Writing and Giving Feedback
Chair: Catherine Olsen Maderazo, California State University, Fullerton
Discussant: Roya Qualls Scales, Western Carolina University

1. Improving Student Writing through Peer Feedback
   Shelley Stagg Peterson, University of Toronto
   Robert Kohls, University of Toronto
   Jennifer Shade Wilson, University of Toronto

   Faryl Kander, Oklahoma State University

3. Teachers’ Constructions of Student Writers over Time
   Sarah McCarthy, University of Illinois at Urbana-Champaign
   Rebecca Lindsay Woodard, University of Illinois at Urbana-Champaign
   Grace Kang, University of Illinois at Urbana-Champaign

1:15PM-2:45PM  NAUTILUS 4-LOWER LEVEL
ALTERNATIVE FORMAT SESSION

Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Link Research to Practice
Chair: Deborah Litt, Trinity, Washington University
Discussant: Victoria Risko, Vanderbilt University

During three rounds of concurrent small group sessions, members of
the Teacher Education Research Study Group will describe an assign-
ment, activity, or structure they have found to be particularly effective in
developing strong literacy teachers. They will also share the findings of
their research on the practice.

Presenters:
Sherry Dismuke, Boise State University
Elizabeth Dobler, Emporia State University
Kathy Ganske, Vanderbilt University
Heather Taxis Greene, Chapel Hill/Carrboro Schools
Dana L. Grisham, National University
Leigh A. Hall, University of North Carolina at Chapel Hill
Chinwe Ikpeze, St. John Fisher College
Karen Kindler, University of South Dakota
Diane Lapp, San Diego State University
Lotta Larson, Kansas State University
Deborah Litt, Trinity, Washington University
Susan Martin, Boise State University
Leah McKeeman, Kansas State University
Karen E. Smith, University of Manitoba
Thomas DeVere Wolsey, Walden University
Janet Young, Brigham Young University

1:15PM-2:45PM ROOM 411-FOURTH FLOOR
PAPER SESSION

Investigating Uses of Literacy Practices: Literacy Coaches’ Uses of Literacy Practices and College Students’ Uses of Digital Literacies
Chair: Carole Janisch, Texas Tech University
Discussant: Nancy Flanagan Knapp, University of Georgia

1. Literacy Coaches’ Perspectives of Themselves as Literacy Leaders: Results from a National Study of K-12 Literacy Coaching and Leadership
Kristine Calo, Hood College
Kimberly K. Kopfman, George Mason University

2. Mongolian University Students’ Everyday Digital Literacy Practices
Daarimaa Marav, Monash University

1:15PM-2:45PM SEABREEZE I-FIRST FLOOR
PAPER SESSION

Possibilities for Data Analysis in Literacy Research
Chair: Anne Swenson Ticknor, East Carolina University
Discussant: Casey Burkholder, Concordia University

1. The Application of a “Histories” Methodology to Analysis of Data from ISMART
Robert Calfee, Stanford University
Margaret Curwen, Chapman University

2. Uses of Discourse Analysis in Literacy Research
Rachael Gabriel, University of Connecticut
Jessica Nina Lester, Washington State University
Carlos J. Anguiano, Washington State University

3. What Kind of Sign is Occupy Wall Street? Toward an Integrated Model of Semiotic Analysis for Multimodal Texts
Mark Allen Dressman, University of Illinois at Urbana-Champaign

1:15PM-2:45PM SEABREEZE II-FIRST FLOOR
PAPER SESSION

What Motivates Children to Read?
Chair: Chandra P. S. Chauhan, Aligarh Muslim University
Discussant: Allison Ward Parsons, George Mason University

1. A Mixed-Methods Study on English Language Learners’ Reading Motivation
Maria Selena Protacio, Western Michigan University

2. Listening to the Voices of Boys: A Mosaic Approach to Exploring the Motivation to Engage in Reading
Krista Fiedler, University of Denver

3. “Books I Can Actually Read:” Kindergarteners’ Reading Choices and Perspectives on Learning to Read
Juliet L. Halladay, University of Vermont

2:05PM-2:45PM NAUTILUS 5-LOWER LEVEL
ROUND TABLES 2B

I. Challenging Secondary Preservice Teachers’ Literacy Beliefs with a New Literacies-Situated Practicum
Steve Wellinski, Eastern Michigan University
Robert Carpenter, Eastern Michigan University

II. Constructing Literacy Identities Within Communities: Women’s Stories of Transformation
Heidi Bacon, University of Arizona

III. Critical Race Theory and LatCrit as Analytical Tools for Literature Discussions with Young Latino Children
Julia López-Robertson, University of South Carolina
Lillian Reeves, University of South Carolina

IV. Developing a Strategy Instruction Curriculum in Writing for Adults: A Formative Experiment
Zoi Apostolia Philippakos, University of Delaware
Charles MacArthur, University of Delaware
Katie Smith, University of Delaware

V. Disciplinary Literacy Practices of Whitewater Adventure Professionals and a College Program that Prepares Them
Stephen G. Mogge, Towson University

VI. Examining Teacher Knowledge Through Classroom Discourse
Mary Pat Sullivan, University of Illinois at Chicago

VII. What Literacy Practices Surround the Bible in America’s Evangelical Sub-culture(s) and Why Should Literacy Scholars Care
Mary M. Juzwik, Michigan State University

VIII. Guided Reading and Motivation
Allyson Lynn Hauptman, University of Nebraska

IX. Methods Used to Teach Early Reading and Writing in Turkey: Continuity and Change across a Century
Yalcin Bay, Michigan State University
Douglas K. Hartman, Michigan State University

X. Multimodal Meaning-Making: Social Semiotics in a High School Context
Cynthia Kiefer, Arizona State University

XI. New Literacies: Been There, Done That, Now What? Two Teacher Educators Reflect on Their Seven Years Working with New Literacies
Charlotte Frambahgh-Kritzer, University of Hawai’i at Manoa;
Elizabeth Petroelje Stolle, Grand Valley State University

XII. Sociocultural Perspectives and Biliteracy Research: Trends and Directions
Patrick Henry Smith, The University of Texas at El Paso
Joel E. Dworin, The University of Texas at El Paso
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<td>3:00PM-3:40PM</td>
<td>NAUTILUS 5-LOWER LEVEL</td>
<td><strong>ROUNDTABLES 3A</strong></td>
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| I.                 | Content Analysis of Critical Literacy Lessons: Unpacking Preservice Teachers' Assumptions and Use of Multiple Literacies in Teaching for Social Justice  
Rita Chen, University of Wisconsin, La Crosse |
| II.                | Developing the Hive Society: One Teacher's Journey to Harness New Literacies in Her Classroom  
Jane Marie Saunders, Texas State University–San Marcos  
Gwynne Ellen Ash, Texas State University–San Marcos |
| III.               | Digital Divisions in Literary Form: Constructions of Immigrant Youth’s Literacy Practices in International Children’s Literature  
Jennifer M. Graff, University of Georgia |
| IV.                | Disciplinary Literacy and Project-Based Learning: An Analysis of the Literacy Texts and Practices in Secondary Project-Based Learning Classrooms  
David Gallagher, Mount Saint Mary College  
Matt J. Hollibush, Mount Saint Mary College |
| V.                 | Exploring the Delicate Balances between Child-Centered and Explicit Pedagogy through the Lens of Systemic Functional “Grammatics” in an Urban Third Grade Classroom  
Patricia C. Paugh, University of Massachusetts Boston |
| VI.                | Extending Book Groups Beyond the Classroom and into Cyberspace: Why Do It?  
Elizabeth Petroelje Stolle, Grand Valley State University |
| VII.               | Literary Understanding in a Time of Common Core Standards: Conversations Concerning Harper Lee’s To Kill a Mockingbird  
Anne DiPardo, University of Colorado Boulder  
Michael Wenk, University of Colorado Boulder |
| VIII.              | One-to-One in the Inclusive Classroom: The Perspectives of Paraeducators Who Support Adolescents with Autism Spectrum Disorder  
Christopher John Robert Healy, University of Maine |
| IX.                | Professional Development and the Policies that Encompass Reading: Preparing Teachers for the Challenges of the 21st Century  
Linda E. Martin, Ball State University  
Sherry Kragler, University of South Florida Polytechnic  
Kathryn L. Bauwerman, Indiana State University  
Diana J. Quattroche, Indiana State University |
| X.                 | Storytelling As a Literacy Tool for Somali Bantu English Language Learners  
Zaline Roy-Campbell, Syracuse University |
| XI.                | Using a Multiliteracies Pedagogical Framework to Examine Mobile Educational Applications in Content-Area Instruction  
Rachel Karchmer-Klein, University of Delaware  
Chyrstalla Mouza, University of Delaware  
Sohee Park, University of Delaware |

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

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<td>3:00PM-4:30PM</td>
<td>EXECUTIVE CENTER 1-FIRST FLOOR</td>
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| I.                 | Constructing “Struggling” Readers, Disability, and Trauma in Children’s Literature  
Chair: Seemi Aziz, Oklahoma State University  
Discussant: Ted Kesler, Queens College, CUNY  
1. Perspectives on Disability in Children’s Literature Discussions  
Donna Adomat, Indiana University  
Aimee Rogers, University of Minnesota  
3. Summer's End and Sad Goodbyes: Children's Picturebooks about Death and Dying  
Angela M. Wiseman, North Carolina State University |
| II.                | Preservice Teachers and Disciplinary Literacy Practices  
Chair: Lea Calvert Evering, Indiana University of Pennsylvania  
Discussant: Susan Lenski, Portland State University  
1. Questioning Disciplinary Literacy Messages: A Critical Content Analysis of Elementary Literacy Methods Textbooks  
T. Jared Robinson, Brigham Young University  
Jennifer J. Wimmer, Brigham Young University  
Ron Jo Draper, Brigham Young University |
| III.               | Preservice Teachers’ Conceptions of Using Content Area Texts for Subject Matter Instruction  
Eric Rackley, Brigham Young University–Hawaii  
Deanna Birdshaw, University of Michigan |
| IV.                | Supporting English Learners through Professional Development  
Chair: Brian C. Rose, Georgia Gwinnett College  
Discussant: Lara J. Handsfield, Illinois State University  
1. An Ecological Perspective on In-Service English Language Learner (ELL) Teacher Professional Development  
Brian C. Rose, Georgia Gwinnett College  
2. Bridging the Theory-To-Practice Divide: Collaborations that Promote Responsive Literacy and Language Instruction for Beginning Teachers and their Young English Learners  
Teresa R. Fisher, Georgia State University  
3. Collaborative Inquiry Community: Teacher Collaboration to Support English Language Learners (ELLs) across the School Day  
Kathryn Esther Ciechanowski, Oregon State University  
Holly Berman, Corevalis School District |
3:00PM-4:30PM  EXECUTIVE CENTER 3A-FIRST FLOOR  
PAPER SESSION

Language, Culture, and Literacy
Chair: M. Kristiina Montero, Wilfrid Laurier University
Discussant: Eline Rubinstein-Avila, University of Arizona

1. Second Language Literacy, Immigration, and Globalization
   Mary Esther Huerta, Texas State University-San Marcos
   Bertha Perez, The University of Texas at San Antonio

2. Latino/a Children and Disciplinary Literacy in Out-of-School Contexts
   Kathy Marie Bussert-Webb, The University of Texas at Brownsville
   Maria E. Diaz, The University of Texas at Brownsville

3. Community Voices and the Problem of English: Rethinking Language Practices
   Amy Vetter, University of North Carolina at Greensboro
   Colleen M. Fairbanks, University of North Carolina at Greensboro
   Claire Lambert, University of North Carolina at Greensboro

3:00PM-4:30PM  EXECUTIVE CENTER 3B-FIRST FLOOR  
PAPER SESSION

Studies of Pre-School and Kindergarten Reading and English Language Learner (ELL) Programs
Chair: Kelly Puzio, Washington State University
Discussant: Elizabeth L. Jaeger, University of Arizona

1. Are the Expectations of Kindergarten Core Reading Programs Aligned with the Common Core State Standards?: A Content Analysis of Kindergarten Reading Programs
   Meghan K. Block, Grand Valley State University

2. Kindergarten Students’ Social Studies, Vocabulary, and Content Literacy Learning from Interactive Read-Alouds of Informational Texts
   Stephanie L. Strachan, Michigan State University

3. Pre-Service Teachers’ Perspectives on the Language and Literacy Development of Pre-School English Language Learners (ELLs) through Home Visits
   Iliana Reyes, University of Arizona
   Ana Christina Iddings Da Silva, University of Arizona

3:00PM-4:30PM  EXECUTIVE CENTER 4-FIRST FLOOR  
PAPER SESSION

Multilingualism and 21st Century Literacies
Chair: Kate Elizabeth Kedley, University of Iowa
Discussant: Patricia E. Venegas, University of Wisconsin-Madison

1. Examining the Influences of Multimodal/Multimedia Composition on Adolescent English Language Learners’ (ELLs) Literacy Development and Identity Exploration
   Elizabeth C. Lewis, Dickinson College

2. Reading on Screen and in Print: Investigating the Implications of Literacy Practices of English as an Additional Language (EAL) Learners for Curriculum and Instruction
   Reginald Arthur D'Silva, University of British Columbia
   Lee Gunderson, University of British Columbia
   Dennis Murphy Odo, Georgia State University

3:00PM-4:30PM  GRAND BALLROOM A-FIRST FLOOR  
ALTERNATIVE FORMAT SESSION

Developing 21st Century Literacy Leaders: Connecting the Work of Principals, Coaches, and Teachers
Chair: Nancy Shanklin, University of Colorado Denver
Discussant: Pamela A. Mason, Harvard University

This session highlights seven studies of school administrators and teacher leaders working together to teach 21st century literacy skills. The studies show how leaders across levels and settings have been successful in creating and sustaining professional learning systems to improve student literacy achievement. Presentations include school-level case studies, studies of literacy leadership across schools, and examinations of school-based leadership within larger state-level contexts. Participants will discuss findings as related to established frameworks for literacy leadership.

1. How a Principal and Leadership Team Use Video to Focus Adult and Student Learning
   Jacy Ippolito, Salem State University

2. Understanding the Role of a Middle School Principal in Supporting Literacy Coaching Efforts
   Mia Young, Florida State University

3. Using 21st Century Data Systems to Uncover Effective K-12 Urban Principals in Schools Achieving High Growth with English Language Learners (ELLs)
   Nancy Shanklin, University of Colorado Denver

4. Collaborative Leadership Actions that Improved Student Literacy and Engagement in Rural High Schools
   Julie Meltzer, Public Consulting Group

5. District Support of School-Based Literacy Initiatives in an Urban Florida County
   Judith Irvin, Florida State University

6. Examining the Impact of High School Principals’ Involvement in School-wide Reading Achievement Using Growth Modeling
   Monica Zucker, University of Colorado Denver

7. “Beating the Odds” Literacy Leadership
   Evan Lefsky, Public Consulting Group

3:00PM-4:30PM  MARINA I-FIRST FLOOR  
SYMPOSIUM

Exploring the Identities of High School Readers
Chair: Kristine E. Pytash, Kent State University
Discussant: Dixie D. Massey, University of Washington

Literacy is a socially situated practice embedded in specific contexts with specific purposes. When studying the literacy practices of adolescents from a sociocultural perspective, researchers must acknowledge the complexity of literacy in the lives of youth and examine the ways that they use literacy in different contexts. The purpose of this symposium is to examine the high school reader in three different settings: the football field, the social studies classroom, and the traditional English classroom.
1. "We All We Got": Discovering and Integrating Football Literacies and Discourse
   Lynn Rudd, McKinley High School

2. "Putting Ourselves in Their Shoes": Case Studies of Four Teenagers’ Reading Experiences with Nonfiction Literature in a Social Studies Classroom
   Shannon L. Beach, Chagrin Falls High School

3. "What's The Catch?": Implementing Reading Choice in a High School Classroom
   Denise N. Morgan, Kent State University
   Christopher Wagner, Gahanna Jefferson Public Schools

3:00PM-4:30PM MARINA II-FIRST FLOOR
ALTERNATIVE FORMAT SESSION
Navigating the High-Stakes Job Market
Chair: Cynthia B. Leung, University of South Florida St. Petersburg
This alternative session will provide a semi-structured and open format session to identify, discuss, and address critical elements surrounding the academic job search process. Panels will represent three integral roles in the job search and hiring process at this university: Chair of the Search Committee, Committee Member, and Candidate Hired for the Position. Each panelist will provide a situated perspective and share experience gained from a rigorous faculty hiring process at their university.

Presenters:
Jan E. Blake, University of South Florida St. Petersburg
Ann Marie Gunn, University of South Florida St. Petersburg
Cynthia B. Leung, University of South Florida St. Petersburg

3:00PM-4:30PM MARINA III-FIRST FLOOR
SYMPOSIUM
Critical Media Literacies in the Content Areas
Chair: Christina L. Madda, Northeastern Illinois University
Discussants: Michael Manderino, Northern Illinois University
Sana Ansari, University of Illinois at Chicago
This symposium addresses issues in critical media literacy and multimodality in the disciplines, particularly History, Science, and English. Papers include: a mixed-methods analysis of Graphic Novel Histories; a proposal for assessing student-made videos in science; and an exploration of literature, popular culture, and adolescent identity in an English Language Arts classroom. Through the juxtaposition of three disciplines, we will engage the audience in a conversation about disciplinary critical literacies in the 21st century.

1. Face Down in the Gutter: Affordances and Roadblocks for Critical Reading in Graphic Histories
   William Boerman-Cornell, Trinity Christian College

2. Don’t Dump, Drains to the Brook: Engaging and Assessing Critical Science Literacies through Videomaking
   Eli Tucker-Raymond, TERC

3. A Raisin, The Flavor of Love, and Critical Literacy
   Jung E. Kim, Lewis University

3:00PM-4:30PM MARINA IV-FIRST FLOOR
SYMPOSIUM
New Models for New Texts: Shifting from Professional Development to Professional Inquiry
Chair: Lisa Zawilinski, University of Hartford
Discussant: Katina Zammit, University of Western Sydney
Since technological advances are driving much of the change that we see in information and communication, researchers and educators are attempting to answer the important question: How do we design instruction that enables educators to cultivate digital literacies for themselves as well as their students? These studies look at teachers’ perceptions of New Literacies and perceived changes in their classroom practice.

