The Dialogic Construction of Literacies
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### ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

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

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, *Journal of Literacy Research*, and 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: Guilford Publications, Holcomb Hathaway Publications, Routledge, and Teachers College Press.
Dear Colleagues, Friends, and Members of the Literacy Research Association,

Welcome to the 64th Annual LRA Conference at the Marco Island Marriott! This conference marks a return, after 25 years, to the beautiful shores of the Gulf of Mexico. For those of you who may be newcomers or graduate students, historically, LRA (formerly the National Reading Conference) held its annual meeting every year at the Don CeSar hotel in St. Pete Beach, Florida, until the organization outgrew the space. Although many of us did not attend any of the annual meetings at “the Don,” the stories from those days are part of the fabric of our history and are often shared as members reminisce about previous conferences. Bringing the conference back to the shores of the Gulf of Mexico is a larger, equally beautiful venue such as the Marco Island Marriott, will hopefully provide some nostalgia for LRA members who attended meetings at “the Don.” More importantly, I hope that this venue will provide opportunities for all of us to author new historical accounts of LRA as we share cutting-edge literacy research, engage in stimulating conversations, and bring a new generation of scholars into the LRA community while enjoying the natural beauties that Marco Island has to offer.

I would like to extend my thanks and appreciation to Arlette Willis, who generously mentored me last year. As well, I am grateful to my Co-Chair, Pat Enciso, and the rest of my conference committee: Barbara Martin Palmer, Keli Garas-York, Gwen McMillon, Lynn Shanahan, and Julie Moore. Their trusted advice, assistance, and support throughout the past year was a constant source of inspiration. I would like to extend sincere appreciation to the faculty and graduate students at the University of South Florida, who have served as the Local Arrangements Committee. Thanks are extended to: Danielle Dennis, Jim King, Janet Richards, and Jenifer Schneider for their efforts. Finally, I would like to thank the Kautter Wenhold Management Group team of Barbara Beatty, Julie Dross, Lynn Hupp, Sasha Jaquith, and Alessandra Gilfoil for their tireless efforts to build this conference and ensure its success.

We received a record number of conference proposals, 1,023 total submissions; 635 of which were accepted, for an acceptance rate of 62%. There will be 218 sessions (not including the Plenary, Award, and Invited Sessions). These sessions include: 115 Paper Sessions with 351 individual papers presented within them), 30 Alternative Format Sessions, and 73 Symposia. We are providing 19 Study Group Sessions on Wednesday, Thursday, and Friday. In addition, the conference program includes 14 Roundtable Sessions, with 162 individual roundtables, averaging 11.6 papers per Roundtable Session.

The conference theme “The Dialogic Construction of Literacies” draws on my own research interests and my perception of the LRA community. The notion that dialogic spaces are multi-voiced and emphasize the social process of making meaning that occurs between people as they make sense of contexts and texts, reflects the essence of our research community. Our conference provides a space in which multiple, conflicting, and alternative perspectives are shared, debated, and resisted. In a Bakhtinian sense, this “constant interaction between meanings” suggests that as we construct meaning and make sense of literacies through our research, we are informed by the social, cultural, and historical voices which preceded it, while simultaneously transforming ourselves and influencing others. Many of the sessions, and the plenary addresses, examine research questions and literacy issues using dialogism as an epistemological/ontological framework.

CONFERENCE TO-DO LIST
The following are some of the 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:
• Arlette Willis, President of LRA, will deliver the Presidential Address on Wednesday, December 3, in the Islands Ballroom A-E from 4:45-6:00 PM. Her address is entitled, “Literacy and Race: Access, Equity, and Freedom.” The President’s Reception will follow immediately after the address on the Sunset Terrace North, to which all attendees are invited.
• Yetta Goodman will deliver the Oscar Causey Address on Thursday, December 4, in the Islands Ballroom A-E from 10:30 AM-12:00 PM. Her address is entitled, “Miscue Analysis: A Transformative Tool for Researchers, Teachers, and Readers.”
• Rupert Wegerif, Professor of Education at the University of Exeter will deliver the plenary address on...
Thursday, December 4, in the Islands Ballroom A-E from 4:45-6:00 PM. His talk is entitled, “Towards Dialogic Literacy Education for the Internet Age.”

- George Lakoff, Richard and Rhoda Goldman Distinguished Professor of Cognitive Science and Linguistics at the University of California at Berkeley, will deliver the plenary address on Friday, December 5, in the Islands Ballroom A-E from 4:45-6:00 PM. Lakoff’s talk is entitled, “Why the Brain Changes Everything: What Emodied Cognition Tells Us about Literacy.”

- The Integrative Research Review on Saturday, December 6, in the Islands Ballroom A-E from 10:30-12:00 will be “A Conversation about the Contributions of Content Knowledge and Strategic Processing to Reading Comprehension.” Annemarie Palincsar, University of Michigan, will moderate the session. Panelists will include: Maren Aukerman, Stanford University; Rachel Brown, Syracuse University; Kouider Mokhtari, University of Texas at Tyler; and Sheila Valencia, University of Washington.

**Attend a Roundtable or Study Group Session on the Beach:**
Area chairs from even numbered areas were invited to organize an invited speaker session. This year, the Area 2 Co-Chairs have invited Dr. Stephanie Jones and Dr. Mark Vagel to present “Cultivating Literacies of Class: Social Class Sensitivity in Teacher Certification, Professional Learning, and Doctoral Education.” This session will be presented on Wednesday, December 3, 2014 from 3:00 pm - 4:30 pm in Caxambas 2. The Area 10 Co-Chairs have invited Dr. Doug Belshaw to present a session entitled, “Toward the Development of a Web Literacy Map: Exploring, Building, and Connecting Online,” which will be presented on Friday, December 5, 2014 from 8:45-10:15 AM in the Islands Ballroom, Salon J. I encourage you to attend each of these special sessions.

**Attend the Presidential Reception:**
On Wednesday, December 3, following the Presidential Address by LRA President Arlette Willis, please attend the Presidential Reception. Dr. Willis’ reception will be held on the Sunset Terrace from 6:00 - 7:30 pm (weather permitting). Heavy hors d’oeuvres and a cash bar will be available. Please be sure to take this opportunity to thank Arlette Willis for her visionary leadership and careful 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 4, from 7:30 - 8:30 AM, on the Sunset Terrace. Jennifer Powell, Chair of the LRA Field Council, will share information about becoming involved in the LRA Field Council. In addition, Dr. Powell has an agenda that includes welcome comments from our LRA President Arlette Ingram Willis and President-Elect Janice F. Almasi. 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. Opportunities for publishing your research will be explained by Pamela J. Dunston and Susan King Fullerton, Clemson University, outgoing Co-Editors of the *LRA Yearbook;* Betsy Baker, Jen Clifton, Laurie Kingsley, Candace Kuby, Amy Lannin, Lenny Sanchez, and Selena VanHorn, University of Missouri, incoming Co-Editors of the *LRA Yearbook,* and Patricia L. Anders and David B. Yaden, Jr., Co-Editors of the *Journal of Literacy Research.* Information regarding the Sara B. McCraw Reading Foundation Travel Award, the Student Outstanding Research Award, and the STAR Mentoring Program (Scholars of color Transitioning into Academic Research Institutions) will be shared. 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 Roundtable or Study Group Session on the Beach:**
In an effort to integrate content and context, we are providing you with the opportunity to participate in conversations around research while enjoying the beauty of the natural setting on Marco Island. LRA has reserved six Chickee Huts on the beach, and individuals presenting Roundtable and Study Group sessions have signed up to present in this natural setting. Sessions that will be presented in Chickee Huts are denoted throughout the program with a Chickee Hut icon. Please note that the existing furniture within each Chickee Hut consists of plastic beach chairs and there is no electricity. As well, should inclement weather arise,
WELCOME

outdoor sessions may be moved indoors. For this reason, every outdoor session has a comparable space indoors. All roundtable sessions scheduled in Chickee Huts have space reserved indoors in Salon G. Study Groups scheduled for Chickee Huts have rooms reserved indoors as indicated in the program in case of inclement weather.

Attend a Noon-Hour LRA Study Group:
You may choose from among 19 LRA Study Groups that are meeting from 12:00 - 1:00 PM, 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. Six Study Groups will be meeting outdoors in Chickee Huts, weather permitting.

Attend an Innovative Community Group (ICG) Session/Meeting:
The Doctoral Students ICG, Gender and Sexualities ICG, History of Literacy ICG, International ICG, and the Multilingual and Transcultural Literacies 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.

Attend Vital Issues
This year’s conference marks the revitalization of Vital Issues, which the Field Council will take the lead in organizing. Vital Issues is a time to continue discussions about vital issues in literacy research and meet old and new friends in an informal setting. Vital Issues will be held in Korals, the lobby bar, each evening from 9:00 PM-midnight. All members are invited to attend and continue conversations about each day’s events.

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 Christine Mallozzi and Stergios Botzakis. 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 4, from 6:15 - 7:15 PM in Salons F and G.

Attend the Memorial Service:
A memorial service will be held on Thursday, December 4, immediately following the Town Hall Meeting from 7:15 - 8:30 PM in Salons F and G. Tributes to the life and work of our Past President, Trika Smith-Burke, Robert Calfee, and E. Jennifer Monaghan have been organized by David Pearson, Freddy Hiebert, David Reinking, Diane Stephens, Rob Tierney, Norm Stahl and Doug Hartman. All are invited to attend.

Attend the Annual Friday Business Meeting:
LRA’s Annual Business Meeting will be held on Friday, December 5 from 6:00 - 6:20 PM, immediately following Dr. George Lakoff’s plenary address in Islands Ballroom, Salons A-E. Attend the Annual Business Meeting on Friday to welcome LRA's newly elected Board members, learn about the slate of nominees for the 2015 election, learn which site was selected for the 2016 conference, and learn about LRA’s financial policies and status. An agenda for the Annual 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.

Bid on Books at the Silent Auction:
You can bid on books at the Silent Auction tables in Collier Hall; bidding ends on Friday at 3:30 PM. If your bid is the highest bid, you can purchase books on Friday from 4:00 – 7:00 PM, and Saturday from 8:00-11:00 AM, at the registration desk.

Submit Your Paper(s) to the LRA Yearbook:
You are invited to submit your paper to the LRA Yearbook call for papers. Your paper(s) of 20 pages or less should be submitted by February 6, 2015, by 11:59 PM (PST). Further information regarding Yearbook submissions will be forthcoming. In addition, you are invited to upload your paper to the LRA conference paper repository site on the LRA website.

Submit Proposals for the LRA 2015 Conference:
Submit your proposal by March 2, 2015, for the LRA 2015 Conference, which will be held at the beautiful Omni LaCosta Resort in Carlsbad, CA. The 65th LRA Conference will be co-chaired by Pat Enciso and Rebecca Rogers. Please direct all of your questions about proposals to Pat Enciso at enciso.4@osu.edu.

I hope you have a stimulating, productive, and memorable conference!

Janice F. Almasi
2014 Program Chair and President-Elect
IN MEMORIAM

ROBERT C. CALFEE

We are trying to imagine the 2014 LRA Conference without Bob Calfee, and it’s hard to do. Bob has been such a quiet force in our community for so long. Bob was never in a governing role in our organization, but he was a leader in our field and NRC/LRA. His leadership stemmed from his gifts of intellect, commitment to high-quality curriculum and teaching, and mentoring the next generation of literacy scholars. NRC acknowledged those gifts with the Oscar Causey Award for Outstanding Contributions to Reading Research (2003).

His analytic capacities were legendary. We can probably all recall his politely asking a penetrating question of a presenter as a discussant or as an audience member. The question almost always carried with it a suggestion to read a classic piece that had addressed the issue at least two decades ago. For both of us, a persistent image of Bob is roaming the halls in between sessions to buttonhole a fellow scholar to ask what we are going to do to address yet another policy absurdity. An equally persistent image is of Bob sitting with a young scholar in easy chairs in the hotel lobby, offering advice on half-formed dissertation plans.

But Bob was about more than analysis and reflection. He was also about action and productivity. During his career, he produced a remarkable body of published work (20 single-spaced pages at the time of his death). He likewise garnered numerous professional awards and honors: a Guggenheim Fellowship (1972), election as a Fellow of the American Association for the Advancement of Science, (1990), and the aforementioned Oscar Causey Award from NRC. He was a prolific editor, serving as editor of the Journal of Educational Psychology and Educational Assessment (for which he was the founding editor) as well as the voluminous Handbook of Educational Psychology.

Born in Lexington, KY on January 26, 1933, Bob was reared, along with his four younger siblings, in an orphanage for several years until his mother, Nancy Bernice Stipp, reclaimed her children and took them to LA. Bob attended UCLA for two years and then volunteered for a four-year tour of duty in the Air Force as a jet engine mechanic. He returned to UCLA where he completed a bachelors, masters, and PhD in clinical psychology in 6 years, followed by a post-doc at Stanford.

His distinguished academic career began at the University of Wisconsin, Madison (1964-1969). From 1969 to 1998, Bob was at Stanford University as a Professor of Education and Psychology as well as Associate Dean for Research and Development for 4 years. From 1998 to 2003, Bob served as Dean and Professor of Education at the University of California at Riverside, continuing there as Distinguished Professor of Education until 2005. From then until his death, Bob was Emeritus from both Riverside and Stanford (a singular distinction!).

A story to epitomize Bob’s stance toward his work, be it research, school improvement, or professional learning comes from Mike Wood, the founder of Leap Frog. Mike was pitching his idea for teaching phonics to early readers within an engaging game framework to Bob. Bob responded to the prototype with a chuckle and his inimitable smile, saying, “This could be fun!” Imagine that! Scholarship that’s fun! A perfect image to commemorate our colleague.

P. David Pearson
Elfrieda H. Hiebert

The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association · December 3-6, 2014 · Marco Island, FL
IN MEMORIAM

E. JENNIFER MONAGHAN

The history of literacy serves as the very foundation for all that we are in 2014 as theorists, researchers, and practitioners. Yet ever too often as a profession we focus solely on the present vantage point with an eye on the distant horizon all the while overlooking the road well travelled over the years. So as not to lose perspective of the many lessons provided by those who have preceded us on this journey, we need advocates for the historical perspective. For nearly four decades the undisputed champion of the historical moment in the literacy field was E. Jennifer Monaghan. Throughout these decades Jennifer stood as the preeminent scholar of literacy history, an unrelenting advocate for the importance of literacy history and historiography, and a caring and ever present mentor and cheerleader for several generations of young historians.


Jennifer was uncompromising yet gracious while advocating for the history of literacy when she was with us at an LRA event or at conferences delivered by the International Reading Association, the American Antiquarian Society, or the American Studies Association among others. For a quarter of a century beginning in 1976 she was a beacon in the night as she edited the *History of Reading News*. Along with her valued colleague Douglas Hartman she co-authored two handbook chapters that are staples for training individuals to understand if not undertake historical research [*Integrating the English Language Arts: An Historical Perspective in the Handbook of Research on the Teaching the English Language Arts* (2011) and *Undertaking Historical Research in the Handbook of Reading Research, Volume III* (2000)]. Her article co-authored with David Moore and Douglas Hartman entitled *Conversations: Values of Literacy History in Reading Research Quarterly* (1997) is the primary advocacy text for the field.

As a mentor to several generations of literacy historians Jennifer’s first step was with the founding of the History of Reading Special Interest Group of the International Reading Association as a much needed home for members of the field. Then across the years, whether in conference sessions or associated community building activities she could always be found mentoring future literacy historians and goading each one to work on that dissertation, to undertake and then disseminate their historical research (preferably in the *History of Reading News*), and to promote the study of our history in our professional associations. Jennifer’s mentorship to the profession will continue on into the future as, along with her husband Charles, she donated their collection of over 2,000 books related to the history of teaching to the University of Kansas Spencer Library, Department of Special Collections to be a component of the Young American Readers exhibit. Such a caring and supportive philosophy served her equally as well as the foundation for her work for 28 years with the students enrolled in developmental reading, ESL, and composition classes at Brooklyn College in the CUNY system.

The field of literacy pedagogy and research is better for the many contributions given to all of us so freely and with so much conviction. Her many good works will live on for future generations as they rejoice in the contributions of those who have come before and thus made their membership in our profession possible.

Norman A. Stahl
Douglas K. Hartman
Dixie D. Massey
Joseph Zimmer
Susan E. Israel
In October of this year, LRA lost one of its most stalwart, dedicated, charitable, and beloved leaders. We mourn the loss of our friend and colleague Trika Smith-Burke, whose unparalleled contributions to LRA began in the mid-1970s. For almost 40 years, Trika was the embodiment of what we aspire to be as a community of researchers and scholars whose work contributes to a better world. Personally, she reflected the strong personal bonds of friendship and collegial support that make LRA a unique professional organization. In both of these domains, Trika was our emotional, even spiritual, consciousness and consummate leader.

Her formal contributions to NRC/LRA are legion, including service as President (with responsibilities between 1985-89) and as treasurer twice (1978-83; 1991-93). For that service she received the Albert Kingston Award in 1990. Subsequent to that award, she served on or led numerous committees, and she participated directly in several important initiatives. She was also the motivating force and benefactor behind the Michael J. Parker Award.

Beyond NRC/LRA, her contributions are equally important. For example, she was an early leader in establishing a close relationship between reading theory and reading practice. She promoted that perspective in her teaching at NYU and in the publications and professional development within IRA and the broader community of literacy research and practice. Most notable was her committed leadership within the Reading Recovery community. She co-founded the Reading Recovery site at NYU, and she worked tirelessly to ensure that Reading Recovery held itself to the highest professional and scholarly standards, an effort that resulted in its good standing as an intervention grounded in evidence for its efficacy.

We’ll all remember Trika as the consummate professional in everything she did—teaching at NYU, directing the Reading Recovery site, making sure that NRC was both financially and collegially viable, mentoring new scholars, especially young women, into the field of literacy research. We’ll also remember her as the consummate friend—inviting our families into her life, telling stories of past NRC meetings late into the night at the current NRC, celebrating birthdays and births, and being available to talk through a difficult patch in one’s life journey.

We’ll remember her humanity as a professional, her serenity in the face of chaos, her outrage at injustice, her warmth as a friend, and, more than anything, the radiant smile that invited all of us into her personal space.

We shall not soon see the likes of Trika Smith-Burke. But as we grieve our loss, we have cause for celebration, for we are blessed to have such fond memories and vivid images to keep her spirit alive in our minds and hearts.

P. David Pearson
David Reinking
MAJOR ADDRESSES

Presidential Address – Wednesday, December 3, 2014
4:45 pm - 6:00 pm, Islands Ballroom A-E

Literacy and Race: Access, Equality, and Freedom
Arlette Willis, University of Illinois at Urbana-Champaign

Oscar S. Causey Address – Thursday, December 4, 2014
10:45 am - 12:00 pm, Islands Ballroom A-E

Miscue Analysis: A Transformative Tool for Researchers, Teachers, and Readers
Yetta Goodman, University of Arizona

Plenary Address One – Thursday, December 4, 2014
4:45 pm - 6:00 pm, Islands Ballroom A-E

Towards Dialogic Literacy Education for the Internet Age
Rupert Wegerif, University of Exeter

Plenary Address Two – Friday, December 5, 2014
4:45 pm - 6:00 pm, Islands Ballroom A-E

Why the Brain Changes Everything: What Embodied Cognition Tells Us About Literacy
George Lakoff, University of California at Berkeley

Integrative Research Review – Saturday, December 6, 2014
10:45 am - 12:00 pm, Islands Ballroom A-E

A Conversation About the Contributions of Content Knowledge and Strategic Processing to Reading Comprehension
Annemarie Palincsar, University of Michigan, Chair and Moderator
Maren Aukenman, Stanford Graduate, School of Education
Rachel Brown, Syracuse University
Kouider Mokhtari, University of Texas at Tyler
Sheila Valencia, University of Washington
STUDY GROUP ORGANIZERS

ADULT LITERACY STUDY GROUP
Erik Jacobson, Montclair State University

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

APPROACHES TO STUDYING GRAPHIC NOVELS
Stergios Botzakis, University of Tennessee, Knoxville
Laura M. Jimenez, Boston University

APPROACHES TO VIDEO DATA ANALYSIS IN LITERACY RESEARCH
Julie Coiro, University of Rhode Island

COMMON CORE STANDARDS AND READING TO WRITING CONNECTIONS WITH SPECIAL GUESTS JILL FITZGERALD, WILLIAM LEWIS, AND DOUGLAS KAUFMAN
Zoi Apostolia - Philippakos, Towson University
Noreen S. Moore, Independent Consultant/William Paterson University
Vicki McQuitty, Towson University

CONCEPTUALIZING AND EXPLORING SPACE AND PLACE IN DIGITAL LITERACIES RESEARCH
Julie Warner, Teachers College, Columbia University
Heather Pleasant, University of Alabama
Ryan M. Rish, Kennesaw State University
Damiana Gibbons, Appalachian State University
Lindy L. Johnson, University of Georgia

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

CULTURALLY RESPONSIVE LITERACY INSTRUCTION STUDY GROUP
Rebecca Powell, Georgetown College

DOCTORAL STUDENTS INNOVATIVE COMMUNITY GROUP STUDY GROUP
Jennifer Smith, Texas Woman’s University
Katherine Brodeur, University of Minnesota
Colleen Whittingham, UIC

EARLY AUTHORING AS MULTIMODAL EMBODIED PRACTICE: OPENING A DIALOGUE
Melanie Reaves, Northern Michigan University

FEELING SIDE BY SIDE: METHODOLOGICAL CHALLENGES IN INVESTIGATING AND (NOT) REPRESENTING AFFECT AND EMOTION IN LITERACY STUDIES
Christian Ehret, Vanderbilt University
Ty Hollett, Vanderbilt University
Kevin Leander, Vanderbilt University

HISTORY OF LITERACY STUDY GROUP
Norman A. Stahl, Northern Illinois University

INCOMING: NAVIGATING LANGUAGE, POLICY, AND PRACTICE WITH RURAL ENGLISH LANGUAGE LEARNERS
Anne Gregory, Western Illinois University

LITERACY LAB/READING CLINIC STUDY GROUP
Cheryl Dozier, University at Albany

LIVING THE WRITERLY LIFE IN ACADEMIA
Johna L. Faulconer, East Carolina University

PUBLIC ENGAGEMENT AND LITERACY RESEARCH
Carolyn Colvin, University of Iowa

TEACHER EDUCATION RESEARCH STUDY GROUP (TERSG)
Karen Kreider Yoder, Touro University California

THEORETICAL PERSPECTIVES STUDY GROUP
Kelly Puzio, Washington State University
Lara J. Handsfield, Illinois State University
Gay Ivey, University of Wisconsin-Madison

WORD STUDY STUDY GROUP 2014
Donald Bear, Iowa State University
# EVENTS AT A GLANCE

## TUESDAY, DECEMBER 2, 2014

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<th>Event</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>8:00 am - 9:00 am</td>
<td>Executive Committee Breakfast</td>
<td>Tropiks Restaurant</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Executive Committee Meeting</td>
<td>Sanibel - Lobby Level</td>
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<tr>
<td>12:00 pm - 12:45 pm</td>
<td>Board of Directors Luncheon</td>
<td>Sunset Terrace</td>
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<td>12:45 pm - 1:00 pm</td>
<td>Board of Directors Orientation</td>
<td>Sanibel - Lobby Level</td>
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<td>1:00 pm - 5:00 pm</td>
<td>Board of Directors Meeting</td>
<td>Sanibel - Lobby Level</td>
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<tr>
<td>3:00 pm - 8:00 pm</td>
<td>Attendee Registration Open</td>
<td>Islands A Desk - Lobby Level</td>
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</tbody>
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## WEDNESDAY, DECEMBER 3, 2014

<table>
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<tr>
<th>Time</th>
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<th>Room</th>
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<tbody>
<tr>
<td>7:00 am - 5:00 pm</td>
<td>Attendee Registration Open</td>
<td>Islands A Desk - Lobby Level</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Doctoral Student Innovative Community Group - Annual</td>
<td>Salon F - Lobby Level</td>
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<td>7:30 am - 8:30 am</td>
<td>Field Council Meeting</td>
<td>Salon H - Lobby Level</td>
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<td>7:30 am - 8:30 am</td>
<td>Policy and Legislative Committee Meeting</td>
<td>Captiva - Lobby Level</td>
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<td>7:30 am - 8:30 am</td>
<td>Student Outstanding Research Award Committee Meeting</td>
<td>Sanibel - Lobby Level</td>
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<td>8:00 am - 5:00 pm</td>
<td>Exhibits Open</td>
<td>Capri Foyer - Lower Level</td>
</tr>
<tr>
<td>8:00 am - 5:00 pm</td>
<td>Book Display/Silent Auction Open</td>
<td>Collier Hall - Lower Level</td>
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<tr>
<td>8:45 am - 9:25 am</td>
<td>Roundtable Session 1A</td>
<td>Salon G - Lobby Level</td>
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<tr>
<td>8:45 am - 10:15 am</td>
<td>Concurrent Sessions</td>
<td>See Pages 19-26</td>
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<tr>
<td>9:35 am - 10:15 am</td>
<td>Roundtable Session 1B</td>
<td>Salon G - Lobby Level</td>
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<td>10:30 am - 12:00 pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 26-32</td>
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<td>Study Groups</td>
<td>See Pages 32-37</td>
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<td>1:15 pm - 1:55 pm</td>
<td>Roundtable Session 2A</td>
<td>Salon G - Lobby Level</td>
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<tr>
<td>1:15 pm - 2:45 pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 37-43</td>
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<tr>
<td>2:05 pm - 2:45 pm</td>
<td>Roundtable Session 2B</td>
<td>Salon G - Lobby Level</td>
</tr>
<tr>
<td>3:00 pm - 3:40 pm</td>
<td>Roundtable Session 3A</td>
<td>Salon G - Lobby Level</td>
</tr>
<tr>
<td>3:00 pm - 4:30 pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 44-50</td>
</tr>
<tr>
<td>3:50 pm - 4:30 pm</td>
<td>Roundtable Session 3B</td>
<td>Salon G - Lobby Level</td>
</tr>
<tr>
<td>4:45 pm - 5:00 pm</td>
<td>J. Michael Parker Award Presentation</td>
<td>Islands A-E - Lobby Level</td>
</tr>
<tr>
<td>4:45 pm - 5:00 pm</td>
<td>Student Outstanding Research Award Presentation</td>
<td>Islands A-E - Lobby Level</td>
</tr>
<tr>
<td>5:00 pm - 6:00 pm</td>
<td>2014 Presidential Address</td>
<td>Islands A-E - Lobby Level</td>
</tr>
<tr>
<td>6:00 pm - 7:30 pm</td>
<td>President’s Reception</td>
<td>Sunset Terrace</td>
</tr>
<tr>
<td>9:00 pm - 12:00 pm</td>
<td>Vital Issues</td>
<td>Korsals</td>
</tr>
</tbody>
</table>

## THURSDAY, DECEMBER 4, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am - 6:30 pm</td>
<td>Attendee Registration Open</td>
<td>Islands A Desk - Lobby Level</td>
</tr>
<tr>
<td>7:30 am - 8:00 am</td>
<td>Newcomers’ &amp; Graduate Students’ Breakfast</td>
<td>Sunset Terrace</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Distinguished Scholar Lifetime Achievement Award Committee Meeting</td>
<td>Capri 4/5 - Lower Level</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Early Career Achievement Award Committee Meeting</td>
<td>Capri 7/8 - Lower Level</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Ethnicity, Race, and Multilingualism Committee Meeting</td>
<td>Captiva 1 - Lower Level</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>History Innovative Community Group (ICG) Meeting</td>
<td>Captiva 9/10 - Lower Level</td>
</tr>
<tr>
<td>7:30 am - 8:30 am</td>
<td>International Innovative Community Group (ICG) Meeting</td>
<td>Captiva - Lobby Level</td>
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</table>
## EVENTS AT A GLANCE

### THURSDAY, DECEMBER 4, 2014 (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am</td>
<td>Oscar S. Causey Award Committee Meeting</td>
<td>Everglades - Lobby Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>P. David Pearson Scholarly Impact Award Committee Meeting</td>
<td>Caxambas 2 - Lobby Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Publications Committee Meeting</td>
<td>Key West - Lobby Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Research Committee Meeting</td>
<td>Capri 2/3 - Lower Level</td>
</tr>
<tr>
<td>8:00 am</td>
<td>Book Display/Silent Auction Open</td>
<td>Collier Hall - Lower Level</td>
</tr>
<tr>
<td>8:00 am</td>
<td>Exhibits Open</td>
<td>Capri Foyer - Lower Level</td>
</tr>
<tr>
<td>8:45 am</td>
<td>Concurrent Sessions</td>
<td>See Pages 62-66</td>
</tr>
<tr>
<td>10:30 am</td>
<td>P. David Pearson Scholarly Impact Award Presentation</td>
<td>Islands A-E - Lobby Level</td>
</tr>
<tr>
<td>10:45 am</td>
<td>Oscar S. Causey Award Presentation</td>
<td>Islands A-E - Lobby Level</td>
</tr>
<tr>
<td>11:00 am</td>
<td>2014 Oscar S. Causey Address</td>
<td>Islands A-E - Lobby Level</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Study Groups</td>
<td>See Pages 62-66</td>
</tr>
<tr>
<td>1:15 pm</td>
<td>Roundtable Session 4A</td>
<td>Salon G - Lobby Level</td>
</tr>
<tr>
<td>1:15 pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 66-73</td>
</tr>
<tr>
<td>2:05 pm</td>
<td>Roundtable Session 4B</td>
<td>Salon G - Lobby Level</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Roundtable Session 5A</td>
<td>Salon G - Lobby Level</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Concurrent Sessions</td>
<td>See Pages 74-80</td>
</tr>
<tr>
<td>3:50 pm</td>
<td>Roundtable Session 5B</td>
<td>Salon G</td>
</tr>
<tr>
<td>4:45 pm</td>
<td>Distinguished Scholar Lifetime</td>
<td>Islands A-E - Lobby Level</td>
</tr>
<tr>
<td>4:45 pm</td>
<td>Early Career Achievement Award Presentation</td>
<td>Islands A-E - Lobby Level</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Plenary Address One</td>
<td>Islands A-E - Lobby Level</td>
</tr>
<tr>
<td>6:15 pm</td>
<td>Town Hall Meeting</td>
<td>Salons F-G - Lobby Level</td>
</tr>
<tr>
<td>7:15 pm</td>
<td>Memorial for Bob Calfee, Jennifer Monaghan, and Trika Smith-Burke</td>
<td>Salons F-G, Lobby Level</td>
</tr>
<tr>
<td>8:00 pm</td>
<td>Doctoral Student ICG Happy Hour</td>
<td>Koral</td>
</tr>
<tr>
<td>9:00 pm</td>
<td>Vital Issues</td>
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### FRIDAY, DECEMBER 5, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am</td>
<td>LRA Yearbook Breakfast (Invitation Only)</td>
<td>Salon G - Lobby Level</td>
</tr>
<tr>
<td>7:00 am</td>
<td>Attendee Registration Open</td>
<td>Islands A Desk - Lobby Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Albert J. Kingston Award Committee Meeting</td>
<td>Capri 2/3 - Lower Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Barr/Mosenthal Handbook of Reading Research Fund</td>
<td>Capri 7/8 - Lower Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Doctoral Student ICG Meeting and Proposal Mentoring Project</td>
<td>Salon F - Lobby Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Edward B. Fry Book Award Committee Meeting</td>
<td>Captiva - Lobby Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Ethics Committee Meeting</td>
<td>Capri 4/5 - Lower Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Gender/Sexualities Innovative Community Group</td>
<td>Everglades - Lobby Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>J. Michael Parker Award Committee Meeting</td>
<td>Sanibel - Lobby Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Multilingual/Transcultural Literacies Innovative Community Group</td>
<td>Capri 6 - Lower Level</td>
</tr>
<tr>
<td>7:30 am</td>
<td>Technology Committee Meeting</td>
<td>Key West - Lobby Level</td>
</tr>
<tr>
<td>8:00 am</td>
<td>Book Display/Silent Auction Open</td>
<td>Collier Hall - Lower Level</td>
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<tr>
<td>Time</td>
<td>Event</td>
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<tr>
<td>8:00 am - 5:00 pm</td>
<td>Exhibits Open ..................................................................................Capri Foyer - Lower Level</td>
<td></td>
</tr>
<tr>
<td>8:45 am - 10:15 am</td>
<td>STAR Alternative Format Session ...............................................Salon F - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>8:45 am - 10:15 am</td>
<td>Concurrent Sessions .......................................................................... Various - See Pages 85-92</td>
<td></td>
</tr>
<tr>
<td>10:30 am - 11:10 am</td>
<td>Roundtable Session 6A ............................................................Salon G - Lobby Level</td>
<td></td>
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<tr>
<td>10:30 am - 12:00 pm</td>
<td>Concurrent Sessions .......................................................................... Various - See Pages 92-98</td>
<td></td>
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<tr>
<td>10:30 am - 12:00 pm</td>
<td>Distinguished Scholar Lifetime Achievement Session ......................Salon A - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>11:20 am - 12:00 pm</td>
<td>Roundtable Session 6B ......................................................................Salon G - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Past Presidents’ Luncheon (Invitation Only) ....................................Tiki Terrace</td>
<td></td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Study Groups .................................................................................. Various - See Pages 99-103</td>
<td></td>
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<tr>
<td>1:15 pm - 1:55 pm</td>
<td>Roundtable Session 7A .....................................................................Salon G - Lobby Level</td>
<td></td>
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<tr>
<td>1:15 pm - 2:45 pm</td>
<td>Concurrent Sessions .......................................................................... Various - See Pages 103-110</td>
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<tr>
<td>2:05 pm - 2:45 pm</td>
<td>Roundtable Session 7B ......................................................................Salon G - Lobby Level</td>
<td></td>
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<tr>
<td>3:00 pm - 4:30 pm</td>
<td>International ICG Alternative Poster Session ................................Salon G - Lobby Level</td>
<td></td>
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<tr>
<td>3:00 pm - 4:30 pm</td>
<td>Concurrent Sessions .......................................................................... Various - See Pages 111-118</td>
<td></td>
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<tr>
<td>4:45 pm - 5:00 pm</td>
<td>Edward B. Fry Book Award Presentation ........................................Islands A-E - Lobby Level</td>
<td></td>
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<tr>
<td>5:00 pm - 6:00 pm</td>
<td>Plenary Address Two ..........................................................................Islands A-E - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>6:00 pm - 6:20 pm</td>
<td>Annual Business Meeting ...................................................................Islands A-E - Lobby Level</td>
<td></td>
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<tr>
<td>6:30 pm - 7:30 pm</td>
<td>Purchase Silent Auction Books .................................................... Islands A Desk - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>6:30 pm - 8:00 pm</td>
<td><em>Journal of Literacy Research</em> Editorial Board Dessert Reception .......Salon F - Lobby Level (Invitation Only)</td>
<td></td>
</tr>
<tr>
<td>9:00 pm - 12:00 am</td>
<td>Vital Issues .................................................................................. Korals</td>
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**FRIDAY, DECEMBER 5, 2014 (continued)**

**SATURDAY, DECEMBER 6, 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:00 am - 8:00 am</td>
<td>2015 Conference Area Chairs’ Breakfast .......................................Salon F - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>7:30 am - 1:00 pm</td>
<td>Attendee Registration Open ..................................................................Ilands A Desk - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>8:00 am - 11:00 am</td>
<td>Purchase Silent Auction Books ......................................................Islands A Desk - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>8:45 am - 10:15 am</td>
<td>Concurrent Sessions ..........................................................................Various - See Pages 123-126</td>
<td></td>
</tr>
<tr>
<td>10:45 am - 11:00 am</td>
<td>Albert J. Kingston Award Presentation ...........................................Islands A-E - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>11:00 am - 12:00 pm</td>
<td>2014 Integrative Research Review ................................................Islands A-E - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>12:00 pm - 8:00 pm</td>
<td>STAR Post-Conference Mentoring Session .........................................Captive - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>12:00 pm - 2:00 pm</td>
<td>Executive Committee Meeting ..........................................................Everglades - Lobby Level</td>
<td></td>
</tr>
<tr>
<td>2:00 pm - 5:00 pm</td>
<td>Board of Directors Meeting ..................................................................Everglades - Lobby Level</td>
<td></td>
</tr>
</tbody>
</table>
WEDNESDAY 12/3, 11:30
Amy Alexandra Wilson

WEDNESDAY 12/3, 1:30
Stephanie Jones

WEDNESDAY 12/3, 3:30
Vershawn Ashanti Young
Y’Shanda Young-Rivera

THURSDAY 12/4, 3:30
Peter J. Fisher
Debra J. Gurvitz

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Susan De La Paz, and
Mark Felton

Cynthia H. Brock, Virginia
J. Goatley, Taffy E. Raphael,
Elisabeth Trost-Shahata,
and Catherine M. Weber

Diane Rodríguez,
Angela Carrasquillo,
and Nyung Soon Lee

Rick Ayers and
William Ayers

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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 paper presentation 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. NOTE: Roundtables marked with a chickee hut picture will present on the beach, weather permitting.

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference. NOTE: Study Groups marked with a chickee hut picture will present on the beach, weather permitting.

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.

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.
Among a Sea of Voices: The Function(s) of Talk in K-12 Writing Classrooms

Chair: Lisa K. Hawkins, Michigan State University
Discussant: Virginia Goatley, University at Albany

Writing is not a solitary act. Nor is learning to write a solitary process. Within contemporary views of writing instruction, language assumes a fundamental role. But how does such talk function? What factors drive, intersect, or interrupt talk about writing? How do students use, repurpose, or resist talk in their writing? In this session five panelists will share key research findings that answer and complicate such questions for K-12 practitioners, teacher educators, and writing researchers.

