TRANSFORMATIVE LITERACY:
Theory, Research, and Reform

63rd Annual Conference • December 4-7, 2013
Dallas, Texas • www.literacyresearchassociation.org
ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

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

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, *Journal of Literacy Research*, and 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 Altamonte Springs, Florida.


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.
Welcome to the 63rd Annual LRA Conference at the Omni Dallas Hotel. I have enjoyed planning and working on this year’s conference with my Co-Chair, Janice Almasi, along with the Kautter Management Group team of Barbara Beatty, Julie Dross, Lynn Hupp, and Sasha Jaquith.

We received a record number of conference proposals, 884 total submissions; 687 of which were accepted for an acceptance rate of roughly 77%. We have 361 Submissions (not including the Plenary, Award, Invited Sessions). These Submissions include: 687 individual papers, 45 Alternative Format Sessions, and 52 Symposia. We are providing 17 Study Group Sessions on Wednesday, Thursday and Friday. In addition, the conference program includes 15 Roundtable Sessions, with 147 individual roundtables, averaging 9.8 papers per Roundtable Session.

LRA Area Chairs have done an outstanding job of organizing reviews of proposals, arranging themed sessions, and selecting invited sessions. They are to be congratulated for their excellent work. I am very grateful to them for their commitment, diligence, and oversight of the proposal review process. Thank you so much for making the conference a memorable event.

The conference theme “Transformative Literacy: Theory, Research, and Reform” is drawn from my own research and interests advocating for literacy access that is democratic, progressive, and socially just; exposure of barriers and contexts that inhibit equitable access to literacy; and support of critical and emancipatory theories of literacy that inform research and reform efforts. As such, many sessions consider how literacy researchers are examining and critiquing the ways in which culture, knowledge, language, and power intersect literacy access, equity, and social justice in an age of reform. I selected this theme given the numerous literacy reform efforts that are underway in this era. As literacy researchers, we are positioned to inform and expand theories, innovate and re-imagine research, and shift reform paradigms to become more inclusive and socially just. The plenary speakers will engage and interrogate this theme during their presentations as well.

CONFERENCE TO-DO LIST

The following are some of many ways to enhance your participation at this year’s conference. You may want to use the SCHED app to help plan your conference schedule: http://sched.literacyresearchassociation.org/

Attend the Plenary Speaker Presentations:

The plenary sessions begin with Richard Beach, University of Minnesota, professor emeritus, who will share his scholarship during his LRA Presidential Address on Wednesday afternoon. Thursday morning’s plenary presentation, the Oscar S. Causey Address, will be given by Jerome Harste, Indiana University, professor emeritus. Our first invited plenary will be Thursday afternoon and features Arnetha F. Ball, Professor Stanford University and past President of the American Education Research Association. Our second invited plenary will be Friday afternoon and will feature Teresa McCarty, G. F. Kneller Chair in Education and Anthropology, University of California-Los Angeles. The final plenary is the Integrative Research Review on Saturday morning. This session features a panel of distinguished scholars: David Bloome, College of Education and Human Ecology and Distinguished Professor of Teaching and Learning at The Ohio State University; Kris D. Gutiérrez, Professor of Literacy and Learning Sciences and Provost’s Chair at the University of Colorado, Boulder, past President of the American Education Research Association; Carol Lee, Edwina S. Tarry Professor of Education and Social Policy at Northwestern University, and past President of the American Education Research Association; and Robert Tierney, Honorary Professor & Former Dean, Faculty of Education and Social Work, The University of Sydney and past president of Literacy Research Association. Georgia E. Garcia, professor emerita, University of Illinois, will chair and moderate the panel’s presentation.

Attend an Area Chairs’ Invited Speakers Session:
The Area Chairs (3, 5, 9, and 11) have selected an outstanding proposal from among the proposals submitted to their areas and elevated the proposal to an Invited Session. In addition, the Area 1 Co-Chairs have invited a panel of speakers to address the National Council on Teacher Quality (NCTQ) Report. I encourage you to attend each of these special sessions.

Attend the Conference Chair Symposium:
The Conference Chair’s Symposium features a panel of scholars: David Kirklad, New York University, Jason Irizarry, University of Massachusetts, Amherst; and Lisa Patel, Boston College. The panelists will share excerpts from their research that align, challenge, critique, and envisage the conference theme as they discuss “Transformative literacy research as praxis.”

Attend the Presidential Reception:
On Wednesday, December 4, following the Presidential Address by LRA President Richard Beach, please come join us at the Presidential Reception. Dr. Beach’s reception will be held in the Dallas Ballroom Foyer from 6:00 – 7:30 p.m. Heavy hors d’oeuvres and a cash bar will be available. Please be sure to take this opportunity to thank Richard Beach for his amazing leadership and stewardship of the organization.

Attend the Newcomers’ and Graduate Students’ Breakfast:
If you are an LRA conference newcomer or a graduate student, you are cordially invited to attend the free Newcomers’ and Graduate Students’ Breakfast Buffet on Thursday, December 5, from 7:30 – 8:30 a.m., in the Dallas Ballroom. Jennifer Jones, Chair of the LRA Field Council, will share information about becoming involved in the LRA Field Council. Dr. Jones has an agenda that includes welcome comments from our LRA President Richard Beach and President-Elect Arlette Ingram.
WELCOME

Willis. In addition, the Co-Chairs of the Doctoral Students Innovative Community Group and the International Innovative Community Group will encourage attendees to become more involved in LRA when they share brief presentations. Moreover, opportunities for publishing your research will be explained by Pamela J. Dunston and Susan King Fullerton, Clemson University, Co-Editors of the LRA Yearbook; and Patricia L. Anders and David B. Yaden, Jr., Co-Editors of the Journal of Literacy Research. Finally, attendees are encouraged to meet the members of the LRA Board of Directors, Field Council Regional Chairs, and Field Council Representatives who may be in attendance.

Attend a noon-hour LRA Study Group:
You may choose from among 17 LRA Study Groups that are meeting from 12:00 – 1:00 p.m., Wednesday - Friday. Each Study Group has a daily themed session and has arranged a focus conversation and/or group presentation as listed in the program.

Attend a noon-hour “Meet and Greet” with members of the LRA Board of Directors:
Each noon hour members of the LRA Board of Directors and members of Kautter Management Group (KMG), LRA’s new management company, will be available to meet and talk with LRA members and conference attendees in the Bishop Arts Boardroom on the second floor (across from the escalators). This is a great opportunity to engage with members of the BOD, share a cup of coffee, hot tea, or a glass of sweet tea.

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

Voice your opinion at the Thursday Town Hall Meeting:
An honored tradition of LRA is the annual Town Hall Meeting. This year the moderators will be Douglas Fisher, San Diego State University, and Mariana Souto-Manning, Teachers College, Columbia University. You can voice your opinions on various issues, raise questions, or respond to conference presentations while munching on free popcorn or drinking a cold beer (cash bar) at the Town Hall Meeting on Thursday, December 5, from 6:15 – 7:15 p.m.

Line Dancing:
C’mon learn to Line Dance!! Impress your friends with Texas line dance steps like the brush, hook, scuff, stomp, and toe fan or amaze yourself when you learn the Backward Shuffle, Triple Step, or Sailor Step. And, join the fun and learn other line dances: Blurred Lines, Cha Cha/Cupid/Electric Slides, Hustle, Macarena, and the Wobble. There will be a DJ and assistants to help: Thursday, December 5, social from 9:00 – 11:00 p.m. A cash bar will be available.

LRA Book Drive:
In support of the conference’s focus on transformative theory and research, it is important to follow our ideas with action. I believe that it is imperative as an organization that focuses on literacy, we lead by example. Therefore, for those who are comfortable, we are providing an opportunity to share a book with a child. A drop-off box will be available beside the LRA registration desk for anyone who wants to donate a children’s or young adult book. All books will be donated to local homeless shelters.

Attend the annual Friday Business Meeting:
LRA’s annual Business Meeting will be held on Friday, December 6, from 6:00 – 6:20 p.m., immediately following Dr. Teresa McCarty’s plenary address. An agenda of the Friday Business Meeting will be sent via email in advance of the meeting. There also will be handouts of the LRA Budget Overview available at the Business Meeting. Consider attending the Friday Business Meeting to learn about LRA’s financial policies and status.

Use the Cyber Café:
In addition to the free Internet access in your sleeping rooms, hotel lobby, and some meeting rooms, you also may wish to take advantage of Internet access in the Cyber Café. Due to attendance and advanced bookings, the Cyber Café will be located in Parlor Suite 664, Wednesday - Friday from 8:00 a.m. – 5:00 p.m., and Saturday from 8:00 a.m. – 1:00 p.m.

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

Submit your paper(s) to the LRA website and/or the LRA Yearbook:
You are invited to submit your paper to the LRA Yearbook for papers. Your paper(s) of 20 pages or less should be sent to LRA_Yearbook@clemson.edu by February 7, 2014. In addition, you are invited to share your paper on the LRA conference paper repository site (link to the LRA website for directions).

Submit proposals for the LRA 2014 Conference:
Submit your proposal by March 3, 2014, for the LRA 2014 Conference to be held at the Marriott Island Beach Resort, Marco Island, FL. The 64th LRA Conference will be co-chaired by Janice Almasi and Patricia Enciso. Please direct all of your questions about proposals to Janice Almasi.

Arlette Ingram Willis
2013 Program Chair and President-Elect
It is with great sadness that we share the news that our beloved colleague, Shelby Wolf, has died. It is a devastating loss for us all. She has been an invaluable member of our LRA and NCTE literacy communities and we will grieve her passing personally and professionally. It is too soon.

Outside Shelby’s office door here at CU-Boulder’s School of Education are several potent symbols of her passionate research and teaching interests and commitments. To the right is a bulletin board filled with photos she took while collaborating with artists and teachers at London’s Tate Museum on an arts integration project. Appropriately, it is entitled, “Unlike past generations, in 21st century learning, art will lead the way!” There is also a powerful student self-portrait in charcoal, and a book cover of Shelby’s seminal work, Handbook of Research on Children’s and Young Adult Literature (2010), which she edited with colleagues Karen Coats, Patricia Enciso, and Christine Jenkins. She was a prolific and gifted writer. Her voice—eager to build a metaphoric frame, to add a quote from the most fitting book, and create images that perfectly captured her intended meaning—will endure in her scholarship.

To the left of Shelby’s door is a small poster of a child embracing a towering stack of books; “Find your favorite book!” it proclaims. Hanging alongside is a brochure advertising our masters’ program in Literacy, including students’ all-time favorite course, Shelby’s advanced children’s literature seminar. Finally, there is Shelby’s office door. She welcomes us all into the wonderful world of children’s literature, teaching, and an exuberant life with a poster illustrated by Maurice Sendak, an author and illustrator she especially loved. Accompanying images of a wild thing and children sailing through the air in a hot-air balloon are two bold words, IMAGINATION CELEBRATION.

The School of Education and Shelby’s family are planning a memorial event to celebrate Shelby’s life and to thank her for the many ways in which she has enriched our lives and advanced the field of children’s literature and arts integration.

CU Literacy colleagues,
Donna Begley, Bridget Dalton, Anne DiPardo, Elizabeth Dutro, Kris Gutierrez, Janette Klingner, and Bill McGinley
IN MEMORIAM

ANTHONY V. MANZO

We are saddened by the passing of Dr. Anthony Manzo. Tony died Saturday, August 17, 2013, from pancreatic cancer. Tony was Professor Emeritus at the University of Missouri-Kansas City where he taught in the Reading and Interdisciplinary Doctoral Programs. Tony completed his doctoral work at Syracuse University under the guidance of Hal Herber and Bill Sheldon. Tony’s dissertation in 1969 was a study of a reciprocal questioning strategy, ReQuest, to increase reading comprehension by teaching readers to ask good questions. This work, and many other studies and writing he did, continues to influence classroom instruction today and is widely cited in textbooks and journals in the field. In 1993 Tony received IRA’s William S. Gray Citation of Merit for lifetime research and publications and co-wrote texts on content literacy and reading assessment with his wife, Ula Casale Manzo and colleague Julie Jackson Albee.

Tony was an active member of NRC/LRA from the mid 1960s through the mid 1980s. He and UMKC were host of the 1974 NRC meeting in Kansas City, Missouri, back during the time when NRC was a very small, loosely-knit organization that could fit into a modest-sized hotel, and where the high tech equipment in meetings was an overhead projector. Tony thoroughly enjoyed the energetic, and sometimes barbed, interchange of ideas and challenges that marked NRC sessions of then. He challenged and confounded his students and NRC colleagues with ideas and questions way outside the box of current conversations of the time—psychological analyses of the Luscher Color Test, eidetic imagery as an explanation of adult memory and learning, and synaptic junction theory, to name a few.

To his students, Tony was a wonderful, loving, rigorous mentor who could, and did, challenge, charm, provoke, confound and delight them - sometimes all in one conversation! We all miss his energy, affection and abounding intellectual curiosity.

Mark Condon
Marilyn Eanet
Jane Hager
James Hoffman
Martha Rapp Ruddell
MAJOR ADDRESSES

Presidential Address – Wednesday, December 4, 2013
4:45 pm - 6:00 pm, Trinity 1-4,8

Understanding and Creating Digital Texts through Social Practices
Richard Beach, University of Minnesota

Oscar S. Causey Address – Thursday, December 5, 2013
10:45 am - 12:00 pm, Trinity 1-4,8

Transmediation: What Art Affords Our Understanding of Literacy
Jerome C. Harste, Indiana University

Plenary Address One – Thursday, December 5, 2013
4:45 pm - 6:00 pm, Trinity 1-4,8

Theorizing Generativity and Operationalizing Research on Transformative Literacies as the Foundation for Meaningful Reform When Preparing Teachers for Diversity in Transnational Causes
Arnetha F. Ball, Stanford University

Plenary Address Two – Friday, December 6, 2013
4:45 pm - 6:00 pm, Trinity 1-4,8

Making Our Literacy Research Matter — Lessons from Work with Indigenous Youth
Teresa McCarty, Arizona State University

Integrative Research Review – Saturday, December 7, 2013
10:45 am - 12:00 pm, Trinity 1-4,8

Redux: Transformative Literacy — Theory, Research, and Reform
Georgia Garcia, University of Illinois at Urbana-Champaign, Chair and Moderator
David Bloome, The Ohio State University
Carol D. Lee, Northwestern University
Kris Gutierrez, University of Colorado-Boulder
Robert J. Tierney, University of Sydney
STUDY GROUP ORGANIZERS

ADULT LITERACY STUDY GROUP
Erik Jacobson, Montclair State University

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

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

CONDUCTING AND PUBLISHING FORMATIVE EXPERIMENTS
Jamie Colwell, Old Dominion University

CRITICAL WITNESSING: ENVISIONING SAFE SPACES FOR CRITICAL CONVERSATIONS
Rebecca Beucher, University of Colorado Boulder

DIGITAL TEXTS AND TOOLS: POTENTIAL USES, ASSESSMENTS, AND METHODOLOGIES FOR THE LITERACY EDUCATOR AND RESEARCHER
Thomas DeVere Wolsey, Walden University

DOCTORAL STUDENTS’ ICG SERIES: THE PUBLICATION PROCESS
Gail E. Lovette, University of Virginia
Jennifer Smith, Texas Woman’s University
Katherine Brodeur, University of Minnesota

GRAPHIC NOVELS IN EDUCATION
Stergios Botzakis, University of Tennessee, Knoxville

LITERACY LAB/READING CLINIC STUDY GROUP
Cheryl Dzier, University at Albany
Barbara Laster, Towson University
Theresa A. Deeney, University of Rhode Island

LIVING THE WRITERLY LIFE IN ACADEMIA
Elizabeth A. Swaggerty, East Carolina University
Terry S. Atkinson, East Carolina University
Robin R. Griffith, Texas Christian University
Johna L. Faulconer, East Carolina University

NARRATIVES AND COUNTERNARRATIVES: CRITICAL RACE THEORY, LATCRIIT, AND ASIANCRIT
Keonghee Tao Han, University of Wyoming

RESPONSE TO INTERVENTION: THEORY, RESEARCH, AND REFORM OF RTI AS TRANSFORMATIVE PROCESS IN AN AGE OF REFORM
Lois Haid, Barry University
Joyce Warner, Barry University
Joanna Marasco, Barry University
Alice F. Snyder, Kennesaw State University
Nancy Masztal, Barry University
Rebekah Williams, Kennesaw State University
Debra Coffey, Kennesaw State University

TEACHER EDUCATION RESEARCH STUDY GROUP (TERSG)
Roya Qualls Scales, Western Carolina University
Karen Kreider Yoder, Touro University California
Chinwe Ikpeze, St. John Fisher College

TRANSNATIONALISM IN 21ST CENTURY SCHOOLS: MULTILINGUAL/TRANSNATIONAL LITERACIES STUDY GROUP
Patrick Henry Smith, The University of Texas at El Paso
Mikel Cole, Clemson University
Aria Razfar, University of Illinois at Chicago

WORD STUDY STUDY GROUP
Donald Bear, Iowa State University
Kevin Flanigan, West Chester University of Pennsylvania

WRITING RESEARCH STUDY GROUP: EARLY WRITING AND TEACHERS OF EARLY WRITERS
Zoi Apostolia-Philippakos, University of Delaware
Vicki McQuitty, Towson University
Noreen S. Moore, Pennsylvania State University

SAVE THE DATES
2014 LRA ANNUAL CONFERENCE
MARCO ISLAND, FL
DECEMBER 3-6, 2014

Transformative Literacy: Theory, Research, and Design
63rd Annual Conference of the Literacy Research Association · December 4 - 7, 2013 · Dallas, TX
# EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUESDAY, DECEMBER 3, 2013</strong></td>
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<tr>
<td>8:00 am - 9:00 am</td>
<td>Executive Committee Breakfast ........................................................................ South Side 2 - Level 3</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Executive Committee Meeting ........................................................................ South Side 1 - Level 3</td>
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<td>1:00 pm - 5:00 pm</td>
<td>Board of Directors Meeting ........................................................................ South Side 1 - Level 3</td>
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<td>3:00 pm - 8:00 pm</td>
<td>Attendee Registration Open ........................................................................ Registration &amp; Event Office</td>
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<td><strong>WEDNESDAY, DECEMBER 4, 2013</strong></td>
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<td>7:30 am - 8:30 am</td>
<td>Field Council Meeting ................................................................................ South Side 2 - Level 3</td>
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<td>7:30 am - 8:30 am</td>
<td>Student Outstanding Research Award Committee Meeting ................................ Victory Park 1 - Level 5</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Policy and Legislative Committee Meeting ................................................ Oak Cliff 2 - Level 5</td>
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<td>8:00 am - 5:00 pm</td>
<td>Book Display/Silent Auction Open ................................................................ Trinity Foyer - Level 3</td>
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<tr>
<td>8:00 am - 5:00 pm</td>
<td>Cyber Café Open .......................................................................................... Parlor Room 664 - Level 6</td>
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<tr>
<td>8:45 am - 9:25 am</td>
<td>Roundtable Session 1A................................................................................ Katy Trail - Level 2</td>
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<tr>
<td>9:45 am - 10:30 am</td>
<td>Concurrent Sessions .................................................................................. See Pages 17-25</td>
</tr>
<tr>
<td>9:00 am - 5:00 pm</td>
<td>Exhibits Open ............................................................................................ Trinity Foyer - Level 3</td>
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<tr>
<td>10:30 am - 12:00 pm</td>
<td>Concurrent Sessions .................................................................................. See Pages 25-33</td>
</tr>
<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Study Groups ............................................................................................. See Pages 33-34</td>
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<tr>
<td>1:15 pm - 1:55 pm</td>
<td>Roundtable Session 2A................................................................................ Katy Trail - Level 2</td>
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<tr>
<td>1:15 pm - 2:45 pm</td>
<td>Concurrent Sessions .................................................................................. See Pages 34-42</td>
</tr>
<tr>
<td>2:05 pm - 2:45 pm</td>
<td>Roundtable Session 2B................................................................................ Katy Trail - Level 2</td>
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<tr>
<td>3:00 pm - 3:40 pm</td>
<td>Roundtable Session 3A................................................................................ Katy Trail - Level 2</td>
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<tr>
<td>3:00 pm - 4:30 pm</td>
<td>Concurrent Sessions .................................................................................. See Pages 42-50</td>
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<tr>
<td>3:50 pm - 4:30 pm</td>
<td>Roundtable Session 3B................................................................................ Katy Trail - Level 2</td>
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<tr>
<td>4:45 pm - 5:00 pm</td>
<td>J. Michael Parker Award Presentation....................................................... Trinity 1-4, 8 - Level 3</td>
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<td>4:45 pm - 5:00 pm</td>
<td>Student Outstanding Research Award Presentation ..................................... Trinity 1-4, 8 - Level 3</td>
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<td>5:00 pm - 6:00 pm</td>
<td>2013 Presidential Address.......................................................................... Trinity 1-4, 8 - Level 3</td>
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<tr>
<td>6:00 pm - 7:30 pm</td>
<td>President’s Reception................................................................................ Dallas Foyer</td>
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<td><strong>THURSDAY, DECEMBER 5, 2013</strong></td>
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<td>7:30 am - 8:30 am</td>
<td>Newcomers’ &amp; Graduate Students’ Breakfast................................................ Dallas E - F - Level 3</td>
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<td>7:30 am - 8:30 am</td>
<td>Albert J. Kingston Award Committee Meeting............................................ South Side 2 - Level 3</td>
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<td>7:30 am - 8:30 am</td>
<td>Distinguished Scholar Lifetime Achievement Award Committee Meeting ......... Victory Park 1 - Level 5</td>
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<td>7:30 am - 8:30 am</td>
<td>Early Career Achievement Award Committee Meeting.................................... Victory Park 2 - Level 5</td>
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<td>7:30 am - 8:30 am</td>
<td>J. Michael Parker Award Committee Meeting............................................. White Rock 1 - Level 5</td>
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<td>7:30 am - 8:30 am</td>
<td>Oscar S. Causey Award Committee Meeting............................................... White Rock 2 - Level 5</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>History Innovative Community Group (ICG) Meeting................................... Trinity 6 - Level 3</td>
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## EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td><strong>THURSDAY, DECEMBER 5, 2013 (CONTINUED)</strong></td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Publications Committee Meeting</td>
<td>Deep Ellum A - Level 2</td>
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<td>7:30 am - 8:30 am</td>
<td>Research Committee Meeting</td>
<td>Oak Cliff 1 - Level 5</td>
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<td>7:30 am - 8:30 am</td>
<td>Technology Committee Meeting</td>
<td>Oak Cliff 2 - Level 5</td>
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<td>7:30 am - 8:30 am</td>
<td>Ethnicity, Race, and Multilingualism Committee Meeting</td>
<td>Deep Ellum B - Level 2</td>
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<td>7:30 am - 8:30 am</td>
<td>Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting</td>
<td>South Side 1 - Level 3</td>
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<td>7:30 am - 8:30 am</td>
<td>International Innovative Community Group (ICG) Meeting</td>
<td>West End - Level 5</td>
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<td>7:30 am - 8:30 am</td>
<td>Financial Advisory Committee Meeting</td>
<td>Cedars - Level 2</td>
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<td>7:30 am - 8:30 am</td>
<td>P. David Pearson Scholarly Impact Award Committee Meeting</td>
<td>Trinity 7 - Level 3</td>
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<td>8:00 am - 5:00 pm</td>
<td>Attendee Registration Open</td>
<td>Registration &amp; Event Office</td>
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<td>Book Display/Silent Auction Open</td>
<td>Trinity Foyer</td>
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<td>8:00 am - 5:00 pm</td>
<td>Exhibition Open</td>
<td>Parlor Room 664 - Level 6</td>
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<td>8:45 am - 9:25 am</td>
<td>Roundtable Session 4A</td>
<td>Katy Trail - Level 2</td>
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<td>8:45 am - 10:15 am</td>
<td>Concurrent Sessions</td>
<td>See Pages 54-61</td>
</tr>
<tr>
<td>9:35 am - 10:15 am</td>
<td>Roundtable Session 4B</td>
<td>Katy Trail - Level 2</td>
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<td>Trinity 1-4, 8 - Level 3</td>
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<td>Oscar S. Causey Award Presentation</td>
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<td>11:00 am - 12:00 pm</td>
<td>2013 Oscar S. Causey Address</td>
<td>Trinity 1-4, 8 - Level 3</td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Study Groups</td>
<td>See Pages 62-63</td>
</tr>
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<td>1:15 pm - 1:55 pm</td>
<td>Roundtable Session 5A</td>
<td>Katy Trail - Level 2</td>
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<tr>
<td>1:15 pm - 2:45 pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 63-69</td>
</tr>
<tr>
<td>2:05 pm - 2:45 pm</td>
<td>Roundtable Session 5B</td>
<td>Katy Trail - Level 2</td>
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<tr>
<td>3:00 pm - 3:40 pm</td>
<td>Roundtable Session 5C</td>
<td>Katy Trail - Level 2</td>
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<tr>
<td>3:00 pm - 4:30 pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 70-77</td>
</tr>
<tr>
<td>4:45 pm - 5:00 pm</td>
<td>Distinguished Scholar Lifetime Achievement Award Presentation</td>
<td>Trinity 1-4, 8 - Level 3</td>
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<tr>
<td>4:45 pm - 5:00 pm</td>
<td>Early Career Achievement Award Presentation</td>
<td>Trinity 1-4, 8 - Level 3</td>
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<tr>
<td>5:00 pm - 6:00 pm</td>
<td>Plenary Address One</td>
<td>Trinity 1-4, 8 - Level 3</td>
</tr>
<tr>
<td>6:15 pm - 7:15 pm</td>
<td>Town Hall Meeting</td>
<td>Fair Park 1 - Level 3</td>
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<tr>
<td>9:00 pm - 11:00 pm</td>
<td>Line Dancing</td>
<td>Fair Park 1 - Level 3</td>
</tr>
<tr>
<td><strong>FRIDAY, DECEMBER 6, 2013</strong></td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Doctoral Student Innovative Community Group (ICG) Meeting</td>
<td>South Side 2 - Level 3</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Edward B. Fry Book Award Committee Meeting</td>
<td>White Rock 1 - Level 5</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Multilingual/Transcultural Literacies Innovative Community Group (ICG) Meeting</td>
<td>West End - Level 5</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Ethics Committee Meeting</td>
<td>Deep Ellum B - Level 2</td>
</tr>
</tbody>
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## EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>FRIDAY, DECEMBER 6, 2013 (CONTINUED)</strong></td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Barr/Mosenthal <em>Handbook of Reading Research</em> Fund Committee Meeting</td>
<td>Deep Ellum A - Level 2</td>
</tr>
<tr>
<td>8:00 am - 3:30 pm</td>
<td>Book Display/Silent Auction Open</td>
<td>Trinity Foyer - Level 3</td>
</tr>
<tr>
<td>8:00 am - 7:00 pm</td>
<td>Attendee Registration Open</td>
<td>Registration &amp; Event Office</td>
</tr>
<tr>
<td>8:00 am - 5:00 pm</td>
<td>Exhibits Open</td>
<td>Trinity Foyer - Level 3</td>
</tr>
<tr>
<td>8:00 am - 5:00 pm</td>
<td>Cyber Café Open</td>
<td>Parlor Room 664 - Level 6</td>
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<tr>
<td>8:45 am - 10:15 am</td>
<td>STAR Roundtable Session</td>
<td>Katy Trail - Level 2</td>
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<tr>
<td>8:45 am - 10:15 am</td>
<td>Concurrent Sessions</td>
<td>Various - See Pages 81-88</td>
</tr>
<tr>
<td>10:30 am - 11:10 am</td>
<td>Roundtable Session 6A</td>
<td>Katy Trail - Level 2</td>
</tr>
<tr>
<td>10:30 am - 12:00 pm</td>
<td>Concurrent Sessions</td>
<td>Various - See Pages 88-95</td>
</tr>
<tr>
<td>11:20 am - 12:00 pm</td>
<td>Roundtable Session 6B</td>
<td>Katy Trail - Level 2</td>
</tr>
<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Past Presidents’ Luncheon (Invitation Only)</td>
<td>Texas Spice - Level 1</td>
</tr>
<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Study Groups</td>
<td>Various - See Pages 96-98</td>
</tr>
<tr>
<td>1:15 pm - 1:55 pm</td>
<td>Roundtable Session 7A</td>
<td>Katy Trail - Level 2</td>
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<tr>
<td>1:15 pm - 2:45 pm</td>
<td>Concurrent Sessions</td>
<td>Various - See Pages 98-105</td>
</tr>
<tr>
<td>2:05 pm - 2:45 pm</td>
<td>Roundtable Session 7B</td>
<td>Katy Trail - Level 2</td>
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<tr>
<td>3:00 pm - 3:40 pm</td>
<td>Roundtable Session 6C</td>
<td>Katy Trail - Level 2</td>
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<tr>
<td>3:00 pm - 4:30 pm</td>
<td>Concurrent Sessions</td>
<td>Various - See Pages 105-112</td>
</tr>
<tr>
<td>4:00 pm - 7:00 pm</td>
<td>Purchase Silent Auction Books</td>
<td>Registration &amp; Event Office</td>
</tr>
<tr>
<td>4:45 pm - 5:00 pm</td>
<td>Edward B. Fry Book Award Presentation</td>
<td>Trinity 1-4, 8 - Level 3</td>
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<tr>
<td>5:00 pm - 6:00 pm</td>
<td>Plenary Address Two</td>
<td>Trinity 1-4, 8 - Level 3</td>
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<tr>
<td>6:00 pm - 6:20 pm</td>
<td>Annual Business Meeting</td>
<td>Trinity 1-4, 8 - Level 3</td>
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<tr>
<td>6:30 pm - 8:00 pm</td>
<td><em>Journal of Literacy Research</em> Editorial Board Dessert Reception</td>
<td>West End - Level 5</td>
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<td>(Invitation Only)</td>
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| **SATURDAY, DECEMBER 7, 2013** |                                                                      |                               |
| 7:00 am - 8:30 am | ICG Study Group - Sara Bruce McGraw Doctoral Student                |                               |
| 7:30 am - 8:30 am | 2014 Conference Area Chairs Breakfast                               | Fair Park 2 - Level 3         |
| 7:30 am - 8:30 am | LRA *Yearbook* Editors Meeting                                      | Oak Cliff 2 - Level 5         |
| 8:00 am - 11:00 am | Purchase Silent Auction Books                                      | Registration & Event Office   |
| 8:00 am - 1:00 pm | Attendee Registration Open                                          | Registration & Event Office   |
| 8:00 am - 1:00 pm | Cyber Café Open                                                    | Parlor Room 664 - Level 6     |
| 8:45 am - 10:15 am | Concurrent Sessions                                                | Various - See Pages 115-122   |
| 10:45 am - 11:00 am | Albert J. Kingston Award Presentation                             | Trinity 1-4, 8 - Level 3      |
| 11:00 am - 12:00 pm | 2013 Integrative Research Review                                   | Trinity 1-4, 8 - Level 3      |
| 12:00 pm - 8:00 pm | STAR Meeting                                                       | White Rock 1 - Level 5        |
| 12:15 pm - 2:00 pm | Executive Committee Meeting                                        | South Side 1 - Level 3        |
| 1:00 pm - 3:30 pm | National Conference on Research in Language and Literacy           | West End - Level 5            |
| 2:00 pm - 5:00 pm | Board of Directors Meeting                                         | South Side 1 - Level 3        |
NEW TCPRESS BOOKS ON DISPLAY

Arthur N. Applebee and Judith A. Langer

Douglas Fisher, Nancy Frey, and Cristina Alfaro

Socorro G. Herrera, Della R. Perez, Shabina K. Kavimandan, and Stephanie Wessels

Marc Lamont Hill and Emery Petchauer

David E. Kirkland

Ernest Morrell, Rudy Dueñas, Veronica Garcia, and Jorge Lopez

Susan B. Neuman and Tanya S. Wright

Christina Ortmeier-Hooper

Karen E. Wohlwend

William G. Brozo, Gary Moorman, & Carla K. Meyer

Anne H. Charity Hudley and Christine Mallinson

Anne Haas Dyson

Peter J. Fisher, Ann Bates, and Debra J. Gurvitz

Stuart Greene

Mary M. Juzwik, Carlin Borscheim-Black, Samantha Caughian, and Anne Heintz

Candace R. Kuby

Frank Serafini

Mariana Souto-Manning

Shelley B. Weeper, Dorothy S. Strickland, and Diana J. Quatroche

Richard L. Allington and Anne McGill-Franzen

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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 1:00 pm and Saturday from 7:30 am - 8:30 am) 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 2013 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.
ATTENDEE REGISTRATION OPEN
7:00 am - 5:00 pm
Registration and Event Office/Trinity Foyer, Level 3

POLICY AND LEGISLATIVE COMMITTEE MEETING
7:30 am - 8:30 am • Oak Cliff 2 - Level 5

FIELD COUNCIL MEETING
7:30 am - 8:30 am • South Side 2 - Level 3

STUDENT OUTSTANDING RESEARCH AWARD COMMITTEE MEETING
7:30 am - 8:30 am • Victory Park 1 - Level 5

CYBER CAFÉ OPEN - WEDNESDAY
8:00 am - 5:00 pm • Parlor Suite 664

BOOK DISPLAY/SILENT AUCTION/EXHIBITS OPEN
8:00 am - 5:00 pm • Trinity Foyer – Level 3

8:45 am - 10:15 am • SYMPOSIUM
Arts District 1 - Level 2

A Qualitative Analysis of the Spelling in English of Native Mandarin Chinese and Korean Speaking Elementary Students (grades 2-8)

Chair: Donald Bear, Iowa State University
Discussant: Cynthia B. Leung, University of South Florida, St. Petersburg

An overview of research of the spelling of EFLs is presented. Crosslinguistic analyses of the spelling of Mandarin Chinese and Korean EFL students found that spelling errors were predictable based on phonological differences and in Chinese, include the influence of Pinyin. Korean EFLs struggled with non-Korean sounds in words, and there were difficult vowels for Korean speakers to spell. Findings suggest activities to examine crosslinguistic interferences.

1. The Development of English Spelling among Second and Foreign Language Learners
Donald Bear, Iowa State University

2. Crosslinguistic Analyses of the Spelling of Mandarin Chinese Speakers Learning English as a Foreign Language
Wei Xu, University of Nevada, Reno
Sam Von Gillern, Iowa State University

3. The Orthographic Knowledge of Korean Speakers Learning English as a Foreign Language
Keonghee Tao Han, University of Wyoming
Byeong-Young Cho, Iowa State University
Moonyoung Park, Iowa State University

8:45 am - 10:15 am • PAPER SESSION
Cedars - Level 2

Examining Professional Development

Chair: Sarah Newcomer, Washington State University-Tri-Cities
Discussant: Patricia L. Anders, University of Arizona

1. Assessing the Long-Term Impact of a Professional Development Model Designed to Support Adult Learners
Maureen V. Spelman, Saint Xavier University
Ruth Rohlwing, Saint Xavier University

2. Literacy Education and the Privatization of Professional Development
Christopher B. Crowley, University of Wisconsin-Madison

3. Transforming Teacher Practice in an Age of Reform
Stephanie M. Buelow, University of Hawaii at Manoa

8:45 am - 10:15 am • SYMPOSIUM
Dallas A – Level 3

Complementary Relationships between Didacticism and Play in the Teaching of Literacy Practices Across Grades

Chair: George Newell, The Ohio State University
Discussant: George Newell, The Ohio State University
Jerome Harste, Indiana University
Patterns involving complementary relationships of didacticism (explicit direct instruction) and play (opportunities for students to adopt, adapt, and reconstitute taught literacy practices). Based on these studies, we discuss how instructional conversations can (a) constitute a curriculum of academic literacies beyond academic socialization, (b) provide a microethnographic theoretical approach to instruction, and (c) problematize the dichotomy between didacticism and child-centered curriculum.

1. “Did You Already Know the Answer?”: First Graders Writing Nonfiction
   Melissa Wilson, The Ohio State University
2. Writing Arguments in a Twelfth Grade AP Language Arts Classroom
   David Bloome, The Ohio State University

From Teacher Preparation through First-Year Teaching: A Longitudinal Study through the Lens of Professional Standards for Literacy Professionals

Chair:
Thomas De Vere Wolsey, Walden University

Teacher preparation has increasingly become the focus of attention for policymakers and researchers. To better understand teacher preparation and the impact of such programs on teacher candidates, researchers from 10 universities across the United States undertook a study of their programs following teacher candidates through student teaching and into the first year as a novice teacher. This alternative session involves participants in breakout sessions and panel discussions of the role of standards in teacher preparation.

Presenters:
Thomas De Vere Wolsey, Walden University
Susan Lenski, Portland State University
Dana L. Grisham, National University
Roya Qualls Scales, Western Carolina University
Elizabeth Dobler, Emporia State University
Kathy Ganske, Vanderbilt University
Linda Smetana, California State University, East Bay
Karen Kreider Yoder, Touro University California
Sandra Chambers, Kutztown University
W. David Scales, Western Carolina University
Janet Young, Brigham Young University

Academic Vocabulary in the Content Areas

Chair:
Dianna Townsend, University of Nevada, Reno
Discussant:
Zhihui Fang, University of Florida

Given the elemental role of vocabulary knowledge in all literacy activities, and the challenges typically faced by language minority students with respect to vocabulary and comprehension in English (Lesaux, 2006), efforts to help students build academic vocabulary knowledge can serve as a transformative literacy practice, enhancing all students' access to and participation in instructional activities. This symposium presents recent empirical findings and instructional frameworks for learning and teaching academic vocabulary in the content areas.

1. Middle School Students’ Development of Productive Academic Language Knowledge in Science
   Kristina Wulfing, University of Nevada, Reno
   Dianna Townsend, University of Nevada, Reno
2. Motivational and Language Predictors of Growth in Reading Comprehension for ELLs and English Speakers
   Ana Taboada Barber, George Mason University
   Michelle M. Buehl, George Mason University
   Melissa Gallagher, George Mason University
3. Language as a Tool or a Trap: Supporting Students’ Academic Language and Concept Development in Mathematics
   Lori Helman, University of Minnesota
4. Seeing the “Big Picture”: Using Academic Language as a Lens for Reading and Thinking About History
   Kevin Flanigan, West Chester University of Pennsylvania

Culture, Language and Social Justice in Literacy Education: Perspectives and Practices of Scholars of Color and Diverse Linguistic Background

Chair:
Kinga Varga-Dobai, Georgia Gwinnett College

The session looks at the ways using children’s and young adult literature, arts-based practices and multiliteracies,
to teach for social justice impacts literacy educators’ and their students’ experiences inside English Language Arts methods courses. The negotiation of multiple identities as both literacy teacher educators and women of color teaching mostly white, young Preservice teachers in the southeast is a delicate interplay of understanding the complexities and intersectionalities of their work.

1. **Exploring Intercultural Learning through Arts-Based Practices**
   - Kinga Varga-Dobai, *Georgia Gwinnett College*

2. **Exploring Beginning Understandings: English Language Learners through Children’s and Young Adult Latino Literature**
   - Julia Lopez-Robertson, *University of South Carolina*

3. **Learning in Action Inside 21st Century Preservice ELA Classrooms**
   - Rachelle Washington, *Clemson University*

4. **Transforming Teacher Education Candidates through Cultural Identity**
   - Toni Williams, *University of South Carolina*

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**Analysis and Use of Culturally Diverse Literature: Theoretical and Pedagogical Considerations**

**Chair:**
- Janelle B. Mathis, *University of North Texas*

**Discussant:**
- Catherine Olsen Maderazo, *California State University, Fullerton*

This session starts with a consideration of the value of using culturally diverse literature in the curriculum followed by the review and analysis of collections of books about representation of Muslims and Latinos. Theoretical and pedagogical considerations will be provided to move the scholarship based on children’s and young adult literature forward.

1. **Reading the World through Story: An Argument for the Inclusion of Culturally Diverse Literature in Critical Literacy Curricula**
   - Christopher L. Kolb, *University of Minnesota*

2. **The Depiction of Muslims in Children’s Literature**
   - Heidi J. Torres, *Indiana University-Bloomington*

3. **Affirming and Celebratory Texts for Latino Youth: Where are They?**
   - Kristen Lynne Pratt, *Washington State University*
   - Kelly Puzio, *Washington State University*

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**Roundtable Session 1A**

I. **“Everything in Our Power”: Classroom, School and District Impacts on Minority Student Literacy Achievement**
   - Kristen Campbell Wilcox, *University at Albany*
   - Rachel Stead, *University at Albany*

II. **“How Would That Change the Context?”: The Effects of a Conceptually Based Framework on the Depth of Thinking of Struggling Readers During Literature Discussions**
   - Robert Gaskins, *Benchmark School*
   - Amanda Nehring, *Benchmark School*
   - Katie Solis, *Benchmark School*

III. **“If You’re Smart, You’ll Avoid Me”: Dangerous Boys in Young Adult Literature, Girls’ Social Media Participation, and Gender Relations**
   - Ebony Elizabeth Thomas, *University of Pennsylvania*
   - Nora A. Peterman, *University of Pennsylvania*

IV. **(Mine)crafitting a Literacy Space for Youth: Spatial Design In-and-Out of a Gaming Environment**
   - Ty Hollett, *Vanderbilt University*

V. **A Case Study of One Teacher’s Reflections on Facilitating Classroom Discussion**
   - Jacquelynn S. Popp, *University of Illinois at Chicago*
VI. A Critical Reflection on the Data Collection and Representation of an Ethnographic Study with 26 ESL Adult Immigrants in the Midwest
Yin Lam Lee-Johnson, Webster University

VII. A Study of Technology Integration and Literacy Education in a One-to-One iPad Initiative with Preservice Teachers
Jodi Pilgrim, University of Mary Hardin-Baylor

VIII. A Teacher’s Implementation of a Multicultural, Instructional Read Aloud Lesson: How Personal Relevance and Participatory Structure are Used to Mediate Text Engagement
Kristen B. Doorn, University of Miami

8:45 am - 10:15 am • Paper Session
South Side 1 - Level 3

Apprenticing Readers and Writers in the Elementary Classroom

Chair:
Marcy Zipke, Providence College

Discussant:
Elizabeth L. Jaeger, University of Arizona

1. The Reading Apprenticeship: A Pattern of Success with Struggling Readers
Nancy Flanagan Knapp, University of Georgia

2. Transforming Elementary School Readers through an Independent Reading Intervention in a High-Poverty Urban School
Francesca Pomerantz, Salem State University
Michelle Pierce, Salem State University

3. Unintended Connections between a “Pure” K-1 Writing Workshop and the Common Core State Standards
Doug Kaufman, University of Connecticut
Jennifer Dolan, University of Connecticut

8:45 am - 10:15 am • Paper Session
Oak Cliff 2 - Level 5

Vocabulary Instruction and Development

Chair:
Sharolyn Pollard-Durodola, University of Denver

Discussant:
Paula Schwanenflugel, University of Georgia

1. “Big” and “Fancy” Words: A Study of ELL and EO Students’ Word Consciousness During a Comprehensive Vocabulary Program
Heather Peterson, University of Wyoming
Jeni R. Davis, University of South Florida

2. Kindergarteners Listening, Viewing, and Constructing Vocabulary Meanings
Tanya Christ, Oakland University
X. Christine Wang, University at Buffalo
Ming Ming Chiu, University at Buffalo

8:45 am - 10:15 am • Paper Session
Oak Cliff 1 - Level 5

Exploring School/University Relationships as They Relate to Literacy Teaching and Learning

Chair:
Blake Tenure, Harwick College

Discussant:
Laura Pardo, Hope College

The three papers in this session all explore relationships between schools and universities. Two papers examine school/university collaborations. The third paper explores discrepancies between the university classroom and the primary classroom.

