Dear NRC Members and Friends:

A warm welcome to Scottsdale and the 2003 National Reading Conference. This year's program is packed with thoughtful and well-crafted research presentations and critiques. The program represents NRC's diversity of perspectives and research traditions. It should prove to be a lively meeting!

Our opening plenary session, on Wednesday afternoon, will feature the NRC Presidential Address delivered by Lee Gunderson, University of British Columbia. His address, “The Language, Literacy, Achievement, and Social Consequences of English-Only Programs for Immigrant Students,” will challenge us to think deeply about issues of English Language Learning and Instruction.

Thursday morning Connie Juel, the winner of the 2002 Oscar Causey Award for Research, will present musings about the directions we are taking in reading research. Her presentation, titled “Reading Research: What Questions Keep Me Up At Night?,” will challenge NRC members to consider the thrust of current research and its effects on children’s experiences inside and outside school.

Thursday afternoon’s plenary session will be delivered by Dr. Marilyn Cochran-Smith, Boston College. Dr. Cochran-Smith will critique the ways that research and researchers have been positioned in discussions of teacher education in her talk titled “Promises and Politics: Images of Research in the Discourse of Teaching and Teacher Education.”

Friday at noon NRC will host a special session in which Dr. Marie M. Clay will be presented the NRC Distinguished Scholar Award. Dr. Clay has graciously agreed to provide remarks titled “Simply by Sailing in a New Direction.”

The plenary session Friday afternoon will be presented by Dr. Frederick Erickson, University of California, Los Angeles. His talk titled “Teaching, Learning, and Research in ‘Real Reading’: Some Observations from a Laboratory Setting” will question how reading is currently being defined and measured.

The annual review of research will be presented in the final plenary session on Saturday morning. This review will be delivered by Dr. Robert Jimenez, University of Illinois and Dr. Kris D. Gutierrez, University of California, Los Angeles. Their titles (“Theoretical Promise, Perennial Problems, and Empirical Progress Concerning Latino Students” and “Literacy and Literacy as Laminated Activity: Rethinking Literacy for English Language Learners”) reflect concerns about the contributions of research on our understandings of issues in English Language Learning and Instruction.

Please plan to attend the Town Meeting on Thursday evening and our Annual Business Meeting on Friday evening. We will be distributing information about a special Art Walk on Thursday evening in Old Town, Scottsdale. From 7:00-9:00 pm merchants and art galleries hold open houses welcoming visitors to their galleries. Transportation will be available to and from Old Town from 6:00 to 10:00 to accommodate NRC visits to this exciting local event.

I am sure you will have a wonderful time at the 2003 NRC Conference

Lea M. McGee, Conference Chair • Donald J. Leu, Assistant Conference Chair
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About NRC

The National Reading Conference, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practices. NRC sponsors a conference each year in late November, or early December. The program consists of round table discussions, sessions with nontraditional or alternative formats, symposia, paper sessions, and plenary addresses.

In addition to sponsoring the annual conference, NRC publishes a quarterly journal (Journal of Literacy Research) and the NRC Yearbook, which contain peer-reviewed papers selected from the previous year’s conference; a newsletter, Web site, and listserv. To support these activities, NRC maintains a full-time administrative staff in Oak Creek, Wisconsin.

For more information, contact the NRC Office at 7044 South 13th Street, Oak Creek, Wisconsin 53154, Phone: 414-768-8000 ext. 103, Fax: 414-768-8001, E-mail: nrc@nrconline.org or visit the Web site at http://www.nrconline.org.

Conference & Registration

The 2003 Conference will be held at the Doubletree Paradise Valley Resort in Scottsdale, Arizona December 3-6.

Please make reservations directly with the Doubletree at 887-445-6677, Fax 480-481-0209. The address is 5401 North Scottsdale Road, Scottsdale, AZ 85250. The conference room rates are $139 per night.

Registration rates are as follows:

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<thead>
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<th>Category</th>
<th>Early</th>
<th>On-Site</th>
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<td>Regular Member</td>
<td>$170</td>
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<td>Student or Emeritus</td>
<td>$80</td>
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<td>Non-member</td>
<td>$200</td>
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Registrations must be postmarked by November 14, 2003 to receive the early registration rates. ALL CONFERENCE REGISTRATION POSTMARKED AFTER NOVEMBER 14, 2003 ARE SUBJECT TO THE ON-SITE RATES.

To Register: You can register online or download the registration form at http://www.nrconline.org or call the NRC Headquarters at 414-768-8000 ext. 103.

One copy of the NRC Program Book (which will be distributed on-site at the conference) is included with your registration fee. If you would like the program book mailed in advance, you must include $5.00 for shipping and handling BEFORE NOVEMBER 1. Programs will be mailed November 5, 2003.

Full registration includes the NRC Yearbook #53, published in December 2004.

Mark your calendar for NRC 2004 in San Antonio, TX!
December 1-4, 2004
Wednesday, 4:45-6:00 P.M. – Forum
Presidential Address

The Language, Literacy, Achievement, and Social Consequences of English-Only Programs for Immigrant Students

Lee Gunderson
University of British Columbia

Thursday, 10:30 A.M.-Noon – Forum
Oscar Causey Address

Reading Research: What Questions Keep Me Up at Night

Connie Juel
Stanford University

Thursday, 4:45-6:00 P.M. – Forum
Plenary Address

Promises and Politics: Images of Research in the Discourse of Teaching and Teacher Education

Marilyn Cochran-Smith
Boston College

Friday 12:15-1:00 P.M. – Forum
Distinguished Scholar Address

Simply By Sailing in a New Direction

Marie M. Clay
University of Auckland

Friday, 4:45-6:00 P.M. – Forum
Plenary Address

Teaching, Learning, and Research in “Real Reading:” Some Observations from a Laboratory School Setting

Frederick Erickson
University of California, Los Angeles

Research Address
Saturday 10:30 A.M.-12:00 P.M. – Forum

Theoretical Promise, Perennial Problems, and Empirical Progress Concerning Latino Students and Literacy

Robert T. Jimenez
University of Illinois

Literacy as Laminated Activity: Rethinking Literacy for English Language Learners

