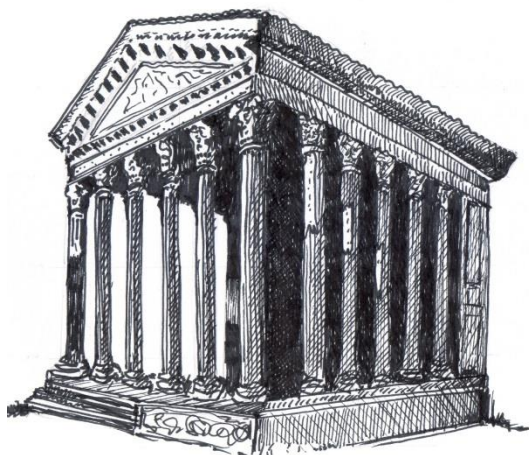


American Reading Forum 2015

Language and Literacy: Meeting the Challenges of all Learners

Thirty-Sixth Annual Conference
of the
American Reading Forum



Sundial Beach and Golf Resort
Sanibel Island, Florida
December 9, 10, 11 & 12, 2015

AMERICAN READING FORUM

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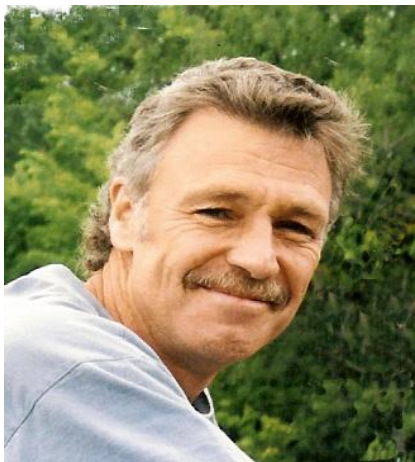
Kathleen McGrath, Niagara University



ARF 2015 Keynote Speakers

Peter Johnston, Emeritus, University at Albany-SUNY
Thursday, December 10, 9:00

Peter Johnston is Professor Emeritus at the University at Albany-SUNY. He researches the consequences of teaching and assessment practices for the literate lives of children and teachers. He is particularly interested in factors that influence classroom talk and student engagement, and in the consequences of teachers' classroom talk for the ways children learn and experience themselves and each other. He has published many articles and books, the most recent books being; *Choice Words: How our language affects children's learning*, *Critical literacy/critical teaching: Tools for preparing responsive teachers*, *RTI in Literacy a Responsive and comprehensive*, and *Opening Minds: Using language to change lives*. A member of the Reading Hall of Fame and the International Literacy Association's Literacy (ILA) Research Panel, he has also been a member of ILA's RTI Commission, and chaired ILA and NCTE's Joint Task Force on Assessment Standards. His publications have received recognition from several institutions including; the Albert J Harris Award from ILA; the State University of New York, Chancellor's Award for Excellence in Research and, most recently, the Literacy Research Association's *P. David Pearson Scholarly Influence Award*, citing his book *Choice Words* as having a demonstrably and positively influenced literacy teaching in classrooms and districts nationally.



ARF 2015 Keynote Speakers

Kathleen Hinchman, Professor, Syracuse University
Friday, December 11, 8:30

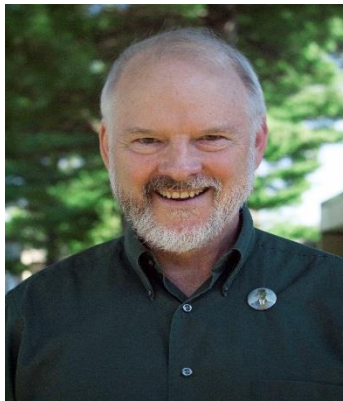
Kathleen A. Hinchman is Professor in the Reading and Language Arts Department and Associate Dean for Academic Affairs of the School of Education at Syracuse University. A former middle school teacher, she teaches literacy methods courses and doctoral seminars. The upcoming co-editor of the *Journal of Adolescent and Adult Literacy*, her scholarship includes numerous grants, books, and articles, including *Reconceptualizing the Literacies in Adolescents' Lives* and *Best Practices in Adolescent Literacy Instruction*. Her current work explores classroom instruction and policy implications of literacy-related secondary school reform.