1. Purposeful Talk: The Use of Primary-Grade Writing Conference Genres Across the Writing Process
   Lisa K. Hawkins, Michigan State University

2. Making Sense of Writing Conferences in Elementary Classrooms: The Challenges of Differentiating Instruction in the Moment
   Kristine Schutz, University of Michigan

3. Differentiating Guidance and Feedback in Writing: Teacher-Student Interactions in Three Urban Classrooms
   Susan Martin, Boise State University

4. Academic Discourse as Pre-Writing Strategy: The Efficacy of Student Talk on Argument Writing in an Urban High School English Class
   Katryna Andrusik, Urban Teacher Center
   Kietryn Samuelsen, Urban Teacher Center
**August 5, 2014**

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

**Capri 2 & 3 - Lower Level**

**Literacies and Transnational Lives**

**Chair:**
Angela J. Hampton, *Ball State University*

**Discussant:**
Patriann Smith, *University of Illinois at Urbana-Champaign*

1. **Re-Visioning Multicultural Literature From Korean Immigrant Parents’ Responses to Immigrant Stories**
   Jaehee Kwon, *University of Georgia*
   Jennifer M. Graff, *University of Georgia*

2. **Transnational Readings of a Canonical Text: A Dialogue Between Odysseus and a Cuban Immigrant Student**
   Michael Macaluso, *Michigan State University*
   Natasha Perez, *Michigan State University*

3. **Mediating Understanding in a Bilingual Family Literacy Program for Immigrant and Refugee Families**
   Nicola Friedrich, *University of British Columbia*
   Jim Anderson, *University of British Columbia*
   Fiona Morrison, *Decoda Literacy Solutions*

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

**Capri 4 & 5 - Lower Level**

**Pre-Service and Practicing Teachers and Alternative Writing Pedagogies**

**Chair:**
Judith M. Dunkerly-Bean, *Old Dominion University*

**Discussant:**
Roya Qualls Scales, *Western Carolina University*

1. **Reading as Writers, Writing as Readers: The Dialogic Function of the “Author-Out” Poetry Writing Workshop Model in Pre-Service Teacher Education**
   Kati Macaluso, *Michigan State University*
   Laura Apol, *Michigan State University*

2. **Stimulating Education Majors’ Knowledge Constructions About Teaching Writing Through Arts-Based Reflections**
   Janet Richards, *University of South Florida*

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

**Capri 6 - Lower Level**

**Pre-Service Teachers’ Experiences With Reading, Writing and Multimodal Texts**

**Chair:**
Pamela Correll, *University of Kentucky*

**Discussant:**
Debra Stevens Peterson, *University of Minnesota*

1. **Examining Pre-Service Teachers’ Pedagogical Writing Repertories**
   Leslie E. La Croix, *George Mason University*
   Julie K. Kidd, *George Mason University*

2. **Hybrid Minds: The Dialogical Nature of Multimodal Literacy Experiences for Pre-Service Teachers**
   Margaret Billings Krause, *University of South Florida*
   Julia Hagge, *University of South Florida*

3. **Logical Thinking as a Cognitive Flexibility Predictor on Reading Comprehension of Elementary Pre-Service Teachers**
   Sebastian Szyjka, *Western Illinois University*
   Melissa Stinnett, *Western Illinois University*

**8:45 am - 10:15 am - SYMPOSIUM**

**Capri 7 & 8 - Lower Level**

**Speaking Back to Texts From Behind the Fence: Problematizing Book Clubs With Incarcerated Youth**

**Chair:**
Mary E. Styslinger, *University of South Carolina*

**Discussant:**
Julia Lopez-Robertson, *University of South Carolina*

In response to this year’s conference theme, this symposium will share the results of three qualitative studies which problematize book clubs facilitated at
a juvenile correctional facility. In accordance with our belief in critical literacy, we provided opportunities for marginalized youth to speak back to texts and engaged in research around what on the surface appeared to be natural or neutral during book club meetings.

1. **Book Clubs for Social Justice: Using CRT to Develop Voice and Agency With Incarcerated Youth**
   Elizabeth Bemiss, *University of South Carolina*
   Jennifer L. Doyle, *University of South Carolina*
   Liza Speece, *University of South Carolina*

2. **From “I Dunno” to “I Would Say”**
   Angela Byrd, *University of South Carolina*
   Dianne Hartness, *University of South Carolina*
   Nicole Walker, *University of South Carolina*

3. **Queen Bee or Not to Be, That is the Question**
   Sara Biltz, *University of South Carolina*
   Celeste Gay, *University of South Carolina*
   Kayla Hyatt Hostetler, *University of South Carolina*

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**Invitations to Dialogue and Response: Young Children’s Engagement With Picturebooks**

Chair:
Laura May, *Georgia State University*

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

1. **The Dialogic Construction of Agency Experiences With Literature**
   Janelle Mathis, *University of North Texas*

2. **Picture Books as Dialogic Contexts: Exploring Relational Invitations in Text and Image**
   Judith T. Lysaker, *Purdue University*
   Zaira Arvelo-Alicea, *Purdue University*

3. **What Do You Do With a Book Like This?: Genre and Interaction in Participatory Picturebook Read-Alouds**
   Laura May, *Georgia State University*
   Thomas Crisp, *Georgia State University*
   Gary Bingham, *Georgia State University*

- Literacy within secondary school disciplines has been reconceptualized with literacy as unique to each discipline and representing ways experts produce disciplinary knowledge. Culturally and historically-situated teacher beliefs about literacy stem from personal experiences and attitudes towards reading and literacy. This symposium explores how pre-service teachers conceptualize disciplinary literacy, the challenges they encounter when teaching for disciplinary literacy, and possible ways forward for redesigning content-area literacy courses according to theoretical views of disciplinary literacies.
1. Exploring how Secondary Pre-Service Teachers Envision Literacy in Academic Disciplines Using Online Social Bookmarking
   Jamie Colwell, Old Dominion University
2. “I’m not Sure how I Produce Historical Arguments”: Re-Envisioning Pre-Service Content-Area Literacy Courses in Light of Disciplinary Literacy Teaching Demands
   Phillip Michael Wilder, Clemson University
3. Blogging With 7th Graders: Apprenticing Disciplinary Literacy Instruction With Preservice Teachers
   Corrine Marie Wickens, Northern Illinois University
   Michael Manderino, Northern Illinois University

8:45 am - 10:15 am - SYMPOSIUM
Caxambas 2 - Lobby Level

Tutoring to Support Understanding and Achievement: What Tutors and Tutees Learn

Chair:
Dixie D. Massey, University of Washington

Discussant:
Samuel Miller, University of North Carolina at Greensboro

This symposium focuses on a broad range of tutoring experiences in order to explore multiple perspectives and influences of tutoring for both tutors in teacher preparation programs and the elementary, middle, and high school students that they tutor. Through the variety of perspectives, we wish to draw attention to the elements that make tutoring interventions effective for both tutors and tutees, as well as programmatic features of effective tutoring interventions.

Tutoring to Support Understanding and Achievement: What Tutors and Tutees Learn
Dixie D. Massey, University of Washington
Sandra M. Webb, Georgia College & State University
Tina L. Heafner, University of North Carolina at Charlotte
Ali Mitnick Wilson, Appalachian State University

Tutoring to Support Understanding and Achievement: What Tutors and Tutees Learn

Literacy Education With Students Who are Deaf

Chair:
Jodi G. Welsch, Frostburg State University

Discussant:
Susan King Fullerton, Clemson University

1. Convergence of Perspectives: Literacy Education, Deaf Education, Speech-Language Pathology
   Hannah Dostal, University of Connecticut
   Lisa Bowers, University of Arkansas
   Kimberly A. Wolbers, University of Tennessee

2. Morphemic Awareness and Reading Comprehension When Students Are Deaf
   Diane C. Nielsen, University of Kansas
   Deborah S. Stryker, Bloomsburg University of Pennsylvania
   Barbara Luetke, Northwest School for Hearing Impaired Children

3. Writing Interventions and Deaf/Hard-of-Hearing Students: A Meta-Analysis
   Jan Ainger, George Mason University

8:45 am - 10:15 am - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon A - Lobby Level

Always Entering the Middle of Literacies: Continuing to (Un)Frame Data

Chair:
Mark D. Vagle, University of Minnesota

Discussants:
Angela Coffee, University of Minnesota
Colleen Clements, University of Minnesota

In this session, we take up the “literacies” of our research as the embodied (material, visceral), textual (language-dependent, constructed) ways of interpreting, in Freire’s terms, “the word and the world” and how we are positioned within the discursive realms we inhabit. We hope that our time with attendees becomes a Deleuzoguatarrian (1987) line of flight, in which all sorts of entangled thoughts, emotions, fears, and hopes can surface and be taken up in their complexities.
1. Always Entering the Middle of Literacies: Continuing to (Un)Frame Data
   Mark D. Vagle, University of Minnesota
   Elizabeth Dutro, University of Colorado Boulder
   Maria Ghiso, Teachers College, Columbia University
   Gerald Campano, University of Pennsylvania
   Stephanie Jones, The University of Georgia

Presenters:
   Elizabeth Dutro, University of Colorado Boulder
   Maria Ghiso, Teachers College, Columbia University
   Gerald Campano, University of Pennsylvania
   Stephanie Jones, The University of Georgia
   Mark D. Vagle, University of Minnesota

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom Salon B - Lobby Level

The Role of Feeling in Adolescents’ Experiences of Their Literacies in Non-Formal Learning Environments: Some Enlivening Experiments in Real Virtualities

Session Organizer:
   Christian Ehret, Vanderbilt University
Chair:
   Nathan Phillips, University of Illinois at Chicago
Discussant:
   Cynthia Lewis, University of Minnesota

This symposium explores the role of feeling in adolescents’ literacies in non-formal learning environments, including a hospital, a library, and an after-school club. Presentations report on experiments with learning as social, affective experiences in real virtualities, and analyses evince how literacy experiences are differently illuminated when viewed as affectively emergent and intractably digital-physical. Implications open questions about attending to affect in social design experiments, and call for more affectively emergent (digital) literacy teaching and research.

1. Desiring Bodies’ Literacies With New Media While Hospitalized With Cystic Fibrosis: An Affectively Designed Experiment
   Christian Ehret, Vanderbilt University
2. (Mine)Crafting Cityscapes: Adolescents’ Affective Literacies in an Open-World Video Game Environment
   Ty Hollett, Vanderbilt University

3. Exploring Textual Landscapes: The Lived Experience of an After-School Minecraft Club
   Chris Bailey, Sheffield Hallam University

8:45 to 10:15 am - PAPER SESSION
Islands Ballroom Salon C - Lobby Level

Writing and Dialogic Learning

Chair:
   Stephanie M. Branson, University of South Florida
Discussant:
   Christine Mallozzi, University of Kentucky

1. Dialogism: Feminist Revision of Writing Instruction
   Shea N. Kerkhoff, North Carolina State University
2. Feedback Loops: Assembling Students, Stories, and Devices for Multimodal Feedback in a Writer’s Workshop
   Kimberly Lentes, University of Calgary
   Kate Elizabeth Kedley, University of Iowa

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon D - Lobby Level

Teacher Preparedness, Decisions, and Actions

Chair:
   Sara Elizabeth Miller, Longwood University
Discussant:
   Mary Martin, Judson University

1. Examining Elementary Literacy Teachers’ Preparedness to Implement the Common Core State Standards
   Melissa Adams-Budde, West Chester University
   Samuel Miller, University of North Carolina at Greensboro
2. The Implications of High-Stakes Teacher Evaluation on Decision Making in the Literacy Classroom
   Renee Moran, East Tennessee State University
3. Choosing Our Words to Open Minds: The Role of Teacher in the Dialogic Classroom
   Danielle Dennis, University of South Florida
   Sherridon Sweeney, Pizzo Elementary School/University of South Florida
   Sarah Hart, Pizzo Elementary School/University of South Florida
The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association l December 3-6, 2014 l Marco Island, FL

The Effectiveness of Reading Interventions: Examining the Role of Coaches and Paraprofessionals

Chair:
Shannon Henderson, University of Alabama

Discussant:
Hope Smith Davis, Indiana University South Bend

1. A Closer Look at What Works: Pedagogical and Theoretical Perspectives Behind Beginning Reading Interventions
   Katherine Brownfield, The Ohio State University
   Jerome D’Agostino, The Ohio State University

2. Supporting the Supporters: A Need to Reconceptualise the Role of Paraprofessionals (Teaching Assistants). Lessons Learned from a Multiple Case Study of a Literacy Intervention Programme
   Gillian Elaine Johnson, University of Nottingham
   Colin Harrison, University of Nottingham

3. Coaching and its Potential for Improving Reading Instruction in Developing Countries
   Rita M. Bean, University of Pittsburgh

8:45 to 9:25 am - ROUNDTABLE SESSION 1a
Islands Ballroom Salon G - Lobby Level

Roundtable 1a
1. “I Want to Read Naturally”: Exploring English Learners’ Reading Process
   Yang Wang, University of Missouri

2. “You Don’t Speak Correct English”: Teacher Knowledge About Linguistic Diversity/Language Acquisition and its Role in Pedagogy
   Alice Y. Lee, University of Illinois, Urbana-Champaign

3. A Critical Analysis of Language Ideologies and Identity Negotiation in a College ESL Context
   Jung Sook Kim, The Ohio State University

4. A Glimpse Into Teacher Preparation for New Literacies
   Kathryn Allen, University of Minnesota

5. A Linguistic Analysis of Middle School Students’ Reading Responses
   Zhihui Fang, University of Florida

6. A Middle Level Exclusive: Empirical Evidence for Middle Level Literacy Practices
   Mary F. Roe, Arizona State University
   Maria Goff, Arizona State University

7. A Qualitative Investigation of Reading Engagement in the Context of a High School Supplemental Intervention Course
   Susan Chambers Cantrell, University of Kentucky
   Margaret Rintamaa, University of Kentucky
   Jessica Pennington, University of Kentucky

8. An Investigation of First Chapters in High Quality Literature
   Miriam Martinez, The University of Texas at San Antonio
   Janis Harmon, The University of Texas at San Antonio
   Dennis S. Davis, The University of Texas at San Antonio
   Rebecca Stortz, University of Texas at San Antonio

9. Barriers to Writing With Digital Tools in a Participatory, Rural Culture
   Emily Smothers Howell, Clemson University
   Rebecca Kaminski, Clemson University

10. Becoming Urban English Teachers Within and Across Professional Communities
    Allison Skerrett, The University of Texas at Austin
    Thea Williamson, The University of Texas at Austin
    Amber Warrington, The University of Texas at Austin

11. (Con)Text Matters: How Child and Text Factors Affect Reading Rate
    Laura Tortorelli, University of Virginia
    Marcia Invernizzi, University of Virginia

12. Conceptualizing Literacy Instruction: Dialogic Relationships of Biography, Practice, and Theory in Literacy Education Fieldwork
    Katharine Emily Bartow Jacobs, University of Pennsylvania
8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon H - Lobby Level

Literacies and Intercultural Capital

Chair:
Carolyn S. Hunt, Illinois State University

Discussant:
Margaret A. Berg, University of Northern Colorado

1. Exchanges of Capital in Latino/a Adolescents’ Engineering Designs
Amy Alexandra Wilson, Utah State University
Joel Alejandro Mejía, Utah State University
Indhira Hasbun, Utah State University

2. Pokémon as a Cultural Bridge: Contemporary Childhood, Popular Culture (Manga and Anime), and Intercultural Understanding in the Classroom
Junko Sakoi, The University of Arizona

3. The Dialogic Construction of Bilingual Literacies, Dis/Ability, and Inclusion by Content-Area Classroom Teachers
Alaska Black Hults, The Pennsylvania State University

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon J - Lobby Level

The Influence of Affect and Social Roles on Literacy Learning

Chair:
Keith Lyons, University of Kentucky

Discussant:
Sohyun Meacham, University of Northern Iowa

1. Exploring the Role of Affective Investments in Cultural Artifacts Within Early Literacy Learning
Melanie Reaves, Northern Michigan University

2. Relationships Between Reading Motivation, Reading Activity, Oral Language, and Reading Achievement in Children With Language Impairment and Attention Deficit/Hyperactivity Disorder
Mei Shen, Michigan State University
Gary Troia, Michigan State University

3. Social Roles and Comprehension Processes During Emergent Readers’ Buddy-Reading
Tanya Christ, Oakland University
X. Christine Wang, University at Buffalo
Ming Ming Chiu, University at Buffalo

8:45 am - 10:15 am - PAPER SESSION
Key West - Lobby Level

Disciplinary Literacy: Identities, Knowledge, and Practices

Chair:
Barbara Martin Palmer, Mount St. Mary’s University

Discussant:
Steve Wellinski, Eastern Michigan University

1. Literacy Mentorship: Negotiating Pedagogical Identities in Disciplinary Literacy Instruction
Brenna Towle, University at Buffalo

2. High School Teachers’ Disciplinary Literacy Knowledge: A Mixed Method Study
Paula Di Domenico, Northern Illinois University

3. Confronting the Challenges of Supporting Middle School Students’ Disciplinary Literacy Practices Through Dialogic Discussions in History
Jacquelynn S. Popp, University of Illinois at Chicago

8:45 am - 10:15 am - PAPER SESSION
Sanibel Room - Lobby Level

Students’ Experiences and Attitudes as They Construct Meaning in Digital Spaces

Chair:
Caroline M. Flury-Kashmanian, University at Buffalo

Discussant:
Hiller A. Spires, North Carolina State University

1. Capturing Students’ Interest, Meeting School Demands: Designing Digital Affinity Spaces for In-School Literacies
Stacy Haynes-Moore, University of Iowa

2. With and Without a Mandated Curriculum: Online Literate Activity in Two Language Arts Classes
Sonia M. Kline, Illinois State University
WEDNESDAY

3. eTextbook Reading Preferences and Practices: Bringing College Students into the Conversation
   Elizabeth Dobler, Emporia State University

9:35 am - 10:15 am - ROUNDTABLE SESSION 1b
   Islands Ballroom Salon G - Lobby Level

NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 1b
1. Beyond TPACK: Examining Literacy Teachers’ Technology Integration
   Valerie Harlow Shinas, Lesley University
   Barbara N. Steckel, Lesley University

2. Bringing in the Voices of Students With Disabilities Using Multimodal Picture Books
   Michelle A. Duffy, Syracuse University
   Joanna M. Robertson, Old Dominion University

3. Broadening “Authoritative Discourses”: Dialogic Understandings About Eastern European Immigrant Families’ Beliefs of Children’s Literature
   Oksana Lushchevska, University of Georgia
   Jennifer M. Graff, University of Georgia

4. Building Capacity in Guided Reading Instruction Using Ongoing Staff Development
   Kimberlee Wagner, Rockford University

5. Building Language of a Gradual Release Model of Strategy Instruction While Debriefing Video Recorded Strategy Instruction
   JoAnne Vazzano, Northeastern Illinois University
   Christina L. Madda, Northeastern Illinois University

6. By Pen or by Keyboard? The Effects of Writing Mode for Adolescent Students With Language Disabilities
   Scott Beers, Seattle Pacific University

7. Changing the Dialogic Context: Analyzing the Complexity of Instructors’ Participation in Online Discussions
   Lane W. Clarke, University of New England
   Audrey Bartholomew, University of New England

8. Classroom Tools for Mediation: An Examination of Technology Use by Teachers of Language Learners
   Marcine Marie Adams, University of Illinois At Chicago
   Adrian Leigh Allen, University of Illinois at Chicago

9. Collaborative Writing Project Engages African Refugees Students in a Saturday Tutoring Program to Improve Their Writing Skills
   Zaline Roy-Campbell, Syracuse University
   Stella Mukiri Rwanda, Syracuse University

10. Coming to Belong: Community Literacies an Urban Marketplace
    Joanne Larson, University of Rochester
    Courtney Hanny, University of Rochester
    Joyce Duckles, University of Rochester
    George Moses, Northeast Area Development

11. Comparing Listening and Reading Comprehension of Narrative vs. Expository Text
    Wolfram Verlaan, University of Alabama in Huntsville
    Evan Ortlieb, Monash University

    Diane Barone, University of Nevada, Reno

    Heather Hurst, St. Joseph’s University

10:30 am - 12:00 pm - PAPER SESSION
   Capri 1 - Lower Level

Constructing Meaning Through Discussion

Chair: Keli Garas-York, SUNY Buffalo State College
Discussant: Diane L. Schallert, The University of Texas at Austin

   Kim Skinner, Louisiana State University

2. Writing Their Way Into Talk: Preschool English Learners Co-opt Literacy Practices as Tools for Social Interaction
   Katherine Bernstein, University of California, Berkeley

3. Backchanneling as a Discussion Technique
   Robyn Seglem, Illinois State University
   Linda Haling, Illinois State University
Multiple Voices and Perspectives of the Literacy Landscape: Looking Back to See Ahead

Session Organizer:
Victoria R. Gillis, University of Wyoming

Discussant:
George Kamberelis, University of Wyoming

The proposed Alternative Session aims to extend the work of Baldwin, Readence, Schumm, and Konopack (1990) and Dunston, Headley, Schenk, Ridgeway, and Gambrell (1998); to promote conversations about the multiplicity of voices and perspectives in research published in the National Reading Conference/Literacy Research Association Yearbook; and identify productive areas for future research. The session will examine results of our content analysis of National Reading Conference/Literacy Research Association Yearbooks from 1996-2013.

Multiple Voices and Perspectives of the Literacy Landscape: Looking Back to See Ahead
Victoria R. Gillis, University of Wyoming
Leslie S. Rush, University of Wyoming
Kathy Headley, Clemson University
Ann van Wig, University of Wyoming
Megan C. Marshall, University of Wyoming

The Impact of Teachers Teaching: Connecting Critical Thinking, Response, and Comprehension

Chair:
Wendy Keyser, University of Massachusetts Amherst

Discussant:
Misty Sailors, The University of Texas at San Antonio

1. Found Poetry: A Tool for Constructing Poetic & Transactional Literacies
Lisa Patrick, The Ohio State University Literacy Collaborative

2. (Re)Imagining the Future of Our American History: A Genre-Based Framework for Teaching Bilingual Adolescents to Read and Write History
Laura Schall-Leckrone, Lesley University

Struggling Readers: Using Theory to Challenge Understandings of What It Means to be Literate in School

Chair:
Katherine K. Frankel, Boston University

Discussant:
Donna Alvermann, University of Georgia

1. Defining a Youth Lens
Robert Petrone, Montana State University

2. Youth Conflicts With/in Urban Environments: Driving Messages of “Escapism” in YAL
Mark A. Lewis, Loyola University Maryland

3. Understanding Teacher Resistance to Happy Portrayals of Sexual Youth in Young Adult Literature
Sophia T. Sarigianides, Westfield State University

Introducing a Youth Lens to Re-conceptualize the Construction of Literacies and Pedagogies Involving Young Adult Literature

Chair:
Robert Petrone, Montana State University

Discussant:
Amanda Haertling Thein, University of Iowa

This symposium explains a new literary lens proposed to teach and read young adult literature and other textual representations of youth. Presenters discuss how a new analytic approach focused on representations of adolescence—a Youth Lens—illuminates fresh interpretive possibilities for analyzing literature through critical examinations of YA texts.

1. Defining a Youth Lens
Robert Petrone, Montana State University

2. Youth Conflicts With/in Urban Environments: Driving Messages of “Escapism” in YAL
Mark A. Lewis, Loyola University Maryland

3. Understanding Teacher Resistance to Happy Portrayals of Sexual Youth in Young Adult Literature
Sophia T. Sarigianides, Westfield State University
The purpose of this session is to provide a forum for analysis, critique, and discussion of the struggling reader construct and the discourses that surround it. Using the alternative session format, we discuss “struggling readers” from four different theoretical perspectives (Bio ecological Systems Theory, New Literacy Studies, Disability Studies, and Cultural-Historical Activity Theory) to problematize the term and imagine alternatives to it.

Presenters:
Katherine K. Frankel, Boston University
Maryl A. Randel, Michigan State University
Elizabeth L. Jaeger, University of Arizona
Maneka Deanna Brooks, California State University, Fresno

10:30 am - 12:00 pm - SYMPOSIUM
Capri 9 & 10 - Lower Level

Intra-Activity Matters: Exploring the Material Discursive of Literacy Learning in Multiple Contexts

Session Organizer:
Candace Kuby, University of Missouri

Chair:
Shonna Crawford, Evangel University, Missouri

Discussant:
Randy Bomer, The University of Texas at Austin

Moving beyond research on discourse, panelists explore the intra-activity between students and materials. The first paper, using social semiotic theory, focuses on material practices of elementary Latino students making picture books. The second paper thinks with post-structural and feminist materialism theories to explore how 2nd graders intra-acted with materials while writing. Using a participatory visual methodology, the third paper builds on the notion of intra-activity to understand performativity of material-discursive practices of 5th and 6th graders.

1. Understanding Expanded Meanings in the Material Practices of Third and Fourth Grade Latino Picture Book Makers
   Angie Zapata, University of Missouri-Columbia

   Candace Kuby, University of Missouri
   Tara Gutshall, Columbia Public Schools

3. Why Does it Matter? Materiality and Performativity in the Collaborative Construction of an “Ideal City”
   Michelle Honeyford, University of Manitoba

10:30 am - 12:00 pm - PAPER SESSION
Captiva Room - Lobby Level

The Body as Contested Space: Analysis of Literature Offering Counter Narratives

Chair:
Beth Beschorner, Drake University

Discussant:
Roberta P. Gardner, University of Mary Washington

1. Female Slave Portrayals in Child and Young Adult Historical Fiction by African American Authors
   Ngozi Onuora, University of Illinois, Champaign-Urbana

2. Written Upon the Body: Teens, Text, and Trauma
   Alfreda Maria Clegg, Indiana University Bloomington
   Lottie Waggner, Indiana University Bloomington

10:30 am - 12:00 pm - PAPER SESSION
Caxambas 1 - Lobby Level

Working With Pre-Service Teachers to Explore New/Digital Literacies

Chair:
Mary Catherine Shake, University of Kentucky

Discussant:
Annmary L. Consalvo, Fitchburg State University

1. Developing Pre-Service Teachers’ Attitudes, Awareness, Understanding, and Abilities Related to Integration of Technology Into Their Instructional Practice
   Lisa O’Brien, Boston University
   Laura M. Jimenez, Boston University
   Jeanne R. Paratore, Boston University

2. Beyond Journals and Blogs: Using Instagram to Elicit Pre-Service Teacher Reflection
   Monica Thomas Billen, University of Tennessee

3. Other New Literacies: Or, What do we do Once We’ve Connected?
   James R. King, University of South Florida
   AnnMarie Alberton Gunn, University of South Florida
**10:30 am - 12:00 pm - PAPER SESSION**
**Caxambas 2 - Lobby Level**

Using Video Data and Analysis in the Literacy Classroom

*Chair:*
Elizabeth C. Lewis, Dickinson College

*Discussant:*
Rachel Karchmer-Klein, University of Delaware

1. **Composer’s Cut: Students Use Process Video Data and Multimodal Product to Express Their Vision and Composing Process**
   Blaine Smith, University of Miami; Bridget Dalton, University of Colorado Boulder

2. **Exploring Flipped Learning in Middle and High Schools**
   Barbara A. Bradley, University of Kansas;
   Michael Hock, University of Kansas
   Irma F. Brasseur-Hock, University of Kansas
   Donald Deshler, University of Kansas
   Marilyn Ruggles, University of Kansas
   Meghan Arthur, University of Kansas

3. **Using Video Analysis to Enhance Discourse Between Teachers, Students, and Families to Improve Literacy Teaching and Learning**
   Stephanie L. McAndrews, Southern Illinois University Edwardsville
   Shadrack Gabriel Msengi, Southern Illinois University Edwardsville

**10:30 am - 12:00 pm - PAPER SESSION**
**Everglades - Lobby Level**

Multilingual Literacy Development

*Chair:*
Huili Hong, East Tennessee State University

*Discussant:*
Patrick Henry Smith, The University of Texas at El Paso

1. **Audience and the Writing Development of Bilingual Writers**
   Leah Durán, University of Texas at Austin

2. **Learning From Success: In-Depth Studies of Multilingual Development of High-Achieving Asian Deaf Adults**
   Qiuying Wang, Oklahoma State University
   Jean Andrews, Lamar University

**10:30 am - 12:00 pm - SYMPOSIUM**
**Islands Ballroom Salon A - Lobby Level**

Development of Valid and Reliable Affective Instruments in Literacy

*Session Organizer:*
Bong Gee Jang, Oakland University

*Chair:*
Michael McKenna, University of Virginia

*Discussant:*
Peter Afflerbach, University of Maryland

The role of motivational factors in reading is well established, but without proper tools to assess them it is impossible for researchers to answer important questions concerning how they interact and influence achievement. This symposium will acquaint researchers with procedures for creating valid and reliable affective instruments. Three research teams will share the methods they employed to: 1) develop a new measure, 2) revise an existing measure, and 3) translate an existing measure.

*Presenters:*
Bong Gee Jang, Oakland University
Michael McKenna, University of Virginia
Jacquelyn A. Malloy, Clemson University
Kristin Conradi, North Carolina State University
Barbara A. Marinak, Mount St. Mary’s University
Linda B. Gambrell, Clemson University
Huijing Wen, University of Delaware
Li Pei, Oakland University
As the Soil Nurtures Fruit: Critical Poetry Pedagogy as Vehicle for Individual and Social Change

Session Organizer:
   Emma Sheppard, University of Toronto
Chair:
   Rob Simon, University of Toronto
Discussant:
   Korina Jocson, University of Massachusetts - Amherst

This panel presentation explores critical poetry pedagogy across four educational contexts in response to the countervailing standards-based curriculum models that practitioners encounter. The presenters document how poetry can engender critical inquiry that is attentive to the intellectual, cultural, and emotional worlds of diverse students. Data draw upon hip-hop, spoken word, diasporic poems, and canonical traditions to detail how poetry can enliven pedagogy to become more responsive to the social locations and literacies of students.

1. A Bridge Across My Fears: How Black Male Youth Speak to Their Lived Experiences Through Their Spoken Word Poetry and Rap Lyrics
   Emmanuel Tabi, Ontario Institute for Studies in Education-University of Toronto

2. “I Will be at Home Here”: Narrative Poetry as a Means of Exploring Issues of Identity, Immigration, and Literacy With Adult English Language Learners
   Emma Sheppard, University of Toronto

   Amir Kalan, Ontario Institute for Studies in Education-University of Toronto

   Will Edwards, Ontario Institute for Studies in Education-University of Toronto

Identity, Voice, and Agency in ELL Literacy Development Across Grade Levels

Chair:
   Cynthia Reyes, University of Vermont
Discussant:
   Juliet L. Halladay, University of Vermont

Research on English Language Learners (ELLs) across grade levels has shown that agency and identity play a significant role in literacy and language development. However, in the current age of corporate-driven and data-focused school reform, where do student voices fit in? Literacy faculty at three institutions in the West and Northeast will examine the multiple voices of students and teachers who engage in literacy construction in grades K-12 what agency looks like with relation to literacy.

Presenters:
   Lindsey Moses, Arizona State University
   Cynthia Reyes, University of Vermont
   Shawna Shapiro, Middlebury College

The Dialogic Construction of Literacy Between Parents and Children

Chair:
   Bobbie Kabuto, Queens College
Discussant:
   Marcia Baghban, Queens College, CUNY

Parent-research has a long and rich history. The purpose of this symposium is to add to this history by highlighting the voices of parent-researchers in examining the construction of literacies. The presentations in this symposium explore the everyday processes that result in learning first and second languages/literacies in the home and the mismatches between home and school learning due to the incompatibility between cultural ways of learning home and school practices/routines.

   Marcia Baghban, Queens College, CUNY
2. **Struggling to Become a Reader**  
Catherine Olsen Maderazo, *California State University, Fullerton*

3. **My Gift to You is My Language: Spanish is the Language of My Heart**  
Julia Lopez-Robertson, *University of South Carolina*

4. **Writing Lessons From Sarah**  
Prisca Martens, *Towson University*  
Bobbie Kabuto, *Queens College*

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**Critical Examinations of Theory, Research and Methodology**

**Chair:** Christian Ehret, *Vanderbilt University*

**Discussant:** David O’Brien, *University of Minnesota*

1. **A Dual Level Theory of New Literacies**  
Donald Leu, *University of Connecticut*  
Charles K. Kinzer, *Teachers College, Columbia University*

2. **Click to Submit: Introducing Theory and Methods From Software Studies to Literacy Education Research**  
Thomas Liam Lynch, *Pace University*

3. **On the Dialectical Relationship of Theory, Methodology and Classroom Practice in the Formative-Design Experimental Study of Argumentative Writing**  
SangHee Ryu, *The Ohio State University*  
David Bloome, *The Ohio State University*

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**Feminization of Literacy and of LRA: What Does It Mean?**

**Chair:** Corrine Marie Wickens, *Northern Illinois University*

**Discussant:** Kathleen A. Hinchman, *Syracuse University*

More women than men are now attaining doctoral degrees (U.S. Department of Education, 2010). This shift in gender demographics has been labeled the “feminization” of a given field or framework (Leathwood & Read, 2008). The purpose of this alternative format session is to investigate through panel discussion and audience participation the impact of feminization of the field of literacy and LRA itself in regards to conducting research, influencing policy, and doing business.

**Presenters:**  
Patricia L. Anders, *University of Arizona*  
Patricia Ann Edwards, *Michigan State University*  
Norman A. Stahl, *Northern Illinois University*  
Lisa Patel, *Boston College*  
Scott Ritchie, *Kennesaw State University*

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The Dialogic Construction of Literacies

64th Annual Conference of the Literacy Research Association  
December 3-6, 2014  
Marco Island, FL
1. Dialogic Construction of Literacy Instruction: Pre-Service Teachers’ Representations of Embodied Literacy Instruction
   Anne Swenson Ticknor, East Carolina University

2. Ideological Becoming in Teacher Education: Documenting Pre-Service Teachers’ Identity Shifts
   James S. Chisholm, University of Louisville
   Tammi Davis, Indiana University, Bloomington
   Jill Lynn Jacobi-Vessels, University of Louisville
   Ann Larson, University of Louisville
   Lori Norton-Meier, University of Louisville
   Ingrid Weiland, University of Louisville
   Kathryn F. Whitmore, University of Louisville

3. The Discursive and Embodied Construction of Pre-Service Teacher Identities Across Timescales
   Lara J. Handsfield, Illinois State University
   Thomas Crumpler, Illinois State University

10:30 am - 12:00 pm - PAPER SESSION
Key West - Lobby Level

Literacy Arts and Critical Social Practices

Chair:
F. Blake Tenore, Hartwick College

Discussant:
Patricia Enciso, The Ohio State University

1. Exploring the Arts as a Vehicle for Critical Literacy: Adolescents’ and Educators’ Inquiries Into the Holocaust Memoir Night
   Rob Simon, University of Toronto

2. Comics as a Medium for Critical Inquiry: Urban Students Exploring Race, Class, and Culture in an Afterschool Comics Community
   David Low, University of Pennsylvania

3. Intergenerational Literacy: Art-Based Therapy Strategies for Grieving Families
   Clarena Larrotta, Texas State University
   Jose Luis Moreno, Texas State University

12:05 pm - 1:00 pm - INTERNATIONAL ICG NETWORKING MEETING
Islands Ballroom Salad D - Lobby Level

Students’ Perspectives and Understanding of Literacy Learning in Videogame Environments: A Critical Dialectical Pluralist Approach

Chair:
Hannah Gerber, Sam Houston State University

This session explores commercial-off-the-shelf videogames-based curriculum and its influence on students’ literacy learning. Transforming literacy is more than bridging in- and out-of-school literacies; it is 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 influence students’ literacy practices. Findings indicate games-based curricula allow students to see the validity of their out-of-school literacies within school curriculum.

Presenters:
Hannah Gerber, Sam Houston State University
Sandra Schamroth Abrams, St. John’s University
Cindy L. Benge, Sam Houston State University
Anthony Onwuegbuzie, Sam Houston State University

12:00 pm - 1:00 pm – STUDY GROUPS

NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, Study Groups will be held in the room assigned indoors.

Living the Writerly Life in Academia Study Group
Capri 1 - Lower Level

Writing is a topic of importance for all academics. Participants in this study group will explore the many facets of living the writerly life including (1) What defines the writerly life? (2) How does the dialogic nature of the writing process—the internal conversation between the writer and the audience—influence writing? (3) How do writers determine what and where to share their voice and research? (4) What mechanisms promote and sustain writing in academia?

Presenters:
Terry S. Atkinson, East Carolina University
Robin R. Griffith, Texas Christian University
Elizabeth A. Swaggerty, East Carolina University
Culturally Responsive Literacy Instruction Study Group  
**Capri 2 & 3 - Lower Level**

The Culturally Responsive Literacy Instruction (CRLI) Study Group will examine issues relating to the literacy and language acquisition of underserved populations. Topics to be addressed include: (1) how culturally responsive literacy instruction is defined; (2) research that has been conducted in CRLI; (3) challenges in implementing CRLI; and (4) preparing teachers to be culturally responsive literacy educators.

**Presenters:**
- Ellen McIntyre, *North Carolina State University*
- Doris Walker-Dalhouse, *Marquette University*
- Susan Chambers Cantrell, *University of Kentucky*

**Session Organizer:**
Rebecca Powell, *Georgetown College*

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History of Literacy Study Group  
**Capri 4 & 5 - Lower Level**

The focus of this set of study group sessions will be to examine alternative options for historical research on the literacy field. Across the three days that the study group will meet we will examine the practice of (1) Oral history, (2) Organizational history, and (3) Nearby history.

**Presenters:**
- James R. King, *University of South Florida*
- Dixie D. Massey, *University of Washington*

**Session Organizer:**
Norman A. Stahl, *Northern Illinois University*

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Literacy Lab/Reading Clinic Study Group  
**Capri 6 - Lower Level**

The 2014 Literacy Lab/Reading Clinic Study Group sessions bring together individuals interested in researching, directing, and teaching in reading clinics and literacy labs in school settings, on campus, and online. The Study Group offers opportunities to share lab/clinic experiences and resources with those involved in labs/clinics around the country, as well as opportunities to join research teams investigating current and pertinent issues in reading clinics/literacy labs.

