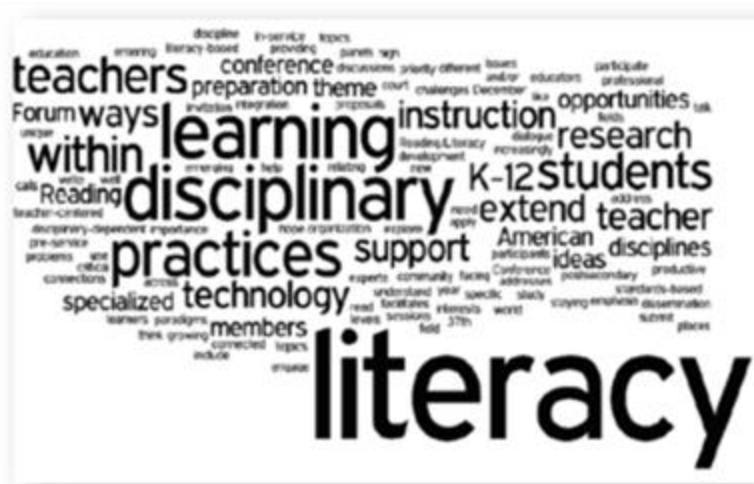


# 2016 American Reading Forum

December 7-10

Sanibel, Florida

## Disciplinary Literacy in a Connected World



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# 2016 American Reading Forum

Sanibel, FL December 7-10

## WEDNESDAY DECEMBER 7, 2016

5:00-6:30	Board Meeting	Sandpiper
7:00-9:00	Registration & Welcome Reception	Chairperson's room

## THURSDAY, DECEMBER 8, 2016

8:00-8:30	Registration	Conference Hall
8:30-10:00	General Session	Sundial I
<b>Welcome and Introductions: American Reading Forum Chair</b> Carla Meyer, Duquesne University		
<b>Conference Co-Chairs:</b> Erica R. Hamilton, Grand Valley State University Deborah Vriend Van Duinen, Hope College Susan Brondyk, Hope College Randi Stanulis, Michigan State University		
9:00-10:00	Opening Address	Sundial I
<b>Keynote Presentation</b> <b>Move Over Reading: Writing Matters for</b> <b>Disciplinary Literacy in a Connected World</b> Dr. Donna Alvermann University of Georgia		

<b>10:00- 10:15</b>	<b>Break</b>	
<b>10:15-11:30</b>	<b>Paper</b>	<b>Osprey</b>
<b><i>Literacy through Community Partnerships: Developing Risk-Taking Teacher Leaders</i></b>		
Cathie English, Missouri State University		
<b><i>Using Autoethnography to Establish Common Ground Between Literacy and Language Scholars Purpose</i></b>		
Carrie Symons, Michigan State University Sandro Barros, Michigan State University		
<b><i>Incidental and Intentional Information: Bringing Together Funds of Knowledge, Nonfiction Reading, and Information Literacy</i></b>		
Angela Kohlen, University of Florida Wendy Saul, University of Florida		
<b><i>Collective Memories Servicing Disciplinary Literacy in an Out-of-School Program</i></b>		
Margaret Grigorenko, Cedarville University Ruth Sylvester, Cedarville University		
<b>Reactor:</b> Mona Matthews/Meghan Pendergast		
<b>10:15-11:30</b>	<b>Paper</b>	<b>Pelican</b>
<b><i>Connecting Worlds Through Multimodal Literacy Practices in Three Academic Disciplines</i></b>		
Bethney Bergh, Northern Michigan University Abby Cameron-Standerford, Northern Michigan University Christi Edge, Northern Michigan University Laura Reissner, Northern Michigan University		
<b><i>Interpretation of the Equal Sign as Multiliteracies</i></b>		
George Boggs, Florida State University Jennifer Schellinger, Florida State University Ian Whitacre, Florida State University		
<b><i>Bridging the Language and Literacy Gap Across Disciplines</i></b>		
Archer J. Israel (Volusia County Schools/University of Arizona South)		
<b><i>Implementing Disciplinary Literacy in the Classroom: Immediate and Future Modifications</i></b>		
Phillip Wilder, Clemson University Emily Howell, Iowa State University Lorraine Jacques, Clemson University Susan Cridland-Hughes, Clemson University		
<b>Reactor:</b> Maryl Randel		

