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

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
Ibrahim (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 Peercy, 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