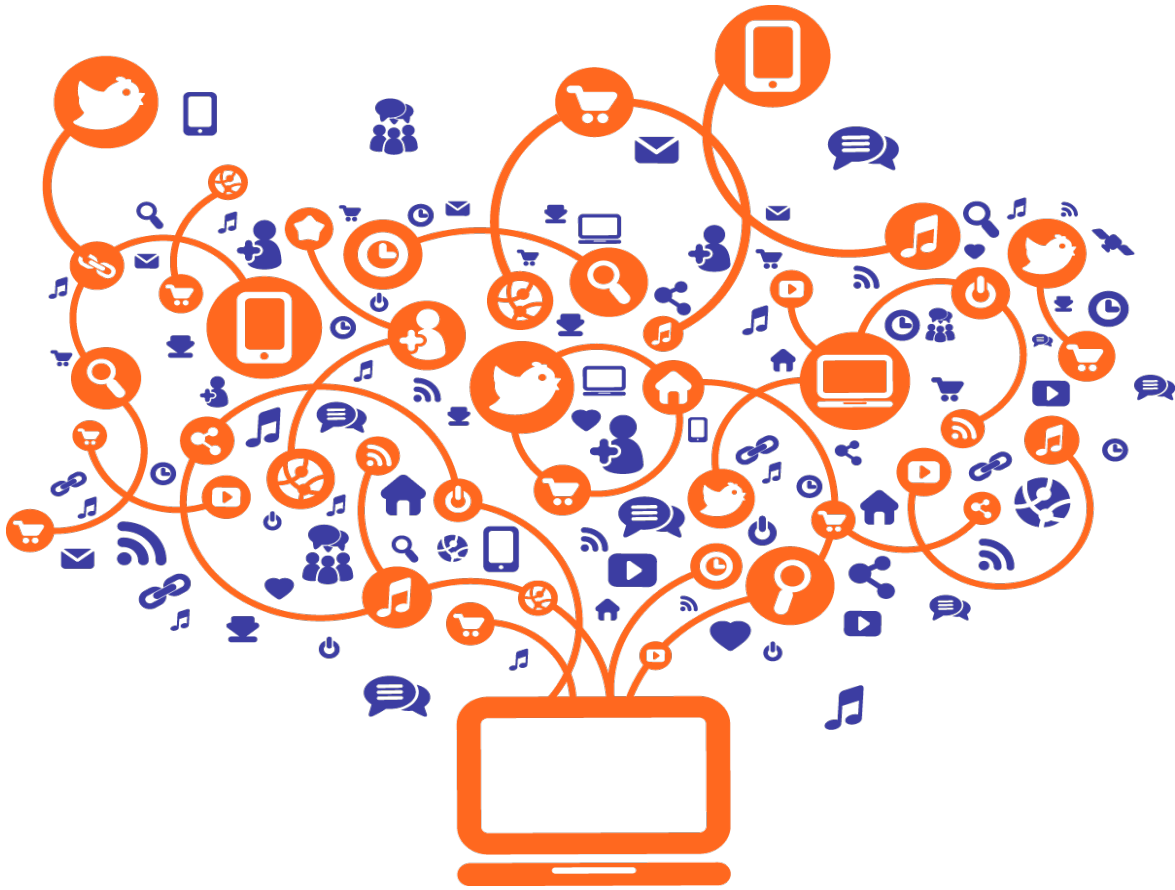


Improving Literacy Instruction to



Impact Teacher and Student Success

Saturday, July 9, 2016 from 11:00AM – 1:00PM

Sheraton Boston, Republic A

2016 PLTE Program

61st ILA Convention in Boston – July 9 – 11
Transforming Lives Through Literacy 2.0

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PLTE Executive Board Membership Annual Sessions Publications

Greetings from PLTE's Chair

PLTE Members,

Welcome to the Professors of Literacy and Teacher Education (PLTE) SIG's annual session here in Boston. As you know, we are continuing to focus on ILA's conference theme—*Transforming Lives Through Literacy 2.0*. Given that literacy and illiteracy both have significant impacts on the lives of all citizens, it makes sense that we continue these discussions and allocate additional time to such a life-altering, fundamental issue as this.