<b>10:15-11:30</b>	<b>Pedagogy &amp; Practice</b>	<b>Sandpiper</b>
<b><i>Conversations with and about Picture Books: Developing "Insider" Perspectives</i></b>		
Yong Yu, State University of New York (SUNY) College at Plattsburgh Robert Ackland, State University of New York (SUNY) College at Plattsburgh		
<b><i>Digging In: Using Recent Children's and Young Adult Literature as Fulcrum Texts In a Multi-Disciplinary Environment</i></b>		
Nancy Patterson, Grand Valley State University		
<b><i>Picture Books and Disciplinary Literacy: How Content Area Teachers in Middle School and High School can use Picture books to enhance Disciplinary Literacy Development in their classrooms</i></b>		
Sarah Kozarowicz, Lockport City School District, Lockport, NY Nancy Roberts, Canisius College		
<b>Reactor:</b> George Boggs		
<b>10:15-11:30</b>	<b>Problems Court</b>	<b>Sundial I</b>
<b><i>Multiple Voices in Disciplinary Literacy</i></b>		
Victoria Gillis, University of Wyoming Kathy Headley, Clemson University		
<b>Reactor:</b> Donna Alvermann		
<b>10:15-11:30</b>	<b>Problems Court</b>	<b>Sundial II</b>
<b><i>Four Courses of Action to Disciplinary Literacy for all Learners</i></b>		
Vicky Zygouris-Coe, University of Central Florida		
<b>Reactor:</b> Carla Meyer		

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<b>11:30-1:00</b>	<b>Lunch</b>	<b>On Your Own</b>
<b>1:15-2:30</b>	<b>Paper</b>	<b>Osprey</b>
<b><i>Design Research in Grades K-1: Strategy Instruction on Opinion Writing</i></b>		
Zoi Philippakos, University of North Carolina at Charlotte		
<b><i>Role of Oral Language in Early Literacy Development: A qualitative Meta-synthesis</i></b>		
Mona W. Matthews, Georgia State University Meghan Pendergast, Department of Early Care and Learning, State of Georgia		
<b><i>Anthologies, Round Robin Reading, and Reading Tests, Oh My!</i></b>		
Maryl A. Randel, Rowan University		
<b><i>The Question is the Answer: Promoting Student-generated Questions to Support Reading Comprehension</i></b>		
Molly Ness, Fordham University		
<b>Reactor:</b> Archer J. Israel		
<b>1:15-2:30</b>	<b>Paper</b>	<b>Pelican</b>
<b><i>Developing and Validating a New Instruction to Measure Elementary Literacy Coaches' Self-Efficacy</i></b>		
Adam Ulenski, University of Central Florida Vicki Zyrgouris-Coe, University of Central Florida		
<b><i>Clinical Practica Supervised from a Distance: Concerns, Problems, and Some Solutions</i></b>		
Steven Rinehart, West Virginia University Terence C. Ahern, West Virginia University Tonya R. Stuart, West Virginia University		
<b><i>A Professional Learning Framework for Elementary Literacy Coaches</i></b>		
Lenora Forsythe, University of Central Florida		
<b><i>An Examination of Teachers' Writing Practices After Common Core Standards: Is Writing "In"?</i></b>		
Zoi Philippakos, University of North Carolina at Charlotte		
<b>Reactor:</b> Sandro Barros/Carrie Symons		
<b>1:15-2:30</b>	<b>Problems Court</b>	<b>Sandpiper</b>
<b><i>When Topical Currency Reflects a Myopic Professional Zeitgeist: A Case in the Defense of the History of Literacy Research</i></b>		
Norman Stahl, Northern Illinois University Doug Hartman, Michigan State University James R. King, University of South Florida		
<b>Reactor:</b> James R. King		