1. New Literacies, New Complexities: A Model of Professional Development with Chinese Teachers
   Hiller A. Spies, North Carolina State University
   Meixun Zheng, University of the Pacific

2. Building Capacity to Utilize Digital Texts and Tools in a Blended Learning Environment
   William Ian O’Byrne, University of New Haven
   Tammy Brown, Marywood University
   Jane Helman, Marywood University
   Sue Nash-Ditzel, Georgian Court University
   Francis DeMatteo, Marywood University

3. Exploring Growth in Teacher Dispositions through the Use of Visual Analogies
   Greg McVerry, Southern Connecticut State University
   Pauline Parker, Lower Pioneer Valley Educational Collaborative
Exploring Adolescents’ Personal Use of New Literacies: The Realities and Implications

Chair: Sharon Pitcher, Towson University
The session examines roles new literacies play in adolescents’ personal learning from different perspectives. Small group sessions include: a case study of an adolescent’s journey from failing to excelling; how a group of struggling, high school readers became passionate about social studies using media; how struggling ninth grade readers used e-books; and how college English Language Learner (ELL) students reflected on using technology. A group discussion will explore what we learned and ideas for further research.

1. In Her Own Words: A High School Student’s Journey From Failing to Excelling
   Sharon Pitcher, Towson University
   Gilda Martinez-Alba, Towson University

2. Discovering the Power: A Journey Toward Critical Literacy Through Media
   Carol J. Delaney, Texas State University–San Marcos
   Sandra F. Matson, Texas State University–San Marcos

3. A Reading Nook
   Victoria R. Gillis, University of Wyoming
   Dennise Peagler, Berkmar High School
   Megan C. Marshall, University of Wyoming

4. Got Tech?
   Gilda Martinez-Alba, Towson University

3:00PM-4:30PM NAUTILUS 1-LOWER LEVEL PAPER SESSION

Shared, Social, and Online: Collaboration and Knowledge Construction on the Internet

Chair: Marva Cappello, San Diego State University
Discussant: Guy Trainin, University of Nebraska-Lincoln

1. Cultivating Resistance and Engagement with Social Networking Tools in One Alternative High School Classroom
   Mary Beth Hines, Indiana University
   Rebecca Rupert, Bloomingdale Graduate School

2. Literacy Agents Online: Promoting Traditional and New Literacies Through an Electronic Discussion Group
   Barbara Jean Guzzetti, Arizona State University
   Leslie Michele Foley, Arizona State University

3. Self-Regulated Learning, Authentic Network Formation, and Distributed Knowledge: New Literacy Practices and Massive Online Open Courses (MOOCs)
   Kristin Gorski, Teachers College, Columbia University

3:00PM-4:30PM NAUTILUS 2-LOWER LEVEL PAPER SESSION

Redefining New Literacies and Exploring Specific Literacy Practices

Chair: Lori Norton-Meier, University of Louisville
Discussant: Kathleen A. Paciga, Purdue University Calumet

1. A New Culture of Literacy Learning: Bring in the Noise
   Mary Frances Buckley, University of Pennsylvania

2. Bridging Traditional and Digital Literacies: An Agenda for Inquiry into Affordances
   David O’Brien, University of Minnesota
   Scott Voss, Apple Valley School District

3. “Workarounds” and “Walkthroughs” as New Digital Literacies: Circumventing Perceived Design Limitations in Virtual Worlds for Youth
   Rebecca Black, University of California, Irvine
   Stephanie Reich, University of California, Irvine
   Ksenia A. Korobkova, University of California, Irvine

3:00PM-4:30PM NAUTILUS 3-LOWER LEVEL PAPER SESSION

Methods for Analyzing Adolescents’ Engagement and Motivation

Chair: Sonja L. Armstrong, Northern Illinois University
Discussant: Marie A. LeJeune, Western Oregon University

1. Intrinsic, Contextual, and Variable: Exploring the Complexity of Adolescent Reading Motivation in an Urban Secondary “Reading School”
   Chantal Francois, Rutgers, The State University of New Jersey

2. Methods for Evaluating Literacy Engagement as a Dynamic Construct in an Integrated Social Studies/English Language Arts (ELA) Classroom
   Jacquelynn A. Malloy, Anderson University
   Seth A. Parsons, George Mason University
   Allison Ward Parsons, George Mason University
   Sarah Cohen Burrowbridge, Lynbrook Elementary School

3. Relationally Mediated Literacy Engagement among Adolescents: Processes and Transformations
   Peter Johnston, University at Albany
   Gay Ivey, University of Wisconsin–Madison

3:00PM-4:30PM NAUTILUS 4-LOWER LEVEL ALTERNATIVE FORMAT SESSION

Scholars of Color and of Diverse Linguistic Backgrounds Bringing Their Teaching Methods, Practices, and Developing Praxis into Spheres of Discourse

Chair: Julia López-Robertson, University of South Carolina
Discussant: Rachelle Washington, Clemson University

In this cross-ethnic and institutional session a group of junior scholars of color and of diverse linguistic backgrounds bring their teaching methods, practices, and developing praxis into spheres of discourse. To further the discussion on the sociocultural and sociopolitical context of their own teaching and learning experiences as well as those of the
students they teach, presenters will draw from scholarship related to
critical literacy, social justice, and multiculturalism.

**Presenters:**
Julia López-Robertson, University of South Carolina
Rachelle Washington, Clemson University
Toni Williams, University of South Carolina
Kinga Varga-Dobai, Georgia Gwinnett College

3:00PM-4:30PM  SEABREEZE I-FIRST FLOOR

**SYMPOSIUM**

**Perspectives on Culturally Responsive Reading Instruction**

**Chair:** Ellen McIntyre, North Carolina State University

**Discussant:** Cheryl Dozier, University at Albany

With the increasing diversity in U.S. schools in the last few decades, much scholarship illustrating culturally responsive instruction (CRI) has emerged. The purpose of this symposium is to address questions that remain. This session will present three studies focused on issues related to CRI. The presentations will address the principles of culturally responsive practice that are aligned with research-based practice, how culturally responsive reading instruction can be assessed, and professional development for teachers attempting CRI.

1. **Principles and Practices of Culturally Responsive Reading Instruction: Study and Synthesis**
   - Ellen McIntyre, North Carolina State University
   - Nancy F. Hulan, Western Kentucky University

2. **Assessing Culturally Responsive Instruction**
   - Susan Chambers Cantrell, University of Kentucky
   - Rebecca Powell, Georgetown College

3. **Seeing Possibilities in Practice: Exploring Elementary Teacher Candidates’ Visions of Culturally Responsive Reading Instruction**
   - Jennifer Turner, University of Maryland

3:00PM-4:30PM  SEABREEZE II-FIRST FLOOR

**PAPER SESSION**

**Pathways and Perspectives to Biliteracy Development**

**Chair:** Audrey Lucero, University of Oregon

**Discussant:** Sunita Singh, Le Moyne College

1. **Examining Biliteracy as Processes: Case Studies of Bilingual Young Adults and Their Lifeworlds**
   - Nadia Regina Granados, University of Arizona

2. **Demands and Opportunities: Analyzing Academic Language in a First Grade Dual Language Classroom**
   - Audrey Lucero, University of Oregon

3. **El Camino se Hace al Andar: Biliteracy a Pathway to Closing the English Learner Achievement Gap**
   - Cristina Alfaro, San Diego State University
   - Jorge Ramirez, Chula Vista ESD

3:00PM-4:00PM  ROOM 411-FOURTH FLOOR

**ALTERNATIVE FORMAT SESSION**

**¡Ahas! from the OneVille Project: Designing Communication Infrastructure with Students, Teachers, and Parents in a Diverse Community**

**Chair:** Mica Pollock, University of California, San Diego

Most school districts are out to regulate and restrict student texting and fear student-teacher texting as particularly inappropriate. But might this youth-dominated channel in fact be a 21st century portal to personalized social-emotional and academic support for youth, even linking students and teachers across typical boundaries of race, class, and tech literacy? This presentation shares first findings from participatory design research on texting, conducted by youth and teachers in the diverse, immigrant-heavy city of Somerville, MA. In a design research project welcomed by Somerville district and school administration, teachers and students at the district’s alternative high and middle school have been testing how one-to-one texting might support students, teachers, and mentors to communicate rapidly about students’ personal and academic needs. Their work raises deep questions for city schools considering how to forge supportive student-teacher-relationships in the digital age.

I. **Texting as a Channel for Personalized Youth Support:**
   - Participatory Design Research by City Youth and Teachers
   - Mica Pollock, University of California, San Diego
   - Uche Amaechi, Harvard Graduate School of Education
   - Teachers and Students of Full Circle/Next Wave, Somerville Public Schools

II. **Disciplinary Literacy in History: The Perspectives of Middle Grade Teachers**
   - Elizabeth G. Sturtevant, George Mason University
   - Julie K. Kidd, George Mason University
   - Michelle M. Buehl, George Mason University
   - Ana Taboada Barber, George Mason University

III. **Enhancing Teacher Knowledge and Skills Related to Early Literacy Instruction**
   - Kimberly Anderson, University at Albany
   - Donna Scanlon, University at Albany
   - Virginia Goatley, University at Albany
   - Lynne Gelzheiser, University at Albany
   - Anita DeSarbo, University at Albany

IV. **Exploring Global Literature and Cosmopolitan Critical Literacy with Middle School Students in an International Charter School**
   - Judith M. Dunkerly, University of Nevada, Las Vegas
   - Thomas W. Bean, University of Nevada, Las Vegas
   - LeAnn G. Putney, University of Nevada, Las Vegas

**3:50PM-4:30PM **

**NAUTILUS 5-LOWER LEVEL**

**ROUND TABLES 3B**

I. **Let’s Write About the Book!**: Changes in English Language Learners’ (ELLs) Writing Through an Interactive Read-Aloud and Interactive Writing Intervention**
   - Susan King Fullerton, Clemson University
   - Shelia G. Durham, Clemson University
   - Heather McCreary-Andrews, Clemson University

II. **Disciplinary Literacy in History: The Perspectives of Middle Grade Teachers**
   - Elizabeth G. Sturtevant, George Mason University
   - Julie K. Kidd, George Mason University
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   - Judith M. Dunkerly, University of Nevada, Las Vegas
   - Thomas W. Bean, University of Nevada, Las Vegas
   - LeAnn G. Putney, University of Nevada, Las Vegas
ThurSDAy

V. Factors Affecting the Underuse of Multicultural Texts in Reading Programs
Claudette Thompson, St. Bonaventure University

VI. High School Students' Emotional Responses to Academic Reading Engagement in Science: Relationships to Achievement
M. Cecil Smith, Northern Illinois University
Solanlly Ochoa-Angrino, Pontificia Universidad Javeriana

VII. Integration of Higher Order Thinking with Authentic and Complex Reading and Writing Tasks: A Framework for High Literacy Teaching in Secondary Language Arts Classrooms
Matt J. Hollibush, Mount Saint Mary College

VIII. Negotiating in and of the World: The Impact of Rurality on Access to Text
Anne Gregory, Boise State University
Mary Ann Cahill, Boise State University

IX. Parent-Child Interactions During a Read-Aloud: A Comparison Between Tablet and Traditional Texts
Kathryn Lake MacKay, Brigham Young University
Kendra Hall-Kenyon, Brigham Young University

X. Shifting with Common Core: How Common Core Standards and Related Factors Influence Teachers' Planning and Instruction in Literacy
Aimee Lyn Papola, Loyola University

XI. The Constrained Use of Constrained Measures of Reading Achievement
Robert Calfee, Stanford University

XII. The Impact of E-Readers on Adolescent Students' Reading Motivation
Robert Greer Raymond, Sam Houston State University
Mary E. Robbins, Sam Houston State University
Debra P. Price, Sam Houston State University
Hannah Gerber, Sam Houston State University
Nancy Votteler, Sam Houston State University

4:45PM-6:00PM HARBOR ISLAND BALLROOM - FIRST FLOOR
PLENARY ADDRESS ONE

Chair: Jennifer Turner, University of Maryland

I. Distinguished Scholar Lifetime Achievement Award Presentation
Jane A. Hansen, University of Virginia

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

III. Introduction of Speaker
David Bloome, The Ohio State University

IV. Plenary Address: How the Online World is Changing the Relationship Between Everyday Literacy Practices and Educational Possibilities
David Barton, Lancaster University, United Kingdom
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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-Friday from noon to 1:00PM and Saturday from 7:30AM-8:30AM) of the Annual Conference.

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 2012 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, November 29, 2012

7:30AM-8:30AM GRAND BALLROOM A – FIRST FLOOR
JOURNAL OF LITERACY RESEARCH EDITORIAL BOARD BREAKFAST

7:30AM-8:30AM EXECUTIVE CENTER 1 – FIRST FLOOR
DOCTORAL STUDENT INNOVATIVE COMMUNITY GROUP (ICG) MEETING

7:30AM-8:30AM EXECUTIVE CENTER 2A – FIRST FLOOR
EDWARD B. FRY BOOK AWARD COMMITTEE MEETING

7:30AM-8:30AM EXECUTIVE CENTER 4 – FIRST FLOOR
MULTILINGUAL/TRANSCULTURAL LITERACIES INNOVATIVE COMMUNITY GROUP (ICG) MEETING

8:00AM-3:30PM NAUTILUS FOYER – LOWER LEVEL
BOOK DISPLAY & SILENT AUCTION

8:00AM-5:00PM BAY VIEW FOYER – FIRST FLOOR
ATTENDEE REGISTRATION OPEN

8:00AM-5:00PM NAUTILUS FOYER – LOWER LEVEL
EXHIBITS OPEN

8:00AM-5:00PM SPINNER II – FIRST FLOOR
CYBER CAFE OPEN

8:45AM-9:25AM NAUTILUS 5 – LOWER LEVEL
ROUNDTABLES 4A

   Minda Lopez, Texas State University-San Marcos
   Marie Arnold Mendoza, Texas State University-San Marcos

II. I Don’t Just Teach Social Studies, I Teach Literacy Too: Social Studies Education Pre–Service Teachers’ Beliefs About Disciplinary Literacy in a Social Studies Classroom
   Stephanie M. Bennett, University of South Florida

III. If the Book Fits: Appropriate Text Selection for Adolescents with Learning Disabilities and Emotional and/or Behavior Difficulties
   Charlotte Anne Mundy, University of Alabama
   Nicole Swoszowski, University of Alabama
   Melinda Leko, University of Wisconsin-Madison
   John Dantzler, University of Alabama

IV. Investigating 21st Century Literacies: Considering Links between Discourse Patterns, Teacher Epistemologies, and Implications for Student Literacy Acquisition
   Julie W. Ankrum, University of Pittsburgh at Johnstown
   Maria Genest, University of Pittsburgh
   Aimee L. Morewood, West Virginia University

V. Is “Close Reading” Better Reading?: The History and Pedagogy of Close Reading Practices
   Amy Koehler Catterson, University of California, Berkeley
   P. David Pearson, University of California, Berkeley

VI. Negotiating Teacher and Student Identities in a Diverse Learning Community
   Katharine Chamberlain, The University of Texas at Austin

VII. Preservice Teachers’ Modifications for English Language Learners (ELLs) as Reported on the Teacher Work Sample
   Melinda Miller, Sam Houston State University
   Helen Berg, Sam Houston State University
   Donna Cox, Sam Houston State University

VIII. Self-Representation of Black Adolescent Girls Through Writing
   Gholnecesr E. Muhammad, University of Illinois at Chicago

IX. Teacher Professional Development: A Model that Works
   Priscilla Griffith, University of Oklahoma
   Jiening Ruan, University of Oklahoma

X. The Effects of Intervention Duration on the English Vocabulary Development of Native Speakers and English Learners Who Participated in a Multi-Faceted Vocabulary Program
   Jeni R. Davis, University of South Florida
   James F. Baumann, University of Missouri-Columbia
   Justin N. Arner, University of Missouri
   Ann Bates, National Louis University
   Camille Blachowicz, National Louis University
   Char Cieply, National Louis University
   Patrick Manyak, University of Wyoming
   Heather Peterson, University of Wyoming

XI. Using Technology to Foster Participatory Culture in an Elementary Classroom: An Examination of Literacy Practices During Content Learning
   Jill Castek, Portland State University
   Jessica Mangelson, Benedictine University

8:45AM-10:15AM GRAND BALLROOM A – FIRST FLOOR
ALTERNATIVE FORMAT SESSION

S.T.A.R. Mentoring Program Poster Session
Chair: Julia Lopez-Robertson, University of South Carolina
The S.T.A.R. (Scholars of color Transitioning into Academic Research) mentoring program intends to support researchers who conduct high-quality, literacy-related research that addresses the issues and opportunities related to diversity. In this poster session, the STAR mentees will provide an overview of their current research project(s) and how they relate to issues of multiculturalism, diversity, and equity in literacy education. A great opportunity to meet and greet the members of the cohorts participating in this program, and to engage in meaningful discussions and collaborations.
conversations on literacy research within culturally and linguistically diverse communities.

Presenters:
- Yoo Kyung Sung, University of New Mexico
- Carol Brochin-Ceballos, The University of Texas at El Paso
- Tisha Y. Lewis, Georgia State University
- Seemi Aziz, Oklahoma State University
- Marva Jeanne Solomon, Angelo State University
- P. Zitlali Morales, University of Illinois at Chicago
- Silvia Nogueron-Liu, University of Georgia

**SYMPOSIUM**

**The Power of Visions: Exploring Spaces in Literacy Teacher Education and Development**

Chair: Seth A. Parsons, George Mason University
Discussant: Amy Vetter, University of North Carolina at Greensboro

Researchers suggest that teachers with a vision are best prepared to succeed in the complex job of teaching reading because a vision enables teachers to do what is best for their students despite restrictive mandates commonplace in teaching reading. In this session, researchers from five different institutions present research that used various theoretical perspectives and methods to explore preservice and inservice teachers' visions to examine the role visioning plays in reading teachers' work and development.