I would like to recall your attention to a point I shared last year with respect to how literacy is transformative. Leu stated (2000) that literacy is deictic, pointing out that “the meaning of literacy rapidly and continuously changes as new technologies for information and communication continuously appear online and new social practices of literacy quickly emerge” (Leu, 2011, p. 6). This has never been more true than today. We live in a time where we communicate in more diverse ways, with multiple people (sometimes simultaneously), and with people from all over the world. In regards to digital literacy online, we have websites, blogs, and wikis. We also have hybrid forms of texts and genres as well as the potential for endless texts through hypertextuality. We use social media and emoji to convey meaning. Texting is the preferred means of communication and we communicate with photos and visual representations through Snapchat, Instagram, and memes.

Today's literate practices now require knowing how to navigate from a post to the actual source text or “full story,” all the while avoiding other suggested stories, marketplace ads, pop-up ads, or worse. With this transformation, comes the need to also change how we approach the teaching of literacy instruction and the preparation of teacher candidates. We can no longer continue to just focus on the basics of reading. Today's literate practices need to also take into consideration multimedia authoring skills, multimedia critical analysis, cyberspace exploration strategies, and cyberspace navigation skills (Lemke, 1996) and how they are used in context by those who they teach.

Our PLTE session today will provide opportunities for you—our members—to interact and engage with one another. We are very pleased to be offering another roundtable session of presenters who have come together to share their research and hard work. It is our hope that all those participating today will be able to broaden their understanding of what constitutes literacy in the 21st century and to discover ways to teach literacy to teacher candidates so that the lives of their students are transformed.

All the Best,



Stan Barrera

A Message from the PLTE Program Chair



Dear PLTE Members:

I would like to thank each of you for your support during my second term as Program Chair. This year has brought many changes to ILA and our organization, including a name change to Professors of Literacy and Teacher Education (PLTE). Just as last year, I must thank the current Chair, Stan Barrera, for his assistance this year. Stan certainly wears many hats, and I was very fortunate to have his assistance the past two years.

Through the support of the executive board and our membership, PLTE will have a wonderful session with current and interesting research presented by our members. This year's session will offer a business meeting followed by roundtable discussions addressing pre-service teacher education, instructional practices, multimodal and content area literacy instruction, and best-practices of writing.

Again, I thank you for this wonderful opportunity to serve you—our PLTE members. Throughout the year, everyone has been so positive and appreciative, and I am truly grateful. I am thankful you all were able to join in Boston, and I hope you enjoy your time in the beautiful city. I hope to see you at the conference next year in sunny Orlando, Florida!

Sincerely,

Tiana

Tiana McCoy Pearce, Ph.D. – *Program Chair*
tpearcephd@gmail.com

PLTE Session Schedule & Agenda

61st Annual Convention of the ILA

Special Interest Group Program Agenda

Saturday, July 9, 2016 from 11:00AM – 1:00PM

Sheraton Boston, Republic A

Time	Speaker/Presenter	Event
11:00-11:05	Stan Barrera, Chair	Introduction and Welcome
11:05-11:50	Executive Board and Membership	Business Meeting
11:50-12:50	Tammy Marsh Milby, Coordinator	Roundtable Discussions
12:50-1:00	Stan Barrera, Chair	Closing Remarks

Roundtable Discussion Facilitators

Group 1 – Melissa Reed
Group 2 – Joan Rhodes
Group 3 – Amy Vessel
Group 4 – Sheri Vasinda

Breakdown of Roundtable Discussions*

(Adjustments by Discussion Facilitators may be made)

Schedule for a Two-Paper Roundtable

11:50 – Presenter 1
12:10 – Presenter 2
12:30 - Discussion
12:50 – Conclude

Schedule for a Three-Paper Roundtable

11:50 – Presenter 1
12:05 – Presenter 2
12:20 – Presenter 3
12:35 - Discussion
12:50 - Conclude