Kris Gutierrez
University of California, Los Angeles
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<tr>
<th>Time</th>
<th>Committee/Event</th>
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<tr>
<td><strong>General Session Schedule</strong></td>
<td>8:45-10:15 a.m.</td>
<td>Session I</td>
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<td>10:15-10:30 a.m.</td>
<td>Break</td>
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<td>10:30-12:00 p.m.</td>
<td>Session II</td>
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<td>12:00-1:15 p.m.</td>
<td>Break/Lunch</td>
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<td>1:15-2:45 p.m.</td>
<td>Session III</td>
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<td>2:45-3:00 p.m.</td>
<td>Break</td>
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<td>3:00-4:30 p.m.</td>
<td>Session IV</td>
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<tr>
<td><strong>Tuesday 12.2.03</strong></td>
<td>5:00-8:00 p.m.</td>
<td>Conference Registration</td>
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<td>8:00 a.m.-5:30 p.m.</td>
<td>Conference Registration</td>
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<td>Noon-1:15 p.m.</td>
<td>Newcomer’s Luncheon</td>
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<td>4:45-6:00 p.m.</td>
<td>Presidential Address</td>
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<td>6:00-6:45 p.m.</td>
<td>Opening Night/Presidents’ Reception</td>
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<td>6:45-7:15 p.m.</td>
<td>Memorial in Remembrance of Rebecca Barr</td>
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<td>7:30-8:30 p.m.</td>
<td>Field Council</td>
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<td>9:00-Midnight</td>
<td>Vital Issues</td>
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<td><strong>Wednesday 12.3.03</strong></td>
<td>7:00 a.m.-5:30 p.m.</td>
<td>Conference Registration</td>
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<td>8:00-8:45 a.m.</td>
<td>Student Outstanding Research Award Chair: Josephine Peyton Young, Arizona State University</td>
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<td>8:45-6:00 p.m.</td>
<td>Multicultural Committee Chairs: Patricia Schmidt, LeMoyne College Hong (Shelly) Xu, California State University at Long Beach</td>
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<td>5:00-8:00 p.m.</td>
<td>Conference Registration</td>
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<td>6:00-6:45 p.m.</td>
<td>Opening Night/Presidents’ Reception</td>
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<td>7:30-8:30 p.m.</td>
<td>Field Council</td>
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<td>9:00-Midnight</td>
<td>Vital Issues</td>
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<tr>
<td><strong>Thursday 12.4.03</strong></td>
<td>7:00 a.m.-5:30 p.m.</td>
<td>Conference Registration</td>
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<td>8:00-8:45 a.m.</td>
<td>Student Outstanding Research Award Chair: Josephine Peyton Young, Arizona State University</td>
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<td>8:45-6:00 p.m.</td>
<td>Multicultural Committee Chairs: Patricia Schmidt, LeMoyne College Hong (Shelly) Xu, California State University at Long Beach</td>
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<td>5:00-8:00 p.m.</td>
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<td>Opening Night/Presidents’ Reception</td>
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<td>6:45-7:15 p.m.</td>
<td>Memorial in Remembrance of Rebecca Barr</td>
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<td>7:30-8:30 p.m.</td>
<td>Field Council</td>
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<td>9:00-Midnight</td>
<td>Vital Issues</td>
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**Meeting Chairs**

- Multicultural Committee Chairs: Patricia Schmidt, LeMoyne College Hong (Shelly) Xu, California State University at Long Beach
- Policy and Legislative Committee Chairs: Peter Winograd, University of New Mexico Barbara Kapinus, National Education Association
- Technology Committee Chair: Michael McKenna, University of Southern Georgia
- Diversity Committee Chair: Laura MacGillivray, University of Southern California
- Publications Committee Chair: Lesley Mandel Morrow, Rutgers University
- Student Outstanding Research Award Committee Chair: Josephine Peyton Young, Arizona State University
- President’s Address Committee Chair: Peter Afflerbach, University of Maryland
- Oscar Causey Award Committee Chair: Mark W. Conley, Michigan State University
- Vital Issues Committee Chair: Laura MacGillivray, University of Southern California
- Student Outstanding Research Award Committee Chair: Josephine Peyton Young, Arizona State University
- Plenary Session Committee Chair: Lesley Mandel Morrow, Rutgers University
- Town Meeting Committee Chair: Lesley Mandel Morrow, Rutgers University
- Art Walk Committee Chair: Lesley Mandel Morrow, Rutgers University
- Vital Issues Committee Chair: Lesley Mandel Morrow, Rutgers University
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<th>Time</th>
<th>Committee/Event</th>
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<td>Friday 12.5.03</td>
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<tr>
<td>7:00 a.m.-5:30 p.m.</td>
<td>Conference Registration</td>
<td>Foyer</td>
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<td>8:00-8:45 a.m.</td>
<td>Early Career Achievement Award Committee</td>
<td>Sedona</td>
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<td>Chairs: Janet W. Bloodgood, Appalachian State University</td>
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<td>Wendy C. Kasten, Kent State University</td>
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<td>Edward B. Fry Book Award Committee</td>
<td>Four Peaks</td>
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<td>Chair: Linda Kucan, Appalachian State University</td>
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<td>International Committee</td>
<td>Flagstaff</td>
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<td>Chairs: Karin Dahl, Ohio State University</td>
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<td>Katrin Poom-Valickis, Tallinn Pedagogical University</td>
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<td></td>
<td>Journal of Literacy Research Editorial</td>
<td>San Carlos</td>
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<td>Board Meeting</td>
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<td>Chairs: Nancy D. Padak, Kent State University</td>
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<td>Tim Rasinski, Kent State University</td>
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<td>Elizabeth G. Sturtevant, George Mason University</td>
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<td>Wayne M. Linek, Texas A &amp; M University</td>
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<td>12:15-1:00 p.m.</td>
<td>Distinguished Scholar Award Address and Presentation</td>
<td>Forum</td>
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<td>4:45 - 6:00 p.m.</td>
<td>Plenary Address</td>
<td>Forum</td>
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<td>6:00-7:00 p.m.</td>
<td>Yearbook, Journal of Literacy Research, and Publishers Reception</td>
<td>Rattlers &amp; Patio</td>
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<tr>
<td>6:30-7:15 p.m.</td>
<td>Annual Business Meeting</td>
<td>Center Ballroom</td>
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<td>9:00-Midnight</td>
<td>Vital Issues</td>
<td>Loggia Bar</td>
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<td>Saturday 12.6.03</td>
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<td>8:00 a.m.-1:00 p.m.</td>
<td>Conference Registration</td>
<td>Foyer</td>
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<td>7:15-8:45 a.m.</td>
<td>Program Area Chairs Breakfast</td>
<td>Flagstaff</td>
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<td></td>
<td>Chair: Donald J. Leu, University of Connecticut</td>
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<tr>
<td>8:00-8:45 a.m.</td>
<td>Distinguished Scholar Lifetime Achievement and Award Committee</td>
<td>Sedona</td>
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<td>Chair: James Gavalek, University of Illinois at Chicago</td>
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<td>Ethics Committee</td>
<td>Four Peaks</td>
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<td>Chair: Nancy Knapp, University of Georgia Southern University</td>
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<td></td>
<td>Yearbook Editorial Board Meeting</td>
<td>San Carlos</td>
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<td>Chairs: Diane L. Schallert, University of Texas</td>
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<td>Collen M. Fairbanks, University of Texas</td>
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<td>Jo Worthy, University of Texas</td>
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<td>James V. Hoffman, University of Texas</td>
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<tr>
<td>10:30-Noon</td>
<td>Research Address</td>
<td>Forum</td>
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**Study Groups**