1. Practice-based Coursework in Teacher Education: Bridging the Gap between Fieldwork and Coursework
Sheila Valencia, University of Washington
Elizabeth Donat, University of Washington
Katie Danielson, University of Washington

2. Apprenticing Disciplinary Literacy Practices through Blogging: A Case Study of a Middle School and University Collaboration
Corrine Marie Wickens, Northern Illinois University
Michael Manderino, Northern Illinois University
Elsa Glover, Harter Kaneland Middle Grove

3. Literacy Instruction in Theory and in Practice: Discrepancies between the University Classroom and the Primary Classroom
Sherry Sanden, Illinois State University
Transformative Literacy: Theory, Research, and Design

63rd Annual Conference of the Literacy Research Association • December 4 - 7, 2013 • Dallas, TX

WEDNESDAY

8:45 am – 10:15 am • PAPER SESSION
South Side 2 - Level 3

Exploring Preservice Teachers’ Learning about Culturally Responsive Instruction

Chair: Ingrid Enniss, Oakwood University
Discussant: Lisa Hervey, North Carolina State University

The three studies in this session explore different aspects of helping Preservice teachers to learn to engage in culturally responsive instruction.

1. “Caring Conversations”: A Transformative Intervention to Foster Education Majors’ Dispositions for Culturally Responsive Teaching and Caring in Literacy Classrooms
   Janet C. Richards, University of South Florida
   Stephanie M. Bennett, Mississippi State University

2. Developing Culturally Responsive Literacy Teachers: Analysis of Academic, Demographic, and Experiential Factors Related to Teacher Self-Efficacy
   Amie Sarker, Dallas Baptist University

3. Thinking about Instruction: How Teacher Candidates Plan for Culturally Responsive Instruction
   Brian C. Rose, University of Northern Colorado

8:45 am – 10:15 am • SYMPOSIUM
Trinity 1 - Level 3

Perceptions of Writing and Writing Competence amongst College Students

Chair: Carlton J. Fong, The University of Texas at Austin
Discussant: Ann M. Bennett, University of Tennessee

1. A Multi-Dimensional Measure of Writing Motivation for First-Year College Students
   Zoi Apostolia-Philippakos, University of Delaware
   Charles MacArthur, University of Delaware

2. “My Teacher Saying ‘This Sucks’ Doesn’t Really Help Me”: College Students’ Perspectives on Constructive Criticism on Writing
   Carlton J. Fong, The University of Texas at Austin
   Kyle M. Williams, University of Texas at Austin
   Jayce R. Warner, The University of Texas at Austin
   Diane L. Schallert, The University of Texas at Austin

3. Academic Composition in Latin American Universities: A Case Study in Colombia
   Lina Marcela Trigos Carrillo, University of Missouri
   Jenniffer Lopera Moreno, Universidad del Rosario

8:45 am – 10:15 am • SYMPOSIUM
Trinity 2 - Level 3

Videogame Communities, Affinity Spaces, and Transformative Learning: Fluid and Connective Literacy Practices in Online and Offline Spaces

Chairs: Sandra Schamroth Abrams, St. John’s University
Thomas Liam Lynch, Pace University
Discussant: Amy Stornaiuolo, University of Pennsylvania

This symposium offers a new perspective on videogaming and digital literacy, one that focuses on interconnected literacy practices that seem inherently part of videogame-based learning. Data from three separate studies reveal how adolescent students and an adult college undergraduate utilized socio-historically imbued on-and-off screen activities, honing their understanding of traditional and digital texts. The rather seamless transitions among students’ practices call attention to the ways videogaming may serve as a catalyst for fluid literacy development.

1. Fluid Literacies: Videogaming and Related Practices
   Sandra Schamroth Abrams, St. John’s University

2. Connective Literacies: Gaming, Reading, and Writing
   Hannah Gerber, Sam Houston State University

3. Transformative Literacies: Using World of Warcraft to Transform Language Learning
   Jason Lee, Pennsylvania State University

8:45 am - 10:15 am • SYMPOSIUM
Trinity 3 - Level 3

Using Qualitative Data Methodologies to Understand “Struggle”: Exploring the Complexities of Literacy Learning in the Classroom Contexts

Chair: Susan V. Piazza, Western Michigan University
Discussant: Elizabeth Moje, University of Michigan

When students are not successful in classroom literacy instruction they are often labeled as “struggling.” The
The notion of struggle can reflect a range of issues such as motivation or relationships in school. This presentation will explore qualitative research methodologies to understand learning opportunities for students labeled as “struggling.” The presenters in this symposium will illuminate the complex literacy practices of readers who have been labeled as “struggling” in classroom contexts.

1. **Narrative Analysis and the Depiction of “Struggle” in Literacy Research: Stories of Resistance and Resilience**  
   Kathleen Mary Collins, Pennsylvania State University

2. **Understanding and Disrupting Interactions: What Students’ Interactions Reveal about Their Literacy Development**  
   Leigh A. Hall, University of North Carolina at Chapel Hill

3. **A Case Study of Ellie: Using Multimodal Interaction Analysis to Understand “Struggle” in the Classroom**  
   Angela Wiseman, North Carolina State University; Melissa Pendleton, North Carolina State University; Christine Christianson, North Carolina State University; Nicole Nesheim, North Carolina State University

8:45 am - 10:15 am • SYMPOSIUM  
Trinity 4 - Level 3

**Promoting Educational Equity for Linguistically Diverse Students: A Comprehensive Approach to Early Childhood Literacy Teacher Education**

**Chair:**  
Ana Christina Iddings Da Silva, University of Arizona

**Discussant:**  
Luis C. Moll, University of Arizona

This symposium reports on the outcomes of the reform of an early childhood teacher education program that has placed community at the center of the curriculum. We make use of a design-based research approach to account for, to understand, and to address a complex interplay of factors that contribute to the literacy development of children who are speakers of other languages, in particular.

1. **Preparing Early Childhood Prospective Teachers to Work with Families & Communities: The Create Project Overview**  
   Donna Jurich, University of Arizona  
   Bridget Longoria, University of Arizona

2. **Family Interactions with Prospective Teachers: Understanding Home Language and Literacy Practices in Context**  
   Ana Christina Iddings Da Silva, University of Arizona  
   Iliana Reyes, University of Arizona

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION  
Trinity 5 - Level 3

**Embodied Literacies, Visceral Analysis, and the (Un)framing of Data**

**Chair:**  
Elizabeth Dutro, University of Colorado Boulder

**Discussants:**  
Angela Coffee, University of Minnesota  
Michael Dominguez, University of Colorado Boulder  
Rachel Monette, University of Georgia

In this alternative session, our goal is to take up the reading of bodies that necessarily occurs in the doing, sharing, and consumption of literacy research. By (un)framing data stories and undoing the usual ritual and routines of the conference session, the session explores the embodied responses of audiences to the “bodies” of evidence that comprise research data and the conversations that might be fostered by placing taken-for-granted professional practices at the center of discussion.

**Presenters:**  
Elizabeth Dutro, University of Colorado Boulder  
Stephanie Jones, University of Georgia  
Mark Vagle, University of Minnesota  
Tisha Lewis, Georgia State University  
Maria Ghiso, Teachers College, Columbia University  
Gerald Campano, University of Pennsylvania  
Bethy Leonardi, University of Colorado Boulder
Opportunities and Challenges Involved in Implementing the Common Core State Standards with English Learners

Chair:  
Georgia E. Garcia, University of Illinois at Urbana-Champaign

Discussant:  
Flora Rodriguez Brown, University of Illinois at Chicago

A transformative paradigm is used to investigate how teachers of English learners responded to the Common Core State Standards (CCSS). The first paper examines how districts’ ideological support of bilingual education and knowledge of bilingual language-arts development affected teachers’ CCSS implementation. The second shows how middle-school teachers used students’ linguistic diversity and hybrid language practices to negotiate CCSS demands. The third illustrates how teachers who became “teacher researchers” developed instructional practices that met the CCSS.

1. Assessing the Common Core: Examining Two Districts’ Responses and Use of Language Arts Assessments with Emerging Bilinguals (K-3)  
Christina Passos DeNicolo, Wayne State University  
Georgia Garcia, University of Illinois at Urbana-Champaign

2. Common Core Implementation of Math and Science Literacies for English Language Learners in Urban Middle Schools  
P. Zitlali Morales, University of Illinois at Chicago

3. Leveraging the Core: Developing Teacher Researchers to Build Dynamic Learning Activities for All (English) Learners  
Aria Razfar, University of Illinois at Chicago

A Critical Look at Standardized Literacy Curriculum and Assessment

Chair:  
Zaline Roy-Campbell, Syracuse University

Discussant:  
Audrey Lucero, University of Oregon

1. Multilingualism Left Behind? A Critical Discourse Analysis of the ACCESS English Language Proficiency Test  
Carolyn Hunt, Illinois State University

2. “Didn’t We Do This Yesterday, Maestra?” A Critical Look at the Effects of One School’s Shift to a Test-driven Curriculum  
Sarah Newcomer, Washington State University Tri-Cities

3. Common Core State Standards: A Bridge to Equity or Pathway to Further Inequities for English Language Learners  
Zaline Roy-Campbell, Syracuse University
Preservice Teachers Respond to Culturally Diverse Young Adult Literature: Transformations and Limitations

Chair:
Maria Cahill, Texas Woman’s University

Discussant:
Thomas Crumpler, Illinois State University

1. “It Just Won’t Let Me In!”: A Critical Discourse Analysis on Preservice Teachers Navigating Differences in Multicultural Literature
Jon M. Wargo, Michigan State University

2. Fostering the Transformation of Preservice Teachers’ Awareness and Understanding of Diversity through the Use of Young Adult Literature: A Story of Expectation, Experience, and Encouragement
Deborah Augsburger, Lewis University
Christopher Palmi, Lewis University
Dorene Huvaere, Lewis University

3. Challenging the Normative Discourse of Adolescence: A Discourse Analysis of Preservice Teacher Perspectives of Young Adolescent Literature
Mark Sulzer, University of Iowa
Amanda Haertling Thein, University of Iowa
Stacy Haynes-Moore, University of Iowa

Clinical Teacher Preparation That is Transformative

Chair:
Barbara Laster, Towson University

Discussant:
Cheryl Dozier, University at Albany

A multi-faceted research project that examines transfer that is transformative in clinical settings: Use of iPads for students’ and teachers’ learning; video and debriefing for teacher reflection; video for assessment of student learning; and how teachers transfer what they learn in clinic to classrooms.

Presenters:
Barbara Laster, Towson University
Theresa A. Deeney, University of Rhode Island
Lee Ann Tysseling, Boise State University
Tammy Marsh Milby, University of Richmond
JoAnne Vazzano, Northeastern Illinois University

Self-Reflexivity and the Research Act

Chair:
Emily Hayden, University at Buffalo

Discussant:
George G. Hruby, University of Kentucky

1. “That’s the Kind of Existential Crisis I’m in Right Now”: Struggle and Support in Becoming a Critical Researcher
Leah Durán, The University of Texas at Austin
Michiko Hikida, The University of Texas at Austin

2. Self-study of Teacher Education Practices as a Methodology: Learning What and How to Ask Others by Studying Yourself
Rebecca Caufman, George Mason University

3. Transforming Teacher-Researcher Partnerships: Teacher Perspectives on Classroom Literacy Intervention Research
Emily Hayden, University at Buffalo
Examining Preservice Teachers’ Preparation for Content Area Literacy Instruction

Chair:
Julie W. Ankrum, University of Pittsburgh at Johnstown

Discussant:
Judy A. Abbott, Stephen F. Austin State University

The papers in this session focus on various aspects of helping Preservice teachers learn to engage effectively in content area literacy instruction.

1. Preservice Teacher Preparation for Content Area Literacy Instruction: A Systematic Literature review
Chyllis Elayne Scott, Texas A&M University
Erin McTigue, Texas A&M University
Erin K. Washburn, State University of New York at Binghamton

2. Preservice Teachers’ Knowledge and Self-Efficacy Beliefs Related to Implementing Reading Instructional Strategies in the Content Areas
Meagan Caridad Arrastia, Florida State University
Erik Rawls, Florida State University
Laura M. Jakiel, Florida State University
Lynn Turner, Florida State University
Eric Christesen, Florida State University
Alysia D. Roehrig, Florida State University
Annamaria Deidesheimer, Florida State University
Ashley DeGracia, Florida State University

3. Transforming Content Area Literacy Classes for Secondary Teacher Certification: A Bricolage of Teacher Education Reform
Mellinee K. Lesley, Texas Tech University
Lubna Javeed, Texas Tech University

Kendra Albright, University of South Carolina

III. Adult Supports for Children’s Understanding of Interactive e-Books: A Cross-Sectional Case Study
Kathleen A. Paciga, Columbia College

IV. African American and Latino Students in Dual Language Classrooms: Opportunities to Develop Literacies and Much More
Eurydice Bauer, University of Illinois at Urbana-Champaign

V. An Urban School-University Collaboration to Improve Writing Instruction
Tricia DeGraff, University of Missouri-Kansas City

VI. Approaching Difficult Texts in the Humanities: A Case Study of Honors Students’ Attitudes and Approaches toward the Great Works
Jonathan Cisco, University of Missouri

VII. Assessing Elementary Students’ Motivation to Read: The Revised Motivation to Read Profile (MRP-R)
Linda B. Gambrell, Clemson University
Jacquelynn A. Malloy, Anderson University
Barbara A. Marinak, Mount St. Mary’s University
Susan A. Mazzoni, Literacy Consultant

VIII. Appropriating Disciplinary Literacy Strategies in an Advanced Placement (AP) Environmental Science Class
Sara Nachtigal, University of Washington, Seattle

IX. Autonomy-Supportive Instruction and Classroom Environments: The Key to Adolescents’ Motivation
Kathleen Marie Alley, Mississippi State University

Spotlight on High-Quality Alphabet Letter Instruction: Considerations and Recommendations from Theory and Research

Chair:
Theresa Roberts, California State University, Sacramento

Discussant:
D. Ray Reutzel, Utah State University

This symposium spotlights instructional features and learner characteristics recommended to be taken into account in alphabet instruction. Specifically, the value of instructional routines drawing on cognitive processes essential for learning the alphabet (presentation 1), curriculum sequencing and pacing with cycles of distributed review based on features of the alphabet and learner characteristics (presentation 2), and consideration of the characteristics of letters influencing ease of learning
and learner’s existing alphabet knowledge (presentation 3) are suggested.

1. **Cognitive Processes Involved in Alphabet Learning: Implications for Instruction**  
Theresa Roberts, *California State University, Sacramento*

2. **Alphabet Learning and Curriculum Planning**  
Cindy D. Jones, *Utah State University*

3. **Child and Letter Factors Associated with Letter Sound Knowledge**  
Francis Howard Lim Huang, *University of Virginia*  
Laura Tortorelli, *University of Virginia*  
Marcia Invernizzi, *University of Virginia*

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**10:30 am - 12:00 pm • PAPER SESSION**  
**Cedars - Level 2**

**How Teachers Respond to Literacy in the Disciplines**

**Chair:**  
Meagan Caridad Arrastia, *Florida State University*

**Discussant:**  
Allison Ward Parsons, *George Mason University*

1. **Examining Teachers’ Beliefs about the Value of the Common Core English Language Arts Standards**  
Anna Hall, *Clemson University*  
Amy Hutchison, *Iowa State University*  
Kelley Mayer White, *College of Charleston*

2. **Teacher Beliefs, Knowledge, and Implementation of Disciplinary Literacy Pedagogy into an Advanced Placement United States History Classroom**  
Stephanie M. Bennett, *Mississippi State University*

3. **What Did Teachers Say about a Language-Based Approach to Content Area Reading?**  
Zhihui Fang, *University of Florida*

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**10:30 am - 12:00 pm • SYMPOSIUM**  
**Dallas A - Level 3**

**Investigating the Reliability and Validity of Text Leveling**

**Chair:**  
Jerome D’Agostino, *The Ohio State University*

**Discussant:**  
Diane DeFord, *University of South Carolina*

Text leveling is by now common practice in classrooms and intervention settings. Concerns have been raised however about the subjective nature of this procedure and therefore its suitability for instruction and assessment. The researchers in this symposium share their work in measuring the reliability of teacher leveling. A rubric that was developed to estimate the text difficulty of books for beginning readers will be shared.

1. **Measuring Text Difficulty: Connecting Practices with Perspectives**  
Katherine Singleton Brownfield, *The Ohio State University*  
Sinead J. Harmey, *The Ohio State University*

2. **Validating a Rubric to Level Texts for Emergent Readers**  
Emily Rodgers, *The Ohio State University*  
Jerome D’Agostino, *The Ohio State University*

3. **Examining the Reliability and Validity of Text Leveling**  
Jerome D’Agostino, *The Ohio State University*  
Emily Rodgers, *The Ohio State University*

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**10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION**  
**Dallas B - Level 3**

**Getting Published: Information for Manuscript Submissions for Reading & Writing Quarterly, Literacy Research and Instruction, and Journal of Adult and Adolescent Literacy**

**Chair:**  
Susan Lenski, *Portland State University*

**Discussant:**  
Dana L. Grisham, *National University*

The Literacy Research Association is a community of scholars with deep interest and commitment to the advancement of knowledge in literacy learning. In this alternative session, the editors of three scholarly journals speak to the missions of their journals, provide information about the types of articles they seek and their guidelines for publication, and provide guidance in writing and reviewing for their respective journals in order to help professors develop their cultural and professional capital.

1. **Learning about Reading & Writing Quarterly**  
Dana L. Grisham, *National University*  
Susan Lenski, *Portland State University*

2. **Learning about Literacy Research and Instruction**  
Sherron Killingsworth Roberts, *University of Central Florida*  
Vicky Zygouris-Coe, *University of Central Florida*  
Michelle Kelley, *University of Central Florida*
3. Learning about the *Journal of Adult and Adolescent Literacy*
   Margaret Hagood, College of Charleston
   Emily Skinner, College of Charleston

10:30 am - 12:00 pm • PAPER SESSION
Dallas C - Level 3

Learners of English Across Multiple Contexts

Chair:
Christopher B. Crowley, University of Wisconsin-Madison

Discussant:
Robyn Cox, Australian Catholic University

1. Exploring Readability Issues Related to ESL(ELL) Students
   Lee Gunderson, University of British Columbia
   Reginald Arthur D'Silva, University of British Columbia
   Dennis Murphy Odo, Georgia State University

2. Learning Contexts, Emotions, and Effects on Language Acquisition: A Cross-Cultural Perspective on Albanian-English Bilinguals
   Oliana Alikaj, The University of Texas at El Paso

3. The Importance of Conceptual Change for Students Becoming Literate in English as an Additional Language
   Robert T. Jimenez, Vanderbilt University
   Keenan P. Fagan, Vanderbilt University
   Mark Barba Pacheco, Vanderbilt University
   Samuel David, Vanderbilt University

Expanding Preservice and In-service Teachers’ Visions for Literacy Instruction in the United States and Abroad

Chair:
Melissa R. Pierczynski, George Mason University

Discussant:
Margaret Vaughn, University of Idaho

Literacy researchers suggest that effective teachers have a vision for their literacy instruction. This symposium includes five studies exploring preservice and inservice teachers’ visions. Unified around the study of visioning, this symposium includes two longitudinal studies with elementary teachers, a study of content area teachers’ visions, a study of cross-cultural student teaching experiences, and a study looking at the visions of teachers who come from two different countries.

1. The Development of Teachers’ Visions over Time
   Seth A. Parsons, George Mason University
   Leslie E. La Croix, George Mason University
   Jacquelynn A. Malloy, Anderson University
   Melissa R. Pierczynski, George Mason University

2. Aligning Visions: Case Studies of Effective Literacy Teachers over Time
   Margaret Vaughn, University of Idaho

3. Do They See Themselves as Readers? Profiles of Preservice Physical Education Teachers’ Reading Habits and their Visions for Teaching Literacy
   Leila N. Richey, George Mason University
   Sydney Alexia Merz, George Mason University
   Seth A. Parsons, George Mason University

4. The Influence of Two Internship Contexts (American and Finnish) on Student Teachers’ Visions
   Roya Qualls Scales, Western Carolina University
   Russell Binkley, Western Carolina University
5. **Preservice Teachers’ Visions Compared between the United States and Ireland**  
J. Baxter Williams, Western Carolina University  
Eithne Kennedy, St. Patrick’s College

**10:30 am - 12:00 pm • PAPER SESSION**  
Greenville Avenue - Level 2

**Literacy Instruction in Linguistically-Diverse Classroom Contexts**

Chair: Karla J. Moller, University of Illinois at Urbana-Champaign  
Discussant: Nicole Yvette Strange, Barry University

1. **Reading as a Social Act: Preschool Bilingual Children’s Literary Talk about Race and Equity During Picturebook Read-Alouds**  
So Jung Kim, University of Texas at El Paso

2. **Problem-Solving with Purpose: Literacy Development across Languages in a First Grade Bilingual Classroom**  
Christina Passos DeNicolo, Wayne State University  
Gabriela Romero, University of Illinois

3. **Transforming Culturally and Linguistically Diverse Learners into Effective Readers and Writers Using Reciprocal Teaching Strategies**  
Virginia Marie Russell, Molloy College

**10:30 am - 12:00 pm • SYMPOSIUM**  
Oak Cliff 1 - Level 5

**Community Voices from a Community Cultural Wealth Perspective**

Chair: Colleen M. Fairbanks, University of North Carolina at Greensboro  
Discussant: Mariana Souto-Manning, Teachers College, Columbia University

This presentation uses a Community Cultural Wealth (CCW) framework (Yosso, 2005) to foreground the values and resources of refugee and immigrant communities. Specifically, we utilized a qualitative case study approach to examine culturally and linguistically diverse parents' literacy and social/cultural experiences related to schooling within two data sets. Implications suggest that a CCW approach within teacher education programs could enable future and current teachers to enact culturally relevant practices in literacy classrooms.

1. **Community Voices from a Community Cultural Wealth Perspective**  
Colleen M. Fairbanks, University of North Carolina at Greensboro  
Claire Lambert, University of North Carolina at Greensboro  
Laura May, Georgia State University  
Gary Bingham, Georgia State University  
Amy Vetter, University of North Carolina at Greensboro  
Jennifer Tesler, Georgia State University

**10:30 am - 12:00 pm • PAPER SESSION**  
Oak Cliff 2 - Level 5

**The Pedagogy of Caring, and Culturally Responsive Literacy Educators**

Chair: Amie Sarker, Dallas Baptist University  
Discussant: Amie Sarker, Dallas Baptist University

1. **“How Much of Myself Do I Want to Put Out There?”: Identities and Literacy Practices in Social Justice Teaching**  
Janet Donnell Johnson, Rhode Island College

2. **Culturally Responsive Literacy Teaching: Exploring a Developmental Framework and Refining a Measurement Instrument**  
Amie Sarker, Dallas Baptist University

3. **Accountability as an Act of Caring: One Teacher’s Stories of Teaching for 46 Years**  
Angela J. Hampton, Ball State University

**10:30 am - 12:00 pm • SYMPOSIUM**  
South Side 1 - Level 3

**Transforming Literacy Learning and Teaching through Translanguaging and Other Typical Practices Associated with Doing “Being Bilingual”**

Chair: Sabrina Sembiante, University of Miami  
Discussant: Joel E. Dworin, The University of Texas at El Paso

Translanguaging, bilinguals’ accessing of different linguistic features or modes in order to maximize
communicative potential, is a common, natural, and distinctive trait of bilingual behavior that shows the flexibility and versatility of bilinguals as language users. This EMR Committee-sponsored symposium focuses on the ways in which teachers and emergent bilingual learners draw on translanguaging practices and pedagogies to expand language and literacy boundaries, providing insight into the complex dynamics involved in doing "being bilingual."

   Mileidis Gort, University of Miami
   Sabrina Sembiane, University of Miami

2. **Unpacking Ideologies of Linguistic Purism: How Literacy Teachers Make Sense of Everyday Translanguaging**
   Ramon Martinez, University of Texas at Austin

3. **Children’s Code-switching and Translanguaging as Hybrid Literacy Practices**
   Iliana Reyes, University of Arizona
   Yi-ping Fu, University of Arizona

4. **When Translanguaging is Not an Option: A Bilingual’s Monoglossic Strategies to Develop Spanish Oral Skills through Reading**
   Angela Lopez-Velasquez, University of Southern Connecticut

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**WEDNESDAY**

1. **Re-imagining Understandings of Literacy: Preservice Teachers’ Conceptions of 21st Century Literacy Learning**
   Margot Filipenko, University of British Columbia

2. **Social Media and Book Clubs as Preservice Professional Development: “Like!”**
   Jennifer Jordan, University of Tennessee
   Amy D. Broemmel, University of Tennessee
   Kristin Rearden, University of Tennessee

3. **Using Ethnodrama to Collect and Chronicle Preservice Teachers’ Reflections**
   Margaret Branscombe, University of South Florida
   Jennifer Schneider, University of South Florida

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**10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION**

**Trinity 1 - Level 3**

Promising Practices in Literacy Teacher Education: Researchers of Writing Teacher Education Link Research to Practice

Chair:
Susan Martin, Boise State University

During small group sessions writing teacher educators will describe course assignments and activities that have been particularly effective in developing strong writing teachers. Research findings on these practices will also be shared. Presentations will provide a springboard to conversations about writing teacher education.

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**10:30 am - 12:00 pm • PAPER SESSION**

**South Side 2 - Level 3**

**Becoming Literacy Teachers: Preservice Teachers’ Perceptions and Reflections**

Chair:
Kristin Heather Javorsky, University of Nebraska-Lincoln

Discussant:
Judith T. Lysaker, Purdue University

One paper in this session examines how Preservice teachers perceived the benefits of professional development book clubs in their learning to become teachers. A second paper explores the use of ethnodrama as a tool to collect and chronicle Preservice teachers' reflections about learning to teach literacy A third paper examines Preservice teachers' conceptions of 21st century literacies.

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1. **Prospective Teachers as Writers in Blog Spaces**
   Chinwe Ikpeze, St. John Fisher College

2. **Assessing Authentic Writing Tasks**
   Leah McKeeman, Kansas State University
   Lotta Larson, Kansas State University

3. **Creating Units of Study**
   Denise N. Morgan, Kent State University

4. **Writer’s Notebooks: A Teacher Education Writing Instruction Tool**
   Joy Myers, University of North Carolina at Greensboro

5. **Fill Up Your Brain**
   Karen Kreider Yoder, Touro University California

6. **Developing Teacher Writing Identity with Writing Portfolios**
   Maggie Chase, Boise State University

   Sherry Dismuke, Boise State University

8. **Decomposing Writing Processes**
   Susan Martin, Boise State University
WEDNESDAY

10:30 am - 12:00 pm • PAPER SESSION
Trinity 2 - Level 3

Close Reading, Comprehension, and Readability

Chair:
Douglas Fisher, San Diego State University

Discussant:
Katherine K. Frankel, Boston University

1. Student and Teacher Perspectives on Close Reading
Douglas Fisher, San Diego State University
Nancy Frey, San Diego State University

2. Constructing Comprehension: A Discourse Analysis of Middle Grades Reading Instruction
Rachel Gabriéél, University of Connecticut
Jessica Nina Lester, Washington State University

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
Trinity 4 - Level 3

Going Boldly? : Virtually Delivering the Clinical Practicum

Chair:
Erica Bowers, California State University, Fullerton

The focus of this alternative session will be delivering the reading clinic practicum in a 100% online and hybrid format. The structure of conversation circles will be used to discuss the planning, implementation, study and lessons learned. The session will begin with an overview and then participants will rotate through five different conversation circles. There will be a summary of each circle’s discussion at the end.

Presenters:
Erica Bowers, California State University, Fullerton
Catherine Olsen Maderazo, California State University, Fullerton
Tammy Ryan, Jacksonville University
Joan A. Williams, Sam Houston State University
Christine Mallozzi, University of Kentucky
Julie Janson Gray, University of Virginia
LaTisha Hayes, University of Virginia

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
Trinity 3 - Level 3

From the 3Rs to the 3Ls: Language, Literacy and Love in Response to a Regime of Reglementation

Chair:
Marjorie Orellana, University of California, Los Angeles

Thirty years since Heath’s (1983) groundbreaking work, we have rich understandings of how language and literacy are used in everyday contexts to connect with others, our selves, and our world. Researchers have called on schools to build on authentic literacy practices; but in an era of standardized testing this is challenging. In this session we propose ways of responding to a regimented regime of education and propose an alternative paradigm: Language, Literacy and Love.

Presenters:
Gloria-Beatriz Rodriguez, University of California, Los Angeles
Marjorie Orellana, University of California, Los Angeles
Andrea Rodriguez-Scheel, University of California, Los Angeles
Ek Lucila, University of Texas at San Antonio
Karisa J. Peer, University of California, Los Angeles
Karla Perez, University of California, Los Angeles
Armando Garza, University of Texas at San Antonio
Adriana Garcia, University of Texas at San Antonio

10:30 am - 12:00 pm • SYMPOSIUM
Trinity 5 - Level 3

Thinking Critically about the Critical Evaluation of Online Information

Chair:
Donald Leu, University of Connecticut

Discussant:
Kevin Leander, Vanderbilt University

Understanding how students conduct research and comprehend online is important (Organization for Economic Cooperation and Development, 2011). These skills appear in emerging standards around the world (Australian Curriculum, Assessment and Reporting Authority, n.d.; Manitoba Education, Citizenship, and Youth, 2006; Common Core State Standards Initiative, 2012). This session presents performance-based assessments developed by the ORCA Project (Authors, 2009-2014) that measure these skills and data on students thinking critically with online information, especially the evaluation of sources.
1. Optimizing Designs of Online Literacy Assessments: A Contextual Approach
Jonna M. Kulikowich, Penn State, University Park
Donald Leu, University of Connecticut
Nell Sedransk, National Institute of Statistical Sciences
Elena Forzani, University of Connecticut
Clint Kennedy, University of Connecticut
Cheryl Maykel, University of Connecticut

2. Understanding How Middle School Students Critically Evaluate Online Information
Julie Coiro, University of Rhode Island

3. Predicting Students’ Ability to Critically Evaluate Online Information Sources: Contributions of Offline Reading Skills, Online Reading Skills, and Self-Evaluation
Elena Forzani, University of Connecticut
Cheryl Maykel, University of Connecticut
Clint Kennedy, University of Connecticut

Social Media and Literacy-Related Policy Advocacy

Chair:
Richard Beach, University of Minnesota

Literacy Research Association has a history of investigating how critical literacy can help teachers and/or children advocate for themselves and issues in and out of the classroom. Literacy educators and researchers are uniquely situated to leverage critical literacy practices to advocate. This alternative session will provide opportunities to discuss how LRA members can, themselves, practice critical literacies as they engage in advocacy efforts through their own critically literate practices.

Presenters:
Caitlin McMunn Dooley, Georgia State University
Richard M. Long, International Reading Association
Tobie Bass, University of Georgia
Lindy Louise Johnson, University of Georgia
David Reinking, Clemson University
Trika Smith-Burke, New York University
Erica C. Boling, Rutgers, The State University of New Jersey

Ten Best Ideas for Reading Teachers: A Retrospective Analysis

Chair:
Kara L. Lycke, Illinois State University

In 1991 Edward Fry published lists submitted by NRC literacy scholars, each contributor submitting the top ideas important for teachers. The presenters have applied text analysis methodology to code this book and find consensus and other interesting patterns from this study. We will use feedback from LRA 2013 participants to craft a ‘reboot’ of this work for the current decade. The presenters will provide multiple interactive forums for participation.

Presenters:
James Erekson, University of Northern Colorado
Mary McVee, University at Buffalo
Cynthia Helen Brock, University of Nevada, Reno
P. David Pearson, University of California, Berkeley
Norman A. Stahl, Northern Illinois University
James Cunningham, University of North Carolina at Chapel Hill
Donna Alvermann, University of Georgia
Diane Lapp, San Diego State University
Tyler W. Rinker, University at Buffalo
Louise Benke, University of Northern Colorado
Kimberli Bontempo, University of Northern Colorado
Lynn E. Shanahan, University at Buffalo
Rosa D’Abate, University at Buffalo
Andrea Tochelli, University at Buffalo
Lisa Roof, University at Buffalo
Caroline M. Flury-Kashmanian, University at Buffalo
Kim Stanton, SUNY Buffalo
Sarah Solley, SUNY Buffalo
Youth Critical Literacy Practices

Chair:
Tisha Y. Lewis, Georgia State University
Discussant:
Bryant Edward Griffith, Texas A&M University-Corpus Christi

1. (Re)Designing Literacies: What an Ethnographic Study of Videogame Spaces in Library Environments Can Tell Us about Youth Literacy Practices
Sandra Schamroth Abrams, St. John’s University
Hannah Gerber, Sam Houston State University

2. Diaspora Identity, Visual Culture and Urban Youth
Ted Hall, Indiana University

Supporting Literacy through Informational Texts and Historical Fiction

Chair:
Maria Cahill, Texas Woman’s University
Discussant:
Susan Corapi, University of Arizona

1. Teachers’ Reading and Discussing Informational Texts: Preparedness for the Common Core
Theresa A. Deeney, University of Rhode Island

2. A Content Analysis of the Clarity and Accessibility of Alphabet Concept Books
Julie A. Moore, University of Kentucky
Janice F. Almasi, University of Kentucky

3. Historical Fiction through Fifth Graders’ Eyes
Diane Barone, University of Nevada, Reno
Rebecca Barone, Clark County School District
Bethany Oswalt, Clark County School District

Getting to the Core of Adolescent Literacy: A Framework for Meeting Common Core Challenges

Chair:
Jacy Ippolito, Salem State University
Discussant:
Elizabeth Moje, University of Michigan

In this session pairs of researchers and teachers present a six-domain framework that can guide the implementation of the Common Core State Standards. We argue that secondary teachers minimally need to attend to six domains (disciplinary literacy, vocabulary, discussion, digital literacy, multiple texts, and writing-to-learn) to increase adolescents’ understanding and use of complex texts. To illustrate the framework, a high school teacher leader will present data from a disciplinary literacy project utilizing the framework.

1. Bridging Content and Literacy Instruction: A Six-Domain Framework
Jacy Ippolito, Salem State University
Joshua F. Lawrence, University of California, Irvine
Colleen Zaller, AdLit PD and Consulting

2. The Content-Area Reading Initiative, Part 1: Adopting and Adapting a Framework
Jenee Ramos, Brookline Public Schools

3. Research and Practices in Disciplinary Literacy
Emily Phillips Galloway, Harvard University
Joshua F. Lawrence, University of California, Irvine
Elizabeth Moje, University of Michigan
Judy Kuan-Ying Liu, University of California, Irvine

4. Research and Practices in Vocabulary
Christina L. Dobbs, Harvard University and Boston University
Joshua F. Lawrence, University of California, Irvine
Bridget Maher, Greenhills School

5. Research and Practices in Discussion
Catherine Michener, Boston College
Evelyn Ford-Connors, Boston University

6. Research and Practices in Digital Literacy
Mark Warschauer, University of California, Irvine
Binbin Zheng, University of California, Irvine
Diana Mullins, University of California, Irvine
Ann Mechem Ziergiebel, Salem State University

7. Research and Practices in Multiple Texts
Cynthia Shanahan, University of Illinois Chicago
Joanna Lieberman, Cambridge Public Schools
Janet Looney, Cambridge Public Schools
8. Research and Practices in Writing-to-Learn
   Vicki Jacobs, Harvard University
9. The Content-Area Reading Initiative, Part 2: Findings from Year One
   Jenee Ramos, Brookline Public Schools

10:30 am - 12:00 pm • PAPER SESSION
White Rock 1 - Level 5

Identity, Engagement, and Issues of Power: Literacy and Historically Marginalized Groups

Chair:
Sharon Kletzien, West Chester University of Pennsylvania

Discussant:
Jennifer Lynn Fox, Southwest Baptist University

1. “They Didn’t Teach Us Well” Latino/a University Students’ Perceptions of Academic Literacies
   Luz A Murillo, The University of Texas Pan American
   Janine Schall, The University of Texas at Pan American

2. Voiceless Solidarity: ESA College Students Negotiate Race and Power at a Midwest University
   Hee Young Choi, Millikin University

3. A Survey Study of Adolescents and Texts
   Alfred Tatum, University of Illinois at Chicago
   George Karabatsos, University of Illinois at Chicago

12:00 pm - 1:00 pm • STUDY GROUPS

Graphic Novels in Education - Deep Ellum A - Level 2

Guest Presenter:
Hannah Gerber, Sam Houston State University

Teacher Education Research Study Group (TERSG) - Deep Ellum B - Level 2

Critical Witnessing: Envisioning Safe Spaces for Critical Conversations - Greenville Avenue - Level 2

Guest Presenters:
Elizabeth Dutro, University of Colorado Boulder
Michael Wenk, University of Colorado Boulder
Michael Dominguez, University of Colorado Boulder
Mary Ellen Miller, Vanderbilt University

Transnationalism in 21st Century Schools: Multilingual/Transnational Literacies Study Group - Oak Cliff 1 - Level 5

Doctoral Students’ ICG series: The Publication Process - Oak Cliff 2 - Level 5

The 2013 DSCIG Study Group series will focus on the publication process. Topics will include: From Dissertation to Publications with Dr. Leigh A. Hall (Wednesday); The Path from LRA Presentation to Journal of Literacy Research Publication with Drs. Patricia L. Anders and David B. Yaden, Jr. (Thursday); The Publication Process for Reading Research Quarterly with Drs. Linda B. Gambrell and Susan B. Neuman (Friday); and the annual Sara Bruce McCraw Doctoral Student Networking Session (Saturday).

