

Board of Directors

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The American Reading Forum is a nonprofit, professional organization composed of individuals who share an interest in the improvement of reading. While the American Reading Forum is an organization that facilitates the dissemination of ideas and research, it places highest priority on providing its members opportunities for critical discussion of ideas, issues, research, and emerging research interests and paradigms.

Meet the Program Chairs

2018 Conference Program Co-Chairs



Dr. Carrie Symons is Assistant Professor of Literacy and Language in the Department of Teacher Education at Michigan State University. Her research explores the relationship between classroom teachers' instructional practices and immigrant-origin youths' literacy and language development in multilingual contexts. Formerly an elementary classroom teacher of 10 years, Carrie prioritizes the building of long-term, mutualistic, research-practice partnerships with local community organizations, schools, and teachers. In collaboration with these critical partners, she aims to identify *what* teachers need to know to effectively facilitate immigrant-origin youths' learning across content areas and *how* this linguistically responsive pedagogical knowledge is best developed. Her research has been funded by the *American Educational Research Association* and the *International Literacy Association*, and her work has been published in the *Michigan Reading Journal*, *Linguistics and Education*, *Learning and Instruction* and the *Journal of Research in Childhood Education*.



Dr. Shalander Samuels (Shelly) is a high school English instructor as well as an adjunct professor who graduated from the University of Central Florida. Shelly has taught in the K-12 system for almost 10 years and has recently begun her collegiate career, working with emerging collegiate scholars. Her research interests include ESOL education, urban education (minority/majority students and school populations) and gaps in Reading education in Urban areas. Shelly approaches research through partnerships with classroom teachers. Her work has been published in journals such as *Adult Higher Education Alliance* (AHEA) and the *Journal of Negro Education*.

Gary Moorman Award

The *Gary Moorman Early Career Literacy Scholar Award* is given to junior American Reading Forum (ARF) members who are at the early stages of their career (generally defined as the first five years post doctorate). This annual award was established in 2017 and is named after Dr. Gary Moorman, Professor Emeritus, Appalachian State University, in honor of his leadership and mentoring of young scholars. The award includes both a monetary prize and a commemorative plaque.

Criteria for Consideration

The award targets early career ARF members. The primary criterion is engagement in innovative reading/literacy research that addresses critical questions about policy, theory, and/or instructional practice. Active participation in professional organizations, particularly ARF, will also be considered. Applications will be reviewed by the ARF Awards Committee.

Chair

- Vassiliki Zygouris-Coe, University of Central Florida

Committee Members

- Mona Matthews, Georgia State University
- Zoi A. Philippakos, University of North Carolina, Charlotte
- Nance Wilson, State University of New York, Cortland

Ex-Officio

- Gary Moorman, Appalachian State University, Boone, NC

Application materials include:

(1) A nomination letter (maximum 1000 words) submitted by a current ARF member (self-nomination letters will not be accepted), (2) A statement about the importance of the applicant's research for the reading/literacy field (maximum of 1000 words), (3) A current curriculum vitae, and (4) Sample publications (maximum 2).

2017 Gary Moorman Early Career Literacy Scholar Award Recipients

Vicky Cardullo - Auburn University

Trevor Stewart - Virginia Tech—School of Education

2018 American Reading Forum

Sanibel, FL December 5-8, 2018

WEDNESDAY, DECEMBER 5, 2018

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

THURSDAY, DECEMBER 6, 2018

6:00 AM-5:00 PM	Registration	Sundial I Foyer
8:30-10:00	General Session	Sundial I
<p>Welcome and Introductions</p> <p>American Reading Forum Chair: Victoria Cardullo, Auburn University</p> <p>Conference Co-Chairs: Carrie Symons, Michigan State University Shalander Samuels, Orange County Public Schools</p>		
9:00-10:00	Opening Address	Sundial I
<p><i>Exploring "What's Possible" When Young Students are Positioned as Sensemakers and Provided Access to Literacy Resources and Instruction that Support Knowledge Building</i></p> <p>Annemarie Palincsar The University of Michigan</p>		
10:00- 10:15	Break	Sundial Foyer

