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The event is being held in memory of Mrs. Gladys Kelly Anderson.

## Wednesday, May 14, 2008

8:30 – 9:00 *Registration and Continental Breakfast*

9:00 – 9:15 *Welcome and Introductory Remarks*

- Janice F. Almasi, Carol Lee Robertson Endowed Professor of Literacy
- Carol Lee Robertson - Presentation of the Friend of Literacy Award

### *Keynote Address*

*Time:* 9:15 – 10:00 AM

*Issue:* *Emergent Literacy*

*Title:* “How Young Children Interpret Page Turns in Picture Storybooks”

*Speaker:* **Larry Sipe, Ph.D.**, University of Pennsylvania



**Abstract:** *In this talk, I explore one way of helping young children develop inferential and critical thinking as picture storybooks are read aloud to them. Picture storybooks are carefully planned as a sequence of facing pages (called openings). The text of the entire book is broken into a series of these openings. In my research, a primary grade teacher and I invited children to speculate on what might have happened “between” one opening and the next; in other words, what might have happened during the “page turns” in the story. We found that children had very intriguing ideas about what happened in this space in between. Because the children were interpreting what was literally **not** there in the story, they were automatically making inferences, including constructing possible character actions, character dialogue, changes in setting, and several other ways of filling in the gaps in the story. There is no research about this topic; thus we put it forward as one additional strategy for teachers to use when they read picture storybooks aloud to children.*

**Larry Sipe, Ph.D.**, is an Associate Professor in the Reading/Writing/Literacy program at the University of Pennsylvania’s Graduate School of Education. His Ph.D. is in children’s and adolescent literature from The Ohio State University. He has taught in a one-room school; a multi-grade classroom in an independent school; and has been the coordinator of language arts (K-6), special services, and early childhood. Altogether, he has 19 years of experience in schools and school districts. This is his 12<sup>th</sup> year at the Graduate School of Education, where he teaches courses in literature written for children and adolescents, and conducts research on kindergarten, first- and second-graders’ literacy understanding of picture storybooks.

*Date:* May 14-15, 2008 • *Location:* Spindletop Hall, 3414 Ironworks Pike, Lexington, KY

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Wednesday, May 14, 2008 (continued)



### **Keynote Address**

**Time:** 10:00 – 10:45 AM  
**Issue:** *Emergent Literacy*  
**Title:** “Lessons Learned from Early Reading First”  
**Speaker:** **Lea M. McGee, Ed.D.**, The Ohio State University

**Abstract:** *I will describe the call for proposals for Early Reading First (ERF) in 2002, the approach taken in this grant, and the three year results. I will then describe the call for proposals in 2004, the differences in approach this required, and the three year results. I will draw conclusions about the field of early literacy development and instruction.*

**Lea M. McGee, Ed.D.**, is the Marie M. Clay Chair of Reading Recovery and Early Literacy at The Ohio State University. She was previously a professor of literacy education at the University of Alabama. She teaches graduate courses in foundations of language and literacy development, Reading Recovery theory and practice, and emergent literacy research. She received her Ed.D. from Virginia Tech and has previously taught at Boston College and Louisiana State University. She is co-author of five books: *Transforming Literacy Practices in Preschool*, *Literacy's Beginnings: Supporting Young Readers and Writers (4th Ed.)*, and *Designing Early Literacy Programs for At-Risk Preschool and Kindergarten Children*. The later two books are co-authored with Donald J. Richgels. She has also written *Teaching Literacy in Kindergarten* co-authored with Lesley Mandel Morrow, and *Teaching Reading with Literature* co-authored with Gail Tompkins. She has published dozens of articles and book chapters in a variety of journals including *The Reading Teacher*, *Language Arts*, and *Reading Research Quarterly*. She is past-president of the National Reading Conference. Her research interests include alphabet learning, the role of fingerpoint reading in making the transition from emergent to conventional reading, and young children's responses to literature. She was Co-Director of Project EXEL, a 2002 Early Reading First grant awarded to the Alabama Department of Children's Affairs, and Principle Investigator of Project CORE, a 2004 Early Reading First Grant awarded to the University of Alabama. She frequently provides professional development and works with teachers in their classrooms.

**10:45 – 11:00**      **Break**

### **Breakout Sessions**

**Time:** 11:00 – 11:45 AM  
**Issue:** *Emergent Literacy*  
**Speakers:** **Larry Sipe**, University of Pennsylvania  
**Lea M. McGee**, The Ohio State University

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Wednesday, May 14, 2008 (continued)

11:45 – 12:50      Lunch (provided by the Kentucky Literacy Research Symposium)

### **Keynote Address**

**Time:** 1:00 – 1:45 PM

**Issue:** Adult / Community Literacy

**Title:** “Literacy for Life: From Research to Practice for Adult and Early Childhood Literacy Practice”

**Speaker:** **Victoria Purcell-Gates, Ph.D.**, University of British Columbia



**Abstract:** Research into adult literacy instruction has documented the positive impact of using real-life literacy activities in the adult literacy classroom on adults’ reading and writing practices. Other studies with young children have found similar relationships between authentic literacy practice in the classroom and children’s reading and writing achievement. Taking these findings, in conjunction with research on the real-life literacy practices of different communities, a family literacy program has been constructed that focuses on authentic literacy instruction for both low-English literate adults and their pre-school children. Preliminary findings will be described and explored with audience members.