Guest Presenters:
Leigh A. Hall, University of North Carolina at Chapel Hill
Patricia L. Anders, University of Arizona
David B. Yaden, Jr., University of Arizona
Linda B. Gambrell, Clemson University
Susan Neuman, University of Michigan

10:30 am - 12:00 pm • SYMPOSIUM
White Rock 2 - Level 5

Instructional Supports for Early Vocabulary Development

Chair:
Tanya S. Wright, Michigan State University

Discussant:
Cynthia B. Leung, University of South Florida
   St. Petersburg

Paper 1 examines the amount, type, and quality of support for vocabulary instruction in preschool classroom serving low-income children. Paper 2 studies the effects of a prekindergarten curriculum designed to develop children’s vocabulary, world knowledge, and genre knowledge. Paper 3 provides a content analysis of recently-published early literacy textbooks to understand how these texts might support Preservice teachers in learning to provide vocabulary instruction for young children.
WEDNESDAY

Writing Research Study Group: Early Writing and Teachers of Early Writers - South Side 1 - Level 3

Guest Presenters:
M. Susan Burns, George Mason University
Julie K. Kidd, George Mason University
Doug Kaufman, University of Connecticut
Ekaterina Midgette, The College of Saint Rose

Narratives and Counternarratives: Critical Race Theory, LatCrit, and AsianCrit - South Side 2 - Level 3

Guest Presenters:
Judson Laughter, University of Tennessee
Robert J. LeBlanc, University of Pennsylvania
Tracey L. Kumar, The University of Texas at San Antonio

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher - Trinity 1 - Level 3

Guest Presenters:
Katina Zammit, University of Western Sydney
David M. Lund, Southern Utah University
Greg McVerry, Southern Connecticut State University
Joan A. Rhodes, Virginia Commonwealth University
Karen E. Smith, University of Manitoba
Jonathan T. Bartels, University of North Carolina at Chapel Hill

Approaches to Video Data Analysis in Literacy Research - Trinity 2 - Level 3

Conducting and Publishing Formative Experiments - Trinity 3 - Level 3

Guest Presenters:
David Reinking, Clemson University
Deanna Ramey, Clemson University

Literacy Lab/Reading Clinic Study Group - Trinity 5 - Level 3

Living the Writerly Life in Academia - Trinity 6 - Level 3

Guest Presenters:
Elizabeth A. Swaggerty, East Carolina University
Terry S. Atkinson, East Carolina University
Robin R. Griffith, Texas Christian University
Johna L. Faulconer, East Carolina University

Response to Intervention: Theory, Research, and Reform of RTI as Transformative Process in an Age of Reform - Trinity 7 - Level 3

Approaches to Discourse Analysis - Victory Park 1 - Level 5

Word Study Study Group - West End - Level 5

Guest Presenters:
LaTisha Hayes, University of Virginia
Marcia Invernizzi, University of Virginia
Dianna Townsend, University of Nevada, Reno
Kristin M. Gehsmann, Saint Michael’s College

1:15 pm - 2:45 pm • PAPER SESSION
Arts District 1 - Level 2

Technology, Literacies, and Storytelling

Chair:
Kathryn Lake MacKay, Brigham Young University

Discussant:
Dana Wilber, Montclair State University

1. Digital Storytelling in Primary Grade Classrooms
   Leslie M. Foley, Arizona State University

2. Digital Storytelling, (Re)design, and (Re)appropriation: A Case Study of Second-grade Superheroes’ Texts Creations
   Ting Yuan, Teachers College, Columbia University

3. Using Electronic Tools for Family Message Journals in Primary Grade Classrooms
   Victoria N. Seeger, Northwest Missouri State University
   Robin D’Ann Johnson, Stephen F. Austin State University

1:15 pm - 2:45 pm • PAPER SESSION
Cedars - Level 2

Making Change through Collaboration

Chair:
Mary Ann Cahill, Boise State University

Discussant:
Tracey L. Kumar, The University of Texas at San Antonio

1. “You Are My Eyes and Ears”: Discursive Positioning between Literacy Coaches and Teachers in an Asynchronous Virtual Environment
   Erik Rawls, Florida State University
WEDNESDAY

Alysia D. Roehrig, Florida State University
Meagan Caridad Arrastia, Florida State University

2. Are Two Heads Better Than One? A Case Study of a First Grade Team’s Collaborative Planning for English Learners in Literacy Instruction
Amy Frederick, University of Minnesota

3. Literacy Coaching in Lived Space: Coaches’ Tactical Negotiations in Daily Practice
Carolyn Hunt, Illinois State University

1:15 pm - 2:45 pm • PAPER SESSION
Dallas A - Level 3

Interrogating Difficulty and Reading

Chair: Kathleen A. Paciga, Columbia College
Discussant: Melissa Wetzel, The University of Texas at Austin

1. What Do We Know about the Effects of Text Difficulty on Learning to Read?
Richard Lloyd Allington, University of Tennessee
Kim McCuiston, University of Tennessee
Monica Thomas Billen, University of Tennessee

2. Epistemic Beliefs Underpinning Discourse within a Critical Literacy Intervention: A Multi-Case Study
Colleen Elizabeth Pennell, Marian University

3. Perceptions about “Good Readers”: Analyzing Curricular, Linguistic and Socioeconomic Differences
Lindsey Moses, Arizona State University;
Stacy Mae Loyd, University of Northern Colorado

1:15 pm - 2:45 pm • PAPER SESSION
Dallas B - Level 3

Literacy Teaching in High-Stakes Contexts

Chair: Melody Zoch, University of North Carolina at Greensboro
Discussant: Richard Lloyd Allington, University of Tennessee

1. Pay-for-Performance Accountability Programs: It’s More Than the Money!
Christy Howard, University of North Carolina, Greensboro
Samuel Miller, University of North Carolina at Greensboro

2. “Growing the Good Stuff”: One Literacy Coach’s Approach to Support Teachers with High-Stakes Testing
Melody Zoch, University of North Carolina at Greensboro

3. Writing for Change: Social Justice and Human Rights Advocacy through Writing Project Coalitions
Wayne Serebrin, University of Manitoba
Michelle Honeyford, University of Manitoba

1:15 pm - 2:45 pm • PAPER SESSION
Dallas C - Level 3

Transformative Literacy Across the Curriculum

Chair: Katherine Singleton Brownfield, The Ohio State University
Discussant: Rena M. Harris, Drexel University

1. Exploring Written Math Explanations as a Tool to Inform Math and Writing Instruction
Mary A. Avalos, University of Miami
Mileidis Gort, University of Miami

2. Investigating Teachers’ Use of Educative Science Curriculum Designed to Support Teaching English Language Learners
Alison K. Billman, University of California, Berkeley
Emily Mihocko, University of Michigan
Gina Cervetti, University of Michigan

3. Transforming School-wide Literacy Instruction: Outcomes of a Literacy Leadership Academy for K-12 School Administrators
Laurie Elish-Piper, Northern Illinois University
Michael Manderino, Northern Illinois University
Jennifer Berne, Northern Illinois University
### 1:15 pm - 2:45 pm • Paper Session

Deep Ellum A - Level 2

**Literacies in and on the Margin**

**Chair:** Kathryn Pole, *The University of Texas at Arlington*

**Discussants:** Kathryn Pole, *The University of Texas at Arlington*

1. **Language Construction and Gender: Who Gets Heard?**
   Karen Kleppe Graham, *University of Georgia*

2. **Literacies in the Margin: Transformative MultiModal Literacy Practices or Just “Off-Task” Engagements?**
   Kimberly Lenters, *University of Calgary*

### 1:15 pm - 2:45 pm • Paper Session

Deep Ellum B - Level 2

**Multimodal Multimedia: Analyzing Award-Winning Audio Texts, Student-Produced Video, and Online Webtoons**

**Chair:** Janine Schall, *The University of Texas at Pan American*

**Discussant:** Ted Kesler, *Queens College, CUNY*

1. **Korean Webtoons as a Window, a Mirror, and a Door:**
   Transformative Power of Webtoons for LGBTQ Inclusion.
   Kyoung Wan Cathy Shin, *Indiana University*

2. **What Sound Does an Odyssey Make? Content Analysis of Award-Winning Audio Texts**
   Maria Cahill, *Texas Woman’s University*
   Jennifer Richey, *Texas Woman’s University*

   Anne Anderson, *University of South Florida*
   Patriann Smith, *University of Illinois at Urbana-Champaign*
   Jenifer Schneider, *University of South Florida*

### 1:15 pm - 1:55 pm • Roundtable Session

Katy Trail - Level 2

**Roundtable Session 2A**

I. **Behind the Test Score: Examining the Discourse Behind the Grade Four Literacy Test in Jamaica**
   Yewande Lewis-Fokum, *Mico University*
   Carolyn Colvin, *University of Iowa*

II. **Beyond Professional Development: The National Writing Project Model in the Classroom**
    Sean Costello, *State University of New York at Albany*
    Christopher Mazura, *State University of New York at Albany*

III. **Biased Assimilation in Multiple Texts Comprehension**
    Jong Yun Kim, *University of Maryland, College Park*

IV. **CALL: Escaping the Cycle of Scarce Experts and Teacher Education**
    Emily Smothers Howell, *Clemson University*
    Mikel Cole, *Clemson University*
V. Can Hearing Children Gain Early Literacy Skills from an Educational Video in ASL with or without Sound?
   Annie Moses, John Carroll University
   Debbie Golos, Utah State University

VI. Can Monolingual Teachers Effectively Facilitate English Learner Engagement in Translation Lessons for Reading Comprehension?
   Keenan P. Fagan, Vanderbilt University

VII. Co-Constructing Thoughtfully Adaptive Literacy Practices with Preservice and Inservice Teachers in an Evolving Teacher Education Program: A Focus on Coaching
   Beth Maloch, The University of Texas at Austin
   James V. Hoffman, The University of Texas at Austin
   Melissa Wetzel, The University of Texas at Austin
   Laura Taylor, The University of Texas at Austin
   Alina Pruitt, The University of Texas at Austin
   Erin Greeter, The University of Texas at Austin

VIII. Collaborative Family Literacy Practices and Their Impact on Learning
   Tracey L. Kumar, The University of Texas at San Antonio
   Beth Beschorner, Drake University

IX. Conversation, Courage, and Conflict: Reading Identities and Opportunities to be Readers in One Fourth Grade “Inclusive” Classroom
   Mary Coakley-Fields, Teachers College, Columbia University

X. Creating Professional Capital through a Professional Learning Community: A Case Study of Reading Recovery Teacher Leaders
   Kristi D. Swafford, The University of Tennessee

XI. Ambitious Writing Teaching as Critical Enactment: Re-visioning Elementary Writing Methods in Two University Contexts
   Elizabeth Dutro, University of Colorado Boulder
   Katie Danielson, University of Washington
   Ashley Cartun, University of Colorado Boulder
   Kimberly Melnychenko, McElwain Elementary School

1:15 pm - 2:45 pm • PAPER SESSION
   Oak Cliff 1 - Level 5

Cognition, Comprehension, and Content Area Literacy Practices

Chair:
   Ana Taboada Barber, George Mason University

Discussant:
   Holly Johnson, University of Cincinnati

1. Literacy in Social Studies: Impact of Cognitive and Motivational Variables on the Reading Comprehension of ELLs and English-Only Speakers
   Ana Taboada Barber, George Mason University
   Michelle M. Buehl, George Mason University
   Jori Beck, George Mason University
   Leila N. Richey, George Mason University
   Elizabeth G. Sturtevant, George Mason University
   Julie K. Kidd, George Mason University
   Erin Marie Ramirez, George Mason University
   Swati Mehta, George Mason University

2. The Development of the Content Area Literacy Teaching Practice Protocol
   Leila N. Richey, George Mason University
   Ana Taboada Barber, George Mason University
   Michelle M. Buehl, George Mason University
   Erin Marie Ramirez, George Mason University

3. “It’s Just Something about the Past”: Students’ Perceptions of Reading and Learning in Social Studies
   Jori Beck, George Mason University
   Ana Taboada Barber, George Mason University
   Michelle M. Buehl, George Mason University

1:15 pm - 2:45 pm • PAPER SESSION
   Oak Cliff 2 - Level 5

Advances in the Assessment of Early Language and Literacy Skills

Chair:
   Melanie R. Kuhn, Boston University

Discussant:
   Juliet L. Halladay, University of Vermont

1. A Measure of Early Phonological Sensitivity
   Barbara Culatta, Brigham Young University
   Kendra Hall-Kenyon, Brigham Young University

2. Development and Validation of a Novel Spanish Word Identification Assessment, using iPads, as Part of a Complete Whole-to-Part Model of Reading Diagnosis
   Pelusa Orellana, Universidad de los Andes
   Jill Fitzgerald, University of North Carolina at Chapel Hill and MetaMetrics
   Carolina Melo, Universidad de los Andes
   James Cunningham, University of North Carolina at Chapel Hill

   Francisca Valenzuela, Universidad de los Andes
   Monica Renz, Universidad Andres Bello
   Paula Yakuba, Universidad del Desarrollo
From Donkey Kong to Metroid to Call of Duty: Teachers Implementing Games-Based Literacy Learning to Engage Students

Chair: Hannah Gerber, Sam Houston State University
Discussant: Sandra Schamroth Abrams, St. John’s University

This presentation examines English teachers’ understanding, conceptualization, and application of videogames in literacy curricula. Examining pedagogical practices of videogames in the curriculum can transform literacy teaching/learning through understanding intersections with students’ lifeworlds. Research posits that games-based learning is an excellent schema building opportunity to engage reluctant readers and writers (Abrams, 2009; Authors 1 & 2, 2011; Squire, 2012). Data were drawn from a grounded theory study of high school teachers exploring games-based literacy connections.

1. How Can Games-Based Learning Inform Literacy? 
   Hannah Gerber, Sam Houston State University
   Debra P. Price, Sam Houston State University

2. Tales from School Administrators: A Grounded Theory Analysis
   Carolyn Stoff, Stephen F. Austin State University
   Cindy L. Benge, Sam Houston State University

3. Tales from Classroom Teachers: A Grounded Theory Analysis
   Dodie Neimeyer, Sam Houston State University
   Lisa Kwoka, Sam Houston State University

New Literacies and New Forms of Literacies

Chair: Charna D’Ardenne, University of North Carolina at Chapel Hill
Discussant: Colleen P. Gilrane, University of Tennessee

One paper in this session explores inverted or “flipped” pedagogy. Inverting or flipping a course is an instructional approach whereby the delivery of a majority of the content (i.e., information typically shared in lectures) is moved outside of class and class time is used for traditional “homework” activities such as crafting lesson plans, creating demonstration lessons, etc. Another paper explores Preservice teachers’ perceptions of new literacies. A third paper presents a study of Preservice teachers’ learning to use new technologies.

1. We Should Be Teaching Them More Important Things: A Survey of Preservice Teachers Perceptions of New Literacies
   Jennifer J. Wimmer, Brigham Young University
   Roni Jo Draper, Brigham Young University

2. Inverting Instruction in Literacy Methods Courses
   Kimberly A. Richard, Saint Joseph College
   Lisa Zawilinski, University of Hartford
   Laurie A. Henry, University of Kentucky

3. Using the iPad for Literacy Learning: Preparing Preservice Teachers for New Technologies
   Lynda Dianne Fernholz, Cardinal Stritch University
Using Video/Digital Analysis to Transform Teaching

Chair:
Celeste C. Bates, Clemson University
Discussant:
Ann D. David, St. Edward’s University

1. Enhancing Teaching Effectiveness through Interactive Video Analysis with Literacy Coaches
   Dana A. Robertson, University of Wyoming
   Jeanne R. Paratore, Boston University
   George Kamberelis, University of Wyoming
   Evelyn Ford-Connors, Boston University

2. Video as a Mediation Tool for Teacher Learning: Analysis of Two Video Study Group Structures
   Lynn E. Shanahan, University at Buffalo
   Andrea Tochelli, University at Buffalo

3. i-Contact: How is Digital Feedback Offered and Used (or not!) in a Clinical Setting?
   Kathleen M. Wilson, University of Nebraska-Lincoln
   Laurie A. Friedrich, University of Nebraska-Lincoln

Policies Shaping Language and Literacy Learning in Four Asian Countries

Chair:
Jiening Ruan, University of Oklahoma
Discussant:
Theresa Rogers, University of British Columbia

This symposium aims to disrupt longstanding English-centric and monolingual paradigms in literacy studies by discussing language education in China, India, Japan, and Singapore. Through literature synthesis and document analysis, we analyze the challenges and tensions posed by language policies in view of how various social structures such as cultural values, regional politics, power, and social class shape students’ access to language and literacy.

1. Primary Language and Literacy Education in China: Policies and Implications
   Jiening Ruan, University of Oklahoma

2. Language Policy in India: Providing Access and Quality Instruction to the Masses
   Poonam Arya, Wayne State University

3. Political and Critical Analysis of National Standard of Kokugo, Japanese Language Arts in Elementary Education
   Gumiko Monobe, Kent State University

   Yvonne Pek, University of Wisconsin-Madison

Language and Literacy in International Contexts

Chair:
Deborah A. Horan, Metropolitan State University of Denver
Discussant:
Robyn Cox, Australian Catholic University

1. Implementing an Ethic of Care in a Primary-School Classroom in the Peruvian Highlands
   Rebecca E. Linares, University of Illinois at Urbana Champaign

2. Multilingual Intersections: The Writing Identities and Lives of Three Multilingual Teachers of a Marginalized Bantu Language
   Deborah A. Horan, Metropolitan State University of Denver

We All Have Something to Say: Strategies for Living the Writerly Life

Chairs:
Elizabeth A. Swaggerty, East Carolina University
Terry S. Atkinson, East Carolina University
Robin R. Griffith, Texas Christian University
Johna L. Faulconer, East Carolina University

Discussants:
Linda B. Gambrell, Clemson University
Shelley B. Wepner, Manhattanville College

The field of literacy education benefits from the dissemination of quality research through publication. Most academics identify as writers and many enjoy writing; however, the writing process can be difficult. Additionally, writers can be paralyzed by the pressure of lofty tenure/promotion standards and the struggle with finding balance in the roles of academics (research, writing, teaching, service). This session features successful scholarly writers.
and provides a space to talk about writing strategies that work.

Presenters:
Doug Kaufman, University of Connecticut
Beth Maloch, The University of Texas at Austin
Elizabeth Dobler, Emporia State University
Jane Hansen, University of Virginia
Taffy E. Raphael, University of Illinois at Chicago
Lori Czop Assaf, Texas State University-San Marcos

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 6 - Level 3

Transforming Peer Review to Support Teaching About Argumentative Essay Writing: Results from Three IES Studies

Chair:
Amanda Godley, University of Pittsburgh

Discussant:
Steven Graham, Arizona State University

This symposium presents the results of three IES-funded studies that examined the use of peer review for argumentative essay writing in secondary English classrooms. The studies in this symposium extend existing research on peer review as a component of effective secondary school writing instruction by examining how teachers set the context for productive peer review, how students appropriate teachers’ discourses of argumentation, and how rubrics shape peer review quality.

1. How Teachers’ Epistemologies Shape Peer Review of Argumentative Writing
   George Newell, The Ohio State University
   Jennifer Lynn VanDerHeide, The Ohio State University

2. How the Quality of Peer Review Shapes Students’ Revisions
   Amanda Crowell, University of Pittsburgh
   Sara DeMartino, University of Pittsburgh
   Amanda Godley, University of Pittsburgh

3. Secondary Students’ Use of Two Online Peer Review Tools
   Sarah McCrachey, University of Illinois at Urbana-Champaign
   Alecia Marie Magnifico, University of Illinois at Urbana-Champaign
   Sonia Kline, University of Illinois at Urbana-Champaign

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Trinity 7 - Level 3

Transformative Literacy: Examining the State of Response to Intervention

Chair:
Jennifer Jones, Radford University

The session will examine Response to Intervention through a literacy research lens by exploring 1) state Department of Education websites for levels of implementation and support; 2) university level RTI instruction and application; 3) school-level RTI knowledge, practice and collaboration; and 4) socio-cultural implications for successful RTI implementation. Then there will be a collaborative discussion, highlighting perspectives on RTI policy, and views from researchers the fields of school psychology and special education.

1. Introductions & Overview of RTI
   Jennifer Jones, Radford University
   Valerie J. Robnolt, Virginia Commonwealth University

2. Literacy Research & RTI
   Julie W. Ankrum, University of Pittsburgh at Johnstown
   Linda Carr, Independent Consultant
   Kathy Champeau, University of Wisconsin-Milwaukee
   Patricia Ann Edwards, Michigan State University
   Ingrid Enniss, Oakwood University
   Lois Haid, Barry University
   Jennifer Jones, Radford University
   Barbara Laster, Towson University
   Barbara A. Marinak, Mount St. Mary’s 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

3. Coming Together: Perspectives and Moving Toward Collaborative, Transformative Research and Practice
   Katherine A.D. Stahl, New York University
   Brooke Blanks, Radford University
   Eric Mesmer, Radford University

4. Panel Discussion with Audience Participation
   Patricia Ann Edwards, Michigan State University
   Brooke Blanks, Radford University
   Eric Mesmer, Radford University
   Heidi Anne E. Mesmer, Virginia Tech
   Katherine A.D. Stahl, New York University
### Working between the Text and the Individual: A Re-Reading of Identity

**Chair:** Sandra M. Webb, *Georgia College & State University*

**Discussant:** J. Baxter Williams, *Western Carolina University*

1. **Street Lit: Pathways of Reform, Risk, and Resistance for Black Female Youth**  
   Stephanie P. Jones, *University of Georgia*  
   Jennifer M. Graff, *University of Georgia*

2. **Rhythm and Blues and a Gold Digging Woman: Intertextual Engagement as a Black Cultural Resource**  
   Florence Kabba, *LaGuardia Community College*

3. **Transformation in the Literary Transaction: Relationships between ‘Trauma’ Texts and Traumatic Histories**  
   Tracey Pyscher, *University of Minnesota*  
   Anne Crampton, *University of Minnesota*

### Research Methods and Instructional Practices

**Chair:** Kathryn Ohle, *University of North Carolina at Chapel Hill*

**Discussant:** Marla Mallette, *State University of New York at Binghamton*

1. **Developing a Conceptual Heuristic for Reader–Text Interactions**  
   Dennis S. Davis, *The University of Texas at San Antonio*  
   Dot McElhone, *Portland State University*  
   F. Blake Tenore, *Hartwick College*

2. **Examining Perceptions of Success During the Implementation of an Instructional Policy**  
   Kathryn Ohle, *University of North Carolina at Chapel Hill*  
   Lynne Vernon-Feagans, *University of North Carolina at Chapel Hill*  
   Mary Bratch-Hines, *University of North Carolina at Chapel Hill*

3. **Perspectives on Word Difficulty Using Item Response Theory**  
   Rick Chan Frey, *Mustard Seed Books*

### Addressing the Challenge of Complexity in Literacy Instruction, Professional Development, and Evaluation While Working at Scale

**Chair:** Elizabeth Moje, *University of Michigan*

**Discussant:** Cynthia Coburn, *University of California: Berkeley*

The Common Core Standards call for students to demonstrate advanced literacy proficiency not only in English classes but also in academic subjects such as science and history (NCCSSO, 2010). However, students in American high schools are largely unprepared to meet this challenge. This symposium will present the design and findings from a multi-year, multi-institution, large-scale study of the impact of a literacy framework and professional development model designed to address this challenge.

1. **Building the Plane While Flying It: Lessons from Scaling a Successful Secondary Literacy Initiative**  
   Cynthia Greenleaf, *WestEd*  
   Ruth Schoenbach, *WestEd*

2. **Beyond Achievement Tests: The Impact of a Literacy Framework on Students’ Literacy in Content Areas and Non-Cognitive Outcomes**  
   Cheri Fancsali, *Impaq International*

3. **Building Capacity at the Local Level: Initial Results from Scale-up Study of Promising Literacy Initiative**  
   Jenna Zacamy, *Empirical Education Inc.*  
   Andrew Jaciw, *Empirical Education Inc.*  

### Impacts of Out-of-School Literacies

**Chair:** Patricia L. Anders, *University of Arizona*

**Discussant:** Elizabeth L. Jaeger, *University of Arizona*

1. **Family Literacy, Home Learning, and Life Transition: A Case Study of Immigrant Households in Canada**  
   Lurong Wang, *University of Toronto*
2. **Funds of Knowledge and Literacies in Latino/a Youths’ Community-Based Engineering Design Work**  
Amy Alexandra Wilson, Utah State University  
Joel Alejandro Mejia, Utah State University  
Indhira Hasbun, Utah State University  
Daniel L. Householder, Utah State University  
Chris Hailey, Utah State University

3. **Rethinking Family and Community Literacy in the Middle Grades: Developing Curriculum that Engages Students’ Diverse Literacy Practices**  
Rosario Ordonez-Jasis, California State University, Fullerton  
Indhira Hasbun, Utah State University  
Daniel L. Householder, Utah State University  
Chris Hailey, Utah State University  
Amy Alexandra Wilson, Utah State University

**1:15 pm - 2:45 pm • Paper Session**  
White Rock 2 - Level 5

**Listening for Identity in Literacy Classroom Discourse**

Chair:  
Phillip Michael Wilder, Clemson University  
Discussant:  
Douglas Fisher, San Diego State University

1. **First Grade Passing Strategies: A Multi-Party Participatory Framework Analysis of Instructional Conversations**  
Catherine Anne Miller, University of California, Berkeley

2. **Listening in on Literature Discussions with Striving Readers: Control and Comprehension.**  
Roland Kerry Schendel, Illinois State University

3. **Small Groups and Figured Worlds: An Analysis of the Identities Enacted by Students and Teachers During Literacy Instruction**  
David Russell Krauter, Arizona State University

**2:05 pm - 2:45 pm • Roundtable Session**  
Katy Trail - Level 2

**Roundtable Session 2B**

1. **Creating Reading Space for Strong Girls in an Elementary Setting**  
Yu-Chi Wang, The University of Iowa

2. **Critical Literacy and Student Literacy Practices: Exploring How a Teacher Implements a Dialogic Approach to Teaching English**  
Mark Ray Meacham, University of North Carolina at Greensboro

**3:00 pm - 4:30 pm • Paper Session**  
Arts District 1 - Level 2

**Exploring Writing: Liminal Spaces and Mediating Understanding**

Chair:  
Rosalind Horowitz, The University of Texas-San Antonio  
Discussant:  
Laura M. Jimenez, Boston University

1. **Writer’s Notebooks: Boundary Objects for Liminal Spaces.**  
Ann D. David, St. Edward’s University

2. **Reconceptualizing and Re-Seeing Revision With Preservice Teachers: A Between-Draft Look at Transmediation in the Revision Process**  
Katherine E. Batchelor, Kent State University
3. Time Changes Things: Examining Correlates of Student-Generated Goals as They Shift for Authentic Writing Assignments
Katie Ganson, University of Nebraska-Lincoln
Ruomeng (Tracy) Zhao, University of Nebraska-Lincoln
Douglas Kauffman, University of Nebraska-Lincoln

Partnerships between Inservice and Preservice Teachers

Chair:
Donita Shaw, University of Kansas

Discussant:
Christine Sherretz, University of Louisville

1. Communicating Figured Worlds: How Discourse between In-Service and Preservice Literacy Teachers Informs Practice
Andrea Gelfuso, University of South Florida
Danielle Dennis, University of South Florida

2. Literacy Teaching and Literacy Teacher Education: Complexity Redux
Michelle E. Jordan, Arizona State University
Robert Kleinsasser, Arizona State University
Mary F. Roe, Arizona State University

3. Transformational Co-Constructions of Teacher-Educators as Literacy Professional Development Leaders: A Collaborative Autoethnography
Sue Christian Parsons, Oklahoma State University
Jennifer Y. Sanders, Oklahoma State University

Improving Teacher Preparation Coursework for Early Literacy Development

Chair:
Kimberly Anderson, University at Albany

Discussant:
Margorie Y. Lipson, The University of Vermont

This symposium focuses on research findings from a federally funded study designed to support early career and adjunct teacher educators in preparing and delivering literacy coursework in teacher preparation programs. Four papers provide background on the project; explore, through survey and interview data, teacher educators’ reactions to the content and resources; and examine changes in teacher candidates’ knowledge and self-efficacy related to early literacy instruction as measured by a knowledge of literacy instruction assessment.

1. Background and Development of the Instructional Approach and Resources
Kimberly Anderson, University at Albany

2. Teacher Educators’ Views on the Project Webinars and Resources
Virginia Goatley, University at Albany

3. Changes in Students’ Knowledge Related to Early Literacy Development and Instruction
Donna Scanlon, University at Albany

4. Changes in Teacher Candidates’ Responses to Open-Ended Video Reflection
Beth Wilson, University at Albany
Thea Yurkewecz, University at Albany

Learning, Literacy, and Space: Examining the Experiences of Students Identified with a Disability

Chair:
Katharine Chamberlain, The University of Texas at Austin

Discussant:
Kathleen A. Hinchman, Syracuse University

This symposium will present three papers drawn from three studies that explored the learning experiences of students in elementary school, middle school, and college who have been identified with a disability. The importance of exploring how disability is experienced in school-based settings has major implications for how institutions provide access. Understanding these experiences and where programs may fall short will serve communities better in preparing them for meaningful opportunities post-school.

1. Identity Construction and Literacy Access: Building a Community of Learners that Looks Beyond Disability
Katharine Chamberlain, The University of Texas at Austin

2. Finding Creative Spaces: The Impact of Classroom Ecology on the Identity Construction of Students Identified with Disabilities
Jennifer Lapointe, University of Rochester

3. Working My Way through College: Experiences of Students Labeled with Intellectual Disabilities
Kristen Love, University of Rochester
Literacy and Stewardship: J. Michael Parker and the Adult Literacy Research Community at LRA

Chair:
William Robert Muth, Virginia Commonwealth University

With the demise of centers such as the National Institute for Literacy, the adult literacy research community at LRA serves as a steward of the field. Despite narrowing definitions in federal research guidelines, the diversity of adult literacy practices is expanding. We invite those who may consider themselves on the periphery of our field (e.g., those engaged in family literacy, transitions, etc.) to meet members of our community, explore practices and find common ground.

Presenters:
Debbie East, Ivy Tech Community College
Laurie A. Henry, University of Kentucky
Tisha Y. Lewis, Georgia State University
Erik Jacobson, Montclair State University
Silvia Nogueron-Liu, University of Georgia
Kristen H. Perry, University of Kentucky
Leah Katherine Saal, Arkansas State University
Donita Shaw, University of Kansas

Interpreting Multimodal Texts: Transforming Readers’ Interpretive Strategies

Chair:
Frank Serafini, Arizona State University

Discussant:
Peggy Albers, Georgia State University

This symposium provides the space and the time to carefully examine characteristics of visually interactive and multimodal children’s literature. The goal is to understand how meaning is made from multimodal texts, including how readers read, respond to and interpret these complex and highly interactive books. The three papers in the symposium each address the question of how we interpret multimodal texts and how multimodal texts require reading comprehension strategies that are collaborative and imaginative.

Exploring Family Literacy: Dialogic, Collaborative and Cognitive Approaches

Chair:
Melody Zoch, University of North Carolina at Greensboro

Discussant:
Susan Browne, Rowan University

1. Parent Education for Dialogic Storybook Reading: Case Studies of Face-to-Face and Online Delivery Models
Beth Beschorner, Drake University
Amy Hutchison, Iowa State University

2. Leading as Learning: Investigating Participants’ Contributions to a Collaborative Family Literacy Program
Tracey L. Kumar, The University of Texas at San Antonio

3. Parents’ Use of Cognitively Challenging Questions at Family Mealtime
HyunJung Heather Kim, University at Buffalo, State University of New York
Tyler W. Rinker, University at Buffalo
Reading Development and English Language Learners

Chair:
Lurong Wang, University of Toronto

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

1. Profiling Developing Second Language Readers: Differences in Language Proficiency, Strategy Use and Reading Interest
Chien-Yu Lin, University of Maryland, College Park

2. Reading in Three Languages: A Young ELL Student’s Successes, Struggles, and Strategies on the Way to Being Fluent
Olha Tsarykovska, Georgia College & State University

3. Revisiting the Case for Narrow Reading With English Language Learners
Laurie E. Hansen, California State University Fullerton

Roundtable Session 3A

I. Exploring Preservice Teachers’ Views of Texts and Their Roles in their Disciplines
Naomi M. Watkins, University of La Verne
Nancy T. Walker, University of La Verne

II. Exploring the Use of a Social Platform, Twitter, as an Effective Method of Communication and Feedback in Undergraduate and Graduate Content Literacy Courses
Lisa Michelle Jones-Moore, Valdosta State University

III. Figured Worlds Across Time and Space: Bilingual Families’ Enactments of Agency and Social Capital in Divergent Literacy Settings
Jieun Kim, University of Wisconsin-Madison
Kristin Papoi, University of Wisconsin-Madison
Patricia E. Venegas, University of Wisconsin-Madison

IV. Finding Truths in Fiction: Immigration Stories in Korean-American Picture Books
Joanne H. Yi, Indiana University

V. Fostering the Writing Resilience of Adolescent English Language Learners
Marriam Ewaida, George Mason University
Kristien Zenkov, George Mason University
Megan Lynch, George Mason University
Athene Bell, George Mason University

VI. From Paper Mess to Paperless: One Literacy Researcher’s Experience with Digital Tools
Jennifer K. Lubke, University of Tennessee

VII. Gender Construction in Award-Winning Young Adult Literature
Andrea Morency, University of Nevada, Reno

VIII. Getting Close to Close Reading: How Elementary Teachers are Making Instructional Shifts
Hiller A. Spires, North Carolina State University
Shea Kerkhoff Vessa, North Carolina State University

Literacy Practices In and Out of School Contexts

Chair:
Patricia L. Anders, University of Arizona

Discussant:
Patricia L. Anders, University of Arizona

1. (Re)cultivating Opportunity: Working Toward Educational Equity through an After-School Program
Ann M. Bennett, University of Tennessee

2. Composing Practices Outside of Schools as Sites of Tension and Spaces for Creation
Amy Elizabeth Burke, Texas Woman’s University

3. Disrupting Assumptions: The Literacy Practices of White, Middle-Class Families at Home and in a Preschool Book Club
Anika Paaren-Sdano, University of Wisconsin-Madison

Transformative Professional Development

Chair:
Laurie J. Curtis, Kansas State University

Discussant:
Carolyn Walker Hitchens, Ball State University

1. Partnerships and Professional Learning: Catalysts for Transforming Literacy Practices
Sandra M. Webb, Georgia College & State University

2. Teacher Agency in the Era of Accountability: Is Any Form of Practitioner Inquiry Better than None at All?
Mary Beth Hines, Indiana University
Jennifer Conner-Zachocki, Indiana University
3. Transformative Professional Development: Engaging Teachers in Inquiry Cycles to Develop Holistic Thinking About Curriculum, Assessment, and Pedagogy Through the Creation of Thematic Units
Catherine M. Weber, Arizona State University

3:00 pm - 4:30 pm • PAPER SESSION
South Side 1 - Level 3

Examining Reflexive Practice and Social Justice in Teacher Education

Chair: Jodi Pilgrim, University of Mary Hardin-Baylor
Discussant: Kimberly Suzanne Reinhardt, University of Arizona

The three papers in this session address issues pertaining to reflexive practice and social justice. One paper explores the effects of an emancipatory interest curriculum for secondary disciplinary teachers. A second paper examines teacher candidates’ reflexive practice as they negotiate experiences of evaluation in their fieldwork settings. The third paper explores reflexivity as transformative practice.

1. Interrupting and Transforming Mental Models for Social Justice: Effects of an Emancipatory Interest Curriculum for Secondary Disciplinary Teachers
Gerlinde Grandstaff-Beckers, Southeastern Louisiana University
Leah Katherine Saal, Arkansas State University
Earl H. Cheek, Louisiana State University

2. Surfacing Reflectivity as Transformative Practice
Belinda S. Zimmerman, Kent State University
Sharon D. Kruse, The University of Akron

3. Making Sense of Literacy Assessments: How Graduate Students Narrate and Negotiate Experiences of Evaluation from Their Fieldwork Settings
Katharine Emily Bartow Jacobs, University of Pennsylvania

46  Transformative Literacy: Theory, Research, and Design
63rd Annual Conference of the Literacy Research Association • December 4 - 7, 2013 • Dallas, TX
aptitude in matching lessons to students’ abilities exist. This presentation will include a description and preliminary results from an innovative instructional match (IM) measure prior and subsequent to the implementation of an intervention.

1. Measuring the Match between Teacher Literacy Instruction and Child Literacy Skills: The Importance of Individualized Instruction.
   Mary Bratsch-Hines, *University of North Carolina at Chapel Hill*
   Justin D. Garwood, *University of North Carolina at Chapel Hill*
   Cheryl Varghese, *University of North Carolina at Chapel Hill*
   Lynne Vernon-Feagans, *University of North Carolina at Chapel Hill*

Response to Intervention (RTI): Exploring Constraints, Affordances, and Alternatives

Chair:
   Elizabeth L. Jaeger, *University of Arizona*
Discussant:
   P. David Pearson, *University of California, Berkeley*

This alternative session provides a forum for analysis, critique and discussion of Response to Intervention (RTI) and the discourses that surround it. Scholars representing five different responses to RTI will each present brief image-based, PechaKucha style presentations. During the final segment of the session, our discussant will (1) share comments and critique designed to illuminate themes that cut across the five presentations, and (2) facilitate attendees’ sharing of their own responses and questions.

1. A Reading Camp, Not a Reading Clinic: Creating Safe Spaces for Students at RTI Tiers 2 and 3
   Kathleen Mary Collins, *Pennsylvania State University*
   Patrick Shannon, *Pennsylvania State University*
   Kathleen Shannon, *Pennsylvania State University*

2. Tutor/Child Collaboration in the Tier 3 RTI Setting
   Elizabeth L. Jaeger, *University of Arizona*

3. Creating Prototypes to Counter a Dominant Discourse
   Margorie Y. Lipson, *The University of Vermont*

4. Participatory Action Research: Changing the Conversation about Struggling Readers
   Barbara A. Marinak, *Mount St. Mary’s University*

5. Co-constructing Theory and Practice: RTI as Inquiry
   Diane Stephens, *University of South Carolina*

Transforming Student Achievement in Reading and Language Arts through Drama-Based Learning with Complex Texts

Chair:
   Patricia Enciso, *The Ohio State University*
Discussant:
   Maren Aukerman, *Stanford University*

Drama has a long history in literacy education as a medium for transformation of students’ engagement in reading. Through qualitative and quantitative data presentations, we draw attention to the central role that drama in education might play in driving lasting, positive changes in student and teacher attitudes toward challenging literary experiences as they read and interpret such texts as Shakespeare’s plays, the Odyssey, and dense content-area literature.

1. A Meta-Analysis of the Effects of Drama-Based Instruction on English Language Arts Outcomes
   Bridget Lee, *University of Texas - Austin*

2. The Classroom as Rehearsal Room: Reversing Trends in Low Achievement and Disengagement in Reading
   Patricia Enciso, *The Ohio State University*
   Megan Sanders, *The Ohio State University*
   Gloria Yeomans-Maldonado, *The Ohio State University*

3. Case Studies of Power and Play: Two Elementary and Middle School Teachers Implementing Dramatic Approaches to Reading
   Ashley Dallaqua, *The Ohio State University*
   Alyssa Emery, *The Ohio State University*

4. The ‘Event’ of the Text: A Bakhtinian Analytic Tool for Discovering Dramatic Entry Points into Complex Texts
   Brian Edmiston, *The Ohio State University*

Writing an Integrated Mixed Research Dissertation: Overcoming the Obstacles

Chairs:
   Marla Mallette, *State University of New York at Binghamton*
   Erin K. Washburn, *State University of New York at Binghamton*
   Bogum Yoon, *State University of New York at Binghamton*
Discussant:
TBD

The purpose of this session is to examine the complexities of writing mixed research, specifically mixed research dissertations. The session will begin with five PechaKucha presentations describing challenges in writing mixed research and ways of transcending them. Next, it will be interactive, as audience members participate in breakout groups. Breakout groups will discuss techniques for transcending challenges and achieving thoughtful integration in writing mixed research, which they will then share with the whole group.

Presenters:
Marla Mallette, State University of New York at Binghamton
Erin K. Washburn, State University of New York at Binghamton
Bogum Yoon, State University of New York at Binghamton
Anthony Onwuegbuzie, Sam Houston State University
Diane Barone, University of Nevada, Reno
Nell K. Duke, University of Michigan
Jackie Visser, State University of New York at Binghamton
Karen M. Bromley, State University of New York at Binghamton
Shannon Clapsaddle, Carbondale Community High School

1. Being in Place: Using the Affordances of Digital Tools for Fostering Students’ Awareness of Their Geographical, Cultural, and Epistemological Locations
   Richard Beach, University of Minnesota
   David O’Brien, University of Minnesota

2. iPad Deployment in a Diverse, Urban High School
   Douglas Fisher, San Diego State University
   Nancy Frey, San Diego State University
   Diane Lapp, San Diego State University

   William Ian O’Byrne, University of New Haven
   Shane Smith, University of New Haven

4. Tablet Tools as Mediators of Teachers’ Understanding of Children’s Literacy Practices During Writing Conferences
   Detra Price-Dennis, The University of Texas at Austin
   Nancy L Roser, The University of Texas at Austin
   Diane L. Schallert, The University of Texas at Austin
   Bonnie Elliott, The University of Texas at Austin
   Melissa Wetzel, The University of Texas at Austin
   Karen French, The University of Texas at Austin

Critically Considering Assessments and Their Use

Chair:
Samantha B. Caughlan, Michigan State University

Discussant:
Caitlin McMunn Dooley, Georgia State University

The authors of these papers take another look at means of assessment that have become widely used, and consider alternatives in light of research on assessment and current policy.

   Meghan D. Liebfreund, North Carolina State University

2. The Predictive Assessment of Early Reading Skill: DIBELS Gets a Challenger
   Darrell Morris, Appalachian State University
   Woodrow Trathen, Appalachian State University
   Jennifer McGee, Appalachian State University
   Robert Schlagal, Appalachian State University
   Tom Gill, Appalachian State University
   Devery Ward, Appalachian State University
   Elizabeth M. Frye, Appalachian State University
3. Reading Profiles of Struggling Readers in 5th and 6th Grades: What Does It Mean in the Era of the Common Core State Standards?
   Carla K. Meyer, Appalachian State University
   Darrell Morris, Appalachian State University
   Woodrow Trathen, Appalachian State University
   Jennifer McGee, Appalachian State University
   Trevor Thomas Stewart, Appalachian State University
   Nora A. Vines, Appalachian State University
   Tom Gill, Appalachian State University

3:00 pm - 4:30 pm • PAPER SESSION
Victory Park 2 - Level 5

Exploring How Preservice Teachers Learn to be Literacy Teachers

Chair:
Jeni R. Davis, University of South Florida

Discussant:
Jude Wolf, University of San Francisco

The three papers in this session address different aspects of the complex process of learning to be literacy teachers.

1. Bonded Relationships: Learning to be Agentic Literacy Teachers
   Anne Swenson Ticknor, East Carolina University
   Leslie Maureen Cavendish, High Point University

2. Bricolage or Fidelity: How Elementary Interning Teachers Negotiate Curriculum, Professional Learning, and Local Contexts in Learning to Teach Literacy
   Chad H. Waldron, Michigan State University

3. Envisioning Ideal Literacy Instruction: Changes in Preservice Teachers’ Beliefs over Time
   Jennifer I. Hathaway, University of North Carolina at Charlotte

3:00 pm - 4:30 pm • PAPER SESSION
West End - Level 5

Exploring Preservice Teachers’ Identity Development

Chair:
Meagan Caridad Arrastia, Florida State University

Discussant:
Patricia L. Anders, University of Arizona

The papers in this session explore unique aspects of preservice teachers’ identity development including preservice English teachers’ conceptions of literate identities and using literacy tools to help preservice teachers to shape and/or critically challenge their identity development.