10:15-11:30	Paper	Flamingo
<i>Writing with Curiosity: Examining Student's Content Learning and Self-Efficacy for Writing Through Student-Created Digital Research Projects</i> Brooke Hardin , University of South Carolina Upstate		
<i>Peer Response as a Change Agent in Middle-Schoolers' Argumentative Writing (for Better and for Worse)</i> Ann M. Lawrence , University of South Florida, Sarasota-Manatee Michael B. Sherry , University of South Florida		
<i>Strategy Instruction with Dramatization on Opinion and Procedural Writing of Primary Grades' Students</i> Zoi Philippakos , University of Tennessee, Knoxville		
10:15-11:30	Paper	Pelican
<i>Opportunities for Children in Low-Socioeconomic Communities to Become Exposed to Books from Authors of Quality Multicultural Children's Literature</i> Vickie Johnston , Florida Gulf Coast University Cynthia Dawn Martelli , Florida Gulf Coast University		
<i>Librarians Integrating International Literature into Elementary Curriculum</i> Cheryl Kreutter , SUNY Geneseo		
<i>Preservice Teachers' Conceptions of Diversity and Critical Issues in Children's Literature</i> Rebecca Jordan , Appalachian State University Elizabeth M. Frye , Appalachian State University		
10:15-11:30	Problems Court	Sandpiper
<i>Shifts in the Role of a Literacy Coach in the Era of the 2017 ILA Standards for Reading Professionals</i> Presenters: Adam Ulenski , Bridgewater State University Jennifer Van Allen , Lehman College		
Discussant: Shalander Samuels , Orange County Public Schools		
10:15-11:30	Symposium	Sundial I
<i>A Pedagogy of Possibilities: Literature and Writing to Seek Justice and Restore Peace that Reaches Beyond the Classroom Walls</i> Presenters: Susan Krickovich , Daemen College Donna Kester Phillips , Niagara University Alice Kozen , Niagara University Anne Gaca , Daemen College		
Chair: Margaret Jones-Carey , St. Bonaventure University		

10:15-11:30	Advancing Literacy	Sundial II
Session Title: Pre-Service Teachers' Dispositions for Effective Literacy Instruction		
<i>More Than Knowledge: The Role of Self-Efficacy and Experience in the Development of Teachers of Writing in the Digital Age</i>		
Presenters:		
Donna Wederich , Northern Illinois University		
Michael Manderino , Leyden Community High School District 212, Franklin Park, IL		
<i>Preparing Urban Educators to Confidently Teach Literacy Through a Teacher Residency Model: Can Traditional Models of Preparation Compare?</i>		
Presenters:		
Michelle Duffy , SUNY Oswego		
Doreen Mazzye , SUNY Oswego		
<i>Preparing Elementary Preservice Teachers to Support Science Learning and Literacy Development for All Students</i>		
Presenter:		
Rebeca Grysko , University of Central Florida		
Chair: Nance Wilson , State University of New York at Cortland		

11:30-1:00	Lunch	On Your Own
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1:15-2:30	Paper	Flamingo
<i>Embedded Literacy Tutoring as Service Learning in a Literacy Methods Course: From Theory to Practice in a Diverse, Urban Setting</i>		
Nandita Gurjar , University of Northern Iowa		
<i>Textbook Readings in Higher Education: Utilizing Beers and Probst's BHH Framework to Engage Preservice Teachers in Critical Thinking to Reflect, Make Connections, and Challenge Their Thinking</i>		
Cynthia Dawn Martelli , Florida Gulf Coast University		
<i>Positioning Teacher Candidates as Self-Regulated Critical Thinkers in an Elementary Writing Methods Course with a Tutoring Component</i>		
Janet Richards , University of South Florida		
Susan Bennett , University of South Florida, St. Petersburg		
1:15-2:30	Paper	Pelican
<i>Anthropomorphic Immigrant Characters in Picture Books</i>		
Vera Sotirovska , University of Idaho		
<i>Children's Picture Books Portraying Refugees of War: Wandering Toward Hope</i>		
Patricia Crawford , University of Pittsburgh		
Sherron Killingsworth Roberts , University of Central Florida		
Nancy Brasel , University of Central Florida		