**Presenters:**
- Theresa A. Deeney, *University of Rhode Island*
- Barbara Laster, *Towson University*
- Joan A. Rhodes, *Virginia Commonwealth University*
- Erica Bowers, *California State University, Fullerton*
- Marcie Ellerbe, *Coastal Carolina University*
- Julie Janson Gray, *University of Virginia*
- Tammy Marsh Milby, *University of Richmond*
- Evan Ortlieb, *Monash University*
- Judith Wilson, *University of Nebraska-Lincoln*
- JoAnne Vazzano, *Northeastern Illinois University*
- Nancy Stevens, *University of Wisconsin-Whitewater*
- Debra Gurvitz, *National Louis University*

**Session Organizer:**
Cheryl Dozier, *University at Albany*

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Conceptualizing and Exploring Space and Place in Digital Literacies Research Study Group  
**Capri 7 & 8 - Lower Level**

The purpose of this study group is to consider collectively how we conceptualize and operationalize space and place in the study of digital literacy practices and the people who enact them.

**Session Organizers:**
- Julie Warner, *Teachers College, Columbia University*
- Heather Pleasants, *University of Alabama*
- Ryan M. Rish, *Kennesaw State University*
- Damiana Gibbons, *Appalachian State University*
- Lindy L. Johnson, *University of Georgia*

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Public Engagement and Literacy Research Study Group  
**Capri 9 & 10 - Lower Level**

The Study Group will become familiar with guiding principles of public scholarship defined as “publicly engaged academic work that is scholarly or creative work integral to a faculty member’s academic area and...
encompasses different forms of making knowledge about, for, and with diverse publics and communities through dialogue. It contributes to the public good and yields artifacts of public and intellectual value.” We link literacy research and public scholarship by exploring its opportunities and challenges.

Presenters:
Carolyn Colvin, The University of Iowa
Rossina Zamora Liu, The University of Iowa
Kate Elizabeth Kedley, The University of Iowa
Amie Ohlmann, The University of Iowa
Mark Sulzer, The University of Iowa

Session Organizer:
Carolyn Colvin, The University of Iowa

Approaches to Discourse Analysis Study Group
Captiva Room - Lobby Level

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 2014, 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.

Session Organizers:
Amy Vetter, University of North Carolina at Greensboro
Julie Ellison Justice, University of North Carolina at Chapel Hill
Melissa Wetzel, The University of Texas at Austin
Christine Mallozzi, University of Kentucky

Teacher Education Research Study Group (TERSG)
Caxambas 1 - Lobby Level

The Teacher Education Research Study Group (TERSG) brings literacy educators together for study of effective practices in literacy teacher education. The real work of the TERSG continues through the year—to facilitate collaboration on research in the field of literacy teacher education. TERSG strives at each LRA conference to promote leadership in the field of literacy teacher education through discussion, collaboration, mentoring, and participating in the research of colleagues.

Session Organizer:
Karen Kreider Yoder, Touro University California

Chairs:
Chinwe Ikpeze, St. John Fisher College
Joy Myers, University of North Carolina at Greensboro

Adult Literacy Study Group
Caxambas 2 - Lobby Level

This study group focuses on adult literacy, both in terms of adult literacy instruction in formal programs and adult literacy practices more generally. Members conduct research on a variety of topics, including health literacy, re-entry education, technology and new literacies, the needs of migrant and refugee populations and cross-cultural studies of adult literacy practice. Members also utilize different research methodologies, including both quantitative and qualitative analysis.

Session Organizer:
Erik Jacobson, Montclair State University

Approaches to Studying Graphic Novels Study Group
Everglades - Lobby Level

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.

Session Organizers:
Stergios Botzakis, University of Tennessee, Knoxville
Laura M. Jimenez, Boston University
Early Authoring as Multimodal Embodied Practice: Opening a Dialogue Study Group
Islands Ballroom Salon A - Lobby Level

The 2014 Early Multimodal Authoring Study Group series is designed to open a dialogue about expanding our notions of what counts as “literacy” by considering young children’s multimodal embodied authoring. Using a single data set, participants will hear a short presentation from a visiting scholar and engage in small group and whole group discussions centered on a particular theoretical lens. Lenses that will be explored include social semiotics, play, and affective development.

Presenters:
M. Susan Burns, George Mason University
George Kamberelis, University of Wyoming
Julie K. Kidd, George Mason University
Judith T. Lysaker, Purdue University
Deborah Wells Rowe, Vanderbilt University

Session Organizer:
Melanie Reaves, Northern Michigan University

Feeling Side by Side: Methodological Challenges in Investigating and (Not) Representing Affect and Emotion in Literacy Studies Study Group
Islands Ballroom Salon C - Lobby Level

This study group confronts the methodological challenges of knowing and sharing affective and emotionally laden “data.” We will think-feel with articles and found objects, working to address the following question, essential to literacy studies: How can the flow of literacy learning, affect, and emotion be understood in richly textured lives, where attachments to place, person, and word are ever-emergent, and where research practices that record and “capture” these forms of emergence are currently underdeveloped?

Session Organizers:
Christian Ehret, Vanderbilt University
Ty Hollett, Vanderbilt University
Kevin Leander, Vanderbilt University

Doctoral Students’ Innovative Community Group Study Group
Islands Ballroom Salon B - Lobby Level

The Doctoral Student Innovative Community Group (DSICG) Study Groups have historically hosted a discussion of topics that are of particular interest to doctoral students, supporting their continued growth as researchers and scholars. The 2014 DSICG Study Group series will focus on methodologies and data analysis for literacy researchers. Our 2014 Study Group topics include: Methodologies for Literacy Researchers, Video Data Analysis, and Formative Experiments.

Session Organizers:
Jennifer Smith, Texas Woman’s University
Katherine Brodeur, University of Minnesota
Colleen Whittingham, UIC

Approaches to Video Data Analysis in Literacy Research Study Group
Islands Ballroom Salon F - Lobby Level

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.

Chairs:
Jill Castek, Portland State University
Julie Coiro, University of Rhode Island
Lizabeth Guzniczak, Oakland University
Nearly 31% of public school teachers choose to teach in rural areas. This, coupled with the rate of poverty found in rural schools (Salant, 2008) and the changing demographics of rural agrarian communities that depend upon migrant/undocumented labor (Kandel & Parrado, 2005), necessitates a closer examination of what is needed to prepare all teachers to address the needs of the communities in which they find themselves working. This study session begins this process.

Presenters:
Faith Beyer Hansen, Boise State University
Joanne Sellen, Western Illinois University
Mary Ann Cahill, Boise State University

Session Organizer:
Anne Gregory, Western Illinois University

Common Core Standards and Reading to Writing Connections Study Group With Special Guests Jill Fitzgerald, William Lewis, and Douglas Kaufman
Islands Ballroom Salon H - Lobby Level

The purpose of the study group is to engage participants in a critical discussion of the Common Core Standards and their instructional and research implications on reading and writing connections. We address the following: (1) How can writing instruction address the standards focused on reading and writing connections? (2) What are the instructional implications for writing for the elementary through secondary levels? (3) What further research must be conducted?

Session Organizers:
Zoi Apostolia-Philippakos, Towson University
Noreen S. Moore, William Paterson University
Vicki McQuitty, Towson University

Facilitators will share research and guide the discussion among attendees. The topics over the days include: (1) Multilingual Vocabulary Development, and Contrastive Linguistics and Orthographies, (2) Effective Practices, and Cognitive Flexibility in Word Study and Vocabulary Development, (3) Word Study Research Designs. Come Make a Word study PechaKucha-style presentation; a maximum of 20 images x 20 seconds each are presented; see http://www.pechakucha.org/.

Presenters:
Kelly Branam Cartwright, Christopher Newport University
Kevin Flanigan, West Chester University of Pennsylvania
Kristin M. Gehsmann, Saint Michael’s College
LaTisha Hayes, University of Virginia
Marcia Invernizzi, University of Virginia
Dianna Townsend, University of Nevada, Reno
Sam Von Gillern, Iowa State University

Session Organizer:
Donald Bear, Iowa State University

Critical Race Theory Study Group
Key West - Lobby Level

The CRT Study Group is a place where researchers come to wrestle with issues and find support for pursuing literacies research that asks difficult questions. Focusing on dialogue in the construction of literacies, the CRT Study Group is even more important. It is through dialogue that issues of race and racism are unmasked, explored, and unmade as we all work toward social justice.

Presenters:
Patricia Ann Edwards, Michigan State University
Gwendolyn Thompson McMillon, Oakland University
Robert J. LeBlanc, University of Pennsylvania
Ann M. Bennett, University of Tennessee

Session Organizers:
Judson Laughter, University of Tennessee
Keonghee Tao Han, University of Wyoming
WEDNESDAY

Theoretical Perspectives Study Group
Sanibel Room - Lobby Level

Whether we realize it or not, theories shape every aspect of inquiry, influencing research topics, questions, conjectures, data collection, and interpretations. Although “there is nothing more practical than a good theory,” its use in educational research is highly variable. With guest speakers on each day, this study group will engage LRA’s membership in conversations about the intersection between theory, research, and practice.

Presenters:
Annemarie Palincsar, University of Michigan
Wanda Brooks, Temple University
Mark Allen Dressman, University of Illinois at Urbana-Champaign

Session Organizers:
Kelly Puzio, Washington State University
Lara J. Handsfield, Illinois State University
Gay Ivey, University of Wisconsin-Madison

1:15 pm - 2:45 pm - SYMPOSIUM
Capri 2 & 3 - Lower Level

Dialogic Co-Construction of Literacy: Empirical Examples of What it is and Why it Matters in Ireland, the United Kingdom, and the United States

Session Organizer:
Eithne Kennedy, St. Patrick’s College

Chair & Discussant:
Gerry Shiel, St Patrick’s College, Dublin

Five empirical studies using a range of theoretical perspectives, data collection, and analysis procedures to explore the co-constructive nature of young people’s (early childhood to adolescence) participation and engagement in literacy in diverse contexts (home, school, after-school, online, SES) are presented in this symposium. Acknowledging the role of context, positionality, and dialogue itself we argue that intentional leveraging of the ‘dialogic’ supports cognitive and affective development of literacy and is necessary for deep engagement.

Presenters:
Jackie A. Marsh, Sheffield University
Eithne Kennedy, St. Patrick’s College
Teresa Cremin, The Open University
Gay Ivey, University of Wisconsin-Madison
Kate Brayko, University of Montana

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION
Capri 1 - Lower Level

Academia 101: Navigating the Journey From Doctoral Student to Literacy Professional
Gail E. Lovette, University of Virginia

This is the fourth annual session of Academia 101, sponsored by the Doctoral Student Innovative Community Group. This session provides doctoral students with information about navigating the professional transition. Early career professors, post-doctoral students, and administrators working outside academia will share insights about the demands and opportunities central to their positions, job searches, networking and interviewing, finding and working with mentors, and key aspects of vitae building for all levels of doctoral students.

1:15 pm - 2:45 pm - PAPER SESSION
Capri 4 & 5 - Lower Level

Dialogic Literacies With/for Transnational Youth

Chair:
Julia Hagge, University of South Florida

Discussant:
Aria Razfar, University of Illinois at Chicago

1. “We’re not terrorists”: Arab-American Youth’s Dialogic Construction of Identity
Kate R. Allman, Duke University

2. “I’m like a mirror”: A Teenage Burmese Muslim Girl’s Authoring Process Through Digital Multimodal Literacy Practices
Delila Omerbasic, University of Utah
**WEDNESDAY**

**1:15 pm - 2:45 pm - PAPER SESSION**
*Capri 6 - Lower Level*

**Instructional Practices in Elementary Literacy**

**Chair:**
Joy Kathleen Bowers-Campbell, Georgetown College

1. **Reading, Reforms, and Resources: How Elementary Teachers Teach Literacy in Contexts of Mandated Curriculum and Educational Policies**
   Chad H. Waldron, Michigan State University

2. **The Informational Text Structure Survey (ITS2): An Exploration of Primary Grade Teachers’ Sensitivity to Text Structure in Young Children’s Informational Texts**
   D. Ray Reutzel, Utah State University

3. **Prioritizing Meaning Making During Small Group Reading Instruction**
   Sophie C. Degener, National Louis University
   Jennifer Berne, Northern Illinois University
   JaNiece Terry, National Louis University

**1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION**
*Capri 9 & 10 - Lower Level*

**Culturally Responsive Tools in Higher Education: Linking Research to Teacher Education Practices**

**Session Organizer:**
AnnMarie Alberton Gunn, University of South Florida

**Discussant:**
Janet Richards, University of South Florida

The purpose of this session will be to present four different research projects and offer how each project can inform culturally responsive literacy (CRT) practices in teacher education coursework. The participants will rotate through small groups of conversation circles/breakout sessions. This alternative format will allow each group to have a deeper dialogue about how the research can be applied to participants’ lines of inquiry and literacy course work.

1. **Autobiographies as a Culturally Responsive Literacy Tool for Literacy Teacher Educators**
   AnnMarie Alberton Gunn, University of South Florida

2. **Children’s Literature as a Tool to Teach and Develop Pre-Service Teachers’ Understandings About Cultural Responsiveness**
   Susan V. Bennett, University of Mississippi

3. **Service Learning: Culturally Responsive Pedagogy as Community Action**
   Steve Hart, California State University, Fresno

4. **Shooting Selfies: Digital Storytelling as a Tool for Self-Representation of Culture and Cultural Difference Among Pre-Service Teachers**
   James L. Welsh, University of South Florida
   Danielle Dennis, University of South Florida
The Impact of National Writing Project In-Service Professional Development on Teachers and Student Writing Outcomes

Chair: Linda Friedrich, National Writing Project
Discussant: Angela M. Kohnen, Missouri State University

The papers in this session describe the results of partnerships at the state level and within a large urban school district. The session will discuss the results of a quasi-experimental study of student writing that scored nearly 5,000 student papers; the results of teacher surveys and interviews; and how meaning is negotiated within an English Language Arts department in a school building, in a district, and at the statewide level.

1. Negotiating Meaning in In-Service Professional Development: Understanding the Impact of Teachers' Beliefs and Practices
   Amy A. Lannin, University of Missouri

2. Negotiating Meaning With English Language Arts Departments, Districts, and State Departments of Education
   Julie Sheerman, Marceline High School

3. The Impact of National Writing Project Professional Development on Student Writing Outcomes
   Keri R. Franklin, Missouri State University

Using Core Practices to Support and Assess Novice Teachers' Elementary Literacy Instruction

Chair: Kristine M. Schutz, University of Michigan
Discussant: Annemarie Palincsar, University of Michigan

This symposium will showcase three innovative models used in teacher education that focus on the use and assessment of core instructional practices in literacy, examining the work across institutions and program contexts. The research projects investigated focus on pedagogies to support novice teachers to learn ambitious pedagogical practices and the articulation and assessment of these practices.

1. Decomposing and Describing Modeling as a Core Practice in Literacy Instruction
   Kristine M. Schutz, University of Michigan
   Emily Rainey, University of Michigan
   Stefanie Iwashyna, University of Michigan

Dialogic Construction of Cosmopolitan and Religious Identities in Literacy Education

Session Organizer: Denise Davila, The University of Georgia
Chair and Discussant: Paige Cole, The University of Georgia

This alternative format session presents four separate papers related to literacy research in public education that provides space for students’ religious and cultural identities to emerge. The session will begin with an introduction about the significant intersection between literacy development and religious identity. Then, participants will choose a small group to discuss two of the four papers. After, the groups will reunite for a synthesis and open critical conversation about the four papers.

1. The Religion of American Public Schooling: Standards, Fidelity and Cardinal Principles
   Kevin Burke, Notre Dame University

2. Critiquing and Humanizing Religious Literacies in Public Schools: Reading and Re-Reading Charlie’s Essay
   Mary M. Juzwik, Michigan State University
   Cori McKenzie, Michigan State University

3. When Our Lady of Guadalupe Goes to Middle School: Dialogic Literacies and Religious Identities in an Urban ELA Classroom
   Denise Davila, The University of Georgia
   Allison Volz, The Ohio State University

4. Dialogic Interpretations of the Bible in Two Languages: Bible Reading as a Bridge to Biliteracy
   Natasha Perez, Michigan State University
2. The Intersection of Content Knowledge, Core Practices, and Principles of Ambitious Teaching in Interactive Read-Alouds: A Practice-Based Approach to Building Capacity in Novice Teachers
   Katie Danielson, University of Washington
   Kristine M. Schutz, University of Michigan

3. Cut to the Core Practices: Critical-Affective Pedagogies in a Practice-Based Writing Methods Course
   Elizabeth Dutro, University of Colorado Boulder
   Ashley Cartun, University of Colorado Boulder

1:15 pm - 2:45 pm - SYMPOSIUM
Everglades - Lobby Level

Dialogic Constructions of African American Language, Standardized English, and Language Ideologies in English Language Arts Classrooms

Session Organizer:
   Amanda Godley, University of Pittsburgh

Chair:
   Jeffrey Reaser, North Carolina State University

Discussant:
   Vershawn Young, University of Kentucky

This symposium focuses on the dialogic construction of African American Language (AAL), Standardized English (SE), and language ideologies in literacy classrooms. It extends research on students’ and teachers’ views of and responses to AAL and SE in literacy classrooms. It addresses the conference theme by providing data-driven findings about how ELA teachers can teach about dialect diversity and language ideologies productively and dialogically through acknowledging the roles of ideology and addressivity in language (Bakhtin, 1981).

1. “It’s Not Always a Bad Language”: Dialogic Constructions of the Historical, Cultural, and Political Underpinnings of African American Language in an All-Girl Classroom
   April Baker-Bell, Michigan State University

2. Students “Write” to Their Own Language: Teaching African American Verbal Tradition as a Rhetorically Effective Writing Skill
   Bonnie Williams, California State University, Fullerton

3. Pre-Service English Language Arts Teachers’ Dialogic Constructions of African American Language, Standardized English, and Linguistic Prejudices
   Amanda Godley, University of Pittsburgh
   Jeffrey Reaser, North Carolina State University
   Kaylan Moore, University of Pittsburgh

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon A - Lobby Level

Institutions, Networks, and Spaces: How Context Mediates Student and Teacher Literacies

Chair and Discussant:
   Elizabeth Moje, University of Michigan

This panel seeks to understand the role of contexts in the literacies of teachers and students through the description of findings from three different papers focused on context and literacy learning, and also to suggest questions for further research. The presentations explore how school contexts shape constructions of struggling readers; how youths’ purposes and values for literacy practices varied across contexts; and how teachers’ social contexts shaped their development of pedagogies that integrated digital technologies.

Presenters:
   Darin Stockdill, Oakland Schools
   Julie E. Learned, University of Michigan
   Elizabeth Homan, University of Michigan, School of Education

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon B - Lobby Level

Community Arts Zone: Projects Linking Literacy, Community and the Arts

Chairs:
   Jennifer Rowsell, Brock University
   Kris Gutierrez, University of Colorado Boulder

Discussant:
   Karen Wohlwend, Indiana University
   Kris Gutierrez, University of Colorado Boulder
   Joanne Larson, University of Rochester
   Kari-Lynn Winters, Brock University
   Jennifer Rowsell, Brock University
This symposium profiles an international study on a series of projects that apply arts-based community and participatory projects in K-12 educational contexts in Canada, the United States, and the United Kingdom. Built on Comber’s notion of turn-around pedagogies (Comber, 2007), the research team will feature their studies and then frame the importance of such work for expanding definitions and frameworks for literacy theory and pedagogy.

1. **Siri Got it Wrong!: Dialogic Negotiations Among First-Grade Authors Using Voice Recognition to Compose**
   Elizabeth (Betsy) A. Baker, University of Missouri

2. **How Emergent Bilinguals/Biliterates and Adults Use Touchscreen Tablets to Build Shared Common Ground for Communication and Literacy Learning**
   Deborah Wells Rowe, Vanderbilt University

   Mary Ellen Miller, Vanderbilt University

**Supporting Adolescent Readers in Multiple Modes**

Chair: 
Ted Kesler, Queens College, CUNY

Discussant: 
Karla Scornavacco, University of Colorado Boulder

1. **Do Visual Aids Improve EFL Students’ Reading Comprehension? An Exploratory Study**
   Youngeun Jee, Michigan State University
   Guofang Li, Michigan State University

2. **Dialogism of Fluency and Gesture**
   Ted Kesler, Queens College, CUNY

3. **Evaluating A Middle School English Language Arts Curriculum: A Mixed-Methods Approach**
   Wendy A. Farkas, Northern Michigan University

**Constructing New Literacies Around the (Touch)Screen: Exploring the Affordances of Digital Tools for Young Children’s Composing**

Chair: 
Deborah Wells Rowe, Vanderbilt University

This symposium investigates how touchscreen tablets and apps afford new opportunities for literacy learning as children and adults compose and interact around the screen. Paper 1 analyzes first graders’ use of voice recognition apps. Paper 2 analyzes how young emergent bilinguals and teachers use multimodal composing tools, gesture, and talk to build shared common ground for literacy learning. Paper 3 analyzes young emergent bilinguals’ use of digital photography to make home-school connections during composing.
1:15 pm - 1:55 pm - ROUNDTABLE SESSION 2a
Islands Ballroom Salon G - Lobby Level

Roundtable 2a

1. Creating Spaces for Critical Literacy: Pathways to Meaningful Use of Knowledge
Sue C. Larson, Judson University

2. Creating Critical Learning Environments for Teachers and Students: The Story of One Literacy Community of Practice
Josephine Peyton Marsh, Arizona State University
Lindsay Larsen, ASU Preparatory Academy
Susan Sin, ASU Preparatory Academy

3. Critical Discourse Analysis of Latino/a Graduate Students’ Discourses on Academic Literacy
Lina M. Trigos-Carrillo, University of Missouri-Columbia

4. Cultivating Confidence: Using New Literacy Platforms to Engage and Inspire At-Risk College Freshmen
Megan C. Marshall, University of Wyoming

5. Dialogic Buddy Reading
Mary Jane McIlwain, Auburn University
M. Susan Burns, George Mason University

6. Dialogic Constructions in a 5th Grade Digital Writing Classroom: The Influence of Peer Interaction
Jessica Mitchell, No Affiliation
Rebecca S Anderson, University of Memphis

7. Dialogic Documentary Wars: The Battle Over the Story of Schools
Christy Wessel Powell, Indiana University

8. Dialogism and Carnivalesque: Using Bakhtin to Navigate the Art and Craft of Multimedia Composition
Deborah Kozdras, University of South Florida
Jennifer Schneider, University of South Florida
James L. Welsh, University of South Florida
Allison Papke, University of South Florida

9. Dialogue in the Field Experience: How Mentor Teachers Support Pre-Service Teachers’ Literacy Knowledge and Instruction
Maria Genest, University of Pittsburgh
Patricia Crawford, University of Pittsburgh

10. Disciplinary Literacy Among Pre-Service Teachers: Locating Models and Interrogating Practice
Alisa Leckie, Georgia Southern University
Amanda Wall, Georgia Southern University

11. Translingual Writing in the Elementary Classroom
Angie Zapata, University of Missouri-Columbia
Ramon Martinez, University of Texas at Austin
Leah Duran, University of Texas at Austin
Michiko Hikida, The University of Texas at Austin

1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon H - Lobby Level

Lenses of RTI: Exploring Professional Viewpoints and Creating Dialogues

Session Organizer:
Jennifer Powell, Radford University

In the decade since reauthorization of IDEA, confusions and misconceptions still persist about the roles and responsibilities of the key stakeholders who implement the RTI process. This alternative session embraces a proactive process of “breaking down silos” among key players in the RTI paradigm. RTI will be examined through a multiple-perspective, collaborative lens, threaded with dialogic conversation among various areas of expertise, including special education, speech pathology, school psychology, school leadership/administration, and literacy.

Presenters:
Jennifer Powell, Radford University
Brooke Blanks, Radford University
Lois K. Haid, Barry University
Joyce Warner, Barry University
Barbara A. Marinak, Mount St. Mary’s University
Ingrid Enniss, Oakwood University
Linda Carr, Independent Consultant
Barbara Laster, Towson University
Jodi G. Welsch, Frostburg State University
Valerie J. Robnolt, Virginia Commonwealth University
Crossing Communicative Borders: Transnational Literacies in the U.S.-Mexico Borderlands

Session Organizer:
Erika Mein, The University of Texas at El Paso

Chair:
Carol Brochin-Ceballos, The University of Texas at El Paso

Discussant:
Iliana Reyes, University of Arizona

This symposium presents three ethnographic studies that highlight the transnational literacy/biliteracy practices of border-crossing, transfronterizo students in home and school contexts on the U.S.-Mexico border. The papers, presented by researchers and educators who live, work, and teach in different cities along the U.S.-Mexico border, draw on sociocultural approaches to literacy to show the cultural and linguistic resources used by bilingual, biliterate students to navigate schooling at different levels.

1. The Multiliterate Identities of Transfronterizo College Students on the U.S.-Mexico Border
   Alberto Esquinca, University of Texas - El Paso

   Erika Mein, The University of Texas at El Paso

3. Multimodal Literacies in a Dual Language Classroom
   Maria Teresa de la Piedra, University of Texas - El Paso
   Blanca Araujo, New Mexico State University

Adult Learners: Examining Spaces for Learning andTeaching

Chair and Discussant:
Kristen H. Perry, University of Kentucky

1. Choices of Adult Literacy Teachers’ Instructional Texts and Tasks Within Different Instructional and Social Conditions
   Mark W. Conley, University of Memphis
   Daphne Greenberg, Georgia State University

2. Factors That Influenced the Experiences of Adult Learners Who Prepared for Their GED Online
   Donita Shaw, University of Kansas
   Sarah Tham, University of Kansas
   Julie Hogle, University of Kansas
   Jody Koch, Iowa State University

3. Expanding Our Understanding of Comprehension: Adults’ Genre-Specific Processing of Informational Text
   Nicole M. Martin, University of North Carolina at Greensboro
   Brooke Langston-Demott, University of North Carolina at Greensboro

Teachers’ and Pre-Service Teachers’ Perceptions and Uses of Technology in the Classroom

Chair:
Jennifer Smith, Texas Woman’s University

Discussant:
Katina Zammit, University of Western Sydney

1. Contrasting Beliefs and Practices: Novice Teachers’ Perceptions of Technology Integration
   Rachel Karchmer-Klein, University of Delaware
   Julie Wise, University of Delaware
   Valerie Harlow Shinas, Lesley University
   Haruka Konishi, University of Delaware
   Sohee Park, University of Delaware

2. Does Technology=More Knowledgeable Other?
   Rebecca Putman, University of North Texas

3. Examining Pre-Service Teachers’ Efforts to Integrate Digital Technology Into Literacy Instruction
   Amy Hutchison, Iowa State University
2:05 pm - 2:45 pm - ROUNDTABLE SESSION 2b
Islands Ballroom Salon G - Lobby Level

NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 2b

1. Dishonest, Disordered, Disadvantaged: Ways of Describing and Locating “Difference” Across Nine Decades of Published Classroom Research in Literacy
Kathleen Mary Collins, Pennsylvania State University
Elizabeth Dutro, University of Colorado Boulder
Cuthbert Rowland Storm, Penn State

2. Do You Think Sarah is a Bully?: Exploring Interpretive Discussions of Shared Texts With 5th Graders in an Online Pen Pal Program
Sandra Quiñones, Duquesne University
Elizabeth M. Hughes, Duquesne University

3. Double-Voicing and Digital Literacies: Case Studies in Online Learning
Glynda Hull, University of California, Berkeley
Kyle Booten, University of California, Berkeley
Jennifer DiZio, University of California, Berkeley
Emily A. Hellmich, University of California, Berkeley

4. Each Moment Counts: Building a Culture of Workshop in a Second Grade Literacy Classroom
Annamary L. Consalvo, Fitchburg State University
Treavor Bogard, University of Dayton
Jo Worthy, The University of Texas at Austin

5. Effects of a Teaching Program on the Learning of Planning Strategies and Textual Coherence in Narrative Texts: A Longitudinal Study in Two Francophone Minority Settings
Martine Cavanagh, Campus Saint-Jean, University of Alberta (Canada)
Sylvie Blain, Université de Moncton (Canada)

Frank Serafini, Arizona State University
Nancy T. Walker, University of La Verne

7. Engaging in Design-Based Research to Support Integrated Curriculum for Literacy and Science
Tiffany Lynn Gallagher, Brock University;
Xavier E. Fazio, Brock University

8. Equalizing Educational Experiences: A Critical Look at Teacher’s Disposition and Their Stances Toward Social Justice
Misty Sailors, The University of Texas at San Antonio
Miriam Martinez, The University of Texas at San Antonio
Logan Alexis Manning, University of Texas San Antonio
Dennis S. Davis, The University of Texas at San Antonio
Angeli Willson, University of Texas at San Antonio
Rebecca Stortz, University of Texas at San Antonio
Teresa Sellers, University of Texas at San Antonio
Lorena Villarreal, The University of Texas at San Antonio

9. Evolution of Statewide Adolescent Literacy Initiatives
Diana Porter, Eastern Kentucky University

10. Examining Literacy Spaces: Elementary and Secondary Teachers’ Concepts of 21st Century Classroom Literacy Skills
Jodi Pilgrim, University of Mary Hardin-Baylor
Elda Martinez, University of the Incarnate Word

11. Examining Students’ Literacy Progress in a University-Based Reading Clinic
Katherine K. Frankel, Boston University;
Evelyn Ford-Connors, Boston University;
Laura M. Jimenez, Boston University

12. Examining Teacher Research in an Online Reading Master’s Program
Elizabeth A. Swaggerty, East Carolina University

3:00 pm - 4:30 pm - PAPER SESSION
Capri 1 - Lower Level

Foregrounding Young Children’s Voices in Literacy Research
Chair:
Anne W. Anderson, University of South Florida
Discussant:
Cathy Compton-Lilly, University of Wisconsin-Madison

1. Doing Reading Research With Young Students Rather Than on Them: Materials and Methods
Carolyn Strom, NYU

2. Re-Reading Assent in Literacy Research With Young Children
Rebecca Rogers, University of Missouri-St. Louis
Meredith Labadie, University of Missouri-St. Louis

3. Worrying About Children’s Voices - Shifting Roles in Critical Literacy Research
Diane Renee Collier, Brock University
3:00 pm - 4:30 pm - SYMPOSIUM
Capri 2 & 3 - Lower Level

Dialogic Construction of Teacher Knowledge in the CCSS Era

Session Organizer:
Nancy Rankie Shelton, UMBC

Chair:
Bess Altwerger, Towson University

Discussant:
Eileen Oliver, University of Florida

Findings from two studies illuminate the need for teachers to expand their professional knowledge as they are required to teach writing across all disciplines despite the fact that teachers, especially in content areas, have limited background or experience teaching writing or understanding its role in the communication and development of content knowledge. Using the framework of dialogic construction of teacher knowledge, the studies were designed to identify teachers’ perception, knowledge, and practice in teaching writing.

1. Dialogic Construction of Teacher Knowledge
   Xiaodi Zhou, University of Georgia

2. Multifaceted Perspectives on Teaching Writing
   Danling Fu, University of Florida

3. Dialogic Professional Development Workshop for Science Teachers
   Nancy Rankie Shelton, UMBC

3:00 pm - 4:30 pm - SYMPOSIUM
Capri 6 - Lower Level

Investigating the Construct of Scaffolding

Chair:
Emily Rodgers, The Ohio State University

Discussant:
Misty Sailors, The University of Texas at San Antonio

In this symposium, the presenters provide a critical overview of the scaffolding literature and share the results of two studies: one a study of tutoring in 24 dyads with either high or low student outcomes, and the other a close examination of one teacher’s growing scaffolding expertise.

1. A Critical Review: Scaffolding Young Children’s Literacy Learning
   Katherine Brownfield, The Ohio State University

2. Exploring the Nature of Effective Scaffolding
   Emily Rodgers, The Ohio State University
   Jerome D’Agostino, The Ohio State University
   Katherine Brownfield, The Ohio State University
   Sinead J. Harmey, The Ohio State University
   Robert H. Kelly, The Ohio State University

3. Adjusting Help in Response to Student Actions: A Case Study of Scaffolding
   Emily Rodgers, The Ohio State University
   Sinead J. Harmey, The Ohio State University
   Robert H. Kelly, The Ohio State University

3:00 pm - 4:30 pm - PAPER SESSION
Capri 4 & 5 - Lower Level

Literacy Coach-Teacher Relationships

Chair:
Raven Jones Stanbrough, Michigan State University

Discussant:
Barbara Martin Palmer, Mount St. Mary’s University

1. A Case Study on Coach-Teacher Relationships Within a District Reading Initiative
   Karla Scornavacco, University of Colorado Boulder
   Kimberly McDavid Schmidt, University of Colorado Boulder
   Rebecca Beucher, University of Colorado Boulder

2. A Tale of Five Coaches: Investigating Dialogic Interactions Between Coaches and Literacy Teachers-In-Training
   Evelyn Ford-Connors, Boston University
   Dana A. Robertson, University of Wyoming
   Melanie Reaves, Northern Michigan University
   Jeanne R. Paratore, Boston University
   George Kamberelis, University of Wyoming

3. “I Love What I’m Doing”: Discursive Tactical Negotiations of Best Practices Within Literacy Coaching Interactions
   Carolyn S. Hunt, Illinois State University
Reflections and Perceptions of Change

Chair: Michelle Nguyen Kwok, University of Michigan
Discussant: Susan Kaye Jennings, University of Louisiana at Monroe

1. Using Electronic Dialogues to Scaffold Literacy Coaches’ Thinking About Their Practice
   Ronald Dale Kieffer, Ohio Northern University
   Naomi Feldman, Baldwin Wallace University
   Catherine A. Rosemary, John Carroll University

2. The Complexity and Challenges of Facilitating Sustained Teacher Change: A Longitudinal Examination of Disciplinary Literacy Coaching in High Schools
   Michael Manderino, Northern Illinois University
   Susan L’Allier, Northern Illinois University
   Paula Di Domenico, Northern Illinois University
   Laurie Elish-Piper, Northern Illinois University

3. A School District’s Whole-Scale Change to a Literacy Workshop Model, Year 1: Teachers’ and Administrators’ Perceptions of the Process.
   Doug Kaufman, University of Connecticut

Exploring the Learning of Pre-Service Teachers from Diverse Cultural and Linguistic Backgrounds

Chair: Julie W. Ankrum, University of Pittsburgh at Johnstown
Discussant: Kathryn Pole, The University of Texas at Arlington

1. Language Teacher Development: A Study of ESOL Pre-Service Teachers’ Identities, Efficacy and Conceptions of Literacy
   Annmarie P. Jackson, Georgia State University

2. The Struggles of Chinese M.Ed. Pre-Service Teachers to Construct Dialogical Lessons
   Keenan P. Fagan, Vanderbilt University

3. Visual Literacy, Critical Thinking, and TEFL: A Qualitative Study of Indonesian Student Teachers’ Experiences in Learning Picturebooks
   Tati Lathipatud Durriyah, Ohio State University

Prior Knowledge Activation in Design and Practice

Chair: Stephanie M. Bennett, Mississippi State University
Discussant: D. Ray Reutzel, Utah State University

1. The Struggles of Chinese M.Ed. Pre-Service Teachers to Construct Dialogical Lessons
   Keenan P. Fagan, Vanderbilt University

2. Visual Literacy, Critical Thinking, and TEFL: A Qualitative Study of Indonesian Student Teachers’ Experiences in Learning Picturebooks
   Tati Lathipatud Durriyah, Ohio State University
Cultivating Literacies of Class: Social Class Sensitivity in Teacher Certification, Professional Learning and Doctoral Education

Organizers:
Grace Enriquez, Lesley University
Karen Feathers, Wayne State University
Susan Lenski, Portland State University
Lynn Shanahan, State University of New York at Buffalo

Presenters:
Stephanie Jones, The University of Georgia
Mark D. Vagle, University of Minnesota

Identity and the Literacy Classroom: Constructing Pedagogies, Constructing Identities

Chair:
Mark Barba Pacheco, Vanderbilt University

Discussant:
Lara J. Handsfield, Illinois State University

This symposium examines the dynamic relationship between the learner and learning context through classroom-based research. Four researchers working in four separate school environments will report on how different settings afford student agency and how student identities can actively shape these settings to promote literacy achievement.