1. Using Literacy Tools and Critical Thinking to Challenge Teacher Candidates in Identity Construction
   Laura Pardo, Hope College

2. Who Am I — As Reader of and Teacher of Literature?: Exploring Preservice English Teachers’ “ Literary Identities” and Their Conceptualizations of Teaching Literature
   Sue Ringler Pet, Iona College

3. Blogging to Shape Identity, Ideology, and Practices of Teaching English Language Arts
   Allison Skerrett, The University of Texas at Austin
   Alina Pruitt, The University of Texas at Austin
   Amber Warrington, The University of Texas at Austin

3:00 pm - 4:30 pm • PAPER SESSION
White Rock 1 - Level 5

Language Complexity and Learning in Secondary and Post-Secondary Settings

Chair:
Christopher L. Kolb, University of Minnesota

Discussant:
Natalia Ward, The University of Tennessee

1. A Look into World Englishes: Implications for Preservice and Inservice Teachers
   Burcu Ates, Sam Houston State University
   Mary Petron, Sam Houston State University
   Helen Berg, Sam Houston State University

   Amanda Godley, University of Pittsburgh
   Kaylan Moore, University of Pittsburgh

3. The Mnemonic Value of Orthography for Vocabulary Learning in Language Minority Students
   Katharine Pace Miles, The Graduate Center, CUNY
   Linnea C. Ehri, The Graduate Center, CUNY

3:00 pm - 4:30 pm • PAPER SESSION
West End - Level 5
WEDNESDAY

3:00 pm - 4:30 pm • PAPER SESSION
White Rock 2 - Level 5

Vocabulary Instruction for Intermediate Readers

Chair:
Jessica L. Hoffman, Miami University

Discussant:
Tanya S. Wright, Michigan State University

1. Pre-teaching Vocabulary to Improve Reading Comprehension of a Narrative Text
   Leslie Cowell, Faulkner University
   Bruce Murray, Auburn University

2. Reading Comprehension and Vocabulary Interventions for English Learners in Grades 4-8: A Systematic Synthesis of the Extant Literature
   Brie Doyle, University of Maryland, College Park
   Elizabeth Montanaro, The Catholic University of America
   Marisa A. Mitchell, University of Maryland, College Park

3. Small-Group Word Study Instruction: Missed Opportunities for Promoting Discussion and Academic Vocabulary
   Kathy Ganske, Vanderbilt University
   Robin Jocius, Vanderbilt University

3:50 pm – 4:30 pm • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable Session 3B

I. High School Teachers’ Disciplinary Literacy Knowledge
   Paula Di Domenico, Northern Illinois University

II. Honoring Language Diversity in African American Students Through Bilingual Instructional Practices
   Nicole Yvette Strange, Barry University

III. How Do Students Use Discussion to Build Vocabulary Knowledge From Expository Read Alouds?
   Sarah Zelinke, Core Knowledge Foundation;
   Mariam Jean Dreher, University of Maryland, College Park

IV. How Do Ninth-Grade Students Work Through Online Lessons in a World History Class?
   Kimberly K. Kopfman, George Mason University
   Elizabeth G. Sturtevant, George Mason University

V. I Have to Experience It to Teach It: How a Literacy Assignment Provided Voice, Power, and Agency for Teacher Candidates
   Kirsten Letofsky, University of Illinois at Urbana-Champaign

VI. Ideas as a Springboard for Writing: Challenges of Choice, Complexity, and Control
   Barbara J. Peterson, University of South Florida
   Kathleen Marie Alley, Mississippi State University

VII. Inaccuracy and Reading
   Peter Afflerbach, University of Maryland
   Byeong-Young Cho, Iowa State University
   Jong Yun Kim, University of Maryland, College Park

VIII. Interpreting Intermediate Grade Students’ Reader Response Through Oral, Written, and Artistic Measures: Relationship Between Mental Imagery, Emotion, and Structural Importance
   Rhonda D. Goolsby, University of Oklahoma

IX. Interview Methods Inspire Talk and Artistic Flare
   Tammi Davis, Indiana University, Bloomington

4:45 pm – 6:00 pm • PRESIDENTIAL ADDRESS
Trinity 1-4, 8 - Level 3

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

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

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

III. Student Outstanding Research Award Presentation
   Cathy Compton-Lilly, University of Wisconsin-Madison

III. Introduction of Speaker
   Theresa Rogers, University of British Columbia

V. 2013 Presidential Address: Understanding and Creating Digital Texts through Social Practices
   Richard Beach, University of Minnesota

6:00 pm - 7:30 pm • President’s Reception
Dallas Ballroom Foyer
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 1:00 pm and Saturday from 7:30 am - 8:30 am) 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 2013 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.
FINANCIAL ADVISORY COMMITTEE MEETING
7:30 am - 8:30 am • Cedars - Level 2

NEWCOMERS’ AND GRADUATE STUDENTS’ BREAKFAST
7:30 am - 8:30 am • Dallas Ballroom E – F – Level 3

PUBLICATIONS COMMITTEE MEETING
7:30 am - 8:30 am • Deep Ellum A - Level 2

ETHNICITY, RACE, AND MULTILINGUALISM COMMITTEE MEETING
7:30 am - 8:30 am • Deep Ellum B - Level 2

RESEARCH COMMITTEE MEETING
7:30 am - 8:30 am • Oak Cliff 1 - Level 5

TECHNOLOGY COMMITTEE MEETING
7:30 am - 8:30 am • Oak Cliff 2 - Level 5

MULTILINGUAL/TRANSCULTURAL LITERACIES INNOVATION COMMUNITY GROUP (ICG) MEETING
7:30 am - 8:30 am • South Side 1 - Level 3

ALBERT J. KINGSTON AWARD COMMITTEE MEETING
7:30 am - 8:30 am • South Side 2 - Level 3

HISTORY INNOVATIVE COMMUNITY GROUP MEETING
7:30 am - 8:30 am • Trinity 6 - Level 3

P. DAVID PEARSON SCHOLARLY IMPACT AWARD COMMITTEE MEETING
7:30 am - 8:30 am • Trinity 7 - Level 3

DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD COMMITTEE MEETING
7:30 am - 8:30 am • Victory Park 1 - Level 5

EARLY CAREER ACHIEVEMENT AWARD COMMITTEE MEETING
7:30 am - 8:30 am • Victory Park 2 - Level 5

INTERNATIONAL INNOVATIVE COMMUNITY GROUP (ICG) MEETING
7:30 am - 8:30 am • West End - Level 5

J. MICHAEL PARKER AWARD COMMITTEE MEETING
7:30 am - 8:30 am • White Rock 1 - Level 5

OSCAR S. CAUSEY AWARD COMMITTEE MEETING
7:30 am - 8:30 am • White Rock 2 - Level 5

CYBER CAFE – THURSDAY
8:00 am - 5:00 pm • Parlor Suite 664

ATTENDEE REGISTRATION OPEN
8:00 am - 5:00 pm • Registration & Event Office
Trinity Foyer – Level 3

BOOK DISPLAY/SILENT AUCTION/EXHIBITS OPEN
8:00 am - 5:00 pm • Trinity Foyer – Level 3
THURSDAY

8:45 am - 10:15 am • SYMPOSIUM
Arts District 1 - Level 2

Shifting Identities: An Examination of Critical Literacy and Children and Adults Positioning Themselves Through Talk about Texts

Chair: Deborah Wells Rowe, Vanderbilt University
Discussant: Deborah Wells Rowe, Vanderbilt University

In this symposium, we draw upon sociocultural theories of learning and literacy (Vygotsky, 1978) as well as theories of discourse analysis and narrative analysis. Paper 1 describes six Korean immigrant mothers’ participation and discourse around their literacy experiences. Paper 2 explores bilingual prekindergartners’ formation of critical responses to texts in literature discussion. Paper 3 examines how fourth and fifth grade African American males take ownership and position themselves in a literature circle around equity issues.

1. “I Wish I Could Be Cheerful with My Children like American Moms”: Korean Immigrant Mothers’ Cultural Inquiries in Self-Reflective Discourse in Early Literacy Practice
Yoo Kyung Sung, University of New Mexico

2. Bilingual Prekindergarteners Constructing the “Critical” in Book Discussion
Jeanne Gilliam Fain, Middle Tennessee State University

3. Critical Conversations with African American Males
Summer Wood, Vanderbilt University

8:45 am - 10:15 am • PAPER SESSION
Cedars - Level 2

Exploring Complexities in Literacy Teaching and Learning

Chair: Christina Marie Cassano, Salem State University
Discussant: Jennifer Dolan, University of Connecticut

The papers in this session explore a range of complex issues pertaining to literacy teaching and learning. One paper examines how multimodal literacy experiences reposition a preservice teacher with a reading disability. Another paper explores the role of peer mentoring through blogging. Finally, the third paper examines clinical models that support the literacy development of struggling readers.

1. Seeing Differently: Expert/Novice Ability Perceptions of Student Teachers' Content Area Literacy Instruction.
Treavor Bogard, University of Dayton
Mary-Kate Sableski, University of Dayton
Jackie Marshall Arnold, University of Dayton
Connie Bowman, University of Dayton
Patricia Hart, University of Dayton

2. Peer Mentoring through Blogging: Creating Transformative Spaces
Natalie Babiak Weber, The University of Texas at Austin
Jennifer Moon Ro, SUNY Fredonia

3. Multimodal Literacy Experiences: The Repositioning of a Preservice Teacher with a Reading Disability
Julia Hagge, University of South Florida

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Arts District 3 - Level 2

Developing as Social Equity Literacy Teachers: Video Self-Analysis Projects that Move Teachers Forward

Chair: Althier M. Lazar, Saint Joseph's University
Discussant: Ellen McIntyre, North Carolina State University

In this alternative session, participants will have an opportunity to work with colleagues who are committed to strengthening their teacher education programs around social justice goals. Two projects that show great promise involve self-analysis of videotaped teaching events in literacy classrooms. In small groups, participants will discuss the significance of these projects and others for developing candidates' social justice dispositions.

1. Seeing Differently: Expert/Novice Ability Perceptions of Student Teachers' Content Area Literacy Instruction.
Treavor Bogard, University of Dayton
Mary-Kate Sableski, University of Dayton
Jackie Marshall Arnold, University of Dayton
Connie Bowman, University of Dayton
Patricia Hart, University of Dayton

2. Peer Mentoring through Blogging: Creating Transformative Spaces
Natalie Babiak Weber, The University of Texas at Austin
Jennifer Moon Ro, SUNY Fredonia

3. Multimodal Literacy Experiences: The Repositioning of a Preservice Teacher with a Reading Disability
Julia Hagge, University of South Florida
THURSDAY

8:45 am - 10:15 am • PAPER SESSION
Deep Ellum A - Level 2

Deconstructing Language and Image in Research Practice

Chair:
Laura Lang, University of Wisconsin-Madison

Discussant:
Mark D. Vagle, University of Minnesota

1. Practice and Critique of Visual Methodology: Promoting a Photojournalistic Approach to the Study of Children’s Multimodal Literacy
   An Chih Cheng, DePaul University

2. Stacking Stories: Examining Multiplicities in Classrooms
   Cathy Burnett, Sheffield Hallam University, UK
   Guy Merchant, Sheffield Hallam University, UK

3. Transforming My Own Language and Literacy Coaching Practices Through CDA: When Participant Researcher Studies the Self
   Laura Lang, University of Wisconsin-Madison

8:45 am - 10:15 am • PAPER SESSION
Deep Ellum B - Level 2

Funds of Knowledge, Drama, and Family Literacy in Practice

Chair:
Sarah Newcomer, Washington State University Tri-Cities

Discussant:
Sara Ann Beach, University of Oklahoma

1. Young Children’s Literacy Learning at an Urban Children’s Museum.
   Caitlin McMunn Dooley, Georgia State University
   Meghan Welch, Georgia State University

2. Engaging Their Families in Preschoolers’ School Literacy: Accessing and Utilizing Funds of Knowledge
   Alanna Rochelle Dail, Syracuse University

3. Using Drama Pedagogy to Develop Critical Racial Literacy in an Early Childhood Classroom
   Terry Husband, Illinois State University

8:45 am - 10:15 am • PAPER SESSION
Greenville Avenue - Level 2

Technology Practices in Multilingual Settings

Chair:
Bridget Dalton, University of Colorado Boulder

Discussant:
Mary A. Avalos, University of Miami

1. The Impact of Unlimited Technology Access on ELA Instruction and Student Literacy in a Bilingual Classroom
   Holly Bukofser, Pace University
   Francine C. Falk-Ross, Pace University

2. Investigating the Role of Computer-Mediated Feedback in Academic Writing: Voices from International Doctoral Students in TESOL
   Dennis Murphy Odo, Georgia State University

3. Young Refugee Women’s Production of Translocality through Multimodal Literacy Practices in Global Digital Spaces
   Delila Omerbasic, University of Utah

8:45 am - 9:25 am • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable Session 4A

I. Jamaican Children’s Literature: A Critical Multicultural Analysis of Text and Illustration in Picture Books for a Primary Level Audience Published from 1997-2012
   Wendy Scott Richards, Northwestern College

II. Knowledge Building About Experiences with Narrative Texts
   Julie Joanna Smith, University at Albany

III. Language Affordances Among Young Second Generation Vietnamese English Language Learners
   Thao Duong, University of California, Berkeley

IV. Language and Nationhood: Competing Notions of Being a “Good Writer” in a French-English Curriculum
   Elizabeth A. Morphis, Teachers College, Columbia University

V. Learning to be Transformative Literacy Teachers of Diverse Students through Service Learning
   Minda Lopez, Texas State University-San Marcos
   Jesse Gainer, Texas State University-San Marcos
   Michael Gorman, Texas State University
THURSDAY

VI. Lessons in Response to Intervention: A Longitudinal Case Study of One Adolescent Reader
Kendra China, University of Virginia

VII. Linguistic Diversity in School Students and Teacher Education Students: Towards a New Set of Understandings
Robyn Cox, Australian Catholic University
Cal Durrant, Australian Catholic University
Marie Quinn, Australian Catholic University
Maureen Walsh, Australian Catholic University, Sydney, Australia
Jacqueline Coleman, Australian Catholic University

VIII. Literacy Access and Instruction in an Age Of Reform: Meeting the Learning Needs of Every Student
Katharine Chamberlain, The University of Texas at Austin

IX. Literacy Strategies and Inquiry in Social Studies
Fahima Choudhry, George Mason University

Patience A. Sowa, Zayed University
Cynthia Schmidt, University of Missouri-Kansas City

8:45 am - 10:15 am • PAPER SESSION
Oak Cliff 1 - Level 5

The Complexity of Teachers’ Lives

Chair:
Amy Hutchison, Iowa State University

Discussant:
Roya Qualls Scales, Western Carolina University

1. “I Didn’t Realize How Hard it Would Be!”: Stories of Becoming a Teacher
Jackie Sydnor, Ball State University

2. “It’s the Battle, the Balance”: The Ecology of a Teacher
Ann D David, St. Edward’s University

3. My Fears, My Heart, and My Leaders: A Story of an Experienced 3rd grade Teacher
Tammi Davis, Indiana University, Bloomington

8:45 am - 10:15 am • PAPER SESSION
South Side 1 - Level 3

Literacy and Aesthetics

Chair:
Lane Roy Gauthier, The University of Mississippi

Discussants:
Shampa Biswas, Washington State University
Lisa Hervey, North Carolina State University

1. Creating Discourses of Possibility
Linda Coggin, Indiana University

Wendy Caszatt-Allen, University of Iowa

8:45 am - 10:15 am • PAPER SESSION
South Side 2 - Level 3

Identity, Youth, and Classroom Discourse

Chair:
Katherine K. Frankel, Boston University

Discussant:
Lara J. Handsfield, Illinois State University
1. Translating Identity: Examining Pedagogical Strategies for Teachers Working with Bilingual Students
   Mark Barba Pacheco, Vanderbilt University
   Samuel David, Vanderbilt University
   Stephanie Carr, Metro Nashville Public Schools

2. What Does It Mean to Be a “Struggling Reader”? The Intersection of Reading and Identity in Literacy Intervention Classrooms
   Katherine K. Frankel, Boston University

   Katie Peterson, The University of Texas at Austin

8:45 am - 10:15 am • Paper Session
Trinity 1 - Level 3

New Literacies Among Middle School Learners

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

Discussant:
Rebecca Katz, Boston University

1. Access and Inequity: Online Literate Activity in Two Middle School Classes
   Sonia M. Kline, University of Illinois at Urbana-Champaign

2. Examining the Multimodal Affordances of Mobile Educational Applications in the Context of Middle School Content-Area Instruction
   Rachel Karchmer-Klein, University of Delaware
   Chrystalla Mouza, University of Delaware
   Sohee Park, University of Delaware

3. Reading Non-Fiction Literature Using an Ipad: An Exploratory Case Study
   Vicky Cardullo, Auburn University

8:45 am - 10:15 am • Alternative Format Session
Trinity 2 - Level 3

Who is a “Struggling Reader”?: A Collection of Case Studies

Chair:
Anne McGill-Franzen, University of Tennessee

Discussant:
Monica Thomas Billen, University of Tennessee

Much research in best practices for remediation and intervention focuses on the “struggling reader” as a holistic group. However, no intervention or remediation can be successful without looking at the individual child. Beyond just a child’s ability level, issues of race, culture, language, and class intersect to confound literacy achievement for many children. This collection of case studies aims to provide a richer and more nuanced description of the diversity found among struggling readers.

1. Deficit Talk, Silenced Voices: Community and Institutional Influences on Literacy Achievement for Minority Children
   Ann M. Bennett, University of Tennessee

2. Literacy Beyond Labels: Equity and Access in Response to Intervention for English Language Learners
   Natalia Ward, The University of Tennessee

3. The Value of Capital: One Family’s Experience Navigating a Suburban Public School
   Hollie Nawrocki, University of Tennessee

4. The Regulation of Literacy: Exploring Scripted Reading Curricula Through the Perceptions of Students
   Sarah Swauger, University of Tennessee

5. When Delays Persist Despite Intervention: Exploring the Language and Literacy Development of One Deaf Student
   Jennifer Renee Kilpatrick, University of Tennessee

6. Still Falling Through the Cracks: Oral Assessments and the Problem With Comprehension
   Kim McCuiston, University of Tennessee

8:45 am - 10:15 am • Symposium
Trinity 3 - Level 3

Observations of Teachers’ Instructional Support During Early Literacy/Language Instruction

Chair:
Sharolyn Pollard-Durodola, University of Denver

Discussants:
William Teale, University of Illinois at Chicago
Jessica L. Hoffman, Miami University

This symposium explores teachers’ ability to provide instructional support during early literacy/language instruction. Paper 1 examines teachers’ ability to respond to preschool students’ misunderstandings during shared book reading. Paper 2 uses stimulated recall to investigate preschool teachers’ decision-making processes while scaffolding instruction during a content based shared book reading intervention with English language learners. Paper 3 examines teachers’ ability to demonstrate new
skills, recognize mistakes, and provide corrective feedback during first-grade Spanish reading instruction.

1. Teachers’ Responses to Preschoolers’ Story Misunderstandings: Moving Beyond Simple Corrections
   Judith A. Schickedanz, Boston University
   Molly F. Collins, Vanderbilt University

2. Analysis of Pre-school Teachers’ Scaffolding Decisions While Providing Feedback During a Content-Rich Shared Book Reading Intervention with ELLs
   Sharolyn Pollard-Durodola, University of Denver
   Jorge E. Gonzalez, Texas A&M University
   Laura Saenz, The University of Texas at Pan American
   Denise Soares, Texas A&M University

3. The Effects of Teacher Student Interactions on the Reading Performance in Spanish of First Grade English Learners Attending Bilingual Schools
   Doris Baker, University of Oregon

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8:45 am - 10:15 am • PAPER SESSION
Trinity 4 - Level 3

Multiliteracies: Engagements and Constructions
Chair:
Crystle Martin, University of California, Irvine
Discussant:
Tracey L. Kumar, The University of Texas at San Antonio

Construction of Ecoliteracy in Children’s Books With Sustainability Themes
Rani Muthukrishnan, Washington State University

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Trinity 5 - Level 3

International ICG Alternative Poster Session: Language and Literacy Research in Global Context

Chairs:
Karen A. Krasny, York University

Discussant
Chinwe Ikpeze, St. John Fisher College

In this alternative format session of twenty poster presentations sponsored by the LRA International Innovative Community Group, researchers investigated literacy as it relates to one of four broad categories: 1) Language and Identity; 2) Studies in English Language Learning; 3) Cross-Cultural Studies in Literacy; and 4) Globalization and Educational Policy. This session provides audience members with opportunities to engage authors in discussion about their findings and critical issues.

Participants:
Karen A. Krasny, York University
Lori Czop Assaf, Texas State University-San Marcos
Elizabeth Steinbach, University of Texas at Austin
Liz Ralfe, KWZ-Natal University
Lina Sun, Saint Louis University
Patience A. Sowa, Zayed University
Lolowa Al Marzouqi, Zayed University
Carmen Rodriguez de France, University of Victoria
Honore Rodriguez de France, University of Victoria
Zaline Roy-Campbell, Syracuse University
Maria Bojadagora, York University
Yu-chih Huang, University of Minnesota
Maria Jose Larrain Arnoldos, Universidad de los Andes, Chile
Chinwe Ikpeze, St. John Fisher College
Fenice Boyd, University at Buffalo
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
Kate Elizabeth Kedley, University of Iowa
Shea Kerkhoff Vessa, North Carolina State University
Moni Matthews, Georgia State University
Peggy Albers, Georgia State University
Amy Seely Flint, Georgia State University
Ran Hu, East Carolina University
Kwangok Song, Arkansas State University
Bong Gee Jang, Oakland University
Sangho Pang, Clemson University
Anita Nigam, Texas Tech University
Carole Janisch, Texas Tech University
Xiaoming Liu, Towson University
Amma K Akrofi, Texas Tech University
Gilda Martinez-Alba, Towson University
Jeonghee Choi, Arkansas State University
Madalo Samati, Creative Centre for Community Mobilization (CRECCOM)
THURSDAY

8:45 am - 10:15 am • SYMPOSIUM
Trinity 6 - Level 3

Combining Evidence-Based Practices and Common Core Requirements: A Design Experiment

Chair:
Michael McKenna, University of Virginia

Discussant:
Elfrieda H. Hiebert, TextProject

The requirements of the CCSS necessitate rethinking beginning reading instruction. Whether teachers and leaders can successfully respond is very much at issue. This symposium begins with a careful clarification of CCSS requirements and continues with an explanation of how a design experiment is best suited to facilitating the substantive growth needed to meet them. It concludes with a report of one such study, with promising results that offer useful guidance for future inquiry.

1. CCSS in Early Primary: Identifying the Challenges
   Heidi Anne E. Mesmer, Virginia Tech

2. Conducting a Design Experiment: Core Principles
   Barbara A. Bradley, University of Kansas

3. Rigorous Small-Group, Interactive and Shared Reading in K-2
   Sharon Walpole, University of Delaware;
   Michael McKenna, University of Virginia;
   Dori Walk, Staunton City Schools;
   Stephanie Haskins, Staunton City Schools

8:45 am - 10:15 am • PAPER SESSION
Victory Park 1 - Level 5

Role of Beliefs and Attitudes on Writing Instruction

Chair:
Deborah A. Horan, Metropolitan State University of Denver

Discussant:
Ted Kesler, Queens College, CUNY

1. “I’m Not Allowed to Write About That in School but at Home I Can”: Examining Elementary School Students’ Attitudes Towards Writing Instruction
   Ysaaca Axelrod, Clemson University
   Anna Hall, Clemson University

2. “We Have a Writing Area”: Preschool Teachers’ Beliefs and Practices for Supporting Writing Development
   Hope Gerde, Michigan State University
   Tanya S. Wright, Michigan State University

3. The Influence of Dialogic Instruction During Interactive Writing on Teacher Development and Students’ Reading and Writing Gains
   Jennifer Jordan, University of Tennessee

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Trinity 7 - Level 3

Grown in Detroit: Three Studies of Local Decision-Making and Activity in Inner-City Literacy Education In and Out of School

Chairs:
Derek Aguire, Racquet Up Detroit
Susan Florio-Ruane, Michigan State University

Discussant:
Christopher M. Clark, Arizona State University

In this interactive poster session we hope to share and discuss three studies of literacy education in Detroit. All three studies support the power of a local urban context for creation of authentic literacy learning experiences. Non-standardized literacy learning has become increasingly difficult in our reform-focused educational climate, but personalization is possible in spaces which afford local reinvention of literacy practices.
Supporting Rich Discussions and Diversity in Children’s Literature: Dialogue and Choice

Chair: Thomas Crumpler, Illinois State University
Discussant: Amanda Haertling Thein, University of Iowa

   Maren Aukerman, Stanford University
   Lorien Chambers Schultdt, Stanford University
   Liam Aiello, Stanford University

2. Exploring 2nd Grade English Language Learners’ Verbal and Non-Verbal Responses to Picture Storybooks: A Multimodal Analytical Approach
   Kristin M. Larsen, University of Pennsylvania

   Michelle Medlin Hasty, Middle Tennessee State University

Preservice Teachers Learning to Teach Literacy: The Roles of Discussion and Dialogue

Chair: Annamary L. Consalvo, Fitchburg State University
Discussant: Holly Johnson, University of Cincinnati

The three papers in this session focus on the use of dialogue and discussion to foster literacy learning including the learning of preservice teachers and children.

1. English Teacher Candidates Taking a Dialogic Stance: Building Talking-to-Learn into Language Arts Lessons Using Dialogic Tools
   Samantha B. Caughlan, Michigan State University
   Mary M. Juzwik, Michigan State University
   Carlin Borsheim-Black, Central Michigan University
   Sean Patrick Kelly, University of Pittsburgh

2. Interactive Discussion: Translating Concepts into Practice
   Amber Lynn Meyer, Michigan State University

3. Preservice Teachers Enacting Text-Based Discussions to Promote Students’ Comprehension: Iterative Development of a Literacy Methods Course Inside an “At-Risk” School
   Shannon Henderson, University of Alabama

Art as Mediating Tool for Literacy Identity Transformation: Pedagogy for Literacy Rich and Equitable Access Classrooms

Chair: Lisa Richardson, WestEd

The purpose of this alternative session is to engage participants in literacy “instructional engagements” that incorporate art as a mediating tool for literacy identity transformation and constructing learning communities of practice that establish and nurture equitable access to literacy development. Presenters will share investigations of how an artistic multimodal self-portrait project emerged as influential for teacher literacy identity transformation and what happens when teachers attempt to integrate visual art into writing curriculum.

1. Art as Mediating Tool for Literacy Identity Transformation: Pedagogy for Literacy Rich and Equitable Access Classrooms
   Ellen Spitler, University of Hawaii at Manoa
   Louise J. Shaw, Central Connecticut State University

Supporting Students’ Literacy Learning

Chair: Catherine Olsen Maderazo, California State University, Fullerton
Discussant: Leila N. Richey, George Mason University

1. Beginning Literacy Specialists’ Helping Discourse: “Helping Teachers Help Kids”
   Elizabeth Y. Stevens, Syracuse University

2. Inside the Circus: Supporting Literacy Differentiation
   Kelly Puzio, Washington State University
3. Teachers’ Experiences Providing One-on-One Instruction to Struggling Readers: A Phenomenological Study
Meghan D. Liebfreund, North Carolina State University
Amy Mattingly, North Carolina State University
Steven J. Amendum, University of Delaware

9:35 am - 10:15 am • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable Session 4B

I. Literacy Practices of a Latino College Student in the U.S.
Lina Marcela Trigos Carrillo, University of Missouri

II. Mathematizing Read-Alouds in Kindergarten Classrooms
Antony T. Smith, University of Washington, Bothell
Allison Hintz, University of Washington Bothell

III. Methods and Materials Elementary Teachers Use for Reading and Language Arts Instruction
Renita Schmidt, University of Iowa;
Linda G. Fielding, The University of Iowa

IV. Multimodal Practices in One Fourth Grade Literacy Classroom
Melissa Pendleton, North Carolina State University

V. New Literacies Creating Spaces for Transformation in Future School
Päivi Jokinen, University of Oulu
Laura Palmgren-Neuvonen, University of Oulu
Henna Mikkola, University of Oulu
Mariam Jean Dreher, University of Maryland, College Park
Riitta-Liisa Korkeamäki, University of Oulu

VI. Novice Teachers’ Perspectives of Integrating ICT into Literacy Instruction
Rachel Karchmer-Klein, University of Delaware
Sohee Park, University of Delaware
Julie Wise, University of Delaware

VII. Opening Our Minds: Literacy Teacher Educators Engage in an Online Book Club to Improve Our Practice
Margaret Vaughn, University of Idaho
Erika Gray, University of NC at Greensboro
Seth A. Parsons, George Mason University
Allison Ward Parsons, George Mason University

VIII. PIRLS and PISA: A Document Analysis of International Assessments’ Websites
Monica Thomas Billen, University of Tennessee

IX. Partners in Family Literacy: Exploring the Community Impact of Family Literacy Programs
Danielle Dennis, University of South Florida
Erin Elizabeth Margarella, University of South Florida

X. Pathways for Successful Deaf Readers — Insider Perspectives
Paulson Skerrit, University of Tennessee

10:30 am - 12:00 pm
Trinity 1-4, 8 - Level 3

P. David Pearson Scholarly Impact and Oscar S. Causey Award Presentations

Chair:
Janice F. Almasi, University of Kentucky

I. P. David Pearson Scholarly Impact Award Presentation
Taffy E. Raphael, University of Illinois at Chicago

II. Oscar S. Causey Award Presentation
William H. Teale, University of Illinois at Chicago

III. Introduction of Speaker
Linda B. Gambrell, Clemson University

IV. 2013 Oscar S. Causey Address: Transmediation: What Art Affords Our Understanding of Literacy
Jerome C. Harste, Indiana University
THURSDAY

12:00 pm - 1:00 pm • STUDY GROUPS

Graphic Novels in Education - Deep Ellum A - Level 2
Guest Presenter:
Hannah Gerber, Sam Houston State University

Teacher Education Research Study Group (TERSG) - Deep Ellum B - Level 2

Critical Witnessing: Envisioning Safe Spaces for Critical Conversations - Greenville Avenue - Level 2

Those working with youth who have survived trauma have undoubtedly been witnesses to strands of testimonial narratives. However, high stakes testing, common core standards, and district curriculum leave little room for classrooms to handle these stories. We take up critical witnessing - “a self-conscious attention to both connection and difference between one’s own and others’ testimonies” - as a conceptual lens in our work, anticipating how it may promote resiliency for students and transform pedagogy.

Guest Presenters:
Elizabeth Dutro, University of Colorado Boulder
Michael Wenk, University of Colorado Boulder
Michael Dominguez, University of Colorado Boulder
Mary Ellen Miller, Vanderbilt University

Transnationalism in 21st Century Schools: Multilingual/Transnational Literacies Study Group - Oak Cliff 1 - Level 5

Doctoral Students’ ICG series: The Publication Process - Oak Cliff 2 - Level 5

The 2013 DSCIG Study Group series will focus on the publication process. Topics will include: From Dissertation to Publications with Dr. Leigh A. Hall (Wednesday); The Path from LRA Presentation to Journal of Literacy Research Publication with Drs. Patricia L. Anders and David B. Yaden, Jr. (Thursday); The Publication Process for Reading Research Quarterly with Drs. Linda B. Gambrell and Susan B. Neuman (Friday); and the annual Sara Bruce McCraw Doctoral Student Networking Session (Saturday).

Guest Presenters:
Leigh A. Hall, University of North Carolina at Chapel Hill
Patricia L. Anders, University of Arizona
David B. Yaden, Jr., University of Arizona
Linda B. Gambrell, Clemson University
Susan Neuman, University of Michigan

Writing Research Study Group: Early Writing and Teachers of Early Writers - South Side 1 - Level 3
Guest Presenters:
M. Susan Burns, George Mason University
Julie K. Kidd, George Mason University
Doug Kaufman, University of Connecticut
Ekaterina Midgette, The College of Saint Rose

Narratives and Counternarratives: Critical Race Theory, LatCrit, and AsianCrit - South Side 2 - Level 3
Guest Presenters:
Judson Laughter, University of Tennessee
Robert J. LeBlanc, University of Pennsylvania
Tracey L. Kumar, The University of Texas at San Antonio

Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher - Trinity 1 - Level 3
Guest Presenters:
Katina Zammit, University of Western Sydney
David M. Lund, Southern Utah University
Greg McVerry, Southern Connecticut State University
Joan A. Rhodes, Virginia Commonwealth University
Karen E. Smith, University of Manitoba
Jonathan T. Bartels, University of North Carolina at Chapel Hill

Approaches to Video Data Analysis in Literacy Research - Trinity 2 - Level 3
Conducting and Publishing Formative Experiments - Trinity 3

Guest Presenters:
David Reinking, Clemson University
Deanna Ramey, Clemson University

Literacy Lab/Reading Clinic Study Group - Trinity 5 - Level 3

Living the Writerly Life in Academia - Trinity 6 - Level 3
Guest Presenters:
Elizabeth A. Swaggerty, East Carolina University
Terry S. Atkinson, East Carolina University
Robin R. Griffith, Texas Christian University
Johna L. Faulconer, East Carolina University
Response to Intervention: Theory, Research, and Reform of RTI as Transformative Process in an Age of Reform - Trinity 7 - Level 3

Approaches to Discourse Analysis - Victory Park 1 - Level 5

Word Study Study Group - West End - Level 5

Guest Presenters:
LaTisha Hayes, University of Virginia
Marcia Invernizzi, University of Virginia
Dianna Townsend, University of Nevada, Reno
Kristin M. Gehsmann, Saint Michael’s College

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Arts District 1 - Level 2

Reading and Teaching in Chinese, Japanese, Korean and Kazak

Chair:
Shaomei Wang, Tufts University

The authors, most native readers of the language they study, provide evidence from miscue analysis, eye movement and discourse analysis research often with native readers of Chinese, Japanese, Korean and Kazak as they explore literacy issues, views of reading models and writing systems, historical and linguistic information especially focused on non alphabetic languages. They discuss how these written languages work for the people and the cultures that developed them.

Presenters:
Ken Goodman, University of Arizona
Yuehnu Hung, National Taichung University of Education
Yoo Kyung Sung, University of New Mexico
Shaomei Wang, Tufts University
Koomi Kim, New Mexico State University
Junko Sakoi, University of Arizona
Sapargul Mirseitova, Kazakhstan Reading Association
Yetta Goodman, University of Arizona
Mieko Ivantosch, Pima Community College

The process of Reading in Non-Alphabetic Languages
Ken Goodman, University of Arizona

1:15 pm - 2:45 pm • PAPER SESSION
Cedars - Level 2

The Potential and Pitfalls of New Literacies and Multiliteracies

Chair:
Laura M Jimenez, Boston University

Discussant:
Jennifer J. Wimmer, Brigham Young University

1. Critical Dramatic Literary Inquiry: Expanding Educators’ Awareness of Youth Homelessness.
Kari-Lynn Winters, Brock University

2. Inside the Box: Expert Readers Attention Patterns in Graphic Novels.
Laura M Jimenez, Boston University

3. Tuned in but Turned Off: New Literacies not Connecting with Community College Students
Luann R. Larsen, University of Nebraska Lincoln

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
Deep Ellum A - Level 2

Broadening Contexts for Literacy Access: From Bondage to Empowerment

Chair:
Amie Sarker, Dallas Baptist University

Discussant:
Sharon Lee, Dallas Baptist University

This session includes 3 PechaKucha presentations followed by audience participation through discussion of key issues related to literacy access and social justice. Presenters will explore the challenges and successes of transformative literacy development work in three repressed literacy access contexts: children and adolescents involved in human sex trafficking, indigenous literacy development, and holistic community literacy projects in a rural South Asian society.

Presenters:
Diane Morren, Dallas Baptist University
Sharon Lee, Dallas Baptist University
Amie Sarker, Dallas Baptist University
Tracing the Literacy Development of English Learners

Chair:
Lane Roy Gauthier, *The University of Mississippi*

Discussant:
Ana Taboada Barber, *George Mason University*

1. A Longitudinal Study of Seven Emergent Bilingual Students’ English Literacy Development from First Through Sixth Grade
Lori Helman, *University of Minnesota*
Maggie Struck, *University of Minnesota*
Amy Frederick, *University of Minnesota*

2. Investigating Literacy Learning Opportunities in Functional Grammar Instruction With Young English Language Learners
Carrie Symons, *University of Michigan*

3. Transforming Literate Identities: Writing and Multilingual Children at Work.
Tasha Marie Tropp Laman, *University of South Carolina*

Critical Literacy Through Critical Approaches to Discourse Analysis in Teacher Education

Presenters:
Melissa Wetzel, *The University of Texas at Austin*
Mariana Souto-Manning, *Teachers College Columbia University*
Ruth Harman, *University of Georgia*
Peter Johnston, *The University at Albany-SUNY*

The Identity Work of Young Writers in a New Literacies Writing Camp

Chair:
Amy Vetter, *University of North Carolina at Greensboro*

In this alternative session, we present the findings of our study of third through twelfth graders’ identity work in a New Literacies writing camp, including their interactions, responses, and writing, as well as their teachers’ language and actions. Part of the session will consist of small group and whole group discussions.

Roundtable Session 5A

I. Pearls of Meaning: Preschool Children Respond to Multicultural Picture Books
Xiufang Chen, *Rowan University*
Susan Browne, *Rowan University*

II. Preservice Teachers’ Literacy Histories: Acknowledging the Past, Understanding the Present, Informing the Future
Sherry Sanden, *Illinois State University*
Deborah Ann MacPhee, *Illinois State University*

III. Preservice Teachers’ Knowledge of Word Recognition Processes and Instruction, Their Instructional Practice, and Their Students’ Growth in Word Recognition
Kathleen F. Clark, *Marquette University*
Karen S. Evans, *Marquette University*
Christiane L. Wood, *University of Wisconsin-Madison*

IV. Preschoolers’ Multimodal Composition with Digital Photography
Barbara J. Peterson, *University of South Florida*
V. Preservice Teachers’ Changing Perceptions and Knowledge of Young Children’s Writing
Leslie E. La Croix, George Mason University
Nedra L. Cossa, George Mason University
David Lojkovic, George Mason University

VI. Promoting Religious Literacy Through Picturebooks in An Urban Middle School
Denise Davila, The Ohio State University
Allison Volz, The Ohio State University

VII. Quantitative and Qualitative Data on Upper-Elementary Students’ Development of Morphemic and Contextual Analysis Abilities as Independent Word-Learning Strategies
James F. Baumann, University of Missouri
Jeni R. Davis, University of South Florida
Justin Arner, University of South Florida
Heather Peterson, University of Wyoming
Patrick Manyak, University of Wyoming
Camille Blachowicz, National Louis University
Michael F. Graves, University of Minnesota

VIII. Re-creational Reading: Reassembling Comics as Meaning Making
Dawnelle Henretty, Oakland University
John E. McEneaney, Oakland University

IX. Reading Aloud to Preservice Teachers: An Inquiry into Student Perceptions and Implications for Future Instructional Planning
Janelle B. Mathis, University of North Texas
Tami Butler Morton, Texas A&M University-Commerce

X. Reading Hypertexts
Carla Viana Coscarelli, Universidade Federal de Minas Gerais

1:15 pm - 2:45 pm • AREA CHAIR MEETING: AREA 11
Oak Cliff 2 - Level 5
Inside the Qualitative Researcher’s Studio
Presenter:
Gary D. Shank, PhD, Educational Foundations and Leadership

1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
South Side 1 - Level 3
Adolescent Literacy Conversation Circles: Looking Back to See Ahead
Chair:
Leslie S. Rush, University of Wyoming
Discussant:
Donna Alvermann, University of Georgia

The proposed Alternative Session aims to promote conversations about and explore relations among cultural and political events and adolescent literacy research. The three-part Conversation Circle will examine results of our content analysis of National Reading Conference/Literacy Research Association Yearbooks from 2000-2012; explore topics that emerge from the content analysis; and identify important questions related to adolescent literacy. Finally, a Discussant will summarize and bring closure to the session.

Presenters:
Victoria R Gillis, University of Wyoming
Jessica G. Ford, University of Wyoming
Debalina Maitra, University of Wyoming
Megan C. Marshall, University of Wyoming
Todd Reynolds, University of Wyoming
Leslie S. Rush, University of Wyoming
Mary D. Wehunt, University of Wyoming
Kathy Headley, Clemson University
Critical Literacy in Early Childhood: Teachers and Young Children Inquiring into Issues of Equity, Access, and Positioning

Chair: Candace Kuby, University of Missouri
Discussant: Mitzi Lewison, Indiana University, Bloomington

The conference theme invites educators to consider how researchers are examining and critiquing the ways in which culture, knowledge, language, and power intersect literacy access, equity, and social justice. The panel brings together critical literacy perspectives from early childhood teachers, teacher educators, and young children to examine the possibilities and tensions of this stance across the field of early childhood.

1. Multicultural Teaching in Early Childhood Classrooms
   Mariana Souto-Manning, Teachers College, Columbia University
2. Moments of Consciousness-Raising: Personal Narratives that Influence Critical Literacy Teaching
   Candace Kuby, University of Missouri
3. Documenting Communities: Opportunities for Critical Stances with First Grade Latino Emergent Bilinguals
   Maria Ghiso, Teachers College, Columbia University
   Patricia Martínez-Alvarez, Teachers College, Columbia University
4. Young Children’s Demystifying and Remaking the University through Critical Imaginative Play
   Gerald Campano, University of Pennsylvania
   Katharine Emily Bartow Jacobs, University of Pennsylvania
   David Low, University of Pennsylvania

Nonlinear Processes with “Explosive Potential” in the Spaces of Possibilities

Chair: Kelly Chandler-Olcott, Syracuse University
Discussant: Stergios Botzakis, University of Tennessee, Knoxville

The nature of literacy is rapidly evolving and these changes demand an expanded view of “text” to include visual, digital and other multimodal formats. A richer and more complex definition of literacy requires a complex theoretical framing of the “multiple realities” that exist between educational research and practice. This alternative PechaKucha session uses multiple methods united by similar perspectives to investigate shifts in the space and stuff of learning.

Presenters:
   Thomas Devere Wolsey, Walden University
   Sue Ringler-Pet, Manhattanville College
   Mike Lewis, Cohasset Public Schools
   Greg McVerry, Southern Connecticut State University
   Junko Yokota, National Louis University
   Joan A. Rhodes, Virginia Commonwealth University
   Katina Zammit, University of Western Sydney
   William Ian O’Byrne, University of New Haven

Primary-Grade Teachers’ Views of Text Complexity: An Exploratory Study

Presenters:
   Heather H. Koons, MetaMetrics
   Jill Fitzgerald, University of North Carolina at Chapel Hill and MetaMetrics
   Jeff Elmore, MetaMetrics
   Kimberly Bowen, MetaMetrics
   Elfrieda H. Hiebert, TextProject
   Eleanor E. Sanford-Moore, MetaMetrics
   A. Jackson Stenner, MetaMetrics

Opening the Doors to Equity: Recognizing What Children Can Do

Chair: Poonam Arya, Wayne State University

This alternative session explores the use of three types of data-eye movement, oral reading, and comprehension-to evaluate students as readers from quantitative and qualitative perspectives. Participants look across the data in small groups and discuss what information each perspective provides. Session ends with a discussion of how relying solely on numbers underestimates the abilities
of students, and what is needed instead is an examination of the processes students use to construct meaning.