1. **The Development of Teachers' Visions Over Time**
   Seth A. Parsons, George Mason University

2. **Visioning: Preservice Teachers Using Autoethnography to Examine their Histories**
   Margaret Vaughn, University of Idaho
   Candace Kuby, University of Missouri

3. **The Evolution of Preservice Elementary Education Teachers' Visions**
   J. Baxter Williams, Western Carolina University
   Roya Qualls Scales, Western Carolina University

4. **Visioning within the University Supervisor and Student Intern Dyad**
   Leslie E. La Croix, George Mason University
   Julie K. Kidd, George Mason University

5. **A Cross-Cultural Study of Preservice Teachers' Visions**
   J. Baxter Williams, Western Carolina University
   Eithne Kennedy, St. Patrick's College
2. The Efficacy of Collaborative Strategic Reading in Science and Social Studies Middle School Classes in a Large Urban School District
Janette Klingner, University of Colorado Boulder
Alison Boardman, University of Colorado Boulder
Karla Sbarounvavaco, University of Colorado Boulder
Amy Eppolito, University of Colorado Boulder
Rebecca Beucher, University of Colorado Boulder
Pamela Buckley, University of Colorado Boulder

3. ‘Reading’ Texts that Move, Dissolve, Break, and Ooze: A Categorization of Actional-Operational Texts in Earth Science and Implications for Comprehension Instruction
Amy Alexandra Wilson, Utah State University
Michael D. Boatright, Western Carolina University

8:45AM-10:15AM Executive Center 3B-First Floor
Paper Session
Research on Writing in Early-Childhood/Elementary Programs
Chair: Judith T. Lysaker, Purdue University
Discussant: Ann Marie Dromsky, Independent

1. “It Happened to Me”: Third Grade Students Write Towards Critical Perspectives
Amy Seely Flint, Georgia State University
Natasha Thornton, Georgia State University
Eliza Allen, Georgia State University
Megan Nason, Georgia State University
Kamania Wynter-Hoyte, Georgia State University
Sanjuan Rodriguez, Georgia State University

2. Content Analysis of Writing Components in Leading Core Literacy Programs
Timothy G. Morrison, Brigham Young University
Kathryn Lake MacKay, Brigham Young University

Lorraine Theresa Falchi, La Escuelita
Ysaca Axelrod, Clemson University

8:45AM-10:15AM Executive Center 4-First Floor
Paper Session
Reading and Understanding Multimodal and Digital Texts
Chair: Aimee Rogers, University of Minnesota
Discussant: Craig A. Young, Bloomsburg University of Pennsylvania

1. Reader/Writer/Teacher/Designer: Visually Interactive Children's Literature and You
Dawnene D. Hassett, University of Wisconsin–Madison

2. The Untapped 90%: Beyond Simple Images to 59 Types of Graphics in Children's Informational Texts
Lauren Fingeret, Michigan State University

3. Children's Literature on the Digital Move
Shelby Anne Wolf, University of Colorado Boulder
Friday

8:45AM-10:15AM  MARINA I-FIRST FLOOR
SYMPOSIUM

Re-Conceptualizing Literacy Pedagogy: The What and the How
Chair: Suzanne Porath, University of Wisconsin-Madison
Discussant: Kristopher Stewart, University of Wisconsin-Madison
Over a decade ago, the New London Group (1996) called for a reform in literacy pedagogy. This symposium examines how educators are actively involved in re-defining and re-visioning what constitutes literacy pedagogy in their respective environments and provides a micro (classroom level) to macro (district level) view of how the daily discourses of the educators impact the opportunities for success in their work.

1. Critical Literacy in Literature Discussion Groups
   Mary Guay, University of Wisconsin-Madison
2. The Evolution of Technological to Authorial Pedagogy in a Reading Workshop: A Case Study
   Suzanne Porath, University of Wisconsin-Madison
3. Re-Visioning Instructional Reform: A Tale of Four Literacy Coaches
   Laura Lang, University of Wisconsin-Madison

8:45AM-10:15AM  MARINA II-FIRST FLOOR
SYMPOSIUM

Translation as a Generative Construct for Teaching Literacy: New Pedagogies for the Global Age
Chair: Robert T. Jiménez, Vanderbilt University
Discussant: Robert Rueda, University of Southern California
This symposium will explore new ways of leveraging the bilingual language practices of English Learners (ELs) to improve literacy skills. Presenters from three universities will share approaches to using translation in a variety of ways: as a constructive metaphor to help students understand persuasive writing, as a strategic practice to help students improve comprehension, as a lingustic resource to help students engage in literature discussions. Presenters will describe and share findings from their research.

1. Strengthening Literacy through Translanguaging Pedagogies
   Sue Hopewell, University of Colorado
2. Leveraging Translation for Writing and the Expansion of Linguistic Repertoires
   Marjorie Orellana, University of California, Los Angeles
   Danny Cortez Martinez, University of Illinois at Chicago
   Elizabeth Montano, Loyola Marymount University
3. "What's a Chunk?": Teaching Strategic Translation for Reading Comprehension
   Samuel David, Vanderbilt University
   Robert T. Jiménez, Vanderbilt University

8:45AM-10:15AM  MARINA III-FIRST FLOOR
SYMPOSIUM

Emerging Perspectives on Critical Digital Literacies Theory and Practice
Chair: Sarah Lohnes Watulak, Towson University
Discussant: JuliAnna Avila, University of North Carolina at Charlotte
In our digital society, acts of sharing, collaboration, and expression are enabled and supported by web-based digital technologies. Within this context, functional technology skills are only one piece of a complex digital literacy picture. Critical digital literacies purposefully meld digital and critical literacy practices, to help move beyond skills-focused engagements with technology. This symposium introduces emerging perspectives in critical digital literacy theory and practice, from elementary and middle school sites, to pre-service teacher education programs.

1. The Development of a Theoretical Framework for Critical Digital Literacies in Pre-Service Education
   Sarah Lohnes Watulak, Towson University
   Charles K. Kinzer, Teachers College, Columbia University
2. Let's Talk about Texts: Exploring the Possibilities of a Critical Digital Literacies Framework to Facilitate Difficult Classroom Conversations
   Stephanie Schmier, University of Southern California
3. Writing Losses and Design Gains? Findings from an In-School Critical Digital Literacies Project
   Jessica Zacher Pandya, California State University, Long Beach
   Kathleen Allene Consul Pagdilao, California State University, Long Beach
   Kim (Eric) Aeloch, California State University, Long Beach

8:45AM-10:15AM  MARINA IV-FIRST FLOOR
SYMPOSIUM

Literacy, Language, and Identity in Immigrant Families: Three Case Studies
Chair: Lois Zamzow, University of Wisconsin-Madison
Discussant: Rohany Nayan, University of Wisconsin-Madison
Investigating 21st Century Literacies requires that we recognize and acknowledge the complexities of literacies practices for all children, including children who have emigrated from another country speaking a language other than English. This session examines immigrant families’ construction of multiple identities and literacy practices across two school years. The three case studies presented in this symposium draw upon the theories of James Gee to explore issues related to language, literacy, and identity.

1. Speaking Spanish in Uruguay and America
   Cathy Compton-Lilly, University of Wisconsin-Madison
2. "I Know English": The Beginnings of Language Brokering for a Young Immigrant Child
   Lois Zamzow, University of Wisconsin-Madison
   Christine Compton-Lilly, University of Wisconsin-Madison
   Keying Wen, University of Wisconsin-Madison
8:45AM-10:15AM MARINA V-FIRST FLOOR SYMPOSIUM

Digging up Hidden Treasure: Exploring Alternative Texts for Teaching Academic Literacies

Chair: Xiufang Chen, Rowan University
Discussant: Paul Boyd-Batstone, California State University, Long Beach

This symposium draws together three studies that identify academic literacies embedded in alternative texts, graphic novels, tweets, and comic strips prevalent in outside school settings and discuss the allure and utility of these alternative texts. These studies would provide evidence of academic literacies embedded in alternative texts and potential for teachers to engage struggling, reluctant, and English learners by infusing such texts into instruction of academic literacies for adolescents.

1. From Dickens to 9/11: Exploring Graphic Nonfiction to Support the Secondary School Curriculum
   Barbara Jean Guzzetti, Arizona State University
   Marcia Mardis, Florida State University
   Felipe Baez, Arizona State University

2. “Spacecraft Reveals Recent Geological Activity on the Moon”: Exploring NASA Tweets on Twitter as an Alternative Text for Teaching Scientific Literacies
   Mellinee K. Lesley, Texas Tech University

3. Looking Beyond Pictures: Exploring Linguistic Features of Comic Strips
   Shelley Xu, California State University, Long Beach

8:45AM-10:15AM MARINA VI-FIRST FLOOR SYMPOSIUM

Taking Stock of New Literacies: What Literacy Researchers Can Learn from Studies of Embodied Cognition

Chair: Fenice Boyd, University at Buffalo
Discussant: George G. Hruby, University of Kentucky

This year’s LRA theme demonstrates how new literacies have risen to prominence within the literacy community. Given this, within this symposium we consider what perspectives from embodied cognition may bring to new literacies and, particularly, multimodality. This set of papers presents a theoretical and historical overview of embodied cognition along with applications of this theory to research projects related to explorations of digital multimodality and the role of gesture in teaching.

1. Reading the World and Reading the Word: Enacting Meaning through our Bodily-Based Experience
   James R. Gavelek, University of Illinois at Chicago

2. Embodied Teaching and Learning in the Context of Multimodal Digital Composing
   Mary McVee, University at Buffalo
   Suzanne Miller, University at Buffalo
   Colette Carse, University at Buffalo

3. Using Gesture and Artifacts to Scaffold Reading Strategy Instruction: Considerations on the Role of Embodiment
   Lynn Shanahan, University at Buffalo
   Caroline M. Flury-Kashmanian, University at Buffalo
   Lisa Roof, University at Buffalo

8:45AM-10:15AM NAUTILUS 1-LOWER LEVEL ALTERNATIVE FORMAT SESSION

Area 6 Co-Chairs Invited Session

Chairs: Roni Jo Draper, Brigham Young University
Melanie Hundley, Vanderbilt University
Eliane Rubinstein-Avila, University of Arizona

For this session distinguished content-area teacher educators and researchers were invited to consider the role of the new literacies for disciplinary participation. The conversation will focus on how new literacies and disciplinary communities of practice work together to create and influence each other. Implications for teacher preparation and practice will be discussed. Jonathan Osborne’s (Shriram Family Professorship in Science Education, Stanford University) research has focused on the role of argumentation in science education both as a means of improving the use of a more dialogic approach to teaching science and improving student understanding of the nature of scientific inquiry. Sam Wineburg’s (Margaret Jacks Chair of Education and History, Stanford University) research has focused on how adolescents, teachers, and professional historians interpret historical sources. His current research focuses on the creation of new assessments for measuring historical understanding.

1. Investigating New Literacies for Science
   Jonathan Osborne, Stanford University

2. Investigating New Literacies for History
   Sam Wineburg, Stanford University

3. Understanding the Place of New Literacies in Content-Area Classrooms
   Jennifer J. Wimmer, Brigham Young University
   Roni Jo Draper, Brigham Young University

8:45AM-10:15AM NAUTILUS 2-LOWER LEVEL PAPER SESSION

Roles and Patterns of Online Discussion in Learning and Literacy

Chair: Terry S. Atkinson, East Carolina University
Discussant: Cynthia M. Okolo, Michigan State University

1. Change Over Time: A Comparison of Online and Face-to-Face Discussions over Two Semesters
   Sally F. Heineke, Sam Houston State University
   Joan A. Williams, Sam Houston State University

2. Does It Matter If the Teacher Is There?: The Teacher’s Contribution to Emerging Patterns of Interactions in Online Classroom Discussions
   Jeong-bin Park, The University of Texas at Austin
   The D-Team, The University of Texas at Austin

3. Technology as a Learning Agent: Enhancing Learning through a Single On-Line Discussion Board Activity
   Paula Taylor-Greathouse, Sam Houston State University
   Bridget Mahoney, University of South Florida
FRIDAY

8:45AM-10:15AM PAPER SESSION

NAUTILUS 3-LOWER LEVEL

Students’ Engagement in Reading in Developmental College Reading Programs, Book Clubs, and Book Mobile Programs
Chair: Ann M. Bennett, University of Tennessee
Discussant: Colleen M. Fairbanks, University of North Carolina at Greensboro

1. Fourth Graders’ Participation in Book Clubs in a High-Achieving, High-Poverty Urban Primary School
Kirsten Dara Hill, University of Michigan–Dearborn

2. Providing Access to Developmental Reading Courses at the Community College: An Evaluation of Three Presentation Modes
Susan Kay Phillips, Central Arizona College

3. The R.E.A.D.Y. Bus, (a Book Mobile for Rural Communities): Does It Affect Voluntary Reading For 3rd Graders?
Melissa Stinnett, Western Illinois University

8:45AM-10:15AM PAPER SESSION

NAUTILUS 4-LOWER LEVEL

Tools and Techniques for Studying Reading
Chair: Keisha Lynette Green, Rutgers, The State University of New Jersey
Discussant: Peter Afflerbach, University of Maryland

1. Verbal Reports as a Methodological Tool for Understanding the Reading Processes of Language Learners: Implications for New Literacies and Future Research
Patriann Smith, University of South Florida
Deoksoon Kim, University of South Florida
Andrea Lycka, University of South Florida

2. A Taxonomy of Reading Assessment
Tony Applegate, Holy Family University
Mary D. Applegate, St. Joseph’s University

3. Validating a Classroom Observation Tool for Studying Developmental Word Study Instruction
Kristin M. Gehsmann, Saint Michael’s College
Kelli Millwood, Pearson
Donald Bear, Iowa State University

8:45AM-10:15AM SEABREEZE I-FIRST FLOOR

ALTERNATIVE FORMAT SESSION

Talk about Texts: Seeing and Using Language Diversity in Literacy Research
Chair: Patricia Enciso, The Ohio State University

This alternative format presentation will provide LRA members with an opportunity to engage with issues of language and dialect diversity within literacy research. By considering sample texts written by students from different language backgrounds, participants will reflect on how views of language shape our approaches to the diverse literacies of multilingual and transcultural subjects.

Presenters:
Patrick Henry Smith, The University of Texas at El Paso
Eurydice Bauer, University of Illinois at Urbana–Champaign
Aria Razfar, University of Illinois at Chicago

8:45AM-10:15AM PAPER SESSION

SEABREEZE II-FIRST FLOOR

Response to Intervention (RTI)
Chair: Kathy Ganske, Vanderbilt University
Discussant: Chandra P. S. Chauhan, Aligarh Muslim University

1. Effects of an Executive Skills Intervention for Reading Comprehension Deficits in an RTI Framework
Kelly Cartwright, Christopher Newport University
Amanda Lane, Christopher Newport University
Terrain Singleton, Christopher Newport University

2. Reading Intervention
Peter Dewitz, Mary Baldwin College
Pamela Dewitz, Augusta County Schools
Jennifer Jones, Radford University

3. The Efficacy of Computer-Assisted Tier 2 Assessment and Intervention as Part of a Response-to-Intervention Model for First Graders Struggling with Reading Difficulties
Beverly Lauren Weiser, Southern Methodist University
Patricia Mathes, Southern Methodist University

9:35-10:15AM NAUTILUS 5-LOWER LEVEL

ROUND TABLES 4B

1. Incorporating Popular Culture into the English Curriculum
Leigh A. Hall, University of North Carolina at Chapel Hill
Aubrey Comperatore, University of North Carolina at Chapel Hill
Kate Allman, University of North Carolina at Chapel Hill

II. Making Literacy Relevant to Pre-Service Mathematics Teachers: Perspectives and Beginning Solutions for Elementary and Secondary Levels
Kristy L. Dunlap, James Madison University
Kyle T. Schultz, James Madison University
Kateri Thunder, James Madison University

III. Making Middle School Writing Meaningful: An Analysis of Factors Increasing or Decreasing Perceptions of Authenticity in Writing
Nadia Behzadeh, Georgia State University

IV. New Literacies and Learning in an Afterschool Program: Convergence and Conflicts of Interest and Their Critical Role
Michelle Honeyford, University of Manitoba
Karen Boyd, University of Manitoba

V. New Ways of Exploring Old Literacies: Deepening Understandings Across Cultures through Dramatic Interpretations of Picturebooks
Deborah K. Palmer, The University of Texas at Austin
Nancy L. Roser, The University of Texas at Austin
Miriam Martinez, The University of Texas at San Antonio
Holly Carrell Moore, The University of Texas at Austin
Christian Zuniga, The University of Texas at Austin
Kathryn Henderson, The University of Texas at Austin
Leah Duan, The University of Texas at Austin
Suzanne Garcia Mateus, The University of Texas at Austin
Katie Peterson, The University of Texas at Austin
**VI. Sharing Voices and Visions: Pre-Service Teachers’ Images of Becoming Content Area Literacy Instructors**  
Rochelle M. Berndt, Kent State University

**VII. Sticky Notes: Tools for New Cultural Competencies for Adolescents**  
Ann D. David, The University of Texas at Austin  
Annmary L. Consalvo, Fitchburg State University

**VIII. Teachers’ Beliefs about Writing Instruction: A Survey of High School Teachers**  
Gretchen S. Goode, University of Memphis

**IX. Understanding Opportunities for Oral Language Use and Development in Kindergarten Classrooms**  
Ruth Wharton-McDonald, University of New Hampshire

**X. Young Children’s Engagement in Multimodal Meaning-Making through Digital Technology**  
Kwangok Song, Bemidji State University

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**10:30AM-11:10AM **  
**NAUTILUS 5-LOWER LEVEL ROUNDTABLES 5A**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Presenters</th>
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</thead>
</table>
| I.      | Investigating College Reading Readiness: A Research Model | Sonya L. Armstrong, Northern Illinois University  
Norman A. Stahl, Northern Illinois University  
Joanne Kantner, Kishwaukee College |
| II.     | Marrying Technology to the Common Core State Standards in a Pre-Service Content Area Literacy Course | Monica S. Yoo, University of Colorado Colorado Springs  
Barbara J. Frye, University of Colorado Colorado Springs |
| III.    | Meeting Writing Accountability Without Teaching to the Test: A Study of Writing Instruction in Texas Schools Identified as Exemplary or Recognized | Melinda Miller, Sam Houston State University  
Helen Berg, Sam Houston State University |
| IV.     | Readers’ Self-Perception and Shame | Rhonda D. Goolsby, University of Oklahoma |
| V.      | Teachers’ Voices on Literacy, Who is Listening? | Tammi Davis, Indiana University, Bloomington |
| VI.     | The Pastoral Tradition in Literature Teaching Meets the Common Core: Narrowing the Role of the Teacher, of the Text, and of Reading | Samantha B. Caughlan, Michigan State University |
| VII.    | What Do Young Children Do as They Read? Case Studies of Four Children Across Two Stories | Karen M. Feathers, Wayne State University  
Poonam Arya, Wayne State University |

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**10:30AM-12:00PM EXECUTIVE CENTER 1-FIRST FLOOR ALTERNATIVE FORMAT SESSION**

**Tapping the Tinkerers, Makers, and Innovators: How Do We Integrate New Media Literacies in Robust and Meaningful Ways?**

**Chair:** John A. Pascarella III, University of Southern California

Teacher-educators invite participants to consider how new media literacies (NMLs) extend traditional literacy practices in secondary classrooms. Participants discuss how teacher-candidates are prepared to access and make use of secondary learners’ NML skills and position them as “makers” and “innovators” of connected, meaningful literacy artifacts created with the use of various digital tools. Presenters summarize frameworks and models of NMLs in content literacy courses. Analysis and dialogue of how and why we design course components follows.