Presenters:
Mark Barba Pacheco, Vanderbilt University
Katie Peterson, The University of Texas at Austin
Mary Ellen Miller, Vanderbilt University
Katharine Chamberlain, The University of Texas at Austin

Integrating Science, Engineering, and Literacy

Chair:
Laura Pardo, Hope College

Discussant:
Tanya S. Wright, Michigan State University

1. Curriculum Reconfiguration: Integrating Science and Literacy Throughout St. Paul School (K-6)
   Sebastian Szyjka, Western Illinois University
   Melissa Stinnett, Western Illinois University
   Abha Singh, Western Illinois University

2. Supporting Elementary Students’ Engineering Design Activity Through Literacy Instruction
   Amy Alexandra Wilson, Utah State University
   Stacie Gregory, Utah State University

3. Argumentation as the Key to Teaching Disciplinary Literacy in Science: Uniting Content and Practices
   Megan Goss, University of California, Berkeley
   Jennifer Tilson, University of California, Berkeley
   Helen Min, University of California, Berkeley

Writing Pedagogy for Pre-Service Teachers, Inservice Teachers, and Students

Chair:
Elizabeth M. Hughes, Duquesne University

Discussant:
Robin R. Griffith, Texas Christian University

1. The “Dialogical Becoming”: Merging the Ideological and the Dialogic Through Inquiry and Multigenre Writing in a Teaching Writing Education Course
   Amy Vujaklija, University of Louisville

2. Writing in an Australian Primary School: A Cross-Case Study
   Katina Zammit, University of Western Sydney
   Jacqueline D’Warte, University of Western Sydney
The Use Of Digital Tools During Writing Instruction: An Exploration of Teacher Use After Professional Development
Hannah Dostal, University of Connecticut
Kimberly A. Wolbers, University of Tennessee
Jennifer Renee Kilpatrick, University of Tennessee
Rachel Saulsbury, University of Tennessee

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon C - Lobby Level

The Role of Teachers' Discourse and Assessment on Student Learning
Chair:
Katherine Brodeur, University of Minnesota
Discussant:
Judith Lee Green, University of California, Santa Barbara

1. A Bakhtinian Framework for Understanding Teachers' Initiating Texts, Peer Response, and Revision
Alecia Marie Magnifico, University of New Hampshire
Rebecca Woodard, University of Illinois at Chicago
Sarah McCarthey, University of Illinois at Urbana-Champaign

2. Accountable in Form, Assertive in Function, Authoritative in Ideology: When Teacher Questions Designed for Rigor Impose and Position
Amy L. Boele, University of Colorado Boulder

3. Teacher Talk as a Scaffold for Struggling Readers
Laura Tortorelli, University of Virginia
Marcia Invernizzi, University of Virginia

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon D - Lobby Level

Writing Instruction in the Elementary Classroom
Chair:
Elena Forzani, University of Connecticut
Discussant:
Jane Hansen, University of Virginia

1. Literature Review on Teacher Modeling in Writing Instruction
Huijing Wen, University of Delaware

2. Literacy to Life: Using Drama-Based Pedagogy to Impact Writing and Creativity in 3rd Grade Title I Classrooms
Bridget Kiger Lee, The Ohio State University
Patricia Enciso, The Ohio State University
Jennifer Luck, Austin Theatre

3. Touchstone Poetry: Writing as a Catalyst for Moments of Development
Logan Alexis Manning, University of Texas San Antonio

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon F - Lobby Level

Viewing Writing Theory and Research Through a New Literacies Lens

Session Organizer:
David Hendrik Slomp, University of Lethbridge
Discussant:
Richard Beach, University of Minnesota

This session will explore key elements of a theoretical framework for understanding writing through a new literacies lens. It will also discuss a synthesis of the research on teaching writing within a new literacies framework with a view to challenges, innovations, and possibilities. We will conclude with a discussion of how this work informs and upper-case theory of new literacies.

1. A Broad View of Writing as New Technologies Redefine What it Means to be a Writer
David Hendrik Slomp, University of Lethbridge

2. Adolescents and Writing in an Age of New Literacies
Julie Corrigan, University of Ottawa

3. Young Children and Writing in an Age of New Literacies
Lisa Zawilinski, University of Hartford

4. Patterns in Online Writing and Communication Research From a New Literacies Lens
Donald Leu, University of Connecticut
3:00 pm - 3:40 pm - Roundtable Session 3a
Islands Ballroom Salon G - Lobby Level

NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 3a

1. Examining Teachers’ Perceptions of Effective Writing Strategies and Barriers to Implementation
Kelley Mayer White, College of Charleston
Anna Hall, Clemson University

2. Examining the Relationship Between Visual Aspects of Texts and Children’s Understanding
Karen M. Feathers, Wayne State University
Poonam Arya, Wayne State University

3. Exploring Perceptions and Practices Among Participating Elementary Teachers: A Clinical Immersion Model for In-Service Professional Development
Christopher Michael Hansen, Illinois State University
Roland Kerry Schendel, Illinois State University

So Jung Kim, University of Texas at El Paso

5. Flourish Followed by Failure: Professional Development as Situated Practice
Kathryn L. Roberts, Wayne State University
Kristy Brugar, Wayne State University

6. Homeland Literacy Learning Under Conditions of Brain Drain: A Case Study of Migrants’ Left-Behind Family Members in Latvia
Kate Vieira, University of Wisconsin, Madison

7. How English as a Second Language (ESL) Teachers’ Argumentative Epistemologies Shape Instructional Conversations in High School “Sheltered Instruction” Classrooms
Hyun Jung Joo, The Ohio State University
George Edward Newell, The Ohio State University

8. How Sixth-Grade Teachers’ Wording Changes Facilitated Genre Instruction in Their Classrooms: An Ongoing Formative Design Study
Fenice Boyd, University at Buffalo
Kathleen A. Hinchman, Syracuse University

9. How Teachers Make Sense of Argumentation in Their Discipline Through Situated and Dialogic Problem-Solving
Mary Pat Sullivan, University of Illinois at Chicago
Angela Joy Fortune, University of Illinois at Chicago
Talby E. Raphael, University of Illinois at Chicago
Mariya A. Yukhymenko, University of Illinois at Chicago
MariAnne George, University of Illinois at Chicago
Julia M. Emig, University of Illinois at Chicago

10. How are We Doing? A Case Study Exploring a Two-Course Sequence in Academic Argument and Knowledge Building for Secondary Literacy Specialists Implementing Common Core Standards
Margaret Sheehey, University at Albany-State University of New York
Jolene Malavasic, University at Albany

11. The Democratic Aesthetic of a Multimodal Classroom
Anne Crampton, University of Minnesota

12. Understanding Pre-Service Elementary Teachers’ Motivation to Read for Recreation and Academics
Sarah Pennington, University of South Florida

3:00 pm - 4:30 pm - Symposium
Islands Ballroom Salon H - Lobby Level

The Literate Lives of Adult Men: Writing Zines for Content Area Learning

Session Organizer:
Barbara Jean Guzzetti, Arizona State University

Chair:
Judith M. Dunkerly-Bean, Old Dominion University

Discussant:
Thomas W. Bean, Old Dominion University

This symposium focuses on the under-researched topic of how and why adult men create zines (self-publications) as an alternative literacy practice. Past research (e.g., Duncombe, 1997; Knobel & Lankshear, 2001) explored how youth create zines for personal agendas. These papers extend that research by focusing on how writing zines allows adult men to extend and share their knowledge of content subjects while creating community and enacting a broad range of masculinities and literacies.

1. Writing as a Citizen Scientist: Men’s’ Zines That Foster Science Knowledge and Learning
Barbara Jean Guzzetti, Arizona State University
Marcia Mardis, Florida State University
2. “Class in Session Every Monday”: Men’s Zines That Foster Social Studies Knowledge Through Comics
Leslie Michele Foley, Arizona State University

3. Stepping In, Stepping Out: Bursts of Humor, Idealism, and Self Critique in Men’s Writing About Writing Zines
Mellinee K. Lesley, Texas Tech University

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon J - Lobby Level

Integrating Technology in the Literacy Classroom

Chair:
Jacquelynn S. Popp, University of Illinois at Chicago

Discussant:
Erica C. Boling, Rutgers, The State University of New Jersey

1. Beyond Access: The Challenges of Implementing Technology in the English/Language Arts Classroom
Melody Zoch, University of North Carolina at Greensboro
Joy Myers, University of North Carolina at Greensboro
Jennifer Belcher, University of North Carolina at Greensboro

2. Developing a Professional Learning Network for Literacy Through an Online Social Network
Jamie Colwell, Old Dominion University
Amy Hutchison, Iowa State University

3. When Technology Integration is Required, Do Teachers Benefit?: Survey Results From a Mandatory High School Kindle Initiative
Erin Elizabeth Margarella, University of South Florida
Matthew U. Blankenship, University of South Florida

3:00 pm - 4:30 pm - PAPER SESSION
Key West - Lobby Level

Frontiers in Literacy Learning, Teaching, and Assessment

Chair:
Gail E. Lovette, University of Virginia

Discussant:
George G. Hruby, University of Kentucky

1. Designing an Appreciative Writing Assessment: Teacher-Researcher Collaboration in Formative Experiment Research
Amber Warrington, The University of Texas at Austin

2. Examining the Intersection of Literacy Policy and Instructional Practice: An Ecological Perspective for Cognitive, Social, and Institutional Spheres of Influence
Melanie Walski, University of Illinois at Chicago

3. Lived Literacy Curriculum in a Globalized Schooling Context: A Case Study of a Sino-Canadian Transnational Programme
Zheng Zhang, The Chinese University of Hong Kong
Rachel May Heydon, Western University

3:00 pm - 4:30 pm - PAPER SESSION
Sanibel Room - Lobby Level

Tensions That Inform Practice Among Teachers of English Language Learners

Chair:
Maneka Deanna Brooks, California State University, Fresno

Discussant:
Mary A. Avalos, University of Miami

1. Toward a Necessary Tension: The Dialogic Push and Pull Between the Teachers of ELL Students
Kena Terese Avila, Linfield College

2. Dual-Language Graduates’ Participation in Bilingual and Biliterate Communities of Practice Across Time and Space
Nadia Regina Granados, University of Arizona

3. Picturing English Language Learners’ and Pre-Service Teachers’ Perspectives on Literacy: Intersections and Tensions to Inform our Pedagogies and Curricula
Kristien Zenkov, George Mason University
Christine DeGregory, George Mason University
Roundtable 3b

1. How the Perceptions of Early Childhood Teachers Govern Their Literacy Instruction With ELL Pupils
   Kerry Carley Rizzuto, Monmouth University

2. Ideas Worth Spreading? You Bet! Examination of the “Senior Talks” Project (Inspired by TED)
   Matt J. Hollibush, Mount Saint Mary College
   David Gallagher, Mount Saint Mary College
   Matthew J. Freedman, Newburgh Free Academy

3. Identifying Literacy Practices Within Collaborative Online Learning Environment Discussions
   Lesley Wilton, OISE/University of Toronto
   Clare Brett, OISE/University of Toronto

4. In Their Own Words: Teacher Preparation to Work With ELLs in Five Southeastern States
   Mikel Cole, Clemson University
   Emily Smothers Howell, Clemson University

5. Informational Reading in Middle and High School: A Review of Instructional and Intervention Studies From the Past Decade
   Marci Glaus, University of Wisconsin-Madison
   Hannah Graham, University of Wisconsin-Madison
   Brooke Ward, University of Wisconsin-Madison
   Gay Ivey, University of Wisconsin-Madison

6. Inquiry Into Mentoring and Teaching: Inservice Teachers Explore the Possibilities of Teacher Research
   Laura Taylor, The University of Texas at Austin

7. Instances of Culturally Diverse Literature in Basal Readers and Literature Anthologies
   Lauren Aimonette Liang, University of Utah
   Naomi M. Watkins, University of La Verne
   Tonia J. Wilson, University of Utah

8. Intersections of Reading and Writing Workshop in Classroom Talk: Teaching Reading Like a Writer as One Form of Close Reading in a Primary Classroom
   Angela J. Hampton, Ball State University

9. Investigating How Literacy Coaches Build Understanding of Statewide Reading Policy Through Their Social Networks and its Effects on Policy Implementation: A Case Study
   Jill S. Jones, North Carolina State University
   Michel Kirsten Aleman, North Carolina State University

10. Leveraging Pedagogies of Enactment to Support Pre-Service Teachers’ Learning About Writing Instruction
    Britnie Delinger Kane, Vanderbilt University

11. Light at the End of the Tunnel: Examining Teacher Collaboration and Dialogic Pedagogy in a Literacy Initiative Serving At-Risk Students
    Christopher W. Johnson, University of Minnesota Duluth
    Burke Scarbrough, University of Minnesota Duluth

12. Living in the Shadows: The Invisible Lives of English Language Learners in U.S. Universities
    John Jungwoo Lee, University of Illinois at Chicago
4:45 pm - 6:00 pm - PRESIDENTIAL ADDRESS
Islands Ballroom A - E - Lobby Level

Session Organizer and Chair:
Janice F. Almasi, University of Kentucky

J. Michael Parker Award Presentation
Silvia Nogueron-Liu, University of Georgia

Student Outstanding Research Award Presentation
Catherine Compton-Lilly,
University of Wisconsin-Madison

STAR Fellows
Marcelle Haddix, Syracuse University

Introduction of Speaker
Misty Sailors, University of Texas at San Antonio

2014 Presidential Address: Literacy and Race:
Access, Equity, and Freedom
Arlette I. Willis, University of Illinois at Urbana-Champaign

Presidential Reception
6:00 pm - 7:30 pm
Sunset Terrace - Outdoors

Vital Issues
9:00 pm - 12:00 am
Korals – Lobby Level
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 paper presentation 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. NOTE: Roundtables marked with a chickee hut picture will present on the beach, weather permitting.

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference. NOTE: Study Groups marked with a chickee hut picture will present on the beach, weather permitting.

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.

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.
8:45 am - 10:15 am - PAPER SESSION
Capri 1 - Lower Level

Embodied Explorations: Body, Text, and Out-of-School Programs as Critical Inquiry

Chair:  
Kirsten Dara Hill, University of Michigan-Dearborn

Discussant:  
Mary McVee, University at Buffalo

1. Exploring the Embodied Literacies of Super Hero Play: The Body as Action Text  
Jaye Johnson Thiel, University of Georgia

2. From the Outside in: “Embodied Responses” to Racialized Texts  
Roberta P. Gardner, University of Mary Washington

3. The Affordances and Constraints of an Intergenerational Multimodal Curriculum Based in Art and Song  
Rachel May Heydon, Western University  
Susan O’Neill, Simon Fraser University  
Lindsay Elaine Todd-Colby, The University of Western Ontario

8:45 am - 10:15 am - SYMPOSIUM
Capri 2 & 3 - Lower Level

Literate Mediations of the Racialized Self

Chair:  
Korina Jocson, University of Massachusetts - Amherst

Discussant:  
Marcelle Haddix, Syracuse University

This symposium explores and expands the concept of racial literacy as it relates to students who are racially minoritized and majoritized in various settings. As part response to LRA’s theme, this symposium offers a multiplicity of voices and perspectives among literacy researchers across contexts; the focus on racial literacy, inclusive of raciality and racialized youth, also aligns with one of the areas supported by the Ethnicity, Race, and Multilingualism Committee to map out areas toward possibility.

1. The Dialogic Re-Racialization of Migrant Youth  
Lisa Patel, Boston College

8:00 am - 5:00 pm  
Book Display/Silent Auction  
Collier Hall - Lower Level

7:00 am - 6:30 pm  
Attendee Registration Open  
Islands A Desk - Lobby Level

7:30 am - 8:30 am  
Newcomers’ & Graduate Students’ Breakfast  
Sunset Terrace - Outside (In case of inclement weather, the event will be held in Islands Ballroom, Salons F-G.)

7:30 am - 8:30 am  
Distinguished Scholar Lifetime Achievement Award Committee Meeting  
Capri 4 & 5 - Lower Level

7:30 am - 8:30 am  
Early Career Achievement Award Committee Meeting  
Capri 7 & 8 - Lower Level

7:30 am - 8:30 am  
Ethnicity, Race, and Multilingualism Committee Meeting  
Capri 1 - Lower Level

7:30 am - 8:30 am  
History Innovative Community Group (ICG) Meeting  
Capri 9 & 10 - Lower Level

7:30 am - 8:30 am  
International Innovative Community Group (ICG) Meeting  
Captiva Room - Lobby Level

7:30 am - 8:30 am  
Oscar S. Causey Award Committee Meeting  
Everglades - Lobby Level

7:30 am - 8:30 am  
P. David Pearson Scholarly Impact Award Committee Meeting  
Caxambus 2 - Lobby Level

7:30 am - 8:30 am  
Publications Committee Meeting  
Key West - Lobby Level

7:30 am - 8:30 am  
Research Committee Meeting  
Capri 2 & 3 - Lower Level

8:00 am - 5:00 pm  
Exhibits Open  
Capri Foyer – Lower Level
2. Beyond DIY: Literacies as Call to Action and Re-Representation of Racialized Minority Youth
Korina Jocson, University of Massachusetts - Amherst

3. Deficit Discourse, Literate Lives: Literacy Narratives of African American Youth
Ann M. Bennett, University of Tennessee

8:45 am - 10:15 am - PAPER SESSION
Capri 4 & 5 - Lower Level

Dialogical Communities of Practice

Chair:
Stephanie Anne Shelton, University of Georgia

Discussant:
Lisa Hervey, PhD, NBCT, North Carolina State University

1. Living the Questions: Teacher Learning in Collaborative Spaces
Susanna Mae Steeg, George Fox University

2. Building Dialogic Communities of Practice in International Contexts
Amy Seely Flint, Georgia State University
Mona Matthews, Georgia State University
Peggy Albers, Georgia State University

Kierstin H. Thompson, University of Illinois at Chicago

8:45 am - 10:15 am - PAPER SESSION
Capri 4 & 5 - Lower Level

Literacy Assessment in the Elementary Years

Chair:
Keli Garas-York, SUNY Buffalo State College

Discussant:
Virginia Goatley, University at Albany

1. Beyond DIBELS Five Years Later: An Updated Critical Review of Assessments That Purport to Assess Reading Fluency
Sherry Mee Bell, University of Tennessee
R. Steve McCallum, University of Tennessee

2. Predicting Early Reading Achievement: Identifying Effective Assessment Tasks
Nora Vines, Appalachian State University

8:45 am - 10:15 am - SYMPOSIUM
Capri 6 - Lower Level

Complexities of Stakeholder Involvement: Listening to the Voices of Teachers, Students, and Parents in Instructional Decisions

Session Organizer:
Carolyn Groff, Monmouth University

Chair:
Alisa Hindin, Seton Hall University

Discussant:
Susan Dougherty, Rutgers, The State University of New Jersey

Research demonstrates that many teachers are not adequately prepared to work with linguistically, culturally and economically diverse student populations. Moreover, teachers find themselves becoming frustrated in their attempts to meet the needs of these learners, and are often
disconnected from these students' home literacy and language backgrounds. This symposium brings together the voices of teachers, students, and parents, which can help illuminate the often problematic and complex instructional contexts in which these stakeholders find themselves.

1. “And I Didn’t Want to Read No More”: Informing Literacy Instruction Using Students’ Voices
   Carolyn Groff, Monmouth University

2. Building Teachers’ Understandings of Strong Home-School Partnerships: Maximizing Opportunities to Connect Students’ Home and School Literacy Environments
   Lilly Steiner, Monmouth University

3. Beliefs Versus Practice: Do Teachers of ELL Students Really Practice Their Perspectives on Culturally Responsive Pedagogy?
   Kerry Carley Rizzuto, Monmouth University

Dialogic Literacy Practices

Chair:
Thomas Liam Lynch, Pace University

Discussant:
William Ian O’Byrne, University of New Haven

1. Listen While You Read: Exploring the Combination of e-Books and Professional Audio Narration With Pre-Adolescent Readers
   Lotta Larson, Kansas State University

   Tolga Kargin, Indiana University

3. “I Saw this Story on YouTube...”: Critical Media Literacy for Elementary Students in an Afterschool Program
   Angela Wiseman, North Carolina State University
   Melissa Pendleton, North Carolina State University

Literacy in Service of Dialogic Citizenship

Session Organizer:
Maureen Patricia Boyd, University at Buffalo
Chair:
Laura May, Georgia State University
Discussant:
David Bloome, The Ohio State University

This symposium includes studies that occurred in dialogically organized classrooms where students were engaged in literate work and where the teacher positioned students to see themselves as agentive citizens of a relationally interdependent community. The papers are linked by a focus on oracy practices that connect the language of learning with the language of dialogic citizenship and focus on four activities: second-grade musicking, bilingual second-grade text discussion, third-grade gardening, and fifth-grade collaborative engineering projects.

1. Connecting the Man in the Mirror to Curriculum, to Community, to Citizenship
   Maureen Patricia Boyd, University at Buffalo

2. Classroom Language, Classroom Culture, Critical Citizenship
   Patricia C. Paugh, University of Massachusetts Boston

3. Answerability and Communicative Virtuosity in Making Democratic Worlds
   Michelle E. Jordan, Arizona State University

4. One or Many Pathways to Dialogic Citizenship?
   Maren Aukerman, Stanford University
   Lorien Chambers Schuldt, Stanford University
ThurSDAy

8:45 am - 10:15 am - SYMPOSIUM
Caxambas 2 - Lobby Level

Qualitative Methods for Researching Literacy in Online Spaces

Session Organizer:
Jen Scott Curwood, University of Sydney

Chair:
Jayne C. Lammers, University of Rochester

Discussant:
Alecia Marie Magnifico, University of New Hampshire

This symposium examines qualitative methods for conducting literacy research in online spaces. We argue that these spaces offer researchers access to participants outside our geographic proximity, readily available web-based historical record of multimodal texts and online interactions, and a way to trace literacy practices across portals, modes, and texts. Our aim is to consider how researchers can investigate and analyze the dialogic construction of literacies in online spaces.

1. How Can We Theorize Online Spaces?
   Hannah Gerber, Sam Houston State University

2. What Methodological Tools are Available for Data Collection, and How Might Ethical Considerations Impact Data Collection?
   Sandra Schamroth Abrams, St. John’s University

3. What Methodological Tools are Available for Data Analysis?
   Alecia Marie Magnifico, University of New Hampshire

4. What Ethical Considerations are Important for Online Research?
   Jayne C. Lammers, University of Rochester

8:45 am - 10:15 am - PAPER SESSION
Everglades - Lobby Level

Examining Relationships Between Teacher Beliefs and Practices

Chair:
Deborah Augsburger, Lewis University

Discussant:
Brad Cawn, University of Michigan

1. The Reading and Writing Connection: The Confluence of Teacher Beliefs and Teacher Learning
   Jennifer Jordan, University of Tennessee

2. Practicing What We Preach: Relationships between Third-, Fourth-, and Fifth-Grade Teachers’ Beliefs and Practices Related to Genre
   Rebecca R. Norman, Mount Saint Mary College
   Kathryn L. Roberts, Wayne State University
   Michelle L. Gallacher, Wayne State University

3. Teachers’ Perceptions and Implementation of Culturally Responsive Instruction: The CRIOP Professional Development Model
   Pamela Correll, University of Kentucky
   Susan Chambers Cantrell, University of Kentucky
   Victor Malo-Juvera, University of North Carolina-Wilmington
   Rebecca Powell, Georgetown College

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom Salon A - Lobby Level

Two-Tiered Scaffolding: A Theoretical Lens on Professional Development and Literacy Intervention Research

Session Organizer:
Janet S. Gaffney, University of Auckland

Chair:
Emily Rodgers, The Ohio State University

Discussant:
Cynthia Greenleaf, WestEd

Our purpose is to provide a comprehensive coverage of research in literacy that encompasses professional development, teaching practices, and student learning within a two-tiered scaffolding framework. A coherent articulation between professional support for teachers (tier 2) and teacher interactions with students (tier 1) would help us establish a relationship between professional development and student achievement. We organized our critique in terms of four contexts for literacy learning and teaching: one-to-one (i.e., tutoring), small-group, whole-class, and school-wide.

1. Two-Tiered Scaffolding as a Theoretical Frame for a Critical Review of Research on Professional Development and Literacy Intervention Research
   Janet S. Gaffney, University of Auckland
2. Contexts for Literacy Learning and Teaching: Small-Group and Whole-Class Instruction
   Rob Drewry, The Ohio State University
   Ian A. G. Wilkinson, The Ohio State University

3. Contexts for Literacy Learning and Teaching: Tutorial Interventions and School-Wide Improvement
   Janet S. Gaffney, University of Auckland
   Lauren Hitchin, University of Auckland

4. Insights and Implications From a Two-Tiered Scaffolding Perspective: A Theoretical Critique of Professional Development and Literacy Intervention Research
   Ian A. G. Wilkinson, The Ohio State University

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon B - Lobby Level

Writing Instruction and English Language Learners

Chair:
   Alisa Leckie, Georgia Southern University

Discussant:
   Mileidis Gort, The Ohio State University

1. A Comparison of Writing Achievement Among English-Only and English Learner Second Graders
   Kathleen A. J. Mohr, Utah State University

2. Emergent Writers in a Kindergarten Dual Language Classroom: A Snapshot of How Students Developed Their Writing Voice in Spanish
   Eurydice Bauer, University of Illinois at Urbana-Champaign
   Vivian Presiado, Urbana School District
   Patrick Henry Smith, The University of Texas at El Paso

3. Writing Instruction for English Language Learners: A Cross-Case Analysis of Two Teachers’ Experiences
   Lavern Byfield, Southern Illinois University Carbondale
   Crystal Shelby-Caffey, Southern Illinois University

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon C - Lobby Level

Tactical Uses of Theory and Method in Literacy Research

Chair:
   Heather Hurst, St. Joseph’s University

Discussant:
   George G. Hruby, University of Kentucky

1. Combining GIS and Ethnography to Map Migration, Literacy, and Access to Resources: An Analysis of Geospatial Patterns at Two Scales
   Loukia K. Sarroub, University of Nebraska-Lincoln
   William R. England, University of Nebraska-Lincoln

2. Using the Developmental Niche to Explore Understandings of Symbolic Representation
   Nedra L. Cossa, Armstrong Atlantic State University
   Colleen Vesely, George Mason University

3. Viewing Literacies Through 3D Glasses – A Comparison of the New London Group’s Multiliteracies Theory to a Non-Representational Theory Approach to a Young Writer Writing
   Amanda Smith, Michigan State University

8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom Salon D - Lobby Level

Content Area Literacy Versus Disciplinary Literacy: Competing or Complementary Frameworks?

Chair:
   Dianna Townsend, University of Nevada, Reno

Discussant:
   Nell K. Duke, University of Michigan

The purpose of this symposium is to examine the tension between content area literacy and disciplinary literacy. While often presented as competing frameworks, content area literacy and disciplinary literacy may prove more constructible when conceived of in terms of the developmental needs of students. The three papers in this symposium explore how students at varying levels of reading proficiency benefit from a combination of content area literacy and disciplinary literacy principles.

1. United States History for Engaged Reading
   Ana Taboada Barber, George Mason University
   Michelle M. Buehl, George Mason University
   Melissa Gallagher, George Mason University
   Jori Beck, George Mason University
   Erin Marie Ramirez, George Mason University
   Leila Nuland, George Mason University
   Peet Smith, George Mason University
   Swati Mehta, George Mason University

2. Content Area Literacy and Disciplinary Literacy in Elementary Science: Reconciling the Divide
   Gina Cervetti, University of Michigan
3. The Academic Language Observation Protocol
   Dianna Townsend, University of Nevada, Reno
   Kristina Wulfing, University of Nevada, Reno
   Hannah Carter, University of Nevada, Reno
   Julie Ambrecht, University of Nevada, Reno
   Koala Koenig, University of Nevada, Reno
   Mina Avery, University of Nevada, Reno
   Kim Crowley, University of Nevada, Reno

   PechaKucha presentations by early career scholars who have used these methodologies in their research, and will then be followed by small-group and large-group dialogue where session presenters and attendees will together think through the interplay of design and research.

   Presenters:
   Jamie Colwell, Old Dominion University
   Michelle Fowler-Amato, The University of Texas at Austin
   Lindy L. Johnson, University of Georgia
   Nathan Phillips, University of Illinois at Chicago

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon H - Lobby Level

Constructing the Self Through Digital Meaning Making

Chair:
Lyudmila Ivanyuk, University of Kentucky

Discussant:
Tisha Y. Lewis Ellison, Georgia State University

1. Making the Story My Own: Interactive Web-Based eBooks
   Glenn Gordon Smith, University of South Florida
   Thijs Nielen, Leiden University
   Adriana Bus, Leiden University
   Jack Drobisz, University of South Florida

2. Sources of the (Digital) Self: Negotiation of Identity in Youths’ Transmedia Literacy Practices
   Phil Nichols, University of Pennsylvania

3. “Every Selfie Tells a Story…”: Elastic Literacies, Lifestream(s), and Web 2.0 Artifactual Self/ves
   Jon M. Wargo, Michigan State University

8:45 am - 10:15 am - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon J - Lobby Level

Ventures and Vexations in Design-Based Experiments and Formative Interventions

Session Organizer:
Lindy L. Johnson, University of Georgia

Chair:
Kelly Chandler-Olcott, Syracuse University

Discussant:
David Reinking, Clemson University

This interactive session is designed to meet the needs of literacy researchers who are interested in exploring the potentials and challenges of design based experiments and formative interventions. The session will begin with
In this session literacy researchers representing five different and highly diverse national and international literacy research partnerships join with session participants in an active and collaborative inquiry into the fragile and complex relational work of building and sustaining partnerships. Drawing theoretical and methodological inspiration from political movements and cultural traditions that disrupt and democratize knowledge and research practice hierarchies, the session invites questions, critical reflection and dialogue about new ways of being in partnership.

1. E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into The Western Cape School Partnership Project
   Lenny Sanchez, University of Missouri

2. E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into Writing for Social Justice & Human Rights
   Michelle Honeyford, University of Manitoba
   Wayne Serebrin, University of Manitoba

3. E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into The Community Literacy Partnership
   Sarah Vander Zanden, University of Northern Iowa

4. E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into The Teaching to Learn Project
   Rob Simon, University of Toronto

5. E/merging Theory & Practice in Literacy Research Partnerships: An Inquiry Into The Literacy and Photography Project
   Maria Ghiso, Teachers College, Columbia University
   Patricia Martinez-Alvarez, Teachers College, Columbia University

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2014 Oscar S. Causey Address: Miscue Analysis: A Transformative Tool for Researchers, Teachers and Readers
Yetta M. Goodman, University of Arizona

Miscue analysis is a unique tool that provides reading professionals as well as readers with a window through which to view the reading process. We are not aware of action on the part of a reader when we listen to an oral reading and the observed response (what we heard the reader say) matches the expected response (what we expect to hear). But when the expected response and the observed response do not match, miscues are revealed and researchers have evidence to analyze the reading. Miscues reflect the knowledge and understandings of readers. The windows through which listeners observe readers’ transactions with written text, transform our views of reading as miscues reveal readers’ background and language knowledge and their views about how they read.

Through miscue stories that reveal readers’ meaning making, I uncover the lessons I have learned about reading as a result of miscue analysis research with readers of a range of backgrounds, ages and proficiencies and with a variety of languages. The miscue stories demonstrate how the human brain reads using psycholinguistic strategies and how it relates to the reader’s socio cultural contexts. They reveal the individual’s knowledge of their semantic, syntactic and graphophonics systems. I discuss readers who are monolingual and multilingual and talk about what I’ve learned about texts from readers’ transactions.

As I provide my miscue analysis journey from its beginnings, I describe how miscue research expanded to involve the purposes of professional development. As teachers use their growing knowledge about reading, they develop curriculum and instruction for individuals and classes that support readers’ meaning making. In these ways, miscue analysis is transforming. I cite what I have learned by engaging readers in conversations (retrospective miscue analysis) as they examine their own miscues. The concepts they build as they discover their own strengths and knowledge as language users lead to confidence in their abilities to make sense of print and to revalue themselves as literate beings. In this way miscue analysis is transforming. And for many readers it is also liberating.
Living the Writerly Life in Academia Study Group
Marriott Marco Island Conference Center: Capri 1 - Lower Level

Writing is a topic of importance for all academics. Participants in this study group will explore the many facets of living the writerly life including (a) What defines the writerly life? (b) How does the dialogic nature of the writing process—the internal conversation between the writer and the audience—influence writing? (c) How do writers determine what and where to share their voice and research? (d) What mechanisms promote and sustain writing in academia?

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

Session Organizer:
Johna L. Faulconer, East Carolina University

Culturally Responsive Literacy Instruction Study Group
Capri 2 & 3 - Lower Level

The Culturally Responsive Literacy Instruction (CRLI) Study Group will examine issues relating to the literacy and language acquisition of underserved populations. Topics to be addressed include: (1) how culturally responsive literacy instruction is defined; (2) research that has been conducted in CRLI; (3) challenges in implementing CRLI; and (4) preparing teachers to be culturally responsive literacy educators.

Presenters:
Ellen McIntyre, North Carolina State University
Doris Walker-Dalhouse, Marquette University
Susan Chambers Cantrell, University of Kentucky

Session Organizer:
Rebecca Powell, Georgetown College

History of Literacy Study Group
Capri 4 & 5 - Lower Level

The focus of this set of study group sessions will be to examine alternative options for historical research on the literacy field. Across the three days that the study group will meet we will examine the practice of 1. Oral history, 2. Organizational history, and 3. Nearby history.

Presenters:
James R. King, University of South Florida
Dixie D. Massey, University of Washington

Session Organizer:
Norman A. Stahl, Northern Illinois University

Literacy Lab/Reading Clinic Study Group
Capri 6 - Lower Level

The 2014 Literacy Lab/Reading Clinic Study Group sessions bring together individuals interested in researching, directing, and teaching in reading clinics and literacy labs in school settings, on campus, and online. The Study Group offers opportunities to share lab/clinic experiences and resources with those involved in labs/clinics around the country, as well as opportunities to join research teams investigating current and pertinent issues in reading clinics/literacy labs.

Presenters:
Theresa A. Deeney, University of Rhode Island
Barbara Laster, Towson University
Joan A. Rhodes, Virginia Commonwealth University
Erica Bowers, California State University, Fullerton
Marcie Ellerbe, Coastal Carolina University
Julie Janson Gray, University of Virginia
Tammy Marsh Milby, University of Virginia
Evans Ortlieb, Monash University
Judith Wilson, University of Nebraska-Lincoln
JoAnne Vazzano, Northeastern Illinois University
Nancy Stevens, University of Wisconsin-Whitewater
Debra Gurvitz, National Louis University

Session Organizer:
Cheryl Dozier, University at Albany
Conceptualizing and Exploring Space and Place in Digital Literacies Research Study Group
Capri 7 & 8 - Lower Level

The purpose of this study group is to consider collectively how we conceptualize and operationalize space and place in the study of digital literacy practices and the people who enact them.

Session Organizers:
Julie Warner, Teachers College, Columbia University
Heather Pleasants, University of Alabama
Ryan M. Rish, Kennesaw State University
Damiana Gibbons, Appalachian State University
Lindy L. Johnson, University of Georgia

Public Engagement and Literacy Research Study Group
Capri 9 & 10 - Lower Level

The Study Group will become familiar with guiding principles of public scholarship defined as “publicly engaged academic work that is scholarly or creative work integral to a faculty member’s academic area and encompasses different forms of making knowledge about, for, and with diverse publics and communities through dialogue. It contributes to the public good and yields artifacts of public and intellectual value.” We link literacy research and public scholarship by exploring its opportunities and challenges.

Presenters:
Carolyn Colvin, The University of Iowa
Rossina Zamora Liu, The University of Iowa
Kate Elizabeth Kedley, The University of Iowa
Amie Ohlmann, The University of Iowa
Mark Sulzer, The University of Iowa

Session Organizer:
Carolyn Colvin, The University of Iowa

Approaches to Discourse Analysis Study Group
Captiva Room - Lobby Level

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 2014, 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.

Session Organizer:
Erik Jacobson, Montclair State University

The Teacher Education Research Study Group (TERSG) brings literacy educators together for study of effective practices in literacy teacher education. The real work of the TERSG continues through the year--to facilitate collaboration on research in the field of literacy teacher education. TERSG strives at each LRA conference to promote leadership in the field of literacy teacher education through discussion, collaboration, mentoring, and participating in the research of colleagues.

Session Organizer:
Karen Kreider Yoder, Touro University California

Chairs:
Chinwe Ikpeze, St. John Fisher College
Joy Myers, University of North Carolina at Greensboro

Adult Literacy Study Group
Caxambas 2 - Lobby Level

This study group focuses on adult literacy, both in terms of adult literacy instruction in formal programs and adult literacy practices more generally. Members conduct research on a variety of topics, including health literacy, re-entry education, technology and new literacies, the needs of migrant and refugee populations and cross-cultural studies of adult literacy practice. Members also utilize different research methodologies, including both quantitative and qualitative analysis.

Session Organizer:
Erik Jacobson, Montclair State University
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.

**Session Organizers:**
Stergios Botzakis, *University of Tennessee, Knoxville*
Laura M. Jimenez, *Boston University*

**Approaches to Studying Graphic Novels Study Group**
*Everglades - Lobby Level*

*Doctoral Students’ Innovative Community Group Study Group*
*Islands Ballroom Salon B - Lobby Level*

The Doctoral Student Innovative Community Group (DSICG) Study Groups have historically hosted a discussion of topics that are of particular interest to doctoral students, supporting their continued growth as researchers and scholars. The 2014 DSICG Study Group series will focus on methodologies and data analysis for literacy researchers. Our 2014 Study Group topics include: Methodologies for Literacy Researchers, Video Data Analysis, and Formative Experiments.

**Session Organizers:**
Jennifer Smith, *Texas Woman’s University*
Katherine Brodeur, *University of Minnesota*
Colleen Whittingham, *UIC*

**Early Authoring as Multimodal Embodied Practice: Opening a Dialogue Study Group**
*Islands Ballroom Salon A - Lobby Level*

The 2014 Early Multimodal Authoring Study Group series is designed to open a dialogue about expanding our notions of what counts as “literacy” by considering young children’s multimodal embodied authoring. Using a single data set, participants will hear a short presentation from a visiting scholar and engage in small group and whole group discussions centered on a particular theoretical lens. Lenses that will be explored include social semiotics, play, and affective development.

**Presenters:**
M. Susan Burns, *George Mason University*
George Kamberelis, *University of Wyoming*
Julie K. Kidd, *George Mason University*
Judith T. Lysaker, *Purdue University*
Deborah Wells Rowe, *Vanderbilt University*

**Session Organizer:**
Melanie Reaves, *Northern Michigan University*

**Feeling Side by Side: Methodological Challenges in Investigating and (Not) Representing Affect and Emotion in Literacy Studies Study Group**
*Islands Ballroom Salon C - Lobby Level*

This study group confronts the methodological challenges of knowing and sharing affective and emotionally laden “data.” We will think-feel with articles and found objects, working to address the following question, essential to literacy studies: How can the flow of literacy learning, affect, and emotion be understood in richly textured lives, where attachments to place, person and word are ever-emergent, and where research practices that record and “capture” these forms of emergence are currently under-developed?

**Session Organizers:**
Christian Ehret, *Vanderbilt University*
Ty Hollett, *Vanderbilt University*
Kevin Leander, *Vanderbilt University*
Approaches to Video Data Analysis in Literacy Research Study Group  
*Islands Ballroom Salon F - Lobby Level*

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.