1. **Assessing Students’ Reading: Looking at the Numbers**  
   Nancy Creech, *Wayne State University*

2. **Revaluing Students’ Reading: Beyond the Numbers**  
   Karen M. Feathers, *Wayne State University*  
   Poonam Arya, *Wayne State University*

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**1:15 pm - 2:45 pm • PAPER SESSION**  
**Trinity 4 - Level 3**

**Multimodal Composition, Meaning-Making, and Understanding**

**Chair:**  
Jane S. Vogler, *Oklahoma State University*

**Discussant:**  
Jane S. Vogler, *Oklahoma State University*

1. **Images and Words: Transforming and Accessing Meaning-Making with Nonverbal and Verbal Texts**  
   Kathleen A. Reilly, *Towson University*

2. **Teaching Argumentation Through Multimodal Composition in a High School Economics Classroom**  
   Kristine E. Pytash, *Kent State University*  
   Elizabeth Edmondson, *Gilmour Academy*  
   Arin Miller-Tait, *Gilmour Academy*

3. **Transformative Meaning-Making in an Online Writing Center: Digital Lifeworlds, Multi-Tasking and Multimodal Composition**  
   Alaina Christine Feltenberger Beaver, *University of Colorado at Boulder*

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**1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION**  
**Trinity 6 - Level 3**

**Evaluating Literacy Instruction: Principles and Promising Practices**

**Chair:**  
Rachael Gabriel, *University of Connecticut*

**Discussant:**  
Richard Lloyd Allington, *University of Tennessee*

The purpose of this panel is to discuss the intersection of research on literacy instruction and teacher evaluation. With the proliferation of new teacher evaluation policies across the U.S. has come an increasing focus on observing teachers annually with professional development, and other human capital decisions hanging in the balance. Through presentations of research, perspectives and commentary, panelists will discuss possibilities and implications for a range of tools and systems designed to evaluate literacy instruction.

**Presenters:**  
Samantha B. Caughlan, *Michigan State University*  
Cathy Compton-Lilly, *University of Wisconsin-Madison*  
Patricia C. Paugh, *University of Massachusetts Boston*  
Cynthia Lewis, *University of Minnesota*  
Mark Ray Meacham, *University of North Carolina at Greensboro*

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**1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION**  
**Trinity 5 - Level 3**

**Examining Literacy Learning and Instruction through Various Methods of Discourse Analysis**

**Chair:**  
Amy Vetter, *University of North Carolina at Greensboro*

This alternative format session explores various approaches to discourse analysis with data from a range of educational contexts. Presenters and audience members will first discuss the following three methods of discourse analysis: Mediated Discourse Analysis, Temporal Discourse Analysis, and the use of Systemic Functional Linguistics in Critical Discourse Analysis. In small groups, participants will then engage in one of the above methods of discourse analysis with data from current studies related to literacy and education.

**Presenters:**  
Samantha B. Caughlan, *Michigan State University*  
Cathy Compton-Lilly, *University of Wisconsin-Madison*  
Patricia C. Paugh, *University of Massachusetts Boston*  
Cynthia Lewis, *University of Minnesota*  
Mark Ray Meacham, *University of North Carolina at Greensboro*
1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 7 - Level 3

Toward Redefining Literacy Scholarship as Partnerships with Communities

Chair:
Carolyn Colvin, *University of Iowa*

Discussant:
Kathleen A. Hinchman, *Syracuse University*

Presenters share examples of publicly engaged scholarship framed by scholarship to reflect characteristics of public scholarship. A discussant addresses challenges and opportunities in one University's efforts to include public engagement in its mission. We devote discussion time so that session attendees understand challenges and opportunities of publicly engaged scholarship. This session illuminates themes of transformation and invites a reconsideration of methodologies and theories in discussions of higher education reform and literacy research.

1. Preparing Publicly Engaged Literacy Teachers
   Marcelle Haddix, *Syracuse University*

2. Publicly Engaged Scholarship in Urban Communities
   Valerie Kinloch, *The Ohio State University*

3. Whose Interests Are Served? Working Toward Ethical Community Collaborations In A Rural Setting
   Carolyn Colvin, *University of Iowa*

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1:15 pm - 2:45 pm • PAPER SESSION
Victory Park 1 - Level 5

Culturally Responsive Literacy Practices for Students & Teachers

Chair:
Antonieta Avila, *University of Wisconsin Milwaukee*

Discussant:
Estanislado S. Barrera, IV, *Louisiana State University*

1. It’s Not About Holidays Around the World: From Preservice and Inservice Teachers’ Experiences to Culturally Responsive Literacy Practices
   Susan V. Bennett, University of Mississippi
   AnnMarie Gunn, *University of South Florida St. Petersburg*
   Mary Lou Morton, Walden University

2. Literacy in Action: A Student-Centered Participatory Approach to Investigating Literacy Learning and Development for Black and Latino Males
   Chantal Francois, *Rutgers, The State University of New Jersey*
   Keisha Lynette Green, *Rutgers, The State University of New Jersey*

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1:15 pm - 2:45 pm • PAPER SESSION
Victory Park 2 - Level 5

Exploring Ways to Help Preservice Teachers Provide Effective Instruction for English Learners

Chair:
Maria King Robertson, *Texas Woman’s University*

Discussant:
Robert Carpenter, *Eastern Michigan University*

The papers in this session focus on various approaches for helping preservice teachers to provide effective instruction for English learners.

1. Picturing English Language Learners’ and Preservice Teachers’ Perspectives on Literacy: Intersections and Tensions to Inform our Pedagogies and Curricula
   Kristien Zenkov, *George Mason University*
   Marriam Ewaida, *George Mason University*

2. Preservice Teachers’ Use of Culturally Relevant Texts to Engage English Language Learners in an Urban Practicum
   Kirsten Dara Hill, *University of Michigan-Dearborn*

3. Taking Responsibility for our Children: Scaffolding Preservice Teachers in Promoting Literacy Development of All Students
   Tricia DeGraff, *University of Missouri-Kansas City*
   Jennifer Waddell, *University of Missouri - Kansas City*

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1:15 pm - 2:45 pm • PAPER SESSION
West End - Level 5

Examining Talk about Writing Among Children, Youth, and Teachers

Chair:
Jude Wolf, *University of San Francisco*

Discussant:
Suzanne Porath, *University of Wisconsin-Madison*

1. Relationships Among Teachers’ Schema of Effective Text-Based Writing Tasks, Classroom Practice, and Student Learning
   Elaine Wang, *University of Pittsburgh*

2. Talking About Writing: Examining Teacher’s Oral Feedback to Elementary Writers
   Lorien Chambers Schult, *Stanford University*

3. Writing, Teaching, Talking and Learning Across a School Year with Four Immigrant High School Students
   Annmary L. Consalvo, *Fitchburg State University*
1:15 pm - 2:45 pm • ALTERNATIVE FORMAT SESSION
White Rock 1 - Level 5

The Praxis of Pop Culture: Leveraging Urban Youth Literacies to Transform Middle School Curriculum

Chairs:
Erika Tucker, University of Georgia
Angelyne Collins, University of Georgia
Discussant:
TBD

This session engages participants in a PechaKucha presentation that focuses studies that delve into the ways students' and teachers' use of popular culture can be a transformative pedagogy that can implicitly or explicitly address how race, gender, language, culture, and inequities play a role in the teaching and learning of literacies for urban youth.

1. The Praxis of Pop Culture: Leveraging Urban Youth Literacies to Transform Middle School Curriculum
   Erika Tucker, University of Georgia
2. Beyond the Hook: Meaningful Integrations of Hip Hop Culture
   Erika Tucker, University of Georgia
3. The Potential of Practice and Participation in a Pop Culture Classroom
   Angelyne Collins, University of Georgia

1:15 pm - 2:45 pm • PAPER SESSION
White Rock 2 - Level 5

Teacher Learning as Transformation

Chair:
Sara Ann Beach, University of Oklahoma

Discussant:
Regine Randall, Southern Connecticut State University

1. “The Classroom is a Place Where I’m Alive”: One Teacher’s Description of Her Literacy-Related Learning and Teaching
   Susanna Mae Steeg, George Fox University
2. Exploring and Situating Literacy Teachers’ Knowledge in Micro-, Meso-, and Macro-Level Contexts
   Julie L. Pennington, University of Nevada, Reno
   Cynthia Helen Brock, University of Nevada, Reno
   Eleni Oikonomidoy, University of Nevada, Reno
   Rachel Salas, Henderson State College
   Livia D’Andrea, University of Nevada, Reno
3. Unpacking In-the-Moment Teaching Decisions in Reading: The Role of “Meta-Cognitive Decision Making” in Effective Teaching
   Robin R. Griffith, Texas Christian University
   Michelle Bauml, Texas Christian University
   Bonnie Barksdale, Texas Christian University

2:05 pm - 2:45 pm • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable Session 5B

I. Reading Quizzes in a Teacher Preparation Course: Bad Pedagogy or a Formative Opportunity for Students and Instructors?
   Lori N. Elliott, University of Colorado Denver
   Nancy Lee Dally, University of Colorado Denver
   Molly Leamon, University of Colorado Denver

II. Redefining Reading “Accountability” in an Urban Middle School Classroom: Making Reading Social, Visible, and Analytical
   Chantal Francois, Rutgers, The State University of New Jersey

III. Rediscovering Young Children’s Writing through the Lens of Defamiliarization
   Huili Hong, East Tennessee State University

IV. Reframing Literacy in Socially Collaborative Spaces: Urban Teens Creating and Transforming Literacy Practices
   Jolene Malavasic, University at Albany

V. Rethinking Language Instruction: Teachers Working Together to Transform Classroom Practices
   Michelle Fowler-Amato, The University of Texas at Austin

VI. Road Trips: The Impact of Inquiry Learning on the Literacy Development and Academic Achievement of Students in a Fifth Grade Classroom
   Lauren Freedman, Western Michigan University
   Karen Thomas, Western Michigan University
   Kelly Killen, Western Michigan University

VII. South Korean Teachers’ Beliefs About Integrating Technology Into Literacy Instruction
   Sangho Pang, Clemson University
   David Reinking, Clemson University
   Deanna Ramey, Clemson University
   Seryeong Ki, Korea University

VIII. Sponsorship in English Language Arts Teachers’ Literacy Instruction
   Adam Loretto, University of Pittsburgh

IX. Stories Migrate to Reveal Issues of Race, Class and Power With Children: A Review of Theories and Research
   Kimberly McDavid Schmidt, University of Colorado Boulder
X. Student Thinking Processes While Constructing Graphic Organizers of Textbook Content: What Insights Do Think-Alouds Provide?
Deborah Beth Scott, Pennsylvania State University
Mariam Jean Dreher, University of Maryland, College Park

XI. Investigating Text Complexity of Passages Used in Informal Reading Inventories (IRIs)
Yukie Toyama, University of California, Berkeley
P. David Pearson, University of California, Berkeley

3:00 pm - 4:30 pm • SYMPOSIUM
Arts District 1 - Level 2
Reaching Rural Schools: Providing Professional Development Programs in Writing

Chair:
Rebecca Kaminski, Clemson University

Discussant:
Linda Friedrich, National Writing Project

This symposium presents three studies that investigate the challenges inherent in providing geographically dispersed rural schools with professional development in writing, focusing on the obstacles faced and lessons learned in engaging teachers in rural areas, including issues of access. The impact of professional development programs emphasizing long-term university-school partnerships, teacher inquiry, and authentic literacy experiences will be explored, demonstrating ways researchers can partner with underserved K-12 schools through professional development partnerships.

1. Conquering the Divide: Infusing New Literacies into Professional Development for the Common Core State Standards
Sarah Hunt-Barron, Converse College
Kelly N. Tracy, Western Carolina University
Rebecca Kaminski, Clemson University
Emily Smothers Howell, Clemson University

2. What Happens When Students in a Grades 3-5 School Write in Writers’ Workshops?
Jane Hansen, University of Virginia

3. Learning to Write in a Digital Environment: One to One Laptops and Writing Professional Development
Keri R. Franklin, Missouri State University
Angela M. Kohnen, Missouri State University

3:00 pm - 4:30 pm • PAPER SESSION
Cedars - Level 2
Becoming a Teacher of Writing

Chair:
Marla King Robertson, Texas Woman’s University

Discussant:
Vicki McQuitty, Towson University

1. “I Would Teach it if I Knew How”; Secondary Teacher Self-Efficacy in Writing Instruction
Melanie Marie Landon-Hays, Western Oregon University

2. Learning to Become Writers and Writing Teachers: A Case Study of Generative Change in South Africa
Lori Czop Assaf, Texas State University-San Marcos
Elizabeth Steinbach, University of Texas at Austin
Liz Raffe, KWZ-Natal University

3. Re-evaluating the Literacy Professional’s Role: A Collaborative Project Between an Urban School District and Literacy Graduate Candidates on Improving Students’ Persuasive Writing
Ekaterina Midgette, The College of Saint Rose
Stefania Tedesco, Green Island Unified School District
Jillian Caisse, Shenendehowa Central School District

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Deep Ellum A - Level 2
Facing the Realities of Literacy Development for Youth in Urban-Poor School and Community Contexts: A Conversation Circle of Perspectives from the Classroom, Neighborhood, and University

Chair:
James F. Baumann, University of Missouri

This Conversation Circle addresses unique complexities associated with teaching and supporting the literacy development of K-12 youth in urban-poor school and community contexts. Six panelists from diverse backgrounds will offer brief personal statements and share questions they have about their experiences working in urban classrooms, community centers, and churches. The goal for this session is to generate discussion with attendees on exploring practical solutions for promoting literacy and academic achievement of urban youth.
1. Facing the Realities of Literacy Development for Youth in Urban-Poor School and Community Contexts: A Conversation Circle of Perspectives from the Classroom, Neighborhood, and University
   Adrian C. Clifton, University of Missouri
   Veda McClain, Jefferson County Public Schools
   Pamela Ingram, Granny's House
   Lenny Sanchez, University of Missouri
   Ellis A. Ingram, University of Missouri-Columbia

Ethnographic Approaches to Critical Literacy

Chair:
   Ingrid Enniss, Oakwood University

Discussant:
   Holly Johnson, University of Cincinnati

1. A Journey with Roma (Gypsy) Musicians: Taking a Multimodality Lens
   Hsiao-Chin Kuo, Indiana University

2. Place-Making and Affect in Adolescents’ Literacy-Rich Experiences While Hospitalized
   Christian Ehret, Vanderbilt University

Engaging Students and Teachers with Culturally Relevant Mentor Texts

Chair:
   Angie Zapata, The University of Texas at Austin

Discussants:
   Patricia Enciso, The Ohio State University
   Robert T. Jimenez, Vanderbilt University

This alternative session examines ways a culturally relevant mentor text inspires young and not-so-young writers in making connections across texts, content areas, languages, and individual and collective experiences. Four teacher research studies address the questions and responses that emerged while young bilingual students, families and pre-service teachers read the historical novel Sylvia and Aki (Conkling, 2012). Critical encounters with events and characters in the text are central to the narrative and pedagogical analyses.

Presenters:
   Maria E. Franquiz, The University of Texas at Austin
   Minda Lopez, Texas State University-San Marcos
   Antonieta Avila, University of Wisconsin Milwaukee
   Brenda Lewis-Ayala, University of Texas at Austin
   Ilza Garcia, Austin Independent School District
   Kristina Kramer, Austin Independent School District
   Maria Leija-Lara, University of Texas at Austin
   Manuel Martinez, Austin Independent School District

Theoretical Literacies

Chair:
   Sandra M. Webb, Georgia College & State University

Discussant:
   Mark Allen Dressman, University of Illinois at Urbana-Champaign

1. Model for Developing Collaborative Action Research and a Community of Learners through a University Institute Partnership with Harlem and Brooklyn K-8 Teachers
   Jodene Morrell, Teachers College, Columbia University
   Kelly Johnston, Teachers College, Columbia University

   Colleen P. Gilrane, University of Tennessee
   Kathryn Allen, University of Minnesota
   Kelly Ann Boyce, The University of Tennessee, Knoxville
   Margaret Lohr, Wake County Schools
   Kristi D. Swafford, The University of Tennessee

3. Tove Jansson’s ‘The Spring Tune’ as ‘A Spring Dream’: A Freudian Interpretation of Snufkin’s Curious Encounter
   Lindsay Persohn, University of South Florida
Roundtable Session 5C

I. Bilingual Education and the Hizmet Movement
   Yusuf Incetas, University of Illinois, Urbana-Champaign

II. Kindergarten Korean Bilingual Children’s Response to African American Characters in Multicultural Literature: A Case Study
    So Jung Kim, University of Texas at El Paso

III. Language Diversity: The Challenge of Transporting New Ideas into Old Spaces
     Catherine D. Hunter, University of Illinois, Urbana-Champaign

IV. Meaning Making Literacy Practices in Bi/Multilingual Kenyan Rural Primary Schools
    Lydiah K. Kiramba, University of Illinois, Urbana-Champaign

V. Story-ing the Contradiction: The Emergence of an Ethnic Studies Course during an Ethnic Studies Ban
    Timothy San Pedro, The Ohio State University

Complicating Disciplinary Literacy: How Students Across Diverse School Settings Take Up Disciplinary Literacy Practices

Chair:
   Cynthia Greenleaf, WestEd

Discussant:
   Cynthia Greenleaf, WestEd

A focus on linear, skill-based notions of disciplinary literacy has emerged in adolescent literacy research and policy, perhaps due in part to the implementation of the Common Core Standards and emphasis on skill and strategy instruction over the past decade. The overarching purpose of our symposium is to complicate the picture of adolescent literacy development and to shed light on the multiple considerations that educators should bring to the work of disciplinary literacy instruction.

1. “Climbing The Staircase”: The Developing Disciplinary Literacy Practices and Understandings of High Achieving Youth
   Emily Rainey, University of Michigan

2. Relationships between Epistemological Awareness and Authority in Writing
   Michelle Mai Nguyen, University of Michigan

3. Disciplinary Literacy in an Urban Classroom: The Tensions between “Doing School” and Making Historical Connections
   Darin Stockdill, Oakland Schools

Extending the Critical Tradition: Searching for Critical Understandings in Literacy Education

Chair:
   Stephanie Anne Shelton, University of Georgia

Discussant:
   Wendy Williams, Arizona State University

1. Socially Transformative Contexts: Bringing Together Children, Families, and Preservice Teachers to Disrupt the Commonplace
   SueAnn Bottoms, Oregon State University

2. The Crossing Boundaries Podcast: How Adolescent Students Understand and Demonstrate Knowledge in a Critical Pedagogy
   Heather Hurst, University of Pennsylvania

3. Toward Critical Multicultural Literacy in the Classroom: The Teacher’s Practices and the Student’s Reactions
   Bogum Yoon, State University of New York at Binghamton

Academia 101: Navigating the Journey from Graduate Student to Professional

Chair:
   Lorien Chambers Schuldt, Stanford University

In order to support doctoral students to become educational scholars, this alternative format provides a panel of early career professors, post-doctoral students, and administrators working outside academia who will share their insights into navigating the transition from graduate school to professional positions in academia and beyond. They will focus on the demands and opportunities central to their positions, job searches, networking and interviewing, and key aspects of vita building for all levels of doctoral students.
The Influence of Literacy Coaches

Chair: Carolyn Walker Hitchens, Ball State University
Discussant: Nancy Frey, San Diego State University

1. A Systematic Review of Literacy Coaching
   Misty Sailors, The University of Texas at San Antonio
   Sylvia Minton, University of Texas at San Antonio
   Lorena Villarreal, The University of Texas at San Antonio

   Phillip Michael Wilder, Clemson University

3. Junior High School Literacy Coaching: Coaches' Roles and Student Achievement
   Leslie S. Rush, University of Wyoming

Online: Academic and Personal Writing

Chair: Peggy Semingson, The University of Texas at Arlington
Discussant: Charles K. Kinzer, Teachers College, Columbia University

1. Multimodal Scholarship: Academic Writing in Online Spaces
   Rob Simon, University of Toronto

2. Positioning Herself as a Writer: Adolescent Writerly Identities Online and Offline
   Jayne C. Lammers, University of Rochester
   Valerie L. Marsh, University of Rochester

3. How Does Online Discussion in an ESL Writing Class Relate to Academic Writing Development?
   Jeong-bin Park, The University of Texas at Austin

Reading Engagement with Diverse Populations

Chair: Ginger Marie Walker, Virginia Commonwealth University
Discussant: Douglas Fisher, San Diego State University
1. A Case Study Exploring the Reading Engagement of Middle School English Language Learners
   Maria Selena Protacio, Western Michigan University

2. Multiple Dimensions of Korean Adolescents’ Reading Attitudes and Achievement
   Bong Gee Jang, Oakland University
   Michael McKenna, University of Virginia
   Ji Hoon Ryoo, University of Virginia

3. Social Processes of Engaged Reading and Engaged Classrooms
   Gay Ivey, University of Wisconsin-Madison
   Peter Johnston, The University at Albany-SUNY

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Trinity 4 - Level 3

Transformative Literacy: A Historical Perspective on People, Events & Practices that Have Shaped the Present

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

Discussants:
Norman A. Stahl, Northern Illinois University
Yetta Goodman, University of Arizona
E. Jennifer Monaghan, Brooklyn College of The City University of New York

This session is offered to encourage and support historical thinking within literacy studies as a tool for understanding transformational literacy. The proposed session will feature two sets of presenters. The first set will be a group of faculty who will present syllabi from ‘history of literacy’ courses. The second set of presenters will be graduate students from each site who will each present a report on historical research conducted in the course.

1. History of Literacy Instruction
   P. David Pearson, University of California, Berkeley
   James V. Hoffman, The University of Texas at Austin
   James R. King, University of South Florida
   Alanna Rochelle Dail, Syracuse University
   Sue Christian Parsons, Oklahoma State University
   Elizabeth G. Sturtevant, George Mason University
   Michelle Commeys, University of Georgia

2. Reports of Research into the History of Literacy
   Laura Taylor, The University of Texas at Austin
   Jennifer M. Graff, University of Georgia
   Karen Kleppe Graham, University of Georgia
   Karen Sutter Doheney, George Mason University
   Marriam Ewaida, George Mason University
   Sydney Alexia Merz, George Mason University
   Katina B. Kearney, George Mason University
   Fahima Choudhry, George Mason University

   Paul Czuprynski, Syracuse University
   Rachel Dentinger, Syracuse University
   Megan Giehl, Syracuse University
   Andrew Kopp, Syracuse University
   Vanessa Mangowski, Syracuse University
   Hannah Robinson, Syracuse University
   Victoria Puco, Syracuse University
   Sam Dejulio, The University of Texas at Austin
   Leah Duran, The University of Texas at Austin
   Doris Gould, The University of Texas at Austin
   Michiko Hikida, The University of Texas at Austin
   Maria Leija-Lara, The University of Texas at Austin

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Trinity 5 - Level 3

Exploring Youth and Preservice Teachers’ Multimodal Compositions: Tensions, Connections, and Intersections

Chair:
Scott Ritchie, Kennesaw State University

Discussants:
Rachel Karchmer-Klein, University of Delaware
Kristine E. Pytash, Kent State University

In this alternative session, we explore tensions, connections, and intersections among multimodal compositions created by youth and by preservice teachers. First, we showcase compositions created by participants in our research. Second, we describe the theory and context related to these compositions through short presentations describing 5 studies of multimodal composition. After the research presentations, two discussants will respond to the session and to each other, initiating discussion about tensions, connections, and intersections across our work.

1. Implementing Digital Multimodal Composing in an Age of Common Core State Standards
   Sean P. Connors, University of Arkansas

2. “We Created this Flow and It’s All on the Page”: A Comparative Case Study of Urban Adolescents’ Multimodal Composing Processes
   Blaine Smith, Vanderbilt University

3. Investigating Youth Composers’ Production Processes When Making Map Performances
   Nathan Phillips, Vanderbilt University

4. The Multimedia Memoir: Leveraging Multimodality to Facilitate Preservice Teachers’ Writing
   Donna Werderich, Northern Illinois University
   Michael Manderino, Northern Illinois University

5. Remediating Master Narratives of Place With Preservice Teachers
   Ryan M. Rish, Kennesaw State University
Transformative Literacy: Theory, Research, and Design

3:00 pm - 4:30 pm • PAPER SESSION
Trinity 6 - Level 3

Understanding and Developing Strategic Literacy Practices

Chair:
Jennifer Lynn Fox, Southwest Baptist University

Discussant:
George G. Hruby, University of Kentucky

1. An Examination of the Spelling Skills of Middle School Students
   Lisa Marie Bowers, University of Tennessee
   Hannah M. Dostal, Southern Connecticut State University
   Jillian McCarthy, University of Tennessee
   Ilisa Schwarz, University of Tennessee
   Kimberly A. Wolbers, University of Tennessee

2. Metacognitively Aware, Purposeful, and Strategic: What Professors Do as Readers that College Students Would Benefit from Doing
   Marne B. Isakson, Brigham Young University
   Richard L. Isakson, Brigham Young University

3. Recommendations for the Development and Use of Visualizations in Science Literacy Teaching and Learning
   Linda M. Phillips, University of Alberta
   Stephen P Norris, University of Alberta

3:00 pm - 4:30 pm • SYMPOSIUM
Trinity 7 - Level 3

New Directions in Children’s Nonfiction Research

Chair:
Amy Alexandra Wilson, Utah State University

Discussant:
Angie Zapata, The University of Texas at Austin

In this symposium, the three presenters will present new research that pushes the boundaries of what constitutes children’s nonfiction, text complexity, and close, in-depth readings of these texts, including critical readings towards social justice. The authors show that genre is a fluid, socially-based construct, and that reading comprehension is genre specific. The papers, collectively, examine and critique the Common Core State Standard’s constructs surrounding informational texts towards more nuanced uses of these texts in classrooms.

1. Children’s Comprehension of Poetic Nonfiction Picture Books
   Ted Kesler, Queens College, CUNY

2. Children’s Design Thinking While Reading Engineering Texts
   Amy Alexandra Wilson, Utah State University

3. Teachers’ Engagement with Children’s Nonfiction for Critical Literacy and Common Core Goals
   Grace Enriquez, Lesley University

3:00 pm - 4:30 pm • SYMPOSIUM
Victory Park 1 - Level 5

Ensuring High Quality Language and Literacy Instruction for Pre-Kindergarten Children at Risk for Later Reading Difficulties

Chair:
Sonia Cabell, University of Virginia

Discussant:
Marcia Invernizzi, University of Virginia

This symposium presents research reports from three samples of pre-kindergarten (pre-k) children and their teachers to consider important variables and approaches to ensuring that effective instruction is accessible to young children facing early adversity. Decades of research show that the quality of pre-k language and literacy instruction can have substantial effects on children’s later reading. Together, these three reports provide important perspectives on the quality of pre-k instruction and its relation to child learning.

1. The Relationship between Pre-Kindergarten Teacher Knowledge and Beliefs and Children’s Language and Literacy Skills
   Sonia Cabell, University of Virginia
   Anne Henry Cash, Johns Hopkins University
   Bridget Hamre, University of Virginia

2. Assessment of Effective Instructional Practices of Pre-Kindergarten Teachers within a Data-Based Coaching Model
   Tricia Zucker, University of Texas Houston Medical Center
   April Crawford, University of Texas Houston Medical Center
   Jeffrey Williams, University of Texas Health Sciences Center at Houston
   Susan Landry, University of Texas Health Sciences Center at Houston
3. Improving the Early Literacy Skills of Young Children with Disabilities
Laura Justice, The Ohio State University
Jessica Logan, The Ohio State University
Joan Kaderavek, University of Toledo
Jaclyn Dynia, The Ohio State University

Literacy Across the Curriculum and Grade Span: A Reflective, Evidence-Based Discussion
Chair: Rebecca R. Norman, Mount Saint Mary College
Discussant: Kathryn L. Roberts, Wayne State University

Arguably, literacy is not a content area unto itself, but rather part of all content areas, and is genre- and domain-specific (e.g., Lee & Spratly, 2010; Moje, 2008; Shanahan & Shanahan, 2008). The Common Core (CCSSO & NGS, 2010) reflects this stance, calling for integrated literacy and content-area instruction at all levels. In this session, we invite colleagues to examine and interpret evidence, thinking critically about the research on content-area literacy we have and need.

1. Third Graders’ Interpretations of Graphical Devices in Content-Area Texts: In Their Own Words
Kathryn L. Roberts, Wayne State University
Rebecca R. Norman, Mount Saint Mary College

2. Doing More with Less: The Impact on Student Learning of Integrating History, Literacy, and Visual Arts Instruction
Kristy Brugar, Wayne State University

3. Disciplinary Literacy in the Secondary Classroom: The Role of Project-Based Learning (PBL) and Teacher Education
David Gallagher, Mount Saint Mary College
Matt J. Hollibush, Mount Saint Mary College

4. Building the Base of the Pyramid: Health and Nutrition as a Bridge to Home Literacy Practices
Meagan K. Shedd, Plymouth State University

Expanding Expository Text in Elementary Classrooms
Chair: Juliet L. Halladay, University of Vermont
Discussant: Mary F. Roe, Arizona State University

1. Examining the Effects of Combining Narrative and Expository Text on Young Children’s Conceptual Knowledge and Expository Text Comprehension
Lisa O’Brien, Boston University

2. Negotiating Informational Texts in Third Grade Classrooms: A Case of Three Teachers
Stacey Korson, University of Illinois at Urbana-Champaign

3. Dialogic Talk about Non-Fiction Text in a Fourth-Grade Classroom: A Teacher’s Approach to Promoting Student Reasoning and Dialogic Talk During Discussions
Kristin Bourdage Reninger, Otterbein University

Teaching Teachers How to Design Writing Instruction and Assessment to Develop Students’ Fluency
Chair: J. Luciano Beltramo, University of Southern California

This alternative session focuses on methods with secondary, English pre-service/newly-inducted teachers in student writing to develop fluency and accuracy, especially for novice writers. Academic writing receives scant attention in many teacher-education programs, leaving newly inducted teachers uncertain of innovative approaches to instruction and assessment with novice students’ academic writing. Participants will dialogue about sociocultural approaches to writing instruction and assess student samples, applying strategies of “assessing to teach” for use in teacher-education methods courses.

Presenters:
Paula M. Carbone, University of Southern California
J. Luciano Beltramo, University of Southern California
Monique Datta, University of Southern California
Following the Development of Comprehension

Chair:
Ana Taboada Barber, George Mason University

Discussant:
Robert Carpenter, Eastern Michigan University

1. Cross Case Analysis of Social Imagination in Kindergartners’ Wordless Book Readings
   Judith T. Lysaker, Purdue University
   Zaira Arvelo-Alicea, Purdue University
   Elizabeth Hopper, Purdue University

2. Interaction of Readers’ Strategic Processing and Text Characteristics
   Daniel Lee Dinsmore, University of North Florida
   Meghan M. Parkinson, University of North Florida

3. The Relationship between the Quality of Parent-Child Book Reading and Children’s Retelling Skills
   Ying Guo, University of Cincinnati
   Allison Breit-Smith, University of Cincinnati
   Shuyan Sun, University of Maryland, Baltimore County
   Carrie Biales, University of Cincinnati

4:45 pm - 6:00 pm • PLENARY ADDRESS ONE
Trinity 1 - 4, 8 - Level 3

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

I. Distinguished Scholar Lifetime Achievement Award Presentation
   Paula Schwanenflugel, University of Georgia

II. Early Career Achievement Award Presentation
   Diane Lapp, San Diego State University

III. Introduction of Speaker
   Kelly Chandler-Olcott, Syracuse University

IV. Plenary Address: Theorizing Generativity and Operationalizing Research on Transformative Literacies as the Foundation for Meaningful Reform when Preparing Teachers for Diversity in Transnational Contexts
   Arnetha F. Ball, Stanford University
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 1:00 pm and Saturday from 7:30 am - 8:30 am) 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 2013 Conference Chair. These sessions occur concurrently with other Annual Conference sessions, attendance is open to all attendees, and advance registration is not required.

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

BARR/MOSENTHAL HANDBOOK OF READING RESEARCH FUND COMMITTEE
7:30 am - 8:30 am • Deep Ellum A - Level 2

ETHICS COMMITTEE MEETING
7:30 to 8:30 am • Deep Ellum B - Level 2

DOCTORAL STUDENT INNOVATIVE COMMUNITY GROUP (ICG) MEETING
7:30 am - 8:30 am • South Side 2 - Level 3

MULTILINGUAL/TRANSCULTURAL LITERACIES INNOVATIVE COMMUNITY GROUP (ICG) MEETING
7:30 am - 8:30 am • West End - Level 5

EDWARD B. FRY BOOK AWARD COMMITTEE MEETING
7:30 am - 8:30 am • White Rock 1 - Level 5

CYBER CAFE – FRIDAY
8:00 am - 5:00 pm • Parlor Suite 664

ATTENDEE REGISTRATION OPEN
8:00 am - 7:00 pm • Registration & Event Office
Trinity Foyer – Level 3

BOOK DISPLAY/SILENT AUCTION/EXHIBITS OPEN
8:00 am - 5:00 pm • Trinity Foyer – Level 3

JOURNAL OF LITERACY RESEARCH EDITORIAL BOARD DESSERT RECEPTION (INVITATION ONLY)
6:30 pm - 8:30 pm • West End - Level 5

8:45 am - 10:15 am • PAPER SESSION
Arts District 4 - Level 2

Development and Revision of Genre Writing

Chair:
Sara Ann Beach, University of Oklahoma

Discussant:
Kathleen A. J. Mohr, Utah State University

1. Children’s Sense of Informational Language
   Zhihui Fang, University of Florida

2. Effects of Giving Feedback on Fourth and Fifth-Grade Students’ Revision of Persuasive Essays
   Zoi Apostolia-Philippakos, University of Delaware
   Charles MacArthur, University of Delaware

3. It’s A How-To Text: Preschoolers’ Reading and Writing of Procedural Texts
   Lynne M. Watanabe, Michigan State University

8:45 to 10:15 am • ALTERNATIVE FORMAT SESSION
Arts District 5 - Level 2

Toward Transformative Literacy Practices: Ethical and Methodological Issues in Literacy Research

Chair:
Kristen H. Perry, University of Kentucky

This alternative symposium will help researchers think through ethical and methodological issues that arise in various types of literacy research, particularly as applied with marginalized learners, including prisoners, English language learners, and adult learners. Four research issues will be explored: (a) validity in phenomenological research, (b) ethical issues in digital research methodologies, (c) using video data in phenomenological analysis of English learners, and (d) applying discourse analysis to data from English learners.

1. Validity in Phenomenological Research
   William Robert Muth, Virginia Commonwealth University
   Ginger Marie Walker, Virginia Commonwealth University

2. Through the Looking Glass: Accepting the Challenge of Levinas’ Ethics through Digital Research Methods
   Leah Katherine Saal, Arkansas State University

3. Using Video Data in Interpretative Phenomenological Analysis
   Carmela Romano Gillette, Michigan State University
FRIDAY

4. Applying Discourse Analysis with English Learners: Ethical/Methodological Issues
Kristen H. Perry, University of Kentucky
Christine Mallozzi, University of Kentucky

8:45 am - 10:15 am • PAPER SESSION
Cedars - Level 2

Learning About Literacy from African-American and Latino Male Youth

Chair:
Carol J. Delaney, Texas State University-San Marcos

Discussant:
Patricia C. Paugh, University of Massachusetts Boston

1. Students’ Needs and Teachers’ Practice: Teaching and Literacy Instruction for Low-Income Black and Latino Boys
Anne Beitlers, New York University

2. Welcoming Taye: How His English Teacher Embraced an African-American Transfer Student in an Affluent Suburb
Kirsten Dara Hill, University of Michigan-Dearborn

3. The End of Fear: Black and Latino Male High School Students Performing Life Lessons Through Poetry
Yolanda Sealey-Ruiz, Teachers College, Columbia University

1. Creating Opportunities to Read More Connected Text: Parents and Children Reading Together
Lilly Steiner, Monmouth University
Alisa Hindin, Seton Hall University

2. Parent Involvement Program: Building Language and Literacy Skills Through Reading and Play
Lesley M. Morrow, Rutgers, The State University of New Jersey
Samantha Berkule, Marymount Manhattan College
Kellyanne Healy, Rutgers, The State University of New Jersey

3. Tapping the Potential of Male Mentors: “Dads” Read
Susan Dougherty, Rutgers, The State University of New Jersey

8:45 am - 10:15 am • SYMPOSIUM
Deep Ellum A - Level 2

Building Our Capacity to Forge Successful Home-School Partnerships: Programs that Support and Honor the Contributions of Families

Chair:
Susan Dougherty, Rutgers, The State University of New Jersey

Discussant:
Jeanne R. Paratore, Boston University

Research demonstrates that children benefit from collaborative support from families and teachers. Yet, there is often a mismatch between the knowledge of teachers and school personnel about family literacy practices and the kinds of school-based efforts that are most likely to engage families in literacy events consequential for school success. This symposium examines outcomes from three studies of home-school partnerships designed to increase children's early literacy achievement.

1. Standardized Literacy Tests as Predictors of Bilingual Teacher's Performance on Certification Exams
Amabilia V. Valenzuela, The University of Texas at El Paso

2. Challenging Deficit Discourses: Latino/a Preservice Teachers’ Academic Literacies on the U.S-Mexico Border
Luciene Wanderrumere, The University of Texas at El Paso

3. Indigenous Literacy Narratives of Central American Teachers on the U.S-Mexico Border
Brenda O. Fuentes, The University of Texas at El Paso

4. A Latina Teacher Transforms Arabic-Speaking Children's Biliteracy Development through Digital Technologies
Laila Z. Al-Salmi, The University of Texas at El Paso

Multilingual Literacies in the Preparation and Practices of Bilingual Teachers on the U.S-Mexico Border

Chair:
Patrick Henry Smith, The University of Texas at El Paso

Discussant:
Luz A. Murillo, The University of Texas Pan American

The papers in this symposium contribute to broader understanding of multilingual literacies on the U.S-Mexico border by exploring bilingual teacher preparation in higher education and literacy instruction in a pre-school setting. In addition to literacies in Spanish and English, they report on the multilingual literacies of Indigenous teachers and the practices of a Latina teacher of Arabic-speaking children. Each study provides insights into why multilingual literacies matter for teachers and learners in non-dominant communities.
Researching the Potential of the Storytelling and Story-Acting Approach of Vivian Gussin Paley on Young Children's Learning and Literacy: UK and US Perspectives

Chair:
Teresa Cremin, *The Open University*
Discussant:
Eithne Kennedy, *St. Patrick's College*

This symposium explores the learning potential of Vivian Gussin Paley’s approach to story-telling and story-acting. It provides an overview of the differences in the adoption of Paley’s approach in American and British pre-school and kindergarten settings, and, drawing on recent research studies, will examine the findings of these. In so doing it will outline evidence for how a child-centred, play-based learning environment might favour a series of literacy-promoting activities and afford particular benefits for preschoolers.

1. Using a Narrative- and Play-Based Activity to Promote Low-Income Preschoolers’ Oral Language, Emergent Literacy, and Social Competence
   Ageliki Nicolopoulou, *Lehigh University*
2. The Potential of the Helicopter Technique of Storytelling and Story-Acting for Nurturing Young Children's Control and Ownership of Their Literacy Learning
   Teresa Cremin, *The Open University*
3. The Potential of the Helicopter Technique of Storytelling and Story-Acting for Young Children's Multimodal Communication and Literacy Development
   Rosie Flewitt, *Institute of Education*
4. Children’s Personal Stories Captured with an iPad App: Evidence for a New Sense of Self?
   Natalia Kucirkova, *The Open University*
5. ‘Once There Was A Wolf’...: Children’s Collective Meaning Making During Helicopter Technique Storytelling Sessions
   Dorothy Faulkner, *The Open University*
6. The Future of Play and Storytelling in the Emergent Literacy Curriculum: From Paley to the Common Core in Research and Practice
   Patricia Cooper, *Queens College, CUNY*

I. Co-Constructing Communities of Practice in the Science Classroom with Emergent Bilingual Students
   Antonieta Avila, *University of Wisconsin Milwaukee*
II. The Literacy Practices and Academic Identity of Dual Language Learners
   P. Zitlali Morales, *University of Illinois at Chicago*
III. Latina Literacy Teachers’ Ethnolinguistic Identifications and the Impact on Their Relationship With Their Latina/O Students
   Soria Colomer, *University of South Florida*
IV. Rethinking Latina Family Engagement in New Latino Diaspora Contexts: Drawing on Multilingual and Digital Resources
   Silvia Noguero-Liu, *University of Georgia*
V. Assessing Language and Literacy Development in Young Emergent Bilingual Children
   Kwangok Song, *Arkansas State University*
VI. How Writing about Texts is Impacted by Reading Strategies and Comprehension
   Monica S. Yoo, *University of Colorado, Colorado Springs*
VII. Digital Touchstones: Transforming the Composition Process
   Marva Solomon, *Angelo State University*
VIII. Investigating the Disengaged Reading of Middle School English Language Learners
   Maria Selena Protacio, *Western Michigan University*
IX. Conflict, Agency and Accord: A Teacher Educator’s Experience Facilitating an EL-focused Teacher Study Group
   Mary McGriff, *New Jersey City University*

“No One has Ever Asked Me to Tell My Story” — Urban African American Girls’ Use of Out-Of-School Literacies to Understand Gender and Sexual Identity

Chair:
Kattie M. Hogan, *Wayne State University*
Discussant:
Karen M. Feathers, *Wayne State University*

The purpose of the presentation is to explore the ways African American lesbian, bisexual and transgender (LBT) adolescent girls used multimodal literacy strategies in an out-of-school book club to define themselves on their own terms and give voices to experiences that had previously been silenced. Using PechaKucha as the presentation tool, the audience will step into the girls’ lives by looking...
at their collages, masks, drawings, words, and other representations.