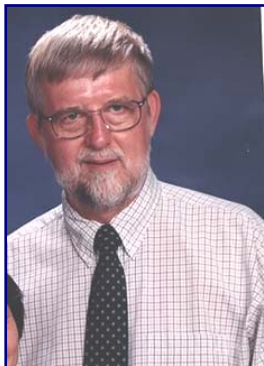
**Victoria Purcell-Gates, Ph.D.**, holds a Tier I Canada Research Chair in Early Childhood Literacy at the University of British Columbia where she is a Professor in the Language and Literacy Department. She studies literacy development across the age span and in and out of schools. Her book, *Other People’s Words* (Harvard University Press, 1995) was awarded the prestigious Grawemeyer Award in Education (for “ideas that hold the potential to make the world a better place”) in 1996. Dr. Purcell-Gates has documented through numerous studies, published in over 150 journal articles, books, and book chapters, the relationships between out-of-school, community-based literacy practices of adults and in-school literacy achievement of children and adults in adult literacy programs. Her book, with co-authors Erik Jacobson and Sophie Degener, *Print Literacy Development: Uniting Cognitive and Social Practice Theories* (Harvard University Press, 2004) pulls together much of her research and that of others to form a theory of literacy learning and development that accounts for both family and community literacy practice and school instruction, all within sociocultural contexts and power relations. In December 2004, Dr. Purcell-Gates was awarded the Oscar Causey Award for Outstanding Contributions to Reading Research by the National Reading Conference, an international organization of literacy researchers. In 2005, she was elected to the Reading Hall of Fame. Her latest book is *Cultural Practices of Literacy: Case Studies of Language, Literacy, Social Practice, and Power* (Lawrence Erlbaum, 2007).

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Wednesday, May 14, 2008 (continued)



### *Keynote Address*

*Time:* 1:45 – 2:30 PM  
*Issue:* Adult / Community Literacy  
*Title:* “Three Growing Trends in Adult Literacy Research”  
*Speaker:* **Larry Mikulecky, Ph.D.**, Indiana University-Bloomington

**Abstract:** *This presentation will address key recent studies that represent three growing trends in adult literacy research. These trends are: 1) maintaining a balance between using teaching approaches supported by research and maintaining student participation through creation of supportive learning communities; 2) expanding adult literacy learning outside of classrooms and technology supports; and 3) recognizing the growing connection between general adult literacy, health literacy, and the health of adults and families.*

**Larry Mikulecky, Ph.D.**, is Professor of Education and Director of Language Education online learning at Indiana University-Bloomington. He received his doctorate from the University of Wisconsin, a master's degree from John Carroll University and a bachelor's degree from St. Olaf College. Mikulecky is a member of Phi Beta Kappa and has been awarded Indiana University's Gorman teaching award and its highest teaching award, the Frederic Bachman Lieber Distinguished Teaching award. He is also a recipient of Laubach of Canada's Distinguished Service Award and the state of Indiana's Community Service Award for adult literacy work.

Mikulecky's research examines the workplace literacy requirements for success in business, the military, universities and secondary schools. He currently teaches courses in Young Adult Literature and EFL Assessment to teachers all over the world through an Internet based graduate course format. His most recent research examines literacy and technology. He has served as principal investigator on over twenty research projects funded by the U.S. Departments of Education, State, and Labor as well as foundation and corporate sponsorship. Mikulecky has published over 100 journal articles, textbook chapters, and textbooks.

Mikulecky has also served as an international training, evaluation, and document design consultant in Australia, Canada, and the United States. He has worked on or directed projects for the U.S. Military, the U.S. Departments of Labor, State, and Education, the Atlantic Provinces Economic Council, the Ontario Ministry of Skills Development, the Queensland Board of Teacher Registry, the American Bankers Association, United Auto Workers/Ford, the Business Council for Effective Literacy, several Fortune 500 corporations, and over 100 school districts and corporations. He currently serves on the National Institute for Literacy's Research Groups on Adult Literacy and Adult ESL and was selected as a member of the National Academy of Science Adult Literacy Performance Standard Committee.