Roundtable Discussions

Group1: Instructional Practices

Melissa Reed, Discussion Facilitator

Literacy Everywhere: Mentoring Pre-Service Teachers in Transformation of Interdisciplinary Classrooms Through Place-Based Education - *Melissa Reed*

Literacy extends beyond simply reading and writing when learners are expected to decipher information from listening, speaking, and viewing, as well. As we implement new standards that require learners to become problem-solvers, critical thinkers, and to provide evidence to support their claims, we must also provide authentic opportunities to apply and implement new learning (Lieberman, Gerald & Hoody, 1998). Educators today need to know how to provide ways for learners to gain information across multiple resources, discern what is relevant to the topic at hand, and then present it back through diverse multimedia formats that demonstrate their understanding. Place-based education provides a model for creating opportunities to turn places in your community into a classroom. Place-Based Education (PBE) occurs when children, teachers, and adults in the community use the social, cultural, and natural environment in which they live as an inquiry-based learning laboratory for students to gain knowledge and skills across the curriculum (Sobel, 2005).

More Than Sustained Silent Reading: Exploring Effects of Independent Reading - *Lauren Brannan & Andrea Kent*

Throughout the changes in “best-practices” in reading instruction, research has continually identified volume of reading as a key contributor to achievement in reading (Allington, 2006, 2009, 2013; Allington, et al., 2010; Anderson, Wilson, & Fielding, 1899; Cunningham & Stanovich, 1990, 1991, 1997, 2001, 2003; Topping & Samuels, 2007; Guthrie, Schafer, & Huang, 2001; Taylor, Frye, & Maruyama, 1990). Simply increasing the frequency and time spent practicing the act of reading leads to increases in reading achievement by developing accuracy, fluency, and comprehension (Allington, 2006; Guthrie, Wigfield, Metsala, & Cox, 2004). However, efforts to increase the amount reading that students engage in during school hours, such as Sustained Silent Reading (Pilgreen, 2000) were stifled by the National Reading Panel finding a lack of scientific evidence to support such efforts (National Institute of Child Health and Human Development [NICHD], 2000a; 2000b).

The Independent Reading Approach, as referred to in this study, has been known throughout the literature as *independent reading* (Miller, 2002; Routman, 2003; Sanden, 2012; 2014; Taberski, 2011; Towle, 2000). In order to clearly separate this method from other programs such as Sustained Silent Reading that allow students to read during class, the term Independent Reading Approach will be used to signify the integrated use of the following components: a sustained amount of time for reading each day, student selection of appropriately leveled text; reading as a social activity;

Continued

productive noise; a connection to direct instruction; student-teacher conferences; and access to text (Miller, 2002; Routman, 2003; Sanden, 2012; 2014; Taberski, 2011; Towle, 2000).

This study used a nonexperimental, comparative design to examine the effects of the Independent Reading Approach on students reading achievement. Participants included six second grade teachers, selected from a large school district in the Southeastern region of the United States. Three teachers who implemented the Independent Reading Approach and three teachers who did not implement the Independent Reading Approach were purposefully selected. All six participants implemented the Accelerated Reader Program (Renaissance, 2012). Each teacher submitted the STAR Reading Enterprise Scaled Scores (SS) for each student (N= 127) from the beginning of the year and from the beginning of the third academic quarter. These scores served as pretest and post-test scores for the variable, reading achievement.

A one-way analysis of covariance was performed using pretest scores as the covariate and posttest scores as the dependent variable; the independent variable was independent reading (independent reading approach, non-independent reading approach). The results revealed that the main effect of Independent Reading Approach variable was not statistically significant, $F(1, 124) = 2.003$, $MSE = 3992.69$, $p = .16$. These results suggest that the specific approach to independent reading discussed in this study may not be superior to other approaches to independent reading in the classroom.