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<tr>
<th>Study Group 1</th>
<th>Chaparral</th>
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<tr>
<td>Daily</td>
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<td>8:00-8:45 a.m.</td>
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<td>Wednesday ONLY</td>
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<td><strong>Study Group 2</strong></td>
<td>Rio Verde</td>
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<tr>
<td>Teacher Education Research Study Group (TERSG)</td>
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<tr>
<td>Nancy Farnan, San Diego State University</td>
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<td>Dana Grisham, San Diego State University</td>
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<td><strong>Study Group 3</strong></td>
<td>Sonora</td>
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<td>Literacy and Technology: The Future is Now</td>
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<td>Gregory W. Brooks, Nazareth College of Rochester</td>
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<td>Kenneth Weiss, Nazareth College</td>
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<td>David M. Lund, Southern Utah University</td>
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<td><strong>Study Group 4</strong></td>
<td>San Carlos</td>
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<td>Reading/Literacy Clinics</td>
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<td>Barbara Laster, Towson University</td>
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<td>Cheryl Dozier, State University of New York – Albany</td>
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<td><strong>Study Group 5</strong></td>
<td>Prescott</td>
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<td>History of Literacy Study Group</td>
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<td>Douglas K. Hartman, University of Pittsburgh</td>
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<td>Norm A Stahl, Northern Illinois University</td>
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<td>Richard D. Robinson, University of Missouri-Columbia</td>
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<td>E. Jennifer Monaghan, CUNY-Brooklyn</td>
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<td><strong>Study Group 6</strong></td>
<td>Coronado</td>
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<td>Adolescent Literacy</td>
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<td>Elizabeth G. Sturtevant, George Mason University</td>
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<td><strong>Study Group 7</strong></td>
<td>Palomas</td>
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<td>Conversations on Writing Up Research and Practice With New Scholars and Experienced Authors</td>
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<td>Gay Ivey, James Madison University</td>
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<td>Marianne Baker, James Madison University</td>
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**Book Display Room, Silent Auction & Exhibits**

Rattlers

Wednesday

9:00 a.m.–5:00 p.m.

Thursday

9:00 a.m.–7:00 p.m.

Friday

9:00 a.m.–noon

The silent auction provides a unique opportunity to add to your professional library while bringing revenue to NRC. Professional books will be displayed throughout the conference.

As you browse through the books, place your name and bid price on the bidding sheet in each book. Bids must be in increments of no less than $1.00. The highest bid wins the book. Bidding will close at noon on Friday. Names of the highest bidders will be circulated on the bidding sheets.

Please purchase books Friday from 1:00 p.m. – 5:30 p.m. or Saturday from 8:00 a.m. – Noon. Checks are to be made payable to NRC.

Please be sure to stop by and welcome our exhibitors.

**Vital Issues**

Loggia Lounge

Daily

9:00 p.m.–midnight

Vital issues is a forum for conference attendees to meet in an informal setting. Many of the day’s presenters will be present to discuss, clarify, and explore issues stimulated by the sessions. Dress is casual.

**Cyber Café**

Bouchon

Daily

7:00 a.m.–7:00 p.m.

Don’t forget to bring a laptop and enjoy high speed Internet access in the Cyber Café. In addition, the Doubletree Paradise Valley Resort offers wireless access to those with the capability throughout the lobby and Loggia Lounge areas of the hotel.
8:45-10:15 A.M.  Center Ballroom  
Alternative Format - Area 15

Accountability and Adequate Yearly Progress: 
Implications of the Federal “No Child Left Behind Act”; for the Reading Research Community

The No Child Left Behind Act represents the most significant expansion of the federal role in K-12 education since Congress first enacted high poverty programs. This session describes the implications of the accountability provisions for reading reform and instruction for low-income and minority populations.

I.  An Overview of the No Child Left Behind Act Accountability Provisions
Susan B. Neuman, University of Michigan

II.  Accountability in California: Implications for the Reading Research Community
P. David Pearson, University of California, Berkeley

III.  Accountability in Michigan: Implications for the Reading Research Community
Scott Paris, University of Michigan

Key Questions for Discussion:
• Implications for Reading Interventions
• Adolescent Literacy Interventions
• Tutoring Programs

8:45-10:15 A.M.  Chambers
Paper Session - Area 7b

Reading Practices of Beginning Teachers
Chair: Gregory Brooks, Nazareth College

I.  Three years in the making: A cross-case analysis of three beginning teachers’ literacy beliefs and practices
Amy S Flint, Indiana University, Bloomington
Beth Maloch, University of Texas, Austin
Christine Leland, Indiana U-Purdue U, Indianapolis

II.  I LOOK Like a Teacher, But What Do I KNOW?: A Study of First Year Teachers’ Developing Literacy Practices
Randi Stanulis, Michigan State University
Sara Dolezal, Michigan State University
Jackie LaRose, Michigan State University
Barb Meloche, Michigan State University
Michael Pressley, Michigan State University