**Presenters:**  
John A. Pascarella III, University of Southern California  
Paula M. Carbone, University of Southern California

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**10:30AM-12:00PM EXECUTIVE CENTER 2A-FIRST FLOOR PAPER SESSION**

**Preservice Teachers: Struggles, Problem-Solving, and Development of Efficacy**

**Chair:** Jeni R. Davis, University of South Florida

**Discussant:** Kathryn Pole, The University of Texas at Arlington

1. *A Study of Factors That Contribute to Preservice Teachers’ Sense of Efficacy for Literacy Instruction*  
   Charlene S. Martin, University of Oklahoma

2. *Problem-Based Learning Enhances Collective Efficacy and Problem-Solving Skills among Pre-Service Literacy Teachers*  
   Beth Morton Christian, Tennessee State University  
   Reney M. McAtee, Tennessee State University  
   Heather Dillard, Tennessee State University

3. *Reconceptualizing Balanced Literacy: A Phenomenological Analysis of Novice Teachers’ Struggles with Balanced Literacy Instruction*  
   Joanne C. Smith, University of Missouri-Columbia  
   Elizabeth Baker, University of Missouri  
   Jeni R. Davis, University of South Florida

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**10:30AM-12:00PM EXECUTIVE CENTER 2B-FIRST FLOOR PAPER SESSION**

**Enhancing Literacy Instruction and Teacher Expertise through Collaboration and Learning Communities**

**Chair:** Judy A. Abbott, Stephen F. Austin State University

**Discussant:** Eileen M. Kaiser, Northeastern Illinois University

1. *Collegial Discourse and Idea Development: Teacher Teams’ Shared Understandings of Literacy Pedagogy Concepts*  
   Jacquelynn S. Popp, University of Illinois at Chicago  
   Susan Goldman, University of Illinois at Chicago
10:30AM-12:00PM  EXECUTIVE CENTER 3A-FIRST FLOOR

PAPER SESSION

Investigating and Supporting the Literacies of Adult Readers

Chair: Donita Shaw, University of Kansas
Discussant: M. Cecil Smith, Northern Illinois University

1. Examining the Relationship Between Fluency, Text Recall, and Reader Misuses in Proficient Adult Readers
   Joan Theurer, California State University, Long Beach

2. Investigating 21st Century Emerging Literacy Perspectives: A Literacy Lesson from an Adult “Jargonizing” Reader
   Leah Katherine Saal, Louisiana State University
   Margaret-Mary Sulentic Dowell, Louisiana State University
   Gerlinde Grandstaff-Beckers, Louisiana State University

3. The Contribution of Cognitive Motivation to Adults’ Reading Comprehension: Reconsidering the Simple View of Reading
   Kelly Cartwright, Christopher Newport University

10:30AM-12:00PM  EXECUTIVE CENTER 3B-FIRST FLOOR

PAPER SESSION

Studying Linguistically Diverse Students’ Literacies and Identities

Chair: Mileidis Gort, University of Miami
Discussant: Teresa R. Fisher, Georgia State University

1. Confined and Constrained in the Classroom: Labeling the Identities and Literacies of Immigrant Students
   Jay Allen Babcock, University of Wisconsin-Madison

2. Language Identity Issues in Young Adult Literature
   Nancy L. Hadaway, The University of Texas at Arlington
   Terrell A. Young, Brigham Young University

3. Monolingual and Bilingual Preschool Teachers Reading Information Books Aloud with Emerging Bilingual Children
   Barbara A. Bradley, University of Kansas
   Lonna S. Rocha, University of Kansas
   Karen A. Jorgensen, University of Kansas
   Micah Schloegel, University of Kansas

10:30AM-12:00PM  EXECUTIVE CENTER 4-FIRST FLOOR

PAPER SESSION

Reading and Responding to Middle East Contexts and Characters in Young Adult Novels

Chair: Jennifer M. Graff, University of Georgia
Discussant: Melanie Sperling, University of California, Riverside

1. “Reading the Middle East: Classroom Readings of Books about the Middle East”
   Kate Allman, University of North Carolina at Chapel Hill

2. Save The ‘Muslima’ Female Muslim Identity and Subjectivity in Young Adult Novels
   Seemi Aziz, Oklahoma State University

3. Ninth-grade Students’ Negotiations of Aesthetic, Efferent, and Critical Stances in Response to a Novel Set in Afghanistan
   Cheryl Taliaferro, University of North Texas
Thus, professional development and teacher preparation programs need to seriously consider means by which they can address this gap. The research presented in this symposium shows effective means by which educators can address the need for informed writing instruction.

1. Long-Term Professional Development in Schools: Sometimes It’s Worthwhile
   Jane Hansen, University of Virginia

2. Teachers’ Perceptions of their Preparation for Teaching Writing
   Diane Lapp, San Diego State University
   Douglas Fisher, San Diego State University
   Thomas DeVere Wolsey, Walden University

3. Common Factors Among High-Adopting Teachers Following Professional Development in Writing Instruction
   Rebecca Kaminiski, Clemson University
   Sarah Hunt-Barron, Converse College
   Kelly N. Tracy, Western Carolina University

4. Self-Initiated Professional Development: Using Close Reading to Support Writing Instruction
   Diane Lapp, San Diego State University
   Barbara Moss, San Diego State University
   Douglas Fisher, San Diego State University
   Kelly Johnson, Health Sciences High and Middle College
   Maria Grant, California State University, Fullerton
   Nancy Frey, San Diego State University

10:30AM-12:00PM  MARINA I-FIRST FLOOR
SYMPOSIUM

Immigrant Children’s Responses to the Wordless Book The Arrival: An International Study

Chair: Carmen Medina, Indiana University
Discussant: Kathy G. Short, University of Arizona

The presenters share findings from an international project in which four research teams—from the UK, U.S., Spain, and Australia—examined children’s responses to *Flotsam* by David Wiesner and *The Arrival* by Shaun Tan. The interpretive study addresses the questions: How do recent immigrant children make meaning of wordless picturebooks? In what ways does participation in visual response strategies and discussions of wordless postmodern texts support (or not) recent immigrant children as readers?

1. The Use of Visual Methods for Investigating Children’s Responses to Wordless Picturebooks
   Evelyn Arizpe, University of Glasgow
   Julie E. McAdam, University of Glasgow

2. Immigrant Children’s Responses to The Arrival: Retelling as Interpretive Work
   Carmen M. Martinez-Roldan, Teachers College, Columbia University
   Elizabeth Lua, Teachers College, Columbia University
   Margaux Naomi Pierre, Teachers College, Columbia University

3. Understanding the Craft of Storytelling through Images: The Children’s Compositional Responses to The Arrival
   Brenda Valentina Bellorin, Universitat Autònoma de Barcelona
   Mireia Manres-Potrony, Universitat Autònoma de Barcelona

10:30AM-12:00PM  HARBOR ISLAND BALLROOM III-FIRST FLOOR
SYMPOSIUM

Writing: Professional Support for Pre-and In-Service Teachers

Chair: Thomas DeVere Wolsey, Walden University
Discussant: Diane Barone, University of Nevada, Reno

Writing is widely acknowledged as an important aspect of schooling (e.g., CCSS, 2010), but is also an area where teachers are typically underprepared (Authors, 2011; Parr, Glasswell, & Aitkman, 2007).

Chair: Barbara Laster, Towson University
Response to Intervention (RTI) is an alternative identification pathway for special education identification and as a way of providing differentiated and responsive instruction for every child. Our research will present a picture of what is occurring at elementary schools across eight different states. Literacy researchers interviewed general educators, special educators, and other professionals to gauge the implementation of RTI especially in terms of literacy assessment and instruction, collaboration, and professional development.

Presenters:
Julie W. Ankrum, University of Pittsburgh at Johnstown
Linda Carr, Independent Consultant
Kathy Chapmey, University of Wisconsin-Milwaukee
Ingrid Enniss, Oakwood University
Lois Haid, Barry University
Jennifer Jones, Radford University
Barbara Laster, Towson University
Barbara A. Marinak, Mount Saint Mary University
Nancy Masztal, Barry University
Valerie J. Robnolt, Virginia Commonwealth University
Alice F. Snyder, Kennesaw State University
Joyce Warner, Barry University
Jodi G. Welsch, Frostburg State University
Rebekah Williams, Kennesaw State University

Pathways and Challenges of Moving and Expanding Digital Practices and Literacies across Contexts: Cases from El Pueblo Mágico

Chair & Discussant: Kris Gutierrez, University of Colorado Boulder
This symposium focuses on different learning ecologies created through an educational change initiative. Each paper focuses on a dimension of this complex system: pre-service teachers’ understandings of learning and new media; children’s out-of-school literacy and technology practices and interests; and the literacies, computational thinking practices, and sociocultural negotiations of undergrads and children’s design processes in an after-school program. The session seeks to articulate key challenges and opportunities for promoting 21st century literacies across contexts.

1. Documenting How Children’s New Media Practices Circulate and are Leveraged across Contexts
   Lisa Hope Schwartz, University of Colorado Boulder
   Elizabeth Mendoza, University of Colorado Boulder
   Edilberto Cano-Rodriguez, University of Colorado Boulder
   Kris Gutierrez, University of Colorado Boulder

2. Pre-Service Teachers’ Evolving Orientations to Technology as Mediation Tools for Learning and Development
   Andrea Bien, University of Colorado Boulder
   Makenzie Selland, University of Colorado Boulder

   Annie Allen, University of Colorado Boulder
   Jacqueline Hotchkiss, University of Colorado Boulder
   Meg Burns, University of Colorado Boulder

4. Connections between Computational Thinking and Elementary Students’ Everyday Interests and Gaming Practices
   Ian Her Many Horses, University of Colorado Boulder

Mediation Tools for Learning and Development

Chair: Jerome D’Agostino, The Ohio State University
Discussant: David B. Yaden, Jr., University of Arizona
The recent award by the U.S. Department of Education to scale up Reading Recovery provides an opportunity to go beyond documenting that the intervention works, to understanding the features of the intervention that are related to the scale up and sustainability. The presenters will review literature related to educational reform and scale up, and relate that research to the case of Reading Recovery in an effort to better understand how to sustain educational innovations.

Scaling Up an Educational Innovation: Analyzing the Case of Reading Recovery

Chair: Jerome D’Agostino, The Ohio State University
Discussant: David B. Yaden, Jr., University of Arizona
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2. Exploring Photographic-Based Strategies as Scaffolds for Literacy

1. Authoring Ambiguous Media Texts: The Story of Bloody Lenny
   Discussant: Jacquelynn A. Malloy, Anderson University
   Chair: Sheila Benson, University of Northern Iowa

   The aim of this symposium is to examine the progression of disciplinary and content literacy instruction from early childhood through late adolescence. Disciplinary literacy instruction must begin as early as preschool and become more specialized to each unique discipline in the intermediate and middle grade levels (Shanahan and Shanahan, 2008). In high school, it is critical that content-area teachers see themselves outside of their discipline.

   1. Developing Academic Language in the Preschool Classroom
      Michelle McKenna Shabaker, University of Illinois at Chicago
      Melissa Tragos, University of Illinois at Chicago
   2. A “Core” Problem in Adolescent Literacy Reform: The Enduring Baggage of Literacy
      Steven Kushner, University of Illinois at Chicago

10:30AM-12:00PM NAUTILUS 1-LOWER LEVEL

PAPER SESSION

Critical Literacy and Global Engagement as Viewed through New Literacies
Chair: Ronald Dale Kieffer, Ohio Northern University
Discussant: Jen Scott Curwood, University of Sydney

1. Global Conversations in Literacy Research: A Web Seminar Research Project
   Peggy Albers, Georgia State University
   Christi Pace, Georgia State University
   David W. Brown, Jr., Georgia State University

2. Media Literacy, Public Practice, and Youth Engagement in Rural Nicaragua
   Chelsey Hauge, University of British Columbia

3. Power, Profit, and Participation: Establishing New Priorities for Media Literacy Education
   Catherine Burwell, University of Calgary

10:30AM-12:00PM NAUTILUS 2-LOWER LEVEL

PAPER SESSION

Uses of Visual Strategies, Including Digital Storytelling, in the Literacy Practices of Students
Chair: Sheila Benson, University of Northern Iowa
Discussant: Jacquelynn A. Malloy, Anderson University

1. Authoring Ambiguous Media Texts: The Story of Bloody Lenny
   John Michael Scott, New York University

2. Exploring Photographic-Based Strategies as Scaffolds for Literacy Learning
   Marva Cappello, San Diego State University

10:30AM-12:00PM NAUTILUS 3-LOWER LEVEL

PAPER SESSION

Understanding Race/Language Labeling: Examining Racial Literacies and School Labeling based on English Language Learner (ELL) Student Populations
Chair: Alanna Rochelle Dail, Syracuse University
Discussant: Kirsten Dara Hill, University of Michigan–Dearborn

1. Dear Miss: Building Black and Latino Adolescent Males’ Racial Literacy through Letter Writing in the English Classroom
   Yolanda Sealey-Ruiz, Teachers College, Columbia University

2. Putting Race in Its Place: Developing Racial Literacy in College English Classrooms
   Yolanda Sealey-Ruiz, Teachers College, Columbia University
   Florence Kabba-Diallo, LaGuardia Community College

3. What’s in a Name? School District Effects on English Language Learner Identification
   Patrick Proctor, Boston College
   Rebecca Silverman, University of Maryland
   Jeff Harring, University of Maryland
   Minori Nagahara, Boston College

10:30AM-12:00PM NAUTILUS 4-LOWER LEVEL

PAPER SESSION

Writing Development in the Early Years
Chair: Sunita Singh, Le Moyne College
Discussant: Ted Kesler, Queens College, CUNY

1. Cognitive Reorganization During Early Writing Development: A Comparison of English-Speaking and Spanish-Speaking Children
   George Kamberelis, University of Wyoming
   Melanie Reaves, University of Wyoming

2. Young Children’s Writing: Learning from Teacher Discussions and Children’s Writing Samples
   Julie K. Kidd, George Mason University
   M. Susan Burns, George Mason University
   Nedra L. Cossa, George Mason University
FRIDAY

1. Contingent, Recursive Theorizing in Literacy Research
   Mark D. Vagle, University of Minnesota

2. Photographic Elicitation, Web-Based Discussions, and the Social Contract of Schooling: Picturing What School Means to U.S. and Haitian Young Adolescents and Teachers
   Kristien Zenkov, George Mason University

3. Generating Data to Support Responsive Curricula: Using Students’ Funds of Knowledge to Enhance Middle Grades Literacy Education
   Leigh A. Hall, University of North Carolina at Chapel Hill
   Les Burns, University of Kentucky

10:30AM-12:00PM SEABREEZE II-FIRST FLOOR
PAPER SESSION

Studying and Measuring the Foundations of Reading
Chair: Elizabeth G. Sturtevant, George Mason University
Discussant: D. Ray Reutzel, Utah State University

1. Irritable Vowel Syndrome: Primary Grade Students Schematizing Vowel Orthography
   James Erickson, University of Northern Colorado
   Catherine Olmsted, University Schools

2. Rating Reading Expressiveness
   Paula Schwanenflugel, University of Georgia
   Rebekah George Benjamin, Massachusetts College of Liberal Arts
   Melanie R. Kuhn, Boston University
   Elizabeth Meisinger, University of Memphis
   Lilly Steiner, Monmouth University
   Carolyn Groff, Monmouth University

3. The Case for Confusability and Other Factors Associated with Lowercase Alphabet Naming
   Francis Howard Lim Huang, University of Virginia
   Marcia Invernizzi, University of Virginia

11:20-12:00PM NAUTILUS 5-LOWER LEVEL
ROUND TABLES SB

I. “So We Have a Lot of Just Organic in-the-Moment Conversations”: Making Practice Visible
   Marilyn McKinney, University of Nevada, Las Vegas
   Su Gao, University of Nevada, Las Vegas

II. Literacy and Athletics?: Perceptions of Literacy by Male College Football Student-Athletes
   Pamela H. Segal, University of Maryland