ARF 2015 Keynote Speakers

Robert T. Ackland, Professor, SUNY College Plattsburg
Friday, December 11, 11:30

Robert T. Ackland, Ph.D., is a professor of literacy education at the State University of New York, College at Plattsburgh. He has written about developing oral reading skills with picture books in *The Fluent Reader in Action* (Rasinski, Ackland, Fawcett, & Lems, 2011). In a recent presentation called “Dr. Seuss Meets Dr. Dewey” he connected the whimsical *Hooray for Diffendoofer Day!* to the classic *Democracy and Education*. At TESOL Arabia 2012 Bob used picture books to demonstrate how prosody can be an indicator of comprehension. As a proponent of multilingual literacy, he has presented to education faculty at the United Arab Emirates University on what he calls, in French, the *Idiolecte Dynamique* (ID) that individuals build as they develop proficiencies in multiple languages. Bob created the ORK (Oral Reading Key) as a multipurpose coding system to pinpoint oral reading miscues (in Grant, Golden, and Wilson, *Literacy Assessment & Instructional Strategies*, 2015) and examined classroom research approaches in an article in *Language Arts* entitled “Looking into Complexity” (1999). He’s now undertaking a project to examine picture books related to climate change. Bob was a reading specialist in elementary schools for six years in the Chicago area. He grew up climbing mountains in Colorado.



ARF 2015 Keynote Speakers

Donna M. Scanlon, Professor, University at Albany-SUNY
Saturday, December 13, 10:00

DONNA M. SCANLON (Ph.D. University at Albany, State University of New York). Dr. Scanlon is a professor in the Department of Literacy Teaching and Learning at the University at Albany, State University of New York. Her research has focused on children who experience difficulty in learning to read and on the roles of instruction and intervention in reducing such difficulties. In her most recent work, the focus has been on enhancing teachers' ability to identify and address the needs of children who struggle with literacy learning. Her research has been supported by grants from the National Institute of Child Health and Human Development and the Institute of Education Sciences at the United States Department of Education. She has published several chapters and articles on the characteristics of children who struggle with literacy acquisition and on intervention for children who struggle. Her book entitled *Early Intervention for Reading Difficulties: The Interactive Strategies Approach* describes the successful instruction/intervention approach utilized in her school-based studies. Dr. Scanlon served on the International Reading Association's Response to Intervention (RtI) Task Force and recently conducted a national survey of reading/literacy specialists and coaches related to the implementation of RtI.



Advancing Literacy Round Tables Protocol for Sessions

Advancing Literacy Round Table sessions are dedicated to literacy research in progress. They present opportunities for participants to discuss their research successes, concerns, and also make connections with other researchers. Round tables may function as a way for faculty and educators to “try out” new research ideas. In addition, these sessions can solicit suggestions about the design of a research project or research in progress. Round table sessions allow maximum interaction with the presenters by condensing a formal presentation.

Each table will have one presenter (discussant) and other session participants will rotate around to each table to listen to the presentations for approximately 10 minutes. Following the presentation 5 minutes will be allocated for attendees to make comments addressing the research. This protocol may be revised for sessions having more than 5 presenters.



Role of Session Mentor

The role of the session mentor will be to facilitate discussion among round table participants.

In doing this, the mentor will act as a time keeper to limit presentations to 5 minutes and follow up comments to 5 minutes (for session with five presenters).

At the end of the session, the mentor will have the option of summarizing the various research topics with a focus on new ideas and connections.

Note: The American Reading Forum Advancing Literacy Round tables are based on modifications from ASCD Round Table Sessions

American Reading Forum 2015 Conference Schedule

WEDNESDAY, DECEMBER 9

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

THURSDAY, DECEMBER 10

8:00-8:30	Registration	Conference Hall
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8:30-9:00

General Session

Sundial I

**Welcome and Introductions: American Reading Forum
Chair-Carla Meyers, Duquesne University**

New York Literacy Professionals Conference Co-Chairs:

Donna Kester Phillips, Niagara University

Nance S. Wilson, SUNY Cortland

Kathy Grant, SUNY Plattsburgh at Queensbury

9:00-10:00

Opening Address

SUNDIAL I

Engaged Reading and Ecologies of Classroom Talk

Peter Johnston, University of Albany



10:00- 10:15

Break

10:15-11:30

Papers

OSPREY

Engaging Adolescent Latinas through Literature

Marie Tejero Hughes, Jessica Hovland, Maria De La Luz Soria, & Eryn Van Acker
(University of Illinois at Chicago, University of Northern Colorado, University of Illinois at Chicago, University of Illinois at Chicago)

Alternate Theories on Literacy Documents of Teenage Students

Joanna Marasco (Barry University)

The Monsters Under the Bed and Inside their Heads: Adolescents' Aesthetic Transactions with Gothic Texts

Jennifer Renner Del Nero
(Rutgers University)

Reactor: Lynn Yribarren

PELICAN

"Being True:" How African American Adolescent Male Students Participate in a Culturally Relevant Literature-Based Reading Curriculum

Bethany L. Scullin
(Edinboro University)

Valuing Students with Disabilities in the Literacy Classroom: Using Multimodal Picture Books to Transform Practice

Michelle Duffy, Joanna Robertson (Virginia Commonwealth University and Old Dominion University)

Reactor: Emily Pendrgast

10:15-11:30

Papers

SANDPIPER

Observing the Common Core State Standards in Play

Kelly Shaw
(Purdue University)

Evaluating Reading Remediation Programs to ensure they met the Standards for Secondary Schools

Shalander Samuels
(University of Central Florida)

Enriching Instruction Using Differentiation and Technology

Diane Quatroche, Kathryn Bauserman, Andrea Rector, Marissa Northam
(Indiana State University, Indiana State University, Indiana State University)
Reactor: LeNessa Clark

10:15-11:30

Problems Court

SUNDIAL I

Going Deep: Poetry as the Close Reading Tool

Adrian Rice, Woodrow Trathan
(Appalachian State University)

SUNDIAL II

The Call for Democratizing Cross-Disciplinary Curricula P-16

Teresa R. Fisher-Ari, Omer Ari
(Georgia State University)

Reactor: Donna Phillips

11:30-1:00 Lunch on Your Own

1:15-2:30

Papers

OSPREY

Kindergarten Case Studies: An Overview of Challenges with Languages and Vocabulary Acquisition

Jacqueline Myers
(University of Pittsburgh-Johnstown)

Parent Involvement through the Incorporation of Interactive Read Alouds: A Study of Kindergarten Children's Vocabulary Advancement

Natalie Conrad Barnyak, Jacqueline Myers (University of Pittsburgh at Johnstown)

Expanding the Language Experience Approach through Critical Literacies

Elizabeth Frye
(Appalachian State University)

Reactor: Kathy Grant

1:15- 2:30

PELICAN

Papers

More Alike than Different: A Look at Two Reading Classrooms

Margot Fadool, Carla Kamal
(Rollins College, Lake Highland Prep.)

Are They Really Struggling Readers? Developing Preservice Teachers Use of Ability Language to Promote The Agentive Literacy Development of All Children

Andrea Gelfuso (University of Central Florida)

Approximating the Read-Aloud: Literacy Discourse in the Field Experience

Maria T. Genest
(University of Pittsburgh)

Reactor: TBA

1:15- 2:30

Problems Court

SANDPIPER

Exploration of Curiosity in Undergraduate Education Majors

Susan Kelly (University of Central Florida)

Reactor: Gary Moorman

1:15- 2:30

Advancing Literacy Round Tables

SUNDIAL I

TABLE 1: *Alternative Storytelling: Building Bridges to Literacy Through Video Games and Graphic Novel.*

Jean Copenhaver-Johnson, Stephanie Beurkle (Ithaca College)

TABLE 2: *Text Complexity in Picture Books: It's in There.*

Debbie Harrison, Scott Popplewell, Diane Bottomley (Eastern Illinois University
Ball State University)

TABLE 3: *Teachers' Attitudes toward Second Language Learning and their Perceptions of their Effect on English Learners' Reading Achievement*

Obi Lawrence (Florida International University)

TABLE 4: *Pre-Service Teachers' Construction of Mathematical Academic Language*

Lori Ferguson (Cedarville University)