III.  Literacy Methods Courses and Beginning Teachers: Do They Really Use What They’ve Been Taught
Dixie D. Massey, North Carolina A & T State University
Ann M. Duffy, University of North Carolina
Gregory Brooks, Nazareth College

8:45-10:15 A.M.  Chaparral
Paper Session - Area 13

Supporting Early/Elementary Literacy Skills with Technology

Chair: Heidi Ann Mesmer, Oklahoma State University

I.  Phonological Awareness and Print Concepts: Analysis of Skill Acquisition by Kindergarten Children Using Computer-Assisted-Instruction
Kathryn L. Bausman, Ball State University
Heidi Anne Mesmer, Oklahoma State University

II.  Technology in Literacy Education: Evaluation of the Waterford Early Reading Program
Diane H. Tracey, Kean University.

III.  Scaffolding students’ response to digital literature with embedded strategy supports: The role of audio-recording vs. written response options
Bridget Dalton, CAST, Inc.
Peggy Coyne, CAST, Inc.

8:45-10:15 A.M.  Coronado
Paper Session - Area 5

Innovations in Middle School Literacy
Chair: Kathleen Hinchman, Syracuse University

I.  Making Scientific Explanations: The Development Of Scientific Literacy In Project-Based Science Classrooms
LeeAnn M. Sutherland, University of Michigan
Elizabeth Birr Moje, University of Michigan
Deborah Peek Brown, Detroit Public Schools
Phyllis C. Blumenfeld, University of Michigan
Joseph S. Krajcik, University of Michigan
Ronald W. Marx, University of Michigan

II.  Middle School Students Examine Humor and Characterization in Young Adult Literature
Karen A. Onofrey, Arizona State University, West

III.  Exploring the Use of Text in Middle School Science Classrooms
Wayne M. Linek, Texas A&M University-Commerce
Mary Beth Sampson, Texas A&M University-Commerce
Patricia E. Linder, Texas A&M University-Commerce
Ceretha Levingston, Texas A&M University-Commerce
Karyn Gomez, Texas A&M University-Commerce
Kimberly Klakamp, Texas A&M University-Commerce
8:45-10:15 A.M. Flagstaff
Symposium Session - Area 7b

Partners in Reading, Partners in Learning: Children, Preservice Teachers, and Researchers in a Reading Apprenticeship Project

Discussant: Cynthia Brock, University of Nevada - Reno

In a joint university/school project, 41 preservice teachers read child-selected books in partnership with 44 delayed fourth and fifth grade readers. They used the Reading Apprenticeship, a Vygotskian-based intervention proven to increase standardized test scores by offering at-risk readers the opportunity to do supported reading of authentic texts as a supplement to regular classroom reading instruction. This symposium briefly explains the intervention and the research supporting it.

I. How did it work?
Introduction and project overview
Nancy Flanagan Knapp, University of Georgia

II. What do you wanna read?
Factors influencing book choice by struggling, minority fourth and fifth grade readers in a Reading Apprenticeship
Ambika Jack, University of Georgia
Stephanie Pritchett, University of Georgia

III. What did they learn?
Preservice teachers’ learning from an early field experience reading with struggling elementary readers
Nancy Flanagan Knapp, University of Georgia
Linda Kight Winter, University of Georgia

IV. Looking back in the mirror: Researchers and school professionals learning from a Reading Apprenticeship project
Linda Kight Winter, University of Georgia

8:45-9:30 A.M. Forum
Roundtables

I. Matchmaking.com: An Evaluation Framework Designed to Match Literacy Programs with Appropriate Technologies
Elizabeth A Baker, University of Missouri

II. Examining Literacy as an Interaction of Individuals and Culture: The Design Framework
Leslie S. Rush, University of Wyoming

III. The Effect of Text Set Use in the Secondary Content Classroom On Student Efficacy and Achievement
Evan B. Lefsky, University of Florida

IV. “You Mean, I'm Responsible for Teaching THOSE Students?”: Using Hypermedia, Narrative Cases, and Autobiographical Writing To Prepare Novices for Teaching Literacy in Diverse Classrooms
Erica C. Boling, Rutgers University

8:45-10:15 A.M. Four Peaks
Alternative Session - Area 2

Improving Reading Comprehension in K-12 Education

Chair: Linda Fielding, University of Iowa

Literacy faculty at a large western university and a large mid-western university collaborated to investigate the impact of comprehension lesson instruction on the actual teaching repertoires of both preservice (elementary and secondary) and inservice (graduate students in reading education) levels.

Presenters:
Pamela Ross, San Diego State University
Nancy Farman, San Diego State University
Dana L. Grisham, San Diego State University
Carolyn Colvin, University of Iowa
Amy Shoultz, University of Iowa
Barbara Moss, San Diego State University
Marva Cappello, San Diego State University
Cynthia McDaniel, San Diego State University

8:45-10:15 A.M. Palomas
Paper Session - Area 2
Complexity: Orthographic Patterns and Change

Chair: Kimberly H. Creamer, University of North Carolina-Chapel Hill

I. Phonics Content for Reading and Spelling Based on Frequency Data
Edward Fry, Rutgers University

II. Variety, Complexity, and Change in Second Graders’ Reading Behavior
Elizabeth L. Kaye, Texas Woman's University

III. Investigating First Graders’ Sensitivity to Orthographic Patterns
James W. Cunningham, University of North Carolina-Chapel Hill
Kimberly H. Creamer, University of North Carolina-Chapel Hill

8:45-10:15 A.M. Sonora
Alternative Format - Area 12

Provoking conversations and action around literacy education policy: Research, analysis, and critique

As a result of legislative action based on national reading panel and other expert reports, we are inviting participants to come and discuss recent issues surrounding educational policy in reading. The organizers will begin by reviewing the critiques which have been made by professional associations, literacy educators, teachers, administrators, and researchers.

Jerome C. Harste, Indiana University
Robert J. Tierney, University of British Columbia
From Reading Clinic to Classroom: Diagnostic Teaching and its Sustainability

Access to the research designs and findings of current clinic-based projects related to (a) diagnostic teaching, (b) the sustainability of learning after teachers, children and parents leave this setting, and (c) opportunities to learn from clinic research including its limitations, strengths, and future agendas.