**Chairs:**  
Jill Castek, Portland State University  
Julie Coiro, University of Rhode Island  
Lizabeth Guzniczak, Oakland University

Incoming: Navigating Language, Policy, and Practice With Rural English Language Learners Study Group  
*Islands Ballroom Salon G - Lobby Level*

Nearly 31% of public school teachers choose to teach in rural areas. This coupled with the rate of poverty found in rural schools (Salant, 2008) and the changing demographics of rural agrarian communities that depend upon migrant/undocumented labor (Kandel & Parrado, 2005) necessitates a closer examination of what is needed to prepare all teachers to address the needs of the communities in which they find themselves working. This study session begins this process.

**Presenters:**  
Faith Beyer Hansen, Boise State University  
Joanne Sellen, Western Illinois University  
Mary Ann Cahill, Boise State University

**Session Organizer:**  
Anne Gregory, Western Illinois University

Common Core Standards and Reading to Writing Connections Study Group With Special Guests Jill Fitzgerald, William Lewis and Douglas Kaufman  
*Islands Ballroom Salon H - Lobby Level*

The purpose of the study group is to engage participants in a critical discussion of the Common Core Standards and their instructional and research implications on reading and writing connections. We address the following: How can writing instruction address the standards focused on reading and writing connections? What are the instructional implications for writing for the elementary through secondary levels? What further research must be conducted?

**Session Organizers:**  
Zoi Apostolia - Philippakos, Towson University  
Noreen S. Moore, William Paterson University  
Vicki McQuitty, Towson University

Word Study Study Group 2014  
*Islands Ballroom Salon J - Lobby Level*

Facilitators will share research and guide the discussion among attendees. The topics over the days include: 1) Multilingual Vocabulary Development, and Contrastive Linguistics and Orthographies, 2) Effective Practices, and Cognitive Flexibility in Word Study and Vocabulary Development, 3) Word Study Research Designs. Come make a word study PechaKucha-style presentation; a maximum of 20 images x 20 seconds each are presented; see http://www.pechakucha.org/.

**Presenters:**  
Kelly Branam Cartwright, Christopher Newport University  
Kevin Flanigan, West Chester University of Pennsylvania  
Kristin M. Gehsmann, Saint Michael’s College  
LaTisha Hayes, University of Virginia  
Marcia Invernizzi, University of Virginia  
Dianna Townsend, University of Nevada, Reno  
Sam Von Gillern, Iowa State University

**Session Organizer:**  
Donald Bear, Iowa State University

Critical Race Theory Study Group  
*Key West - Lobby Level*

The CRT Study Group is a place where researchers come to wrestle with issues and find support for pursuing literacies research that asks difficult questions. Focusing on dialogue in the construction of literacies, the CRT Study Group is even more important. It is through dialogue that issues of race and racism are unmasked, explored, and unmade as we all work toward social justice.
The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association l December 3-6, 2014 l Marco Island, FL

ThurSDAy

Presenters:
Patricia Ann Edwards, Michigan State University
Gwendolyn Thompson McMillon, Oakland University
Robert J. LeBlanc, University of Pennsylvania
Ann M. Bennett, University of Tennessee

Session Organizers:
Judson Laughter, University of Tennessee
Keonghee Tao Han, University of Wyoming

Theoretical Perspectives Study Group
Sanibel Room - Lobby Level

Whether we realize it or not, theories shape every aspect of inquiry, influencing research topics, questions, conjectures, data collection, and interpretations. Although “there is nothing more practical than a good theory,” its use in educational research is highly variable. With guest speakers on each day, this study group will engage LRA’s membership in conversations about the intersection between theory, research, and practice.

Presenters:
Annemarie Palincsar, University of Michigan
Wanda Brooks, Temple University
Mark Allen Dressman, University of Illinois at Urbana-Champaign

Session Organizers:
Kelly Puzio, Washington State University
Lara J. Handsfield, Illinois State University
Gay Ivey, University of Wisconsin-Madison

1:15 pm - 2:45 pm - ALTErNATIvE FOrMAT SESSION
Capri 1 - Lower Level

The Ethical Quagmire of New Literacies Research

Chair:
Brian C. Rose, University of Northern Colorado

Discussant:
Brian C. Rose, University of Northern Colorado

The landscape of literacy research has changed. Due to innovations in and use of technology in literate settings, literacy researchers increasingly navigate uncharted ethical territory. In fact, while many professional organizations’ ethics statements address global concerns, these statements often provide little guidance with the increasing, ethically challenging situations new literacies research presents. The papers address this very issue, and in an escalating fashion, identify some of the ethical issues we face in new literacies research.

1. Negotiating Understandings of Visibility and Privacy in Online Spaces in Vulnerable Communities
Silvia Nogueron-Liu, University of Georgia

2. Pushing Boundaries: Online Researchers and Ethics Committees
Donna Alvermann, The University of Georgia
Crystal L. Beach, The University of Georgia
Joseph Johnson, The University of Georgia

3. English Language Arts 2.0: Ethical Considerations of Educating With iPads
Judson Laughter, University of Tennessee

1:15 pm - 2:45 pm - SYMPOSIuM
Capri 2 & 3 - Lower Level

Barriers to Change: Three Literacy Professional Development Initiatives

Session Organizer:
Seth A. Parsons, George Mason University

Chair:
Jan Ainger, George Mason University

Discussant:
Jennifer Powell, Radford University

Professional development (PD) is a vital component of literacy teachers’ growth in “the learning profession.” However, research has demonstrated that enhancing teachers’ literacy instruction through PD takes time. Additionally, research has demonstrated that effective PD is collaborative, sustained, job-embedded, and guided by student assessment. This proposal describes three initiatives, which were guided by these principles of effective PD, and the barriers each faced in enacting change in teachers’ literacy instruction.

1. A Longitudinal, Collaborative Literacy Professional Development Initiative in a High-Needs, Urban Charter 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
Erin Marie Ramirez, George Mason University
2. Literacy Professional Development Through Instructional Coaching and Co-Teaching
   Julie W. Ankrum, University of Pittsburgh at Johnstown

3. Rural Teachers’ Perceived Changes in Word Study Instruction in the Primary Grades
   Aimee L. Morewood, West Virginia University

1:15 pm - 2:45 pm - PAPER SESSION
Capri 4 & 5 - Lower Level

Crossing Boundaries and Borders: Literacy Practices and Life Stories

Chair:
Susan V. Bennett, University of Mississippi

Discussant:
Leanne M. Evans, University of Wisconsin Milwaukee

1. Boundariless and Mobile: Supralocal Literacies in a Telecollaborative Alaska-Kenya Writing Exchange
   David B. Wandera, The Ohio State University

2. Crossing Borders: An Investigation of a Teacher’s Life Story and Literacy Teaching Practices
   Melody Zoch, University of North Carolina at Greensboro

3. Crossing Boundaries: The Everyday Literacies of Latino/a Borderland Youth Permeating School Spaces
   Luciene Soares Wandermurem, The University of Texas - El Paso

1:15 pm - 2:45 pm - SYMPOSIUM
Capri 6 - Lower Level

Disciplinary Literacy: Implications for Literacy Teacher Educators

Chair:
Caitlin Gallingane, University of Florida

Discussant:
Zhihui Fang, University of Florida

Many teacher education programs in the U.S. are now exploring ways to implement disciplinary literacy. Successful implementation of disciplinary literacy requires that literacy teacher educators have a deep understanding of (a) the language and literacy practices that are specific to each discipline, (b) the approaches and strategies that are effective for promoting literacy instruction in the content areas, and (c) their role in disciplinary literacy instruction. This symposium reviews recent scholarship in these three areas.

1. Language and Literacy Practices Across Academic Disciplines
   Suzanne Coatoam, University of Florida
   Zhihui Fang, University of Florida

2. Pedagogical Models for Promoting Literacy Instruction in the Content Areas
   Suzanne Coatoam, University of Florida
   Yang Qi, University of Florida

3. The Role of Literacy Teacher Educators in Preparing Teachers for Disciplinary Literacy Instruction
   Zhihui Fang, University of Florida

1:15 pm - 2:45 pm - SYMPOSIUM
Capri 7 & 8 - Lower Level

From Coursework to Classroom: Investigating Effects of Writing Teacher Education

Chair:
Susan Martin, Boise State University

Discussant:
Vicki McQuitty, Towson University

Findings from four inquiries shed light on how writing teacher education coursework effects classroom practices. Using multiple data sources and varied analytic methods, these projects span elementary and secondary school settings, and include both pre-service and in-service coursework. Two studies focus on issues of digital composition processes. Outcomes from each study suggest strong effects of coursework, even when factors in K-12 settings constrain teacher practices. Implications for literacy teacher educators are discussed.

1. The Ripple Effect: How the Multimedia Memoir Project Trickles Down From Teacher Education to K-8 Education
   Donna Werderich, Northern Illinois University

2. Writing the World: Preservice Teachers’ Perceptions of 21st Century Writing Instruction
   Kristine E. Pytash, Kent State University
   Jennifer L. Nigh, Kent State University
   Lisa Testa, Kent State University

3. “I Can’t Believe I Wasn’t Doing That”: Learning to Teach Writing
   Denise N. Morgan, Kent State University
   Natasha H. Chenowith, Kent State University
4. Influences of a Writing Methods Course on Teacher Practice and Student Learning Opportunities
   Susan Martin, Boise State University
   Sherry Dismuke, Boise State University

1:15 pm - 2:45 pm - PAPER SESSION
Capri 9 & 10 - Lower Level

Academic Discourses in Immersion Classrooms

Chair:
   Michelle E. Jordan, Arizona State University

Discussant:
   Audrey Lucero, University of Oregon

1. Academic Language Development in a Hypersegregated Dual Immersion Program
   Allison Briceno, Texas Woman’s University

2. Beyond Bilingual: Trilingual Children in Immersion Classrooms
   Leah Durán, The University of Texas at Austin
   Michiko Hikida, The University of Texas at Austin
   Ramon Martínez, The University of Texas at Austin

3. Navigating the Academic Discourses of Texts in Two Languages in Preschool: An Analysis of One Spanish-English Dual Language Teacher’s Instructional Goals and Book-Based Extra Textual Talk
   Sabrina Sembiante, University of Miami
   Mileidis Gort, The Ohio State University

1:15 pm - 2:45 pm - PAPER SESSION
Caxambas 1 - Lobby Level

Written and Oral Argumentation in Elementary and Middle School Contexts

Chair:
   Laurie A. Henry, University of Kentucky

Discussant:
   Judith Lee Green, University of California, Santa Barbara

1. When is Argumentation Dialogic? Dialogic and Monologic Construction of Argumentation in Two 5th Grade Text-Based Discussions
   Min-Young Kim, The Ohio State University
   Ian A. G. Wilkinson, The Ohio State University
   Alina Reznitskaya, Montclair State University

2. Conceptualizing “Voice” in Children’s Academic Arguments
   Catherine L. O’Hallaron, University of Michigan
   Mary J. Schleppegrell, University of Michigan

1:15 pm - 2:45 pm - SYMPOSIUM
Caxambas 2 - Lobby Level

The Dialogic Nature of Literacy Research in Community Settings

Session Organizer:
   Stephanie Jones, The University of Georgia

Chair:
   Jaye Johnson Thiel, The University of Georgia

Discussant:
   Mark D. Vagle, University of Minnesota

The purpose of this symposium is to present three separate papers related to literacy research taking place in racially diverse, multilingual, low-income communities. Each of the three papers aims to shed light on a different aspect of engaging in community literacy research with youth and adults.
1. **Constructing Norms for Community-Based Research Through Collaborative Inquiry**  
   Maria Ghiso, Teachers College, Columbia University  
   Gerald Campano, University of Pennsylvania

2. **Attempting to Do No Harm: Inquiring Into Embodied Literacies of Space in Community-Based Research**  
   Stephanie Jones, The University of Georgia  
   Jaye Johnson Thiel, The University of Georgia  
   Taryn Brown, The University of Georgia

3. **Storybook Chefs: Building Dialogic Literacy in the Afterschool Kitchen**  
   Denise Davila, The University of Georgia

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**1:15 pm - 2:45 pm - PAPER SESSION**  
**Islands Ballroom Salon A - Lobby Level**

**Connecting, Curating, and Constructing Literacies Through Social Networks**

Chair:  
Michelle Schira Hagerman, Michigan State University

Discussant:  
Greg McVerry, Southern Connecticut State University

1. **‘My Weekends be Dry as Hell’: Young People’s Creation of Social Identities on Twitter**  
   Benjamin William Gleason, Michigan State University

2. **Students as Pinners: Using a Multimodal Social Network Site to Navigate a Participatory Culture**  
   Kwangok Song, Arkansas State University  
   Kyle M. Williams, The University of Texas at Austin  
   Alina Pruitt, The University of Texas at Austin  
   Diane L. Schallert, The University of Texas at Austin

3. **A Comparative Ethnographic Study of the Digital Curation Practices of Professionals and Youth**  
   Kevin Leander, Vanderbilt University  
   Jennifer Kahn, Vanderbilt University

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**1:15 pm - 2:45 pm - PAPER SESSION**  
**Islands Ballroom Salon A - Lobby Level**

**Vocabulary Development to Support Comprehension in Core Reading Programs and Inquiry Units**

Chair:  
Vicki Stewart Collet, University of Arkansas

Discussant:  
Peter Fisher, National Louis University

1. **The Vocabulary of Core Reading Programs**  
   Michael F. Graves, University of Minnesota  
   Jeff Elmore, MetaMetrics  
   Kimberly Bowen, MetaMetrics  
   Jill Fitzgerald, University of North Carolina at Chapel Hill and MetaMetrics  
   Eleanor E. Sanford-Moore, MetaMetrics  
   Heather H. Koons, MetaMetrics  
   Matt Copeland, Metametrics  
   Jackson Stenner, MetaMetrics

2. **Selecting Vocabulary to Support Comprehension: A Review of the Research**  
   Tanya S. Wright, Michigan State University  
   Gina Cervetti, University of Michigan

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**1:15 pm - 2:45 pm - ALTERNATIVE FORMAT SESSION**  
**Islands Ballroom Salon B - Lobby Level**

**LRA 2014 Alternative Session Proposal: Professors, We Need You!!! Public Intellectuals, Advocacy, and Activism**

Session Organizer:  
Carla K. Meyer, Appalachian State University

Chair:  
William Ian O’Byrne, University of New Haven

Discussant:  
Norman A. Stahl, Northern Illinois University

Consistent with this year’s conference theme, “The Dialogic Construction of Literacies” this alternative session will engage participants in dialogue about how to transform the Literacy Research Association’s (LRA’s) role in advocacy for literacy learning and instruction among children, families, and educators through social media, open access spaces, and other channels.
Fostering Critical Literacies From Three Perspectives

Session Organizer:
Mitzi Lewison, Indiana University, Bloomington

Chair:
Jerome C. Harste, Indiana University

Discussant:
Peggy Albers, Georgia State University

The presentations in this symposium feature transmediation, teacher self-reports, and responses to a call for taking a stance on critical literacy and the issues associated with its implementation. Come hear about new analytical schemes as well as new insights into critical literacy and teacher preparation.

1. Inviting a Multiplicity of Voices and Perspectives Through Transmediation
Christine H. Leland, Indiana University-Purdue University Indianapolis
Anne Ociepka, Indiana University-Purdue University Indianapolis

2. Multiple Perspectives on Critical Literacy Instruction: What’s on Teachers’ Minds?
Mitzi Lewison, Indiana University, Bloomington

3. Critical Literacy at the Chalkface: Multiple Concerns, Multiple Beliefs
Jerome C. Harste, Indiana University
Vivian Vasquez, American University
Andrew Manning, Mount Saint Vincent University

Creating the Dialogic Spaces for Argumentation to Flourish in Professional Development and Classrooms

Session Organizer:
Stacy Marple, WestEd

Chair:
MariAnne George, University of Illinois at Chicago

Discussant:
Elizabeth Moje, University of Michigan

The studies presented in this symposium are from a multi-year project focused on improving reading comprehension through evidence-based argumentation from multiple sources in ELA, history, and science, grades 6 through 12. The papers provide insight into how argument and argumentation is conceptualized; what impact these conceptualizations have for student opportunities to learn; and what kinds of professional development and classroom practices may be necessary for creating a dialogic space that supports argumentation literacy.

1. Argumentation Opportunity to Learn in ELA, History and Science
Cindy Litman, WestEd
Stacy Marple, WestEd
Cynthia Greenleaf, WestEd
Lisa Richardson, WestEd
Irisa Charney-Sirott, WestEd
Allison H. Hall, University of Illinois at Chicago
Michael Boltz, University of Illinois, Chicago

2. From Muddling to Modeling: Text-Based Explanation and Modeling as Argumentation in Science
Willard Brown, WestEd
Cynthia Greenleaf, WestEd
Mon-Lin Ko, University of Illinois, Chicago

3. Designing for Argumentation: Learning Outcomes From a Teacher-Research Collaboration in History
Stacy Marple, WestEd
Gayle Cribb, WestEd
The Role of Hot and Cool Executive Functions in the Development of Comprehension

Session Organizer:
Kelly Branam Cartwright, Christopher Newport University

Chair:
Nicole R. Guajardo, Christopher Newport University

Discussant:
Nell K. Duke, University of Michigan

Although Executive Functions are related to comprehension, few studies have investigated the role of both “cool” (purely cognitive) and “hot” (socially or emotionally motivated) EF in comprehension development. This symposium will bring together researchers who study one or both domains of EF to foster dialogue about the combined role of these skills in the development of comprehension processes. A noted scholar in comprehension development will serve as Discussant and integrate findings with current research.

1. The Role of Hot and Cool EF in Pre-Readers’ Story Comprehension and Response to Comprehension Intervention
   Andrea DeBruin-Parecki, ETS
   Kelly Branam Cartwright, Christopher Newport University

2. A Dialogic View of Emergent Reading Comprehension: Aspects of Mind in Kindergarteners’ Readings of a Wordless Picture Book
   Judith T. Lysaker, Purdue University

3. The Contribution of Hot and Cool EF to Pre-Readers’ Narrative Comprehension and Later Reading Comprehension in Elementary School
   Nicole R. Guajardo, Christopher Newport University
   Kelly Branam Cartwright, Christopher Newport University

4. The Contribution of EF and Motivation to Reading Comprehension in Former Elementary Students With Good and Poor Reading Comprehension
   Kelly Branam Cartwright, Christopher Newport University
   Laura U. DeWyngaert, University of Maryland, Baltimore County

Roundtable 4a

1. Strategy Instruction and Self-Regulation: What Think Alouds Reveal
   Zoi Apostolia - Philippakos, Towson University
   Charles MacArthur, University of Delaware

2. Supporting Best Practice Literacy Instruction: A Gradual Release Model for Developing Site-Based Literacy Leaders
   Jackie Marshall Arnold, University of Dayton
   Mary-Kate Sableski, University of Dayton

3. TPACK+ in the PreK-12 Classroom: Examining Teachers’ Technology-Integrated Instruction
   Leah M. Van Vaerenewyck, Lesley University
   Valerie Harlow Shinas, Lesley University
   Barbara N. Steckel, Lesley University

4. Teacher Feedback on College ESL Academic Writing: In-Service Teacher Beliefs and Practices
   Bede McCormack, LaGuardia Community College, CUNY
   Virginia M. Russell, Hunter College

5. Teacher Mentoring, Discourse, and Learning to Teach Literacy: A Collaboration Between Cooperating Teachers, Pre-Service Teachers, and Teacher Educators
   Melissa Wetzel, The University of Texas at Austin
   James V. Hoffman, The University of Texas at Austin
   Beth Maloch, The University of Texas at Austin
   Erin Greeter, The University of Texas at Austin
   Saba Vlach, The University of Texas at Austin
   Laura Taylor, The University of Texas at Austin

6. Teachers’ Perception of Accent on Formative Reading Assessments
   Meghan Pendergast, Georgia State University
   Gary Bingham, Georgia State University

7. Teaching Diversity in Korea: Korean Kindergarteners’ Literary Discussions about Racial Diversity During Read-Alouds
   So Jung Kim, University of Texas at El Paso
   Su-Jeong Wee, Purdue University Calumet

8. Teaching Writing: Embracing a Culturally Relevant Pedagogy
   Keitha-Gail Martin-Kerr, University of Minnesota
   Erin Beeman Stutelberg, University of Minnesota
   Maggie Ann Struck, University of Minnesota

10. Testing the Reliability of an Early Expository Comprehension Assessment
    Kendra Hall-Kenyon, Brigham Young University
    Tammie Harding, Alpine School District
    Barbara Culatta, Brigham Young University

11. The Co-Construction of Biliterate Identities Between Parents and Children: A Cross-Comparative Analysis of Two Families
    Bobbie Kabuto, Queens College

12. Discovering All the Right Stuff: Instructing Classroom Teachers How to Utilize Collaborative Applications for Student Literacy and Learning
    Meleah McCulley, Boise State University

1:15 pm - 2:45 pm - PAPER SESSION
Islands Ballroom Salon J - Lobby Level
Designing Literacy Tools With Technology

Chair: Carol Ann Smith, West Chester University
Discussant: Jill Castek, Portland State University

   Susan King Fullerton, Clemson University
   George J. Schafer, Clemson University

2. Collaborative Digital Retelling: Designers at Work With Modes and Tools
   Bridget Dalton, University of Colorado Boulder
   Blaine Smith, University of Miami

3. You’re Scroogled: Discordant Spaces in the Simultaneous Building of Technology Infrastructure and the Literacy Curriculum
   Jenifer Schneider, University of South Florida
   Kent Smith, Academy of the Holy Names

1:15 pm - 2:45 pm - SYMPOSIUM
Key West - Lobby Level
Boundaries, Barriers, and Bridges: Multicultural Young Adult Literature in Pre-Service Teachers’ Examinations of Race

Session Organizer: Susan L. Groenke, University of Tennessee
Chair: Detra Price-Dennis, The University of Texas at Austin
Discussant: Wanda Brooks, Temple University

This Ethnicity, Race, and Multilingualism (ERM) Committee-sponsored symposium aims to bring urban teacher educators together to share how multicultural young adult literature (YAL) can be used in preservice teacher preparation to help beginning teachers: 1) make classroom connections between the in- and out-of-school literate lives of urban youth; 2) refine dispositions toward teaching students of color; and 3) understand structural racism and interrogate whiteness/white privilege.
Presenters:
Marcelle Haddix, Syracuse University
Chonika Coleman-King, University of Tennessee
Wendy Glenn, University of Connecticut

1:15 pm - 2:45 pm - PAPER SESSION
Sanibel Room - Lobby Level

Exploring Pre-Service Teachers’ Understandings of Literacy Pedagogy

Chair:
Meghan E. Barnes, The University of Georgia

Discussant:
Lois K. Haid, Barry University

1. Common Ground: Teacher Educators’ Roles in Creating Spaces for Developing Pre-Service Teachers’ Construction of Elementary Literacy Practices
   Jennifer Dolan, University of Connecticut
   Ryan Colwell, Fairfield University

2. Deepening Pre-Service Teachers’ Understanding of Literacy Instruction
   Sophie C. Degener, National Louis University
   Ruth Freedman, National Louis University
   Madi Phillips, National Louis University
   Diane Salmon, National Louis University

3. Elementary Literacy: Pedagogy and Practice
   Katie Danielson, University of Washington

2:05 pm - 2:45 pm - ROUNDTABLE SESSION 4b
Islands Ballroom Salon G - Lobby Level

**NOTE:** The presentations marked with a chickie hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable 4b

1. The Dialogic Construction of Motivation: Three Case Studies That Examine Factors in Reading Motivation of Adolescent Teens
   Shelly L. Shaffer, Arizona State University

2. The Effects of Critical Literacy on Comprehension: Bridging Paradigms in Classroom Instruction and Educational Research
   Kathryn S. Nelson, The Ohio State University

3. The Knowledge Teachers Access to Adapt Literacy Instruction
   Stephanie Davis, University of North Carolina at Greensboro

4. The More Things Change, the More Things Stay the Same: A Longitudinal Study of Seven Elementary Teachers and Their Literacy Beliefs and Practices
   Amy D. Broemmel, University of Tennessee
   Betty S. Blanton, Roane County Schools
   Beau Whitsett, University of Tennessee
   Elizabeth A. Swaggerty, East Carolina University

5. The Revolution WILL be Televised: The Dialogic Construction of Macroliteracy as Space for Political Change
   Leah Katherine Saal, Loyola University Maryland

6. The Role of Professional Development in Writing: A Literature Review
   Sarah McCarthey, University of Illinois at Urbana-Champaign
   Cristin Geoghegan, University of Illinois at Urbana-Champaign

7. The State of the Art of Research on Vocabulary Instruction: What We Know, What We Kinda Know, and What We Don’t Know
   James F. Baumann, University of Missouri

   Jeanne Dyches Bissonnette, UNC-Chapel Hill

9. Toward a Mutual Understanding of Home and School Literacy Practices of Linguistically Diverse Learners
   Xiaoming Liu, Towson University
   Sarah Fike, Towson University

10. Towards Disciplinary Communities of Practice: Rethinking Literacy-Based Teacher Education Through Disciplinary Expert Interviews
    Steven Kushner, University of Illinois at Chicago
    Nathan Phillips, University of Illinois at Chicago

11. Tracing Vision Through Practice
    Christopher Keyes, Shippensburg University

12. Assessing the Promise of Supplemental Reading Interventions for At-Risk Early Grade Readers
    Koudier Mokhtari, The University of Texas at Tyler
    Joanna Lynn Neel, The University of Texas at Tyler
    Forrest Kaiser, Caldwell Elementary School, Tyler, Texas
    Ginny Fender, The University of Texas at Tyler
Developing a Theory of Transliteracies for a Connected World: A Dialogue

Session Organizer:
Anna Smith, New York University

Discussants:
Kris Gutierrez, University of Colorado Boulder
Cynthia Lewis, University of Minnesota

In light of the increasingly networked ways reading and writing are created, hybridized, and circulated across configurations of persons, platforms, time, and contexts, this alternative session invites the LRA community to consider how we might develop a theoretical framework to address such complexity. Bringing together scholars working at intersections of a theoretical paradigm we identify as transliteracies, this session explores the affordances of this framework by engaging in a conversation grounded in three empirical studies.

Presenters:
Amy Stornaiuolo, University of Pennsylvania
Nathan Phillips, University of Illinois at Chicago

Expanding Our Understandings of Affinity Spaces

Chair:
Alecia Marie Magnifico, University of New Hampshire

Discussant:
Jayne C. Lammers, University of Rochester

Gee (2004) envisioned “affinity space” as a term to capture the activities of physical, virtual, and blended learning spheres. Ensuing research, however, has often centered on online practices. In this symposium, we explore four intergenerational affinity spaces and the characters, images, physical materials, and rhetorical structures that support their literacies. To do so, we share observations, interviews, and discourse analyses from fiber-crafting, trailer restoration, fiction publication, and meme-making spaces.

1. Learning in Fiberspace: How Physical Crafts Become Online Conversations
Meaghan Elliott, University of New Hampshire

2. Polished Turds and Elephant Sandwiches: Learning in Air Forums
Corey McCullough, University of New Hampshire

3. Establishing Ethos in Creative Writing’s Digital Learning Spaces
Adam P. Cogbill, University of New Hampshire

4. I Can Haz Memz: A Call for Rhetorical Memetics
Bradfield Dittrich, University of New Hampshire

Examining Teacher Knowledge and Practice

Chair:
Joanna Lynn Neel, University of Texas at Tyler

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

1. Constructing Professional Knowledge: Activity, Collaboration, & Conversation
Celeste C. Bates, Clemson University
Robert Schwartz, Oakland University

2. Nearing the End of the Teaching Journey: Experienced Teachers’ Metaphors of Practice
Tammi Davis, Indiana University, Bloomington

3. “Cranking Up the Social Justice Dial”: Teachers as Agents of Change
Janet Donnell Johnson, Rhode Island College
Mary Beth Hines, Indiana University

Discourses of Design and Meaning in the Disciplinary Literacies

Chair:
Phil Nichols, University of Pennsylvania

Discussant:
Bridget Dalton, University of Colorado Boulder

1. “It’s Not About the Apps!”: Reflections on iPad-Based Teaching and Learning in Middle Grades Classrooms
Carol Ann Smith, West Chester University
Diane Santori, West Chester University
Emily Smothers Howell, Clemson University
Tracy Butler, Clemson University
Michelle Williams, High School Teacher
David Reinking, Clemson University

3. Struggling Readers and Online Science Websites: A Study of At-Risk Readers’ Online Reading Comprehension Strategies
Kara Sevensma, Calvin College

Examining the Quality of Teacher Talk for Supporting Children’s Thinking

Chair:
Molly F. Collins, Vanderbilt University

Discussant:
William Teale, University of Illinois at Chicago
This symposium examines the quality of teacher talk in supporting preschoolers’ thinking and language. Paper one examines relationships between Head Start teachers’ use of mental state verbs and vocabulary growth in children in two classroom contexts. Paper two examines the quality of teacher support for children’s misunderstandings during story reading and discussion. Paper three examines the content and demand-level of preschool teachers’ story discussions before and after an intervention designed to support inferential talk.

Presenters:
Erica M. Barnes, Vanderbilt University
Molly F. Collins, Vanderbilt University
Judith A. Schickedanz, Boston University

Connected Reading: Principles and Practices in Action

Session Organizers and Presenters:
Troy Hicks, Central Michigan University
Kristen Hawley Turner, Fordham University

This session will invite participants to consider a model of “Connected Reading” that we have developed from qualitative research of adolescent reading practices. In their study of adolescent boys, Smith and Wilhelm (2002; 2006) examined out-of-school literacy practices, focusing on the motivational factors that encouraged reading, writing, and participation. Building from their methods, we will share survey results from 804 teens, including interviews of 23, to uncover what, how, and why teens read digitally.
3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION
Caxambas 1 - Lobby Level

**Mind the Gaps: Extending the Conversation Around Comics in Literacy and Education**

**Presenter:**
David Low, University of Pennsylvania

**Session Organizer:**
Rachel Skrlac Lo, University of Pennsylvania

This Conversation Circle creates a dialogic space for researchers and practitioners to consider the diverse meaning-making potential of graphic novels and comics, or graphica, in schools. Multiple literacy scholars have recognized comics as a medium extremely meaningful to students with whom they work; however, it is not a medium that young people have traditionally been encouraged to interact with in schools. This session will focus on school interactions in both formal and informal settings.

3:00 pm - 4:30 pm - PAPER SESSION
Caxambas 2 - Lobby Level

**Preparing Pre-Service Teachers to Teach Writing**

**Chair:**
Craig A. Young, Bloomsburg University of Pennsylvania

**Discussant:**
Laura Pardo, Hope College

1. **Improving Professional Preparation for Writing Instruction:** Praxis, Practice, and Practices
   Britnie Delinger Kane, Vanderbilt University

2. **The Development of Instruments Measuring Pre-Service Teacher Self-Efficacy for Writing and Writing Instruction**
   Tracey S. Hodges, Texas A&M University
   Erin McTigue, Texas A&M University
   Nancy D. Weber, Texas A&M University
   April G. Douglass, Texas A&M University

3. **What Pre-Service Teachers Learn From a Writing for Elementary Educators Course**
   Vicki McQuitty, Towson University

3:00 pm - 4:30 pm - PAPER SESSION
Everglades - Lobby Level

**Early Literacy Practices and Monologic Standards**

**Chair:**
Rosa D’Abate, University at Buffalo

**Discussant:**
Sonia M. Kline, Illinois State University

1. **Kindergarten Teachers’ Beliefs and Transition Practices in the Era of Common Core Standards**
   Jaime Puccioni, University at Albany, Department of Reading
   Lisa R. Michaels, University at Albany, Department of Reading

   Meredith Labadie, University of Missouri-St. Louis
   Kathryn Pole, The University of Texas at Arlington
   Rebecca Rogers, University of Missouri-St. Louis

3. **Dialogic Construction of Literacy Identities: The Impact of Elementary Writing Experiences on Construction of Literacy Identities**
   Julia Hagge, University of South Florida

3:00 pm - 4:30 pm - PAPER SESSION
Islands Ballroom Salon A - Lobby Level

**Literacy and Communicative Practices of English Speakers and Immigrant Families**

**Chair:**
Christopher Keyes, Shippensburg University

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

1. **Globalized Literacy Practices in Immigrant Families**
   Cathy Compton-Lilly, University of Wisconsin-Madison
   Erin Quast, University of Wisconsin-Madison
   Jieun Kim, University of Wisconsin-Madison
   Sarah Tran, University of Wisconsin Madison

2. **Literacies Constructed Digitally: Parents Creating Arabic-English Bilingual**
   Laila Z. Al-Salmi, The University of Texas at El Paso
   Patrick Henry Smith, The University of Texas at El Paso
3. The Affordances of Transnational Literacies for ‘Retornos’: Mobilizing Communicative Practices of English Speakers in Mexican Schools
   Norma E. Gonzalez, University of Arizona
   Yamilet Martinez Briseno, University of Arizona

3:00 pm - 4:30 pm - SYMPOSIUM
Islands Ballroom Salon B - Lobby Level

Re-Thinking “Relatability”: Fostering Dialogue With the “Other” Through Literature

Chair:
   Laura Apol, Michigan State University
Discussant:
   Mary M. Juzwik, Michigan State University

Students often label unfamiliar texts “unrelatable,” by which they mean that the text does not match the student’s lived experience. This is especially problematic when students from the dominant culture read multicultural texts. Rather than engaging with the stories of people unlike them, these readers instead shut down as soon as they deem a text “unrelatable.” This symposium argues that focusing on a text’s “relatability” undermines the social-justice ends of using multicultural literature.

1. “But I’ve Never Been to Lebanon…”: Authenticity vs. “Relatability” in Encounters With Multicultural Literature
   Mark McCarthy, Michigan State University

2. International Children’s Literature: “Relatability” Blocker
   Bevin Roue, Michigan State University

3. The Literary Imagination: Empathy as an Antidote to “Relatability”
   Cori McKenzie, Michigan State University

3:00 pm - 4:30 pm - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon D - Lobby Level

Clipped Texts: A Dialog on Fractionated Conceptions of Text

Session Organizers:
   George G. Hruby, University of Kentucky
   William Ian O’Byrne, University of New Haven
   Greg McVerry, Southern Connecticut State University

Chair:
   George G. Hruby, University of Kentucky

In this Pecha Kucha alternative session, scholars with a range of diverse perspectives on the nature of text and literacy will present position abstracts on instructional textuality and foster a dialog with the audience on the difficult trade-offs necessary for developing its theory, research, practice, and policy.

1. Introduction: Staking Claims, Trade-Offs, and Negotiating Effective Textual Positions
   George G. Hruby, University of Kentucky

2. The Deictic and Ambiguous Nature of Text
   William Ian O’Byrne, University of New Haven

3. Non-Neutral Texts for Meaningful Communication
   Margaret Hagood, College of Charleston

4. Multimodal Texts Through a Tripartite Framework
   Frank Serafini, Arizona State University

5. Close Reading, Text Structure, and Comprehension Through Notice, Signification, and Configuration
   Anne McGill-Franzen, University of Tennessee
6. Balancing the Requirements of Instructional and Natural Texts
   Elfrieda H. Hiebert, TextProject

7. Text Models and Current Policy Standards
   P. David Pearson, University of California, Berkeley

8. Social Semiotics and Disciplinary Participation
   Roni Jo Draper, Brigham Young University

9. Socially Complex Texts: More Than a Task Consideration
   Greg McVerry, Southern Connecticut State University

10. Multiliteracies and Historically Constructed Academic Disciplines
    Kelly Chandler-Olcott, Syracuse University

3:00 pm - 3:40 pm - ROUNDTABLE SESSION 5a
    Islands Ballroom Salon G - Lobby Level

   Roundtable 5a
   1. Longitudinal Influences on the Language and Literacy Practices and Attitudes of Bilingual Young Adults
      Jo Worthy, The University of Texas at Austin
      Minda Lopez, Texas State University-San Marcos
      Katherine Espinoza, University of Texas, Austin
      Idalia Nunez, University of Texas

   2. Lucy Martindale’s Diary: A Young Ohio Teacher’s Reflections on Her Experiences During the Civil War at the “Freedpeople’s” School in Hampton, Virginia
      Elizabeth G. Sturtevant, George Mason University
      Melissa R. Pierczynski, George Mason University

   3. Moving Beyond Bullet-Point Thinking: The Multiple Voices of a Large Writing Across the Curriculum Program
      Jonathan Cisco, University of Missouri
      Amy A. Lannin, University of Missouri

   4. Multi-Directional Benefits of Mentoring: Including Undergraduate Pre-Service Teachers’ Voices in the Literacy Research Conversation
      Amanda D. Franks, Texas A&M University
      Erin McTigue, Texas A&M University
      Katherine Landau Wright, Texas A&M University
      Tracey S. Hodges, Texas A&M University

   5. Navigating the Literacy Coaching Paradigm
      Allison Ward Parsons, George Mason University
      Jennifer Drake Patrick, George Mason University
      Susan V. Groundwater, George Mason University

   6. Nila Banton Smith’s “American Reading Instruction”: History Told, Untold and Retold
      James V. Hoffman, The University of Texas at Austin
      Donna Alvermann, University of Georgia

   7. No Time for Science: Integrating STEM Learning With Reading and Math
      Karin Julie Keith, East Tennessee State University

   8. One School One Book: Creating a Community of Practice in an Urban High School Through an Informal Book Club
      Lettice Pelotte, Arizona State University


3:00 pm - 4:30 pm - ALTErNATIvE FOrMAT SESSION
    Islands Ballroom Salon F - Lobby Level

Wonderings, Web-Reading, and Writing: Examining 3rd, 4th, and 5th Graders’ Collaborative Online Inquiries Into Eco-Friendly Toys

Session Organizer:
   Julie Coiro, University of Rhode Island

This alternative session invites conversation about interaction patterns that emerged from video and verbal protocol data collected from 19 pairs of elementary students (n = 38) as they read online and responded to an inquiry prompt. We discuss the role of personal wondering, and how children think and write together during online inquiry.