TABLE 5: *Teachers' Attitudes toward Second Language Learning and their Perceptions of their Effect on English Learners' Reading Achievement*

Al Lawrence (Florida International University)

Reactor: Sherron Roberts

TABLE 6: *Examining Science E-Book Creation and Sharing in Primary Grades*

Lisa Zawilinski, Toko Oshio
(University of Hartford, University of Michigan-Flint)

1:15- 2:30

Problems Court

SUNDIAL II

The Competent Outsider: A New Vision for Content-Related Literacy

E. Wendy Saul, Angela M. Kohnen
(University of Missouri- St. Louis)

Reactor: Vicky Zygoris-Coe

2:45-4:00

Papers

OSPREY

Getting to the Core: Results of an NSF Project Linking NGSS with CCSS-ELA in Grades 1-2

Nancy R. Romance, Michael R. Vitale, Cathy Miller (Florida Atlantic University, East Carolina, Florida Atlantic University)

Experiencing Intertextuality through Authentic Literature and Meaning Writing in the Middle School Content Area Classroom

Lisa Ciecierski
(Edinboro University of Pennsylvania & Kent State University)

Reactor: LeNessa Clark



2:45-4:00

Papers

PELICAN

Visual factors in reading: Are we really considering all possible causes of nonresponse to reading intervention?

Mindy Schreiner Scirri (Daemen College)

Improving ESL Oral Language Development with Photographs

Michelle R. Ciminelli
(Niagara University)

Using Video-Data Analysis to Examine Teacher Questions During Whole Group Read Alouds in the Elementary Classroom

Kristina Rouech
(Central Michigan University)

Reactor: TBA

SANDPIPER

Lexile Bundles as a Framework for Efficient Processing

Omer Ari, Teresa R. Fisher Ari
(Georgia State University)

Comprehension Strategies and Electronic Textbooks

LaNessa LeNae Clark (Auburn)

Turning to the Arts to Foster Education Majors' Reflective Dispositions about Teaching Emergent Literacy: Offering Choices of Reflexive, Imaginative Modalities

Janet Richards and Deborah Kardane (University of South Florida)

Reactor: TBA

2:45-4:00

Papers

SUNDIAL I

Examining Elementary Teachers Perceptions and Practices using Mobile Literacy Devices to Support Writing Instruction

Zena Ramsey (University of South Florida)

Strategies Used to Negotiate Reading Comprehension Using Digital Learning Tools

Vicki Cardullo, Nance Wilson, Vassiliki Zygouris-Coe (Auburn, SUNY Cortland, University of Central Florida)

A Participatory, Content-Specific Professional Development Approach to Enhancing Vocabulary Teaching and Learning in an Urban School

Susan Watts-Taffe, Lori Foote (The University of Cincinnati, The University of Cincinnati)

Reactor: Joyce Fine

SUNDIAL II

(Not) One of the Boys: The Female Adolescent Struggling Reader Negotiating Hegemonic Masculinities

Christina Mallozzi, Susan Cantrell, Margaret Rintamaa
(University of Kentucky)

Investigating English Learners' Vocabulary Learning Activities and Supports in Pre- and Post-CCSS Basal Series Teacher Guides

Susan R. Massey, Irina Malova, Mary Avalos, Alain Bengochea, Maria Carlo
(St. Thomas University, University of Miami, University of Miami, University of Miami, University of Miami)

Scaffolding Teacher Candidates' Use of Mentor Texts: Updates and Challenges to Ongoing Efforts

Laura Kelly
(University of Cincinnati)

Reactor: TBA

2:45-4:00

Poolside

Spirit of the Times (Food and Fun for All)

2:45-4:00

SPIRIT OF THE TIMES (Food and Fun for All)
POOLSIDE

FRIDAY, DECEMBER 11

8:00-8:30	Registration	Conference Hall
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8:30-10:00

Keynote Presentation

SUNDIAL I

***Gaps in What We Know about Supporting Older Youth's
Literacies: A Call to Action***

Kathleen Hinchmann, Syracuse University

10:00-10:15

Break



10:00-11:30

Papers

OSPREY

***“Building an Airplane in the Sky”: A Case Study in Teacher Perceptions of the
Common Core State Standards.***

Emily Hines (University of Wisconsin-Stout)