The literature suggests that volume of reading is highly correlated with reading achievement (Allington, 2006, 2009, 2013; Allington, et al., 2010; Anderson, Wilson, & Fielding, 1899; Cunningham & Stanovich, 1990, 1991, 1997, 2001, 2003; Topping & Samuels, 2007; Guthrie, Schafer, & Huang, 2001; Taylor, Frye, & Maruyama, 1990). Preservice and inservice teachers should be encouraged to provide daily class time for students to read. While the Independent Reading Approach provides instructional scaffolding and various components for keeping students engaged with reading, this study does not show the Independent Reading Approach to be superior to other approaches.

Tagging for Metacognition: Building Cognitive Fluency through Collaborative Dialogue - *Patricia Durham*

Much literature has connected collaborative discourse to developing a deeper comprehension of text for its allure to invite open responses, provide opportunity to talk, and to construct intertextual connections (Keene, 2008; Keene & Zimmermann, 2013; Many, 1990; Mills, 2009; Mills, 2010; Mizokawa & Hansen-Krening, 2000). Mizokawa and Hansen-Krening (2000) discuss that as educators, we are actively concerned with not only *can* our students read, but do they *like* to read. Thus, when a student reveals to us interest in a genre (or disinterest) we are encouraged that the student may be on the road to finding his/her aesthetic stance for reading. Becoming metacognitively cognizant of these interactions or how fluent they are at making these awareness's can be mysterious in nature as teachers can only evaluate physical behaviors without conferring more with the reader. The facial features created while reading, the sudden 'Ah-Ha', or the urgent need to tell someone about an event just read all represents the reader's aesthetic behaviors for reading.

Continued

Connected to this behavior is cognition. Believing, thinking, feeling, and connecting are all descriptors of the cognitive domain. As teachers, we want readers to grow as engaged fluent users of higher order thinking skills such as tagging or becoming aware of an “Ah-ha” moments rather than to simply recall or retell facts from literature. We want them to be readers who use their metacognitive knowledge to determine the appropriate tag for the experience, construct a fluid and critical dialogue to express the experience, engage in a literacy conversation with the text, and take action to evaluate the connection made (Author, 2013). Without tagging for and building reading ‘cognition fluency’ for these metacognitive thinking skills, reading can become dry and unfulfilling.

The Cognitive Flexibility Theory supports such a reader that seeks to manipulate their schema to make sense of the reading experience. Spiro et al. (2013) explains this theory to be dependent on the diversity of experiences or ‘cases’ a learner uses to experiment with in a learning situation to develop a deeper understanding of the concept. Learners must ‘criss-cross’ established knowledge or experiences not just to activate prior fixed-knowledge but to mobilize this fixed-knowledge to explain new knowledge through multiple lenses. Cognitive Flexibility Theory “requires information to be coded conceptually for the many different kinds of use that new situation may require” (p. 554). Tagging or coding for these interconnections allows the learner to map out an experience through multiple viewpoints. The flexibility to code a connection made with the text through the lens of the past knowledge or experience, allows the reader to form an interconnected relationship with the text, their experiences, the old knowledge, and new. Even knowledge that has yet to be uncovered or yet to be clarified can be coded as a result of the awareness the reader makes for a need to fill that void.

Group 2: Preparing Pre-service Teachers

Joan Rhodes, Discussion Facilitator

Strengthening and Embedding International Work in Preservice Teacher Education - *Joan Rhodes & Tammy Milby*

The U.S. population is becoming increasingly diverse with the number of people speaking a language other than English growing tremendously from 14 percent in 1990 (U.S. Census Bureau, 1994) to 21 percent in 2011 (Ryan, 2013). This dramatic shift necessitates a change in the university instructional program to address the needs of linguistically diverse students. Teacher educators in post-secondary environments must seek ways to increase their students’ cultural competence as well as their knowledge for teaching English Language Learners (ELLs).

Fortunately, there is an impetus at many universities to provide experiences for students that broaden their global understanding and provide language learning opportunities. The need for these types of programs is particularly evident in the field of teacher education where educators are often placed in classrooms with limited experience in diverse environments (Authors, 2015).