1:15-2:30	Problem's Court	Sandpiper
<i>Where Is "Literacy" in the Struggle for Social Justice, Diversity, and Equity?</i>		
Presenters: George Hruby , University of Kentucky/CCLD David Reinking , University of Georgia		
Discussant: Dr. Zoi Philippakos, University of Tennessee		
1:15-2:30	Symposium	Sundial I
<i>Betraying our Tribes: Discussing Violence in Literature as a Way of Crossing Tribalized Boundaries</i>		
Presenters: Adrian Rice , Appalachian State University Blake Tenore , Florida State University Celicia Bell , Florida State University		
Chair: George Boggs , Florida State University		
1:15-2:30	Advancing Literacy	Sundial II
Session Title: Digital, Data, and Science Literacies		
<i>Preservice Teachers as Changemakers: Engaging in Critical Digital Literacy Project Creation for K-5 Classroom Implementation</i>		
Presenters: Stacy Delacruz , Kennesaw State University Virginie Jackson , Kennesaw State University		
<i>ELA and Data Literacy in Project-Based Learning</i>		
Presenters: Rob Erwin , Niagara University Kathleen McGrath , Niagara University Michelle Ciminelli , Niagara University		
<i>Toward an Asset-Based Digital Literacies Agenda: Algorithms, Artificial Intelligence, and Popular Media</i>		
Presenter: Sarah Burriss , Vanderbilt University		
Chair: Rachelle S. Savitz , Clemson University		

2:30-2:45	Break	
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2:45-4:00	Call to Forum	Sundial I
Negotiating Critical Literacies with Teachers: Theoretical Foundations and Pedagogical Resources for Pre-Service and In-Service Contexts		
By Vivian Maria Vasquez , Stacie L. Tate , and Jerome C. Harste		
Co-Chairs: Scott Popplewell , Ball State University Diane Bottomley , Ball State University Nicole Martin , Ball State University		

2:45-4:00	Advancing Literacy	Sundial II
Session Title: Reading Beyond the Classroom		
<i>The Windows & Mirrors Literacy Experience</i> Jennifer K. Allen , University of West Georgia Bethany L. Scullin , University of West Georgia		
<i>What Do You Need? Supporting At-Home Shared Book Reading in a Community-Based Book Distribution Program</i> Presenters: Terry S. Atkinson , East Carolina University Kimberly L. Anderson , East Carolina University Elizabeth A. Swaggerty , East Carolina University		
<i>Increasing Access to STEM Literacy Through Out-of-School Experiences with Community Partners</i> Presenters: Constance Beecher , Iowa State University Sara D. Nelson , Iowa State University		
<i>Literacy as Activism: Using a Problem-Centric Interdisciplinary Research Project</i> Presenter: Omer Ari , Georgia State University		
Chair: Carrie Symons , Michigan State University		

5:00-6:30	SPIRIT OF THE TIMES (Food and Fun for All)	Poolside
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FRIDAY, DECEMBER 7, 2018

8:00 AM-5:00 PM	General Registration	Sundial Foyer
7:30-8:30	Graduate Student Meeting	Osprey
8:30-10:00	Keynote Presentation	Sundial I
<i>Unlearning Racism, Sexism, and Homophobia: Increasing Equity Literacy in the Classroom and Beyond</i> Kelly Williams and Nadine Hall Greenhills School, Ann Arbor		
10:00-10:15	BREAK	