A Sociocultural Model for Determining Transformations in Preservice Teachers

Janet Richards (University of South Florida)

Examining Promoting Active, Engaged Reading in a Human Resources Management Course: Instructional Techniques that Facilitate the Process

Kathleen McGrath and Youngsoo Choi
(Niagara University)

Reactor: Victoria Cardullo

10:00-11:30

Papers

PELICAN

Read Once, Read Twice, Read Three Times: Coaching K-5 Teachers to Think Aloud

Molly Ness
(Fordham University)

Literacy Across Disciplines: Content Differentiation and Vocabulary Strategies for K-12

Tammy Sherry, Lynn Smith
(Northern Kentucky University)

Meeting the Challenges of All Learners by Using Hybrid Texts to Teach Oral Reading Fluency and Content Area Materials Across the Curriculum

James Nageldinger (Elmira College)

Reactor: Lynn Yribarren

10:00-11:30

Papers

SANDPIPER

The Role of Religion in NSTA Outstanding Children's Biography Books

Mehmet Gultekin Laura May
(Georgia State University)

Shifting the conversation: Examining, revealing, and articulating persistence through children's literature

Sherron Roberts, Patricia Crawford, Nance Brasel
(University of Central Florida, University of Pittsburgh, University of Central
Florida)

Picture Books as Spaces for Engaging Readers' Imaginative Activity

Judith Lysaker, Alice Nye
(Purdue University)

Reactor: Donna Phillips

10:00-11:30

Advancing Literacy Round Tables

SUNDIAL I

TABLE 1: *The Effects of Student Choice on Reading Comprehension*

Yamilis Cruz (Florida International University)

TABLE 2: *The effect of the visualization strategy-Four-Square-on primary elementary level English Language Learner's Vocabulary attainment and Retention*

Diana Levy (Florida International University)

TABLE 3: *Mentoring Authors of Informational Texts: Building Academic Vocabulary using Text Structure with Elementary Students.*

Joyce C. Fine, Helen Robbins (Florida International University)

TABLE 4: *Supporting Content Area Literacy through Professional Development School Partnerships.*

Maryann Mraz, Jean P. Vintinner (University of North Carolina at Charlotte)

Table 5: *Pathway to Literacy Coaching Through the Reading Practicum*

Jennie Ricketts-Duncan (Barry University)

TABLE 6: *The effect of group discussion on English learners' writing from informational text.*

Andrea Quinto (Florida International University)

Reactor: Robert Ackland

10:00-11:30

Problems Court

SUNDIAL II

Disciplinary Literacy: Addressing the Language and Literacy of all Learners in Grades 6-12

Vicky Zygouris-Coe, Carla Meyer, Nance Wilson
(University of Central Florida, Duquesne University, SUNY Cortland)

Reactor: Gary Moorman

11:30-1:00

Luncheon and General Session

TBA

Using Picture Books to Expand Horizons

Robert Ackland, SUNY Plattsburgh

1:15-2:30

Panel Discussion

OSPREEY

Preparing Teacher Candidates for Success on the EDTPA: Focus on Academic Language

Susan Krickovich, Donna Kester Phillips, Alice Kozen, Robin Erwin, Margy Jones-Carey, Mary Ellen Bardsley, Mindy Scirri
(Niagara University, Daemen College, St. Bonaventure)

Deconstructing Academic Language Demands: What Do Practitioners and Teacher Educators Need to Know

Bob Rickelman, Maryann Mraz, Jean Vintinner
(University of North Carolina-Charlotte)

Choice Reading in Higher Education: Encouraging Recreational and Professional Reading to Effect Reading Habits and Attitudes of Preservice Teachers

Dawn Martilli
(Florida Gulf Coast)

Pelican

Planning Professional Literacy Development Models that Work

Ali M. Wilson, Brooke L. Hardin, Ashley E. Pennell
(Appalachian State University)

Reactor: Scott Popplewell
PELICAN

1:15-2:30
Problems Court

SANDPIPER

The Brain Rules: Rethinking American Education

Carla Meyer, Mona Matthews, Keri Kozarski, Gary Moorman
(Duquesne University, Georgia State, Hillborough County Schools)