<b>1:15-2:30</b>	<b>Advancing Literacy Round Tables</b>	<b>Sundial I</b>
<b>TABLE 1: <i>Considering Disciplinary Literacy Perspectives in Secondary Mathematics Teacher Education</i></b>		
Jamie Colwell, Old Dominion University Mary Enderson, Old Dominion University		
<b>TABLE 2: <i>Mathematical Texts</i></b>		
Hannah Dostal, University of Connecticut Richard Robinson, The Citadel		
<b>TABLE 3: <i>Reducing Inequality through Evidence-Based Reading Intervention: An Innovative Approach to Using Volunteer Mentors Serving At-Risk Youth</i></b>		
Michelle Duffy, Virginia Commonwealth University Christina Bartholomew, Virginia Commonwealth University		
<b>TABLE 4: <i>Linking Lives to Social Studies Through Children’s Books: Preservice Teachers Engaging Elementary Students in Text Sets</i></b>		
Patricia Crawford, University of Pittsburgh Sherron Killinsworth Roberts, University of Central Florida Nancy Brase, University of Central Florida		
<b>Reactor:</b> Emily Howell		
<b>1:15-2:30</b>	<b>Graduate Student Paper Session</b>	<b>Sundial II</b>
<b>Preservice Teachers' English Content Knowledge &amp; Literacy</b>		
Selena Ramanayake, University of Cincinnati Cijy Elizabeth Sunny, University of Cincinnati		
<b>Negotiating Meaning Through Written and Oral Conversations: Enhancing Comprehension of Science Text by Ninth- Grade English Learners</b>		
Edward C. Burke, Miami-Dade County Public Schools/ Florida International University		
<b>Is Education a Discipline? Creating and Communicating Knowledge in Our Field</b>		
Darian Thraikill, University of Wyoming		
<b>“I Chose This Book Because...”: Exploring Teachers’ Read-Aloud Book Selections</b>		
Rachael L. Ross, Clemson University		
<b>Reactor:</b> George G. Hruby		
<b>2:30-2:45</b>	<b>Break</b>	
<b>2:45-4:00</b>	<b>Call to Forum</b>	<b>Sundial I</b>
<b><i>Create, Compose, Connect! Reading, Writing, and Learning with Digital Tools</i></b> by Jeremy Hyler and Troy Hicks		
Co-chairs: Scott Popplewell, Ball State University Debbie Harrison, Eastern Illinois University		
Members: Diane Bottomley, Ball State University Dawn Paulson, Eastern Illinois University		

<b>2:45-4:00</b>	<b>Graduate Student Paper Session</b>	<b>Sundial II</b>
<b>Teaching interns in professional learning communities to inquire into student literacy learning while planning</b>		
Stacy Pylman, Michigan State University		
<b>Entering and Exiting Pre-service Teachers' Uptake and Perceptions of SFL-informed Disciplinary Literacy Instruction</b>		
Nicole Siffrinn, University of Georgia Shim Lew, University of Georgia		
<b>Project Title: Building Disciplinary Literacy in Preservice Elementary Teachers for Mathematics Using Reflective Discourse and Journals</b>		
Lori A. Foote, University of Cincinnati Laura Kelley, University of Cincinnati		
<b>Reactor:</b> Cathie English		
<b>5:00-6:30</b>	<b>SPIRIT OF THE TIMES (Food and Fun for All)</b>	<b>Poolside</b>