Kolb (1984) explains that knowledge comes from transformative experiences. Study

Continued

abroad experiences can be the catalyst for these transformative learning opportunities, particularly for preservice educators who will encounter ELLs in their literacy classrooms. This session will address how international work and globalization influences the literacy instructional practices of preservice educators. Participants will review the literacy instructional skills developed by preservice educators who have participated in study abroad experiences in Belgium, New Zealand, Costa Rica, Italy and France. Discussion related to the specific ELL instructional strategies and methods of providing global experiences for preservice educators will be discussed.

This session will address how international work and globalization influences literacy practices in the classroom. The presenters will describe the fundamental underpinnings of literacy skills required by ELLs. Participants will review a summary of the research that addresses the professional skills developed through participation in study abroad programs and international destinations such as Italy, Costa Rica, France, the Netherlands, New Zealand, and Belgium. Next, ideas for building a more global classroom environment will be explored. Tips for funding educational travel opportunities will be shared.

Pre-service Teachers, Children's Literature, and Classroom Libraries: Books and Tools to Promote Literacy - *Sonja Ezell*

Classroom libraries are important and children read 50 percent to 60 percent more in classrooms with libraries than those without them (Morrow, 2003). By providing access to a rich and varied classroom library, teachers promote reading and reading ability is fundamental to future success. According to the U.S. Department of Labor, 65% of today's grade school kids will end up at a job that hasn't been invented yet (U.S. Department of Labor, 2015). Yet, only 35 percent of 4th graders are reading at or above a proficient level, according to the U.S. Department of Education (U.S. Department of Education, 2015).

According to Allington and McGill-Frazen (2013) historically, high-needs students are less likely to read because they don't own any books and they live in neighborhoods where there are few, if any, places to purchase books. These children live in neighborhoods best described as book deserts. In addition, these students rely primarily on schools as sources for the books they read. Unfortunately, too many high-poverty schools have small libraries, and there are too many classrooms that have no classroom library for students to select books to read. Too many high-poverty schools ban library books (and textbooks) from leaving the building (fear of loss of the books). However, even with fewer books in their schools and more restrictive book-lending policies, these students do get most the books they read from the school they attend. By offering a wide range of books from which to choose, classroom libraries can help students continue on their reading path.

When children get to choose books and explore personal interests, they will enjoy reading and spend more time doing so. A well-stocked classroom library offers students the support they need to become lifelong readers. Teachers are profound influencers who shape the lives of children they teach. While there's no definitive answer to what makes a perfect classroom library, teachers need to build well-rounded, balanced book collections across content areas, genres, and diverse reading levels.

Continued

This roundtable discussion will focus on the responses that pre-service provided when they completed a multi-media project detailing their ten favorite children's picture books. Additionally, the roundtable discussion will address the significance regarding the books and genres that received the lowest preference marks.

According to Chatton (2004) many adults believe that students should read only what adults consider quality literature; yet, an adult's interests often differ from a child's. Pre-service teachers may be tempted to stock their classroom libraries with books of genres that they enjoy reading. However, to engage students and provide access to books students will enjoy and want to read, pre-service teachers should discover their students' attitudes about reading and the types of books they like.

Pre-service teachers could use observations, interviews and attitude/interest inventories to discover their students' literary profile. Access to books and providing students with choices in what they read improves students' reading motivation, engagement, and achievement. Classroom libraries are essential in keeping their interest alive.

Researching the Best Practices of Effective Communication and Professional Growth in a Clinical Residency Program - *Amy Vessel*

In a second year pilot, 11 mentors and interns were placed with similar personality types for a full-year, August-May, clinical experience. All interns were elementary majors, and all mentors had years of experience with the university/school partnership and were recommended by their principals. The St. Cloud Co-Teaching model (Bacharach, Heck, & Dahlberg, 2010) was implemented, and the pairs worked together on planning, teaching, and assessments on a daily basis. The intern team and the mentor team met bi-weekly at the school site with the clinical liaison, and communication between the mentors and interns varied from face-to-face conversations to emails to text messaging. However, after the first rotation, it was noted that the rich experience of writing and reflecting upon teaching and mentoring experiences were missing from the clinical model. Researching the benefits and types of journal writing that could be implemented (Hiemstra, 2001), interactive reading logs were implemented into the clinical residency model.

