



COLLEGE OF EDUCATION

LITERACY RESEARCH CONFERENCE 2023

Saturday, Feb. 25, 2023
8:30 a.m.–4:00 p.m.

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SCHEDULE

8:30–9:00	Registration Light Refreshments
9:00–10:15	Keynote COE 160
10:30–11:30	Session I
11:30–12:30	Lunch Poster Session
12:30–1:30	Session II
1:45–2:45	Session III
3:00–4:00	Session IV

Sponsored by the
MTSU Literacy Studies Ph.D.
Program

KEYNOTE SPEAKER

College of Education Room 160



YOUNG-SUK GRACE KIM, ED.D. **Learning to Read: Beyond the National Reading Panel Report and Simple View of Reading**

Young-Suk Grace Kim, Ed.D., is a professor and the Senior Associate Dean in the School of Education at the University of California, Irvine. She received her Ed.D. at Harvard University in Human Development and Psychology with a concentration on Language and Literacy, and a minor concentration on Quantitative Policy Analysis in Education. She was a former classroom teacher.

Dr. Kim's primary research areas include development and effective instruction in language, cognition, and literacy skills and across languages and writing systems. Her work includes reading comprehension, reading fluency, listening comprehension, dyslexia, higher order cognitive skills, and written composition for monolingual children (English, Korean, Spanish, Chinese), bilingual or multilingual learners, and English learners. Her research has been supported by the Institute of Education Science, the U. S. Department of Education, the National Institute of Child Health and Human Development, and the National Science Foundation. She serves as the Editor-In-Chief for the journal, *Scientific Studies of Reading*; and the Chair of the Vocabulary SIG for the American Educational Research Association.

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SESSION I: SPOKEN PRESENTATIONS (10:30–11:30)

Room	Session Title	Presented by	University
160	The Link Between Prosody and Reading Fluency: Understanding Individual Differences in Biology and Behavior U R	Cyrille L. Magne and Srishti Nayak	Middle Tennessee State University Vanderbilt University
	Similarities Between Overt and Implicit Prosody: Neurophysiological Evidence U R	Stephanie Wolfe, Srishti Nayak, and Cyrille L. Magne	Middle Tennessee State University Vanderbilt University
141	The Literacy Cultural Pendulum A P	Leticia Skae-Jackson, Ryan Jackson, and Eric L. Oslund	Middle Tennessee State University
	Examining the Relation Between Teacher Confidence and Graph Knowledge Using Quantile Regression K R	Eric L. Oslund	Middle Tennessee State University
145	Investigating the New Phenomenon of English Language Learner Coaches K R	Abigail Spaziani and Angela Hooser	Middle Tennessee State University
	A Review of Contextual Factors Influencing Reading Skill Acquisition of English Language Learners K P	Ifeoluwa Popoola	Middle Tennessee State University
149	Supporting Emergent Writing with Oral Storytelling Strategies C P	Katie Schrodtt and Janna Brown McClain	Middle Tennessee State University
153	Vocabulary Learning in College Students: What We Know U R	Kathryn Blankenship and Karen Davis	Middle Tennessee State University
	Representative Gestures Aid L2 Academic Vocabulary Acquisition A R	Collin Olson, Eric L. Oslund, Amy M. Elleman, and Aleka Blackwell	Middle Tennessee State University

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LUNCH PROVIDED, 11:30–12:30, College of Education Building, Second Floor

POSTER PRESENTATIONS AND LUNCH (11:30–12:30)

Room	Session Title	Presented by	University
P1	Using Theoretical Approach to Understand and Better Serve the First Generation-Nontraditional Student Population U R	Sherri Marquez	Middle Tennessee State University
P2	An Online Study of Prosody, Morphology, Vocabulary and Spelling U R	Conor Lumley, Stuart Bernstein, and Francesca Mallia	Middle Tennessee State University
P3	The Relation Between Reading and Externalizing Behavior: A Correlational Meta-Analysis E R	Sage Pickren, Jason Chow, and Laurie Cutting	Vanderbilt University
P4	How Literacy Strategies can Improve Achievement for L2 Students K P	Maria Del Mar Cuadron Roldan and Bill Puckett	Middle Tennessee State University
P5	The Effects of Writing and Reading Comprehension Disciplinary Literacy Strategies on Mathematical Thinking and Achievement: A Meta-Analysis K R	Bill Puckett, Amy M. Elleman, Eric L. Oslund, and Sungyoon Lee	Middle Tennessee State University
P6	A Systematic Review of Literacy Impairments in Children With Speech Sound Disorders: Preliminary Results E P	Johanna Hearn, Grace Phillips, and C. Melanie Schuele	Vanderbilt University
P7	The Correlation Between Home Literacy Environment and L2 H R	Anoulom Phimpivong and Eric L. Oslund	Middle Tennessee State University
P8	Inclusive Education at the Intersection of Culturally Sustaining Pedagogy and Universal Design for Learning: Relevant Research and Intentional Inquiry K R	DeAnna DeBow Osborne and Janna Brown McClain	Middle Tennessee State University