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## FRIDAY, DECEMBER 9

<b>8:00-8:30</b>	<b>General Registration</b>	<b>Conference Hall</b>
<b>8:30-10:00</b>	<b>Keynote Presentation</b>	<b>Sundial I</b>
<p><b>Twenty Years of New Literacies Research: Everything New is Old Again</b> Dr. William Kist Kent State University</p>		
<b>10:00-10:15</b>	<b>BREAK</b>	
<b>10:15-11:30</b>	<b>Paper</b>	<b>Osprey</b>
<i><b>Is Student-Led Discussion Always Better? An Analysis of Two Opposing Methods of Whole-class discussion</b></i>		
Todd Reynolds, University of Wyoming Bethany Townsend, University of Wyoming		
<i><b>Centralizing Students' Epistemic Privilege to Deepen Learning in English Language Arts Classroom</b></i>		
Teresa Sosa, Indiana University Purdue University		
<i><b>Dialogic Speaking and Listening in High School English</b></i>		
Wendy Keyser, Fitchburg State University		
<i><b>Active Learning Agents: Prioritizing the Aesthetic Domain in the Literacy Classroom</b></i>		
Jennifer Renner Del Nero, Rutgers University		
<b>Reactor:</b> Sharon Kane/Ellen Butz		
<b>10:15-11:30</b>	<b>Paper</b>	<b>Pelican</b>
<i><b>Fostering Diverse Praxis: Meaningful Field Experiences to Increase Pre-Service Teachers' Perceptions of Efficacy</b></i>		
Megan Glover Adams, Kennesaw State University Sanjuana Rodriguez, Kennesaw State University Kate Zimmer, Kennesaw State University		
<i><b>Preservice Teachers' Knowledge: Examining Theoretical Orientations towards Literacy Instruction</b></i>		
Debbie East, Education Management Consultant Joan Rhodes, Virginia Commonwealth University		
<i><b>Effective Use of Literature Portraying Diverse Perspectives in Teacher Preparation Programs</b></i>		
Diane Bottomley, Ball State University Scott Popplewell, Ball State University Kathleen Kreamelmeyer, Ball State University		
<i><b>Examining Teacher Candidates Perspectives About Multicultural Literature</b></i>		
Sanjuana Rodriguez, Kennesaw State University Natasha Thornton, Kennesaw State University		
<b>Reactor:</b> Emily Pendergrass		

<b>10:15-11:30</b>	<b>Graduate Student Paper Session</b>	<b>Sandpiper</b>
<b>Increased Opportunities in Home Literacy Environments Through the Kentucky Pilot Project of the Imagination Library</b>		
J. Keith Lyons, University of Kentucky		
<b>"Deconstructing Practitioner Ideologies: A Path Toward Understanding our Linguistically Diverse Students"</b>		
Deborah Kardane, Antioch New England University, Department of Education/ University of Massachusetts, Department of Education		
<b>"Writing Often Gets Pushed to the Side...": ESL Teachers' Conceptualizations of Writing Instruction</b>		
Natasha H. Chenowith, Kent State University		
<b>"If I'd Only Known Then What I Know Now": Case Study of Educator's Understandings of and Attitudes About Disciplinary Literacy Practices</b>		
Ashley Shelton, University of Louisville Lori A. Norton-Meier, PhD, University of Louisville		
<b>Reactor:</b> Rachael Gabriel		
<b>10:15-11:30</b>	<b>Panel</b>	<b>Sundial I</b>
<b><i>Shifting the Focus: Supporting Effective Collaboration around Disciplinary Vocabulary Instruction</i></b>		
Laura Lang, University of Wisconsin-Madison Donna Ogle, National Louis University Camille Blachowicz, National Louis University		
<b>Reactor:</b> Donna Ogle		
<b>10:15-11:30</b>	<b>Problems Court</b>	<b>Sundial II</b>
<b><i>Redefining Literacy in the Digital Age</i></b>		
Nance Wilson, State University of New York, SUNY at Courtland Vicky Cardull, University of Central Florida Vicky Zygouris-Coe, University of Central Florida		
<b>Reactor:</b> David Reinking		
<b>11:30-1:00</b>	<b>Lunch &amp; General Session</b>	<b>Sundial I</b>
<b>Navigating Literacies; Navigating Power</b> Dr. Elizabeth Birr Moje University of Michigan		