The research questions that led this study were:(1) What are best practices for journaling for co-teachers in a clinical residency program?, (2) What are interns' preferred modes of communication with their mentors?, and (3) Did taking the time to process the classroom experience and then sharing that experience in conversation increase the professional growth of the mentor and the intern?

Qualitative data gathered included bi-weekly meeting interviews with mentors, bi-weekly and monthly interviews with interns, and mentor/intern journal entries. Interns were interviewed on a monthly basis to gather best forms of communication throughout the experience. All mentors and interns were provided with journals to maintain through the remainder of the year. Participants were asked to determine as a pair 1-2 key events from the week that took place in the classroom. Mentors and interns then wrote in their personal journals about the experience and returned to discuss the event further with their co-teacher. As the academic year progressed, mentors and interns were encouraged to find the best modes of communication and try different types of journaling. Vignettes from the classrooms will be shared with the roundtable as well as results from the study.

Group 3: Writing

Leah Katharine Saal, Discussion Facilitator

Parents' Understandings of Emergent Writing

– Leah Katharine Saal & Megan Laporte

Family and schools have the two greatest impacts on a child's education (Sheridan, Knoche, Kupzyk, Edwards, & Marvin, 2011). "Family is the primary system, and because it is generally a lifelong resource, it is the most important" (Sheridan et al., 2011, p. 362). Research on parent engagement and early language and literacy has shown that families who participate in shared language experiences at home yield greater achievements in reading. "Early shared reading has been linked to later language growth and reading achievement, and early childhood scholars argue for the importance of parents' reading to their children" (Dever & Burts, 2002, p. 360). This early exposure to language, vocabulary and early readiness skills provides a certain advantage for children whose families participate in joint activities that foster the development of these skills.

Mayer (2007) concluded that "reading and writing skills develop simultaneously and are interconnected" (p. 34), and yet, there is little research available about the influence of parents on the emergent writing process. Writing development generally occurs between ages 3-5 and can extend into primary school years (Schickedanz & Casbergue, 2004). Like reading, writing is developing prior to a child's mandatory education, while a child's home environment is still his primary environment. With parents serving as their child's primary educator how do parents understand their child's early writing development?

Participants were solicited to participate in a language experience activity of co-creating an authentic alphabet book from a 4 year-old preschool program in Baltimore City. Participants originally included 4 female and 2 male students, ages 4 & 5, and their parents. Parent's age range is unknown. One male student was dropped from the study after parent contact could not be made following their original written consent.

Data was collected from four sources: audio taped parent interviews, parent questionnaires, the alphabet books as artifacts of the shared language experience activity, and the researcher's field notes. All parents who participated in the interviews were female.

Parent interviews and questionnaires were transcribed and analyzed using constant comparative method (Glaser & Strauss, 1967). Raw data was coded using in vivo coding. Codes that correlated within broad categories were merged and collapsed into code concepts. Analysis of concepts led to themes. Point of saturation occurred when no new themes emerged.

Trustworthiness (Stake, 2010) was achieved through interrater reliability coding (Miles & Huberman, 1994). After the first round of coding, 64.14% percent interrater reliability coding was achieved. Codes and definitions were consolidated and refined in order to more clearly define each code. After a second round of coding, 81.29% was achieved. Six definitions were developed for the following codes: Parent Input, Child Input, Parent Output, Child Output, Home Experiences and Motivation-Parent (see Table 1). Once codes and definitions were established the number of instances were tallied. The results were: Parent Input-28, Child Input-39, Parent Output-36, Child Output-9, Home Experiences-38 and Motivation-Parent-4.

The Role of Drawing as Brainstorming Activity for Early Elementary Writers - *Jolene Reed*

In composing written text, the emerging author works to convey a meaningful message to his or her reader. Lindors (1987) describes the writing process as a means of allowing the child to “encounter and shape his own ideas” (p. 9). How might the encouragement of drawing as a pre-writing activity support this activity in some children?