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SESSION II: SPOKEN PRESENTATIONS (12:30–1:30)

Room	Session Title	Presented by	University
160	Conceptions and Misconceptions: What do School Speech-Language Pathologists Think About Dyslexia? K R	C. Melanie Schuele	Vanderbilt University School of Medicine
	Knowledge, Confidence, and Importance: What Do We Know About What Educators Know About Reading and Reading Instruction K P	Emily A. Farris and Timothy N. Odegard	Middle Tennessee State University
141	Visual Comprehension Strategies That Contribute to Reading Comprehension in Elementary School Students E P	Melania Khan	Middle Tennessee State University
	Organizing, Integrating, and Retaining Background Knowledge to Improve Reading Comprehension M P	Molly E. Risley	Middle Tennessee State University
145	Vocabulary Acquisition for School-Age Children E P	Kristin Davis, Cyrille L. Magne, and Amy M. Elleman	Middle Tennessee State University
	Morphology: A High Impact Component of Reading Achievement E P	Katie Myers	Middle Tennessee State University
149	Development of a High-Fidelity Simulation for Literacy Leaders E P	Shonna Donovan Phelps, Timothy N. Odegard, and Emily A. Farris	Middle Tennessee State University
	Barriers to Evidence-Based Instructional Practices and Materials Selection in the Elementary Literacy Classroom: A National Survey E P	Kirsten Clark and Amy M. Elleman	Middle Tennessee State University
153	Effective Practices for Teaching With Picture Books C P	Jiawen Liu, Thankful Davis, Tohib Adejumo, and Katie Schrodt	Middle Tennessee State University
	Trevor: Case Study of a First-Grade Repeater E P	Jill Speering	Metro Nashville Public Schools

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SESSION III: SPOKEN PRESENTATIONS (1:45–2:45)

Room	Session Title	Presented by	University
160	How the Relationship Between District-Level Achievement Gaps and Male Overrepresentation in Special Education Differs Before and After RTI Implementation S P	Adam Rollins and Eric L. Oslund	Middle Tennessee State University
	Latent Profile Analysis of Early Literacy Screening Data to Identify Risk Patterns E R	Katy Kloberdanz, Emily A. Farris, and Timothy N. Odegard	Middle Tennessee State University
141	Uncovering the Impact of Growth Mindset Factors on the Text Selection of Middle School Students M P	Jasmine Jackson and Amy M. Elleman	Middle Tennessee State University
	How and Why We Should Support Students' Reading Motivation E P	Jennifer L. Grow and Amy M. Elleman	Middle Tennessee State University
145	Impact of Writing Instruction on Literacy Outcomes in Early Childhood Grades: A Meta-Analysis C P	Kristen Sisco and Eric L. Oslund	Middle Tennessee State University
	The Effects of Critical Feature Handwriting Intervention on Early Literacy Skills Acquisition of Pre-K Students C P	Claudia Russell and Katie Schrodt	Middle Tennessee State University
149	Specialized and Altered Fonts: A Meta-Analysis on Reading Accuracy and Rates for Individuals with Dyslexia and Their Typically Developing Peers K R	Pamela Shewalter, Amy M. Elleman, and Timothy N. Odegard	Middle Tennessee State University
	The Impact of Reading in Print Medium and Text Length on 9th Grade Reading Comprehension H R	Holly Cunningham and Eric L. Oslund	Middle Tennessee State University
153	SYMPOSIUM: Identity and Academic Literacy Outcomes for Spanish-English Bilingual Adolescents		
	Affinity Groups and Writing Instruction With Heritage Spanish Students A R	Angelica DaSilva, Tiffany Church, and Janna Brown McClain	Middle Tennessee State University
	A Phenomenological Study of Spanish-English Bilingual Long-Term English Learners in Middle Tennessee A R	Caitlyn Osborne Parris, Aubrey Stagner, and Janna Brown McClain	Middle Tennessee State University

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SESSION IV: SPOKEN PRESENTATIONS (3:00–4:00)

Room	Session Title	Presented by	University
160	Best Practices for Literacy Instruction With English Learners: Honoring the Bilingual Difference E P	Janna Brown McClain, Sungyoon Lee, and Aerial Mosely	Middle Tennessee State University Murfreesboro City Schools
141	Literacy Studies Ph.D. Program Information	Amy M. Elleman	Middle Tennessee State University

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