1. Integrating Opportunities to Wonder Into Structured Online Inquiry Tasks
   Lizabeth Guzniczak, Oakland University
   Diane Carver Sekeres, University of Alabama

2. Exploring Patterns of Reading and Talking Together During Structured Online Inquiry
   Julie Coiro, University of Rhode Island
   Carla Viana Coscarelli, Universidade Federal de Minas Gerais
   David Quinn, University of Rhode Island

3. Negotiation as Pre-Writing: Exploring Students’ Collaborative Writing Strategies and Reasoning
   Jill Castek, Portland State University
   Diane Carver Sekeres, University of Alabama
9. Overcoming the Fourth Grade Slump: A Review of the Research on Vocabulary and Academic Achievement for Adolescent Learners in Low Income Populations  
   Joanna Newton, George Mason University

10. Participant-Driven Photo Elicitation: One Pathway to Understanding English Language Arts Common Core Implementation  
    Renee Moran, East Tennessee State University  
    Monica Thomas Billen, University of Tennessee  
    Huili Hong, East Tennessee State University  
    Karin Julie Keith, East Tennessee State University  
    Audra Gray-Dowdy, East Tennessee State University  
    Stacey Fisher, East Tennessee State University

11. Perceptions of a Multi-Literacy Service Learning Event: Dialogic Literacies in a Second Grade Classroom  
    Rebecca Lovering Powell, University of South Florida  
    Allison Papke, University of South Florida

    George Lovell Boggs, Florida State University  
    Elizabeth Hammond Brinkerhoff, Florida State University

13. Teachers Negotiating Literacy Instruction Within Accountability Systems  
    Melody Zoch, University of North Carolina at Greensboro  
    Amy Elizabeth Burke, Texas Woman’s University

3:00 pm - 4:30 pm - SYMPOSIUM  
Islands Ballroom Salon H - Lobby Level

Phenomenological Interviewing in Literary Research: An Examination of Method

Session Organizer:  
   Angela M. Kohnen, Missouri State University

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

Discussant:  
   Irving Seidman, University of Massachusetts-Amherst

This session will explore phenomenological interviewing by presenting studies with U.S. high school teachers, U.S. students, and Liberian educators. The method involves three one-on-one dialogues between the researcher and the participant about a phenomenon and is based on the premise that humans make meaning through storytelling. In these studies, participants made sense of literacy experiences in the dialogic space of the interview. Presenters will discuss the relationship of the research questions, method, and analysis.

1. Thinking it Through: Phenomenological Interviews and the Search for Meaning  
   Angela M. Kohnen, Missouri State University  
   Michelle Phillips Whitacre, University of Missouri-St. Louis

2. Talking about Engagement: The Phenomenological Interview in a Mixed Methods Study  
   Jennifer M. G. Hope, McKendree University

3. How Shall They be Known? Phenomenological Interviews in Post War Liberia  
   E. Wendy Saul, University of Missouri-St. Louis

3:00 pm - 4:30 pm - PAPER SESSION  
Islands Ballroom Salon J - Lobby Level

Perceptions of Literacy Practices: Views From Students, Teachers and Administrators

Chair:  
   Annamary L. Consalvo, Fitchburg State University

Discussant:  
   Kathy Ganske, Vanderbilt University

1. Literacy Practice Dialogue in Middle and High School Content Specific Classrooms: Teacher and Students’ Perceptions  
   Shadrack Gabriel Msengi, Southern Illinois University Edwardsville  
   Stephanie L. McAndrews, Southern Illinois University Edwardsville

2. Understanding and Enacting the Common Core ELA Standards: Outcomes of a Literacy Leadership Academy for PK-12 School Administrators  
   Laurie Elish-Piper, Northern Illinois University  
   Michael Manderino, Northern Illinois University  
   Jennifer Berne, Northern Illinois University  
   Brooke Simon, Northern Illinois University
Comprehending Complex Texts: Active, Dialogic, and Dramatic Approaches in Research and Practice With Middle and Secondary Students

Session Organizer:
Patricia Enciso, The Ohio State University
Chair:
Allison Volz, The Ohio State University
Discussant:
Maren Aukerman, Stanford University

Despite many years of research and practice related to drama and reading, methods of data collection and analysis continue to be challenging. The challenges are due, in part, to the uncertainty of relationships between an embodied experience of reading and an individualistic, cognitive experience of ‘tested’ reading. This alternative session is intended to engage attendees in discussions of practice and research that have the potential to create more rigorous forms of reading, drama, and research.

Presenters:
Patricia Enciso, The Ohio State University
Brian Edmiston, The Ohio State University
Ashley Dallaqua, The Ohio State University
Bridget Kiger Lee, The Ohio State University
Rachel Gartsdie, Royal Shakespeare Company, UK
Megan Ballinger, Hilltonia Middle School
Jessica Sharp, Buckeye Valley High School

Exploring Linguistic Diversity: Negotiating Multimodal and Multicultural Social Worlds

Session Organizer:
Soria Colomer, University of South Florida
Chair:
Patriann Smith, University of Illinois at Urbana-Champaign
Discussant:
Marcelle Haddix, Syracuse University

This Ethnicity, Race, and Multilingualism sponsored symposium explores linguistic diversity among ELLs and multilingual teachers. Participants are first invited to consider how multimodal interactions enhance ELLs’ use of authentic language. The conversation continues by looking at practices that affirm students’ ethnolinguistic identities to humanize writing instruction. The dialogue then shifts to reveal ways in which linguistically diverse teachers in the U.S. and the Caribbean develop their own identities and the propensity to work with ELLs.

1. Supporting English Language Learners’ Content Literacy With iPads
   Marva Jeanine Solomon, Angelo State University
2. Towards Developing Humanizing Pedagogy in a Multilingual/Multicultural Writing Classroom
   Margarita Zisselsberger, Loyola University Maryland
   Soria Colomer, University of South Florida
4. Multilingual Educators’ Linguistic and Intercultural Experiences: Towards an Understanding of Multilingual and Multicultural Awareness
   Patriann Smith, University of Illinois at Urbana-Champaign

NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable Session 5b
1. Pre-Service Teachers’ Attitudes Toward and Knowledge of Content Literacy Instruction: How are They Related?
   Bong Gee Jang, Oakland University
   Wendy A. Farkas, Northern Michigan University
   Natasha Heny, University of Virginia
2. Preschool Dual Language Learners’ English-Spanish Cognate and False Cognate Knowledge
   Ashley Elizabeth Simpson Baird, University of Virginia
   Natalia Palacios, University of Virginia
   Amanda Kibler, University of Virginia
3. Preschoolers’ Multimodal Composition with Digital Photographs
   Barbara J. Peterson, University of South Florida
4. Pre-Service Teachers’ Use of Discursive Resources in Writing for Fictional Audiences
   Mary Frances Rice, University of Kansas
5. **Readability in Manuscripts Submitted to Journals for Publication: Relationships and Rejections**  
   Anthony Onwuegbuzie, *Sam Houston State University*  
   Marla Mallette, *State University of New York at Binghamton*  
   John Slate, *Sam Houston State University*  
   Eunjin Hwang, *Sam Houston State University*

6. **Reading the World While Learning to Teach: Critical Perspectives on Literacy Methods**  
   Katherine Crawford-Garrett, *University of New Mexico*  
   Kathleen Riley, *West Chester University*

7. **Research on RTI Supplemental Interventions: Where’s the Comprehension Instruction?**  
   Deborah Ann MacPhee, *Illinois State University*  
   Elizabeth Bemiss, *University of South Carolina*  
   Diane Stephens, *University of South Carolina*

8. **School Literacy Practices Within Reformed Spaces**  
   Daniel Ferguson, *Teachers College, Columbia University*  
   Kelly Johnston, *Teachers College, Columbia University*

9. **Selection and “The Collection”: Trends and Issues in Selection for the School Library in the Last 30 Years**  
   Jenna Spiering, *University of Iowa*

    Shuaib Meacham, *University of Northern Iowa*  
    Sohyun Meacham, *University of Northern Iowa*

11. **Strategic Support for Bilingual Students Learning the Academic Language of Science: A Pedagogical Strategy**  
    Kristen Lynne Pratt, *Washington State University*  
    Gisela Ernst-Slavit, *Washington State University*  
    Kelly Puzio, *Washington State University*
4:45 pm - 6:00 pm - PLENARY ADDRESS ONE
Islands Ballroom A - E - Lobby Level

Chair:
Janice F. Almasi, University of Kentucky

Distinguished Scholar Lifetime Achievement Award Presentation
Jane Hansen, University of Virginia

Introduction of Distinguished Scholar Lifetime Achievement Award Recipients
Gerald Campano, University of Pennsylvania

Early Career Achievement Award Presentation
Diane Lapp, San Diego State University

Introduction of Speaker
Cynthia Lewis, University of Minnesota

Plenary Address One: Towards Dialogic Literacy Education for the Internet Age:
Rupert Wegerif, University of Exeter

If we want to re-conceptualise literacy education for the Internet Age we first need to understand the extent to which our thinking has already been shaped by literacy practices. In this talk I will begin with an exploration of the relationship between ways of communicating, ways of thinking and the way in which we understand education. Face-to-face dialogue, for example, means that thought is experienced as somebody’s voice. It is not surprising then that oral cultures tend to understand education as initiation into a living relationship with voices. Literacy, by contrast, especially print literacy, has tended to afford the rather different idea that thought can be dissociated from voices and represented by signs and symbols. Under the regime of print literacy, education has often been understood as first providing access to the collective store of knowledge represented in books and then transmitting this knowledge across generations. Although it has some similar affordances to print-literacy the Internet also has some of the affordances of oracy since it supports participation. In the second half of the talk I will outline a possible response to the challenge of the Internet Age. This response is not another ‘new literacy’ but the proposal that we return to the larger context within which literacy education occurs and focus on teaching dialogue as an end it itself.

Presenter:
Rupert Wegerif, University of Exeter

6:15 pm - 7:15 pm - TOWN HALL MEETING
Islands Ballroom Salons F and G - Lobby Level

7:15 pm - 8:30 pm - MEMORIAL SERVICE FOR TRIKA SMITH-BURKE, ROBERT CALFEE, AND E. JENNIFER MONAGHAN
Islands Ballroom Salons F and G - Lobby Level

Doctoral Students’ ICG Happy Hour
8:00 pm - 10:00 pm
Korals - Lobby Level

Vital Issues
9:00 pm - 12:00 am
Korals - Lobby Level
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 paper presentation 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. NOTE: Roundtables marked with a chickee hut picture will present on the beach, weather permitting.

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference. NOTE: Study Groups marked with a chickee hut picture will present on the beach, weather permitting.

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.

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.
8:45 am - 10:15 am - SYMPOSIUM
Capri 1 - Lower Level

Reading and Writing Graphic Novels: Insights Into Comprehension and Composition

Chair:
Mary D. Wehunt, University of Wyoming

Discussant:
Stergios Botzakis, University of Tennessee, Knoxville

This symposium focuses on students reading and writing graphic texts with the intention of further theorizing and portraying their literacy practices (Street, 1995) and what they entail. It addresses basic questions about using graphic novels in instruction, focusing on what students do when they read and write graphic texts. It offers insight into how students receive, produce, and think about those texts as well as how teachers might use these insights in crafting their instruction.

1. Sharing the Love: A Teacher’s Story of Introducing Graphic Novels to Elementary Learners
Heather Lynn Lynch, Georgia State University

2. Writing Behind the Fence: Incarcerated Youth and a Graphic Novel on HIV/AIDS
Karen Gavigan, University of South Carolina
Kendra Albright, University of South Carolina

3. Graphic Novel Production as Close Reading: Lessons Learned From a Case Study With At-Risk High School Students
Christopher W. Johnson, University of Minnesota Duluth

4. From Composition to Comprehension: Developing and Testing a Grammar of Comics
Dawnelle Henretty, Oakland University
FRIDAY

8:45 am - 10:15 am - PAPER SESSION
Capri 2 & 3 - Lower Level

Dialogic Construction of Meaning: Adolescents and Pre-Service Teachers Reading, Responding, and Resisting Literature

Chair:
Linda Haling, Illinois State University

Discussant:
Kristen H. Perry, University of Kentucky

1. Arguing Hamlet Within an Interpretive Community: Sources of Resistance and Collaboration in 12th Grade Advanced Placement
   Eileen Buescher, The Ohio State University
   George Edward Newell, The Ohio State University

2. Popular Culture, Islamic Texts, and Social Allegiances: The Tales of Indonesian Student Teachers’ Response to Children’s Literature Course
   Tati Lathipatud Durriyah, Ohio State University

3. “They’re Just Like Us”: Dialogic Constructions of Iran During a Class Reading of Persepolis
   Kate R. Allman, Duke University

8:45 am - 10:15 am - PAPER SESSION
Capri 4 & 5 - Lower Level

Constructing Meaning From Visual Texts

Chair:
Anne Gregory, Western Illinois University

Discussant:
Josephine Peyton Marsh, Arizona State University

1. Close Reading of Visual Media
   Marva Cappello, San Diego State University

2. The Role of Objects in the Construction of Young Children’s Literacies
   Jaye Johnson Thiel, University of Georgia

   Jennifer Turner, University of Maryland

8:45 am - 10:15 am - SYMPOSIUM
Capri 6 - Lower Level

Fostering Productive Relationships With Families: Working With Teachers and Families Across Text Types and Modalities

Session Organizer:
Alisa Hindin, Seton Hall University

Chair:
Jeanne R. Paratore, Boston University

Discussant:
Lesley M. Morrow, Rutgers, The State University of New Jersey

Children benefit when families and teachers collaborate to support children’s literacy learning. Yet, teachers frequently struggle to find ways to build these partnerships and to maximize family literacy especially with culturally and linguistically diverse families. Similarly, parents and teachers struggle to find the most beneficial home literacy experiences for children. This symposium focuses on outcomes of three studies aimed to improve children’s literacy by studying and building upon parents’ and teachers’ practices around parent involvement.

1. Supporting Teachers in Building Effective Partnerships
   Lilly Steiner, Monmouth University
   Alisa Hindin, Seton Hall University

2. Reading Expository Texts at Home
   Susan Dougherty, Rutgers, The State University of New Jersey

3. Relationship Between Using Educational Media and Technology in a Family Literacy Program and Parents’ Understanding of Ways to Support Their Children’s Academic Learning
   Jeanne R. Paratore, Boston University
   Lisa O’Brien, Boston University
   Barbara Krol-Sinclair, Chelsea Public Schools
8:45 am - 10:15 am - PAPER SESSION
Capri 7 & 8 - Lower Level

Dialogically Constructed Identities

Chair: Amy Frederick, University of Wisconsin-River Falls
Discussant: Rosalind Horowitz, The University of Texas-San Antonio

1. Intersections of Possibilities in the Literacy Classroom: Exploring Testimonios With Refugee Students
   Laura Roy, The Pennsylvania State University, Harrisburg

2. “It’s Because I Don’t Understand”: Dialogically Constructing an Identity of Linguistic Struggle
   Michiko Hikida, The University of Texas at Austin
   Leah Duran, University of Texas - Austin
   Ramon Martinez, University of Texas at Austin

3. “I’m Both”: Dialogic Self-Portraits of Children’s Literate Identities
   Kristin Papoi, University of Wisconsin-Madison
   Patricia E. Venegas, University of Wisconsin-Madison
   Jieun Kim, University of Wisconsin-Madison

Meeting the Needs of Diverse Learners: Designing Instruction for English Learners

Chair: Baxter Williams, Western Carolina University
Discussant: Dennis S. Davis, The University of Texas at San Antonio

1. Diversity Issues in Literacy Teacher Education: Online Focus Groups
   Sue Ann Sharma, Oakland University
   Abha Gupta, Old Dominion University
   Julie K. Kidd, George Mason University

2. Vocabulary Instruction for English Learners Then and Now: Do We Have it Right for the Future?
   Mary A. Avalos, University of Miami
   Alain Bengochea, University of Miami
   Irina Malova, University of Miami
   Jennifer Augustin, University of Miami
   Maria Carlo, Children’s Learning Institute, University of Texas

3. When a Topic Matters to You, Does it Matter if You Read About it in a Second Language?
   Bokhee Na, University of Texas at Austin
   Diane L. Schallert, The University of Texas at Austin
   Eunjeong Jee, Pungam High School

8:45 am - 10:15 am - PAPER SESSION
Capri 9 & 10 - Lower Level

Academic Reading and Writing Among English Language Learners in College

Chair: Rebecca Lovering Powell, University of South Florida
Discussant: Natasha Chenowith, Kent State University

1. Developing Academic Writing Skills: L2 Graduate Students’ Initial Journey to the Academic Community
   Kongji Qin, Michigan State University

2. Digital Reading Strategies of Graduate-Level English Language Learners
   Lois Knezeck, University of North Texas

3. The Vocabulary Notebook as Vehicle for Independent Vocabulary Learning in Community College ELLs: Opening the Discussion to Theory as Well as Practice
   Diane E. Taveggia, University of Kansas

Examining Meaning-Making in Contemporary Literacy Classrooms

Session Organizer and Chair: Cathy Burnett, Sheffield Hallam University, UK
Discussant: Kimberly Lenters, University of Calgary

This symposium brings together three studies of classroom interactions from different phases of education in the UK. Together they advocate an orientation to the study of classroom literacies that acknowledges the significance of embodiment and materiality to meaning-making and highlights how the dialogic construction of literacy happens through interactions between children, teacher and resources in the classroom, but also through dialogic interplay with other sites.
1. Young Children as Cultural Agents: Exploring Literacy Practices Within Enabling and Constraining Early Education Contexts
   Karen Daniels, Sheffield Hallam University

2. Classroom Matters: Investigating the Fluidity and Hybridity of Children’s Collaboration Around Minecraft Club as On/Offscreen Classroom Site
   Cathy Burnett, Sheffield Hallam University, UK
   Chris Bailey, Sheffield Hallam University

3. From Macbeth to Tennis: Embodied Meaning-Making in the Collaborative Construction of a Genre Transposition Text
   Roberta Taylor, Sheffield Hallam University

8:45 am - 10:15 am - Symposium
Caxambas 2 - Lobby Level

Collaborative Design and Implementation of Alternative Spaces for Latina/o Adolescent Writers: The STEPS to Literacy Intervention

Session Organizer:
   Jo Anne Kleifgen, Teachers College, Columbia University

Chair:
   Charles K. Kinzer, Teachers College, Columbia University

Discussant:
   Ana Christina Iddings Da Silva, University of Arizona

The latest findings of an IES-funded intervention demonstrate the benefits of conjoint work across constituents in designing a multimodal, web-based platform for teaching writing to Latina/o adolescent ELs. The system incorporates an anchored instruction model and a STEPS+G mnemonic that facilitate exploration/understanding of content. The finalized version of the system is demonstrated; case studies of two NYC classrooms show students’ collaborative use of the system within different disciplines: social studies/science, and with two languages: English/Spanish.

1. The STEPS Tripartite System: Designed With the Student, Teacher, and Researcher in Mind
   Charles K. Kinzer, Teachers College, Columbia University
   Daniel L. Hoffman, Teachers College, Columbia University
   Kristin Gorski, Teachers College, Columbia University
   Ibrahim (Musti) Ekin, Teachers College, Columbia University

2. Intertextuality and Dialogic Interaction in Students’ Online Text Construction
   Briana Ronan, Teachers College, Columbia University

3. Developing Content Knowledge and Science Literacy in a Transitional Bilingual Classroom
   Jo Anne Kleifgen, Teachers College, Columbia University
   Andrea Lira, Teachers College, Columbia University
   Briana Ronan, Teachers College, Columbia University

8:45 am - 10:15 am - Symposium
Everglades - Lobby Level

Constructing Literacy Through Conceptual and Practical Tools

Session Organizer:
   Suzanne Porath, Edgewood College/Concordia University-Madison

Chair:
   Dana Hagerman, Edgewood College

Discussant:
   Todd Lilly, Edgewood College

This symposium explores how the conceptual tools held by adults influence their use of practical tools to shape the literacy instruction of children and develop or suppress dialogic interaction. Using Grossman, Smagorinsky, & Valencia’s (1999) definition, conceptual tools are “principles, frameworks, and ideas” and practical tools are “practices, strategies, and resources” (p. 14). As adults interact with children, the conceptualization of literacy may align or conflict with the selected practical tools of instruction.

1. Dialogic Tools for Classroom Discussion
   Suzanne Porath, Edgewood College/Concordia University-Madison

2. The Dialogic Literacy Tools of Two Mothers of Young Children
   Anika Paaren-Sdano, Viterbo University

3. Impact of Dialogic Tools on Literature Discussion Groups
   Mary Guay, University of Wisconsin-Madison
### 8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon A - Lobby Level

**Considering the Disjunction Between Reform Goals and Policy Regulations and Implementation**

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

**Discussant:**
Richard Beach, *University of Minnesota, Emeritus*

1. **Reading Preparation of Principals: A Review of U.S. Initial Principal Licensure Requirements**
   Gail E. Lovette, *University of Virginia*

2. **edTPA: Multiple Perspectives on the State-Mandated Implementation of a New Performance Assessment for Pre-Service English Teachers**
   Kelly Chandler-Olcott, *Syracuse University*
   Sarah Fleming, *Syracuse University*

3. **The Common Core State Standards and the Promise of Teacher Professionalism: What Happens?**
   Samantha B. Caughlan, *Michigan State University*
   Amanda Haertling Thein, *University of Iowa*

### 8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon C - Lobby Level

**The New Emphasis on Informational Texts and Influences on Instruction**

**Chair:**
Meghan K. Block, *Central Michigan University*

**Discussant:**
Nell K. Duke, *University of Michigan*

1. **A Framework for Using Science to Enhance Instruction on Common Core State Standards in Grades K-5**
   Nancy Romance, *Florida Atlantic University*
   Michael R. Vitale, *East Carolina University*
   Annemarie Palincsar, *University of Michigan*

2. **Have Recommended Book Lists Changed to Reflect Current Expectations for Informational Text in K-3 Classrooms?**
   Mariam Jean Dreher, *University of Maryland, College Park*
   Sharon Kletzien, *West Chester University of Pennsylvania*

3. **Text Selection: Decisions and Discussions**
   Kim Skinner, *Louisiana State University*
   Estanislado S. Barrera, IV, *Louisiana State University*

### 8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon B - Lobby Level

**Conceptual and Theoretical Perspectives on Disciplinary Literacy**

**Chair:**
Sarah Macaleer Lupo, *University of Virginia*

**Discussant:**
Kathleen A. Hinchman, *Syracuse University*

1. **An Integrative Review and Conceptual Model of Disciplinary Literacy Instruction**
   Christopher A. Wenz, *University of Connecticut*
   Rachael Gabriel, *University of Connecticut*

2. **Disciplinary Literacies: Beyond the Print-Centric Era**
   David O’Brien, *University of Minnesota*
   Lisa L. Ortman, *University of Minnesota*
   Andrew Rummel, *University of Minnesota*

3. **Theoretical Framework for Disciplinary Writing in Science**
   Sally Valentino Drew, *Central CT State University*

### 8:45 am - 10:15 am - SYMPOSIUM
Islands Ballroom Salon D - Lobby Level

**Moving to Challenging Text in the Upper Elementary Grades**

**Chair:**
Sharon Walpole, *University of Delaware*

**Discussant:**
Melanie R. Kuhn, *Boston University*

**Session Organizer:**
Camille Blachowicz, *National Louis University*

The requirements of the CCSS necessitate rethinking upper elementary reading instruction. The first paper presents issues associated with increasing text difficulty. The second describes the potential for shared reading procedures to mediate text difficulty for students. The third paper is a research report of a district-level study of shared reading in grades 3, 4, and 5, with promising results for both fluency and comprehension.
1. Challenges in Accelerating Text Difficulty
   Elfrieda H. Hiebert, TextProject

2. Reconsidering Shared Reading
   Katherine A.D. Stahl, New York University

3. Growth in Fluency and Comprehension With Rigorous Shared and Interactive Reading
   Sharon Walpole, University of Delaware
   Michael McKenna, University of Virginia

8:45 am - 10:15 am - ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon G - Lobby Level

Learning With Teachers: Co-Constructing Knowledge About Vocabulary Instruction

This alternative session will follow PechaKucha model (Snow, 2006.) The presenters are formative vocabulary researchers whose work includes intensive strands of professional development. Each will present 6 slides in 6 minutes giving an overview of one critical understanding about vocabulary instruction that emerged in their collaborations with teachers. Two rounds of reflective round tables will follow giving attendees an opportunity to engage in dialogue. A final whole-group processing will complete the session.

1. Learning With Teachers and Students About the Logistics and Pitfalls of Word Learning Strategy Instruction
   Michael F. Graves, University of Minnesota

2. Learning With Teachers About Interactive Planning and Anecdotal Sharing
   Susan Watts-Taffe, University of Cincinnati

3. Learning With Teachers and Students About Routine and Review
   Camille Blachowicz, National Louis University

4. Learning With Teachers and Students About Word Selection for Teachers and Students
   Peter Fisher, National Louis University

5. Learning With Teachers and Students About Motivation, Engagement and “Wordly” Identity
   Judith A. Scott, University of California, Santa Cruz
   Susan Leigh Flinspach, University of California, Santa Cruz

6. Learning With Teachers and Students About Content Constructs and Vocabulary
   James F. Baumann, University of Missouri
   Jeni R. Davis, University of South Florida

7. Learning With Teachers and Students Linking Assessment and Morphological Units in Science and Social Studies
   Donna Ogle, National Louis University

8:45 am - 10:15 am - STAR ALTERNATIVE FORMAT SESSION
Islands Ballroom Salon F - Lobby Level

Session Organizer:
Maria Selena Protacio, Western Michigan University

STAR Fellows:
Antonieta Avila, University of Wisconsin Milwaukee
Soria Colomer, University of South Florida
Mary McGriff, New Jersey City University
Maria Selena Protacio, Western Michigan University
Kwangok Song, Arkansas State University
Monica S. Yoo, University of Colorado Colorado Springs

1. Similar Settings, Different Story Lines: Middle School ESL, Teacher Positioning, and EL Literacy Development
   Mary McGriff, New Jersey City University

2. Immigrant Parents’ Perspectives of Linguistic and Cultural Transactions in Growing Chinese K-12 Schooling Communities
   Soria Colomer, University of South Florida

3. From Elementary to Middle School: The Shifting Reading Motivation of Two English Language Learners
   Maria Selena Protacio, Western Michigan University

4. Additional Presentations
   Antonieta Avila, University of Wisconsin Milwaukee
   Kwangok Song, Arkansas State University
   Monica S. Yoo, University of Colorado Colorado Springs

8:45 am - 10:15 am - PAPER SESSION
Islands Ballroom Salon H - Lobby Level

Mentoring Pre-Service Teachers to Learn to Teach Literacy

Chair:
Kate Brayko, University of Montana

Discussant:
Danielle Dennis, University of South Florida

1. In-the-Moment Teaching Decisions in Literacy: Critical Skills for Pre-Service Teachers
   Robin R. Griffith, Texas Christian University
2. The Dialogic Nature of Mentoring: Using the Gradual Increase of Responsibility Model to Support Student Teachers
Vicki Stewart Collet, University of Arkansas
Jennifer Beasley, University of Arkansas

3. Pre-Service Teachers’ Beliefs About the Effectiveness of Classroom Management Practices
Laura M. Jakiel, Florida State University
Alysia D. Roehrig, Florida State University
Erik Rawls, Florida State University
Andrew M. Dentzau, Florida State University
Kirsten Harvey, Florida State University
Angelina Kuleshova, Florida State University

**Toward the Development of a Web Literacy Map:**
Exploring, Building, and Connecting Online

Session Organizer:
William Ian O’Byrne, University of New Haven

This session will detail the development of a web literacy map that organizes a global community of educators, researchers, and makers working together to keep the Internet open, accessible, and editable. In this process, we are collaborating on a global basis to ensure everyone can be educated to be informed contributors and creators of online, digital information. The web literacy map details the skills and competencies required to read, write, and participate effectively on the Internet. This web literacy map includes three strands that organize these skills and competencies: exploring, building, and connecting. This session will begin with an address and detailed examination of the web literacy map. This will be followed by a panel discussion and guided response. The guided panel response will be followed by a larger discussion with session participants.

Presenters:
Doug Belshaw, The Mozilla Foundation
Richard Beach, University of Minnesota
Susan Goldman, University of Illinois at Chicago
Bridget Dalton, University of Colorado Boulder
Colin Harrison, University of Nottingham
Ted Hall, Indiana University
Greg McVerry, Southern Connecticut State University
William Ian O’Byrne, University of New Haven

8:45 am - 10:15 am - PAPER SESSION
Key West - Lobby Level

Civic Engagement and Dialogic Literacy Practices

Chair:
Nora A. Peterman, University of Pennsylvania

Discussant:
Tisha Y. Lewis Ellison, Georgia State University

Communities of practices are created and sustain through long term engagement, humanizing dialogue, and literacies that critique status quo assumptions.

1. Cosmopolitan Critical Literacy and Youth Civic Engagement for Human Rights: A Qualitative Content Analysis
Judith M. Dunkerly-Bean, Old Dominion University
Thomas W. Bean, Old Dominion University

2. Migrant Education Speech Tournaments: Constructing and Supporting Dialogic Literacy Practices Through the Social, Cultural, and Political Frame of a Federal, Supplemental Program
Julie Antilla, Seattle Pacific University
Jorge Preciado, Seattle Pacific University

3. Exploring the Role of Out-of-School Programs in the Lives of Youth of Color
Theda Gibbs, Michigan State University

8:45 am - 10:15 am - PAPER SESSION
Sanibel Room - Lobby Level

Making Literacies for Life

Chair:
Rachel Skrlac Lo, University of Pennsylvania

Discussant:
Michelle Honeyford, University of Manitoba

Women and Youth, Constructing Family Identities Through Writing, Teléfono, and Multimodal Tools

1. “Mi teléfono es mi mejor maestro”: Latina Immigrant Mothers’ Use of Smartphones as Literacy Tools In and Out of School
Karisa J. Peer, University of California, Los Angeles
2. “It’s My Baby, and I’m Gonna Raise it the Way I Want”: A Multi-Case Study of Rural Youth Who Write for Their Own Pleasurable Purposes
Susan L. Groenke, University of Tennessee
Jill Henderson, University of Tennessee

Lynne M. Watanabe, Michigan State University

This session considers how a community inquiry project, multicultural literature book clubs, and an LGBTQ discussion group encouraged preservice teachers to expand sociocultural and political literacies to support both greater appreciation for the diverse contexts in which they taught and for their own identities as individuals demographically representative of most American teachers. Each study cultivated these awarenesses through dialogic communities which emphasized diversity and in which preservice teachers established individual agency for reflection and action.

Presenters:
Meghan E. Barnes, University of Georgia
Michelle Falter, University of Georgia

3:30 - 4:15 pm - SYMPOSIUM
Capri 2 & 3 - Lower Level

Building Dialogic Communities to Extend Multicultural Literacies

Session Organizer:
Stephanie Anne Shelton, University of Georgia

Chair:
Lindy L. Johnson, University of Georgia

Discussant:
Lindy L. Johnson, University of Georgia

This session considers how a community inquiry project, multicultural literature book clubs, and an LGBTQ discussion group encouraged preservice teachers to expand sociocultural and political literacies to support both greater appreciation for the diverse contexts in which they taught and for their own identities as individuals demographically representative of most American teachers. Each study cultivated these awarenesses through dialogic communities which emphasized diversity and in which preservice teachers established individual agency for reflection and action.

Presenters:
Meghan E. Barnes, University of Georgia
Michelle Falter, University of Georgia

10:30 am - 12:00 pm - SYMPOSIUM
Capri 2 & 3 - Lower Level

Methodological Issues in Literacy Research

Chair:
Meagan Caridad Arrastia, Florida State University

Discussant:
Kris Gutierrez, University of Colorado Boulder

1. Dialoguing With the Silent Researcher: Rethinking the Role of the Transcriptionist in Literacy Research
Heather Hurst, St. Joseph’s University
Sara Evesen Tilles, University of Pennsylvania
Kathryn Robertson McCallum, University of Pennsylvania

2. Drawing on Children’s Drawings: Using Visual Methods to Explore Literacy Practices Across Contexts
Erin Quast, University of Wisconsin-Madison
Jieun Kim, University of Wisconsin-Madison

Emily Rainey, University of Michigan
Michelle Nguyen Kwok, University of Michigan

10:30 am - 12:00 pm - PAPER SESSION
Capri 1 - Lower Level

Differentiating Instruction for All Learners

Chair:
Ingrid Enniss, Oakwood University

Discussant:
D. Ray Reutzel, Utah State University

1. Contextualizing Differentiation Within a Balanced Literacy Program
Dana Algeo-Nichols, Washington State University
Kelly Puzio, Washington State University

2. Differentiated Reading Instruction in Four Exemplary Fourth- and Fifth-Grade Teachers’ Classrooms
Andrea Thoermer, Step Up for Students

3. Summer Reading Loss: How One Program Maintained the Literacy Skills of At-Risk Children
Valerie J. Robnolt, Virginia Commonwealth University
Christopher E. Chin, Virginia Commonwealth University
Krista K. Dawson, Richmond Public Library
Christina Saunders, Virginia Commonwealth University
Lindsay Doswell-Forston, Virginia Commonwealth University
**Just Because We Can, Should We? Alternative Avenues to Analyzing Discourse Without Transcription**

**Chair:**
Christine Mallozzi, *University of Kentucky*

**Discussant:**
Leah Katherine Saal, *Loyola University Maryland*

This symposium will include three research projects in which scholars forwent transcription and sought alternative ways of analyzing the discourse of literacy educators and learners. The first paper details the process of analyzing a multimodal composition by a fifth-grader. A second reflexive paper outlines the analysis of sensory data from a female English teacher. A third paper explores the use of Retrospective Coaching Analysis as a collaborative video discourse analysis with in-service teacher mentors.

1. **Analyzing a Multimodal Composition for Design and Improvisation**
   Amy Elizabeth Burke, *Texas Woman’s University*

2. **A Multisensory Analysis of a Teacher’s Image**
   Christine Mallozzi, *University of Kentucky*

3. **Retrospective Coaching Analysis of Reflective Mentoring**
   Melissa Wetzel, *The University of Texas at Austin*
   Beth Maloch, *The University of Texas at Austin*
   James V. Hoffman, *The University of Texas at Austin*
   Laura Taylor, *The University of Texas at Austin*
   Erin Greeter, *The University of Texas at Austin*
   Saba Vlach, *The University of Texas at Austin*

**Assessing Writing and Reading With Diverse Populations**

**Chair:**
Raven Jones Stanbrough, *Michigan State University*

**Discussant:**
Juliet L. Halladay, *University of Vermont*

1. **Analysis of Standardized Writing Tests: Does Complexity Matter?**
   Sarah Pennington, *University of South Florida*
   Allison Papke, *University of South Florida*

2. **First-Grade Teachers’ Perceptions and Use of Classroom-Based Reading Assessment With English Learners**
   Amy Frederick, *University of Wisconsin-River Falls*

3. **Teacher and Student Perspectives in the Formative Assessment of Writing Using a Think-Aloud Protocol Method**
   Sarah W. Beck, *New York University*
   Kristin Elizabeth Black, *New York University*
   Alyssa Trzeszkowski-Giese, *New York University*

**Digital Literacies and Dialogic Analysis**

**Chair:**
Colleen Whittingham, *UIC*

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

   Jennifer Dolan, *University of Connecticut*

**Pre-Service Teachers’ Perspectives About Literacy Instruction in the Disciplines (Pre-K-Secondary)**

**Chair:**
Judy A. Abbott, *Stephen F. Austin State University*

**Discussant:**
Deborah Ann MacPhee, *Illinois State University*
FRIDAY

1. Pre-Service Teachers’ Envisioning of Content-Area Literacy Instruction in Early Childhood and Middle Level Classrooms
   Stephanie M. Bennett, Mississippi State University

2. Secondary Pre-Service Teachers’ Beliefs Related to Teaching Academic Language to English Language Learners as a Part of Social Studies
   Kristina Wulfing, University of Nevada, Reno
   Hannah Carter, University of Nevada, Reno

3. Secondary Pre-Service and In-service Teachers Construct Disciplinary Literacy Teacher Identities
   Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa
   Elizabeth Petroelje Stolle, Grand Valley State University

10:30 am - 12:00 pm - SYMPOSIUM
Caxambas 1 - Lobby Level

Preparing Pre-Service Teachers to Teach English Language Learners: Issues and Perspectives

Chair:
   Guofang Li, Michigan State University

Discussant:
   Eurydice Bauer, University of Illinois at Urbana-Champaign

This symposium addresses the issues of pre-service teachers’ preparation in ELLs from different perspectives. The session provides a research perspective on the knowledge base that pre-service teachers need in order to effectively teach ELLs, examines the knowledge and skills covered in a pre-service teacher preparation program in a large Midwestern university through a syllabi analysis; and documents teacher education program instructors’ practices and perspectives in pre-service-teachers’ learning to address ELL-related issues in their courses.