III. NeCoTIP: Inquiry in Motion
   Kelly C. Goodall, University of Nevada, Las Vegas

IV. New Teachers’ Conceptions of New Literacies
   Anika Spratley Burtin, Johns Hopkins University

V. Service Learning and Reflection on Action: A Transformative Model for Graduate Education Majors’ Development of Relational Care and Social Justice Orientation
   Janet C. Richards, University of South Florida
   Stephanie M. Bennett, University of South Florida

VI. The Struggle to Define Literacy in Post-Coup Honduras
   Kate Elizabeth Keedley, University of Iowa

VII. Unpacking Literacy Beliefs and Practices: A Longitudinal Study of the Transformation from Preservice to Experienced Teacher
   Amy D. Broemmel, University of Tennessee
   Betty S. Blanton, Roane County Schools
   Elizabeth A. Swaggerty, East Carolina University

VIII. Youth Self-Representation in Production and Product
   Maritza Lozano, University of California, Los Angeles

12:00PM-1:00PM HARBOR ISLAND VIP ROOM
PAST PRESIDENTS’ LUNCHEON (INVITATION ONLY)

12:00PM-1:00PM STUDY GROUPS

Literacy Lab/Reading Clinic . . . . Executive Center 1-First Floor
Transferring Clinic/Lab Practices to Classrooms and Schools
Response to Intervention: New Challenges and New Literacies
. . . . . . . . . . . . . . . . . . . . . . . . . . Executive Center 4-First Floor
  Guest Presenter:
  Patricia A. Edwards, Michigan State University
  Teacher Preparedness and the Role of Culture in Implementing Response to Intervention (RTI)
  Adult Literacy . . . . . . . . . . Marina I-First Floor
  Transition and Literacy across the Lifespan
  Living the Writerly Life in Academia . . Marina II-First Floor
  Guest Presenter:
  David Bloome, The Ohio State University

Research Agenda

Critical Race Theory ............Marina III-First Floor
Discussion of Critical Race Theory
Writing Research: Researching Early Writing
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Marina IV-First Floor
  Guest Presenter: Myae Han, University of Delaware
Conducting Literacy Research in Pre-K
Approaches to Studying Graphic Novels . . . Marina V-First Floor
Identifying Areas for Future Graphic Novel Research
Word Study: Phonics, Vocabulary, and Spelling
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Marina VI-First Floor
  Guest Presenters:
  Judith Scott, University of California, Santa Cruz
  Dianna Townsend, University of Nevada, Reno
Vocabulary Assessment, Common Core State Standards and Vocabulary, Generative Vocabulary Strategies, Assessing and Teaching Academic Vocabulary
VII. The Role of Youth Services Librarians in Motivating Hispanic Students to Read
Mary D. Wehunt, University of Wyoming

VIII. Using Multimodalities to Explore Pre-Service Teachers’ Visions and Understandings about Literacy
Margaret Vaughn, University of Idaho

1:15PM-2:45PM EXECUTIVE CENTER 1-FIRST FLOOR SYMPOSIUM

Becoming Reflective Practitioners: How Mentorship, Practice, and 21st Century Technologies Scaffold In-Service Reading Teacher Development
Chair: Mary McVee, University at Buffalo
Discussant: Emily Hayden, University at Buffalo

Reflective teachers are skillful, knowledgeable, and strategic when planning, implementing, and assessing reading instruction and development. Becoming a reflective practitioner is important and is a process that develops with practice and support. What is not as apparent is how in-service teacher development can scaffold this process, particularly in a digital age. The purpose of this symposium is to consider how 21st century technologies, when integrated with other pedagogical tools, facilitate teacher change.

1. Using Digital Video as a Reflective Tool to Enhance Teacher Administration and Analysis of Assessments
Elizabeth Tynan, University at Buffalo

2. Improving Literacy Specialist Practice: Clinic-Based Pedagogical Tools Used to Scaffold Teacher Change
Ashlee Anne Ebert, University at Buffalo

3. Parrots, Piranhas and Peacocks: Releasing Literacy Specialist Candidates into the Wild World of a 21st Century Classroom-Based Literacy Practicum Experience
Jennifer A. Schiller, University at Buffalo
Andrea Tochelli, University at Buffalo

4. Using Video Study Groups to Enhance In-Service Teachers’ Reflection on Strategy Instruction in Classroom Settings
Lynn Shanahan, University at Buffalo
Andrea Tochelli, University at Buffalo

1:15PM-2:45PM EXECUTIVE CENTER 2A-FIRST FLOOR PAPER SESSION

The Impact of Policy, Context, and Teacher Beliefs on Pedagogical Decision Making
Chair: Sunday Cummins, National Louis University
Discussant: Nancy Planagan Knapp, University of Georgia

1. Filling in the Blanks or Creating Hybrid Spaces? The Relationship between Beginning Teachers’ Writing Knowledge and Pedagogy
Heather T. Hebard, University of Washington

2. Influences on Teachers’ Decisions about Literacy for Students with Severe Disabilities
Andrea Ruppar, University of Wisconsin-Madison
Janet S. Gaffney, University of Auckland

3. Teacher Agency and Improvisation: Reading Instruction in an Age of Intrusive Federal Policy
Julie L. Pennington, University of Nevada, Reno
Cynthia Brock, University of Nevada, Reno
Eleni Oikonomidou, University of Nevada, Reno
### Integrating Technology and Coaching in Professional Development

**Chair:** Carolyn Hunt, Illinois State University  
**Discussant:** Phillip Michael Wilder, University of Illinois at Urbana-Champaign

1. **Enhancing Literacy Instruction Through Coaching and Interactive Technology**  
   - Patrick Proctor, Boston College  
   - Jeanne R. Paratore, Boston University  
   - Michelle Carney, Boston University  
   - Evelyn Ford-Connors, Boston University  
   - Marcela Ossa Parra, Boston College  
   - Dana A. Robertson, University of Wyoming  
   - Claudia Vargas, Boston College

2. **Literacy Coaching in a Virtual Context**  
   - Celeste C. Bates, Clemson University

3. **Webcams as Windows: Looking Into Coaches’ Support of Classroom Teachers**  
   - Marnie Ginsberg, University of North Carolina at Chapel Hill  
   - Kathryn Ohle, University of North Carolina at Chapel Hill  
   - Marcia Kosanovich, University of North Carolina at Chapel Hill  
   - Julie Ellison Justice, University of North Carolina at Chapel Hill  
   - Mandy Bean, University of North Carolina at Chapel Hill  
   - Beth Cutrer, University of North Carolina at Chapel Hill  
   - Joy Diamond, University of North Carolina at Chapel Hill  
   - Denise Ricks, University of North Carolina at Chapel Hill

### Supporting Learners’ Literacy Practices through Better Instruction

**Chair:** Mary Frances Rice, Brigham Young University  
**Discussant:** Rena M. Harris, University of Pennsylvania

1. **In Search of Purpose, Audience, and Structure: An Examination of High School Students’ Literacy Strategy and Skill Use during an AP Government Project-Based Learning Unit**  
   - Susanna Eng, University of Washington, Seattle  
   - Susan E. Cooper, University of Washington, Seattle  
   - Gavin Tierney, University of Washington, Seattle  
   - Kendall Becherer, University of Washington, Seattle

2. **Computer-Based Cognitive and Literacy Skills Training Improves Students’ Writing**  
   - Beth Anastasia Rogowsky, Rutgers, The State University of New Jersey  
   - Paula Tallal, Rutgers, The State University of New Jersey

3. **Promoting Disciplinary Literacy in Middle-School Social Studies and Pre-Service Teacher Education**  
   - Jamie Colwell, Old Dominion University

### Reading against the Grain: Gender Issues and Social Justice

**Chair:** Leah Katherine Saal, Louisiana State University  
**Discussant:** Karla J. Moller, University of Illinois at Urbana-Champaign

1. **Feminist Theory and Content Analysis: Developmental Depictions of Black Girls in Picture, Transitional and Chapter Books**  
   - Wanda Brooks, Temple University  
   - Lorraine Savage, Temple University

2. **Slashing Heteronormativity in The Hunger Games: [Re] Assembling Identities in Online Fan Fiction**  
   - Elizabeth DuToit, University of Colorado Boulder  
   - Rebecca Beucher, University of Colorado Boulder

3. **The Reader as Social Justice Teacher: The Nexus of Two Teachers’ Reader Responses and Pedagogical Plans for Children’s Literature and Social Justice**  
   - Grace Enriquez, Lesley University

### Survey, Genre, and Social Semiotic Methods for Analysis of Text Structures and Informational Texts

**Chair:** Natasha Perez, Michigan State University  
**Discussant:** Claudia Jean McVicker, MidAmerica Nazarene University

1. **A Multimodal Social Semiotic Perspective on Pre-Service Teachers’ Digital Writing of Informational Texts**  
   - Xiaoning Chen, SUNY Fredonia  
   - Jennifer Moon Ro, SUNY Fredonia  
   - Clara Beier, SUNY Fredonia

2. **Developing the Information Text Structure Survey (ITSS2): A Teachers’ Tool for Rating Information Text Features and Structures**  
   - D. Ray Reutzel, Utah State University  
   - Cindy D. Jones, Utah State University  
   - Sarah K. Clark, Utah State University

3. **Teaching and Learning Genre in K-12 Settings: A Review of the Literature**  
   - James L. Welsh, University of South Florida
begins with overviews of the 11 studies, followed by poster sessions using multimedia, and concludes with an open discussion.

1. Understanding and Use of the Internet: A Comprehensive Review Across Childhood and Adolescent Development
   Autumn M. Dodge, Michigan State University
   Douglas K. Hartman, Michigan State University

2. Online Social Networking as a New Literacy Practice: The Case of Hot Dish
   Christine Greenhow, Michigan State University

3. Historical Inquiry in Middle School: Supporting Disciplinary Literacy through Technology
   Cynthia M. Okolo, Michigan State University
   Carol Sue Englert, Michigan State University
   Jan Alleman, Michigan State University
   Maryl A. Randel, Michigan State University

4. The Role of Prior Knowledge in 12 Good Writers Searching and Reading Online
   Jinnjie Zheng, Michigan State University
   Douglas K. Hartman, Michigan State University

5. Sixth Graders’ Critical Evaluation of Internet Sites
   Angela K. Johnson, Michigan State University

6. The Home Literacy Practices of 21st Century Adolescent English Language Learners (ELL)
   Guofang Li, Michigan State University

7. New Literacies in Teacher Preparation: Transferring Beliefs to Classroom Practice
   Amber Meyer, Michigan State University
   Stephanie L. Strachan, Michigan State University
   Cheryl L. Rosaen, Michigan State University

8. Learning through Tweeting in a Teacher Preparation Program
   Annie McMahon Whitlock, Michigan State University
   Cheryl L. Rosaen, Michigan State University

9. Multimodality in Children’s Literature: A Case Study
   Todd Ide, Michigan State University

10. Linking The Watsons Go to Birmingham—1963 with Multiple, Multimodal Expository Texts: A Preservice Teacher’s Use of 21st Century Critical Literacies
    Kirsten Dara Hill, University of Michigan-Dearborn

11. New Directions in Reading to Learn Online: Deep and Open Learning on the Web as a Key 21st Century Literacy Skill
    Rand Spiro, Michigan State University

12. Reading Comprehension Apps: How Well Do Research and Design Align?
    Paul Morsink, Michigan State University
    Michelle Schira Hagerman, Michigan State University
    Douglas K. Hartman, Michigan State University

Transcultural Literature and Pedagogies of Place: Research and Practice for 21st Century Students and their Narratives
Chair: Carol Brochin-Ceballos, The University of Texas at El Paso
Discussants: Maria E. Fránquiz, The University of Texas at Austin
Theresa Rogers, University of British Columbia

Transcultural literature or ‘fictions of the global’ are contemporary texts that disrupt representations of bounded nationalities and highlight the social conditions through which transmigrant communities navigate their lives. Four teacher research studies address the questions that arise when mediating this literature with elementary, middle, and college students. The meaning of place and location in transcultural stories will focus the narrative and pedagogical analyses presented in two round-table sessions.

1. El Barrio and the Practice of Place: Discovering a Decolonial Pedagogy for Reading Transcultural Children’s Literature
   Patricia Enciso, The Ohio State University

2. Cultural Boundaries or Geographic Borders?: Prospective Teachers Define “American” in Response to Latino Literature for Children
   Denise Davila, The Ohio State University

3. Being, Living, and Reading “Urban”: The Importance of Location in Mediating Literature with Middle School Students
   Allison Volz, The Ohio State University

4. Locating Latino/a Literature within Larger Textual Ecologies: Pedagogies of Transcultural Memories, Trajectories and Emotions
   Carmen Medina, Indiana University

Exploring New Ways of Teaching and Learning in Online Literacy Education
Chair: Erica C. Boling, Rutgers, The State University of New Jersey
Discussant: Josephine Peyton Marsh, Arizona State University

The purpose of this alternative session is to highlight what has been learned from research studies related to online teachers, learners, and pedagogy. The session will be organized around eight connected papers around topics that include pedagogy, identities, engagement, and program effectiveness in online literacy education courses. Breakout sessions, a panel discussion, and the use of online social networking sites will also allow participants to engage with the topics before, during, and after the session.

Presenters:
Karen E. Smith, University of Manitoba
Xiufang Chen, Rowan University
Holly Johnson, University of Cincinnati
Susan Watts-Taffe, University of Cincinnati
Suzanne Ehrlich, University of Cincinnati
Lindy Louise Johnson, University of Georgia
Lane W. Clarke, University of New England
Erica C. Boling, Rutgers, The State University of New Jersey
Erica Holan, Rutgers, The State University of New Jersey
Chesta Khurana, Rutgers, The State University of New Jersey
FRIDAY

1:15PM-2:45PM MARINA I-FIRST FLOOR
SYMPOSIUM

Interpretation of International Children’s Literature: Exploring Rose Blanche from Multiple Perspectives

Chair & Discussant: Kathy G. Short, University of Arizona
This symposium focuses on three studies detailing intercultural and ideological issues in a translated children’s book. The critical analyses of Rose Blanche will help literacy educators explore historical, political, and critical issues in children’s books. By teaching critical perspectives of children’s books, students will become aware of power relationships and inequities, allowing them to critique these issues in their own work as well.

1. Critical Discourse Analysis with a Historical Understanding
Susan Corapi, University of Arizona

2. Ideological Interpretation of the Korean Version of Rose Blanche
Mi-Kyoung Chang, University of Arizona

3. A Critical Analysis of Rose Blanche in Translation: Bringing a Holocaust Story to a Japanese Audience
Junko Yokota, National Louis University
Sachiko Adachi, Niigata University
William Teale, University of Illinois at Chicago

1:15PM-2:45PM MARINA II-FIRST FLOOR
SYMPOSIUM

Reading Transitions: The Role of Neurology, Epigenesis, and Environment on Variance and Change in Literacy Outcomes

Chair: Mona Matthews, Georgia State University
Discussant: David B. Yaden, Jr., University of Arizona
This session will address the often-vexing instructional challenges posed by students’ individual differences in reading ability and development, i.e., the need to differentiate instruction. Specifically, the symposium presenters will argue that theoretical framing drawn from developmental science and educational neuroscience could usefully inform literacy classroom practice, policy, and research on student variance.

1. Dynamical Systems Within, Across, and Beyond Biological Systems in Reading
George G. Hruby, University of Kentucky

2. Self-Organization of Behavior: A Process from Dynamic Systems Theory with Useful Application to Variance and Change in Reading Ability and Development
Mona Matthews, Georgia State University

3. Evidence from Neuroscience for the Irrelevancy of Spoken-Language as a Basis of Reading Development for Deaf Readers
Debbie Golos, Utah State University
Annie Moses, John Carroll University
Marlon Kuntze, Gallaudet University

1:15PM-2:45PM MARINA III-FIRST FLOOR
SYMPOSIUM

The Teaching and Learning of Argumentative Writing in High School Language Arts Classrooms and the Construction of Rationalities

Chair: George Newell, The Ohio State University
Discussant: Judith Green, University of California, Santa Barbara
In this symposium we explore the underlying definitions of rationality implied in the teaching and learning of argumentative writing. The broader research project collected video data, interviews, and other data from 20 high school classrooms. Using discourse analysis, we analyzed select lessons to examine what the underlying definitions of rationality are, the consequences these definitions have for what counts as knowledge and argument, and how these definitions evolve and are promulgated over time.

1. What Definitions of Rationality are Constructed In and Through The Teaching and Learning of Argumentative Writing?
SangHee Ryu, The Ohio State University

2. Where and How Do Definitions of Rationality Come into Play in the Teaching and Learning of Argumentative Writing and To What Consequence?
Allison Wynhoff Olsen, The Ohio State University

3. How Definitions of Rationality Build Over Time through the Teaching and Learning of Argumentative Writing
David Bloome, The Ohio State University

1:15PM-2:45PM MARINA IV-FIRST FLOOR
SYMPOSIUM

The Circulation of Emotion in Textual Meaning-Making

Chair: Carolyn Colvin, University of Iowa
Discussant: Mary M. Juzwik, Michigan State University
With renewed attention to emotion, scholars are challenging the academic discourse that holds emotion as aligned with “all things feminine,” signaling tendencies to be weak, shallow, petty, vain, and narcissistic. Scholars invite understandings of emotion that call into question reason and persuasion as the forces that bring us together. Session authors argue that emotion is not only a highly productive heuristic and suggest that its absence in our theorizing limits how we understand learning complexity.