The writing process is as complex as its counterpart in reading. First, the writer must formulate a thought or message to be conveyed and then put together an appropriate series of words that will convey the desired message. While holding the desired message in his head, the writer works to encode the message into print that can be later read. Clay, (1998) states that the writer must have a well-orchestrated program for holding the desired message in his working memory long enough to transcribe those thoughts onto paper. How can educators of emerging literacy learners further support these young children in this process?

Vygotsky described a child at play as “a head above himself” (Vygotsky, 1978, p. 102). The child in this study was, in essence, at play with herself, her classmates, and with different modes of writing. She was playing with the writing process. As a result of that play, she was “a head above” herself as she used her drawings as a springboard to compose and learn about written text. How can pre-service teachers be supported in their understanding of the role of play in the emerging literacy learner’s early attempts at writing stories?

Group 4: Multimodal and Content Area Literacy Practices *Sheri Vasinda, Discussion Facilitator*

Augmented Reality: Adding Multimodal Experiences to Preservice Teachers’ Reading Notebooks - *Sheri Vasinda*

Preparing preservice teachers to be strong and competent reading teachers involves “looking under the hood” of a process in which they are already proficient and have little memory of becoming so. Additionally, the technicalities of understanding reading processes are not supported in general undergraduate courses in the same way math, science, and social studies are. Often when preservice teachers begin their literacy coursework, they encounter much unfamiliar vocabulary and concepts

making learning challenging. Additionally, as the landscape for literacy continues to expand and change (Jewitt, 2008; Coiro, Knobel, Lankshear, & Leu, 2010; New London Group, 1996), university faculty is challenged to update their practices to model the expanding nature of literacy. The ubiquitous nature of mobile technologies, such as smartphones, provides opportunities to harness multimodal opportunities to support preservice teachers in developing their literacy content knowledge while also developing pedagogical knowledge, and technology knowledge (Mishra & Koehler, 2006).

Continued

Integrating processes of various modalities, visual, auditory, and kinesthetic, as well as linguistic and non-linguistic representations or modes, provide a variety of ways for learners to represent their understanding of new content (Kress & van Leeuwen, 2001; Kress 2003). This roundtable session will describe one literacy faculty's exploration of blending the 20th century composition book, known in her class as the

Reading Notebook (RNB), with 21st century mobile technology apps in which the preservice teachers create short videos and animations that provide opportunities to orally articulate reading concepts and vocabulary to deepen their understanding and memory of new learning. Then using a free augmented reality app, Aurasma, students create trigger images in their RNB that access their multimodal creations to transform their two-dimensional notebook entries into movies and animations. Thus the students created layered notebook entries supporting their content knowledge, experienced innovative and transformative technology integrations that move beyond novel to sound multimodal theories for learning (Kress & van Leeuwen, 2001; Kress, 2003). These technology enhanced experiences provide them with a provocation for considering ways to integrate technology and multimodal literacies for learning of new content in their future classrooms, not just literacy learning, but also other disciplinary content. Opportunities for trying out this process will be facilitative if time allows.

Using Multimodal Literacy for Social Justice

- *Thomas Cornell & Paula Witkowski*

Participants will learn about UNESCO's Strategic Sustainable Goals and how they people around the world and the impact it has on their lives and quality of life through a very short UNESCO video. A description of the program will focus on how this interdisciplinary effort was achieved with another school on campus. Participants will be asked for input on how to further the impact of eradicating illiteracy around the world. Various forms of literacy skills in the areas of reading, writing, interpersonal communication, visual media, and media literacy will be shared in order to demonstrate how these skills are the foundational building blocks that are needed in today's world for building literacy programs. Media literacy will focus on the relationship between national and global media systems and the role of international communications in the development of new programs.