“No One has Ever Asked Me to Tell My Story” African American Girls Transforming Gender and Sexual Identities
Candice Marie Moench, University of Great Falls
Kattie M. Hogan, Wayne State University
Poonam Arya, Wayne State University

8:45 am - 10:15 am • PAPER SESSION
Oak Cliff 2 - Level 5

Literacy Teachers and English Language Learning
Chair: Nicole Yvette Strange, Barry University
Discussant: Susan Browne, Rowan University

1. Transforming the Interconnections between Literacy Teachers, ELL Teachers, and Classroom Teachers
Kena Terese Avila, Linfield College
2. Who is Not an ESOL Teacher? An Inquiry into the Layers of Context that Influence Content Area Teachers Pursuing an ESOL Endorsement
Tobie Bass, University of Georgia
3. Diversity Issues in Literacy Teacher Education: Results of a U.S. Survey
Sue Ann Sharma, Oakland University
Abha Gupta, Old Dominion University
Julie K. Kidd, George Mason University

8:45 am - 10:15 am • SYMPOSIUM
South Side 1 - Level 3

Affordances and Constraints of Literacy Tools and Learning: “It Just Depends on What She Gives Us”
Chair: Lynn E. Shanahan, University at Buffalo
Discussant: James R. Gavelek, University of Illinois at Chicago

These studies describe the diverse ways that literacy practices are accomplished and thinking is mediated via instructional practices promoting literacy learning in early childhood contexts. Through these studies we share how the student participants enacted and transformed literacy practices through both material and symbolic mediational tools, which provided both affordances and constraints. The students in these four studies are young learners from different settings whose literacy practices were impacted by social, cultural, and political factors.

1. Embodied Social Interactions of Preschoolers Using iPads: A Multimodal Interaction Analysis
Andrea Tochelli, University at Buffalo
2. The Story of Apple in Kindergarten
Rosa D’Abate, University at Buffalo
3. Literacy Tools and Learning: First Grade Students Acting with Mediating Means
Caroline M. Flury-Kashmanian, University at Buffalo
4. Student Engagement with Medialional Tools in a Literacy Clinic: A Multimodal Examination of Clinician Designed Materials
Tyler W. Rinker, University at Buffalo

8:45 am - 10:15 am • SYMPOSIUM
Trinity 1 - Level 3

Using Making and Work Literacies in the Classroom
Chair: Keri R. Franklin, Missouri State University
Discussant: Elyse Eidman-Aadahl, National Writing Project

For two years, the Writing Project site of a regional Midwestern university has provided professional development to in-service career and technical educators in three contexts: a large, high needs public high school; a
local “maker” conference; and a rural career and technical center. This symposium will report on research conducted in each of these contexts and will argue for the place of “making” and out of school work literacies in the classroom.

1. **The Literacies of Family and Consumer Science**  
   Heather Payne, *Missouri State University*

2. **Making and Technical Writing**  
   Keri R. Franklin, *Missouri State University*

3. **Literacy Initiatives and the Career and Technical Center**  
   Angela M. Kohnen, *Missouri State University*

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**FRIDAY**

8:45 am - 10:15 am • **PAPER SESSION**  
*Trinity 2 - Level 3*

**Technology and Participatory Engagement**

**Chair:**  
Terry S. Atkinson, *East Carolina University*

**Discussant:**  
Ted Hall, *Indiana University*

1. **Critical Participation in Literacy Research through New and Emerging Technologies: A Study of Web Seminars and Global Engagement**  
   Peggy Albers, *Georgia State University*  
   Dennis Murphy Odo, *Georgia State University*  
   Christi L. Pace, *Georgia State University*  
   David W. Brown, Jr., *Georgia State University*  
   Tuba Angay-Crowder, *Georgia State University*

2. **An Historical Review of TPACK: Implications for New Literacies Researchers and Teacher Educators**  
   Jennifer K. Lubke, *University of Tennessee*

3. **The Development of an Instructional Planning Cycle for Technology Integration in Literacy and Language Arts Instruction**  
   Amy Hutchison, *Iowa State University*  
   Lindsay Woodward, *Iowa State University*  
   Beth Beschorner, *Drake University*

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8:45 am - 10:15 am • **PAPER SESSION**  
*Trinity 3 - Level 3*

**Using Professional Development to Transform Schools**

**Chair:**  
Robin D’Ann Johnson, *Stephen F. Austin State University*

**Discussant:**  
Nancy Frey, *San Diego State University*

1. **CLASS™ Scores across Contexts and Time with Professional Development: Teacher-Child Interactions in the Preschool**  
   Carol Vukelich, *University of Delaware*  
   Laura Justice, *The Ohio State University*  
   Martha J. Buell, *University of Delaware*  
   Myae Han, *University of Delaware*

2. **Collaborative Advancement of Reading Education (CARE): A Longitudinal Literacy Professional Development Project in a High-Needs, Urban Elementary School**  
   Seth A. Parsons, *George Mason University*  
   Allison Ward Parsons, *George Mason University*  
   Stephanie L. Dodman, *George Mason University*  
   Melissa R. Pierczynski, *George Mason University*  
   Rebecca Cauvern, *George Mason University*  
   Leila N. Richey, *George Mason University*  
   Erin Marie Ramirez, *George Mason University*

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8:45 am - 10:15 am • **SYMPOSIUM**  
*Trinity 4 - Level 3*

**Multimodality & Multiliteracies: Composing In and Out of School**

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

**Discussant:**  
Ana Christina Iddings Da Silva, *University of Arizona*

Sponsored by Ethnicity, Race, and Multilingualism Committee  
The various contexts where children interact in their communities force us to consider new forms of literacy and how these expand our view of reading and writing to include multiliteracies and multiple modalities. The studies in this symposium take a semiotic approach to describe how literacy processes occur using ‘semiotic resources’ such as oral language, symbols, music, and children’s literacy projects integrating their family and community funds of knowledge.

1. **De Artista a Artista, Writer to Writer: Examining the Multimodal and Multilingual Resources of Young Latino Picturebook Makers**  
   Angie Zapata, *The University of Texas at Austin*

2. **Tirando Fotos’ with Young Children and Their Families to Learn from and about Their Everyday Literacies**  
   Julia Lopez-Robertson, *University of South Carolina*
FRIDAY

3. Digital Touchstones: Transforming the Composition Process
   Marva Jeanine Solomon, Angelo State University

4. Language Arts 2.0: Exploring Pedagogies of Possibility in Culturally Diverse Contexts
   Detra Price-Dennis, The University of Texas at Austin

8:45 am - 10:15 am • PAPER SESSION
Trinity 5 - Level 3

Interactivity and Diverse Literacy Learners

Chair:
   Ana Taboada Barber, George Mason University

Discussant:
   Donald Leu, University of Connecticut

1. Looking Closely at the Digital Literacy Experiences of a Young English Learner
   Sally Brown, Georgia Southern University

   Elizabeth (Betsy) A. Baker, University of Missouri

3. Responses of English Learners During Small-Group Interactive Read-Alouds and Guided Writing: The Role of Oral, Written, and Non-Verbal Response
   Susan King Fullerton, Clemson University
   Sheliah G. Durham, Clemson University
   David Fleming, Clemson University

8:45 am - 10:15 am • PAPER SESSION
Trinity 6 - Level 3

Literacy, Technology, and Classroom Instruction

Chair:
   Mikel Cole, Clemson University

Discussant:
   Gerald Campano, University of Pennsylvania

1. Multimodal Composition for Teacher Candidates: Models for K-12 Classroom Literacy Instruction
   Linda Smetana, California State University, East Bay
   Dana L. Grisham, National University

2. Appreciating the Balance when Attempting to Transform Literacy Teaching and Learning with iPad Devices
   Diane Santori, West Chester University
   Carol Smith, West Chester University

3. Promoting Literacy Skills through Computer-Based Software: How Preference for Reading Materials Can Influence Reading Fluency
   Reginald Arthur D'Silva, University of British Columbia

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Trinity 7 - Level 3

What We Know: Professional Development that Builds Capacity and Sustains Change

Chair:
   KailOnnie Dunsmore, National Center for Literacy Education

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

This PechaKucha structured session brings together scholars, who attend to different aspects of literacy research and work from diverse methodological perspectives, to talk about current knowledge of professional development that builds capacity for sustained improvements in literacy teaching and learning. Highlighting key findings in their own work, they will collectively address themes in the National Center for Literacy Education’s recent survey on the characteristics of American teacher professional development.

Presenters:
   P. David Pearson, University of California, Berkeley
   Douglas Fisher, San Diego State University
   Nancy Frey, San Diego State University
   Elfrieda H. Hiebert, TextProject
   Gina Cervetti, University of Michigan
   Rosario Ordonez-Jasis, California State University, Fullerton
   Nell K. Duke, University of Michigan

8:45 am - 10:15 am • PAPER SESSION
Victory Park 1 - Level 5

Critical Issues in Contemporary Picturebooks

Chair:
   Donna Adomat, Indiana University

Discussant:
   Karla J. Moller, University of Illinois at Urbana-Champaign

1. Using Visual, Literary & Psychological Frameworks to Analyze Children’s Picturebooks about Bullying
   Angela Wiseman, North Carolina State University

2. Representations of Disability in International Children’s Literature
   Donna Adomat, Indiana University
3. The Evolving Collection of Picture Books with LGBT Characters Twenty-Five Years After *Heather Has Two Mommies*
Janine Schall, *The University of Texas at Pan American*

8:45 am - 10:15 am • SYMPOSIUM
Victory Park 2 - Level 5


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

Discussant:
Ellen McIntyre, *University of North Carolina, Charlotte*

The CRIOP is an instructional framework and measurement tool designed to assess and support instruction in seven components of culturally responsive instruction: classroom relationships, family collaboration, assessment, curriculum, instruction/pedagogy, discourse, and socio-political consciousness. This tool has been used in studies conducted in three states to design, implement, and/or evaluate preparation experiences for teachers at multiple career stages. Papers will address the purpose, methods, findings, and implications of these individual projects.

1. The Intersection of Beliefs and Practices: Elementary Teachers’ Self-efficacy, Expectancies, and Implementation of Culturally Responsive Instruction
Susan Chambers Cantrell, *University of Kentucky*
Victor Malo-Juvera, *University of North Carolina-Wilmington*
Rebecca Powell, *Georgetown College*
Pamela Correll, *University of Kentucky*

2. Designing for Culturally Responsive Science through Professional Development
Julie C. Brown, *University of Florida*
Dorene Ross, *University of Florida*

3. Perspectives and Practices of Graduates of an Urban Teacher Residency Program
Katie Tricarico, *James Madison University*

4. New Directions: Integrating the CRIOP Model into Laboratory School Preservice Teacher Preparation
C. Ruth Bosch, *James Madison University*
John C. Almarode, *James Madison University*
Laura Desportes, *James Madison University*

8:45 am - 10:15 am • PAPER SESSION
West End - Level 5

Interrogating Literacy through Body, Drama, and Dilemmas

Chair:
Suzanne Porath, *University of Wisconsin-Madison*

Discussant:
Kathryn Pole, *The University of Texas at Arlington*

1. Interrogating Embodiment: Four Approaches to Understanding the Body
Alex Hoobie Schott, *University of Iowa*

2. Fostering Critical Literacy through Ethnodrama
Sarah Reed Hobson, *SUNY Cortland*

3. Conceptual, Pedagogical, Cultural and Political Dilemmas of Implementing a Literacy Workshop
Suzanne Porath, *University of Wisconsin-Madison*

8:45 am - 10:15 am • PAPER SESSION
White Rock 1 - Level 5

Exploring Language and Literacy in Elementary Classrooms

Chair:
Huili Hong, *East Tennessee State University*

Discussant:
Theresa Roberts, *California State University, Sacramento*

1. An Exploratory Study of the Narrative Production of African American 5th Grade Students
Roszina Danielle Scott, *Indiana University*
Megan Mahowald, *Indiana University*

2. Pushing Back and Moving Forward: Language Practices and Ideologies of Fifth Graders in a Supportive Bilingual Classroom
Jo Worthy, *The University of Texas at Austin*
Leah Durán, *The University of Texas at Austin*
Alina Pruitt, *The University of Texas at Austin*
Molly Trinh Wiebe, *The University of Texas at Austin*
Michiko Hikida, *The University of Texas at Austin*

3. Use Intertextuality to Help Young ELLs’ Construct Learning Complexities in Literacy Practices
Huili Hong, *East Tennessee State University*
FRIDAY

8:45 am - 10:15 am • PAPER SESSION
White Rock 2 - Level 5

Writing Identities, Representations, and Practices

Chair:
Gholnecsar E. Muhammad, Georgia State University

Discussant:
Lauren Freedman, Western Michigan University

1. “I Don’t Like Writing”: A Qualitative Study on the Writing Reluctance of Four Girls
Hannah Chai, Wright State University

2. In Search for a Full Vision: Writing Representations of African American Adolescent Girls
Gholnecsar E. Muhammad, Georgia State University

3. Transformative Vocabulary: Academic Language and Identity in an Urban High School English Class
Scott Storm, Harvest Collegiate High School

10:30 am - 12:00 pm • SYMPOSIUM
Arts District 4 - Level 2

Ubuntu Matters: Locating the “We” within Literacy Communities Including Students with Limited or Interrupted Formal Education (SLIFEs)

Chair:
Bryan Ripley Crandall, Fairfield University

Discussant:
Gerald Campano, University of Pennsylvania

This symposium is designed to highlight research projects including SLIFEs who come from a variety of countries and language backgrounds. Presenters have conducted independent research framed as discourse analysis, writing activity genre research, collective case studies, formative experiments, and ecologically-oriented literacy interventions. Findings suggest how schools and community organizations can provide more equitable access to high-quality literacy instruction for SLIFEs, with a particular focus on how Ubuntu (community) helps to provide transformative literacy success.

1. The Relationship Discourse: Navigating Local Literacies within Global Atrocities
Elizabeth Y. Stevens, Syracuse University

Bryan Ripley Crandall, Fairfield University

3. “Our School is Racist”: Migrant Youth Writing for Empowerment and Agency
Elizabeth C. Lewis, Dickinson College

4. The Creation and Evolution of a Co-teaching Community: How Teachers Learned to Address Diverse Literacy Learning Needs
Kelly Chandler-Olcott, Syracuse University
Janine Nieroda, Syracuse University

5. An Ecological Exploration of a Somali Refugee’s Entrance into English Language Print Literacy
M. Kristiina Montero, Wilfrid Laurier University

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
Arts District 5 – Level 2

“Tech-savvy” Activist, Researcher, Teacher, “Insider” Vulnerable Observer: Exploring Researcher Subjectivities and Positionality in Digital Literacy Research with Culturally and Linguistically Diverse Communities

Chair:
Silvia Nogueron-Liu, University of Georgia

In this alternative session, we will guide discussion and reflection on the multiple positionalities that digital media researchers negotiate in qualitative, ethnographic, and participatory projects with students of color. This session will be led by three researchers who have studied the digital literacy practices of students and families in communities where they are regarded as cultural “insiders, who will discuss the challenges faced balancing multiple roles and positionalities.

Presenters:
Silvia Nogueron-Liu, University of Georgia
Tisha Y. Lewis, Georgia State University
Marva Jeanine Solomon, Angelo State University
Advanced Literacy Practices: From the Clinic to the Classroom

**Chair:**
Earl H. Cheek, *Louisiana State University*

**Discussant:**
Stephan Sargent, *Northeastern State University*

This symposium addresses the multi-faceted nature of literacy clinics from historical perspectives to cutting edge clinical literacy practices that transfer from the clinic to the classroom. It includes elements of designing literacy clinics, models of reading, writing, and multiliteracy practices, technology-based instruction, and frameworks for meeting the diverse needs of students. This current examination of issues and trends in clinical literacy practices is appropriate for novice and experienced educators and researchers alike.

**Presenters:**
- Evan Ortlieb, *Monash University*
- Erica Bowers, *California State University, Fullerton*
- Tammy Ryan, *Jacksonville University*
- Lee Ann Tysseling, *Boise State University*
- Tammy Marsh Milby, *University of Richmond*
- Barbara Laster, *Towson University*
- Wolfram Verlaan, *University of Alabama in Huntsville*
- Theresa A. Deeney, *University of Rhode Island*
- Cheryl Dozier, *University at Albany*

10:30 am - 12:00 pm • SYMPOSIUM
Cedars - Level 2

2. Linguistic Focus Prosody and Reading Fluency
   Paula Schwanenflugel, *University of Georgia*
   Matthew R. Westmoreland, *University of Georgia*
   Rebekah George Benjamin, *Massachusetts College of Liberal Arts*
   Lilly Steiner, *Monmouth University*
   Carolyn Groff, *Monmouth University*

3. The Push for Complex Texts: A Word of Caution Based on an Analysis of Early Readers’ Rate, Accuracy, and Comprehension
   Steven J. Amend, *University of Delaware*
   Kristin Conradi, *North Carolina State University*
   Meghan D. Liebfreund, *North Carolina State University*

Critical Pedagogy and Adult Literacy Instruction in Changing Times

**Chair:**
Laura Eileen Nimmon, *University of British Columbia*

**Discussant:**
Victoria Purcell-Gates, *University of British Columbia*

One of the hallmarks of critical pedagogy is collaborative engagement that takes a critical perspective on the ideological nature of education. In this symposium, we describe how these elements of critical pedagogy are re-articulated and transformed within three different adult literacy research contexts with: (1) learners and educators in adult literacy programs in Japan, (2) adults who live in a small rural community in Western Canada, and (3) US immigrant Latina/os adult ABE learners in California.

1. Adult Literacy and Critical Pedagogy in a Changing Japan
   Erik Jacobson, *Montclair State University*

2. Reading the Word, Reading the World, Reading the Body: A Freirian Approach to Critical Health Literacy
   Laura Eileen Nimmon, *University of British Columbia*

3. How Do You Text Concientizaçäo?: A Study of Critical Pedagogy & Mlearning
   Karla Perez, *University of California, Los Angeles*
Studies of Affect and Emotion in Literacy Practice: Reshaping the Textures of Experience and Learning

Chair:
Ana Christina Iddings Da Silva, University of Arizona

Discussant:
Christian Ehret, Vanderbilt University

In this session we draw on multiple theoretical orientation, including sensory ethnography, Deleuzian rhizomatics, psychoanalytic theory, and sociocultural theory, to understand affect and emotion as they emergent, constructed, and distributed among texts, bodies, artifacts, and places of literacy practice. In diverse contexts of literacy and bi-literacy, we ask how practices of literacy learning are differently illuminated when we understand them as affectively emergent and emotionally laden.

1. Making Place for Literacy: Youth Designing a New Learning Space
Ty Hollett, Vanderbilt University
Kevin Leander, Vanderbilt University

2. Bi-literacy and Emotion: Stories of Immigrant Mothers Re-read by their American Children
Ana Christina Iddings Da Silva, University of Arizona
Alzira Duncan, University of Arizona

3. Moments of Meeting: Learning to Play in the Intersubjective Assemblage of Reading Resistance
Gail Boldt, Penn State University

Roundtable Session 6A

I. TIL Ting at Windmills: Language and Literacy Instructional Techniques in the Age of the Common Core
Anne Gregory, Western Illinois University
Mary Ann Cahill, Boise State University

II. Taking a Risk: How Mentor Texts Invite Adolescent Writers to Try New Composing Practices
Katrina Jansky, The University of Texas at Austin

III. Talking through Text
Greg McVerry, Southern Connecticut State University
Cheryl Dickinson, Southern Connecticut State University

IV. Teaching New Authors: Learning to Identify and Draw on the Strengths in Children's Writing
Detra Price-Dennis, The University of Texas at Austin

Nancy L. Roser, The University of Texas at Austin
Melissa Wetzl, The University of Texas at Austin
Ramon Martinez, The University of Texas at Austin

V. Text Complexity: Measuring Educators’ Knowledge and Implementation
Jodi G. Welsch, Frostburg State University

VI. The Connection between Reading Motivation & Reading Achievement
Sarah Pennington, University of South Florida

VII. The Examination of Secondary Preservice Teachers’ Disciplinary Literacy Knowledge
David Gallagher, Mount Saint Mary College
Matt J. Hollibush, Mount Saint Mary College

VIII. The High-Stakes Literacies of Undocumented, Unaccompanied Immigrant Youth Detained in America
Alexis Cullerton, University of Illinois at Chicago

IX. The Introduction of the Apple iPad: How the Implementation of Different Technologies Influenced Teacher Design of an Extended Day Program
Sarah Solley, SUNY Buffalo

X. Exploring Discursive Tactical Negotiations within Literacy Coaching Interactions
Carolyn Hunt, Illinois State University

XI. The Read Malawi Project: Investigation of the Efficacy of the Program on the Development of L1 and L2 Literacy Achievement
Jaran Shin, University of California, Berkeley
Misty Sailors, The University of Texas at San Antonio
James V. Hoffman, The University of Texas at Austin
Nicola McClung, University of San Francisco
P. David Pearson, University of California, Berkeley

Literacy Interventions

Chair:
Jane Bean-Folkes, Rowan University

Discussant:
Kathy Ganske, Vanderbilt University

1. A Multi-Pronged Approach to Supporting Students’ Literacy Success in Early Elementary Classrooms
Alyssa Boardman, University of Minnesota
Lori Helman, University of Minnesota
2. **Perspective Speaking: Using Echolalic Speech to Elicit Language**
   Hannah M. Dostal, *Southern Connecticut State University*
   Jessica Nina Lester, *Washington State University*
   Kelli Ellenbaum, *Red Door Pediatric Therapy*

3. **Transformative Literacy: How Do We Improve Comprehension Skills in Children with Asperger’s Syndrome and High-Functioning Autism?**
   Gwyn W. Senokossoff, *Florida International University*

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**FRIDAY**

10:30 am - 12:00 pm • PAPER SESSION

**Oak Cliff 2 - Level 5**

### Heteronormativity and the Literacy of Gender

**Chair:**
Christopher B. Crowley, *University of Wisconsin-Madison*

**Discussant:**
Lynn Sanders-Bustle, *University of Southern Mississippi*

1. **Breaking the Silence: Preparing Preservice Teachers to Disrupt Heteronormativity**
   Sara Staley, *University of Colorado Boulder*
   Bethy Leonard, *University of Colorado Boulder*

2. **Disrupting Genderism in Schools: A Critical Analysis of Transgender Trade Books**
   Scott Ritchie, *Kennesaw State University*
   Dudgrick Bevins, *Kennesaw State University*

3. **Examining Teenagers’ (Re)writing and (Re)crafting of Gender Ideologies in the Language of an Online Character Role-Play**
   Stacy Haynes-Moore, *University of Iowa*

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10:30 am - 12:00 pm • PAPER SESSION

**South Side 1 - Level 3**

### Critical Multimodalities in Practice

**Chair:**
Kristine E. Pytash, *Kent State University*

**Discussant:**
Sheri Vasinda, *Oklahoma State University*

1. **Raising Your (photo)Voice: A School-University Partnership Exploring an American Dream**
   Sarah Vander Zanden, *University of Northern Iowa*
   Sarah Montgomery, *University of Northern Iowa*
   Ashley Jorgensen, *University of Northern Iowa*
   Zak Montgomery, *Wartburg College*

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10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION

**Trinity 1 - Level 3**

**Put Your Digital Literacies and Writing Where Your Reading Is: A Call to Examine Our Teacher Education Programs**

**Chair:**
Devon Brenner, *Mississippi State University*

This alternative session will engage participants in activities and critical conversations on commitments to reading, writing and digital literacies in teacher education programs. The session will: share a framework for teacher education beyond reading; share data suggesting writing and digital/information literacies receive less attention; invite participants to investigate their own institutions;
facilitate reflection on findings and implications for teacher preparation. Key points will be collected and a summary of session disseminated following the conference.

Presenter:
Kevin Dupre, Athens State University

10:30 to 12:00 pm • SYMPOSIUM
Trinity 2 - Level 3
Supporting Underserved Latina/o Adolescents' Writing within a Multimodal, Web-Based Intervention Multicultural Setting

Chair:
Charles K. Kinzer, Teachers College, Columbia University

Discussant:
Aaron Chia Yuan Hung, Adelphi University

We report third-year findings of an IES-funded intervention to improve Latina/o adolescents’ academic writing by developing/testing a theoretically grounded web-based space. The environment is bilingual and based on an anchored instruction model incorporating a STEPS+G mnemonic that facilitates exploration/understanding of content. Multilayered data-sets, including videotaped instructional sessions using the online system in two Bronx schools, show emergent bilinguals collaborating on and offline, using translanguaging to accomplish tasks, and positively applying STEPS+G elements in their writing.

1. Examining the Collaborative and Covert Practices of Adolescent Emergent Bilinguals in an Online Writing Intervention
   Briana Ronan, Teachers College, Columbia University
   Jean Kim, Teachers College, Columbia University
2. Emergent Bilinguals’ Translanguaging During Online Task-Activities
   Jo Anne Kleifgen, Teachers College, Columbia University
   Andrea Lira, Teachers College, Columbia University
3. Emergent Bilinguals’ Use of Embedded Scaffolds to Construct Text in an Online Writing Space
   Andrea Lira, Teachers College, Columbia University
   Briana Ronan, Teachers College, Columbia University
   Charles K. Kinzer, Teachers College, Columbia University

10:30 to 12:00 pm • SYMPOSIUM
Trinity 3 - Level 3
Transformative Multimodal Literacies with Young Children

Chair:
Margaret Vaughn, University of Idaho

Discussant:
Jerome C. Harste, Indiana University

The theme of the conference invites researchers to consider transformative literacy practices and ways of researching. This panel explores transformative multimodal literacy teaching and learning in three early childhood contexts. We argue that the literacy practices we witnessed provide spaces to value children’s voices, identities, agentic moves, and play-like-ways of doing literacies. Our research studies also demonstrate transformation through the application of theories and methodologies not traditionally used to study early childhood literacy.

1. The Possibility of Place: Literacy and Multimodality in a Rural Kindergarten
   Margaret Vaughn, University of Idaho
2. “Go Be a Writer”: Materials and Time/Space as Discourses in Literacy Learning
   Candace Kuby, University of Missouri
   Tara Gutshall, Columbia Public Schools
   Jessica Kirchhofer, University of Missouri
3. “There’s Nothing That Booms:” Tension, Collaboration, and Multimodality in the Print-Centric Classroom
   Nicholas E. Husbye, University of Missouri - St. Louis

10:30 am - 12:00 pm • PAPER SESSION
Trinity 4 - Level 3
New Media, Adolescents, and Identity

Chair:
Marcy Zipke, Providence College

Discussant:
Natasha Heny, University of Virginia

   Mary Frances (Molly) Buckley, Cleveland State University
2. “In Average Range” Offline, but Struggling to Construct Meaning Online: Lessons Learned
   Sarah Michelle Schira Hagerman, Michigan State University
Intercultural Understanding through Global Children’s Literature

Chair:
Kathy G. Short, University of Arizona

Discussant:
Kathy G. Short, University of Arizona

The development of intercultural understanding is becoming a necessity. This symposium focuses on global children’s literature as an educational tool for developing intercultural understanding. Three research projects look specifically at the educators, the texts, and the readers.

1. Developing Intercultural Competence through Global Literature and Educator Study Groups
Susan Corapi, University of Arizona

2. Cross-Cultural Issues in Translating Children’s Literature
Mi-Kyoung Chang, University of Arizona

3. Constructing Intercultural Understanding through Translated Children’s Literature
Ke Huang, University of Arizona

Big Theory in Literacy: Still Transformative after All These Years?

Chair:
George G. Hruby, University of Kentucky

Discussant:
James Cunningham, University of North Carolina at Chapel Hill

In this PechaKucha-based alternative session, we propose to interrogate the current state of “Big Theory,” or meta-theory, in literacy education scholarship with a particular focus on how it has transformed literacy research and practice in the past, and what role, if any, it might play in the future, particularly regarding issues of equity and justice in and through literacy education.

1. Is Big Theory in Literacy Passé, or Just Running Late?
George G. Hruby, University of Kentucky

What Specialized Literacy Professionals Need to Know and Be Able to Do: Voices from the Field

Chair:
Jack Cassidy, Texas A&M University-Corpus Christi

Discussant:
Laurie Elish-Piper, Northern Illinois University

Three essential questions about the role of specialized literacy professionals are addressed: What preparation would have better prepared them for their roles? What skills, knowledge, and aptitudes do they see as essential to success? What major challenges do they face and what are the positive aspects of their roles? Qualitative data from a national survey of specialized professionals are analyzed. A discussant will address policy and practice issues.

1. Preparing Specialized Literacy Professionals for their Complex Roles
Diane Kern, University of Rhode Island
Rita M. Bean, University of Pittsburgh

2. Specialized Literacy Professionals: Challenges and Positive Aspects of Their Roles
Virginia Goatley, University at Albany
Barbara A. Marinak, Mount St. Mary’s University
Rebecca Benjamin, University at Albany

3. What Specialized Literacy Professionals View as Essential to Their Success
Elizabeth G. Sturtevant, George Mason University
Kristine Calo, Hood College
Melissa R. Pierczynski, George Mason University
10:30 am - 12:00 pm • PAPER SESSION
Victory Park 1 - Level 5

Forming Expanded Notions of Literacy: Beyond a Paradigm of Reading and Writing

Chair:
Kirsten Dara Hill, University of Michigan-Dearborn

Discussant:
Kara L. Lycke, Illinois State University

   George Lovell Boggs, Florida State University

2. Word Generation Randomized Trial: Discussion Mediates the Impact of Program Treatment on Civic Participation
   Alex Lin, University of California, Irvine
   Joshua F. Lawrence, University of California, Irvine

3. The Map and the Street View: Transforming our Vision of Literacy
   Margaret Mackey, University of Alberta

10:30 am - 12:00 pm • PAPER SESSION
Victory Park 2 - Level 5

Understanding Developmental Word Knowledge Across Groups

Chair:
Wendy Williams, Arizona State University

Discussant:
Kathleen Marie Alley, Mississippi State University

1. The Contribution of Morphological Knowledge to 7th Grade Students’ Reading Ability
   Kouider Mokhtari, The University of Texas at Tyler
   Joanna Lynn Neel, The University of Texas at Tyler
   Abbey Matatall, The University of Texas at Tyler
   Andrea Richards, The University of Texas at Tyler

2. Transformative Literacy: Two Adolescent Songwriters’ Self-Sponsored Writing Practices
   Wendy Williams, Arizona State University

10:30 am - 12:00 pm • ALTERNATIVE FORMAT SESSION
White Rock 1 - Level 5

From Workshop to Playshop: Changing Literacies in Young Children’s Collaborative Storying, Play, and Media Production

Chair:
Karen Wohlwend, Indiana University

What happens when young children story together, produce digital films, and collaborate around a played text in literacy playshops, classrooms where teachers encourage play and filmmaking as productive literacies and use children's popular media interests as literacy resources? Participants will circulate among five conversational circles to view and discuss video vignettes from ethnographic research on play-based literacy curricula designed to encourage young children to collaboratively author their own videos and to transform popular media texts.

1. Modal Complexity in Young Children’s Collaborative Play, Storying, and Media Production
   Karen Wohlwend, Indiana University
2. Negotiating Meanings with an Expanded Tool Set: Young Children Co-Author a Storyboard for Film Production
   Beth Anne Buchholz, Indiana University
3. A Tale of Two Storyboards: Textual and Embodied Resources for Literacy
   Linda Coggin, Indiana University
4. Invited to Play through Popular Media: Poverty, Race and Social Circles in Preschool
   Christy Wessel Powell, Indiana University
5. “You Wouldn't Understand What We're Doing;” Modal Layering as Creative Literacy Practice
   Nicholas E. Husbye, University of Missouri-St. Louis

Exploring Identity and Language Connections

Chair: Patriann Smith, University of Illinois at Urbana-Champaign
Discussant: Lara J. Handsfield, Illinois State University

1. The Language Learning Project: The Role of Cultural Sponsorship, Motivation, and Sense of Self In Becoming Literate in a Language
   Anke J. Z. Sanders, University of Texas at Austin
   Diane L. Schallert, The University of Texas at Austin
   Jeong-bin Park, The University of Texas at Austin
2. Found in Translation: Negotiating Identity and Agency through Collaborative Translation
   Mikel Cole, Clemson University
   Samuel David, Vanderbilt University
3. Preservice Teachers’ Approximations of Literacy Instruction During a Multilingual, Multimodal Field Experience
   Aimee Frier, University of South Florida
   Jenifer Schneider, University of South Florida
   Patriann Smith, University of Illinois at Urbana-Champaign

Roundtable Session 6B

11:20 am - 12:00 pm • ROUNDTABLE SESSION
Katy Trail - Level 2

I. The Literacy Moment: A Theory for Understanding the Transactional Nature of Literacy Motivation for Young Mothers in Ireland
   Heidi Davey, Northern Illinois University
II. The Quality of Reading Recovery Students’ Writing Compared to Average Writers
   Hwewon Kim, The Ohio State University
   Lea M. McGee, The Ohio State University
III. The Vocabulary Gap: A Review of the Research on Socio-economic Status and Vocabulary Development
    Joanna Newton, George Mason University
IV. Transformation Within a Department: An Exploration of a Department Chair’s Vision and Collaboration with a Colleague to Implement Writer’s Notebooks
    Caron M. St. Onge, The University of Texas at Austin
V. Transformation of Literacy Practices: A Longitudinal Study of Teachers in Their First Years
   Amy D. Broemmel, University of Tennessee
   Betty S. Blanton, Roane County Schools
   Elizabeth A. Swaggerty, East Carolina University
VI. Transformative Digital Writing: Exploring a Social Justice Curriculum in Two Second-Grade Classrooms
   Rebecca S. Anderson, University of Memphis
   Therese K. Barb, University of Memphis
   Jessica S. Mitchell, University of Memphis
   Rachael F. Thompson, University of Memphis
VII. Transformative Literacy Curriculum: Teachers Learning about LGBTQ Young Adult Literature
     Julie Warner, Teachers College, Columbia University
VIII. Transforming Graduate Literacy Education to Meet the New Realities
      Andrea Bartlett, University of Hawaii at Manoa
IX. Transforming Literacy Practices: Tablet Integration as a Means of Access and Possibility
     Faryl Kander, Oklahoma State University
     Sheri Vasinda, Oklahoma State University
**FRIDAY**

**12:00 pm - 1:00 pm • STUDY GROUPS**

**Adult Literacy Research Study Group** • *Arts District 5 - Level 2*

**Graphic Novels in Education** • *Deep Ellum A - Level 2*

The purpose of this study group is to address the need for the formulation and dissemination of empirical research studies about using graphic novels in literacy education. The combination of words and images used in the sequential art media found in graphic novels offer a complex, and up to now under-theorized, platform of study. Our ultimate goal is to create and support work to develop a research base regarding graphic novels in literacy education.

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

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**Teacher Education Research Study Group (TERSG)** • *Deep Ellum B - Level 2*

**Critical Witnessing: Envisioning Safe Spaces for Critical Conversations** • *Greenville Avenue - Level 2*

Those working with youth who have survived trauma have undoubtedly been witnesses to strands of testimonial narratives. However, high stakes testing, common core standards, and district curriculum leave little room for classrooms to handle these stories. We take up critical witnessing - “a self-conscious attention to both connection and difference between one’s own and others’ testimonies” - as a conceptual lens in our work, anticipating how it may promote resiliency for students and transform pedagogy.

**Presenters:**
Elizabeth Dutro, University of Colorado Boulder
Michael Wenk, University of Colorado Boulder
Michael Dominguez, University of Colorado Boulder
Mary Ellen Miller, Vanderbilt University

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**Transnationalism in 21st Century Schools: Multilingual/Transnational Literacies Study Group** • *Oak Cliff 1 - Level 5*

The purpose of this study group is to generate a discussion that will explore the complex ways that issues of culture and language intersect for an increasingly multilingual and multicultural student population in U.S. schools and beyond. By transnationalism we mean the movement of people, media, language, and goods between distinct nation states, particularly that which flows in both directions and is sustained over time.

**Presenters:**
Judson Laughter, University of Tennessee
Robert J. LeBlanc, University of Pennsylvania
Tracey L. Kumar, Southeastern Louisiana University

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**Doctoral Students' ICG series: The Publication Process** • *Oak Cliff 2 - Level 5*

The 2013 DSCIG Study Group series will focus on the publication process. Topics will include: From Dissertation to Publications with Dr. Leigh A. Hall (Wednesday); The Path from LRA Presentation to *Journal of Literacy Research* Publication with Drs. Patricia L. Anders and David B. Yaden, Jr. (Thursday); The Publication Process for *Reading Research Quarterly* with Drs. Linda B. Gambrell and Susan B. Neuman (Friday); and the annual Sara Bruce McCraw Doctoral Student Networking Session (Saturday).

**Presenters:**
Leigh A. Hall, University of North Carolina at Chapel Hill
Patricia L. Anders, University of Arizona
David B. Yaden, Jr., University of Arizona
Linda B. Gambrell, Clemson University
Susan Neuman, University of Michigan

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**Writing Research Study Group: Early Writing and Teachers of Early Writers** • *South Side 1 - Level 3*

It is essential for writing instruction to support monolingual and bilingual writers, and for teachers to be provided with clear guidance about how to develop students’ writing competences. Early writing research often emphasizes the development of skills, but writing is far more complex that the application of orthography and writing fluency. The focus of this study group is on research on early literacy instruction for supporting young children’s writing teachers’ approaches.

**Presenters:**
M. Susan Burns, George Mason University
Julie K. Kidd, George Mason University
Doug Kaufman, University of Connecticut
Ekaterina Midgette, The College of Saint Rose

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**Narratives and Counternarratives: Critical Race Theory, LatCrit, and AsianCrit** • *South Side 2 - Level 3*

We, Critical Race Theory (CRT) group members, are committed to learn about and approach our racial others in our K-12 and college classrooms. This is why we continue our racial discussions at LRA. We must: 1) create racial harmony in light of moving racial discussions forward; and 2) strive to hear all (counter)narratives and learn to accept racial others. Because, our future depends on us to create racial harmony not animosity.

**Presenters:**
Judson Laughter, University of Tennessee
Robert J. LeBlanc, University of Pennsylvania
Tracey L. Kumar, Southeastern Louisiana University
Digital Texts and Tools: Potential Uses, Assessments, and Methodologies for the Literacy Educator and Researcher · Trinity 1 - Level 3

This study group will bring together those interested in researching, investigating, and practically implementing 21st Century literacy skills through the application of Web 2.0 tools in the literacy classroom. This study group will be arranged to highlight one type of Web 2.0 tool each day with a focus on application, assessment, and research methodologies.

Presenters:
Katina Zammit, University of Western Sydney
David M. Lund, Southern Utah University
Greg McVerry, Southern Connecticut State University
Joan A. Rhodes, Virginia Commonwealth University
Karen E. Smith, University of Manitoba
Jonathan T. Bartels, University of North Carolina at Chapel Hill

Approaches to Video Data Analysis in Literacy Research · Trinity 2 - Level 3

Our study group is designed to better understand the cognitive and social complexities of literacy through video analysis. We welcome individuals who are just beginning to explore how video data might enrich their own areas of research as well as those who have collected video data and are hoping to generate innovative ideas for organizing, analyzing, and sharing their data with others.

Conducting and Publishing Formative Experiments · Trinity 3 - Level 3

This study group presents and discusses a framework that has guided several formative experiments published in top literacy journals. The framework consists of questions that provide conceptual coherency to guide data collection, analysis, and reporting along with phases for conducting and reporting experiments. Participants will critique and comment on the framework in relation to their previous, in-progress, or contemplated research. The intent is to seek consensus and to increase rigor and the odds for publication.

Presenters:
David Reinking, Clemson University
Deanna Ramey, Clemson University

Response to Intervention: Theory, Research, and Reform of RTI as Transformative Process in an Age of Reform · Trinity 7 - Level 3

This study group focuses on RTI Theory, Research, and Reform and how LRA members can expand strategic opportunities critiquing RTI to ensure that it is a transformative process that acknowledges the ways that culture, knowledge, and languages intersect and affect the implementation of RTI. Topics to be discussed include areas such as: RTI and Common Core, Misconceptions, and the role of LRA members in setting transformative policy in an age of reform and accountability.

Living the Writerly Life in Academia · Trinity 6 - Level 3

Flourishing in academia is no small feat. Best practices in writing are often neglected as faculty struggle to balance competing demands on their time. This study group explores and offers models of support for being successful in living the writerly life in academia.

Presenters:
Elizabeth A. Swaggerty, East Carolina University
Terry S. Atkinson, East Carolina University
Robin R. Griffith, Texas Christian University
Johna L. Faulconer, East Carolina University

Approaches to Discourse Analysis · Victory Park 1 - Level 5

The Approaches to Discourse Analysis Study Group has two purposes: to develop publications (e.g., articles) and to support researchers of all experience levels with discourse analysis research in literacy. In 2013, we will continue the discussion of the publications and collaborations by further exploring the relationship between methodology, theoretical framework, and the educational projects we take on in our work as literacy researchers and teacher researchers.

Word Study Study Group · West End - Level 5

Facilitators share their research and guide the discussion among attendees. The topics over the days include: 1) Word Study with Struggling Readers: Assessment, instruction, online tutoring and mentoring, RTI, vocabulary learning; 2) Word Study Research Designs: Methodologies,
pitfalls and mistakes that researchers make in developing assessments, validations, and large scale testing of orthographic knowledge. How is growth measured? and 3) CCSS and Word Study: Vocabulary, assessment items, vocabulary instruction, academic language, English learners, foundational instruction

Presenters:
LaTisha Hayes, University of Virginia
Marcia Invernizzi, University of Virginia
Dianna Townsend, University of Nevada, Reno
Kristin M. Gehsmann, Saint Michael's College

1:15 pm - 2:45 pm • PAPER SESSION
Arts District 4 - Level 2

Exploring Preservice Teachers’ Beliefs about Reading, Writing, and/or Argumentative Discourse

Chair:
Lisa Zawilinski, University of Hartford
Discussant:
Lisa Zawilinski, University of Hartford

The papers in this session examine different facets of preservice teachers’ habits, attitudes, and beliefs about literacy and literacy teaching and learning.