1. Teacher Talk: Mobilizing Emotion for Critical Engagement in an Urban High School Classroom
Cynthia Lewis, University of Minnesota
Jessica Dockter Tierney, University of Minnesota

2. Shifting and Persisting Identities: A Case-Study Analysis of one High School Student’s Mobilization of Emotion Across Three Sites of Textual Engagement
Amanda Haertling Thein, University of Iowa
Megan Guise, California Polytechnic State University
DeAnn Long Sloan, University of Pittsburgh

3. Sad and Mad about Technology: The Emergence of (Undesirable?) Emotions in 21st Century Literacy Contexts
Lindsay Laurich, Augustana College
4. Adult Readers and the Emotion of Powerful Texts  
Carolyn Colvin, University of Iowa  
Yewande Lewis-Fokum, Mico University

1:15PM-2:45PM  
**MARINA V-FIRST FLOOR SYMPOSIUM**

**Using Informative Assessments towards Effective Literacy Practices**  
Chair: Evan Ortlieb, Monash University  
Discussant: Earl H. Cheek, Louisiana State University

This symposium addresses the ever-changing and critical topic of literacy assessment in the 21st century. Instructional planning and implementation should be informed by data gleaned from a host of informal, formal, and digital assessments. This session brings together diverse, distinguished authors in literacy assessment to examine the utility of assessments, discuss the process of selecting appropriate assessments for particular needs, and recommend advanced curricular planning and instruction from a myriad of assessment sources.

Presenters:  
Evan Ortlieb, Monash University  
Earl H. Cheek, Louisiana State University  
Erica Bowers, California State University, Fullerton  
Danielle Dennis, University of South Florida  
Laurie Elish-Piper, Northern Illinois University  
Gerlinde Grandstaff-Beckers, Louisiana State University  
Emily Rodgers, The Ohio State University  
Kathleen M. Wilson, University of Nebraska-Lincoln  
Wolfram Verlaan, University of Alabama in Huntsville  
Shelley Xu, California State University, Long Beach

1:15PM-2:45PM  
**MARINA VI-FIRST FLOOR SYMPOSIUM**

**The Developing Awareness of Our English Orthography: Studies in Kindergarten through Twelfth Grade**  
Chair: Shane Templeton, University of Nevada, Reno  
Discussant: Donald Bear, Iowa State University

This symposium reports on research related to growth in the orthographic development of children in kindergarten through twelfth grade. Four studies are presented, each focusing on a target grade level or range of grades and an aspect of orthographic development appropriate to the level of the students.

1. **An Examination of the Relationship between the Development of Concept of Word in Text and Other Early Literacy Measures**  
Regina E. Smith, East Central University

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

3. **Oral Reading and Orthographic Development of Transitional Readers and Within Word Pattern Spellers in Grades 2-5**  
Sarah Negrete, Great Basin College

4. **The Relationship between Orthographic Knowledge and Language Proficiency among Secondary English Language Learners**  
Darli Kierman, Washoe County School District

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FRIDAY  
San Diego, CA  
November 28 - December 1, 2012

1:15PM-2:45PM  
**NAUTILUS 1-LOWER LEVEL PAPER SESSION**

**The Developing Role of Digital Readers in the Literacy Learning of Students**  
Chair: Ruth Sylvester, University of South Florida  
Discussant: Joan A. Williams, Sam Houston State University

1. **Building Communities of e-Book Readers Across Time and Space**  
Lotta Larson, Kansas State University  
Bernadette B. Dwyer, St. Patrick's College

2. **Changing Pathways: Investigating the Impact of e-Readers on Students' New Literacies**  
James Lorne Nahachewsky, University of Victoria

3. **Exploring the Affordances of Digital Readers to Build Vocabulary**  
Lotta Larson, Kansas State University

1:15PM-2:45PM  
**NAUTILUS 2-LOWER LEVEL PAPER SESSION**

**Creating Supportive Literacy Spaces for Diverse Learners**  
Chair: Naomi M. Watkins, University of La Verne  
Discussant: Kathleen A. Hinchen, Synacore University

1. **“When I’m Code-Switching, I’m Becoming”: Students Examine Code-Switching and Identity in an Urban, High School, English Classroom**  
Scott Storm, Harvest Collegiate High School  
Rebekah Judson, Swarthmore College  
Diane Downer Anderson, Swarthmore College

2. **Living Here, yet Being There: Facebook as a Transnational Space for Newcomer Latina/o Adolescents**  
Mary Amanda Stewart, University of North Texas

3. **“The Future Wasn’t Always Open”: Perspectives on Writing from Somali-Born Male Adolescents with Limited and Interrupted Formal Education**  
Bryan Ripley Crandall, Fairfield University

1:15PM-2:45PM  
**NAUTILUS 3-LOWER LEVEL PAPER SESSION**

**Issues in Measuring and Assessing Literacy Learning and Standards Implementation**  
Chair: Anita Nigam, Texas Tech University  
Discussant: Rebecca Caufman, George Mason University

1. **Examining Item Validity Using Cognitive Interviews**  
Kristin Conradi, North Carolina State University

2. **Literacy Accountability, Assessment, and Teaching**  
Mary F. Roe, Arizona State University  
Michelle E. Jordan, Arizona State University  
Robert Kleinsasser, Arizona State University

3. **The Role of Language Learning in Meeting the Common Core State Standards**  
Dana L. Grisham, National University  
Sarah Negrete, California State University, East Bay
1. Young Children's Inventions and Reinventions of Self and the Role of Context
Eurydice Bauer, University of Illinois at Urbana-Champaign
Beatriz Guerrero, University of Illinois at Urbana-Champaign

2. Emergent Bilingual Children at Play: Negotiation and Meaning-Making in Dual-Language Preschool Classrooms
Mileidis Gort, University of Miami
Alain Bengoechea, University of Miami
Sabrina Sembiane, University of Miami
Ryan Pontier, University of Miami

3. Cross-Linguistic Studies of Biliteracy
Iliana Reyes, University of Arizona
Ana Victoria Fierro, University of Arizona
Yi-ping Fu, University of Arizona

4. Navigating Biliterate Childhood: An Ethnographic Case Study of Three Immigrant Children
Yeon Sun Ellie Ro, University of Memphis
Sarah McCarthey, University of Illinois at Urbana-Champaign

Most people in the world speak two or more languages because multiple languages are part of family life; therefore, becoming biliterate is a normal part of these children's development (Kenner & Gregory, in press). This symposium contributes to the field by furthering our understanding of the different social and cultural contexts in which children develop biliteracy, and how family's and school's literacy practices play a key role in supporting the child's emergent biliteracy.

Presenters:
P. David Pearson, University of California, Berkeley
Elfrida Heibert, University of California, Berkeley
Lesley M. Morrow, Rutgers, The State University of New Jersey
Timothy Shanahan, University of Illinois at Chicago
Linda B. Gambrell, Clemson University

Critical Issues Concerning the Common Core State Standards (CCSS): Research, Policy, Practice and Assessment
Chair: Lesley M. Morrow, Rutgers, The State University of New Jersey
Discussant: Linda B. Gambrell, Clemson University
This session has four presentations from individuals very involved with the Common Core State Standards. Each will speak about their special area such as: the challenges dealing with policy and practice and the CCSS, the research on text complexity and the CCSS, illustration of what a CCSS lesson looks like, and assessment and the CCSS. A discussant will summarize the presentation and engage the audience in a Q&A session.

Presenters:
P. David Pearson, University of California, Berkeley
Elfrida Heibert, University of California, Berkeley
Lesley M. Morrow, Rutgers, The State University of New Jersey
Timothy Shanahan, University of Illinois at Chicago
Linda B. Gambrell, Clemson University

Early Childhood Biliteracy as a Linguistic and Community Resource
Chair: Iliana Reyes, University of Arizona
Discussant: Luis C. Moll, University of Arizona
Most people in the world speak two or more languages because multiple languages are part of family life; therefore, becoming biliterate is a normal part of these children's development (Kenner & Gregory, in press). This symposium contributes to the field by furthering our understanding of the different social and cultural contexts in which children develop biliteracy, and how family's and school's literacy practices play a key role in supporting the child's emergent biliteracy.

I. "How Can We Teach Our Students Things We Have Never Tried?": Pre-Service Teachers Explore their Multimodal Compositions to Develop Writing Curriculum
Detra Price-Dennis, The University of Texas at Austin
Michelle Fowler-Amato, The University of Texas at Austin

II. A Tier 3 Response to Intervention Approach to Meeting the Needs of Vulnerable Readers
Elizabeth L. Jaeger, University of Arizona

III. More than Words: A Review of Research on Adolescents and Multimodal Composition
Blaine Smith, Vanderbilt University

IV. Pre-Service Teachers Tackle Literacy in Physical Education, Recreation and Dance Class
Judith Smith, East Carolina University
Alice Feret, East Carolina University

V. Putting the Pieces Together: What Can Educators do to Address the Issue of Reading Difficulties in the Upper Elementary Grades?
Lori C. Rakes, Florida Southern College

VI. What Do High School Students Think About Reading Graphic Novels?
Stergios Botzakis, University of Tennessee

Literacy Instruction Strategies in Middle School
Chair: Brian C. Rose, Georgia Gwinnett College
Discussant: Jacqueline McClain Culpepper, Mercer University
1. Interacting with Curriculum: An Investigation of a Special Education Teacher's Adaptations to an Innovative Middle School Social Studies Literacy Curriculum
Leila N. Richey, George Mason University
Ana Taboada Barber, George Mason University
Erin Marie Ramirez, George Mason University

2. Long-Term English Learners in Middle School: Using Academic Language in their Writing
Elaine Mo, University of the Pacific
Robyn Addington, University of the Pacific
Michelle Rutter, University of the Pacific

3. Please Don’t Read While You're Walking Down the Hall!: Engaging Middle School Readers
Elizabeth A. Swaggerty, East Carolina University
Tanya Cannon, East Carolina University
Kelley Phillips, Beaufort County School
Amy D. Broemmel, University of Tennessee
Karen Lucas, University of Tennessee
NAUTILUS 5-LOWER LEVEL

ROUND TABLES 7A

3:00PM-3:40PM

I. “I Will if I Have To!” Considering Educational Television, Language, and Gender through a Feminist Poststructural Lens
   Rachel Skrlac Lo, University of Pennsylvania

II. Preparing Prospective Teachers to Be Reflective Practitioners in the U.S. and Abroad
   Linda Wold, Loyola University
   Kathy Ganske, Vanderbilt University
   Karen E. Smith, University of Manitoba
   Robin Jocius, Vanderbilt University
   Anna Lees, Loyola University

III. Reading Nooks: Affordances of e-Book Readers for Struggling Adolescent Readers
   Victoria R. Gillis, University of Wyoming
   Dennise Pegler, Berkmar High School
   Megan C. Marshall, University of Wyoming
   Kathy Headley, Clemson University

IV. Rebirth of Miscue Analysis: Cross-Disciplinary Tool to Upgrade Writing Skills
   Alice Feret, East Carolina University
   Carole Rumpf, John Jay High School

V. Teaching Candidates Reading, Blogging, and Exploring 21st Century Literacies
   Sandra M. Webb, Georgia College & State University

VI. The FOCUS Strategy as a Text Structure Interactive Mapping Technique in the Disciplines for College Students with Identified Learning Disabilities
   Robin Winsieki, University of Arizona

VII. The Role of Multimodal and Digital Literacies in the Socio-Economic Empowerment of Women: A Case Study of a Botswana Basket-Weaving Cooperative
   Theresa Rogers, University of British Columbia
   Penelope Moanakwena, University of British Columbia
   Brigid Conteh, University of British Columbia
   Pierre Walter, University of British Columbia

VIII. Vocabulary Framing in a Multifaceted Comprehensive Vocabulary Instruction Program
   Camille Blachowicz, National Louis University
   Ann Bates, National Louis University
   Char Cieply, National Louis University

3:00PM-4:30PM

ALTERNATIVE FORMAT SESSION

EXECUTIVE CENTER 1-FIRST FLOOR

Formative Tools Mediate Emerging Literacy Practices

Chairs: Michael Dominguez, University of Colorado Boulder
       Shelby Anne Wolf, University of Colorado Boulder

Discussant: Donna Begley, University of Colorado Boulder

We will showcase case studies of student teachers demonstrating their changing practices through narratives that unfold across their experience. Through each story, we will highlight the structured, formative assessment tools we use to mediate their learning including the Quality Urban Classroom Observation Protocol, journals, professional growth essays, and video clubs. Through the use of these structured tools, we help student teachers enact a “pedagogy of noticing” to recognize and reflect upon sociocultural literacy practices.

Presenters:
   Michael Dominguez, University of Colorado Boulder
   Kimberly McDavid Schmidt, University of Colorado Boulder
   Ashley Cartun, University of Colorado Boulder
   Jennie Whitcomb, University of Colorado Boulder
   Donna Begley, University of Colorado Boulder
   Shelby Anne Wolf, University of Colorado Boulder

EXECUTIVE CENTER 2A-FIRST FLOOR

PAPER SESSION

3:00PM-4:30PM

Literacy Development and Engagement in Preschool and Kindergarten

Chair: Christa van Kraayenoord, University of Queensland

Discussant: David B. Yaden, Jr., University of Arizona

1. Preschoolers’ Engagement with Reading Behaviors: A Statistical Discourse Analysis of Peer Buddy-Reading Interactions
   Tanya Christ, Oakland University
   Ming Ming Chiu, University at Buffalo
   X. Christine Wang, University at Buffalo

2. Reader Response and the Preschool Child: A Continuum of Birth to 5-Year-Old Spontaneous Response to Literature
   Claudia Jean McVicker, MidAmerica Nazarene University

3. What Do We Miss in Early Childhood Classrooms?: Observations of Emergent Literacy Practices and Literacy Environment
   Mi-Hyun Chung, Mercy College
   Elena Nitecki, Mercy College

EXECUTIVE CENTER 2B-FIRST FLOOR

PAPER SESSION

3:00PM-4:30PM

Digital Literacies and Professional Development

Chair: Jennifer Moon Ro, SUNY Fredonia

Discussant: Robyn Seglem, Illinois State University

1. Coaching New Literacies with Student Teacher/Cooperating Teacher Dyads in Elementary Schools
   Laurie A. Friedrich, University of Nebraska–Lincoln
   Guy Trainin, University of Nebraska–Lincoln

2. The iPad Ripple Effect in a Clinical Setting: Benefits for Struggling Readers, University Students, and their Professors
   Kathleen M. Wilson, University of Nebraska–Lincoln
   Laurie A. Friedrich, University of Nebraska–Lincoln

3. Who’s Got TPACK? Distinctions and Experiences for English Language Arts (ELA) Teachers
   Lisa Hervey, North Carolina State University
### FRIDAY

#### 3:00PM-4:30PM | EXECUTIVE CENTER 3B-FIRST FLOOR

**PAPER SESSION**

**Title:** Using Informational/Nonfiction Texts in the Classroom

**Chair:** Patricia C. Paugh, University of Massachusetts Boston  
**Discussant:** Theresa Roberts, California State University, Sacramento

1. **A Comparison of Two Strategies for Teaching Third Graders to Summarize Information Text**  
   Ann Marie Dromsky, Independent  
   Mariam Jean Dreher, University of Maryland, College Park

2. **An Examination of the Use of Nonfiction in Preschool Classrooms**  
   Alanna Rochelle Dail, Syracuse University

3. **The Impact of Exposure and Explicit Instruction on Students’ Comprehension of Informational Texts**  
   Tiffany Ohlson, University of North Florida

#### 3:00PM-4:30PM | EXECUTIVE CENTER 4-FIRST FLOOR

**PAPER SESSION**

**Title:** Communities and Literacies

**Chair:** Roberto de Roock, University of Arizona  
**Discussant:** Natasha Perez, Michigan State University

1. **Effects of Diffused Literacy Practices in the Tucson Literacy Zones**  
   Roberto de Roock, University of Arizona  
   Patricia L. Anders, University of Arizona

2. **Leveraging Rich Contexts, Relationships, and Language Resources: A Community-Based Dialogic Reading Intervention**  
   Kate Brayko, University of Montana

3. **The Case for Qur’anic Literacy in the 21st Century**  
   Rohany Nayan, University of Wisconsin-Madison

#### 3:00PM-4:30PM | GRAND BALLROOM A-FIRST FLOOR

**ALTERNATIVE FORMAT SESSION**

**Title:** Global Connections on Language and Literacy Instruction

**Chair:** Colin Harrison, University of Nottingham

In this alternative poster session, sponsored by the LRA International Innovative Community Group (ICG), we will showcase research on literacy teaching and learning in 10 different international contexts. Audience members will be invited to interact with the authors and discuss relevant findings and issues.

**Presenters:**

- Lori Czop Assaf, Texas State University-San Marcos
- Colin Harrison, University of Nottingham
- Amie Sarker, Dallas Baptist University
- Judith Smith, East Carolina University
- Ran Hu, East Carolina University
- Gilda Martinez, Towson University
- Gill Johnson, University of Nottingham
- Lijun Jin, Towson University
- Jiening Ruan, University of Oklahoma
- Lauri J. Curtis, Kansas State University
- Gumiko Monobe, Kent State University
- Patience Sowa, Zayed University

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**3:00PM-4:30PM | MARINA I-FIRST FLOOR**

**SYMPOSIUM**

**Title:** Engaging Adolescent Writers

**Chair:** Denise N. Morgan, Kent State University  
**Discussant:** Randy Bomer, The University of Texas at Austin

Each paper in this symposium examines adolescents’ experiences as writers. Presenters will report on results from a large-scale survey of attitudes and experiences from students in urban, rural and suburban settings and share results from classroom-based writing experiences. Each study examines adolescents’ development as writers.

1. **What Adolescents Have to Say About Writing: Survey Results from Urban, Rural, and Suburban Students**  
   Denise N. Morgan, Kent State University  
   Kristine E. Pytash, Kent State University

2. **Freshmen, Flash Fiction, and 500 Words: A "Unit of Study" Approach to High School Writing**  
   Katherine E. Batchelor, Kent State University

3. **Writing with Mentor Text in a High School Economics Classroom**  
   Kristine E. Pytash, Kent State University  
   Elizabeth Edmonston, Kent State University  
   Arin Miller-Tait, Gilmour Academy

#### 3:00PM-4:30PM | MARINA II-FIRST FLOOR

**SYMPOSIUM**

**Title:** When a Text is Not: Exploring Non-Traditional Texts in Discourse Analysis

**Chair:** Christine Mallozzi, University of Kentucky  
**Discussant:** Jennifer Rowsell, Brock University

The purpose of this symposium is to outline the affordances and challenges of analyzing non-traditional texts using discourse analysis/analyses. Presenters will focus on four texts (policies, toys, bodies, and visual representations) and describe how working with these texts using discourse analysis/analyses can open up new understandings yet still be under certain constraints.