Reading the Disciplines: Comprehending Diverse Academic Texts

- *LaToshia Woods*

What aspects of literacy instruction should future teachers of upper elementary upper elementary content be prepared to teach? One consideration is that upper elementary students must learn to read and write about complex texts within the disciplines (Fisher & Frey, 2012) that instruction in neither basic intermediate literacies provides (Shanahan, 2008). Upper elementary students need to be taught by individuals who have developed an effective disciplinary literacy pedagogy (Moje, 2007) that promotes fluid access academic content. Effective disciplinary literacy pedagogies allow opportunities for students to successfully explore the conventions and norms specialized to particular disciplines. Furthermore, these pedagogies

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present effective integrations of reading and writing and promote in-depth understandings of academic content.

In order to gain first-hand knowledge of what pre-service teachers of today need most from their content literacy coursework, students from three university campuses who were enrolled in content literacy coursework completed reflective writings describing their prior experiences in a chosen academic discipline that made comprehending the content challenging for them. The writings were analyzed in search of common themes highlighting preservice teachers' experiences with learning science or social studies.

Significant statements, quotes, and phrases detailing their perceptions of the science discipline including: challenges with the depth of mathematical knowledge required for the discipline, variations in the presentation of the different types of science reading within the discipline (reading biology versus reading physical science), and not having adequate strategies to read and understand science well. Challenges with the social studies discipline included deciphering the structure and layout of textbook reading, using textbooks as the primary text for content learning, understanding variations in how to read the sub-disciplines (readings for civics/government versus historical texts) excessive dates, facts, and details to remember, and not receiving adequate supports in order to contextualize occurrences of various historical time periods.

After a brief discussion of the results of the study, roundtable attendees will be invited to review some content pieces within the disciplines and sub-disciplines (of science and social studies) in order to determine which structures of the texts make them complex. After the complexities of the texts are determined, attendees will discuss pros and cons of alternative to the traditional approach to disciplinary literacy (i.e. inquiry and social justice approaches). Through the aforementioned activities described for this session, professors of varying literacy specialties will consider the extent to which the content literacy coursework at their university campuses has evolved to promote disciplinary literacy models that infuse curricula with disciplinary literacy in order to promote deeper comprehension and essential 21st century literacy skills (Misulis, 2009).

Presenters

Estanislado S. Barrera IV, Louisiana State University
Lauren Branna, University of South Alabama
Elaine M. Bukowiecki, Bridgewater State University
Thomas Cornell, Webster University
Patricia Durham, Sam Houston State University
Sonja Ezell, Emporia State University
Shannon Howrey, Kennesaw State University
Andrea Kent, University of South Alabama
Kimberly Kimbell-Lopez, Louisiana Tech University
Megan Laporte, Loyola University Maryland
Tammy M. Milby, University of Richmond
Leah Katherine Saal, Loyola University Maryland
Laurie A. Sharp, West Texas A&M University
Roberta Simnacher Pate, Tarleton State University
Tiana McCoy Pearce, TMP Consulting
Jolene Reed, Sam Houston State University
Melissa Reed, Emporia State University
Joan Rhodes, Virginia Commonwealth University
Sheri Vasinda, Oklahoma State University
Amy Vessel, Louisiana Tech University
Paula Witkowski, Webster University
LaToshia Woods, Arkansas State University

PLTE Professors of Literacy and Teacher Education



For more information, visit www.PRTE SIG.com or email us at PRTESubmissions@gmail.com

Membership Information

Benefits of membership include:

- Scholarly association with leading reading educators and researchers from around the world.
- The opportunity to present at the annual PLTE session in conjunction with the convention program of the International Reading Association.
- Subscription to the semiannual PLTE journal, *The Reading Professor*.
- Subscription to an annual newsletter.
- Invitation to submit manuscripts to be reviewed for publication in *The Reading Professor*.
- The opportunity to submit proposals for international presentation whenever PLTE is included in an international literacy conference.

ALL PLTE MEMBERSHIPS EXPIRE IN APRIL

Date _____ ILA # _____ Expiration Date _____

Title _____ First _____ Middle _____ Last _____

Name of Institution _____

Position: Faculty/Instructor Administrator Teacher Student

Mailing Address _____

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Mailing Instructions

Please visit www.PRTE SIG.org for the Membership Chair's Contact Information and where to send your membership application and payment. You can also contact the current Membership Chair at PRTEMembership@gmail.com