Chair: Barbara Laster, Towson University
Discussant: Barbara Walker, Oklahoma State University

I. Application of a Clinical Teaching Model to Regular Classroom Settings
   Terry Deeney, University of Rhode Island

II. The Effects of a Clinic Experience on Two Classroom Teachers: Diagnostic Teaching and Reflective Practice
   Jeanne Cobb, Eastern New Mexico University

III. The Sustainability of Parent Learning: Short-term and Long-term Results of Parent Workshops in Reading Clinic
   Barbara Laster, Towson University, Maryland
   Poonam Arya, Towson University, Maryland

IV. The Impact of Reading Clinic on Leadership Roles of Reading Teachers
   Margaret Hill, University of Houston-Clear Lake

V. Conversations, Collaboration, and Transfer: Multiple Layers of Learning from Videotaped Lessons in a Literacy Lab
   Cheryl Dozier and Ilene Rutton, State University of New York at Albany

VI. Honing the Craft: A Clinical Case Study of Diagnostic Teaching
   Deanna Sellers, University of Cincinnati
   Penny Freppon, University of Cincinnati

VII. Sustainability: A Study of Three Primary-Grade Teachers
    Lisa Campbell, University of Cincinnati
    Penny Freppon, University of Cincinnati

VIII. Scaffolding Word Study with Struggling Readers: Developing Effective Reflective Practice
     Verlinda Angell, Southern Utah University

IX. Transformation of Knowledge on Literacy Instruction through Reflective Practices: One Reading Clinics Model
    Charline J. Barnes, University of Northern Iowa

Examining Environmental Print As a Learning Tool in Diverse Primary Classrooms

Discussant: Jim Christie, Arizona State University

Ample evidence exists that environmental print plays an important role in early home literacy learning. However, can the use of environmental print in primary classroom serve a literacy bridge for diverse primary students? Three studies examine the explicit use of EP in primary classrooms.

I. Overview: Understanding How Environmental Print Supports Early Literacy
   Billie Enz, Arizona State University
   Myae Han, Arizona State University

II. I know what this says: Assessing the Instructional Impact of Environmental Print in Diverse SES Settings
    Jennifer Prior, Northern Arizona University

III. Environmental Print as a “Cognitive Anchor” for English Language Learners
     Maureen Gerard, Arizona State University

IV. Environmental Print as “Funds of Knowledge” for African American Kindergartners
    Shelly Xu, California State University, Long Beach
    Amanda Rutledge, Texas Tech University

Creating Space for Diverse Stories: Inviting Family Voices into Schooling Conversations

We offer narrative contributions that families make to the conversation on literacy and how schooling works for populations of students that are marginalized. The discussant will engage the audience in an exploration of the meanings of the papers and the application of such approached to diverse populations.

I. Living in the “So On”: Ghosthunting for Learning Disabilities in Literature on Marginalization
   Teri Holbrook, The University of Georgia

II. Zunilda’s Crossing: Participatory Action Research with Latina Mothers
    Carmen Urdanavia-English, The University of Georgia

III. Narrative Revelations: Challenging the Language of Disability through Stories
     Shane Rayburn, The University of Georgia
9:30-10:15 A.M. Forum Roundtables

I. The Use of Familiar Versus Unfamiliar Texts on Strategic Reading Comprehension of Nonnative Spanish Readers
   Julie Jacobson, San Diego Unified School District
   Diane Lapp, San Diego State University
   James Flood, San Diego State University

II. Three Teacher Educators' Study of the Interaction of their Technology Proficiencies, Shifting Responsibilities, and Contextual Complexities on Teacher Candidates' Knowledge and Use of Technology
   Liqing Tao, College of Staten Island/CUNY
   Nancy Ziomek, Widener University
   Shelley Wepner, Widener University

III. Literate identity and an early adolescent reader: How does one early adolescent identify herself as a reader of narrative and informational texts?
   Terry A. Sylvester, University of Nevada Reno

10:30 A.M.-Noon Center Ballroom Symposium Session - Area 10
Making the Most of Summers: Mediating the Achievement Gap

Chair: Richard L. Allington, University of Florida
Discussant: Timothy Rasinski, Kent State University

The purpose of this symposium is to discuss the role of summer learning opportunities in fostering literacy achievement. Presenters will discuss the effects of various summer literacy interventions provided to children who are considered at-risk for literacy failure.

I. Summer Book Fairs: Providing Easy Access to Books
   Richard L. Allington, University of Florida
   Jennifer Graff, University of Florida
   Evan Lefsky, University of Florida - Urban Alliance
   Lunetta Williams, University of Florida

II. Supporting Students Who Fail on the Florida Comprehensive Assessment Test (FCAT): A Summer Fluency & Comprehension Intervention
   Anne McGill-Franzen, University of Florida
   Jacqueline Love, University of Florida
   Courtney Zmach, University of Florida
   MaryLou Matoush, Florida Reading Association

III. Combining Summer School for Kids & Professional Development for Teachers: The Role of Teacher-Coach Interactions
   Rhonda Nowak, University of Florida
   Theresa Wishart, Knox County Schools

8:45-10:15 A.M. Prescott Symposium Session- Area 15
Problems and Issues in Researching Information Literacy: Cross-Developmental Inquiries

Facilitator: Lee Gunderson, University of British Columbia
Participants:
   James Anderson, University of British Columbia
   Ann Anderson, University of British Columbia
   Marlene Asselin, University of British Columbia
   Marilyn Chapman, University of British Columbia
   Ray Doiron, University of British Columbia
   Margaret Early, University of British Columbia
   Margot Filipenko, University of British Columbia
   Maureen Kendrick, University of British Columbia
   Jackie Lynch, University of British Columbia
   Jon Shapiro, University of British Columbia

Discussant: Mariam Jean Dreher, University of Maryland

10:30 A.M.-Noon Chambers Paper Session - Area 6
Exploring Teacher Instructional Processes
Chair: Francine Falk-Ross, Northern Illinois University