1. **Policy as Text in Discourse Analysis**  
   Julie Ellison Justice, University of North Carolina at Chapel Hill

2. **Toy Story: A Mediated Discourse Analysis of Toys as Texts**  
   Karen Wohlwend, Indiana University

3. **Bodies as Texts: Issues within Discourse Analysis**  
   Christine Mallozzi, University of Kentucky

4. **Visual Discourse Analysis and Visual Texts**  
   Peggy Albers, Georgia State University
3:00PM-4:30PM  
MARINA III-FIRST FLOOR  
SYMPOSIUM  
**Family Backpacks in Schools: Biliterate and Bilingual Families**  
**Exploring the Power of Story**  
**Chair & Discussant:** Julia López-Robertson, University of South Carolina  
This symposium investigates how biliterate and bilingual families engage with story and how these families merge these understandings into the classroom as well as educators’ perspectives about these backpacks. Families examine backpacks consisting of global texts, response journals, and tell their own stories. Three different Family Backpack Projects are highlighted; we adopted a “funds of knowledge” approach tapping families' existing literacy practices as resources for bridging the gap between home and school.  
1. **Family Story Backpacks, Story, and Funds of Knowledge**  
Kathy G. Short, University of Arizona  
Maria V. Acvedo, University of Arizona  
Dorea Kleker, University of Arizona  
2. **Family Backpacks, Bilingual Texts, and Family Perceptions**  
Katie Edwards Schrodt, Middle Tennessee State University  
3. **Family Backpacks, Dual Language Texts, and Family Response Journals**  
Jeanne Gilliam Fain, Middle Tennessee State University  

3:00PM-4:30PM  
MARINA IV-FIRST FLOOR  
SYMPOSIUM  
**A Formative Investigation of Peer Feedback and Revisions in an Online Writing Environment**  
**Chair:** Bill Cope, University of Illinois at Urbana-Champaign  
**Discussant:** Donna Alvermann, University of Georgia  
Our online writing environment facilitates peer writing in a shared space. Three studies analyze the same data set to examine peer feedback. Paper 1 examines the nature of peer review comments; paper 2 addresses textual revisions and their relationship to peer review comments; and paper 3 explores the inter-rater reliability for peer review criteria. These studies build on K-12 studies of face-to-face peer response and extend studies of computer-mediated peer feedback to K-12 classrooms.  
1. **The Nature of Peer Comments and their Relationship to Review Criteria**  
Sonia Kline, University of Illinois at Urbana-Champaign  
Rebecca Lindsay Woodard, University of Illinois at Urbana-Champaign  
Kirsten Letofsky, University of Illinois at Urbana-Champaign  
2. **Relationships Between Peer Review and Revision**  
Alecia Marie Magnifico, University of Illinois at Urbana-Champaign  
3. **Quantitative Analysis and Inter-Rater Reliability of Peer Scoring**  
Shannon Carlin-Menter, University of Illinois at Urbana-Champaign  

3:00PM-4:30PM  
MARINA V-FIRST FLOOR  
SYMPOSIUM  
**Preschool Classrooms' Support for Academic Language Development From a Communities of Practice Perspective**  
**Chair & Discussant:** David K. Dickinson, Vanderbilt University  
This session examines children's opportunities for learning academic language in different preschool settings; book reading, small group science instruction, free play, and meal times. Our approach views language learning from a community of practice perspective, (Holmes, 1999; Lave & Wenger, 1991) and when applied to classroom research this approach leads to examination of interaction in a context-specific manner.  
1. **Is Book Reading a Unified Construct? Examining the Relationship between How Teachers Read Texts and Their Use of Extra-Textual Discussions**  
Erica M. Barnes, Vanderbilt University  
David K. Dickinson, Vanderbilt University  
2. **The Nature of Teacher–Child Interactions in Six Preschool Science Small Group Lessons**  
Jin-Sil Mock, Vanderbilt University  
David K. Dickinson, Vanderbilt University  
3. **Teachable Moments: Children's Opportunities for Word Learning During Free Play**  
Jill Griefenhagen, Vanderbilt University  
David K. Dickinson, Vanderbilt University  
4. **Mealtimes as a Context for Supporting Vocabulary Growth of Preschool Children**  
Molly F. Collins, Vanderbilt University  

3:00PM-4:30PM  
MARINA VI-FIRST FLOOR  
SYMPOSIUM  
**The Formation of the Literacy Development of African American Males: Linking Antebellum to the 21st Century**  
**Chair & Discussant:** Alfred Tatum, University of Illinois at Chicago  
While our nation wrestles with solutions for advancing the literacy education for Black males in our country, an interpretive historical frame is often absent from the discussion. The purpose of this symposium is to examine historical contexts of the literacy development of Black males to inform present policy and practice. Through archival research, the authors examined children’s literature, poetry writing, and literary societies. Findings suggest that historical lenses can inform current literacy practices for Black males.  
1. **Children's Literature and African American Male Youth**  
Ebony Joy Wilkins, University of Illinois at Chicago  
2. **Rhythmic Writing: A Poetic Pathway for African American Males**  
Angela Joy Fortune, University of Illinois at Chicago  
3. **Historical Literacy Framings of African American Male Literary Societies**  
Gholnecsar E. Muhammad, University of Illinois at Chicago
FRIDAY

3:00PM-4:30PM PAPER SESSION NAUTILUS 1-LOWER LEVEL

Seeing Is Believing: The Use of Video in Literacy Activities
Chair: M. Cecil Smith, Northern Illinois University
Discussant: Lane W. Clarke, University of New England

1. A Video-Based Think-Aloud Study of Online Reading
   John E. McEneaney, Oakland University
   Wendy Farkas, Oakland University
   Carmela Romano Gillette, Michigan State University
   Yeaton Clifton, Oakland University
   Lizabeth Guzniczak, Oakland University
   Dawnelle Henretty, Oakland University

2. Screen-Sharing and Joint Attention Work as Literacy Practice
   Aaron Chia Yuan Hung, University of Washington
   Déana Scipio, University of Washington

3. Videorecorded Direct Instruction Versus Inquiry-Based Online Collaboration: An Efficacy Study Using Quasi-Experimental Control Group Design
   Allen Teng, San Diego State University

3:00PM-4:30PM PAPER SESSION NAUTILUS 2-LOWER LEVEL

The Role of Gaming in the Development and Practice of New Literacies
Chair: Kenneth J. Weiss, Central Connecticut State University
Discussant: Hiller A. Spies, North Carolina State University

1. Narrative, Literacy, and the Design of Video Games for Learning
   Michael K. Thomas, University of Wisconsin-Madison
   Chris Blakesley, University of Wisconsin-Madison

   Heather Lynn Lynch, Georgia State University

3. Read, Write, Play: Interest-Driven Literacy Learning in Game-Based Wiki Spaces
   Amanda Ochsner, University of Wisconsin-Madison
   Crystle Martin, University of California, Irvine

3:00PM-4:30PM PAPER SESSION NAUTILUS 3-LOWER LEVEL

Literacy Learning in International Settings: Chile, Macedonia, and Cambodia
Chair: Zaline Roy-Campbell, Syracuse University
Discussant: Claudette Thompson, St. Bonaventure University

1. Exploring the Reading Habits of Chilean College Students: Who Reads What, and is Reading a Preferred Recreational Activity?
   Pelusa Orellana, Universidad de los Andes
   Carolina Melo, Universidad de los Andes

2. New Republic, New Vision
   Richard Thomas Holdgreve-Resendez, Michigan State University

3:00PM-4:30PM ALTERNATIVE FORMAT SESSION NAUTILUS 4-LOWER LEVEL

Teacher Preparation in Reading Clinics for 21st Century Literacies
Chair: Barbara Laster, Towson University

Three research projects on 21st century literacies in reading clinics will be presented. Active citizenship in the 21st century should be informed by a critical stance, active participation, and the use of multiple platforms for reading, writing, speaking, and listening (NCTE, 2008). To be effective, our students (and teachers) must use multimodal literacy practices. Even though print-based text continues to dominate classroom instruction, reading clinics are moving quickly to incorporate a variety of technologies.

Presenters:
Mary D. Applegate, St. Joseph’s University
Erica Bowers, California State University, Fullerton
Jeanne B. Cobb, Coastal Carolina University
Theresa A. Deeney, University of Rhode Island
Cheryl Dozier, University at Albany
Meagan Moreland, Northeastern State University
Julie Janson Gray, University of Virginia
Debra Gurvitz, National Louis University
Barbara Laster, Towson University
Lisa Lewis, Loyola College of Maryland
Stephanie L. McAndrews, Southern Illinois University Edwardsville
Tammy Marsh Milby, University of Richmond
Shadrack Gabriel Msengi, Southern Illinois University Edwardsville
Evan Ortlieb, Monash University
Tammy Ryan, Jacksonville University
Stephan Sargent, Northeastern State University
Lee Ann Tysseling, Boise State University
JoAnne Vazzano, Northeastern Illinois University
Belinda S. Zimmerman, Kent State University
3:00PM-4:30PM
SYMPOSIUM
SEABREEZE I-FIRST FLOOR

Integrating 21st Century Literacies in Bilingual Classrooms
Chair: Danny Cortez Martinez, University of Illinois at Chicago
Discussant: Ramón Antonio Martínez, The University of Texas at Austin

The papers presented in this session will demonstrate meaningful integration of 21st century literacies within content areas in bilingual settings. Through classroom observations, interviews with teachers, and multiple artifact collection to examine how 21st century tools facilitate learning, the researchers will present an approach that considers the successful preparation in academic literacies of students and teachers who are bilingual or becoming bilingual.

1. Abriendo las Puertas/Opening Doors: Integrating Tejano History in the Language Arts Curriculum
   María E. Fránquiz, The University of Texas at Austin

2. Disrupting Assumptions through Digital, Multimedia Texts: Fostering Inclusive Classrooms for Multilingual Students
   Carol Brochin-Ceballos, The University of Texas at El Paso
   Minda Lopez, Texas State University-San Marcos

3. Science in Two Languages: Fostering Scientific Literacy in Bilingual Classrooms
   Antonieta Ávila, The University of Texas at Austin

3:00PM-4:30PM
PAPER SESSION
SEABREEZE II-FIRST FLOOR

Multimodality and Reading
Chair: Chandra P.S. Chauhan, Aligarh Muslim University
Discussant: Jacquelynn A. Malloy, Anderson University

1. Multimodality that Promotes Inclusive Learning: Profiles of “Struggling” Students in a Multimodal Literacy Curriculum
   Angela M. Wiseman, North Carolina State University
   Christine Christianson, North Carolina State University
   Nicole Nesheim, North Carolina State University
   Melissa Pendleton, North Carolina State University

2. The Affordances of Multimodal Texts and Their Impact on Reading Digital Textbooks
   Scott Voss, Apple Valley School District
   David O’Brien, University of Minnesota

3. Using Multimodal Texts to Build Background Knowledge of High School and College Students
   Salika A. Lawrence, William Paterson University
   Marie Donnantuono, William Paterson University
   Nancy Osborn, Passaic High School
   Tiffany Jefferson, Brooklyn Community Arts and Media High School

3:00PM-4:30PM
PAPER SESSION
EXECUTIVE CENTER 3A-FIRST FLOOR

Literacy and Identities in Middle Childhood
Chair: Natasha Heny, University of Virginia
Discussant: Jessica Singer Early, Arizona State University

1. Fifth Graders’ Languages, Literacy Practices and Identity Constructions Across Contexts
   Amy Elizabeth Burke, University of Nebraska-Omaha

2. Beyond the Standard: A Case Study of a “Shape-Shifting Portfolio” Third Grader
   Yvonne Pek, University of Wisconsin-Madison

3. “Everybody Treated Him Like He was from Another World:” Developing Social Awareness Through Read-Alouds
   Katie Peterson, The University of Texas at Austin

3:30PM-4:30PM
ROUNDTABLES 7B
NAUTILUS 5-LOWER LEVEL

1. “That’s Not Reading, That’s Just Looking:” What Black Adolescents Have to Say about Reading in the Digital Age
   Susan L. Groenke, University of Tennessee
   Ann M. Bennett, University of Tennessee

II. Preservice Teachers Enacting Text-Based Discussions: Application of a Theoretical Framework to Improve Teaching Practice
   Shannon Henderson, University of Alabama
   Ashley L. Davis, University of Alabama

III. Secondary Reading Comprehension: A Meta-Analysis of Content Area Literacy Strategies
   Chyllis Elayne Scott, Texas A&M University
   Tracey S. Hodges, Texas A&M University

IV. Talk to Me: Two Teachers, Two Students, and their Writing Conversations across a School Year
   Annamary L. Consalvo, Fitchburg State University
   Beth Maloch, The University of Texas at Austin

V. The Role of Technology within Leading High School Commercial Literacy Programs
   Jean Payne Vintinner, University of North Carolina at Charlotte

VI. The Social Work of Poetry: Adolescent Writing and Action
   Logan Alexis Manning, University of California, Berkeley

VII. Using Children’s Literature to Enhance Teacher Candidates’ Knowledge and Skills of Teaching Reading to Students with Special Needs
   Shelley Xu, California State University, Long Beach

VIII. What Writing in Math Can Tell Us about Command of Content
   Andrea Morency, University of Nevada, Reno
   Dianna Townsend, University of Nevada, Reno
FRIDAY

4:00PM-7:00PM NAUTILUS FOYER - LOWER LEVEL
PURCHASE SILENT AUCTION BOOKS

4:45PM-6:00PM HARBOR ISLAND BALLROOM - FIRST FLOOR
PLENARY ADDRESS TWO

Chair: Patricia Enciso, The Ohio State University
I. Edward B. Fry Book Award Presentation
   Melanie Kuhn, Boston University
II. Introduction of Speaker
    Fenice Boyd, University at Buffalo, The State University of New York
III. Plenary Address: Connected Learning and Literacy
     Mimi Ito, University of California, Irvine

6:00PM-6:30PM HARBOR ISLAND BALLROOM - FIRST FLOOR
ANNUAL BUSINESS MEETING

6:30PM-11:00PM FRONT OF HOTEL ON HARBORSIDE DRIVE
FREE SCHOOL BUSES TO SAN DIEGO RESTAURANTS
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—Friday from noon to 1:00PM and Saturday from 7:30AM—8:30AM) of the Annual Conference.

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 2012 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.
### SATURDAY

**7:30AM-8:30AM**

**GRAND BALLROOM A • FIRST FLOOR**

**2013 CONFERENCE AREA CHAIRS BREAKFAST**

**7:30AM-8:30AM**

**STUDY GROUPS**

- Response to Intervention: New Challenges and New Literacies  
  Executive Center 4-First Floor
- Impact on Colleges of Education
- Adult Literacy  
  Marina I-First Floor
- Professional Development; Practitioner Wisdom; Research Collaborations
- Living the Writerly Life in Academia  
  Marina II-First Floor
- Conceptualize and Commit to Writing Goals
- Word Study: Phonics, Vocabulary, and Spelling  
  Marina VI-First Floor
- Guest Presenters: Donald Bear, *Iowa State University*
  Regina Smith, *East Central University*
- Orthographic Development among English Learners, Word Study Online, Concept of Word Assessment, Beginning Phonics, and Rhythmic Sensitivity
- Approaches to Video/Multimodal Data Analysis in Literacy Research  
  Nautilus 1-Lower Level
- Planning a Study with Video Data
- Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher  
  Nautilus 3-Lower Level
- Distributed Note-Taking and Collaborative Writing
- Doctoral Students’ Innovative Community Group  
  Nautilus 4-Lower Level
- Sharing Doctoral Research and Networking
- Approaches to Discourse Analysis  
  Seabreeze I-First Floor
- Critical Discourse Analysis

**8:00AM-11:00AM**

**NAUTILUS FOYER • LOWER LEVEL**

**PURCHASE SILENT AUCTION BOOKS**

**8:00AM-1:00PM**

**BAY VIEW FOYER • FIRST FLOOR**

**ATTENDEE REGISTRATION OPEN**

**8:00AM-1:00PM**

**SPINNAKER II • FIRST FLOOR**

**CYBER CAFE OPEN**

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

**EXECUTIVE CENTER 1 • FIRST FLOOR**

**ALTERNATIVE FORMAT SESSION**

**Performances of Research: Exploring Critical Issues in Literacy Education with Performative Texts**

**Chair:** Anne McGill-Franzen, *University of Tennessee*

In this alternative session, we invite the audience to participate in readings of three performative texts that explore the conflicts, contradictions, and tensions found in the everyday practices of: literacy assessment, special education meetings, and academic progress monitoring. As an alternative format for disseminating research, performance ethnography creates a space for stories to be told and retold, while providing readers and audiences a chance to participate in the retelling.