10:15-11:30	Paper Session	Osprey
<p><i>Leveraging of Technological Resources in Title One Schools and the Development of Preservice Teachers' Professional Identities</i> Vicky Cardullo, Auburn University Nance Wilson, State University of New York at Cortland Vassiliki Zygouris-Coe, University of Central Florida</p>		
<p><i>Exploring What's Possible: Texts and Tasks in Elementary Project-Based Learning</i> Miranda Fitzgerald, University of Michigan Annemarie Sullivan Palincsar, University of Michigan</p>		
<p><i>Teachers as Confident Literacy Leaders: Supporting In-Service and Preservice Teachers with Effectively Choosing and Using Open Educational Resources (OERs) to Support Students' Comprehension of Content</i> Lourdes Smith, University of Central Florida Vassiliki Zygouris-Coe, University of Central Florida</p>		
10:15-11:30	Paper Session	Pelican
<p><i>Conversations about Literacy and Social Justice: A University/High School Tutoring Program with Marginalized, Diverse Students Uses the News to Explore Views and Raise Voices about Inequities</i> Joyce Fine, Florida International University</p>		
<p><i>Raising Race Discussions in P-2 Classrooms</i> Diana K. Garlough, Ohio Northern University</p>		
<p><i>New Literacies and Old Texts: Remixing in an Urban High School English Classroom</i> Angelyne Collins, Brookwood High School; University of Georgia</p>		
10:15-11:30	Problems Court	Sandpiper
<p><i>Developing Respect for Literacy in Home Languages: Translanguaging and Dynamic Bilingualism</i> Presenters: Robert Ackland, State University of New York, College at Plattsburgh</p>		
10:15-11:30	Symposium	Sundial I
<p><i>Learning from and with Children's Nonfiction Texts Representing Disability</i> Presenters: Emily Pendergrass, Vanderbilt University's Peabody College Melanie Hundley, Vanderbilt University's Peabody College Elizabeth A. Self, Vanderbilt University's Peabody College</p>		
<p>Chair: Becky Peterson, Vanderbilt University's Peabody College</p>		
10:15-11:30	Advancing Literacy	Sundial II
<p>Session Title: From Individual to Systems Level Considerations in Elementary Reading Instruction</p>		
<p><i>At Long Last: Structured Word Inquiry is Advancing Brett's Literacy Learning!</i> Presenter: Kathryn Hastings, Eastern University</p>		
<p><i>Equitable Grouping Practices for Early Literacy Development: A Collaborative Design-Based Research Approach</i> Tiffany Young, University of Nebraska at Lincoln</p>		
<p><i>Exploring the Influence of Teacher Expertise and Teacher Adaptability on Student Reading Achievement</i></p>		

Presenters: Julie W. Ankrum , Indiana University of Pennsylvania Aimee L. Morewood , West Virginia University
Chair: Zoi Philippakos , University of Tennessee, Knoxville

11:30-1:00	Lunch & General Session with Keynote Presentation	Captiva
<i>Promoting Translingual Subjectivities</i> Robert Jiménez Peabody College, Vanderbilt University		

1:15-2:30	Paper Session	Osprey
<i>Social Justice Teaching as a Literacy Framework and a Goal for Teacher Candidates</i> Megan Adams , Kennesaw State University Sanjuana Rodriguez , Kennesaw State University		
<i>Critical Literacy with Young Adult Literature: Examining Rape Culture with Undergraduate Students</i> Brittany Adams , University of Florida		
1:15-2:30	Paper Session	Pelican
<i>Changing Current Concepts of Text, Knowledge, and Literacy to Scaffold the Literacies for All Students in our Inclusion Classrooms</i> Philomena Marinaccio , Florida Atlantic University		
<i>Enacting Curriculum Materials that Build Online Research and Comprehension Skills in an Intermediate Classroom</i> Jennifer Van Allen , Lehman College		
<i>Learning with Technology: Understanding Learners' Metacognitive Behaviors</i> Nance Wilson , State University of New York at Cortland Vassiliki Zygouris-Coe , University of Central Florida Vicky Cardullo , Auburn University		
1:15-2:30	Problems Court	Sandpiper
<i>Literacy Coaching Towards Critically Oriented Change: Possibilities and Challenges</i> Presenters: Laura Lang , University of Wisconsin-Madison Sandra Taylor-Marshall , University of Wisconsin-Madison		
1:15-2:30	Symposium	Sundial I

<i>Disciplinary Literacy Development Across the School Years</i>		
Presenters: Michelle Kwok , Texas A&M University Emily Rainey , University of Pittsburgh Bridget Maher , University of Michigan Jason Moore , Oakland University		
Discussant: Kelly Williams , Greenhills School		
1:15-2:30	Advancing Literacy	Sundial II
Session Title: Reflective Literacy Teaching and Learning		
<i>Using Multicultural Literature Books to Teach Peace Literacy and for Social Justice</i>		
Presenter: Sandra Golden , Notre Dame College		
<i>Interactive Read-Alouds: A Change Agent in Building Emotional Resiliency</i>		
Presenters: Jacqueline Myers , University of Pittsburgh-Johnstown Gerald Zahorchak , University of Pittsburgh-Johnstown		
<i>How to Encourage Reflective Literacy Teaching in Today's Literacy Classrooms</i>		
Presenters: Vickie Johnston , Florida Gulf Coast University		
<i>Examining Student Understanding of Barriers and Empathy When Encountering Social Justice</i>		
Shannon Axtell , Florida State University		
<i>A Case for Teaching Social Emotional Learning in Middle School: Its Impact on Literacy Achievement</i>		
Claudine Morris-Walker , Florida International University		
Chair: Adam Ulenski , Bridgewater State University		