I. Investigating How Teachers Instruct Science and Social Studies in the Primary Grades
   Linda E. Martin, Ball State University
   Sherry Kragler, Ball State University

II. Impact of an Expert Teacher and National Board Certification upon Reading Reform in One Urban Middle School
   Bonnie Mackey, University of Houston - Clear Lake
   Margaret H. Hill, University of Houston - Clear Lake
   Pamela Perkins, Jackson Middle School

III. Shared Instructional Responsibilities for Literacy Learning: Reading Specialists' and Classroom Teachers' Collaboration on Lessons for Struggling Readers
   Anne T. Wallace, Illinois School District #153
   Francine C Falk-Ross, Northern Illinois University

10:30 A.M.-Noon Alternative Session
Implementing a large-scale early literacy assessment

In this session, researchers involved in a statewide early literacy initiative will explore three central issues in our state's efforts at large-scale literacy assessment over the past six years: (1) development of a sound instrument, (2) obstacles and logistical problems, and (3) impact on students with identified disabilities.

Marcia Invernizzi, University of Virginia - PALS
   Joanne Meier, University of Virginia - PALS
   Tim Landrum, University of Virginia - PALS
   Heather Partridge, University of Virginia - PALS
   Jenni Ballow, University of Virginia - PALS
   Jenny Reifenberger, University of Virginia - PALS
10:30 A.M.-Noon  
Chaparral  
**Paper Session - Area 7a**  

**Developing Models of Professional Development**  
**Chair:** Judy Abbott, West Virginia University  

**I.** Practitioner Generated Research through Partnership: A Model that Works  
Cynthia R. Smith, University of North Carolina at CH  

**II.** Coaching Literacy Coaches: Assessing Coaches’ Needs and Pondering How to Address Those Needs  
Cathy A. Toll, Illinois State University  

**III.** Are Study Groups a Viable Staff Development Effort? A Cross-Case Analysis of Teacher Study Groups  
Mary S. Rozendal, University at Buffalo-SUNY

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10:30 A.M.-Noon  
Coronado  
**Symposium Session - Area 4**  

**Genre Development and the Negotiation of Social and Literacy Worlds**  
**Chair:** Beverly E. Cox, Purdue University  
**Discussant:** Charles Elster, Purdue University  

**I.** A Review of Genre-Based Literacy Research and Theory  
Zhihui Fang, University of Florida  
Jiening Ruan, Oklahoma University  

**II.** Genre Development of First Graders Under Different Instructional Conditions  
Jeni J. Arndt, Purdue University  

**III.** Adolescent Academic Conversations: The Genres of Information Exchange while Establishing Identities  
Sharon Snyders, Purdue University and Ivy Tech State University  
Beverly E. Cox, Purdue University

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10:30 A.M.-Noon  
Flagstaff  
**Alternative Session - Area 2**  

**Discussing the Challenges Facing Adolescent Literacy**  
Adolescent literacy represents an amalgam of movements. It is thus a complex phenomenon emerging in complex times. This session will continue to problematize the adolescent literacy agenda and in so doing outline, define, and extend this emerging field.  

**I.** Setting the Context for Discussing the Challenges Facing Adolescent Literacy  
Roger A. Stewart, Boise State University  
David G. O’Brien, University of Minnesota  

**II.** Small Group Discussions of Four Assertions that Problematize the Adolescent Literacy Field  
Penelope Saurino, Eastern Oregon University

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10:30-11:15 A.M.  
Forum Roundtables  

**I.** Walking the Tightrope: Dilemmas of a Literacy researcher and teacher under current federal policy  
Diane L. Stephens, University of South Carolina  
Nancy Flanagan Knapp, University of Georgia, NRC Ethics Chair

**II.** A Comprehension Checklist: Using Student-directed Comprehension Strategies with a Struggling Reader  
Dixie D. Massey, North Carolina A & T State University

**III.** Enhancing Young Children’s Experience with Information Text: Motivation to Read and Reading Habits  
Mariam Jean Drexler, University of Maryland, College Park  
Linda Baker, University of Maryland, Baltimore County  
Anita Voelker, University of Maryland, College Park  
Angela Katenkamp, University of Maryland, Baltimore County

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10:30 A.M.-Noon  
Four Peaks  
**Paper Session - Area 6**  

**Exploration of Literacy Practices**  
**Chair:** Sharon Walpole, University of Delaware  

**I.** Effects of three instructional methods on reading comprehension  
Katherine A.D. Stahl, University of Illinois at Urbana-Champaign

**II.** Flying in the Face of Research: Inservice Teachers’ Use of Round Robin Reading (Research in Progress)  
Gwynne Ellen Ash, University of Delaware  
Melanie R. Kuhn, Rutgers - State University of New Jersey  
Sharon Walpole, University of Delaware

**III.** The Language and Literacy Practices of Secondary, Reading Apprenticeship Classrooms  
Cynthia L. Greenleaf, Strategic Literacy Initiative  
Jane Braunger, Strategic Literacy Initiative
10:30 A.M.-Noon  San Carlos
Symposium Session - Area 6
Understanding Learning Systems: Literacy Education and Complexity Science

Using illustrative examples of complex learning systems, some of the possible contributions of complexity science to discussions of literacy learning and teaching are explored.

Brent Davis, University of Alberta
Dennis Sumara, University of Alberta

10:30 A.M.-Noon  Palomas
Paper Session - Area 2
Addressing Diverse Classroom Literacy Learning Needs
Chair: Diane Fini

I. A Remedial Reader in Social Studies: A Case Study
Leigh A. Hall, Michigan State University

II. Voices from the middle: At-risk readers in an urban middle school
Peggy D. Cuevas, University of Miami

III. Examining Teachers Ability to Plan Comprehension Instruction from a Text Processing Perspective
Peter Dewitz, Somerset County Schools
Laura B. Smolkin, University of Virginia

10:30 A.M.-Noon  Prescott
Symposium Session - Area 1
Cultivating Meaningful Transactions with Culturally Relevant Literature for Children

This symposium examines discussions about African American children's books that occurred in an urban kindergarten classroom and community based literacy site.