1. What Do Pre-Service Teachers Need to Know to Teach ELLs in Complex Classrooms: A Research Synthesis
   Guofang Li, Michigan State University
   Jose Martinez-Hinestroza, Michigan State University
   Yue Bian, Michigan State University

2. What Do Pre-Service Teachers Learn About ELLs From Their Teacher Education Courses? A Syllabi Analysis
   Jose Martinez-Hinestroza, Michigan State University
   Guofang Li, Michigan State University
   Yue Bian, Michigan State University

3. Preparing Pre-Service Teachers for ELLs: Instructors’ Practices and Perspectives
   Yue Bian, Michigan State University
   Guofang Li, Michigan State University
   Jose Martinez-Hinestroza, Michigan State University

10:30 am - 12:00 pm - PAPER SESSION
Caxambas 2 - Lobby Level

Using Read-Alouds to Build Comprehension and Teacher Learning

Chair:
   Susan Constable, Otterbein University

Discussant:
   James F. Baumann, University of Missouri

1. Beyond the Story Map: Intervention for Inferential Story Comprehension From Multiple Perspectives
   Erin McTigue, Texas A&M University
   Amanda D. Franks, Texas A&M University
   Katherine Landau Wright, Texas A&M University
   April G. Douglass, Texas A&M University
   Tess Earley, Texas A&M University

2. Researching Reading: Inquiry and Interactive Read-Alouds
   Joy Myers, University of North Carolina at Greensboro

3. Types of Questions Asked by Teachers to Kindergarten Children During Story Time
   Francisca Valenzuela, Universidad de los Andes
   Antonietta Ramaciotti, Universidad de los Andes
   Alicia Truffello, Universidad de los Andes

10:30 am - 12:00 pm - PAPER SESSION
Everglades - Lobby Level

Creating Dialogic Spaces for Writing

Chair:
   Meghan K. Block, Central Michigan University

Discussant:
   Judith T. Lysaker, Purdue University

1. External Audience, Specified Purpose: The Impact on Second Graders’ Writing Quality
   Meghan K. Block, Central Michigan University

2. Elementary School Writing Centers as Sites for the Dialogic Construction of Writing Knowledge
   Jennifer Y. Sanders, Oklahoma State University

The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association · December 3-6, 2014 · Marco Island, FL
3. **Ideas as a Springboard for Writing in the Dialogical Space of the Classroom**  
   Barbara J. Peterson, *University of South Florida*  
   Kathleen Marie Alley, *Mississippi State University*

**10:30 am – 12:00 pm - SYMPOSIUM**  
Islands Ballroom, Salon A – Lobby Level

**Distinguished Scholar Lifetime Achievement Session - The Uncertain Terrain of Practitioner Research: A Conversation**

**Presenters:**  
Marilyn Cochran-Smith, *Boston College*  
Susan Lytle, *University of Pennsylvania*

COCHRAN-SMITH & LYTLE have co-authored two award-winning books about practitioner research, *Inside/Outside: Teacher Research and Knowledge* (1993) and *Inquiry as Stance: Practitioner Research for the Next Generation* (2009) as well as more than 30 articles and chapters on practitioner inquiry. They are co-editors of the Practitioner Inquiry book series, published by Teachers College Press, which is the only series of its kind explicitly dedicated to publishing books by practitioner researchers as well as books about practitioner research and its many roles in educational contexts. The books in the series, which was developed by Cochran-Smith and Lytle in the mid-1990s, blur the boundaries between theory and practice by providing rich insider accounts of the complex work of educational practice as well as how practitioners at all levels theorize and understand their work from the inside. For nearly 30 years, Cochran-Smith and Lytle have presented their work and organized sessions featuring practitioner research at local and national conferences, including the University of Pennsylvania's Ethnography and Education Forum and AERA.

**10:30 am - 12:00 pm – PAPER SESSION**  
Islands Ballroom, Salon C - Lobby Level

**Maximizing the Affordances of Technology to Improve Foundational Literacies**

**Chair:**  
Katharine Chamberlain, *The University of Texas at Austin*

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

1. **Drinking From a Fire Hose: A Study of a Kindergarten Teacher’s Use of Apps for Literacy Learning**  
   Madeleine Sarah Israelson, *University of Minnesota*

2. **Twelfth-Grade Urban Students Compose Vocabulary Videos to Develop Academic Vocabulary**  
   Bridget Dalton, *University of Colorado Boulder*  
   Kimberly McDavid Schmidt, *University of Colorado Boulder*

3. **Using Google Docs and Google Analytics to Interrogate the Activity of Users From Over 45 Nations of a Website on How to Teach Spelling**  
   Colin Harrison, *University of Nottingham*  
   Gill Johnson, *University of Nottingham*
The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association l December 3-6, 2014 l Marco Island, FL

FRIDAY

10:30 am - 12:00 pm - SYMPOSIUM
Islands Ballroom, Salon D - Lobby Level

Routes to Success: Teachers and Learners Scaffolding Toward Lexical and Textual Understandings

Chair: Amanda P. Goodwin, Vanderbilt University
Discussant: Elfrieda H. Hiebert, TextProject

This symposium investigates different routes teachers and learners take to scaffold construction of linguistic and textual understandings through literacy practices. These studies select a variety of readers (ELLs, students with limited explicit word knowledge, and struggling readers) to illustrate the ways students teach themselves, teach one another, and learn from their teachers. This symposium seeks to embody the Dialogic Construction of Literacies, foregrounding students and teachers in conversation with themselves, others, and their texts.

1. Productive Instructional Moves to Help English Language Learners Develop Metalinguistic Awareness Related to Reading Comprehension
Robert T. Jimenez, Vanderbilt University; Samuel David, Vanderbilt University
Mark Barba Pacheco, Vanderbilt University
Victoria Risko, Vanderbilt University

2. Revisiting Reading Buddies: A Cross-Age Program to Promote Vocabulary and Comprehension in Linguistically Diverse Students
Rebecca Silverman, University of Maryland
Melinda Martin-Beltran, University of Maryland
Megan Peercy, University of Maryland
Lauren Artzi, University of Maryland
Anna G. Meyer, University of Maryland, College Park

3. Scaffolding Moves During Comprehension Instruction of Complex Content Texts
Daniel Reynolds, Vanderbilt University
Amanda P. Goodwin, Vanderbilt University

4. Semantic Problem Solving: How Middle Schoolers Solved Unknown Morphologically Complex Word Meanings
Thea Mills, Vanderbilt University
Amanda P. Goodwin, Vanderbilt University

Designing Literacy Instruction for Students who Struggle

Chair: Shannon Howrey, Kennesaw State University
Discussant: Richard Lloyd Allington, University of Tennessee

1. New Times Call for a New Approach to Literacy Teaching and Learning With At-Risk Adolescents
Paula Taylor-Greathouse, Tennessee Tech University

2. A Case Study of the Dialogic Identity Construction of Two “Struggling” Readers
Michiko Hikida, The University of Texas at Austin

3. Creating and Sustaining Local Knowledge: Morphology as Design Intervention for Struggling Learners
Eric Claravall, San Francisco State University

10:30 am - 12:00 pm – PAPER SESSION
Islands Ballroom, Salon F - Lobby Level

NOTE: The presentations marked with a chickpee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

10:30 am - 11:10 am – ROUNDTABLE SESSION 6a
Islands Ballroom, Salon G - Lobby Level

Roundtable Session 6a

1. Understanding Multisensory Structured Language Education in General Education Classroom Settings
Stephanie M. Buelow, University of Hawaii at Manoa

2. Understanding Teachers’ Use of Formative Assessment During Literacy
Cristin Geoghegan, University of Illinois at Urbana-Champaign

3. Using Assessment to Teach With Intention: Teachers’ Perspectives on Early Literacy Assessments
Katrena L. Leininger, Texas Woman’s University
Clarene Hight, Texas Woman’s University
Lacia Edwards, Texas Woman’s University
Cheryl The, Texas Woman’s University

4. Using a Reading Strategy to Teach Word Reading to Children With Intellectual Disabilities
Michael Maiorano, University of Illinois at Chicago
Marie Tejero Hughes, University of Illinois at Chicago
5. Using a Technology Integration Planning Cycle for Lesson Planning: A Case Study
Beth Beschorner, Drake University

6. Varied Literacy Standards: College Football Student-Athletes’ Perceptions of the Literacy Expectations of Professors and Coaches
Pamela H. Segal, Towson University

7. We’re in This Together: Literacy Teacher Educators’ Journeys Collaborating With Content-Area Teachers About Disciplinary Literacy Instruction
Naomi M. Watkins, University of La Verne
Nancy T. Walker, University of La Verne

8. Young Adolescent Writers and Ideological Becoming
Claire Lambert, University of North Carolina at Greensboro
Colleen M. Fairbanks, University of North Carolina at Greensboro

9. Bridging Community Literacy Practices & Funds of Knowledge to the Classroom
Sarah Newcomer, Washington State University Tri-Cities

10. Results from a Statewide Survey Examining Approaches to Literacy Instruction, Response to Intervention, and Implementation of the Common Core State Standards
Amy Hutchison, Iowa State University

10:30 AM - 12:00 pm - SYMPOSIUM
Islands Ballroom, Salon J - Lobby Level

Literacy and Identity: Exploring Teaching and Learning for Culturally and Linguistically Diverse Students

Session Organizer:
Eliza Gabrielle Allen, Georgia State University

Chair:
Amy Seely Flint, Georgia State University

Discussant:
Marcelle Haddix, Syracuse University

The purpose of this symposium is to bring together multiple perspectives on our conceptualizations of rigor in digital literacies research. Participants will discuss rigorous methods of research that have enabled us to inform practice, and methodological limitations that we need to overcome in order to progress in our investigations of what works. The symposium will serve as a catalyst for the LRA community to come together to set an agenda for future research directions.

1. Synthesis of Digital Literacies Research: Informing Practice
Michelle Schira Hagerman, Michigan State University
Hiller A. Spires, North Carolina State University

2. Digital Literacies: Building Research-to-Practice Reciprocal Connections Through Formative and Design Experiments
Bernadette B. Dwery, St. Patrick’s College

3. Making Clicks Count: Recognizing Public Intellectuals in Digital Spaces
Greg McVerry, Southern Connecticut State University

4. Moving Beyond Data Transcription: Rigor as an Issue in Representation of Digital Literacies
Margaret Hagood, College of Charleston
Emily Skinner, College of Charleston

Reconceptualizing Rigor in Digital Literacy Research: Implications for Practice

Chair:
Hiller A. Spires, North Carolina State University

Discussant:
Julie Coiro, University of Rhode Island

This symposium will highlight the dialogic or multiple literacy practices, experiences, and events that children of color bring into the classroom. The symposium will invite a critical dialogue about the lines of inquiry that were addressed within each study; in conjunction with the affordances and constraints in studying students within these varied spaces.

1. Literacy and Identity: Exploring Teaching and Learning for Culturally and Linguistically Diverse Students
Eliza Gabrielle Allen, Georgia State University
Kamania Wynter-Hoyte, North Carolina Agricultural & Technical State University;
Sanjuana Rodriguez, Kennesaw State University
Natasha Thornton, Georgia State University
**FRIDAY**

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

**Key West - Lobby Level**

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

**Sanibel Room - Lobby Level**

**11:20 am - 12:00 pm – ROUNDTABLE SESSION 6b**

**Islands Ballroom, Salon G - Lobby Level**

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**Close Reading of Texts by Scholars and Students:**

**Diversity and Multiculturalism in Children’s Literature**

**Chair:**

Rachel Skrlac Lo, *University of Pennsylvania*

**Discussant:**

Amanda Haertling Thein, *University of Iowa*

1. **The Opportunity to Think and Share Enables Closer Reading of Text**
   Kay Rosheim, *University of Minnesota*
   Kristi Bergeson, *University of Minnesota*

2. **Analysis of Korean Culture Portrayed in Young Children’s Picture Books**
   Su-Jeong Wee, *Purdue University, Calumet*
   Soyeon Park, *San Francisco State University*

3. **The Inclusive Text: Considering Family Diversity in Picturebooks**
   Rachel Skrlac Lo, *University of Pennsylvania*

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**Digital Literacies in Multiple Learning Environments**

**Chair:**

Lara J. Handsfield, *Illinois State University*

**Discussant:**

David O’Brien, *University of Minnesota*

1. **Dialogical Processes in Multilingual Youth Radio and Radio Arts**
   Dana Walker, *University of Northern Colorado*

2. **The Storied Gamer: Narrative Methods in Games Studies Research**
   Heather Lynn Lynch, *Georgia State University*

3. **(Not So) Serious Business: Humor in the Digitally Mediated English Classroom**
   Julie Rust, *Indiana University Bloomington*
   Beth Anne Buchholz, *Indiana University*

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**NOTE:** The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

**Roundtable Session 6b**

1. **A Dialogic Construction of Critical Literacies in Upward Bound**
   Shauna S. Wight, *University of New Hampshire*

2. **Aspiring Literacy Specialists Measure Their Fit**
   Elizabeth Y. Stevens, *Syracuse University*

3. **Elementary School Girls Talking About Girlhood and Self-Positioning in an After-School Book Club**
   Yu-Chi Wang, *The University of Iowa*

4. **Learning to Cope: Pre-Service Teachers With Reading Aversions Navigate Education**
   Karen Kleppe Graham, *University of Georgia*
   Chelsey May Bahlmann, *The University of Georgia*

5. **Lived Experience of Harry Potter: Author and Readers’ Identities**
   Andrea Tochelli, *University at Buffalo*
   Rosa D’Abate, *University at Buffalo*
   Caroline M. Flury-Kashmanian, *University at Buffalo*

6. **Responsive Teaching: How Teachers Articulate Their Process and Practice**
   Alexis Jones, *University of Illinois at Urbana-Champaign*

7. **Struggling Readers’ Positive Constructions of Their Reading Abilities and Changes in Their Attitudes, and Motivation Toward Literacy in a Summer Camp**
   Janet Richards, *University of South Florida*

8. **The Evolution of a Teaching Vision: Reflection and Digital Storytelling in Literacy Teacher Education**
   Jackie Sydnor, *Ball State University*

9. **The Role of Online Discussion in Fostering Knowledge Co-Construction and Academic Writing for ESL Undergraduates**
   Jeongbin (Hannah) Park, *The University of Texas at Austin*
   Diane L. Schallert, *The University of Texas at Austin*

10. **When Illiteracy Becomes Aliteracy: The Threats of Intervention on Reading Motivation**
    Katherine Landau Wright, *Texas A&M University*
    Tracey S. Hodges, *Texas A&M University*
    Amanda D. Franks, *Texas A&M University*
11. Poetic Inquiry as Dialogue: Using Writing for Healing in Rwanda  
Laura Apol, Michigan State University

12:05 pm - 1:00 pm – ALTERNATIVE FORMAT SESSION  
Islands Ballroom, Salon D, Lobby Level

Publishing Literacy Research: Meet the Editors of JLR, LRA Yearbook, and RRQ

Session Organizer:  
Elizabeth (Betsy) A. Baker, University of Missouri

Chair:  
Thomas DeVere Wolsey, Walden University

This is an open forum where doctoral students, researchers, and editors discuss the publishing process as well as efforts to impact our world through the publication of literacy research.

1. Publishing Literacy Research: Meet the Editors of JLR, LRA Yearbook, and RRQ  
Elizabeth (Betsy) A. Baker, University of Missouri

Presenters:  
Patricia L. Anders, University of Arizona  
Jennifer Clifton, University of Missouri  
Linda B. Gambrell, Clemson University  
Candace Kuby, University of Missouri  
Amy A. Lannin, University of Missouri  
Lenny Sanchez, University of Missouri  
David B. Yaden, Jr., University of Arizona  
Angie Zapata, University of Missouri-Columbia

12:05 pm - 1:00 pm – STUDY GROUPS

NOTE: The presentations marked with a chickee hut picture will present on the beach, weather permitting. In case of inclement weather, Study Groups will be held in the room assigned indoors.

Living the Writerly Life in Academia Study Group  
Capri 1 - Lower Level

Writing is a topic of importance for all academics. Participants in this study group will explore the many facets of living the writerly life including (a) What defines the writerly life? (b) How does the dialogic nature of the writing process—the internal conversation between the writer and the audience—influence writing? (c) How do writers determine what and where to share their voice and research? (d) What mechanisms promote and sustain writing in academia?

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

Session Organizer:  
Johna L. Faulconer, East Carolina University

Culturally Responsive Literacy Instruction Study Group  
Capri 2 & 3, Lower Level

The Culturally Responsive Literacy Instruction (CRLI) Study Group will examine issues relating to the literacy and language acquisition of underserved populations. Topics to be addressed include: (1) how culturally responsive literacy instruction is defined; (2) research that has been conducted in CRLI; (3) challenges in implementing CRLI; and (4) preparing teachers to be culturally responsive literacy educators.

Presenters:  
Ellen McIntyre, North Carolina State University  
Doris Walker-Dalhouse, Marquette University  
Susan Chambers Cantrell, University of Kentucky

Session Organizer:  
Rebecca Powell, Georgetown College

History of Literacy Study Group  
Capri 4 & 5, Lower Level

The focus of this set of study group sessions will be to examine alternative options for historical research on the literacy field. Across the three days that the study group will meet we will examine the practice of 1. Oral history, 2. Organizational history, and 3. Nearby history.

Presenters:  
James R. King, University of South Florida  
Dixie D. Massey, University of Washington

Session Organizer:  
Norman A. Stahl, Northern Illinois University
The 2014 Literacy Lab/Reading Clinic Study Group sessions bring together individuals interested in researching, directing, and teaching in reading clinics and literacy labs in school settings, on campus, and online. The Study Group offers opportunities to share lab/clinic experiences and resources with those involved in labs/clinics around the country, as well as opportunities to join research teams investigating current and pertinent issues in reading clinics/literacy labs.

**Presenters:**
- Theresa A. Deeney, University of Rhode Island
- Barbara Laster, Towson University
- Joan A. Rhodes, Virginia Commonwealth University
- Erica Bowers, California State University, Fullerton
- Marcie Ellerbe, Coastal Carolina University
- Julie Janson Gray, University of Virginia
- Tammy Marsh Milby, University of Richmond
- Evan Ortlieb, Monash University
- Judith Wilson, University of Nebraska-Lincoln
- JoAnne Vazzano, Northeastern Illinois University
- Nancy Stevens, University of Wisconsin-Whitewater
- Debra Gurvitz, National Louis University

**Session Organizer:**
Cheryl Dozier, University at Albany

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The Study Group will become familiar with guiding principles of public scholarship defined as “publicly engaged academic work that is scholarly or creative work integral to a faculty member’s academic area and encompasses different forms of making knowledge about, for, and with diverse publics and communities through dialogue. It contributes to the public good and yields artifacts of public and intellectual value.” We link literacy research and public scholarship by exploring its opportunities and challenges.

**Presenters:**
- Carolyn Colvin, University of Iowa
- Rossina Zamora Liu, The University of Iowa
- Kate Elizabeth Kedley, University of Iowa
- Amie Ohlmann, The University of Iowa
- Mark Sulzer, University of Iowa

**Session Organizer:**
Carolyn Colvin, University of Iowa

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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 2014, 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.

**Session Organizers:**
- Amy Vetter, University of North Carolina at Greensboro
- Julie Ellison Justice, University of North Carolina at Chapel Hill
- Melissa Wetzel, The University of Texas at Austin
- Christine Mallozzi, University of Kentucky
Adult Literacy Study Group  
Caxambas 2, Lobby Level

This study group focuses on adult literacy, both in terms of adult literacy instruction in formal programs and adult literacy practices more generally. Members conduct research on a variety of topics, including health literacy, re-entry education, technology and new literacies, the needs of migrant and refugee populations and cross-cultural studies of adult literacy practice. Members also utilize different research methodologies, including both quantitative and qualitative analysis.

Session Organizer:  
Erik Jacobson, Montclair State University

Approaches to Studying Graphic Novels Study Group  
Everglades, Lobby Level

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.

Session Organizers:  
Stergios Botzakis, University of Tennessee, Knoxville  
Laura M. Jimenez, Boston University

Early Authoring as Multimodal Embodied Practice: Opening a Dialogue Study Group  
Islands Ballroom, Salon A, Lobby Level

The 2014 Early Multimodal Authoring Study Group series is designed to open a dialogue about expanding our notions of what counts as “literacy” by considering young children’s multimodal embodied authoring. Using a single data set, participants will hear a short presentation from a visiting scholar and engage in small group and whole group discussions centered around a particular theoretical lens. Lenses that will be explored include social semiotics, play, and affective development.

Presenters:  
M. Susan Burns, George Mason University  
George Kamberelis, University of Wyoming  
Julie K. Kidd, George Mason University  
Judith T. Lysaker, Purdue University  
Deborah Wells Rowe, Vanderbilt University

Session Organizer:  
Melanie Reaves, Northern Michigan University

Doctoral Students’ Innovative Community Group Study Group  
Islands Ballroom, Salon B, Lobby Level

The Doctoral Student Innovative Community Group (DSICG) Study Groups have historically hosted a discussion of topics that are of particular interest to doctoral students, supporting their continued growth as researchers and scholars. The 2014 DSICG Study Group series will focus on methodologies and data analysis for literacy researchers. Our 2014 Study Group topics include: Methodologies for Literacy Researchers, Video Data Analysis, and Formative Experiments.

Session Organizers:  
Jennifer Smith, Texas Woman’s University  
Katherine Brodeur, University of Minnesota  
Colleen Whittingham, UIUC

Feeling Side by Side: Methodological Challenges in Investigating and (Not)Representing Affect and Emotion in Literacy Studies Study Group  
Islands Ballroom, Salon C, Lobby Level

This study group confronts the methodological challenges of knowing and sharing affective and emotionally laden “data.” We will think-feel with articles and found objects, working to address the following question, essential to literacy studies: How can the flow of literacy learning, affect, and emotion be understood in richly textured lives, where attachments to place, person and word are ever-emergent, and where research practices that record and “capture” these forms of emergence are currently under-developed?

Session Organizers:  
Christian Ehret, Vanderbilt University  
Ty Hollett, Vanderbilt University  
Kevin Leander, Vanderbilt University
Approaches to Video Data Analysis in Literacy Research Study Group

Islands Ballroom, Salon F, Lobby Level

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.

Session Organizer:
Julie Coiro, University of Rhode Island

Chairs:
Jill Castek, Portland State University
Julie Coiro, University of Rhode Island
Lizabeth Guzniczak, Oakland University

Incoming: Navigating Language, Policy, and Practice With Rural English Language Learners Study Group

Islands Ballroom, Salon G, Lobby Level

Nearly 31% of public school teachers choose to teach in rural areas. This coupled with the rate of poverty found in rural schools (Salant, 2008) and the changing demographics of rural agrarian communities that depend upon migrant/undocumented labor (Kandel & Parrado, 2005) necessitates a closer examination of what is needed to prepare all teachers to address the needs of the communities in which they find themselves working. This study session begins this process.

Presenters:
Faith Beyer Hansen, Boise State University
Joanne Sellen, Western Illinois University
Mary Ann Cahill, Boise State University

Session Organizer:
Anne Gregory, Western Illinois University

Common Core Standards and Reading to Writing Connections Study Group With Special Guests Jill Fitzgerald, William Lewis and Douglas Kaufman

Islands Ballroom, Salon H, Lobby Level

The purpose of the study group is to engage participants in a critical discussion of the Common Core Standards and their instructional and research implications on reading and writing connections. We address the following: How can writing instruction address the standards focused on reading and writing connections? What are the instructional implications for writing for the elementary through secondary levels? What further research must be conducted?

Session Organizers:
Zoi Apostolia - Philippakos, Towson University
Noreen S. Moore, Independent Consultant/ William Paterson University (start date Sept. 2014)
Vicki McQuitty, Towson University

Word Study Study Group 2014

Islands Ballroom, Salon J, Lobby Level

Facilitators will share research and guide the discussion among attendees. The topics over the days include: 1) Multilingual Vocabulary Development, and Contrastive Linguistics and Orthographies, 2) Effective Practices, and Cognitive Flexibility in Word Study and Vocabulary Development, 3) Word Study Research Designs. Come make a word study PechaKucha-style presentation; a maximum of 20 images x 20 seconds each are presented; see http://www.pechakucha.org/.

Presenters:
Kelly Branam Cartwright, Christopher Newport University
Kevin Flanigan, West Chester University of Pennsylvania
Kristin M. Gehsmann, Saint Michael’s College
LaTisha Hayes, University of Virginia
Marcia Invernizzi, University of Virginia
Dianna Townsend, University of Nevada, Reno
Sam Von Gillern, Iowa State University

Session Organizer:
Donald Bear, Iowa State University
Critical Race Theory Study Group
Key West Room, Lobby Level

The CRT Study Group is a place where researchers come to wrestle with issues and find support for pursuing literacies research that asks difficult questions. Focusing on dialogue in the construction of literacies, the CRT Study Group is even more important. It is through dialogue that issues of race and racism are unmasked, explored, and unmade as we all work toward social justice.

Presenters:
Patricia Ann Edwards, Michigan State University
Gwendolyn Thompson McMillon, Oakland University
Robert J. LeBlanc, University of Pennsylvania
Ann M. Bennett, University of Tennessee

Session Organizers:
Judson Laughter, University of Tennessee
Keonghee Tao Han, University of Wyoming

Theoretical Perspectives Study Group
Sanibel Room, Lobby Level

Whether we realize it or not, theories shape every aspect of inquiry, influencing research topics, questions, conjectures, data collection, and interpretations. Although “there is nothing more practical than a good theory,” its use in educational research is highly variable. With guest speakers on each day, this study group will engage LRA’s membership in conversations about the intersection between theory, research, and practice.

Presenters:
Annemarie Palincsar, University of Michigan
Wanda Brooks, Temple University
Mark Allen Dressman, University of Illinois at Urbana-Champaign

Session Organizers:
Kelly Puzio, Washington State University
Lara J. Handsfield, Illinois State University
Gay Ivey, University of Wisconsin-Madison

Issues in Bilingual Education: Policy, Assessment, and Instructional Practice

Chair:
Leslie Maureen Cavendish, High Point University

Discussant:
Flora Rodriguez Brown, University of Illinois at Chicago

1. Framing Bilingual Education Policy: Articulation in Texas
Kathryn Dixon, University of North Texas

2. Bilingual Teachers’ (K-2) Use of Formative Assessments to Improve Their Literacy Instruction
Georgia Earnest Garcia, University of Illinois at Urbana-Champaign
Maria Lang, University of Illinois at Urbana-Champaign

3. Collaborative Translations: Designing Bilingual Instructional Tools
Christopher Keyes, Shippensburg University
Kelly Puzio, Washington State University
Robert T. Jimenez, Vanderbilt University

Implementing the Common Core State Standards: Stories from Multiple Contexts

Chair:
Zhihui Fang, University of Florida

Discussant:
Zhihui Fang, University of Florida

Teacher education programs and school districts around the country are exploring effective ways of implementing the common core state standards (CCSS). This symposium shares strategies that we used, as well as issues that we encountered, as we worked with stakeholders to implement the CCSS in the contexts of teacher education, professional development, and K-12 classrooms. Symposium participants are provided with
FRIDAY

an opportunity to ask questions, generate comments, and
make connections to their practice.

1. Implementing the Common Core in an Elementary
   Reading Methods Course
   Caitlin Gallingane, University of Florida
   Lauren Eutsler, University of Florida
   Maureen Fennessy, University of Florida
   Kristan Kolb, University of Florida

2. Teaching Writing in the Common Core Era
   Danling Fu, University of Florida
   Maureen Fennessy, University of Florida
   Maureen Fennessy, University of Florida

3. Using Children’s Literature to Enhance Students’
   Access to Complex Texts
   Ruth Lowery, University of Florida
   Soowon Jo, University of Florida

4. Teaching Close Reading With Complex Texts
   Zhihui Fang, University of Florida
   Suzanne Coatoam, University of Florida

Disciplinary Literacy Practices in the English Language Arts

Chair:
  Michelle Fowler-Amato, The University of Texas at Austin

Discussant:
  Diane Lapp, San Diego State University

1. Experts and Novices Reading Literature: An Analysis of
   Disciplinary Literacy in English/Language Arts
   Todd Reynolds, University of Wyoming
   Leslie S. Rush, University of Wyoming

2. Literacy as a Multidimensional Construct in the
   English Discipline
   Eric Rackley, Brigham Young University-Hawaii
   Taylor Moyes, Brigham Young University-Hawaii

3. “Don’t Do as I Say. Do as I Do”: Disciplinary
   Literacies in English Language Arts
   Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa

Dialogic Approaches to Multicultural Analysis: Studies
Across Children, Pre-Service Teachers, and Certified
Teachers

Chair:
  Donna Sayers Adomat, Indiana University

Discussant:
  Katherine Crawford-Garrett, University of New Mexico

1. Moving Beyond the “Four Corners of the Text”: Humanizing
   Analysis and Reflective Action in Response to Global Literature
   Kelly Wissman, The University at Albany-SUNY

2. Dominant Views of Youth as Deterrents to Dialogic
   Literature Instruction: An Analysis of Pre-Service
   ELA Teachers’ Strategies for Evaluating Complex
   Young Adult Literature
   Mark Sulzer, University of Iowa
   Amanda Haertling Thein, University of Iowa

3. Issues of Cultural Identity and Immigration in Young Adult Fiction
   Donna Sayers Adomat, Indiana University

Disability Studies in Education (DSE) as Lens for
Understanding the Dialogic Construction of Literate
Ability

Chair:
  Kathleen Mary Collins, Pennsylvania State University

Discussant:
  Kelly Chandler-Olcott, Syracuse University

Informed by Disability Studies in Education (DSE), the set
of papers in this symposium investigate the relationship
between students’ deficit positionings and the dialogic
construction(s) of literacy, dis/ability and inclusion in
three different contexts.

1. “Leftover Children”: Stories of the Impacts of the
   Privatization of New Orleans Public Schools on
   Children With Complex Support Needs
   Kathleen Mary Collins, Pennsylvania State University

2. Disability Studies in Education, Young Children, and Literacy
   Christopher Kliewer, University of Northern Iowa
3. How the Word Dis/Ability Silences and Binds in the Multilingual Classroom
   Alaska Black Hults, The Pennsylvania State University

   **1:15 pm - 2:45 pm – PAPER SESSION**
   **Capri 9 & 10 – Lower Level**

   Designing Measures of Reading Achievement, Attitude, and Second Language Learning

   **Chair:** Andrew P. Huddleston, Abilene Christian University
   **Discussant:** Thomas Crumpler, Illinois State University

   1. Screening Assessment Practices for Elementary Literacy in an Urban District
      Sky Harmony Marietta, Harvard Graduate School of Education
      Emily Phillips Galloway, Harvard University
      Nonie Lesaux, Harvard Graduate School of Education
   2. Looking Deeper at Relationships Among Broad and Narrow Measures of Second Language Skill, Reading Fluency, and Reading Comprehension in First Grade Dual Language Learners
      Theresa Roberts, California State University, Sacramento
   3. Developing an Instrument to Measure Reading Attitudes of Chinese Middle School Students
      Bong Gee Jang, Oakland University
      Li Pei, Oakland University
      Huijing Wen, University of Delaware

   **1:15 pm - 2:45 pm – SYMPOSIUM**
   **Caxambas 1 - Lobby Level**

   Toward a More Nuanced Description of Effective ELA Instruction: Substantive and Methodological Insights From the Measures of Effective Teaching Longitudinal Database

   **Session Organizer:** Dennis S. Davis, The University of Texas at San Antonio
   **Chair:** Sarah Woulfin, University of Connecticut
   **Discussant:** Annemarie Palincsar, University of Michigan

   The purpose of this symposium is to discuss findings from three distinct studies investigating elements of effective English-Language Arts teaching using data from the Measures of Effective Teaching Longitudinal Database (METLDB).

   1. The Impact of Observational Focus on Ratings of Instructional Quality
      Rachael Gabriel, University of Connecticut
      Kimberly LeChasseur, University of Connecticut
      Sarah Woulfin, University of Connecticut
   2. Characterizing Reading Comprehension Instruction in a Sample of MET Classrooms
      Dennis S. Davis, The University of Texas at San Antonio
      Lorena Villarreal, University of Texas at San Antonio
      Kelly Bippert, The University of Texas at San Antonio
   3. Toward a Better Approach to Analyzing and Interpreting Observation Data from ELA Classrooms
      Michael Kieffer, New York University
      Peter Halpin, New York University

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1:15 PM - 2:45 pm – ALTERNATIVE FORMAT SESSION
Caxambas 2 - Lobby Level

The #WalkMyWorld Project: Exploring the Use of Digital Texts and Tools as a Means to Connect, Collaborate, and Share

Session Organizer:
Greg McVerry, Southern Connecticut State University

Chair:
Julie Wise, University of Delaware

Discussant:
Richard Beach, University of Minnesota

This Alternative Format Session describes five studies that detail and explore a community of inquiry (Garrison, Kanuka, & Hawes, 2006) that evolved around the hashtag #WalkMyWorld. The project began as an exploration of using digital texts and tools in the act of responding to and authoring poetry. The phenomenon, using the poetry of Robert Hass, burgeoned into an affinity space across multiple portals and pathways to meaning-making.

1. The #WalkMyWorld Project: Exploring the Use of Digital Texts and Tools as a Means to Connect, Collaborate, and Share
   Greg McVerry, Southern Connecticut State University
   Julie Wise, University of Delaware
   Sue Ringer Pet, Iona College
   Ryan M. Rish, Kennesaw State University
   Kristine E. Pytash, Kent State University
   William Ian O’Byrne, University of New Haven
   Molly Shields, Flagler College

2. Reading the Self Into Existence: Transgressive Textual Readings in a Digital Age
   Ebony Elizabeth Thomas, University of Pennsylvania
   Amy Stornaiuolo, University of Pennsylvania

3. Changing the Game: How Digital Explorations Impact Multicultural Children’s Literature
   Detra Price-Dennis, Teachers College, Columbia University
   Kathlene Holmes, University of Texas at Austin

1:15 pm - 2:45 pm – PAPER SESSION
Islands Ballroom Salon A - Lobby Level

Digital Explorations and Transgressive Readings of Children’s and Young Adult Literature

Chair:
Thomas Crisp, Georgia State University

Discussant:
Deborah Augsburger, Lewis University

1. Hacking Narratives and Remixing Rhymes: Critically Analyzing Prospective Teachers “Queering” Children’s and Young Adult Literature
   Jon M. Wargo, Michigan State University

2. Writing Instruction in Science Class: A National Survey
   Sally Valentino Drew, Central CT State University

3. Writing Tasks in Content-Area Instruction: A Systematic Review of the Literature
   Diane Morris Miller, University of Houston-Downtown
   Erin McTigue, Texas A&M University
   Chyllis E. Scott, University of Nevada, Las Vegas

4. Digital Scaffolds for Reading Multiple Online Sources and Writing an Argumentative Text
   Julie Coiro, University of Rhode Island
   Carita Kiili, University of Jyväskylä, Finland
   Jari Hämäläinen, University of Jyväskylä, Finland

1:15 pm - 2:45 pm - SYMPOSIUM
Islands Ballroom Salon B - Lobby Level

Cooperating Teachers Coaching Pre-Service Teachers Toward Reflection: The Dialogic Construction of Teaching Literacy With CARE

Session Organizer:
James V. Hoffman, The University of Texas at Austin

Chair:
Laurie A. Henry, University of Kentucky

Discussant:
Sheila Valencia, University of Washington
Our symposium centers on the coaching and mentoring offered by cooperating teachers working with pre-service teachers in a reading specialization program. We are developing, evaluating and adapting the tools associated with the model in the context of a design/development study of teacher preparation practices. Findings suggest the power of the model in reforming practice but also highlight the many challenges faced in promoting change from the status quo.

1. Cooperating Teachers Coaching Pre-Service Teachers: A Review of the Literature
   James V. Hoffman, The University of Texas at Austin
   Erin Greeter, The University of Texas at Austin
   Saba Vlach, The University of Texas at Austin
   Sam Dejulio, University of Texas - Austin

2. Appropriating the Coaching With CARE Model Into Practice: A Case of Three Teachers
   Beth Maloch, The University of Texas at Austin
   Alina Pruitt, The University of Texas at Austin

3. The Evolving Role of Video in the CARE Model: From Video Case Analysis to Retrospective Coaching Analysis (RCA)
   Melissa Wetzel, The University of Texas at Austin
   Laura Taylor, The University of Texas at Austin
   Saba Vlach, The University of Texas at Austin

Unsanctioned Literacies, Unsanctioned Spaces: Exploring Youth Negotiation of Meaning Making Across Domains

Chair:
Mark A. Lewis, Loyola University Maryland
Discussant:
Robert Petrone, Montana State University

This session employs multiple theoretical perspectives and methodologies in order to examine the often unsanctioned, or unrecognized, literacy practices of youth. The presentations explore diverse spaces—book clubs, social media, videogames—in which youth engage through various cultural and literacy repertoires. The findings illustrate that youth have profound literacy competencies, yet these competencies are often ignored or set aside in favor of academically “acceptable” forms of literacy participation.
Beginning Reader Text Complexity: Which Text Characteristics Matter Most?

Session Organizer:  
Jill Fitzgerald, University of North Carolina at Chapel Hill and MetaMetrics  

Chair:  
Elfrieda H. Hiebert, TextProject  

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

The CCSS set a standard for all students to read increasingly complex texts. Whether early-grades students should be faced with heightened text complexity levels is hotly contested. What constitutes simpler versus more complex text for students in the early phases of learning to read is not clear. Educators need a valid, empirically-based means of evaluating early-grades texts’ complexity. The symposium addresses the question of which text characteristics matter most for early-grades text-complexity levels.