2:30-2:45	BREAK	
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2:45-4:00	Paper Session	Osprey
<i>Effects of Strategy Instruction and Distant Professional Development on the Quality of First Graders' Procedural Writing</i>		
Zoi Philippakos , University of Tennessee, Knoxville		
<i>Teaching a Child, Not a Label: Reading Fluency Intervention in an Inclusive Classroom</i>		
Bronwyn A. Harris , Appalachian State University		
<i>"I just feel prepared to be humble": An Examination of Teachers' Perceptions of Their Instructional Practices Toward Social Justice</i>		
Francheska Starks , Georgia State University		
2:45-4:00	Paper Session	Pelican
<i>Addressing Teachers' Asset-Based Orientations: Implementing the Lesson Study Professional Development Model in K-5</i>		
Diane Bottomley , Ball State University Nicole M. Martin , Ball State University Scott Popplewell , Ball State University		
<i>Engaging in and with our World: PBL and Critical Literacy within Quasi-Mandated Environments</i>		
Teresa Fisher-Ari , Georgia State University		

Ann E. Martin , Georgia State University		
Novice Special Educators: Insights and Experiences Teaching Literacy Marie Tejero Hughes , University of Illinois at Chicago Michelle Parker-Katz , University of Illinois at Chicago		
2:45-4:00	Problems Court	Sandpiper
<i>Seeking the Radical Middle: How Can the Argument between Content Area Literacy and Disciplinary Literacy Enhance Secondary Instruction</i>		
Presenters: Gary Moorman , Appalachian State University Carla Meyer , Duquesne University Trevor Stewart , Virginia Tech-School of Education		
Discussant: Peggy Semingson , The University of Texas at Arlington		
2:45-4:00	Symposium	Sundial I
<i>Live-Actor Simulations to Unpack Assumptions and Enter Difficult Conversations</i>		
Presenters: Andy Hostetler , Vanderbilt University's Peabody College Melanie Hundley , Vanderbilt University's Peabody College Emily Pendergrass , Vanderbilt University's Peabody College Becky Peterson , Vanderbilt University's Peabody College Elizabeth A. Self , Vanderbilt University's Peabody College		
Chair: Emily Pendergrass , Vanderbilt University's Peabody College		
Discussant: Megan Adams , Kennesaw State University		
2:45-4:00	Advancing Literacy	Sundial II
Session Title: Mentors and Coaches' Roles in Literacy Instruction		
<i>Early Literacy Success: Utilizing Early Literacy Coaches in Head Start and Prekindergarten</i>		
Presenter: Chad Waldron , The University of Michigan, Flint		
<i>Incorporating Best Practices into a Mandated Reading Curriculum: How Reading Specialists Support Literacy Instruction</i>		
Presenters: Jenn Manak , Rollins College Morgan Richardson , Rollins College		
<i>Intentional Pairing of Mentors for Pre-Service Teaching Programs</i>		
Presenter: Kiesia C. Messado Florida International University		
Chair: Miranda Fitzgerald , University of Michigan		
4:15-6:00	Business Meeting	Sundial I

SATURDAY, DECEMBER 8, 2018

6:00 AM-12:00 PM	Registration	Sundial Foyer
8:30-9:45	Closing Keynote Presentation	Sundial 1
<p><i>Toward a Linguistically Informed, Responsive, and Embedded Pedagogy in Disciplinary Literacy Instruction</i></p> <p>Zhihui Fang The University of Florida</p>		