Wanda Brooks, Howard University
Susan Brown, Rowan University
Theresa Miller, University of Pennsylvania

10:30 A.M.-Noon  Sedona
Symposium Session - Area 5
Teachers students and popular culture: Literacy development through alternative texts
Chair: Josephine Peyton Young, Arizona State University
Discussant: Donna Alvermann, University of Georgia

This symposium expands our awareness and understandings of these multi-literacies and provides insights and implications for educators.

I. Zining: The Unsanctioned Writing Practices of Adolescents
Barbara Guzzetti, Arizona State University

II. “I Don’t Get It”: Teachers’ Reading of Students’ Popular Culture Texts
Shelly Xu, California State University

III. Snapshots of Rosa: Researching Yaquihood and Reflecting on Race, Marginal Status, and the Furtue
Eliane Rubenstein-Avila, University of Arizona

10:30 A.M.-Noon  Sonora
Paper Session - Area 12
Researchers, Teachers, and Parents React to “No Child Left Behind”
Chair: Sarah Mahurt, Purdue University

I. Merging Quantitative and Qualitative Assessment in the Age of Scientifically Based Research
Larry J. Mikulecky, Indiana University
Paul Lloyd, Center for Innovation in Assessment

II. Building Ideology About “A Reading Crisis”: Taking a Closer Look at the NCLB Website
Renita R. Schmidt, University of Iowa

III. No Child Left Behind: teacher perceptions of literacy and literacy reform
Mary J. Drucker, Utica College
Sarah Mahurt, Purdue University

11:15 A.M.-Noon  Forum
Roundtables

I. Instructional change: The dimensions of professional development
Melissa Stinnert, University of Wisconsin Oshkosh

II. Implementation Integrity of Preservice Teachers' Assessment and Analysis of the Literacy Learning of First Graders
Carol A. Angell, University of Wisconsin-La Crosse
Delores E. Heiden, University of Wisconsin-La Crosse

III. An Examination of the Context and Development of Children's Story and Informational Writing Across the First Grade Year
Carol A. Donovan, The University of Alabama
Linda C. Golson, The University of Alabama

IV. Grade six readers: the application of syntactic knowledge in the comprehending of science text
Dianne Chretien, The University of British Columbia
Elizabeth Lee, The University of British Columbia

1:15-2:45 P.M. Four Peaks
Symposium Session
Roots of Partnerships/Emerging Identities

This session examines the ways in which teachers' and children's literacy lives within school settings are rooted in a web of language and literacy partnerships and relationships. In each paper an understanding and appreciation of the importance and complexity of literate identities and strategies for enriching their development will be explored.

Richard Meyer, Towson University
Paula Wolfe, Towson University
Prisca Martens, Towson University
Poonam Arya, Towson University
1:15-2:45 P.M.  Chambers
Symposium Session - Area 9

Meeting the School Readiness Challenge for Low-Income Children: An Evaluation of Prekindergarten Standards in 35 States

Discussant: Rebecca Barr*, National Louis University

This symposium examines current policy initiatives in early childhood. It examines prekindergarten standards, which are required by states in 2005 and the quality (rigor, research-base, and appropriateness) for children 3-5 years of age.

I. Good Start Grow Smart: Early Literacy Initiatives for Prekindergarten Children
   Susan B. Neuman, University of Michigan

II. Prekindergarten Standards: A Methodology for Examining Their Rigor, Research-base and Developmentally Appropriate Practice in Early Childhood
   Kathleen Roskos, John Carroll University

III. State-by-State Report Card: An Examination of the Quality of State Standards
   Carol Vukelich, University of Delaware

1:15-2:45 P.M.  Chaparral
Paper Session - Area 10

Urban Settings: Perspectives on Literacy Practice

Chair: Margaret Gallego

I. Outcomes of an Urban Family Literacy Program on Parents' and Children's Literacies and Lives
   Laurie A. Elish-Piper, Northern Illinois University

II. Urban Early Middle School Students' Views about Literacy Practices: What Does or Does Not Engage Them in Learning
   Columbus M. Grace, Syracuse University

III. The Implementation of Content-Area Reading to English Language Learners with Reading-Related Disabilities: Bilingual Education Teachers' Beliefs about Their Students' Instructional Needs
   Millicent I. Kushner, University of Maryland

1:15-2:45 P.M.  Coronado
Symposium Session - Area 1

Capitalism, Christianity, and Sexual Orientation: Issues of Power and Ideology in Children's Literature

Chair: JoBeth Allen, University of Georgia

Discussant: Violet J. Harris, University of Illinois at Urbana-Champaign

Presenters and participants will explore issues of power and ideology in children's literature. The first paper examines the growing influence of multinational corporations over the past decade. The following papers particularize these influences to niche publishers, specifically the Christian market and markets for literature addressing gay and lesbian families and youths.

I. Sociocultural and Economic Forces: Impact on Children's Literature
   Joel Taxel, University of Georgia

II. Ideology and Reality: The Intersection of School Ideologies and Gay and Lesbian Children's Literature
   Jill Hermann-Wilmeth, University of Georgia

III. The prophet's message and the profit motive: Christian values in children's books packaged for sale
   Diane Sekeres, University of Georgia

IV. Promoting books by and/or featuring GLBTQ youth: Lessons from a stalled interview
   Karla J. Moller, University of Illinois at Urbana-Champaign
1:15-2:45 P.M. Flagstaff
Symposium Session- Area 7b
Qualitative Case Studies in Professional Development Literacy Initiatives

Chair: Gay Su Pinnell, Ohio State University
Discussant: Gay Su Pinnell, Ohio State University

This session presents three case studies that include examples from preservice and inservice teacher education contexts using primary, middle and secondary school settings. By using such a broad base, the session fosters the authors’ and audiences’ consideration of emerging themes and implications of professional development initiatives on educational renewal.