**2:30 – 2:40**

**Break**

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*Wednesday, May 14, 2008 (continued)*

***Breakout Sessions***

*Time:* 2:40 – 3:25 PM

*Issue:* *Adult / Community Literacy*

*Speakers:* **Victoria Purcell-Gates**, University of British Columbia  
**Larry Mikulecky**, Indiana University-Bloomington

*3:30 – 4:30 Reception (provided by the Kentucky Literacy Research Symposium)*

*Be sure to check out the Cortland Enterprises display as they have select titles from some of the symposium presenters, as well as other educational materials. They are located in the Music Room.*

Thursday, May 15, 2008

8:30 – 9:00 *Registration and Continental Breakfast*

9:00 – 9:15 *Welcome and Introductory Remarks*

• *Janice F. Almasi, Carol Lee Robertson Endowed Professor of Literacy*

### **Keynote Address**

**Time:** 9:15 – 10:00 AM  
**Issue:** *Comprehension*  
**Topic:** “The New Literacies of Online Comprehension:  
Preparing a New Generation of Students &  
Teachers”  
**Speaker:** **Doug Hartman, Ph.D.**, Michigan State  
University



**Abstract:** *We are at a “tipping point” moment in the history of reading comprehension: 8-18 year-olds in the U.S. now spend more time each day reading online than offline. In the last century American youth comprehended a paper-based diet of books and magazines. But the composition of their reading consumption has shifted dramatically in the last five years ... toward digitally-based fare. What does this shift from offline to online reading mean for how we understanding comprehension strategies? What is its significance for teaching reading comprehension? An intervention designed to address these questions—funded by the Carnegie Corporation of New York—will be presented.*

**Douglas K. Hartman, Ph.D.**, is Professor of Literacy Education in the College of Education at Michigan State University. Once a middle school English/Language Arts teacher, he now teaches seminars on adolescent literacy, new literacies, and the history of literacy. He currently serves as Senior Editor of the *Journal of Literacy Research*, Co-Director of the Literacy Achievement Research Center (with Nell Duke), and Coordinator of the Literacy Education graduate program at MSU. He has been a visiting professor at UC Berkeley and Teachers College, Columbia University. Dr. Hartman has authored nearly 50 journal articles, book chapters, technical reports, and book reviews. His work has been funded by the Carnegie Corporation of New York, Spencer Foundation, IRA, NCTE, and North Central Regional Educational Lab. He recently received the prestigious Albert J. Kingston Award for distinguished service to the field of literacy research, as well as gave the Annual Research Review Address at the National Reading Conference on “*One Hundred Years of Reading Research—1908-2008.*” Dr. Hartman’s research focuses on the seemingly simple question: How do we best prepare young people for the literacy demands of their present *and* future?

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### ***Keynote Address***

*Time:* 10:00 – 10:35 AM  
*Issue:* *Comprehension*  
*Topic:* “The Impact of Striving Readers on Adolescents’ Reading Achievement, Strategy Use, and Motivation”  
*Speaker:* **Susan C. Cantrell, Ed.D.**, Collaborative Center for Literacy Development

**Abstract:** *In 2006, the Kentucky Content Literacy Consortium received a \$17 million Striving Readers grant to implement and study adolescent literacy programs. As part of this statewide endeavor, the Collaborative Center for Literacy Development is conducting research on the effectiveness of a reading intervention program for struggling 6<sup>th</sup> and 9<sup>th</sup> grade readers and a school-wide model for integrating literacy into the content areas. This presentation details findings from the first year of Striving Readers in Kentucky. Specifically, it addresses the impact of reading intervention on adolescents’ reading achievement, strategy use, and motivation. The breakout session will be conducted by members of the Kentucky Content Literacy Consortium focusing on the classroom impact of the program.*

**Susan C. Cantrell, Ed.D.**, is an Assistant Professor of Literacy in the Department of Curriculum and Instruction at the University of Kentucky. She is the executive director of the Collaborative Center for Literacy Development and is a former elementary school teacher. Her research focuses on teacher efficacy with literacy and examines effective reading comprehension instruction in classroom and intervention settings. Currently, Dr. Cantrell is leading the evaluation of Striving Readers in Kentucky, along with her colleagues Drs. Janice Almasi, Janis Carter, and Margaret Rintamaa.

### ***Breakout Sessions***

*Time:* 10:45 – 11:30 AM  
*Issue:* *Comprehension*  
*Speakers:* **Doug Hartman**, Michigan State University  
**Kentucky Content Literacy Consortium members**

- **Amy Awbry**, Collaborative for Teaching and Learning
- **Tricia Bronger**, University of Louisville
- **Brenda Overturf**, University of Louisville

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*Thank you for participating in this unique event. We certainly hope you will be able to join us for the fifth Kentucky Literacy Research Symposium in 2009.*

*Please continue to visit [www.kentuckyliteracy.org](http://www.kentuckyliteracy.org) for information about next year's symposium, as well as other information and events related to literacy in Kentucky.*