1. Four Preservice Teachers’ Understanding of Argumentative Discourse
Manya Lisa Chappell, Mississippi State University

2. The Peter Effect Revisited: A Study of the Reading Habits and Attitudes of College Students
Tony Applegate, Holy Family University
Mary D. Applegate, St. Joseph’s University

3. Impact of a Writing for Elementary Educators Course on Preservice Teachers’ Writing, Attitudes, and Plans for Future Writing Instruction
Vicki McQuitty, Towson University

1:15 pm - 2:45 pm • SYMPOSIUM
Cedars - Level 2

Authoring Signs of Ourselves: Multimodal Composing across Multiple Contexts

Chair:
William Kist, Kent State University
Discussant:
Kristien Zenkov, George Mason University

The goal of this symposium is to explore how autobiographical multimodal compositions afford students opportunities to represent their lived experiences and literacy identities. Three studies will be presented that focus on autobiographic multimodal compositions in different classroom settings. This symposium stands to share the possibilities and challenges for teaching, learning, and literacy when classrooms and schools avail themselves to the range of modes and media available to them.

Katherine E. Batchelor, Kent State University
William Kist, Kent State University
Melanie Kidder-Brown, Kent State University

2. “It’s My Pride:” Youths’ Composing and Identities in a Juvenile Detention Facility
Kristine E. Pytash, Kent State University

3. “Language is More Than Just Words”: Multimodal Explorations of Language, Culture, and Identity in a High School Humanities Classroom
Mary Frances (Molly) Buckley, Cleveland State University

Discoursing: Literacy and Technology

Chair:
Vaughn W. M. Watson, Teachers College, Columbia University
Discussant:
David Bloome, The Ohio State University
Discussing Discussants at the LRA Conference: How to Get One, How to Be One, How to Leverage One

Chair:
    Kelly Chandler-Olcott, Syracuse University

This alternative session takes the position that discussants can help promote high-quality intellectual discourse about literacy research, while acknowledging valid criticisms about how the role is sometimes enacted. Through a series of short presentations, case studies of interactions with discussants, and conversation with audience members, we hope to generate dialogue within LRA about the varied ways members might secure, be, and leverage discussants to enhance scholarship during the annual meeting and beyond.

1. Why We Still Need Discussants
   Kelly Chandler-Olcott, Syracuse University

2. How to Get a Discussant
   Elizabeth C. Lewis, Dickinson College

3. How to Be a Discussant
   Maria E. Franquiz, The University of Texas at Austin
   George G. Hruby, University of Kentucky
   William Ian O’Byrne, University of New Haven

4. How to Leverage a Discussant
   Jen Scott Curwood, University of Sydney
   Jayne C. Lammers, University of Rochester
   Alecia Marie Magnifico, University of Illinois at Urbana-Champaign

5. Extending the Conversation
   Jill Kedersha McClay, University of Alberta

A Connected Learning Approach to Transformative Literacy

Chair:
    Andrea Bien, University of Colorado Boulder

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

Through the papers presented in this symposium we argue for taking a connected learning (Ito et al., 2013) approach to transformative literacy. Connected Learning is defined as learning that is socially connected, interest-driven, and oriented towards educational and economic opportunity. We address connected learning and transformative literacy across online and offline networks, activities and relationships. Our work centers on collaborations among the researchers and Latino youth and families, and the online practices of youth.

1. Connected Learning and Transformative Literacy in a Professional Wrestling Fan Community
   Crystle Martin, University of California, Irvine

2. Connected Learning and Syncretic Pedagogies: Leveraging Everyday Knowledge and Literacy Practices to Address Complex Social and Scientific Problems
   Lisa Hope Schwartz, University of Colorado Boulder
   Kris Gutierrez, University of Colorado Boulder

3. Photographing Values: Family Photography, Dialogue, and Agency in Connected Learning
   Michael Dominguez, University of Colorado Boulder
   Lisa Hope Schwartz, University of Colorado Boulder
   Daniela DiGiacomo, University of Colorado at Boulder

   Daniela DiGiacomo, University of Colorado at Boulder
   Kris Gutierrez, University of Colorado Boulder
   Lisa Hope Schwartz, University of Colorado Boulder

Story as Meaning-Making in Early Childhood Education

Chair:
    Julia Lopez-Robertson, University of South Carolina

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

Story is a mode of knowing, one of the primary ways in which we think and construct meaning from our experiences. This symposium focuses on research conducted within a framework based on story and funds of knowledge and a focus on family/school partnerships. These studies examine the understandings, obstacles, and transformations that occur when a conceptual understanding of story is integrated into teacher education courses and early childhood classrooms.

1. Developing Understandings of Story as Curriculum
   Dorea Kleker, University of Arizona

2. Connecting to Funds of Knowledge through Story
   Kathy G. Short, University of Arizona

3. Building Intercultural and Global Understanding through Play and Story
   Maria V. Acevedo, University of Arizona
FRIDAY

1:15 pm - 1:55 pm • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable 7A

I. Transforming Perceptions of Literacy through Response to a Graphic Novel
   Janelle B. Mathis, University of North Texas
   Yi-Ping (Ruby) Wang, University of North Texas
   Barbara Stone, University of North Texas
   Joy Blackwell, University of North Texas
   Jayne Ann Doneisky, University of North Texas
   Laura E. Slay, University of North Texas

II. Transforming Preservice Teachers through “New Nonfiction”
    Sharon O’Neal, Texas State University-San Marcos
    Abby Brady, Education Service Center, Region XIII

III. Transforming Teachers and Teaching through Individual Professional Development Opportunities
     Amy D. Broemmell, University of Tennessee
     Kristi D. Swafford, The University of Tennessee

IV. Transforming Digital Literacies: What Online Lesson Plans Tell Us about Digital Media and Literacy as Learning Tools for the 21st Century
    Maryellen Ohrnberger, Arizona State University
    Elisabeth Hayes, Arizona State University

V. Two Teacher Educators Transform Their Content Area Literacy Courses to Include a Disciplinary Literacy Focus
    Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa
    Elizabeth Petroelje Stolle, Grand Valley State University

VI. Understanding the Relationship of Multiple Modes of Communication through the Look to Learn Project: A Study of the Interplay of Visual Art, Talk, and Writing
    Carolyn Walker Hitchens, Ball State University

VII. Up-Scaling a Collaborative Professional Development Intervention to Improve Literacy Outcomes in High-Poverty Elementary Schools: Outcomes for Year One
    Eithne Kennedy, St. Patrick’s College
    Gerry Shiel, St. Patrick’s College, Dublin
    Maria O’Rourke, St. Patrick’s College

VIII. Using Global Literature and Developing Global Awareness: A Teacher Study Group
     Karla J. Moller, University of Illinois at Urbana-Champaign

IX. Using Literacy-Based Approaches in Mathematics Preservice Teacher Education: Thinker-Doer Problem Solving as Dialogic Practice
     Kristy L. Dunlap, James Madison University

1:15 pm - 2:45 pm • SYMPOSIUM
Oak Cliff 1 - Level 5

Conceptualizing, Identifying, and Leveraging Resources for ELLs’ Literacy Learning

Chair:
   Kate Brayko, University of Montana

Discussant:
   Sara Nachtigal, University of Washington, Seattle

With ‘resources’ as a unifying thread, presenters will share frameworks and findings from inquiries in a variety of ELL learning contexts (dual language immersion program, community-based afterschool program, mainstream elementary school, and secondary content area classrooms). Collectively, the papers call for the field to think broadly and strategically about resources that can be leveraged for learning, and better understand some of the factors that constrain the full utilization of these resources.

1. Dual Language Teachers’ Use of Conventional, Environmental, and Personal Resources to Support Oral Academic Language Development
   Audrey Lucero, University of Oregon

2. Recognizing Resources across Borders: Student and Community Strengths as the “Stuff” of Instructional Intervention
   Kate Brayko, University of Montana

3. Partnerships with ELL Coaches: How Mainstream Teachers Leverage Human Resources inside an Elementary School
   Kerry Soo Von Esch, University of Washington

4. The ELL Facilitator as a Resource for Developing Mainstream Secondary Teacher Capacity
   Felice Atesoglu Russell, Kennesaw State University
Current Issues in the Preparation of Preservice Secondary Teachers

Chair: Carol D. Wickstrom, University of North Texas
Discussant: Nora A. Vines, Appalachian State University

The three papers in this session explore contemporary issues in the preparation of preservice secondary teachers. One paper explores the transformative potential of multimodal composing with preservice teacher candidates. A second paper examines how to prepare preservice teachers to work with the Common Core State Standards. The final paper examines how preservice teachers use web sources in their work as educators.

1. Addressing the ‘Shift’: Preparing Preservice Secondary Teachers for the Common Core
   Steve Hart, California State University, Fresno
   Stephanie M. Bennett, Mississippi State University

2. How Do Preservice Secondary English Teachers Identify Web Sources for Their Lesson Planning? A Think-Aloud Study
   Byeong-Young Cho, Iowa State University
   Lindsay Woodward, Iowa State University

3. The Transformative Potential of Multimodal Composing with Preservice English Teachers
   Lindy Louise Johnson, University of Georgia

Identity, Meaning-Making, and Comprehension Instruction

Chairs:
Leigh A. Hall, University of North Carolina at Chapel Hill
Lara J. Handsfield, Illinois State University

Discussant:
Kathleen Mary Collins, Pennsylvania State University

Because learning transforms both what people know and who they are as knowers, making meaning is tied up with making identities. However, virtually no studies have explicitly explored comprehension instruction and identity. This 90-minute alternative format session foregrounds research from different theoretical perspectives and instructional contexts that examine comprehension instruction, identity, and meaning-making.

   Lara J. Handsfield, Illinois State University

2. Becoming Active, Engaged, Agentive Readers
   Emily Whitecotton, University of South Carolina
   Deborah Ann MacPhee, Illinois State University

3. Comprehension, Identity, and Critical Literacy Teaching: Two Teachers Making Meaning of Children’s Literature
   Grace Enriquez, Lesley University

4. Changing Identities, Silencing Voices: Navigating the Complex World of Adolescent Reading Identities and Peer Relationships
   Leigh A. Hall, University of North Carolina at Chapel Hill

Digital Rhetoric: Transformative Contexts for Composing

Chair:
Dana Wilber, Montclair State University

Discussant:
Sean P. Connors, University of Arkansas

This session explores the issue of audience in five studies of new media composing contexts (blogs, social media, a television broadcast, virtual posters, and podcasts). The researchers, from K-12 and college contexts, will present data for consideration in discussion groups. After small groups consider the data presented, session participants will combine for a whole group discussion of how audience matters in new contexts for composing, and how our findings address the conference theme.

1. Digital Rhetoric: Transformative Contexts for Composing
   Julie Warner, Teachers College, Columbia University
   Dana Wilber, Montclair State University
   Rachel Karchmer-Klein, University of Delaware
   Michael Ayers, University of Iowa
   Korina Jocson, Washington University in St. Louis
Reading and (Re)Writing the World: Teacher Education for Transformative Literacies

Chair:
Nathan Phillips, Vanderbilt University

Discussant:
Nathan Phillips, Vanderbilt University

The presentations in this symposium offer perspectives on engaging preservice teachers in transformative literacies. Whether helping preservice teachers read students' worlds from an asset perspective, critically interrogating multimodal texts, engaging in a sociopolitical analysis through a lens of power and privilege, or re/writing the world through text production and taking agency for justice, teacher educators deploy a range of literacies that have the potential to disrupt hegemonic discourses and create possibilities for social change.

1. Teacher Identity and Agency in a Critical Literacies Course
   Scott Ritchie, Kennesaw State University

2. Finding the Need for Critical Pedagogy through Individualized Literacy Instruction in One-on-One Literacy Education
   Christopher Hansen, Illinois State University

3. Engaging Preservice Teachers with Critical Digital Literacy Practices
   Ryan M. Rish, Kennesaw State University

4. Asians are Not Model Minorities: A Qualitative Study of Preservice Educators' Understanding of Social and Educational Inequality in Two Social Foundations of Education Courses
   Nicholas Hartlep, Illinois State University

School-Based Interventions for Struggling Readers, K-8

Chair:
Wolfram Verlaan, University of Alabama in Huntsville

Discussant:
Earl H. Cheek, Louisiana State University

This symposium aims to inform literacy professionals about the underlying factors of reading difficulty and accompanied instructional practices that capitalize on students' reading experiences and identities. Discussions will include components to effective instruction, and instruction for specific populations.

Presenters:
Evan Ortlieb, Monash University
Jennifer Ann Rennie, Monash University
Bernadette B. Dwyer, St. Patrick's College
Katherine K. Frankel, Boston University
Elizabeth L. Jaeger, University of Arizona
P. David Pearson, University of California, Berkeley
Barbara A. Marinak, Mount St. Mary's University
Linda B. Gambrell, Clemson University
Ann Bates, National Louis University
Debra Gurvitz, National Louis University
Mary D. Applegate, St. Joseph's University
Tony Applegate, Holy Family University
Bridget Dalton, University of Colorado Boulder
Robin Jocius, Vanderbilt University
Peter Fisher, National Louis University

Reading and Writing Science: An Examination of Literacy Practices

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

Discussant:
Roni Jo Draper, Brigham Young University

The ability to read and write science texts is emphasized in the CCSS, yet practicing science teachers are unlikely to incorporate writing assignments or literacy instruction into their curricula (Applebee & Langer, 2011; Kihara, Graham, & Hawken, 2009). This session will describe work generated from a 4-year project supported by the National Science Foundation which provided professional development and support for high school science teachers to implement science journalism activities into their curricula.

1. A Functional Approach to Choosing and Using Websites and Search Strategies
   E. Wendy Saul, University of Missouri-St. Louis

2. Think-Aloud Student Responses to Graphical Representations on a Science Literacy Assessment
   Michelle Whitacre, University of Missouri-St. Louis
   Rosemary Davidson, St. Joseph's Academy

3. Readability of Science-Based Texts: Comparing Literacy Readers, Trade Books and Online Periodicals
   Tiffany Lynn Gallacher, Brock University
   Xavier E. Fazio, Brock University
   Katia Ciampa, Brock University

1:15 to 2:45 pm • SYMPOSIUM
Trinity 1 - Level 3

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 2 - Level 3

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 3 - Level 3

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 4 - Level 3
FRIDAY

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 5 - Level 3

“What Counts as Data?”: Relationships, Purpose, and Impact in Long-Term Literacy Research

Chairs:
Margaret Sauceda Curwen, Chapman University
Lilia Monzo, Chapman University

Discussant:
Laurie MacGillivray, University of Memphis

This symposium addresses the dynamics and methods in prolonged engagement in literacy research. Central to this work are relationships built on trust and reciprocity. Although our experiences have been highly fulfilling, numerous ethical concerns arise, such as: What counts as data? How do we know when the study is “finished”? How do participants understand the research purpose? How do we disseminate our work beyond professional audiences and into the communities that may benefit from it?

1. Who am I? Self-Reflection by a Literacy Ethnographer
Josephine Peyton Marsh, Arizona State University

Kara L. Lycke, Illinois State University

3. Literacies of the Heart and Soul: Ethnography as a Process of Learning through Relationships
Lilia Monzo, Chapman University

4. Research in Emotionally Charged Contexts
Jennifer Clausen, Arizona State University

5. Deciding Which Stories to Share and Who Should Share Them
Margaret Sauceda Curwen, Chapman University
Amy Ardell, Chapman University

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 6 - Level 3

Transforming Literacy Preservice Teacher Education to Enhance Culturally Sustaining Pedagogy & Teacher Self Efficacy: Three Design-Based Interventions

Chair:
Deborah R. Dillon, University of Minnesota

Discussant:
Mark D. Vagle, University of Minnesota

The purpose of this symposium is to present the findings from three separate inquiries that were all part of a large-scale design-based intervention study. Each paper describes and analyzes a particular intervention. We also examined the PTs self-efficacy as they learned new ideas and interacted with K-6 literacy learners in urban school settings. The Symposium Chair will present an overview, followed by three researchers who will describe the specific features of each intervention study.

1. The Impact of a Parent Panel on Preservice Teachers’ Self-Efficacious Beliefs about Collaborating with Parents and Culturally Sustaining Knowledge in Practice
Madeleine Sarah Israelson, University of Minnesota

2. Preparing Preservice Teachers in the Use of Technology to Support the Teaching of Literacy
Kathryn Allen, University of Minnesota
Sarah North, University of Minnesota

3. Emergent Reflective Practice: Preservice Teachers’ Developing Self-Efficacy as Reading Buddies to K-3 Students
Katherine Brodeur, University of Minnesota
Lisa L. Ortmann, University of Minnesota

1:15 pm - 2:45 pm • SYMPOSIUM
Trinity 7 - Level 3

Young Children’s Digital Composing: Exploring the Potentials of iPads and Apps for Multimodal Meaning Making

Chair:
Bridget Dalton, University of Colorado Boulder

Discussant:
Bridget Dalton, University of Colorado Boulder

Four research teams, working in different parts of the world, report investigations of very young children’s multimodal composing with iPads. Presenters address the affordances of digital technologies and their impact on young children’s learning of traditional and new literacies.

1. iPads and eBooks: A Study of Emergent Bilinguals’ Digital Composing Practices
Deborah Wells Rowe, Vanderbilt University
Mark Barba Pacheco, Vanderbilt University
Mary Ellen Miller, Vanderbilt University
Thea Mills, Vanderbilt University

2. Personalization in Children’s iPad Stories: Exploring Educational Benefits
Natalia Kucirkova, The Open University
David Messer, The Open University
Kieron Sheehy, The Open University

3. Puppets, iPads, and Apps, Oh My: Analyzing Multimodality in Children’s Digital Play Texts
Karen Wohlwend, Indiana University
FRIDAY

4. iPadagogy: The Feasibility of using Siri and Language Experience to Support Struggling Readers
   Elizabeth (Betsy) A. Baker, University of Missouri

1:15 pm - 2:45 pm • SYMPOSIUM
Victory Park 1 - Level 5

Transformative Literacy for the Digital Age: Multimodal Composing as Embodied Teaching and Learning

Chair: Suzanne Miller, University at Buffalo
Discussant: Richard Beach, University of Minnesota

This symposium considers digital composing as a social semiotic, embodied learning practice with the potential to transform literacy learning. The research reports consider what these perspectives may bring to studies of digital composing in schools. Case study and grounded theory analyses of multimodal composing provide support for the importance of social semiotic and embodied cognition lenses to explain learning in public school and teacher education classrooms and to introduce biological considerations to sociocultural analyses.

1. Teachers Telling Stories: Digital Narrative Analysis, Teacher Identity, and Embodiment in Multimodal Composition
   Mary McVee, University at Buffalo
   Lisa Roff, University at Buffalo, SUNY

2. Composing Multimodal Text: Recognizing Intermodal Relations
   Lynn E. Shanahan, University at Buffalo

3. Semiotic Representation as Embodied Learning: Developing Repertoires of Practice through Multimodal Composing
   Suzanne Miller, University at Buffalo
   Stephen Goss, University at Buffalo, SUNY

1:15 pm - 2:45 pm • PAPER SESSION
West End - Level 5

Examining Critical Literacy in Art, Music, and Talk

Chair: Nicholas E. Husbye, University of Missouri-St. Louis
Discussant: Candace Kuby, University of Missouri

1. Becoming Critically Literate: Case Studies of Three Diverse Kindergarten Students
   Meredith Labadie, University of Missouri-St. Louis
   Kathryn Pole, The University of Texas at Arlington

2. When Hip-Hop and School Literacy Coalesce and Collide: Second Grade Students Remix Song Productions
   Ting Yuan, Teachers College, Columbia University
   Vaughn W. M. Watson, Teachers College, Columbia University

3. “Like New School” in an Arts-Based High School: How Art as Story Links Critical Literacy and the Aesthetic
   Jessica Whitelaw, University of Pennsylvania

Investigating Adult Experiences and Conceptualizations of Literacy

Chair: Jennifer J. Wimmer, Brigham Young University
Discussant: Jane S. Vogler, Oklahoma State University
FRIDAY

1:15 pm - 2:45 pm • PAPER SESSION
White Rock 1 - Level 5

Literacy in Action

Chair:
Sarah Newcomer, Washington State University Tri-Cities

Discussant:
Sarah Newcomer, Washington State University Tri-Cities

1. Animating Critical Literacy with the Body: Creating Countertexts through Scene-Making and Dramatic Play
   Candance Marie Doerr-Stevens, University of Minnesota
   Maria Asp, Children’s Theater Company
   Debra Ingram, University of Minnesota

2. Creating Opportunities for Students to Bridge Home Stories and School Stories through Collaborative Conversations
   Amber Lynn Meyer, Michigan State University

3. I Cannot Read it Here or There, I Cannot Read it ANYWHERE: Autonomous Literacy across Two School Contexts
   Wendy A. Crocker, University of Western Ontario

2:05 pm - 2:45 pm • ROUND TABLE SESSION
Katy Trail - Level 2

Roundtable Session 7B

I. Using Model of Domain Learning to Examine Reading Recovery Teacher Learning: Modeling Expertise for Reading Instruction
   Tammy Mills, Montclair State University

II. Using Multimedia to Support Online Learning: An Analysis of Social, Cognitive, and Teaching Presence
    Erica C. Boling, Rutgers, The State University of New Jersey
    Erica Holan, Rutgers, The State University of New Jersey
    Chesta Khurana, Rutgers University

III. Using Observational Methods to Inform Instruction for Culturally and Linguistically Diverse Learners
    Thea Yurkewecz, University at Albany
    Suzanne E. Davis, University at Albany

IV. Using Online Literature Discussions to Reduce the Effects of Summer Reading Loss
    Jennifer Smith, Texas Woman's University
    Patricia Watson, Texas Woman's University

V. What Are the Rest of the Kids Doing? An Examination of Literacy Centers in Two First Grade Classrooms
   Jo Worthy, The University of Texas at Austin
   Beth Maloch, The University of Texas at Austin
   Holly Hungerford-Kresser, The University of Texas at Arlington
   Angela J. Hampton, Ball State University
   Peggy Semingson, The University of Texas at Arlington
   Michelle E. Jordan, Arizona State University

VI. When Teachers Become Authors of Children’s Books that Address Social Justice Issues
    Rita Chen, University of Wisconsin, La Crosse

VII. White Male Teachers Exploring Language, Literacy, and Diversity: A Self-Study of Male Perceptions of Diversity(ies)
    Mary McVee, University at Buffalo
    David Fronzak, University at Buffalo/SUNY
    Jay Stainsby, University at Buffalo/SUNY
    Chad White, University at Buffalo/SUNY

VIII. Working-Class Women in Academic Spaces: The Embodied Literacy of Finding Our Muchness
    Jaye Johnson Thiel, University of Georgia

IX. Young Children’s Multimodal Literacies Evidenced through Touch-Screen Tablet Play
    Holly Carrell Moore, The University of Texas at Austin

3:00 pm - 4:30 pm • INVITED SESSION AREA I
Arts District 4 - Level 2

The LRP’s Response to the NCTQ Report: Extending the Conversation

Presenters:
P. David Pearson, University of California, Berkeley
Virginia Goatley, University at Albany
Peter Afflerbach, University of Maryland
Richard Beach, University of Minnesota
Karen Wixson, University of North Carolina at Greensboro
Catherine E. Snow, Harvard University
William Teale, University of Illinois at Chicago
Annemarie Palincsar, University of Michigan
FRIDAY

3:00 pm - 4:30 pm • SYMPOSIUM
Arts District 5 - Level 2

Digital Tools: Looking Back to Move Forward

Chair:
Dana A. Robertson, University of Wyoming

Discussant:
Victoria R. Gillis, University of Wyoming

Even with numerous efforts to improve literacy instruction and achievement (e.g., No Child Left Behind Act of 2001, 2003), national and state data persistently show little change in students’ reading proficiencies. Based on the research positing that teacher quality is critical for educational reform (e.g., Duffy et al., 2008), this symposium brings together three studies unified by their use of video and digital medias as pathways to improving literacy instruction.

1. Video Study Groups: Mediation of In-Service Teachers’ Collective Reflections
Lynn E. Shanahan, University at Buffalo
Andrea Tochelli, University at Buffalo

2. Teachers’ Applications of Learning from Video Discussions to Their Pedagogy
Tanya Christ, Oakland University
Poonam Arya, Wayne State University

3. Enhancing Literacy Instruction through Collaboration and Interactive Technologies
Patrick Proctor, Boston College
Jeanne R. Paratore, Boston University
Jamie Baughan, Boston University
Michelle Carney, Boston University
Evelyn Ford-Connors, Boston University
Christine Leighton, Emmanuel College
Marcela Ossa-Parr, Boston College
Dana A. Robertson, University of Wyoming
Christopher Wagner, Boston College

3:00 pm - 4:30 pm • ALTERNATIVE FORMAT SESSION
Cedars - Level 2

Converging Research on Responsive Pedagogy for Special Education, Culturally, and Linguistically Diverse Learners

Chairs:
Lauren Freedman, Western Michigan University
Karen Thomas, Western Michigan University

Discussants:
Karen Wixson, University of North Carolina at Greensboro
Margorie Y. Lipson, The University of Vermont

Culturally responsive literacy instruction is vital for the academic achievement of learners from racially, ethnically, linguistically, and diverse backgrounds including learners with specific learning disabilities (SLD) (Au, 2011; Gay, 2002; Klingner & Edwards, 2006; Ladson-Billings, 2011). Research exists in each specialized area of ELL, SLD, and diverse learners; however, this presentation uses sociocultural (Au, 2011; Luke, Woods, & Dooley, 2011) and interactive perspectives (Lipson & Wixson, 2013) to examine the commonalities across all three.

1. Culturally Responsive Literacy Instruction in General Education Settings
Susan V. Piazza, Western Michigan University

2. Instructional Practices in Literacy for Students with Learning Disabilities
Shaila Rao, Western Michigan University

3. Responsive Pedagogical Strategies for English Language Learners
Maria Selena Protacio, Western Michigan University

3:00 pm - 4:30 pm • PAPER SESSION
Deep Ellum A - Level 2

Diversity in Children’s and Young Adult Literature: International and Bicultural Contexts

Chair:
Jennifer M. Graff, University of Georgia

Discussant:
Janelle B. Mathis, University of North Texas

1. Representations of Genocide in Children’s and Young Adult Literature: Cambodia to Darfur
Jane M. Gangi, Mount Saint Mary College
2. Analyzing Discourses that Represent an Immigrant Child’s Bicultural Identity Construction in a Step from Heaven
   Eun Hye Son, Boise State University
   Hana Kang, Michigan Technological University

3. Literary Transformations of Chiang Kai-Shek in Postwar Taiwan: A Great Chinese Generalissimo or an Untrustworthy Ally?
   Lin-Miao Lu, Kainan University, Taiwan

3:00 to 4:30 pm • ALTERNATIVE FORMAT SESSION
Deep Ellum B - Level 2

Disabled, Dyslexic, or Disenfranchised?: Re-visioning stories of (ill)iteracy
Chair:
Carrie Blosser Scheckelhoff, Otterbein University
Discussant:
Jenifer Schneider, University of South Florida

In this alternative session we use performance ethnography to explore ongoing constructions of (ill)iteracy in the lives of two individuals. Through technologically supported performances we bring to life the historical, social, political, and instructional forces that shape our subjects’ (ill)iteracy experiences. LRA audience members will participate in the construction and interpretation of the data and explore the instructive complications of the ethnographies as well as the mode of presentation.

Presenters:
Carrie Blosser Scheckelhoff, Otterbein University
Susan Constable, Otterbein University
Jenifer Schneider, University of South Florida

3:00 pm - 4:30 pm • SYMPOSIUM
Greenville Avenue - Level 2

Strong Girls Read Strong Books: The Transformative Power of an Afterschool Book Club
Chair:
Kathryn F. Whitmore, University of Iowa
Discussant:
Kathryn F. Whitmore, University of Iowa

This symposium disseminates findings from a project that examined 55 working-class, African-American fourth to sixth grade girls’ reading and response practices in an afterschool book club called “Strong Girls Read Strong Books.” The aim of this book club was to engage young female readers in contemporary children’s literature featuring strong female protagonists, and study how such engagement might evoke larger questions about what it means to be a strong girl in today’s world.

1. Establishing Criteria for Selecting Books with Strong Female Protagonists
   Yu-Chi Wang, The University of Iowa

2. Examining Young Girls’ Responses to Strong Female Protagonists in an Afterschool Book Club
   Tifani Daly, The University of Iowa

3. Making Sense of Young Girls’ Lived World Connections to Strong Girl Characters
   Amanda Haertling Thein, University of Iowa

4. Becoming Strong Researchers, Teachers, and Women through Participation in an Afterschool Book Club for Girls
   Renita Schmidt, University of Iowa

3:00 - 3:40 pm • ROUNDTABLE SESSION
Katy Trail - Level 2

Roundtable Session 6C

I. Explicit Instruction in Five Core Reading Programs
   D. Ray Reutzel, Utah State University
   Cindy D. Jones, Utah State University
   Angela Child, Dixie State University, St. George, Utah

II. An Examination of Literacy Leadership: Case Study of Two Urban Charter School Principals’ Literacy Leadership and Practices in an Era of Reform
   Margaret-Mary Sulentic Dowell, Louisiana State University
   Dana L. Bickmore, Louisiana State University

III. Literacy, Play and Globalization: Converging Imaginaries in Children’s Critical and Cultural Performances
   Carmen Medina, Indiana University
   Karen Wohlwend, Indiana University

IV. Formative Design of Transformative Pedagogy: Exploring Genres in Three Sixth-Grade Classrooms
   Kathleen A. Hinchman, Syracuse University
   Fenice Boyd, University at Buffalo
   Lisa Roof, University at Buffalo
Distilled Echoes: Using Poetic Transcription as a Method of Analysis

Chair:
Peggy Albers, Georgia State University

In this alternative session, we lead a hands-on workshop in poetic transcription as a qualitative method of data analysis. Using excerpts from transcribed conversations, participants will employ the construct of found poetry and the poetic impulses of spoken language to identify significant ideas, distill data into cogent themes, and articulate resulting thoughts in fresh ways with the goal of signaling the depth and nuance possible in artistic qualitative approaches in research methodology.

Presenters:
Peggy Albers, Georgia State University
Teri Holbrook, Georgia State University
Jerome C. Harste, Indiana University

Enhancing Literacy Practices through Game Forums

Chair:
Christian Ehret, Vanderbilt University

Discussant:
Bryant Edward Griffith, Texas A&M University Corpus Christi

1. How Gamers Use Games: Learning Ourselves through a Model of Nested Transaction
Heather Lynn Lynch, Georgia State University

2. Playing in Trelis Weyr: Collaborative Authorships in a Dragons of Pern Role Play Game Forum
Kathleen Marie Alley, Mississippi State University

3. Pokémon Literacies: Investigating Strategic Card Games as a Form of Literate and Social Engagement
Rob Simon, University of Toronto
Julia Glanville, Mentor College

Emerging Bilingual/Biliterate Children's Responses to Invitations to Compose in Two Languages: The eBook Project

Chair:
Deborah Wells Rowe, Vanderbilt University

Discussant:
Jeanne Gilliam Fain, Middle Tennessee State University

This symposium reports research on young emergent bilingual/biliterate children's use of L1 and L2 in writing. In two pre-kindergarten classrooms where English was the primary language of instruction, we invited children to use English and their heritage languages to compose eBooks on iPads. Paper 1 describes the social and cultural context for eBook composing. Paper 2 focuses on teacher actions in eBook events. Paper 3 describes children's language during eBook events.

1. Inviting Heritage Languages into English-Dominant Classrooms: Social Practices and Language Ideologies in eBook Activities
Deborah Wells Rowe, Vanderbilt University

2. Making the Write Moves: Teachers Empowering Young Authors of Biliterate eBooks
Thea Mills, Vanderbilt University

Mary Ellen Miller, Vanderbilt University

Engaging Closely With the Production and Consumption of Text in High School Classrooms

Chair:
Rhonda D. Goolsby, University of Oklahoma

Discussant:
Carol J. Delaney, Texas State University-San Marcos

1. Emerging Agency: A Close Reading of Julius Caesar in a High-School English Language Development Classroom
Lisa Richardson, WestEd

2. High School Seniors Engage with the Traditional Research Paper
Rena M. Harris, Drexel University
3. “There’s the HE!”: Dominant and Disruptive Discourses in a Collaborative Self Study of Text Translations
Maggie Struck, University of Minnesota
Erin Beeman Stutelberg, University of Minnesota

The Classroom Language Environment and Learning: Supporting the Processes of Getting “There”, Not Getting “It”

Chair:
Maren Aukerman, Stanford University
Discussant:
Janice F. Almasi, University of Kentucky

We examine ways the oracy practices (teacher and student speaking and listening) of four elementary classrooms constitute and manifest a dialogic language environment. We hone in on aspects of the language environment that support dialogic teaching (event structures and discourse patterns, paper 1; explicit teaching within negotiated pedagogy, paper 2; teacher and student use of reasoning words, paper 3) to unpack issues of knowledge, language, and power intersecting literacy access, equity, and social justice.

1. Working on the Knowing: Recurring Talk about Text in Two Third Grade Classrooms
Maureen Patricia Boyd, University at Buffalo
Michelle E. Jordan, Arizona State University

2. “Explicit” is Not a Dirty Word: Pedagogical Discourse in a Dialogic Classroom
Patricia C. Paugh, University of Massachusetts Boston

3. Discerning Reasoning in the Classroom Learning Environment
Yiren Kong, University at Buffalo
Maureen Patricia Boyd, University at Buffalo

Transformative Literacy Research as Praxis
Chair:
Yolanda Sealey-Ruiz, Teachers College, Columbia University

Presenters:
David E. Kirkland, New York University
Jason Irizarry, University of Massachusetts, Amherst
Lisa Patel, Boston College

Critical Sociocultural Theory and New Spaces for Literacy and Learning
Chair:
Patricia Enciso, The Ohio State University
Discussant:
Joanne Larson, University of Rochester

Although critical reconceptualizations of sociocultural theory continue to inform literacy research, these ideas must be adapted for radically altered landscapes of literacy practices, teaching, and learning that engage youth and educators across media platforms among multilingual authors in multiliteracies spaces. Our aim is to engage LRA participants in a serious analysis of learning and literacy landscapes and to explore the potential of theoretical and research insights that contribute to an expanded view of critical sociocultural theory.

Presenters:
Cynthia Lewis, University of Minnesota
Patricia Enciso, The Ohio State University
Elizabeth Moje, University of Michigan
Moving the Racial Discussion Forward: Narratives, Counternarratives, and Our Narratives

Chair:
Keonghee Tao Han, University of Wyoming
Discussant:
Julie L. Pennington, University of Nevada Reno

One principal tenet of Critical Race Theory (CRT) is the importance of counternarrative, the stories of Other(s). Because of racism done to them, Others speak with a special voice of racialized pain and these counternarratives need to be out in the open and heard. However, we, CRT scholars, must find ways to build racial understanding among all and move racial discussions forward; Our future depends on us to create racial harmony not animosity.

Presenters:
Robert J. LeBlanc, University of Pennsylvania
Keonghee Tao Han, University of Wyoming
Ann M. Bennett, University of Tennessee
Judson Laughter, University of Tennessee

Multimodality and Literacy Pedagogies

Chair:
Elena Forzani, University of Connecticut
Discussant:
Marjorie Siegel, Teachers College, Columbia University

1. Constructing Literacy Pedagogies: An Analysis of Prospective Teachers' Virtual Book Designs
Chinwe Ikpeze, St. John Fisher College

2. Print Literacy Opportunities for Young Children in a Multimodal Literacy Ensemble
Lori McKee, Western University
Rachel May Heydon, Western University

3. Discipline-Specific Forms of Transmediation in Middle School Instruction and Assessment
Amy Alexandra Wilson, Utah State University
Michael D. Boatright, Western Carolina University

Reading Interventions in Primary Grades

Chair:
Steven J. Amendum, University of Delaware
Discussant:
Kathy Ganske, Vanderbilt University

1. Response to Narrative Instruction in Tier 2
Diane C. Nielsen, University of Kansas
Hugh W. Catts, University of Kansas
Mindy Bridges, University of Kansas

2. An Analysis of the Effectiveness of the Early Reading Intervention for Self-Efficacy (E-RISE) on First, Second, and Third Grade Students in an At-Risk School Setting
Jeanne Marie Nolan, Northern Illinois University

3. Mitigating Summer Reading Loss through Summer Boost Reading
Christine Sherretz, University of Louisville
Preparing and Submitting a Paper for the Student Outstanding Research Award

Chair:
  Cathy Compton-Lilly, University of Wisconsin-Madison
Discussant:
  Ted Kesler, Queens College, CUNY

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
   Jo Worthy, The University of Texas at Austin
3. Advice for Preparing an Outstanding Student Research Paper from Past Recipients
   Melody Zoch, University of North Carolina at Greensboro

Examining Literacy with Latino Youth, Young Adults, and Families

Chair:
  Estanislado S. Barrera, IV, Louisiana State University
Discussant:
  Antonieta Avila, University of Wisconsin Milwaukee

1. Which Literacies Matter? Latino Families Navigate School Literacy Contexts in a Southern City
   Charna D’Ardenne, University of North Carolina at Chapel Hill
2. Translated Literacies
   Natasha Perez, Michigan State University

Writing Online: Audience and Authorship

Chair:
  George Lovell Boggs, Florida State University
Discussant:
  William Ian O’Byrne, University of New Haven

1. Multimodal Invitations: An Analysis of Parent-Targeted Content on School Websites
   Jaime Madison Vasquez, University of Illinois at Chicago
2. Developing Students’ Sense of Audience and Authorship in an Online Discussion Environment
   Binbin Zheng, University of California, Irvine
   Mark Warschauer, University of California, Irvine
3. Exploring How Fifth-Grade Bloggers Invoke and Address Interactive Digital Audiences
   Ewa McGrail, Georgia State University
   John Patrick McGrail, Jacksonville State University
Voices from the Gutters: A Collaborative Exploration of Comics in Schools

Chair:
Rachel Skrlac Lo, University of Pennsylvania

This alternative format session provides a space for literacy educators and researchers to share their experiences using comics and graphic novels in school settings. The moderators will host an open-ended conversation around how session attendees have supported and studied students’ reading and writing of graphica. By providing a collaborative space to surface nuances in the work currently happening with graphica in schools, this session contributes to the ongoing theory and practice of multimodal literacy education.

Presenters:
David Low, University of Pennsylvania
Rachel Skrlac Lo, University of Pennsylvania

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

I. Edward B. Fry Book Award Presentation
Barbara Bradley, University of Kansas

II. Introduction of Speaker
Fenice Boyd, University of Buffalo

IV. Plenary Address: Making Our Literacy Research Matter - Lessons from Work with Indigenous Youth
Teresa McCarty, Arizona State University

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

I. Edward B. Fry Book Award Presentation
Barbara Bradley, University of Kansas

II. Introduction of Speaker
Fenice Boyd, University of Buffalo

IV. Plenary Address: Making Our Literacy Research Matter - Lessons from Work with Indigenous Youth
Teresa McCarty, Arizona State University

6:00 pm - 6:20 pm • ANNUAL BUSINESS MEETING
Trinity 1 - 4, 8 - Level 3
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 1:00 pm and Saturday from 7:30 am - 8:30 am) 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 2013 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.
Studies at the Intersection of Literacy Teaching and Policy

Chair:
Lane Roy Gauthier, *The University of Mississippi*

Discussant:
Samantha B. Caughlan, *Michigan State University*

1. A Comparative Case Study of Teacher Representation: A Discourse Analysis of the Competing “Common Sense” of the Gates Foundation and Three First-Year English Teachers
   Mark Sulzer, *University of Iowa*

2. Complicity and Resistance: Understanding Teachers’ and Administrators’ Responses to a High-Stakes Testing Policy in Reading
   Andrew P. Huddleston, *Abilene Christian University*
   Tara Lowe, *Abilene Christian University*

3. Measures of Effective Literacy Instruction for Teacher Evaluation
   Rachael Gabriel, *University of Connecticut*

Intercultural Issues in Language and Literacy

Chair:
Kim Skinner, *Gregory Portland Independent School District*

Discussant:
James R. King, *University of South Florida*

Interculturalism—which is going beyond the “fact” of multiculturalism—emphasizes relations among people. It is not really a new concept, since there has long been attention to such matters as intercultural relations, awareness, sensitivity, and competence. But what is new is the heightened international attention this concept is receiving in transnational policies and in educational programs. Intercultural understandings are crucial to the solution of many problems—fostering relations between nation-states, between groups, and among individuals.

1. The Discourse of Interculturality: Framing Intercultural Dialogue
   Nancy Nelson, *University of North Texas*

2. Binational Digital Narratives: Discourse and Identity Tools for University Admissions
   Rosalind Horowitz, *The University of Texas-San Antonio*
   Thomas A. Porter, *The University of Texas at San Antonio*

   Estanislado S. Barrera, IV, *Louisiana State University*

Literacy Identities in Practice

Chair:
Ysaaca Axelrod, *Clemson University*

Discussant:
Ysaaca Axelrod, *Clemson University*

1. Beyond Listserv Messages: Latina Parents Mobilizing Digital and Linguistic Resources in Home-school Communication
   Silvia Nogueron-Liu, *University of Georgia*
   Deavours Hall, *University of Georgia*
2. Claiming Rules, Wielding Discourses, and Building Identities: “The Arguing Started Once All the Rules Were Written Down”
Beth Anne Buchholz, Indiana University
3. Constructing Literacy Identity Within Communities: Women’s Stories of Transformation
Heidi Bacon, University of Arizona

8:45 am - 10:15 am • PAPER SESSION
Deep Ellum B - Level 2

Literacy Assessment and Intervention

Chair:
Robert Carpenter, Eastern Michigan University
Discussant:
Katherine A.D. Stahl, New York University

1. Change Over Time in Children’s Use of Information at Point of Difficulty
Kathryn S. Nelson, The Ohio State University
Lea M. McGee, The Ohio State University
Anita C. Gonzalez, The Ohio State University
Hwewon Kim, The Ohio State University

2. Reading Intervention Research Directed at Improving Reading Comprehension in Elementary School Students: A Synthesis
Katherine Tucker Nutt, George Mason University

3. The Effects of Literacy Skill Intervention Components on Low SES Kindergarten Decoding Skills: Do Names Make A Difference?
Jill Lynn Jacobi-Vessels, University of Louisville
Lynne Harris, University of Louisville
Kristen Hollowy, University of Louisville
LaTiffanie Jackson, University of Louisville
Rachel Karrer, University of Louisville
Kaitlyn Otey, University of Louisville
Johanna Stroffoff, University of Louisville
Tracy Yurt, University of Louisville

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
Fair Park 1 - Level 3

Getting to the Bottom of Things Cooperatively: Inquiries into Argumentation Practice and Theory in a Teacher Network

Chair:
MariAnne George, University of Illinois at Chicago
Discussant:
George Newell, The Ohio State University

The Common Core State Standards promote argumentation in literacy instruction across disciplines. Our research reveals differences in ways that argumentation is understood and taught by teachers. In this alternative session, participants engage in conversation circles to explore two questions in response to data drawn from four studies of evidence-based argumentation in literature, history and science: How is argument and argumentation conceptualized by teachers? What impact might this have for student opportunities to learn?

