

Literacy Research Association 64th Annual Conference

Marco Island, Florida, December 3-6, 2014

Wednesday, December 3, 2014

10:30 am – 12:00 pm

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*
University

Viewing Writing Theory and Research Through a New Literacies Lens

Session Organizer:

David Hendrik Slomp, *University of Lethbridge*

Discussant:

Richard Beach, *University of Minnesota*

4. Patterns in Online Writing and Communication Research From a New Literacies Lens

Donald Leu, *University of Connecticut*

Thursday, December 4, 2014

8:45 am – 10:15 am

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*

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*

1:15 pm – 2:45 pm

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*

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*

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*

Friday, December 5, 2014

8:45 am – 10:15 am

**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*

**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*

Ibrahium (Musti) Ekin, *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*

10:30 am – 12:00 pm

**Routes to Success: Teachers and Learners Scaffolding
Toward Lexical and Textual Understandings**

Chair:

Amanda P. Goodwin, *Vanderbilt University*

Discussant:

Elfrieda H. Hiebert, *TextProject*

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 Percy, *University of Maryland*

Lauren Artzi, *University of Maryland*

Anna G. Meyer, *University of Maryland, College Park*

1:15 pm – 2:45 pm

Literacy and Integrated Curricula

Chair:

Stephanie L. Strachan, *Michigan State University*

Discussant:

Jacquelynn A. Malloy, *Clemson University*

1. Examining Student Engagement and Reading Instructional Activities: English Learners' Reading Profiles

Ana Taboada Barber, *George Mason University*

Melissa Gallagher, *George Mason University*

Michelle M. Buehl, *George Mason University*

Peet Smith, *George Mason University*

Jori Beck, *George Mason University*

3:00 pm – 4:30 pm

Literary Reasoning as Multi-Dimensional Dialogic Processes

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*