<b>1:15-2:30</b>	<b>Paper</b>	<b>Osprey</b>
<b><i>The business of language and the language of business: One man's story</i></b>		
Angela M. Miller-Hargis, University of Cincinnati-Blue Ash College		
<b><i>Portrait of an Adolescent Webcomics Artist</i></b>		
Stergios Botzakis, University of Tennessee, Knoxville		
<b><i>Latino families and literacy: What do they want us to know?</i></b>		
Marie Tejero Hughes, University of Illinois at Chicago Wendy Gonzalez, University of Illinois at Chicago Giselle Nuñez, University of Illinois at Chicago Maria De La Luz Soria, University of Illinois at Chicago		
<b><i>An Examination of the Lived Curiosity Experiences of Traditionally-Aged Freshmen Pursuing an Education Degree</i></b>		
Susan Kelly, University of Central Florida Michele Gill, University of Central Florida Bryce Hagedorn, University of Central Florida		
<b>Reactor:</b> Chrystine Mitchell		
<b>1:15-2:30</b>	<b>Paper</b>	<b>Pelican</b>
<b><i>Reader Response and Digital Tools</i></b>		
Brooke Hardin, Appalachian State University Ashley Pennell, Appalachian State University		
<b><i>Try-Blogging: Pre-Service Teachers at Three Universities Collaborate for Meaningful Technology Integration</i></b>		
Chrystine Mitchell, University of Nebraska-Lincoln Penn State Berks, University of Nebraska-Lincoln Laurie Friedrich, University of Nebraska-Lincoln Chinwe Ikpese, St. John Fisher College Carin Applegat, University of Nebraska-Lincoln		
<b><i>Supporting Pre Service and In Service Elementary Teachers' Development of a Writing Identity</i></b>		
Nora A. Vines, University of Tennessee, Knoxville Amy Broemmel, University of Tennessee, Knoxville		
<b>Reactor:</b> Megan Adams		
<b>1:15-2:30</b>	<b>Problems Court</b>	<b>Sandpiper</b>
<b><i>Four Courses of Action to Disciplinary Literacy for all Learners: A Problems Court</i></b>		
Vicky Zygouris-Coe, University of Central Florida Nance Wilson, SUNY Cortland Lynn Shanahan, University of Buffalo, SUNY Mary McVee, University of Buffalo, SUNY Cynthia Brook, University of Wyoming Barbara Ehren, University of Central Florida Analexis Kennedy, University of Central Florida Garry Moorman, Appalachian State University		
<b>Reactor:</b> Carla Meyer		

<b>1:15-2:30</b>	<b>Panel</b>	<b>Sundial I</b>
<b><i>The Research Base for Disciplinary Literacy: Multiple Voices, Lenses and Literacies</i></b>		
Victoria Gillis, University of Wyoming Anna M. Shur, University of Wyoming Tia L. Frahm, University of Wyoming Adeline Borti, University of Wyoming Dilnoza F. Khasilova, University of Wyoming Laurie C. Thrailkill, University of Wyoming Kristine Frey, University of Wyoming Karen Ventura-Kalen, University of Wyoming Kathy N. Headley, Clemson University		
<b>Reactor:</b> Joyce Fine		
<b>1:15-2:30</b>	<b>Advancing Literacy Round Tables</b>	<b>Sundial II</b>
<b>TABLE I: <i>Design Based Learning: Solving Real Life Problems through the use of Transmedia and Alternate Reality Games (Alt RG)</i></b>		
Nancy J. Hines, Clemson University		
<b>TABLE 2: <i>The Use of Tradebooks to Engage in and Learn Disciplinary Practices Middle School Students' Engagement, Persistence, and Progress in Modeling in the Context of Comic Book Design</i></b>		
Jennifer Schellinger, Florida State University George Boggs, Florida State University		
<b>TABLE 3: <i>Research and Craft Knowledge Relating to the Instructional Reading Level in and Beyond the Common Core Era</i></b>		
Jerry Johns, Northern Illinois University		
<b>Reactor:</b> Zoi Philippakos		
<b>2:45-4:00</b>	<b>Problems Court</b>	<b>Osprey</b>
<b><i>Making the Conceptual and Practical Shift from Teaching Reading and Writing in the Content Areas to Disciplinary Literacy</i></b>		
Michelle Kwok, California State University, San Bernadino Melissa Brooks-Yip, Washtenaw Intermediate School District and Livingston Educational Service Agency Jared Aumen, University of Michigan Shelly Venema, Saline High School Dusti Vincent, Saline High School Ethan Konnett, Huron High School		
<b>Reactor:</b> Elizabeth Moje		