**Presenters:**
- Rachael Gabriel, *University of Connecticut*
- Jessica Nina Lester, *Washington State University*
- Anne McGill-Franzen, *University of Tennessee*
- Renee Moran, *University of Tennessee*

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

**EXECUTIVE CENTER 2A • FIRST FLOOR**

**PAPER SESSION**

**Literacy Learning Through Science**

**Chair:** Kendra Hall-Kenyon, *Brigham Young University*

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

1. **A Cognitive–Science–Based Multi–Part Strategy for Enhancing Content–Area Reading Comprehension and Writing in Science in Grades 3–5**
   - Nancy Romance, *Florida Atlantic University*
   - Michael R. Vitale, *East Carolina University*

2. **Observing, Reporting, Communicating: The Impact of Interactive Writing on the Development of Science Literacy**
   - Hannah M. Dostal, *Southern Connecticut State University*
   - Shannon C. Graham, *University of Tennessee*

3. **The Development of Scientific Literacy: First–Grade Children’s Comments in Shared–Book Experiences**
   - Mi–Hyun Chung, *Mercy College*
   - Barbara Keckler, *Mercy College*
SATURDAY

8:45AM-10:15AM  EXECUTIVE CENTER 2B-FIRST FLOOR
PAPER SESSION

Analyzing Teacher Talk, Practice, and Reflection to Support Teacher Expertise
Chair: Amy Hutchison, Iowa State University
Discussant: Seth A. Parsons, George Mason University
1. A Two-Year Study of Literacy Coaches' Expertise through Assisted Performance
   Catherine A. Rosemary, John Carroll University
   Naomi Feldman, Baldwin-Wallace College
   Ronald Dale Kieffer, Ohio Northern University
   Polly Collins, Muskingum University
2. Links between Literacy Teachers' Generation of Pedagogical Ideas and Characteristics of Collaborative Peer Video Analysis Events
   Poonam Arya, Wayne State University
   Tanya Christ, Oakland University
   Ming Ming Chiu, University at Buffalo
3. Raising the Bar: Using Talk Analysis to Make Effective Teaching Even Better
   Dana A. Robertson, University of Wyoming

8:45AM-10:15AM  EXECUTIVE CENTER 3A-FIRST FLOOR
PAPER SESSION

Exploring Teachers' Beliefs, Perceptions, and Pedagogies
Chair: Ingrid Enniss, Oakwood University
Discussant: Dana Rosen, Pennsylvania State University
1. Exploring Elementary School Teachers' Perceptions of their Role in Teaching Content Literacy in the Elementary Science and Social Studies Classrooms: A Mixed-Methods Study
   Lisa Michelle Jones-Moore, Valdosta State University
2. Multicultural Literature at an Elite Private School: An Analysis of Teachers' Pedagogy
   Ellyn Jo Waller, Temple University
3. Third Grade Teachers' Beliefs, Knowledge, and Practices Regarding Nonfiction Reading Comprehension Instruction for Struggling Readers
   Nicola Maxwell, Georgia State University

8:45AM-10:15AM  EXECUTIVE CENTER 3B-FIRST FLOOR
PAPER SESSION

Genre and Instruction in Poetry and the Humanities
Chair: Linda Wedwick, Illinois State University
Discussant: Sunday Cummins, National Louis University
1. Does History Matter?: Analyzing the History of Poetry Education in One Journal via Three Perspectives
   Mark Allen Dressman, University of Illinois at Urbana-Champaign
   Mark Faust, University of Georgia
2. Evoking the World of Poetic Nonfiction Picture Books
   Ted Kesler, Queens College, CUNY
3. Exploring Images in Secondary Humanities Instruction: Invitations to Take a Stance
   Amy Alexandra Wilson, Utah State University

8:45AM-10:15AM  EXECUTIVE CENTER 4-FIRST FLOOR
PAPER SESSION

Reading Comprehension Development and Factors That Influence Comprehension
Discussant: Katherine A.D. Stahl, New York University
Chair: Lindsey Moses, University of Vermont
1. Comprehension Strategies and Discussions Around Text in the Primary Grades
   Cindy D. Jones, Utah State University
2. The Relationship Between Graphical Device Comprehension and Overall Text Comprehension for Third-Grade Children
   Kathryn L. Roberts, Wayne State University
   Rebecca R. Norman, Mount Saint Mary College
3. The Relationship between Reading Comprehension and Listening Comprehension in the 21st Century: Developmental or Environmental?
   Wolfram Verlaan, University of Alabama in Huntsville
   Daniel L. Pearce, Texas A&M University, Corpus Christi
   Evan Ortlieb, Monash University

8:45AM-10:15AM  HARBOR ISLAND BALLROOM III-FIRST FLOOR
PAPER SESSION

Using Discourse Analysis to Determine the Influence of Gender, Class, and Academic Language on Literacy Learning
Chair: Karla J. Moller, University of Illinois at Urbana-Champaign
Discussant: Robert J. LeBlanc, University of Pennsylvania
1. Analyzing a Discourse of Crisis Related to Boys' Reading: Issues of Gender, Interest, and Reading Practice in Institutional Texts
   Christopher L. Kolb, University of Minnesota
2. Contextualizing Academic Discourse: Using CDA as a Literacy Tool for Promoting Agency and Word Consciousness
   Heather Nicole Neal, Sinclair Community College
3. Curricular Inequity in Literacy
   Sue Nash-Ditzel, Georgian Court University
   Tammy Brown, Marywood University
   Denise Jacob, Rahway Public Schools

8:45AM-10:15AM  MARINA I-FIRST FLOOR
SYMPOSIUM

A Dialogic Stance Toward Student Understandings in the Literacy Classroom
Chair: Maren Aukerman, Stanford University
Discussant: Annemarie Palincsar, University of Michigan
Through discourse analysis, papers in this symposium explicate what it looks like to adopt a dialogic stance towards teaching and learning in four elementary classroom communities (English Language Learner [ELL], bilingual and mainstream) as students talk, read, and write about literature.
1. Adopting a Dialogic Stance: Recognizing the Influence of Illocutionary Force in Classroom Discourse  
Maureen Patricia Boyd, University at Buffalo  
Bill Markarian, University at Buffalo

2. Writing to Tell and Talking to Reason: Extending Reasoning and Literate Thinking in the Classroom  
Maureen Patricia Boyd, University at Buffalo  
Rosa D’Abate, University at Buffalo  
Melissa Johnston, University at Buffalo

3. What Does it Mean to Read? Bilingual Children’s Perspectives from Dialogically and Monologically Organized Classroom Environments  
Maren Aukerman, Stanford University  
Lorien Chambers Schuldt, Stanford University  
Erica Moore Johnson, Stanford University

4. Who Is the Reader? Young English Language Learners’ (ELLs’) Understandings of Audience and Authorial Roles  
Lorien Chambers Schuldt, Stanford University

8:45AM-10:15AM SYMPOSIUM  
MARINA III-FIRST FLOOR

Motivation and Reading: Issues of Instruction, Assessment, and Terminology

Chair: Kristin Conradi, North Carolina State University  
Discussant: Bong Gee Jang, University of Virginia

The role of motivational components in reading is well established: we know that how children feel about reading, how they judge themselves as readers, and whether they value reading are related to reading achievement and reading amount. Unfortunately, despite the importance of motivation, it often fails to be an area of focus in instruction and assessment. Furthermore, research in the area is plagued by a proliferation of terms. We highlight these issues in this symposium.

1. Literacy Motivation and Engagement: Instructional Issues in the Age of the Common Core State Standards  
Linda B. Gambrell, Clemson University  
Jacquelynn A. Malloy, Anderson University  
Barbara A. Marinak, Mount Saint Mary University

2. What Do We Assess When We Assess Reading?  
Peter Afflerbach, University of Maryland  
Jong Yun Kim, University of Maryland, College Park  
Brie Doyle, University of Maryland, College Park  
Byeong-Young Cho, Iowa State University

3. Motivation Terminology in Research  
Michael McKenna, University of Virginia  
Kristin Conradi, North Carolina State University  
Bong Gee Jang, University of Virginia

8:45AM-10:15AM SYMPOSIUM  
MARINA IV-FIRST FLOOR

Tinker, Tailor, Soldier, Spy: Reading Professionals’ Identities Through Multiple Lenses

Chair: Kathleen A. Hinchman, Syracuse University  
Discussant: Rita M. Bean, University of Pittsburgh

This symposium asks: Who are the individuals who assume positions as reading professionals, engaging in the work often considered central to successful school literacy programs? The session includes three research papers using varied methodological lenses to explore reading professionals’ identities, a discussant offering critique and implications for research, teacher education, and school literacy programs, and time for audience discussion.

1. Studying to be Literacy Specialists: A Critical Discourse Analysis  
Elizabeth Y. Stevens, Syracuse University

2. Becoming Literacy Coaches: An Identity-as-Position Analysis  
Josephine Peyton Marsh, Arizona State University  
David Russell Krauter, Arizona State University

3. Working as Elementary Reading Specialists: A Narrative Analysis  
Wendy Woods Bunker, Syracuse University
SATURDAY

8:45AM-10:15AM MARINA V-FIRST FLOOR SYMPOSIUM

Quantifying the Quality of Teacher–Child Interactions: Using the CLASS™ for Assessment and Coaching

Chair: Carol Vukelich, University of Delaware
Discussant: Anita McGinty, University of Virginia

Improving the quality of preschool teachers’ interactions with their young learners is central to enhancing children’s language and literacy learning. This symposium highlights three research teams’ use of the Classroom Assessment Scoring System as a tool to assess the quality of groups of preschool teachers’ interactions with their young learners and to guide professional development aimed at changing low ratings to high ratings.

1. Stability of CLASS™ Scores Across Contexts and Time: Teacher–Child Interactions in the Preschool
   Martha J. Buell, University of Delaware
   Carol Vukelich, University of Delaware
   Myae Han, University of Delaware

2. Effect of CLASS Reliability Training on Preschool Teachers’ Performance
   Renee Casbergue, Louisiana State University
   April Bedford, University of New Orleans

3. High Stakes in the 21st Century: Response to Intervention (RTI) for Teachers
   Karen Burstein, Southwest Institute for Families and Children with Special Needs

8:45AM-10:15AM MARINA VI-FIRST FLOOR ALTERNATIVE FORMAT SESSION

Investigating Methods of Discourse Analysis that Critically Examine Literacy Practices in Educational Contexts

Chair: Amy Vetter, University of North Carolina at Greensboro
Discussant: David Bloome, The Ohio State University

This alternative format session explores various approaches to discourse analysis that critically examine literacy practices within a range of educational contexts. Presenters and audience members will examine exemplary studies and engage in discourse analysis of current research that investigates specific aspects of structure, function, and communicative production to answer questions related to literacy and education.

1. Identity Work, Positioning Theory, and Discourse Analysis
   Amy Vetter, University of North Carolina at Greensboro
   Joy Myers, University of North Carolina at Greensboro

2. Ethnographic Methods and Discourse Analysis
   Patricia C. Paugh, University of Massachusetts Boston

3. Temporal Discourse Analysis
   Cathy Compton-Lilly, University of Wisconsin–Madison

4. Understanding Agency through Microethnographic Discourse Analysis
   Deborah Ann MacPhee, Illinois State University

8:45AM-10:15AM NAUTILUS 1-LOWER LEVEL PAPER SESSION

Literacy Learning in Pre-School and Early Childhood Programs

Chair: Alison K. Billman, University of California, Berkeley
Discussant: Colleen P. Gilrane, University of Tennessee

1. Predicting Children’s Preschool Language and Reading Proficiency
   Linda M. Phillips, University of Alberta
   Stephen P. Norris, University of Alberta
   Denyse V. Hayward, University of Alberta
   Meridith Ann Lovell, University of Alberta

2. Preschoolers’ Literacy and Language Learning from an Educational Video Series in American Sign Language (ASL)
   Debbie Golos, Utah State University
   Annie Moses, John Carroll University

3. Quality of the Literacy Environment in Inclusive Early Childhood Special Education (ECSE) Classrooms
   Ying Guo, University of Cincinnati
   Brook Sawyer, Temple University
   Laura Justice, The Ohio State University
   Joan Kaderavek, University of Toledo

8:45AM-10:15AM NAUTILUS 2-LOWER LEVEL PAPER SESSION

Literacy Practices with Latino Families

Chair: Craig A. Young, Bloomsburg University of Pennsylvania
Discussant: Sunita Singh, Le Moyne College

1. From Just to Justice: A School Translator Reconstructs Her Role Working with Latino Families in Literacy Contexts
   Charna D’Ardenne, University of North Carolina at Chapel Hill

2. Developing Home Reading Practices that Serves the Needs of Spanish-Speaking Families
   Stephanie Wessels, University of Nebraska–Lincoln

3. Crossing Literacy Fronteras: Latina Immigrant Mothers’ and Children’s Multimodal Literacy Practices within and beyond a Two-Generation Program
   Karisa J. Peer, University of California, Los Angeles
1. Engaging Adolescents in Meaningful Literacy Practices
   Chair & Discussant: Kim Walters-Parker, Kentucky Education Professional Standards Board
   1. Moving from the Global to the Local: Adolescent Engagement with Content through Global and International Literature
      Marie A. LeJeune, Western Oregon University
      Tracy Lynn Smiles, Western Oregon University
   2. Opening the Gates: Creating Real World Writing Opportunities for Diverse Secondary Students
      Jessica Singer Early, Arizona State University
   3. From At-Risk Literacy Labels to Resilient Identity Portrayals: Adolescents Fostering Hope Within Their Dreams, Fights, and Adaptations
      Shannon Clapsaddle, Carbondale Community High School
      Marla Mallette, State University of New York at Binghamton

2. Creating Spaces for Students to Learn the Structure of Argument
   Chair & Discussant: Matt J. Hollibush, Mount Saint Mary College
   1. The Social Turn in Argumentation: A Case Study of Argumentative Writing in a High School Classroom
      Allison Wynhoff Olsen, The Ohio State University
   2. The Effects of Comprehensive Reading and Writing Strategy Instruction on the Persuasiveness of Students’ Argumentative Essays in Seventh Grade Inclusive Classrooms
      Irene Rosenthal, The College of Saint Rose
      Ekaterina Midgette, The College of Saint Rose
   3. Using Graphic Organizers in Middle School Classrooms: What Do Observations Show About What Teachers Do and What They Can Do?
      Deborah Beth Scott, Pennsylvania State University
      Mariam Jean Dreher, University of Maryland, College Park

3. Academic Language and Literacy in the Content Areas
   Chair: Audrey Lucero, University of Oregon
   Discussant: Lori Norton-Meier, University of Louisville
   1. Exploring English Learners’ (ELs) and non-ELs’ Mathematical Literacy: Does Reading Math Matter?
      Mary A. Avalos, University of Miami
      Edwing Medina, University of Miami
      Kristen B. Doorn, University of Miami
      Margarita Zisselsberger, University of Miami
      Walter G. Secada, University of Miami
   2. Teachers’ Use of Linguistic Scaffolding to Support the Academic Language Development of First Grade Emergent Bilingual Students
      Audrey Lucero, University of Oregon
   3. Spaces for Translanguaging in a Fifth-Grade Bilingual Classroom
      Jo Worthy, The University of Texas at Austin
      Leah Durán, The University of Texas at Austin
      Alinyi adonyi Pruitt, The University of Texas at Austin
      Michiko Hikida, The University of Texas at Austin
      Katie Peterson, The University of Texas at Austin

8:45AM-10:15AM NAUTILUS 3-LOWER LEVEL
PAPER SESSION

8:45AM-10:15AM SEABREEZE I-FIRST FLOOR
SYMPOSIUM

Complicating Ethnicity, Race, and Multilingualism in Literacy Research, Teaching, and Teacher Education
Chair: Lara J. Handsfield, Illinois State University
Discussant: Richard Ruiz, University of Arizona
This symposium will address how literacy educators and researchers understand and trouble ethnicity, race, and multilingualism, and how these constructions afford and/or impede our work as we strive toward equity. The four presentations complicate normative assumptions guiding literacy instruction, teacher education, and research, pushing LRA audience members to move beyond a “best practices” model and to examine their own assumptions about difference.
1. “I Do Not Like When You Hang Me”: (Re)presenting Race and Racism in the Writer’s Workshop
   Terry Husband, Illinois State University
2. Literature Discussions as a Tool for Interrogating a Possible Curriculum: How Using Culturally Relevant Children’s Literature with Preservice Teachers Leads to Diverse and Engaging Pedagogy
   Julia López-Robertson, University of South Carolina
3. Reframing Literacy Pedagogy for a Common Future
   Patricia Enciso, The Ohio State University
4. Cultivating Racial and Linguistic Diversity in Literacy Teacher Education
   Marcelle Haddix, Syracuse University
   Rosemary Nyaboke Nduati, Syracuse University

8:45AM-10:15AM SEABREEZE II-FIRST FLOOR
SYMPOSIUM

“School Literacies” Outside of School
Chair: Devon Brenner, Mississippi State University
Discussant: Jennifer Turner, University of Maryland
After-school and other out-of-school learning experiences are frequently structured to extend opportunities for students to learn school content and literacy practices, often in an attempt to help students reach academic goals. However, the work of extending school literacy into students’ lives outside of school is complex. This symposium offers four studies from different perspectives, each challenging assumptions about school literacies when practiced outside of school.
SATURDAY

1. “What’s Our Word?” “Focus”: An Analysis of a Tutoring Program at a Family Homeless Shelter
   Laurie Macgillivray, University of Memphis
   Gretchen S. Goode, University of Memphis

2. Dystopia in the Heartland: Rural Teens Challenge Dominant Ideologies Through Young Adult Literature
   Kara L. Lycke, Illinois State University
   Cori McKenzie, Michigan State University

3. “It Made Me Hate Reading”: Mandatory After-School Reading and Reading Identities Among Preservice Teachers
   Devon Brenner, Mississippi State University

4. Summer is For Taking a Break: Mississippi Families’ Perceptions of Summer Reading
   Manya Chappell, Mississippi State University

10:45AM-12:00PM HARBOUR ISLAND BALLROOM - FIRST FLOOR
INTEGRATIVE RESEARCH REVIEW
Chair: Janice F. Almasi, University of Kentucky
I. Albert J. Kingston Award Presentation
   Donna Alvermann, The University of Georgia
II. Albert J. Kingston Award Presentation for the 2012 Awardee
   Marla Mallette, State University of New York at Binghamton
III. Introduction of Speaker
   Kelly Chandler-Olcott, Syracuse University
IV. 2012 Integrative Research Review: Designing New Spaces for Literacy Learning
   Kevin Leander, Vanderbilt University

12:15PM-2:00PM EXECUTIVE CENTER 3A&B - FIRST FLOOR
EXECUTIVE COMMITTEE LUNCH & MEETING

2:00PM-5:00PM EXECUTIVE CENTER 3A&B - FIRST FLOOR
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