1. Phase 1: Framing the Project and Identifying Beginning-Reader Texts  
Elfrieda H. Hiebert, TextProject  
Eleanor E. Sanford-Moore, MetaMetrics  

2. Phase 2: Multiple-Perspective-Text-Complexity Scale Development (The Outcome Measure)  
Heather H. Koons, MetaMetrics  
Kimberly Bowen, MetaMetrics  
A. Jackson Stenner, MetaMetrics  

3. Phase 3: Computer-based Modeling of Text Characteristics (the Predictors)  
Jeff Elmore, MetaMetrics  
Jill Fitzgerald, University of North Carolina at Chapel Hill and MetaMetrics  
Heather H. Koons, MetaMetrics  
Elfrieda H. Hiebert, TextProject  

4. Phase 4: Results  
Jill Fitzgerald, University of North Carolina at Chapel Hill and MetaMetrics  
Jeff Elmore, MetaMetrics

Roundtable Session 7a

1. What First Grade Teachers Reveal About Vocabulary Instruction: Aligning Instruction to the Common Core State Standards  
Haley Marie Olson, University of Kansas  
Juanita Santos, University of Kansas  

2. When Fluency Isn’t Enough: The Value of Oral Narrative Retell Assessment for First and Second Grade Spanish-Speaking ELL Children  
Audrey Lucero, University of Oregon

3. Writing to Learn: Pre-Service Teachers Learning to Teach Writing  
Jennifer Knight, Utah State University  
Meghan K. Block, Central Michigan University

4. “Community College Readers in Their Transactional Zones”  
Cynthia Kiefer, Arizona State University

5. “I Feel Like a Thief!” Taking Ideas and Appropriating Language From Video Observations of Teaching  
Anne McGill-Franzen, University of Tennessee  
Natalia Ward, The University of Tennessee  
Jennifer K. Lubke, University of Tennessee  

6. “It was From my Hard Work”: Developing Elementary-Student Authors in an After-School Literacy Tutoring Program  
Margaret Sauceda Curwen, Chapman University

7. “I’ve Learned to Write Like a Reader”: A Connected Learning Case Study  
Jayne C. Lammers, University of Rochester

8. “You Got Stories”: How a Spoken Word Poetry Group in the Urban Southwest is Supporting a “Safe Space” for Youth Voices  
Wendy Williams, Arizona State University

9. That was Then. This is Now: The Evolution of Teachers’ Professional Belief Systems About Reading and Reading Instruction After Their Initial Three Years of Teaching  
Deanna Mariea Stoube, St. Ambrose University
10. 21st Century Learners, Literacy Skills and Tools: Supporting Critical Literacy Skills IN 1:1 Contexts
   Kellie Riley Doubek, University of Illinois at Chicago

11. In-Service Teachers’ Perceptions of Argument
   Manya Lisa Chappell, Mississippi State University

1:15 pm - 2:45 pm – SYMPOSIUM
Islands Ballroom, Salon H - Lobby Level

Transmediation, Time, and Transactions With Peer Feedback: Studies of Revision With Middle and High School Writers

Session Organizer: Katherine E. Batchelor, Miami University
Chair: Denise N. Morgan, Kent State University
Discussant: Dixie D. Massey, University of Washington

This panel shares three studies where middle and high school students explored ways to authentically revise in a school setting not only to gain individual analysis of themselves as writers, but also to create conversations with others (e.g., teacher, student, and audience perspectives) in order to understand deeper revision. Papers will be presented in 20-minute time slots with the remaining time devoted to discussion.

1. Investigating Multimodal Revision With Transmediation
   Katherine E. Batchelor, Miami University

2. How Many Times?: Examining Students’ Understandings of and Decision-Making During Revision
   Denise N. Morgan, Kent State University

3. Construction of Academic Writing Through Peer Review in Secondary Classrooms
   Amanda Godley, University of Pittsburgh
   Adam Loretto, University of Pittsburgh
   Sara DeMartino, University of Pittsburgh

1:15 pm - 2:45 pm – PAPER SESSION
Islands Ballroom, Salon J - Lobby Level

Adolescents’ Uses of Digital Tools for Social Justice

Chair: Ty Hollett, Vanderbilt University
Discussant: Kevin Leander, Vanderbilt University

1. Adolescents’ Dialogic Composing With Mobile Phones
   Julie Warner, Teachers College, Columbia University

2. DIY Activism: The Dialogical Influence of Bakhtin in Activist Zine Culture
   Stephanie P. Jones, University of Georgia

   Anne Burke, Memorial University
   Janette Hughes, UOIT

1:15 pm - 2:45 pm – PAPER SESSION
Key West Room - Lobby Level

Digital Composition

Chair: Robert H. Kelly, The Ohio State University
Discussant: Ronald Dale Kieffer, Ohio Northern University

1. Cloud-Based Collaborative Writing and the Common Core Standards
   Binbin Zheng, Michigan State University
   Soobin Yim, University of California at Irvine
   Mark Warschauer, University of California, Irvine
   Joshua F. Lawrence, University of California, Irvine

2. Digital Composition Profiles of Young Adolescent Writers
   Claire Lambert, University of North Carolina at Greensboro
   Nicole M. Martin, University of North Carolina at Greensboro

3. Multimodal Composition With Old and New Media in a Fourth-Grade Classroom
   Sohee Park, University of Delaware
   Rachel Karchmer-Klein, University of Delaware

The Dialogic Construction of Literacies
64th Annual Conference of the Literacy Research Association December 3-6, 2014 Marco Island, FL
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1:15 pm - 2:45 pm – PAPER SESSION
Sanibel Room - Lobby Level

Disciplinary Literacies and Dialogic Practices

Chair: Christopher Michael Hansen, Illinois State University
Discussant: Mary F. Roe, Arizona State University

1. Pinning Down Disciplinary Literacy in English Language Arts: Learning Lessons From University Faculty and High School Teachers of Literature
   Emily Rainey, University of Michigan

2. Reclaiming Mathematics Identity Through Literacy in the Third Space
   Aria Razfar, University of Illinois at Chicago
   Zayoni Torres, University of Illinois at Chicago

3. Moving Beyond Completion: Literacy Experiences of Four Reclassified as Fluent English Proficient (RFEP) Middle School Students in Social Studies Classrooms
   Susanna Eng, University of Washington, Seattle

2:05 pm - 2:45 pm – ROUNDTABLE SESSION 7b
Islands Ballroom, Salon G - Lobby Level

NOTE: The presentations marked with a chickie hut picture will present on the beach, weather permitting. In case of inclement weather, all Roundtable Sessions will be held in Salon G.

Roundtable Session 7b

1. Collaborative Reflection as a Carnival Space During the Implementation of a Workshop Approach to Literacy
   Suzanne Porath, Edgewood College/Concordia University - Madison

2. Creating a Teaching Identity in a Dialogic Space
   Laura Pardo, Hope College

3. Constructing New Understandings of Teacher Leadership
   Sharon Daley, Indiana University

4. Critical Digital Literacies and Online Grassroots Activism: A Methodology for Analyzing the Ephemeral
   George Lovell Boggs, Florida State University
   Trevor Thomas Stewart, Appalachian State University
   Alison Heron-Hruby, Morehead State University

5. Fostering Mathematical and Print Literacies Through Interactive Read Alouds
   Antony T. Smith, University of Washington, Bothell
   Allison Hintz, University of Washington Bothell

6. Investigating the Use of a Keyword Sort Interview to Identify Language Resources and Changes in Those Resources Following Instruction
   Miranda Fitzgerald, University of Michigan
   Annemarie Palincsar, University of Michigan

7. Literacy and Technology Integration in Schools' Computer Labs
   Julia Kara-Soteriou, Central Connecticut State University

8. “Just a Bunch of Friends Goofing Off”: Collaborative Meaning Making Across Literacy Contexts in a Single Classroom
   Katie Peterson, The University of Texas at Austin

9. Whom Will I be Teaching? Transforming Teacher Candidates’ Preconceived Notions of Future Students Through Multicultural Literature Case Studies
   Rhonda Goolsby Smith, University of Oklahoma
   Kansas Conrady, The University of Oklahoma
   Priscilla Griffith, University of Oklahoma
   Teresa K. DeBacker, University of Oklahoma

10. Reading in Inclusive Classrooms: Instructional Supports for ELL Students With Disabilities
    Marie Tejero Hughes, University of Illinois at Chicago
    Maria Earman Stetter, Roosevelt University

11. Exploring iPad Technology Integration in Middle Grades Science Classroom: M-TPACK as a Framework to Build Students' Science and Digital Literacy
    Nance Wilson, SUNY Cortland
    Vicky Zygouri-Coe, University of Central Florida
    Vicky Cardullo, Auburn University
Phonics, Phonological Awareness, and Fluency in School and Out of School

Chair:
Nedra L. Cossa, Armstrong Atlantic State University

Discussant:
James F. Baumann, University of Missouri

1. An Examination of the Relationship Between Vocabulary and Phonological Awareness in Early Childhood
   Christina Marie Cassano, Salem State University
   Judith A Schickedanz, Boston University
2. Situated Phonics: Understanding the Ways in Which Students Use Their Out-Of-School Voices When They are Trying to “Figure Out” a Word
   Carolyn Strom, NYU
3. From Expressive Reading to Rapid Reading: The Rapid Rise of Reading Rate During the Efficiency Movement (1910-1925)
   Laura Taylor, The University of Texas at Austin

Evolving Educators as Future Ready Learners

Chair:
Chrystine Mitchell, Pennsylvania State University, Berks Campus

Discussant:
David Reinking, Clemson University

1. Realities of the Classroom: What Influences Novice Teachers’ Technology Integration?
   Julie Wise, University of Delaware
   Rachel Karchmer-Klein, University of Delaware
   Erica C. Boling, Rutgers, The State University of New Jersey
3. Using New Literacies to Teach New Literacies: Perspectives From Students and Facilitators in an Online Educational Technology Course
   Cheryl Maykel, University of Connecticut
   Nicole Timbrell, University of Connecticut
   Clint Kennedy, University of Connecticut

Examining Literacy Interventions for Young Children

Chair:
Estanislado S. Barrera, IV, Louisiana State University

Discussant:
Patricia Louise Scharer, The Ohio State University

1. Early Reading First Intervention: Children’s Outcomes After Preschool, Kindergarten, First, and Second Grades
   Renee M. Casbergue, Louisiana State University
   Karen Burstein, Southwest Institute for Families and Children with Special Needs
   April Bedford, University of New Orleans
2. Effects of Reading Recovery on Writing: Comparing Average Writers With Children in Reading Recovery
   Lea M. McGee, The Ohio State University
   Hwewon Kim, The Ohio State University
3. First Graders’ Strategic Use of Information at Point of Difficulty in Reading: Change Over Time
   Lea M. McGee, The Ohio State University
   Kathryn S. Nelson, The Ohio State University
   Hwewon Kim, The Ohio State University
   Anita C. Gonzalez, The Ohio State University
Reflective Practice as a Window Into Teaching as Inquiry

Session Organizer:
Debra Stevens Peterson, University of Minnesota

The purpose of this session is to describe the development of pre-service teachers’ reflection during their professional learning and to consider how instruction in a pre-service program might support or constrain the development of reflective practice. Following the presentation of research, participants will engage in small group discussions sharing what is being done across programs to foster beginning teacher reflection, and to consider how to more effectively support the development of this important professional practice.

Presenters:
- Kathryn Allen, University of Minnesota
- Katherine Brodeur, University of Minnesota
- Madeleine Sarah Israelson, University of Minnesota
- Keitha-Gail Martin-Kerr, University of Minnesota
- Lisa L. Ortmann, University of Minnesota

Examining Pre-Service Teachers’ Learning about Diversity and Literacy Pedagogy

Chair:
Toni Williams, University of South Carolina

Discussant:
Sarah Newcomer, Washington State University Tri-Cities

1. Developing Deeper Understandings of Diversity: Service Learning and Field Experiences Generative Learning of Bilingual/ESL Pre-Service Teachers
   Lori Czop Assaf, Texas State University-San Marcos
   Minda Lopez, Texas State University-San Marcos

2. Effective Instructional Practices in an Era of Education Reform: Lessons From Exemplary Teachers of Bilingual Learners and Implications for Pre-Service Teacher Education Programs
   Leanne M. Evans, University of Wisconsin Milwaukee

3. “For Me Teaching Bilingual Children is a Journey”: Narratives in Pre-Service Bilingual Educators’ Exploration of Their Teacher Identity Through Online Classroom Discussion
   Rachel E. Gaines, University of Texas at Austin
   Eunjeong Choi, University of Texas at Austin
   Jeongbin (Hannah) Park, The University of Texas at Austin
   Diane L. Schallert, The University of Texas at Austin
   Kyle M. Williams, The University of Texas at Austin
   Li-Tang Yu, University of Texas at Austin
   Zachary H. Williamson, University of Texas at Austin
   Anke J. Z. Sanders, University of Texas at Austin

Responding to Literature Using Online Spaces

Chair:
Keith Lyons, University of Kentucky

Discussant:
Lane W. Clarke, University of New England

1. Literature Response in the Digital Dimension: Collaborative, Multimodal Products and Processes
   Robin Jocius, Vanderbilt University

2. Middle School Students’ Participation and Interaction Within Summer Online Literature Discussions
   Jennifer Smith, Texas Woman’s University

3. Uncertainty Experienced and Uncertainty Expressed in Computer-Mediated Discourse
   An Chih Cheng, DePaul University
   Michelle E. Jordan, Arizona State University
   The D-Team, The University of Texas at Austin
Play as a Way to Demonstrate and Develop Literacy Learning

Chair: Cassie J. Brownell, Michigan State University
Discussant: Judith T. Lysaker, Purdue University

1. Play as Reader Response in an Informal Learning Environment
   Tori K. Flint, University of Arizona

2. Preschool Teachers’ Questioning in Sociodramatic Play
   Sohyun Meacham, University of Northern Iowa
   Carol Vukelich, University of Delaware
   Myae Han, University of Delaware
   Martha J. Buell, University of Delaware

3. The Boys’ House is Trashy: The Construction of Gender in Children’s Play and Literacy
   Haeny Yoon, University of Arizona

Reimagining Theoretical Approaches to Teaching Literature: Destabilizing Traditional Practices in a Move Toward Equality

Chair: Marla King Robertson, Texas Woman’s University
Discussant: Sandra Quiñones, Duquesne University

1. Critical Literature Pedagogy: Teaching Canonical Literature for Critical Literacy
   Michael Macaluso, Michigan State University
   Carlin Borsheim-Black, Central Michigan University
   Robert Petrone, Montana State University

2. Rethinking What Counts as “Critical”: The Role of Emotion and Imagination in Literary Transactions
   William McGinley, University of Colorado
   George Kamberelis, University of Wyoming

3. The Reader as Poetic Translator: Imagining a Rancièrean Emancipatory Framework for Literary Interpretation
   Kati Macaluso, Michigan State University

Literary Reasoning as Multi-Dimensional Dialogic Processes

This symposium addresses literary reasoning as dialogic processes along multiple dimensions. Papers address a theoretical framework for literary reasoning, empirical studies of high school interventions embodying the framework in high poverty settings, and the development of a measure of literary epistemological orientations as one dimension of the framework.

Session Organizer: Carol D. Lee, Northwestern University
Chair: Pam Grossman, Stanford University
Discussant: Pam Grossman, Stanford University

1. Multi-Dimensional Framework for Literary Reasoning and Text Complexity as Dialogic Processes
   Carol D. Lee, Northwestern University

2. Engaging Adolescents in Literary Inquiry Through Dialogic Classroom Discussions
   Susan Goldman, University of Illinois at Chicago
   Teresa Sosa, University of Illinois at Chicago
   Allison H. Hall, University of Illinois at Chicago

3. Affective Appraisal in Teaching Literary Reasoning
   Sarah Levine, Northwestern University

4. Toward a Multidimensional Conceptualization of Epistemological Literary Beliefs
   Mariya A. Yukhymenko, University of Illinois at Chicago
   Stephen Briner, University of Illinois at Chicago
   Sarah Levine, Northwestern University
   Joseph Magliano, Northern Illinois University
   Carol D. Lee, Northwestern University
   Susan Goldman, University of Illinois at Chicago
Empowering and Emancipatory Acts: Embracing Adolescent Urban Youth With Out-of-School Writing Events and Conferences

Chair: 
Bryan Ripley Crandall, Fairfield University
Discussant: 
Alfred Tatum, University of Illinois at Chicago

Papers in this symposium counter a dominant framework of urban youth as non-writers. Presenters use qualitative methodologies and sociocultural theories to highlight findings from research with young writers beyond school: a social justice group for middle school girls becoming leaders, a mentoring group for Black and Latino males poetically working through trauma, and Writing Our Lives conferences hosted for heterogeneous populations to compose in a variety of genres with professional writers.

1. “Excuse me, but We Have Something to Say”: Girls’ Out-of-School Writing Literacies for Social Justice 
Tonya Perry, University of Alabama

2. “We Could Write About Us”: Radical Literacies In Community-Engaged Writing Conferences for Urban Youth
Marcelle Haddix, Syracuse University
Bryan Ripley Crandall, Fairfield University

Individual Differences in Reading: Reader, Text, and Context

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

The papers in this symposium propose a reconceptualization of individual differences in reading. To this end, the papers describe within-reader individual differences related to both cognition and affect, and the contexts that influence the development of readers’ individual differences.

1. A History of How Individual Differences in Reading Have Been Conceptualized
Peter Afflerbach, University of Maryland

2. Classroom Influences on Readers’ Individual Differences
Rachael Gabriel, University of Connecticut
Richard Lloyd Allington, University of Tennessee

3. School Context and the Production of Individual Differences
Julie E. Learned, University of Michigan
Elizabeth Moje, University of Michigan

4. Individual Differences in Vocabulary Knowledge
Michael Kieffer, New York University
Katherine A.D. Stahl, New York University

5. Discursive Contexts, Reading and Individual Differences
Peter Johnston, The University at Albany-SUNY
Gay Ivey, University of Wisconsin-Madison

New Literacies Across the Globe

Session Organizer: 
Cathy Burnett, Sheffield Hallam University, UK
Chair: 
Guy Merchant, Sheffield Hallam University, UK
Discussant: 
Joanne Larson, University of Rochester

Literacy practices are changing rapidly in the context of new sociotechnical arrangements, and these changes impact on students and schools in surprising and unpredictable ways, imbricated with wider social, cultural and economic currents. Educations systems are in flux too, with curriculum and policy reforms propelling 21st Century skills to centre stage. This symposium reports on a transnational conversation between literacy educators that identifies how the work of researchers might inform the development of educational practice.

Presenters:
Cathy Burnett, Sheffield Hallam University, UK
Beth Anne Buchholz, Indiana University
Karen Wohlwend, Indiana University
Jennifer Rowsell, Brock University
Cheryl Maclean, Brock University
6. Individual Differences in The New Literacies of Online Research and Comprehension
   Donald Leu, University of Connecticut
   Kiili Carita, University of Jyväskylä
   Elena Forzani, University of Connecticut

7. Home Influences and Individual Differences in Children's Reading Development
   Jennifer Turner, University of Maryland
   Pamela H. Segal, Towson University
   Maria Crassas, University of Maryland

3:00 pm - 4:30 pm – ALTERNATIVE FORMAT SESSION
   Islands Ballroom, Salon C - Lobby Level

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

Chair:
   Sherry Dismuke, Boise State University

Discussants:
   Deborah Litt, Trinity (Washington) University
   Susan Martin, Boise State University
   Nancy Alison Place, University of Washington, Bothell

During small group sessions literacy teacher educators will describe course assignments and activities that have been particularly effective in developing strong literacy teachers. Research findings on these promising practices will be shared. Fifteen (15) presentations will be shared in three 18-minute sessions.

1. Vocabulary Self-Collection Strategy Plus for Teachers and Teacher Candidates
   Dana L. Grisham, National University
   Thomas DeVere Wolsey, Walden University
   Linda Smetana, California State University, East Bay

2. Literacy Study Buddies: Exploring Exemplary Literacy Practices With Student Teachers
   Kenneth Kunz, Rutgers University and Bloomfield College

3. From Theory to Practice: Preparing Pre-Service Teachers for New Literacies and Technologies
   Lynda Dianne Fernholz, Cardinal Stritch University

4. Using CCSS Text Complexity Guidelines to Build a Rationale for Teaching the Books You Love
   Susan Lenski, Portland State University

5. Children's Literature Workshops: Books a la Carte
   Sherry Sanden, Illinois State University
   Julie Derden, Illinois State University
   Sarah French, Illinois State University

6. Word Sorts for Teachers
   Deborah Litt, Trinity (Washington) University

7. Literacy Assessment Field Friday
   Janet Young, Brigham Young University

8. Case Study Assessment and Instruction Report
   Catherine Kelly, St. Catherine University

9. The Affective Archive
   Ashley Cartun, University of Colorado Boulder

10. Using Technology to Respond to Children's Literature
    Maggie Chase, Boise State University

11. Composing the Multimedia Memoir
    Donna Werderich, Northern Illinois University
    Michael Manderino, Northern Illinois University

12. Passing on Traditions: Oral History Blog
    Karen Kreider Yoder, Touro University California

13. eBook Authoring and Teacher Learning: Engaging Novice Teachers in Authentic Digital Composition
    Chinwe Ikpeze, St. John Fisher College

    Lee Ann Tysseling, Boise State University

15. Teacher Conversations About Writing
    Cynthia Vetter, Texas State University-San Marcos

16. POGIL: Process Oriented Guided Inquiry Lesson
    Mary Ann Cahill, Boise State University

3:00 pm - 4:30 pm – PAPER SESSION
   Islands Ballroom, Salon D - Lobby Level

Talk and Technology in Early Literacy Instruction:

Chair:
   Emily Rodgers, The Ohio State University

Discussant:
   Jackie A. Marsh, Sheffield University

1. Early Literacy and Language Coaching in Head Start: Associations Between Content, Intensity, and Teacher Behavior
   Gary Bingham, Georgia State University
   Margaret Quinn, Georgia State University
   Zehra Ozturk, Georgia State University
   Stacey French-Lee, Georgia State University
2. Integrating an iPad App Into Literacy Instruction for Struggling Readers: Teacher Perceptions and Student Outcomes
Emily Rodgers, The Ohio State University
Jerome D’Agostino, The Ohio State University
Sinead J. Harmey, The Ohio State University
Katherine Brownfield, The Ohio State University

3. Dialogic Patterns in Kindergarten ELA, A Case Study
Patricia Kawi, University at Buffalo
Emily Hayden, University at Buffalo

3:00 pm - 4:30 pm – ALTERNATIVE FORMAT SESSION
Islands Ballroom, Salon G - Lobby Level
Multimodality and Literacy Education: Perspectives and Dialogue Across Research, Theory, and Practice
Chair:
Mary McVee, University at Buffalo
Discussants:
Caroline M. Flury-Kashmanian, University at Buffalo
Tyler W. Rinker, University at Buffalo
Andrea Tochelli, University at Buffalo

Recent LRA programs and literacy journals reveal a burgeoning interest in multimodality across grade levels, content, and contexts and in digital and embodied forms. This alternative format pecha kucha session seeks to take stock of where the field is at present and to raise important questions about multimodality. Experienced scholars of multimodality will consider multimodality using their own research as a backdrop to consider affordances and limitations of “multimodality” in theory, practice, and research.

1. First Panel—Reframing Multimodality: Contexts, Spaces, Methods
Richard Beach, University of Minnesota
Marjorie Siegel, Teachers College, Columbia University
Mikila Meyers, Teachers College Columbia
Frank Serafini, Arizona State University

2. Second Panel—Embodied Multimodality: Aesthetics, Arts, and Actions
Peggy Albers, Georgia State University
Jennifer Rowsell, Brock University
Lynn E. Shanahan, University at Buffalo
Mary McVee, University at Buffalo

International ICG Alternative Poster Session:
Language and Literacy in Global Contexts
Session Organizer:
Anita Nigam, Texas Tech University
Chair:
Carole Janisch, Texas Tech University
Discussant:
Zaline Roy-Campbell, Syracuse University

In this alternative format session of 18 poster presentations sponsored by the LRA International Innovative Community Group, researchers share their studies reflecting various categories and in consonance with “The Dialogic Construction of Literacies.” The session lends itself to the “multiplicity of voices and perspectives that are in conversation with one another” to consider findings and their implications for improved literacy practices in global contexts.

Presenters:
Anita Nigam, Texas Tech University
Carole Janisch, Texas Tech University
April Mattix, George Mason University
Sydney Alexa Merz, George Mason University
Ji Guo, University of Nebraska Lincoln
Guy Trainin, University of Nebraska-Lincoln
Jiening Ruan, University of Oklahoma
Lijun Jin, Towson University
Linda B. Gambrell, Clemson University
Anastasia Honer, Clemson University
Chris L. Massey, Clemson University
Heather McCrea-Andrews, Clemson University
Sancho Pang, Clemson University
Deanna Ramey, Clemson University
Riku Korkeamaki, University of Oulu
Carolina Melo, Universidad de los Andes
Pelusa Orellana, Universidad de los Andes
Eufimia Tafa, University of Crete, Greece
Lolowa Al Marzouqi, Zayed University
Patience A. Sowa, Zayed University
Cynthia Schmidt, University of Missouri-Kansas City
Narges Kazemi Zadeh Gol, Oakland University
Misty Sailors, The University of Texas at San Antonio
James V. Hoffman, The University of Texas at Austin
Ran Hu, East Carolina University
Shea N. Kerkhoff, North Carolina State University
Abbey Christine Krall Graham, NCSU
This symposium features three studies that focus on understanding reading achievement in an elementary population. We consider issues specific to explaining reading achievement and examine potential problems related to its measurement. The first study addresses how the influences of several factors vary based on two different comprehension measures. The second study addresses how factors predict comprehension of informational texts. The third study demonstrates how school district data can be used to create reader profiles.

1. Test Differences in Assessing Comprehension for Readers in a High-Poverty Setting
   Kristin Conradi, North Carolina State University
   Steven J. Amendum, University of Delaware
   Meghan D. Liebfreund, Towson University

2. Success With Informational Text Comprehension: An Examination of Underlying Factors
   Meghan D. Liebfreund, Towson University

3. Latent Profiles of Third Grade Readers
   Steven J. Amendum, University of Delaware
   Kristin Conradi, North Carolina State University
   Temple Walkowiak, North Carolina State University
   Meghan D. Liebfreund, Towson University
   Jill S. Jones, North Carolina State University
3:00 pm - 4:30 pm – PAPER SESSION
Sanibel Room - Lobby Level

Place, Displaced, and Dialogic Literacies

Chair:
Antonieta Avila, University of Wisconsin Milwaukee

Discussant:
Mark D. Vagle, University of Minnesota

1. Equity and Access: Homeless Veterans Co-Construct Meaning and Identity Inside a Community Writing Workshop at a Shelter House
Rossina Zamora Liu, The University of Iowa

2. Place and Literacy Practice: The Role of Sense of Community in Teachers’ Enactment of Critical Literacy
Faith Beyer Hansen, Boise State University
Anne Gregory, Western Illinois University

3. Mothers’ Personal Literacies and Aspirations for Their Children: Voices From a Shelter for Homeless Families
Laurie Macgillivray, University of Memphis
Margaret Saucedo Curwen, Chapman University
Amy Ardell, Chapman University
Plenary Address: Why the Brain Changes Everything: What Embodied Cognition Tells Us About Literacy
George Lakoff, University of California at Berkeley

Professor George Lakoff has been at the center of research on how thought and language arise in the brain for over two decades. He is one of the founders of the field of embodied cognition, which studies how the brain’s connections to the body and bodily experience structure both ideas - even abstract ideas - and language. Professor Lakoff observes that much of what is taught in universities is based on an outmoded theory of human reason dating back centuries. New research on the brain and mind radically changes our understanding of what human reason is, bringing in emotion, metaphor, empathy, and much more. This is not a just simple addition to our knowledge. Understanding the brain fundamentally changes our understanding of our world and ourselves - everything from politics to mathematics, from language to religion, from philosophy to human relationships. Thought is physical - in two ways. Every thought and feeling is carried out by neural circuitry in the brain that naturally gives rise to mental structures called frames and to metaphorical thought. Language is physical as well. This talk is an introduction to the new world of the brain. If you think you know how you think, think again!
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 paper presentation 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. NOTE: Roundtables marked with a chickee hut picture will present on the beach, weather permitting.

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

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

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Friday from 12:00 pm to 1:00 pm) of the Annual Conference. NOTE: Study Groups marked with a chickee hut picture will present on the beach, weather permitting.

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.

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.
2. Teachers’ Perceptions of the Phenomenon of Value-Added Modeling in the Context of Teacher Evaluation
   Tim Pressley, Florida State University
   Alysia D. Roehrig, Florida State University

3. Assessment Policies Influence on Teacher Decisions About Writing
   Marla King Robertson, Texas Woman's University

8:45 am - 10:15 am - SYMPOSIUM
Captiva Room - Lobby Level

Narratives as/of Marginalized Bodies: Testimonio and Reciprocal Witnessing in Literacy Inquiry

Chair:
   Elizabeth Dutro, University of Colorado Boulder

Discussants:
   Subini Annamma, Indiana University-Indianapolis
   Kathleen Mary Collins, Pennsylvania State University

Drawing on critical, feminist and poststructural theories, this session explores ideas of reciprocal witnessing as theory and method in literacy research, particularly research involving bodies--researchers and/or their collaborators--that have been marginalized within systems of education. The studies shared include testimonio/testimony generated with adult collaborators, elementary students, and preservice teachers and attend to how marginalized bodies are narrated in the content, process, and product of qualitative inquiry.

1. Storytelling From the Margins: Engaging in a Process of Testimonio With Second Grade Students
   Monica Gonzalez, University of Colorado Boulder

2. Third Space Storytelling: Toward Problematizing an Experience as Evidence Pedagogy
   Ellie Haberl, University of Colorado Boulder

3. Subaltern Mujerista Literacies in Educational Engineering Research
   Cecilia Valenzuela, University of Colorado Boulder

8:45 am - 10:15 am – PAPER SESSION
Caxambas 1 - Lobby Level

Educators’ Perceptions of State Policy Initiatives

Chair:
   Gwendolyn Thompson McMillon, Oakland University

Discussant:
   Samantha B. Caughlan, Michigan State University

1. Teachers’ Perceptions of CCSS, RTI, and Teacher Evaluation
   David Clickner, University at Albany
Rethinking Reading as Sociocultural Practice

Chair:
Keith Lyons, University of Kentucky

Discussant:
Les Burns, University of Kentucky

1. An Examination of Metacognition’s “Place” in State Education Departments’ Documents and Websites
   Peter Afflerbach, University of Maryland
   Loretta Holmberg, University of Maryland
   Brecca Faust, University of Maryland
   Nesrin Ozturk, University of Maryland

2. Socially Constituting Middle-Grades Students as “Struggling Readers”: Four Cases
   Margaret Grigorenko, Cedarville University

3. What Makes a Reader?: Understanding the Role of Identity in Readership
   Megan Munson-Warnken, University of Vermont

Pre-Service Teachers’ Work With Struggling and Marginalized Youth

Chair:
Kristen H. Perry, University of Kentucky

Discussant:
Kate Brayko, University of Montana

1. Dialogic Identity Formation: How Beliefs About Struggling Readers Inform Development of Teaching Identity
   Katherine Brodeur, University of Minnesota
   Lisa L Ortman, University of Minnesota

2. Perspectives of Pre-Service Teachers: Examining Reflections on an Intensive Diagnosis, Remediation, and Practicum Course
   Vivian Gonsalves, University of Florida
   Julie Bader, University of Florida
   Shaunte Duggins, University of Florida
   Keri Madsen, University of Florida
   Holly Lane, University of Florida

3. These Kids Can’t Understand a Book Like This: The Iterative Development of a Literacy Methods Course Inside an “At Risk” School
   Shannon Henderson, University of Alabama

The Dialogic Construction of Argumentative Writing

Session Organizer:
David Bloome, The Ohio State University

Chair:
George Newell, The Ohio State University

Discussant:
David Bloome, The Ohio State University

Argumentative writing is often taught as a formal structure based on a monologic stance in which the goal is to establish a single voice and authority. However, argumentative writing can also be taught as a dialogic process in which diverse voices are juxtaposed with the potential for hybridity and synthesis. In this symposium we explore the teaching of argumentative writing as a dialogic practice focusing on the language of teachers and students.

1. Co-Constructions and Intertextual Links in a 9th Grade ELA Classroom
   Allison Wyntoff Olsen, Montana State University

2. Creating Tensions in the Dialogic Teaching and Learning of Argumentative Writing
   Brenton Goff, The Ohio State University
   SangHee Ryu, The Ohio State University

3. Crafting Argument Through the Narration of Local Experience
   Min-Young Kim, The Ohio State University
   Eileen Buescher, The Ohio State University
   David Bloome, The Ohio State University
Spaces Within and Beyond: Culturally and Linguistically Diverse Youth Explore Writing in Transnational Multimodal/Multimedia Contexts

Chair: Elizabeth C. Lewis, Dickinson College
Discussant: M. Kristina Montero, Wilfrid Laurier University

This symposium highlights research on culturally and linguistically diverse (CLD) youths' literacies. Study participants come from various countries including Somalia, Morocco, México, and U.S. The studies are unified by design/purpose; each examines students’ myriad literacy practices, strengths and needs in hybrid spaces (e.g., community-based and summer programs, online cross-cultural collaborations). Findings suggest knowledge of history, cultural customs, previous education, out-of-school literacies, and home responsibilities can assist educators in designing transformative literacy pedagogy for CLD youth.

Presenters:
Bryan Ripley Crandall, Fairfield University
Janine Nieroda, Syracuse University
Elizabeth C. Lewis, Dickinson College

Dialogically Constructing Literacies and Literacy Research: Networked Perspectives on Multimodality, Multilingualism and Digital Literacies

Session Organizer: Lorraine Theresa Falchi, La Escuelita
Discussant: Marjorie Siegel, Teachers College, Columbia University

This session will explore dialogism in the construction of literacies and literacy research. We will engage participants in dialogues about the inquiries we undertook and consider how these inquiries bear temporal traces of dialogues among this network of researchers. In approaching the practice of literacy learning/teaching and literacy research as dialogically constructed, we will take up questions of multimodality, multilingualism, and digital literacies related to the dialogical spaces supporting literacy research.

1. Dialogism in Literacy Classrooms
   Ted Kesler, Queens College, CUNY

2. (Re)authoring the Dialogic Self: Digital Storytelling in an Early Elementary Classroom
   Ting Yuan, Teachers College, Columbia University

3. Dialogic Construction of Literacy Across Spaces
   Julie Warner, Teachers College, Columbia University

4. Tracing Echoes as Dialogic Meaning Making Across Secondary English Classrooms
   Vaughn W. M. Watson, Teachers College, Columbia University

5. Heteroglossic Identity Performances of Emergent Bilinguals
   Lorraine Theresa Falchi, La Escuelita

Disrupting the “Grammar” of High School Content Classrooms: The Role of Learning From Text

Session Organizer: Sheila Valencia, University of Washington
Chair: Cynthia Greenleaf, WestEd
Discussant: Cynthia Greenleaf, WestEd

This symposium includes three studies of disciplinary literacy strategies aimed at supporting project-based learning for underperforming students in high-poverty high schools. Working with the limited resources, texts, and professional development typically found in urban schools, we investigate how we iteratively, over four years, learned about the types of supports that were desirable and feasible for content teachers and their students.

1. The Evolution of Learning From Disciplinary Text
   Sheila Valencia, University of Washington

2. Curriculum Redesign to Promote Teacher Learning: Making an Educative Curriculum More Educative
   Sara Nachtigal, University of Washington, Seattle

3. Student Learning From Text: The Great White Whale?
   Carol Adams, University of Washington
**SATURDAY**

**8:45 am - 10:15 am – PAPER SESSION**
**Key West Room - Lobby Level**

**Transnational Lives and Literacies**

**Chair:**
Sonia M. Kline, *Illinois State University*

**Discussant:**
Antonieta Avila, *University of Wisconsin Milwaukee*

1. *Caribbean-US Youths’ Voices on Transnationalism and Literacy Education*
   
   Allison Skerrett, *The University of Texas at Austin*
   
   Saba Vlach, *The University of Texas at Austin*

2. *Agency, Beliefs, and Practices in Constructing Literacies: Understandings From Interviews of Immigrant Families*
   
   Carrie Rogers, *Western Carolina University*
   
   Maggie Ann Struck, *University of Minnesota*
   
   Lori Helman, *University of Minnesota*
   
   Amy Frederick, *University of Wisconsin-River Falls*

3. *The Dialogic Construction of Border Colonia Literacies*
   
   Patrick Henry Smith, *The University of Texas at El Paso*
   
   Luz A. Murillo, *The University of Texas Pan American*
   
   Albertina Valdez, *University of Texas at El Paso*

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**Integrative Research Review**
**10:45 AM - 12:00 PM**
**Islands Ballroom, Salons A-D**

**Panel:**
Maren Aukerman, *Stanford University*

Rachel Brown, *Syracuse University*

Kouider Mokhtari, *University of Texas at Tyler*

Sheila Valencia, *University of Washington*

This session will be a dialogic conversation about the contributions of content knowledge and strategic processing to reading comprehension. Each panelist will provide a 5-minute research-based overview of his/her perspective on the issue. The overviews will include: (1) the participant’s stance on the issue, and (2) an overview of the research literature that supports that perspective.

Following the overview, audience members will have the opportunity to discuss the issue at their tables with one another and generate questions for the panel electronically. The remaining portion of the plenary will become a dialogic conversation, guided by the moderator, in which panelists will respond to each other, questions from the moderator, and questions from audience members.

At the culmination of the session, the moderator will provide a 5-minute summation of the discussion and raise additional questions, concerns, or issues for future research to move the field forward.

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**STAR Post-Conference Mentoring Session**
**12:00 pm - 5:00 pm**
**Captiva Room - Lobby Level**

**LRA Executive Committee Meeting**
**12:15 pm - 2:00 pm**
**Everglades - Lobby Level**

**LRA Board of Directors Meeting**
**2:30 pm - 5:00 pm**
**Everglades - Lobby Level**
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Marcia is an internationally exhibited artist, with works held in private collections in Europe and the United States. Her fiber-based work has been exhibited in solo shows in the U. S. and France, as well as in juried shows and invitationals. Marcia’s current body of work involves the creation of multilayered woven ikat textiles. In addition to spending time in her studio creating artwork, Marcia is the Coordinator of the Textile Design Bachelor of Science program at Philadelphia University. An Associate Professor, she is honored to be the Harold Neuman Textile Design Chair. Since joining Philadelphia University in 2006, Marcia has taught a variety of advanced textile design courses at both the graduate and undergraduate levels. Prior to joining Philadelphia University, she was a Professor at Savannah College of Art and Design. Marcia brings to the classroom a wide range of experience in the home furnishings and automotive upholstery segments of the textile industry, including the role of Vice President of Styling for the Burlington House division of Burlington Industries. Marcia has a Master of Fine Arts degree in Fibers from Savannah College of Art and Design and a Bachelor of Science degree in Textile Design from Philadelphia College of Textiles and Science (now Philadelphia University).