2:45-4:00	Paper	Pelican
<b><i>Preparing Teacher Candidates for the edTPA and Beyond: An Interactive Look inside the Classrooms of Board Certified Teachers</i></b>		
Michelle R. Ciminelli, Niagara University Mary Ellen Bardsley, Niagara University		
<b><i>Framing Academic and Disciplinary Language Practices for Pre-Service Teachers</i></b>		
Melanie Hundley, Vanderbilt University Amy Palmeri, Vanderbilt University Andy Hostetler, Vanderbilt University Heather Johnson, Vanderbilt University Emily Pendergrass, Vanderbilt University		
<b><i>Using Curriculum Decision Making Model to Guide the Selection of Core Literacy Strategies in Preservice Teachers</i></b>		
Charles W. Peters, University of Michigan D. Birdyshaw, University of Michigan A. Bacevich, Northern Kentucky		
<b><i>Prompting Education Majors' Reflections about Literacy Teaching: A Poetic Explorations</i></b>		
Janet Richards, University of South Florida		
<b>Reactor:</b> Victoria Hasko		
2:45-4:00	Paper	Sandpaper
<b><i>Reaching Beyond the High School English Classroom: Literacy Advocates Creating Children Authored Books in an Urban Elementary School: A Preliminary Analysis</i></b>		
Thomas Bean, Old Dominion University Judith Dunkerly-Bean, Old Dominion University David Kidd, Norfolk Academy Elizabeth Johnson, Norfolk Academy Julia Morris, Old Dominion University		
<b><i>The Student Writing Archive Project: Prospective and Practicing Secondary ELA Teachers Learn to Respond to Students' Disciplinary Writing, Using an Online Database</i></b>		
Michael B. Sherry, University of South Florida – Tampa Ann M. Lawrence, University of South Florida - Sarasota-Manatee		
<b><i>A Literacy Festival and Its Support of Disciplinary Literacy</i></b>		
Cynthia Dawn Martelli, Florida Gulf Coast University Vickie Johnston, Florida Gulf Coast University		
<b><i>Knowledge of Information Literacy and Text Structure (KILTS): An Instrument Developed to Measure Elementary Students' Gains from a Mentoring Authors Experience</i></b>		
Joyce C. Fine, Florida International University Barbara K. Arredondo, Academir Charter School West Helen Robbins, Florida International University		
<b>Reactor:</b> Session participant		

<b>2:45-4:00</b>	<b>Pedagogy &amp; Practice</b>	<b>Sundial I</b>
<b><i>Understanding the Role of Texts in the Development of Disciplinary Literacy</i></b>		
Rachael Gabriel, University of Connecticut Christopher Wenz, University of Connecticut		
<b><i>The Art of Selecting and Teaching The Poem</i></b>		
Adrian Rice, Appalachian State University Elizabeth M. Frye, Appalachian State University Woodrow Trathen, Appalachian State University		
<b><i>Multi-Modal Response to Young Adult Literature: Is it Art? Is it Literacy? Is it Authentic?</i></b>		
Sharon Kane, SUNY, Oswego Ellen Butz, Arts Administrator, Retired		
<b>Reactor:</b> Ashley E. Pennell/ Brooke L. Hardin		
<b>2:45-4:00</b>	<b>Panel</b>	<b>Sundial II</b>
<b><i>Disciplinary Literacy: Creating the Community of Literacy Professionals to Support Student Success</i></b>		
Margarete Jones-Carey, St. Bonaventure University Robin Erwin, Niagara University Susan Krickovich, Daemen College Alice Kozen, Niagara University Donna Phillips, Niagara University Mindy Scirri, Daemen College		
<b>4:15-6:00</b>	<b>BUSINESS MEETING</b>	<b>Sundial I</b>