Reactor: Donna Alvermann

1:15-2:30
Paper

SUNDIAL I

Incorporating Culturally Relevant Pedagogy into Online Courses

Megan Glover Adams, Kate Zimmer, Sanjuana Rodriguez
(Kennesaw State University,
Kennesaw State University)

Reactor: Kathy Grant

22

1:15-2:30
Advancing Literacy Round Tables

SUNDIAL II

TABLE 1: *Building a Bridge Between Oral Language and Reading: The Development of Instructional Strategies for a Diverse Student Population*

Debra Kardane (University of Massachusetts)

TABLE 2: *Preparing Teacher Educators to Facilitate Students' Writing Development within the Common Core Standards: Challenges and Promise*

Lynne D. Miller (Florida International University)

TABLE 3: *Emergent Comprehension*

Kathy Martin (Purdue University)

TABLE 4: *Language and Literacy: Meeting the Challenges of All Learners*

Joyce V.W. Warner, Jennie Ricketts-Duncan (Barry University)

TABLE 5: *All Learner Needs Are One Click Away: Innovative Technology that Supports Teachers, Teaching, and Students*

Maria V. Alvarez Tsalikis (Florida International University)

Reactor: Gary Moorman

2:45-4:00

Problems Court

OSPREY

High-Stakes Leave Students High-and-Dry: State Third Grade Reading Policies and the Statutory Requirement of Retention

Sarah G. Sayko (The George Washington University)

Reactor: Michelle Ciminelli

23

2:45-4:00

Papers

PELICAN

Professional Learning for Elementary School Literacy Coaches: Needs and Perspectives

Leonora Forsythe (University of Central Florida)

Literacy and School Administrator's Views about the Role of the Literacy Coach on Elementary Teachers' and Students' Success

Adam Ulenski (University of Central Florida)

Expanding the Language of Argument Instruction

Emily Howell (Clemson University)

Reactor: Enrique Puig



2:45-4:00

Papers

SANDPIPER

Getting a Bigger Picture: The Impact of Teacher Candidates Talking with Disciplinary Experts

Becca Gasiewicz, Amy Bottomley, Holly Johnson, Patricia Watson
(University of Cincinnati, University of Cincinnati, University of Cincinnati,
Texas Women's University)

24

Student Engagement in Online Research and Comprehension through Guided Reading

Jennifer H. Van Allen (The University of Central Florida)

Learning to Learn: Preservice Teachers with Learning Disabilities navigate Academia

Karen Fleppe Graham (The University of Georgia)

Reactor: Megan Adams

2:45-4:00

Papers

SUNDIAL I

Digital Discourse and Knowledge Development: An Examination of Academic Literacy Language used in an online Graduate Developmental Reading Course

Lourdes H. Smith, Vicky Zygouris-Coe
(University of Central Florida, University of Central Florida)

Examining International Student Teaching through Critical Reflection

Cheryl A. Kreutter, SUNY Geneseo

Reactor: George Boggs

2:45-4:00

A CALL TO FORUM

SUNDIAL II

Debbie Harrison, Co-chair

Scott Popplewell, Co-chair

Diane Bottomley

Dawn Paulson

(Eastern Illinois University, Ball State University, Eastern Illinois University, Ball State University)

4:15-6:00	BUSINESS MEETING	SUNDIAL I
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8:00-9:00	GRADUATE MENTORING Nance Wilson (SUNY Cortland)	OSPREY
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9:00-10:00

Problems Court

Co-sponsored session with the Reading Hall of Fame

OSPREY

Academic Grandparents: Things They Never Thought to Tell Us

Chair: Gary Moorman Emeritus, Appalachian State University

Donna Alvermann, University of Georgia

George Hruby, University of Kentucky

Christine Mallozzi, University of Kentucky

Mona Matthews, Georgia State

Reactor: David Reinking, Clemson University

10:00-11:30

Closing Keynote Presentation

SUNDIAL I

Response to Intervention: Past, Present, and Future

Donna Scanlon, SUNY Albany

11:30-11:45

Closing Remarks and Adjournment

SUNDIAL I



**Artwork thanks to the talent and generosity of
Stephen Kroeger**