10:00-11:15	Paper Session	Osprey
<p><i>Teacher Identity Re-Imagined: Disrupting Assumptions and Deficit Thinking</i> Amanda Rigell, University of Tennessee, Knoxville Nora Vines, University of Tennessee, Knoxville Amy Broemmel, University of Tennessee, Knoxville Jennifer Jordan, University of Tennessee, Knoxville</p> <p><i>“If They’re Trying Their Hardest, I’m Gonna Try My Hardest”: Supporting Latinx Student Success in AP Coursework Through Dialogic Teaching</i> Ryan McCarty, National Louis University</p> <p><i>Tales of Inequity: Using Case Studies to Develop Teachers as Agents of Change</i> Rachael Ross, University of Memphis</p>		

10:00-11:15	Paper Session	Osprey
<p>Changing the Landscape in Early Literacy: Preparing Candidates who are Equipped to Teach Reading Karen Graham, Arkansas State University LaToshia Woods, Arkansas State University</p> <p>Re-Conceptualizing Information Credibility in the Age of Fake News Gillian Mertens, University of Florida</p> <p>What’s Possible with Twitter Collaborations: #preservicelit Molly Ness, Fordham University Stephanie Affinito, State University of New York at Albany</p>		

10:00-11:15	Advancing Literacy	Sundial 1
<p>Session Title: Inclusive & Equitable Literacy Instruction</p> <p><i>Creating More Equitable History Classrooms Through a Functional Approach</i> Valerie Gresser, University of Florida</p> <p><i>A Case for Teaching Social Emotional Learning in Middle School: Its Impact on Literacy Achievement</i> Claudine Morris, Florida International University</p> <p><i>A Model of a 50/50 Dual Language Program: Strategies to Support ELs to Make Inferences</i> Celia Blandon, Florida International University</p> <p><i>Peer Interaction for Culturally Inclusive Instruction in Urban Schools</i> Brittany Jones, Florida International University</p> <p>Chair: Jennifer Van Allen, Lehman College</p>		

11:15-11:30	Break	
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11:30-11:45	Closing Remarks & Adjournment	Sundial I
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American Reading Forum Chair Victoria Cardullo Auburn University		
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2018 Keynote Speakers



Zhihui Fang, Professor of Language and Literacy Education

Zhihui Fang (Ph.D., Purdue University) is Professor of Language and Literacy Education in the School of Teaching and Learning at the University of Florida. He has published widely in the areas of early literacy, content area literacy, disciplinary literacy, and functional linguistics in education. His work recognizes and responds to language as the hidden curriculum of schooling. His recent research explores the varied ways knowledge is constructed through language across different school subjects, the challenges these ways of using language present to reading comprehension and written composition, and pedagogical strategies for addressing these challenges. This work promotes close reading and analysis of texts as a way to help students build content knowledge and at the same time develop understanding of how language works to present knowledge, embed value, and structure text in discipline- and genre-specific ways.

Title: Toward a Linguistically Informed, Responsive, and Embedded Pedagogy in Disciplinary Literacy Instruction

Abstract: As the knowledge that students are expected to engage with becomes more specialized in secondary schooling, so do the texts that present this knowledge. Students need new strategies for engaging with these texts in disciplinary learning. This talk argues for and exemplifies a linguistically informed, responsive, and embedded pedagogy that helps students develop advanced literacy, critical literacy, and disciplinary literacy at the same time.



Robert T. Jiménez, Professor of Language, Literacy and Culture

Robert T. Jiménez is currently Professor of Education in the Department of Teaching and Learning in Peabody College. He received his Ph.D. from the University of Illinois in 1992. At present, Jiménez is working on an instructional approach called Project TRANSLATE designed to support the reading comprehension of students who are learning English as an additional language. Students are taught how to identify information-rich segments of text that they then translate in collaborative learning groups. He has received three Fulbright Fellowships to Mexico, the Albert J. Harris Award for research on struggling readers and the Alan C. Purves Award for research most likely to have an impact on instructional practice. He was also named an AERA fellow in March 2018. Along with Amanda Goodwin, he is currently editor of *Reading Research Quarterly*. He is also a past-president of the Literacy Research Association (2011-2012).