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## SATURDAY, DECEMBER 10

<b>8:30-9:45</b>	<b>Closing Keynote Presentation</b>	<b>SUNDIAL 1</b>
<b>Connected Reading: (Re)New(ed) Approaches for Teaching Digital Texts</b> Dr. Troy Hicks, Central Michigan University		
<b>10:00-11:15</b>	<b>Paper</b>	<b>Osprey</b>
<i>Talk about Texts in High School Content-Area Classrooms</i>		
Aaron Wilson, University of Auckland		
<i>Complexity and Variety: A Study of Texts in Use Within High School Content Area Courses</i>		
Rachael Gabriel, University of Connecticut Chris Wenz, University of Connecticut		
<i>Hitting the Books: A Snapshot of College Freshman Reading and Study Strategies</i>		
Kathleen McGrath, Niagara University		
<i>The Neurobiology of Reading Difficulty: Connecting Practice to Current Research Reviews</i>		
George G. Hruby, University of Kentucky		
Reactor: Session participant		
<b>10:00-11:15</b>	<b>Paper</b>	<b>Sandpiper</b>
<i>Blogging in the Classroom: Experiences of Gifted 4th Grade Learners</i>		
Jessica Graves, Valdosta State University		
<i>Social Media, a Policed Space? Critically Analyzing Facebook Profiles to Determine and Deconstruct Discourse</i>		
Rebecca Beucher, Illinois State University Patrick S. De Walt, Illinois State University		
<i>Internet Reading and Learning in a Guided Reading Context</i>		
Jennifer H. Van Allen, Lehman College		
Reactor: Session participant		
<b>10:00-11:15</b>	<b>Problems Court</b>	<b>Pelican</b>
<i>Teaching Content IS Teaching Reading</i>		
Mary Shea, Canisius College Nancy Roberts, Canisius College Sarah Kozarowicz, Lockport City School District		
Reactor: Session participant		

<b>10:00-11:15</b>	<b>Panel</b>	<b>Sundial I</b>
<b><i>Redefining Ideas on Transitional Reading and Enhancing Disciplinary Literacy Instruction</i></b>		
Regine Randall, Southern Connecticut State University Louise J. Shaw, Southern Connecticut State University Laura Reynolds, Southern Connecticut State University Maravene (Beth) Taylor-Roscow, Southern Connecticut State University		
<b>Reactor:</b> Adrianna Choma		
<b>10:00-11:15</b>	<b>Graduate Student Paper Session</b>	<b>Sundial II</b>
<b><i>Bridging the Reading Gap between ESOL Students and Native English Speakers in a 21st Century Digital Classroom</i></b>		
Shalander Samuels, University of Central Florida		
<b>Teacher Perspectives On Comprehension With Online Assessments</b>		
Lorna Kesner, University of Central Florida		
<b>Teachers' Perspectives: Response to Intervention (RTI) Across the United States; First Year Implementation of Response to Intervention in a Middle School</b>		
Rachelle S. Savitz, University of Tennessee		
<b>Intersubjectivity and Alterity in Dialogue, Teaching, and Learning</b>		
Valentyna Mykula, SUNY, University at Buffalo		
<b>Literacy Practices to Support DL Instruction Across the Disciplines</b>		
Christopher Wenz, NEAG School of Education		
<b>Reactor:</b> Session participant		
<b>11:30-11:45</b>	<b>Closing Remarks &amp; Adjournment</b>	<b>Sundial I</b>
<b>American Reading Forum Chair</b> Carla Meyer, Duquesne University		