1. Getting to the Bottom of Things Cooperatively: Inquiries into Argumentation Practice and Theory in a Teacher Network
Cynthia Greenleaf, WestEd
Cindy Litman, WestEd
Stacy Marple, WestEd

2. Instruction in Evidenced-Based Argumentation as Equitable Access to Advanced Literacy Learning
Stacy Marple, WestEd

3. “Opening My Eyes to the Complexity”: Creating Spaces for Argumentation in the Classroom
Irisa Charney-Sirott, WestEd
Lisa Richardson, WestEd
Gayle Cribb, WestEd

4. From Muddling to Modeling: Text-Based Argument as a Way of Learning in Science
Cynthia Greenleaf, WestEd

5. Negotiating the Notion of Argumentation: An Analysis of Teacher Tal
Mary Pat Sullivan, University of Illinois at Chicago
Angela Joy Fortune, University of Illinois at Chicago
MariAnne George, University of Illinois at Chicago
Carol M. Myford, University of Illinois at Chicago
Mariya A. Yukhymenko, University of Illinois at Chicago
Taffy E. Raphael, University of Illinois at Chicago

8:45 am - 10:15 am • SYMPOSIUM
Greenville Avenue - Level 2

Transformations to Disciplinary Literacy: Studies across Diverse Middle and High School Settings

Chair:
Cynthia Shanahan, University of Illinois Chicago
Discussant:
Cynthia Shanahan, University of Illinois Chicago

In this session researchers will share studies of disciplinary literacy coaches, middle and high school teachers from various disciplines, and school administrators working together to improve adolescents’ literacy learning. These research presentations demonstrate how disciplinary
literacy can be defined, how teachers both learn and model it for students, how students engage in it, the roles that coaches and administrators play, and whether students’ abilities to use disciplinary literacy improves their achievement.

1. Comparing 6th, 7th, and 9th Grade Science Instructional Methods: A Disciplinary Literacy Lens
   Krista McDaniel, University of Colorado Denver
2. Comparing Four Science Teachers’ Development of Disciplinary Literacy Expertise
   Nancy Shanklin, University of Colorado Denver
3. Disciplinary Literacy Coaching: Building on Teachers’ Knowledge
   Michael Manderino, Northern Illinois University
   Paula Di Domenico, Northern Illinois University
   Laurie Elish-Piper, Northern Illinois University
   Susan L’Allier, Northern Illinois University
4. Successes and Challenges of Teacher Leaders Enacting Disciplinary Literacy in a High School Setting: Year 1 of a 4-Year Case Study
   Jacy Ippolito, Salem State University
   Christina L. Dobbs, Harvard University and Boston University
   Jenee Ramos, Brookline Public Schools

Socially Just Explorations of Literacy

Chair:
Kate Brayko, University of Montana

Discussant:
Kirsten Dara Hill, University of Michigan-Dearborn

1. The Participation of Adult Learners in a Preservice Literacy Teaching/Community
   Melissa Wetzel, The University of Texas at Austin
   Kerry Ballast, The University of Texas at Austin
2. The Means to What End?: Social Justice and Literacy Practices
   Vanessa Casciola, University of South Florida
3. Exploring the Social and Academic Experiences of LGBTQ Students at the Secondary vs. the Post-Secondary Level
   Megan C. Marshall, University of Wyoming

Literacy Instruction and Writing Development in Bilingual Contexts

Chair:
Kathleen A. J. Mohr, Utah State University

Discussant:
Amy Frederick, University of Minnesota

1. A Comparison of Writing Achievement among English-only and English Learner Second Graders
   Kathleen A. J. Mohr, Utah State University
2. Investigating the Linguistic Resources Multilingual Students Bring to the Classroom and Use to Learn the Written Academic Language
   Jane Bean-Folkes, Rowan University
3. "For Today I Will Be An Author In Spanish!": Composing Language Policies, Pedagogies, and Multilingual/Multiliterate Identities
   Teresa R. Fisher, Georgia State University

Dual Language and Literacy Learning in Early Childhood Settings

Chair:
Jaime Madison Vasquez, University of Illinois at Chicago

Discussant:
Lori Helman, University of Minnesota

1. Dual Language Learning and Early Childhood Literacy Development in the United States: What the Research Tells Us
   Sydney Alexia Merz, George Mason University
2. Emergent Bilingual Children’s Early Experiences with Academic Language across Spanish- and English-Medium Preschool Activities
   Mileidis Gort, University of Miami
   Sabrina Sembiante, University of Miami
3. Culturally and Linguistically Diverse Preschool Children’s Participation and Literacy Practices at Home and at School
   Beatriz Eugenia Guerrero, University of Illinois at Urbana-Champaign
Learning Academic Language in the Upper Elementary and Middle Grades: Mastering Academic Vocabulary and Beyond

Chair: Christina L. Dobbs, Harvard University and Boston University
Discussant: Robin Scarcella, University of California, Irvine

This symposium will examine various aspects of academic language learning in middle grade settings, skills which become highly important as students face increasingly specialized work in the disciplines. Two studies explore how students learn and write academic vocabulary in the context of a supplemental program. Then two studies will explore results of an academic language assessment developed alongside the program that goes beyond vocabulary to other language structures and explores its relationship to comprehension.

1. Results from Year 2 of the Word Generation Randomized Trial: Insights into Learning Academic Vocabulary
   Joshua F. Lawrence, University of California, Irvine
   E. Juliana Paré-Blagoev, Strategic Education Research Partnership
   David Francis, University of Houston
   Catherine E. Snow, Harvard University

2. Demonstrating Developing Word Knowledge: Middle Graders’ Use of Academic Vocabulary in Writing
   Christina L. Dobbs, Harvard University and Boston University

3. Beyond Academic Vocabulary: The CALS Construct
   Paola Uccelli, Harvard University
   Emily Phillips Galloway, Harvard University
   Christopher Barr, University of Houston
   Christina L. Dobbs, Harvard University and Boston University
   Samuel Ronfard, Harvard University
   Alejandra Meneses, Pontificia Universidad de Catolica de Chile

4. Paths to Reading Comprehension: Understanding the Relationship Between Academic English Knowledge, American Sign Language Fluency, and Reading
   Jessica Scott, Harvard University

Problematising Informational Text Identification and Promoting a Reader-Stance Focus for Reading in the Disciplines

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) challenge text classification systems and promote a focus on reader-stance approach to text use. Implications for K-12 classrooms will be discussed.

1. Problematising Informational Text within Current Text Classification Systems
   Jeffery D. Nokes, Brigham Young University
   Paul Broomhead, Brigham Young University

2. Problematising the Readability and Complexity of Texts
   Daniel Siebert, Brigham Young University
   Jennifer J. Wimmer, Brigham Young University
   Steven Shumway, Brigham Young University

3. Valuing Multiple Reading Stances in Addition to Reading for Information
   Sirpa Grierson, Brigham Young University
   Daniel Barney, Brigham Young University
   Jennifer Nielson, Brigham Young University

4. Fostering Awareness and Flexibility in Stance Selection
   Roni Jo Draper, Brigham Young University
   Amy P. Jensen, Brigham Young University

Unpacking Children’s Participation in Early Literacy Classrooms

Chair: Steven J. Amendum, University of Delaware
Discussant: Tanya S. Wright, Michigan State University
1. Examining Teacher Supports and Scaffolding Practices in Preschool Classrooms
   Gary Bingham, Georgia State University
   Hope Gerde, Michigan State University
   Meghan Pendergast, Georgia State University

2. Mapping Children’s Interests and Funds of Knowledge in the Literacy Curricula of School and Child-Care Through Actor-Network Theory
   Rachel May Heydon, Western University

3. Sitting, Helping and Signing Up: The Cultural Production of Reading in Read Alouds and Shared Reading in Three Kindergarten Classrooms
   Lyndsay Moffatt, University of Prince Edward Island
   Rachel May Heydon, Western University
   Luigi Iannacci, Trent University

8:45 am - 10:15 am • SYMPOSIUM
Trinity 3 - Level 3

Untangling Symbolic Repertoires of “Official” Knowledge: Critical Content Analysis of Texts and Discourses for Children

Chair:
   Yoo Kyung Sung, University of New Mexico

Discussant:
   Wanda Brooks, Temple University

‘Official’ knowledge is not what it claims to be, but rather reflects interests and hidden intentions and experiences of a dominant social group (Maton & Moore, 2010). From a sociology of knowledge perspective, the three studies comprising this symposium challenge ideologies for a range of different written material—children’s literature and church bulletins—and present new understandings of the ways this material informs young people’s interactions with literacy.

1. “But, It Says Based on a True Story...”: Unraveling the Fabric of Slave Quilt Codes in Historical Fiction Children’s Books
   Breshaun Joyner, University of New Mexico

2. De-linking the Irish Traveller from European, Eurocentric Knowledge “Norms” in Children’s Literature
   Jennifer Lynne Buntjer, The University of New Mexico

3. Beyond an Outline of Service: Analyzing the Black Church Bulletin as Literacy Practice in Context
   Tryphenia Peele-Eady, The University of New Mexico

8:45 am - 10:15 am • PAPER SESSION
Trinity 4 - Level 3

Literacy Learning in Multiple Contexts

Chair:
   Vicki Stewart Collet, University of Arkansas

Discussant:
   Catherine Olsen Maderazo, California State University, Fullerton

1. Agency Matters: Tracking Differentiated Agency Trajectories of Individuals and Groups
   Janet S. Gaffney, University of Auckland
   Stuart McNaughton, University of Auckland
   Rebecca Jesson, University of Auckland
   Mei Lai, University of Auckland

2. Exploring Secondary and Middle Grades Preservice English Language Arts (ELA) Teachers’ Beliefs and Attitudes toward Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Adolescents
   Chris L. Massey, Clemson University
   Pamela J. Dunston, Clemson University

3. Transformative Literacy? Latino/a Children’s Use of Technology
   Kathy Marie Bussert-Webb, The University of Texas at Brownsville
   Laurie A. Henry, University of Kentucky

8:45 am - 10:15 am • SYMPOSIUM
Trinity 5 - Level 3

Exploring the Potential of Social and Graphic Media for Science Teaching and Learning

Chair:
   Leslie Michele Foley, Arizona State University

Discussant:
   Thomas W. Bean, Old Dominion University

This symposium presents three studies investigating the academic literacies and content knowledge in alternative texts of social and graphic media. These studies explored Facebook, Twitter, Second Life and graphic nonfiction as potentially useful for teaching and learning climate change in earth science. Data included content and linguistic analysis of vocabulary in these media, screen shots, and interviews with site visitors. Findings revealed the utility and limits of these new media for supporting the secondary-science curriculum.
1. **The Potential of Graphic Nonfiction for Teaching and Learning Earth Science**
   Barbara Jean Guzzetti, Arizona State University
   Marcia Mardis, Florida State University

2. **Help Wanted: ‘Citizen #Scientists’ w/Smartphones”: NOAA Twitter Posts as Engaging Text for Fostering Scientific Literacy**
   Mellinee K. Lesley, Texas Tech University
   Lubna Javeed, Texas Tech University

3. **Learning about Climate Change through Social Media**
   Felipe Baez, Arizona State University
   Fernando Hurtado, Arizona State University
   Barbara Jean Guzzetti, Arizona State University

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**8:45 am - 10:15 am • SYMPOSIUM**

**Trinity 6 - Level 3**

Moving Forward with Multimodality?: Movements of Bodies, Power and Technologies in Adolescents’ New Media Production Processes

Chair:
   Nathan Phillips, Vanderbilt University

Discussant:
   Donna Alvermann, University of Georgia

In this symposium, we work to understand how adolescents use their bodies to make meaning and navigate power relationships while producing new media texts. Our first paper offers a theoretic frame for understanding the role of the moving body in adolescents’ meaning-making with new media. The following two papers present empirical studies of middle-school students’ embodied negotiations of power, meaning, and mobility while producing a digital book trailer and a digital brochure of their school.

1. **Moving Bodies, Moving Modes: Understanding the Role of the Body and Movement in Adolescents’ Experiences of Their New Media Production Processes**
   Christian Ehret, Vanderbilt University

2. **Multimodal Power Plays: Adolescents’ Embodied Interaction While Negotiating Ideas and Meaning-Making During the Production of a Digital Book Trailer**
   Robin Jocius, Vanderbilt University
   Summer Wood, Vanderbilt University

3. **“Can I Stand on this Chair?”: The Intersection of Schooled Mobilities, Embodied Meaning-Making, and Student Generated Counter-Mobilities in Fifth-Graders’ New Media Production Processes**
   Ty Hollett, Vanderbilt University

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**8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION**

**Trinity 7 - Level 3**

Addressing the Three Legs of the Text Complexity Triangle: Quantitative, Qualitative, and Reader-Task Systems

Chair:
   Elfrieda H. Hiebert, TextProject

Discussant:
   Susan Goldman, University of Illinois at Chicago

Through an interactive poster format, this session will provide LRA participants with an opportunity to interact with six teams of investigators, each of which is researching dimensions of the three means of establishing text complexity suggested by the writers of the Common Core State Standards. Papers written by each team will be made available on a designated website prior to the conference, allowing substantive interactions between audience participants and researchers during the session.

1. **Student Growth in Reading Illuminates the Common Core Text-Complexity-Exposure Standard: Raising Both Bars**
   Jill Fitzgerald, University of North Carolina at Chapel Hill and MetaMetrics
   Gary Williamson, MetaMetrics
   A. Jackson Stemmer, MetaMetrics

2. **Measuring Text Difficulty: Progress and Remaining Problems**
   James Cunningham, University of North Carolina at Chapel Hill
   Heidi Anne E. Mesmer, Virginia Tech

3. **Measuring Text Characteristics at Multiple Levels of Language and Discourse**
   Arthur C. Graesser, University of Memphis
   Danielle S. McNamara, Arizona State University
   Zhiqang Cai, University of Memphis
   Mark W. Conley, University of Memphis

4. **Helping Teachers and Test Developers Determine the Difficulty of Text for Instruction and Assessment**
   Kathleen M. Sheehan, Educational Testing Service
   Irene Kostin, Educational Testing Service
   Diane Napolitano, Educational Testing Service
   Michael Flor, Educational Testing Service

5. **The Qualitative Analysis of Features that Make Texts Complex**
   P. David Pearson, University of California, Berkeley
   Elfrieda H. Hiebert, TextProject
6. **Contextualizing Text Complexity: The Promise of Text-Task Scenarios**
Sheila Valencia, University of Washington
Karen Wixson, University of North Carolina at Greensboro
P. David Pearson, University of California, Berkeley

8:45 am - 10:15 am • PAPER SESSION
Victory Park 1 - Level 5

Social Justice in Teacher Education: Perceptions and Practice

Chair: Lauren Freedman, Western Michigan University
Discussant: Zaline Roy-Campbell, Syracuse University

1. **Complexities of Social Justice Literacy Education in Preservice Teacher Education**
Anne Swenson Ticknor, East Carolina University

2. **Reform and Resistance: The Language of Teacher-Activist Identity Formation**
Kate Elizabeth Kedley, University of Iowa

3. **Defining Language Minority Students: Teachers’ Perceptions and Implications**
Lavern Byfield, Southern Illinois University Carbondale

8:45 am - 10:15 am • SYMPOSIUM
Victory Park 2 - Level 5

Three Dimensions of Social Justice Literacy Pedagogy

Chair: Ted Kesler, Queens College, CUNY
Discussant: Mitzi Lewison, Indiana University, Bloomington

The three teams of presenters in this symposium demonstrate three key dimensions of social justice literacy education, with the goal of enacting more democratic, equitable forms of schooling. We conceptualize these dimensions as existing along a continuum of contexts and distinct but related participants—veteran teachers, pre-kindergarten to grade 12 students, and pre-service teacher candidates. The presenters show how they enacted dialogic literacy pedagogy, using problem-posing methodology with participants, to achieve praxis for social action.

1. **Social Justice Pedagogy in a Sixth Grade Class**
Janet C. Richards, University of South Florida

2. **Youth as Sources of Literacy Equity: Using Photographs to Help Adolescents Make Sense of School, Injustice, and Their Lives**
Knighten Zenkov, George Mason University
Marriam Ewaida, George Mason University

3. **Writing for Social Action in Our Digital Age**
Ted Kesler, Queens College, CUNY

8:45 am - 10:15 am • ALTERNATIVE FORMAT SESSION
West End - Level 5

Students’ Perspectives and Understanding of Literacy Learning in Videogame Environments: A Critical Dialectical Pluralist Approach

Chair: Hannah Gerber, Sam Houston State University

This explores commercial-off-the-shelf videogame-based curriculum and its influence on students’ literacy learning. Transforming literacy is more than bridging in and out-of-school literacies; it’s understanding the meaning of literacy today. Data were drawn from a games-based intervention class and analyzed using constant comparison, content analysis, and qualitative comparative analysis, to understand how games-based curricula influences students’ literacy practices. Findings indicate games-based curricula allow students to see the validity of their out-of-school literacies within school curriculum.

1. **Researchers’ Perspective**
Hannah Gerber, Sam Houston State University
Anthony Onwuegbuzie, Sam Houston State University
Sandra Schanmroth Abrams, St. John’s University

2. **Students’ Perspectives**
Adrienne Carmona, Aldine Independent School District

3. **Administrators’ Perspectives**
Cindy L. Benge, Sam Houston State University
Jamie Spates, Aldine Independent School District

4. **Teacher-Researchers’ Perspectives**
Hannah Gerber, Sam Houston State University
Adrienne Carmona, Aldine Independent School District
Developing Identity Through Textual Engagement

Chair:
Susan V. Bennett, University of Mississippi

Discussant:
Rachel Skrlac Lo, University of Pennsylvania

1. Telling Stories about Girlhood: Bedrooms as Multimodal Identity Texts
Diane Renee Collier, Brock University

2. The Development of Writing Habitus Over Time: A Ten-Year Case Study of a Young Writer
Cathy Compton-Lilly, University of Wisconsin-Madison

3. Toward an Understanding of the Reading/Writing Dichotomy in Youths’ Literate Lives
Allison Skerrett, The University of Texas at Austin
Anni Lindenberg, The University of Texas at Austin
Caron M. St. Onge, The University of Texas at Austin
Katrina Jansky, The University of Texas at Austin
Michelle Fowler-Amato, The University of Texas at Austin

Reading, Adolescents, and Technology

Chair:  
Chrystine Mitchell, Pennsylvania State University, Berks Campus

Discussant:  
Mark Allen Dressman, University of Illinois at Urbana-Champaign

1. Examining Reading Path and Comprehension: An Investigation of Eighth-Grade Readers’ Engagement With Multimodal, Digital Texts
Valerie Harlow Shinas, Lesley University

2. Engaging Reluctant Middle School Students With Digital Readers: A Summer Program Designed to Increase Independent Summer Reading
Chrystine Mitchell, Pennsylvania State University, Berks Campus

3. Expanding the Geography of Learning: How Students Represent and Read Their School-Worlds in Digital Spaces
Deirdre Faughey Davison, Teachers College, Columbia University

I. Albert J. Kingston Award Presentation  
Patricia Edwards, Michigan State University

II. Introduction of Speaker  
Georgia E. Garcia, University of Illinois, Urbana-Champaign

III. 2013 Integrative Research Review: Redux: Transformative Literacy Efforts in an Era of Reform  
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<td>Lopez, Minda</td>
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</table>
2013 PROPOSAL REVIEWERS

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Wang, Qiuxio
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Wright, Tanya S.
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Yu, Min
Yuan, Ting
Zamzow, Lois
Zawilinski, Lisa
Zelmini, Sarah
Zhang, Ying
Zheng, Meixun
Zheng, Xun
Zipse, Marcy
Zisselsbergen, Margarita
Zoch, Melody
PARTICIPANTS

Abbott, Judy A, 25, 46, 129
Abdalaqsef, Khaled, 91, 129
Abras, Sandra Schramroth, 32, 38, 121, 129
Acevedo, Maria, 22, 100
Adams-Budde, Melissa, 64, 104
Adomat, Donna, 86, 128
Afflerbach, Peter, 50, 67, 105, 127
Aguire, Derek, 59
Aiello, Liam, 60
Akrifi, Amma K, 58, 126, 129
Al Marzoqui, Lolowa, 58
Al-Salmi, Laila Z, 82
Albers, Peggy, 44, 58, 85, 108, 129
Albright, Kendra, 25
Alkajai, Oliana, 27, 129
Allen, Kathryn, 71, 103, 129
Alley, Kathleen Marie, 25, 50, 94, 108, 129
Allington, Richard Lloyd, 35, 67, 126, 129
Almarode, John C., 87
Almasi, Janice F., 32, 61, 109, 125, 127, 129
Amendum, Steven J., 61, 89, 110, 118, 129
Anderson, Patricia L, 17, 33, 41, 45, 49, 62, 96, 126, 127, 129
Anderson, Anne, 36
Anderson, Kimberly, 43
Anderson, Rebecca S, 95, 129
Angay-Crowder, Tuba, 56, 129
Arrastia, Meagan Caridad, 25, 26, 35, 49, 129
Arvelo-Alicea, Zaira, 77
Arya, Poonam, 39, 66, 67, 84, 106, 129
Asp, Maria, 105
Assaf, Lori Czop, 40, 45, 58, 70, 126, 129
Ates, Burcu, 49, 129
Atkinson, Terry S., 9, 34, 39, 62, 85, 97, 129
Augusburger, Deborah, 24, 129
Aukerman, Maren, 31, 35, 65, 120, 126, 127
Ayer, John P., 61, 129
Ardell, Amy, 108
Arner, Justin, 65
Arnold, Jackie Marshall, 54
Arrastia, Meagan Caridad, 25, 26, 35, 49, 129
Bartlett, Andrea, 95
Bartlett, Melissa Ellis, 73
Bass, Tobie, 31, 84
Batchelor, Katherine E., 42, 98, 129
Bates, Anne, 102
Bates, Celeste C., 39, 42, 129
Bauer, Eurydice, 25, 125, 126, 129
Baugham, Jamie, 106
Baumann, James F, 65, 70, 125, 129
Baumli, Michelle, 69
Bay, Dondu Neslihan, 46
Beach, Richard, 8, 31, 48, 50, 104, 105, 125, 128
Beach, Sara Ann, 55, 69, 81
Bean, Rita M, 23, 93, 129
Bean, Thomas W., 91, 119
Bean-Folkes, Jane, 90, 117, 129
Bean-Folkes, Jane, 90, 117, 129
Belcher, Jennifer, 64
Bell, Athene, 45
Beltramo, J. Luciano, 76
Benge, Cindy L., 38, 121
Benjamin, Rebecca, 93
Benjamin, Rebekah George, 89
Benke, Louise, 31
Bennett, Ann M, 21, 45, 57, 110, 129
Bennett, Stephanie M, 21, 26, 101, 129
Bennett, Susan V., 68, 122
Berg, Helen, 49
Berghoff, Beth, 38
Berkule, Samantha, 82
Berne, Jennifer, 35
Beschorner, Beth, 37, 44, 85, 129
Beu, Rock, 91
Beu, Rock, 91
Bevins, Dudgrick, 91
Bialle, Carrie, 77
Bickmore, Dana L., 98, 129
Bickmore, Dana L., 98, 129
Bickmore, Dana L., 98, 129
Bickett, Jennifer, 64
Bew, Sarah W., 56, 65
Bettler, Anne, 82
Biles, Monica Thomas, 35, 57, 61
Billman, Alice, 35
Billingham, Gary, 28, 119
Binkley, Russell, 27
Biswas, Shampa, 56, 129
Blachowicz, Camille, 65
Blackwell, Joy, 100
Blanks, Brooke, 40
Blanton, Betty S., 95
Bloume, David, 8, 18, 98, 122
Boden, Michael, 110
Bogard, Treavor, 54
Boggs, George Lovell, 94, 111
Bojagora, Maria, 58
Bordman, Alyssa, 90
Boothright, Michael D., 110
Browning, Mary, 32, 36, 110, 129
Brown, Mary, 34, 39, 90, 129
Cai, Zhiqiang, 120
Caisse, Jillian, 70
Calo, Kristine, 93, 129
Campano, Gerald, 22, 66, 86, 88
Cantrell, Susan Chambers, 87, 129
Carbone, Paula M., 76, 129
Carroll, Lisa Marie, 121
Carney, Michelle, 106
Carpenter, Robert, 68, 77, 116, 129
Carr, Linda, 40
Carr, Stephanie, 57
Carrell, Jamie, 129
Carrell, Jamie, 129
Carrell, Jamie, 129
Carrell, Jamie, 129
Carrell, Jamie, 129
PARTICIPANTS

Lesley, Mellinee K., 25, 120
Lester, Jessica Nina, 30, 91
Letofsky, Kirsten, 50, 129
Leu, Donald, 30, 31, 38, 86, 126, 129
Leung, Cynthia B., 17, 33
Levine, Cynthia, 65
Lewis, Cynthia, 27, 67, 125, 127
Lewis, Elizabeth C., 129
Lewis, Mike, 66
Lewis, Tisha Y., 22, 32, 44, 88, 127, 129
Lewis-Ayala, Brenda, 71
Lewis-Fokum, Yewande, 36
Levison, Mitzi, 66, 121
Li, Guofang, 19, 127
Liebfreund, Meghan D., 48, 61, 89
Lieberson, James, 94
Lin, Chien-Yu, 45, 129
Linares, Rebecca E, 39, 129
Linchenberg, Anni, 122
Lipson, Margorie Y., 43, 47, 106
Lira, Andrea, 92
Litman, Cindy, 116
Liu, Judy Kwan-Ying, 32
Liu, Xiaoming, 58, 129
Liu, Judy Kwan-Ying, 32
Liu, Xiaoming, 58, 129
Llosa, Loren, 56
Logan, Jessica, 76
Lohr, Margaret, 71
Lofkovic, David, 65
Long, Richard M., 31
Longoria, Bridget, 22
Looney, Janet, 32
Loper, Jennifer, 21
Lozano, Francesca, 67
Lopez, Minda, 55, 71, 129
Lopez-Robertson, Julia, 19, 85, 99, 130
Lopez-Velasquez, Angelica, 29
Loretto, Adam, 69, 130
Love, Kristen, 43
Lovette, Gail E., 9, 56, 115, 126, 130
Low, David, 66, 112
Love, Tara, 115
Loyd, Judy, 35
Lu, Lin-Miao, 107, 130
Lubke, Jennifer K., 24, 45, 85
Lucero, Audrey, 23, 42, 100, 130
Lucila, Ek, 50
Lund, David M., 34, 62, 97
Lycke, Kara L., 31, 94, 103, 130
Lynch, Heather Lynn, 108
Lynch, Megan, 45
Lynch, Thomas, 21
Lysaker, Judith T, 29, 77, 130
MacArthur, Charles, 21, 81
Macgillivray, Laurie, 103
MacKay, Kathryn Lake, 34, 84
MacKee, Margaret, 94
MacPherson, Deborah Ann, 64, 101, 130
Madda, Christina L., 42, 130
Maderazo, Catherine Olsen, 19, 30, 60, 89, 119, 130
Magnifico, Alecia Marie, 40, 99
Maher, Bridget, 32
Mahowald, Megan, 87, 130
Maitra, Debalina, 65
Malavias, Jolene, 69
Mallette, Marla, 41, 47, 48, 127, 130
Malloy, Jacquelyn, 25, 27, 130
Mallozzi, Christine, 9, 30, 82, 130
Malo-Juvera, Victor, 87, 130
Malosch, Beth, 37, 40, 105, 127
Manderino, Michael, 20, 35, 74, 117, 127, 130
Mangowski, Vanessa, 74
Mangrum, Jennifer, 64
Manyak, Patrick, 63, 127
Marasco, Joanna, 9
Mardis, Marcia, 120
Margarella, Erinn Elizabeth, 61
Marinak, Barbara A., 25, 40, 47, 93, 102
Marple, Stacy, 116
Marshall, Valerie L., 73
Marshall, Megan C., 65, 117
Martin, Aquaeasha, 42
Martin, Crystle, 58, 99, 130
Martin, Nicole M, 64, 130
Martin, Susan, 29, 130
Martinez, Danny C., 73, 130
Martinez, Manuel, 71
Martinez, Ramon, 19, 29, 90
Martinez-Alvarez, Patricia, 66
Martinez-Roldan, Carmen M, 128
Mason, Pamela A., 54
Massey, Chris L., 119
Mastral, Nancy, 9, 40
Mataital, Abbey, 94
Mathis, Janelle B., 19, 65, 100, 106, 130
Matthews, Mona, 58, 93
Mattingly, Amy, 61
May, Laura, 28, 130
Mayer White, Kelley, 26
Maykel, Cheryl, 31
Mazura, Christopher, 36
Mazzoni, Susan A., 25
McAndrews, Stephanie L., 24
McCarthey, Sarah, 40, 127
McCarthey, Jillian, 75
McFarly, Teresa, 8, 112
McInarne, Veda, 71
McClain, Jill Kedersha, 91, 99
McClung, Nicola, 90
McCullough, Kim, 35, 57
McCulley, Meleah, 24
McDaniel, Krista, 117
McElhone, Dot, 41
McElhone, Dot, 41
McElhone, Dot, 41
McElhone, Dot, 41
McElhone, Dot, 41
McEneaney, John E., 65, 127
McGee, Jennifer, 48, 49
McGee, Lea M., 95, 116, 126, 127
McGill-Franzen, Anne, 13, 24, 57
McGrail, Ewa, 111
McGill, Jennifer, 48, 49
McGill, Jennifer, 48, 49
McGill, Jennifer, 48, 49
McGill, Jennifer, 48, 49
McGill, Jennifer, 48, 49
McGrail, John Patrick, 111
McIntyre, Ellen, 54, 87
McKee, Lorri, 110
McKee, Lorri, 110
McKee, Lorri, 110
McKee, Lorri, 110
McKee, Lorri, 110
McMurray, Michael, 59, 74, 124, 127
McMillon, Gwenolyn, 54, 125, 127
McNamara, Danielle S., 120
McNaughton, Stuart, 119
McQuitty, Vicki, 9, 70, 98, 130
McTavish, Marianne, 29
McTigue, Erin, 25, 130
McVee, Mary, 31, 93, 104, 105, 130
McVerry, Greg, 34, 62, 66, 90, 97, 128
Mecham, Mark Ray, 42, 54, 64, 67
Medina, Carmen, 107
Mehta, Swati, 37
Meja, Joel Alejandro, 42
Melnichenko, Kimberly, 37
Melo, Carolina, 37
Meneses, Alejandra, 118
Merchant, Guy, 55
Merz, Sydney Alexia, 27, 74, 117, 130
Messer, Eric, 40
Messer, Heidi, 40, 59, 120
Messner, David, 103
Meyer, Amber Lynn, 60, 105
Meyer, Carla K., 13, 49, 127
Miechener, Catherine, 32
Midgette, Ekaterina, 34, 62, 70, 96
Mihocko, Emily, 35
Mikkola, Henna, 61
Milby, Tammy Marsh, 24, 89, 128
Miles, Katharine Pace, 49
Miller, Catherine Anne, 42, 130
Miller, Mary Ellen, 33, 62, 96, 103, 108
Miller, Samuel, 35, 125
Miller, Suzanne, 104
Miller-Tait, Arin, 67
Mills, Tammy, 105, 130
Mills, Thea, 103, 108
Minton, Sylvia, 73
Mirrorito, Sapargul, 63
Mitchell, Chrystine, 122
Mitchell, Jessica S, 95
Mitchell, Marisa A., 50
Moench, Candace Marie, 84, 130
Moffatt, Lyndsay, 119, 130
Mohr, Kathleen A.J., 81, 117, 130
Moje, Elizabeth, 21, 32, 41, 76, 109, 127
Mohktari, Kouider, 94
Moll, Luis C., 22, 130
Moller, Karla J., 28, 86, 100, 128
Monaghan, E. Jennifer, 74
Monette, Rachel, 22
Monobe, Gumiko, 39
Montanaro, Elizabeth, 50, 130
Montero, M. Kristina, 88
Montgomery, Sarah, 91
Montgomery, Zak, 91
Monzo, Lilia, 103
Moore, Julie A., 32
Moore, Kaylan, 49
Moore, Noreen S, 9
Morales, P. Zitlali, 23, 83, 130
Morland, Meagan, 24, 130
Morency, Andrea, 45
Morgan, Denise N, 29
Morphis, Elizabeth A., 55
Morrell, John, 60
Morren, Diane, 63
Morris, Darrell, 48, 49
Morris, Patrick, 59
Morrison, Richard, 25, 104
PARTICIPANTS

Morrow, Lesley M., 23, 82, 127
Morsink, Paul, 59
Morton, Mary Lou, 68
Morton, Tami Butler, 65
Moses, Annie, 37
Moses, Lindsey, 35, 130
Mouza, Chrystalla, 57
Msengi, Shadrack Gabriel, 24
Muhammad, Gholnecsar E., 88, 130
Mullins, Diana, 32
Murillo, Luz A., 33, 82, 130
Murphy Odo, Dennis, 27, 55, 85, 130
Murray, Bruce, 50
Muth, William Robert, 36, 44, 50, 81, 126
Muthukrishnan, Rani, 58, 130
Myers, Joy, 29, 64, 104
Myford, Carol M., 116
Nachrigall, Sara, 25, 100
Napolitano, Hollie, 57
Nee, Joanna Lynn, 94
Nehring, Amanda, 19
Neimeyer, Dodie, 38
Nelson, Kathryn S, 116,
Nelson, Nancy, 115
Nesheim, Nicole, 22
Neuman, Susan, 13, 33, 62, 96
Newcomer, Sarah, 17, 23, 55, 105, 130
Newell, George, 17, 40, 116
Newman, Denis, 41
Newell, George, 17, 40, 116
Newman, Dennis, 41
Newton, Joanna, 95
Nguyen, Michelle Mai, 72, 130
Nicolopoulou, Ageliki, 83
Nielsen, Diane C., 110
Nielsen, Jennifer, 118
Nieroda, Janine, 88
Nigam, Anita, 58
Nimmon, Laura Eileen, 89
Noguero-Liu, Silvia, 44, 83, 88, 115, 130
Nokes, Jeffery D., 118
Nolan, Jeanne Marie, 110
Norman, Rebecca R, 76, 130
Norris, Stephen P, 75
North, Sarah, 103
Nutt, Katherine Tucker, 116
O’Brien, David, 48
O’Brien, Lisa, 76, 130
O’Byrne, William Ian, 48, 66, 99, 111, 130
O’Neal, Sharon, 100
O’Rourke, Maria, 100
Ohle, Kathryn, 41, 130
Ohrnberger, Maryellen, 100
Oikonomidoy, Eleni, 69
Omerbasic, Delila, 55, 91, 130
Onwuegbuzie, Anthony, 48, 121
Ordenez-Jasis, Rosario, 42, 86
Orellana, Marjorie, 30
Orellana, Pelusa, 37
Ortlieb, Evan, 24, 89, 102
Ortmann, Lisa L, 103
Ossa-Parra, Marcela, 106
Oswalt, Bethany, 32
Otey, Kaitlyn, 116
Paaren-Sdano, Anika, 45, 130

pace, Christi L., 85
Pacheco, Mark Barba, 27, 57, 103
Paciga, Kathleen A., 25, 35, 130
Palembing, Annemarie, 105, 127
Palmgren-Neuvenen, Laura, 61
Palmi, Christopher, 24, 130
Pang, Sangho, 58, 69
Papoi, Kristin, 45, 130
Papola, Aimee Lyn, 130
Paratore, Jeanne R., 39, 82, 106, 125
Pardo, Laura, 20, 49, 130
Pargas, Roy, 42
Park, Jeong-bin, 73, 95
Park, Moonyoung, 17
Park, Sohee, 57, 61
Parker, Pauline, 73
Parkinson, Meghan M., 77
Parsons, Allison Ward, 26, 27, 42, 61, 85, 130
Parsons, Seth A., 130
Parsons, Sue Christian, 43, 74
Paré-Blagoew, E. Juliana, 118
Patterson, Leslie, 94
Paugh, Patricia C., 67, 82, 109, 130
Payne, Heather, 85
Pearson, P. David, 31, 47, 58, 70, 74, 86, 90, 102, 120, 121, 126, 127
Peel-e-Asey, Tryphena, 119
Peer, Karisa J., 30
Pek, Yvonne, 39, 126, 130
Peltier, Marliese, 33
Pendleton, Melissa, 22, 61
Penelli, Colleen Elizabeth, 35
Pennington, Julie L., 69, 110
Pennington, Sarah, 90, 130
Perez, Karla, 30, 89
Perez, Natasha, 111
Perry, Kristen H., 44, 81, 82, 127, 130
Persson, Lindsay, 71
Pet, Sue Ringler, 49, 66
Peterman, Nora A., 19
Peterson, Barbara J, 50, 64
Peterson, Debra, 67
Peterson, Heather, 20, 65, 130
Peterson, Katie, 57
Peyton Marsh, Josephine, 103
Philippakos, Zoi Apostolia, 9, 21, 81, 130
Phillips, Linda M, 75,
Phillips, Nathan, 74, 102, 120, 127, 130
Phillips Galloway, Emily, 32, 54, 118
Piazza, Susan V., 21, 54, 106
Pierce, Michelle, 20
Pierczynski, Melissa R., 27, 85, 93
Pilgrim, Jodi, 20, 46, 130
Piero, Kathryl, 36, 87, 104, 130
Pollard-Durodola, Sharonly, 20, 57, 58, 130
Pomerantz, Francesca, 20
Popp, Jacqueline, 19, 130
Porath, Suzanne, 68, 87, 130
Porter, Thomas, 115
Powell, Rebecca, 87
Pratt, Kristen Lynne, 19, 130
Presiado, Vivian, 25
Price, Debra P, 38, 110, 130
Price-Dennis, Detra, 48, 86, 90
Proctor, Patrick, 106
Protacio, Maria Selena, 74, 83, 106, 130
Pruit, Alina, 37, 49, 87
Puco, Victoria, 74
Purcell-Gates, Victoria, 89, 126, 127
Puzzo, Kelly, 19, 60, 130
Pyscher, Tracey, 41, 130
Ptyash, Kristine E, 67, 74, 91, 98, 130
Quinn, Marie, 56
Quintans Bence, Jannelle, 94
Rainey, Emily, 72, 130
Ralph, Liz, 58, 70
Ramey, Deanna, 34, 62, 69, 97
Ramirez, Erin Marie, 37, 85, 130
Ramos, Jenec, 32, 33, 117
Randall, Regine, 69, 130
Rao, Shaila, 106
Raphael, Taffy F, 23, 40, 61, 116, 126, 127
Rawls, Erik, 25, 34
Razfar, Aria, 23, 126
Rearden, Kristin, 29
Reder, Stephen, 36
Reilly, Kathleen A., 67
Reinhardt, Kimberly Suzanne, 22, 46
Reinking, David, 31, 34, 62, 69, 97, 126, 127
Reninger, Kristin Bourdage, 76
Rennie, Jennifer Ann, 102
Renz, Monica, 37
Reutzel, D. Ray, 23, 25, 107, 125
Revelle, Carol Lee, 94
Reyes, Iliana, 22, 29, 85, 128
Reynolds, Todd, 65
Rhodes, Joan A., 34, 62, 66, 97, 128
Richard, Kimberly A., 38
Richards, Andrea, 94
Richards, Janet C, 21, 121, 128
Richards, Wendy Scott, 55
Richardson, Lisa, 60, 108, 116
Richey, Jennifer, 36
Richey, Leila N, 27, 37, 60, 85
Ringler-Pet, Sue, 49, 66
Rinker, Tyler W., 31, 44, 84, 130
Ripley Crandall, Bryan, 88, 130
Rish, Ryan M, 74, 102, 130
Ritchie, Scott, 74, 91, 102
Ro, Jennifer Moon, 54
Roach, Audra K, 98
Robbins, Sheri, 22
Roberts, Kathryn L., 76, 130
Roberts, Sherron Killingsworth, 26
Roberts, Theresa, 25, 26, 87
Robertson, Dana A., 39, 106, 130
Robertson, Marla King, 68, 70, 130
Robinson, Hannah, 74
Robnolt, Valerie J., 40, 130
Rodgers, Emily, 26, 127, 128
Rodriguez, Gloria-Beatriz, 30
Rodriguez de France, Carmen, 58
Rodriguez de France, Honore, 58
Rodriguez-Scheel, Andrea, 30

140
Transformative Literacy: Theory, Research, and Design
63rd Annual Conference of the Literacy Research Association • December 4 - 7, 2013 • Dallas, TX
“Art is literacy of the heart,” mused Elliot Eisner, an idea captured in the two very small paintings that adorn this program’s cover. The paintings, created by my brother do not reflect his finest work, yet I treasure them because they evolved out of the ordinariness of every day life. They emerged on a blustery cold winter’s day, so common in northeastern Ohio, as our family — nestled cozy, safe, and warm inside our home — went about living, on an uneventful Saturday afternoon. Adell gently picked up his watercolor paints and brushes, then quietly painted two very small pictures, envisaging spring — filled with color, life, and movement. He presented the paintings as little gifts: one to my parents and one to me. This summer, years after his death, I found the companion painting, tucked behind a photo of my maternal grandparents’ 60th wedding anniversary, and relived that uneventful, cold, blustery winter’s day, now a precious memory... a love letter that continues to speak to me.

Elaine York, of LRA Headquarters, drew on the conference theme and transformed the two paintings into a new work of art.

— Arlette I. Willis, 2013 Program Chair