Title: Promoting Translingual Subjectivities

Abstract: There are close to 5 million students in U.S. schools who are considered English language learners which is a little more than 20 percent of the total. Within a few years this number will climb to 25 percent. This student population has long been isolated and marginalized in U.S. schools but, like the global population of bilingual and multilingual persons, these students are increasingly becoming the linguistic norm. If this is the case, and demographic reports support this view, there is good reason to ask how might language and literacy instruction support the cognitive, linguistic and social development of healthy, robust, and academically successful translingual students? In this presentation I present theoretical support for translanguaging pedagogy, followed by a description of my TRANSLATE project, and I finish with examples of how translanguaging activity promotes translingual subjectivities.



Annemarie Sullivan Palincsar, Professor of Education

Annemarie is the Jean and Charles Walgreen Jr. Chair of Reading and Literacy, Arthur F. Thurnau Professor and a teacher educator at the University of Michigan. Annemarie's primary research interest is in supporting students to learn how to engage in knowledge building, especially in the context of project-based scientific inquiry. She currently leads the literacy team in the development of literacy resources to support project-based science learning (project funded by the Lucas Foundation).

Collaborating with computer scientist Elliot Soloway, she has designed and studied the use of a cyber-learning environment in which students collaborate as they read texts, view video, use simulations, write, and draw, while engaging in scientific inquiry. With science educator Elizabeth Davis, she investigated the value of educative supports for science teaching in the upper elementary grades and is also studying teacher development, specific to learning to engage children in sensemaking. With linguist Mary Schleppegrell, she used design-based research to investigate the process and outcomes of teaching English learners the use of functional grammar analysis to support interpreting and learning from narrative and informational text. She has served on a number of National Research Council study groups, including Preventing Reading Difficulties, Preparing Future Teachers, and How People Learn: Volume II. Awards include: Early Contribution Award from the American Psychological Association, Raymond B. Cattell Early Career Award from the American Educational Research Association, election to National Academy of Education, Oscar Causey Award for Outstanding Contributions to Reading Research from the National Reading Conference, and election to the Reading Hall of Fame. Annemarie completed her doctoral studies at the University of Illinois, Urbana-Champaign.

Title: Exploring "What's Possible" When Young Students are Positioned as Sensemakers and Provided Access to Literacy Resources and Instruction that Support Knowledge Building

Abstract: Contemporary educational standards are meant to frame a vision of ambitious teaching and learning. Annemarie shares recent research conducted by the *Multiple Literacies in Project-based Science Learning* team in which they are designing instruction, for elementary students, informed by the *Common Core State Standards in ELA* and the *Next Generation Science Standards*. She will use vignettes to bring to life classroom events in which students are positioned as sensemakers and are using multiple literacies to investigate and explain scientific phenomena.



Nadine Hall and Kelly Williams, Co-Directors of Diversity

Ms. Nadine Hall and Dr. Kelly Williams, Co-Directors of Diversity, Greenhills School (grades 6-12), Ann Arbor, Michigan. Ms. Hall has worked in diversity programming for nearly two decades and has taught history to both middle and high school students. Her courses include Foundations of Civilization, Global Crisis, and Sociology. She was also the department chair for History and Social Sciences for grades 6-12. Dr. Williams has worked in diversity programming for over a decade and has taught English to high school and college students. Her courses include American Literature, African American Literature, and Race, Gender, & Intersectionality. She was also the department chair for English for grades 6-12. Currently, Ms. Hall and Dr. Williams create innovative diversity programming in addition to serving as classroom teachers.

Title: Unlearning Racism, Sexism, and Homophobia: Increasing Equity Literacy in the Classroom and Beyond

Abstract: Our central premise is this: What happens if we put marginalized students at the center of every decision we make at a school? How might that change curriculum, pedagogy, and programming in ways that benefit all students? Teachers have a responsibility to prepare students for a future in which productive and innovative work depends increasingly on being able to collaborate with people with different identities, skill sets, and life experiences. To this end, teachers must increase what Paul Gorski calls “equity literacy” within the framework of their particular disciplines. In this talk, we will share our insights about how to create systems that increase equity literacy for all students by amplifying underrepresented voices. Marginalized students come to school each day with experiences and perspectives that are often ignored or undervalued as part of the day-to-day realities of learning within an educational institution. However, finding ways to support and uplift marginalized students’ understandings about their identities and about the world can create important points of connection that deepen learning for every student. Doing so empowers marginalized students to take a more active role in the classroom and inspires all students to respect and honor differences both now and in the future.