## 2016 Keynote Speakers



**Dr. Donna Alvermann** is the University of Georgia Appointed Distinguished Research Professor of Language and Literacy Education. She also holds an endowed research professorship: The Omer Clyde and Elizabeth Parr Aderhold Professor in Education. Formerly a classroom teacher in Texas and New York, she now works with graduate level students and teaches undergraduates as well. Her research focuses on young people's digital literacies and use of popular media. She has authored numerous articles published in *AERJ*, *RRQ*, *JLR*, *JAAL* and is co-author of/or editor for several books: *Adolescents and Literacies in a Digital World*; *Reconceptualizing the Literacies in Adolescents' Lives* (3rd ed.); *Adolescents' Online Literacies: Connecting Classrooms, Digital Media, and Popular Culture* (Rev. Ed., 2016); and *Bring It to Class: Unpacking Pop Culture in Literacy Learning*. Most recently, she helped design an interactive website ([www.becoming3lectric.com](http://www.becoming3lectric.com)) to learn how a research community pushes boundaries while creating and disseminating "original" and remixed work under a Creative Commons license.



**Dr. Elizabeth Burr Moje** is the George Herbert Mead Collegiate Professor of Education, Arthur F. Thurnau Professor, and Interim Dean of the School of Education at the University of Michigan. She is also a faculty associate in the Institute for Social Research and in the Latino/a Studies program. Moje began her career teaching history, biology, and drama at high schools in Colorado and Michigan. In her current research and community engagement work, Moje uses an array of methods to study and support young people's literacy learning in Detroit, Michigan. She is particularly interested in the intersections between disciplinary literacies of school and the literacy practices of youth outside of school studies how youth draw from home, community, ethnic, popular, and school cultures to *make* cultures and to enact identities. In related work focused on teacher learning, Moje developed and co-directs *Teaching and Learning the Disciplines through Clinical Practice Rounds*, with colleagues Robert Bain and Emily Rainey. *The Rounds Project* advances discipline-based literacy teacher education and was awarded the provost's Teaching Innovation Prize at the University of Michigan in 2010. Moje is a member of the National Academy of Education and serves as AERA vice president for Division G (research on the social contexts of education).



**Dr. Troy Hicks** is a professor of English and Education at Central Michigan University and focuses his work on the teaching of writing, literacy and technology, and teacher education and professional development. A former middle school teacher, he collaborates with K–12 colleagues and explores how they implement newer literacies in their classrooms. Hicks directs CMU’s Chippewa River Writing Project, a site of the National Writing Project, and he frequently conducts professional development workshops related to writing and technology. Also, Hicks is author of the Heinemann titles *Crafting Digital Writing* (2013) and *The Digital Writing Workshop* (2009) as well as a co-author of *Because Digital Writing Matters* (Jossey-Bass, 2010), *Create, Compose, Connect!* (Routledge/Eye on Education, 2014), and *Connected Reading* (NCTE, 2015). His edited collection, *Assessing Students' Digital Writing* (Teachers College Press, 2015) features the work of seven National Writing Project teachers. Hicks has published over 30 journal articles and book chapters. In March 2011, Hicks was honored with CMU's Provost's Award for junior faculty who demonstrate outstanding achievement in research and creative activity and, in 2014, he was honored with the Conference on English Education’s Richard A. Meade Award for scholarship in English Education.



**Dr. William Kist** is Professor of Teaching, Learning, and Curriculum Studies at Kent State University. A former high school English teacher and a former language arts and social studies curriculum coordinator, Bill has been working with schools and districts on a national level for over 15 years in the areas of integrating technology and using multimodal instructional strategies with adolescent readers and writers. The author of over 50 articles, Bill has penned four books including *New Literacies in Action*, *The Socially Networked Classroom*, *The Global School* and the recently published *Getting Started with Blended Learning* (ASCD, 2015). Bill also keeps active as a professional musician (with a regional Emmy nomination for music composition to his credit). Bill can be found online at [www.williamkist.com](http://www.williamkist.com) and at <https://twitter.com/williamkist>.