I. Professional development that makes a difference for early literacy teachers
Emily Rodgers, Ohio State University

II. Preservice teachers and effective middle level literacy instruction
Mary C. Sableski, University of Dayton

III. Alternatives to traditional supervision models with literacy preservice teachers in a secondary school
Adrian Rodgers, University of Dayton

1:15-2:00 P.M. Forum
Roundtables

I. The Family Stories Project: Children’s Literacies in Two Languages
Joel E. Dworin, University of Texas at Austin

II. Teacher Study Groups: Impact on Reading Comprehension Instruction
Marie Tejero Hughes, University of Illinois at Chicago

III. Practice What We Preach! Exploring Relationships Between Teachers’ Reading and Writing and Their Teaching of Reading and Writing-A Further Look
Gregory W. Brooks, Nazareth College of Rochester
Kenneth J. Weiss, Nazareth College of Rochester

IV. Characteristics of Undergraduate Elementary Reading Teacher Education Programs in Pennsylvania’s State System of Higher Education
Nancy L. King, Muhlenberg School District

1:15-2:45 P.M. Palomas
Paper Session- Area 2-3
Word Identification: The Impact on Comprehension

Chair: Laveria F. Hutchinson, University of Houston

I. Cognitive Development and Reading: The Contribution of Reading-Specific Cognitive Flexibility to Word Identification in First to Third Grade Children
Kelly B. Cartwright, Christopher Newport University
Stacey J. Green, Christopher Newport University
Timothy R. Marshall, Christopher Newport University
Laveria F. Hutchinson, University of Houston

II. Linking Reading Assessment with Instructional Strategies
Stephanie L. McAndrews, Southern Illinois University – Edwardsville

III. How are beginning reading materials used in K-3 classrooms? Results of a national survey
Heidi Anne E. Mesmer, Oklahoma State University

1:15-2:45 P.M. Prescott
Symposium Session- Area 1
Developing Global Awareness: International Picture Books as Visual Narratives

Chair: Carol D. Mihalevich, Central Missouri State University
Discussant: Carol D. Mihalevich, Central Missouri State University

The symposium presents a study to assess the use of the European Picture Book Collection, along with international student speakers, to increase cultural and linguistic understanding, visual literacy, and literature response among preservice teachers, inservice teachers, and elementary students in grades 4 and 5 in the U.S.

I. Introduction to the study and findings related to cultural and linguistic features of the countries studied

II. Literature responses of the students

III. Aspects of Visual Literacy

IV. Trends emerging from the preservice and inservice teachers’ responses to the illustrations of the EPBC texts

Participants:
Kathryn Chapman Carr, Central Missouri State University
Dawna Lisa Buchanan, Central Missouri State University
Ann Powell Brown, Central Missouri State University
T. Gail Pritchard, University of Alabama
1:15-2:45 P.M. Rio Verde
Paper Session- Area 7a

**Developing Quality Teachers for All Students**

**Chair:** Lori Assaf, University of Texas at Austin

I. **Teacher Efficacy and Literacy Instruction**
   Denise Johnson, The College of William & Mary

II. **Classroom Literacy Facilitators: Training Teachers and Promoting Literacy Development for All Students**
    Margaret A. Compton-Hall, Texas Woman’s University
    Pat Vollenwieder, Arlington Independent School District

III. **Transformations: An Inquiry into the Experiences of New Teachers in a Literacy Instruction Professional Development Group**
    Tiffany S. Coleman, Georgia State University
    Lori Assaf, The University of Texas at Austin

1:15-2:45 P.M. San Carlos
Symposium Session- Area 13

**Intersecting Literacies: How Students and Teachers Negotiate Print, Multimedia, and Web Literacies in School Curricula**

**Discussant:** Charles K. Kinzer, Teachers College, Columbia University

This interactive symposium will examine the intersection of print, multimedia-, and web-based literacy practices in primary, intermediate, middle school, and college classrooms. The centerpiece will be small group discussions of data that show how students and teachers in diverse settings negotiate the labyrinth of literacies that are increasingly part of school curricula.

I. **Intersecting Literacies in K-12 Classrooms: Practices and Discourses**
   Marjorie Siegel, Teachers College, Columbia University

    Francine Del Vecchio, Teachers College and Charles A. Selzer School (Dumont, NJ)

III. **Reinventing Adolescent Literacy Instruction: Curricular Web site Design for New Times**
    Chris Walsh, Teachers College and Manhattan School for Science and Technology (New York, NY)

IV. **Inclusions/Expansions: Understanding Multimedia Literacy Practices in College Settings**
    Dana W. Cammack, Teachers College, Columbia University

1:15-2:45 P.M. Sedona
Paper Session- Area 5

**School and District-Wide Decisions About Secondary Literacy**

**Chair:** Kerry Hoffman, Indiana University-IUPUI

I. **5 Years Later: The Outcomes of a Schoolwide Literacy Effort in an Urban High School**
    Douglas Fisher, San Diego State University
    Nancy Frey, San Diego State University

II. **Urban Secondary School Literacy Reform: One Curriculum Coordinator’s Views**
    Kathleen A. Hinchman, Syracuse University
    Kelly Chandler-Olcott, Syracuse University

III. **The Negative Impact of Placing On-Level Students in Remedial Reading Programs**
    Georgia Thompson, Dallas Independent School District
    Jane Moore, Dallas Independent School District
    Katy Denson, Dallas Independent School District
    Marcelo F. Pinto, Dallas Independent School District
    Kerry Hoffman, Indiana University - IUPUI

1:15-2:45 P.M. Sonora
Paper Session- Area 12

**Examining the Impacts of High Stakes Testing**

**Chair:** Stephen Willinski, Illinois State University

I. **Capturing Multiple Discourses Around High Stakes Assessments, Their Impact and Policies**
    Mark W. Conley, Michigan State University
    Victoria Purcell-Gates, Michigan State University

II. **Looking at Literacy Success Over Time: Who’s Succeeding? At What? And Can They Keep It Going?**
    Marjorie Y. Lipson, University of Vermont
    Barbara Russ, University of Vermont

III. **Third and Fifth Graders’ Perceptions of High Stakes Testing**
    Cheri F. Triplett, Virginia Tech
    Mary Alice Barksdale, Virginia Tech
    Stephen Wellinski, Illinois State University

2:00-2:45 P.M. Forum Roundtables

I. **Reflections on the benefits of reading for writing in L2**
    Jeremie Seror, University of British Columbia
    Monique Bournot-Trites, University of British Columbia

II. **Assessing the complexity of collaborative reading and writing: Preliminary findings of the Activity Assessment Tool**
    Margaret Sheehy, University at Albany

III. **Preservice Teachers’ Collaborative Conversations: Using Web CT to Support Tutoring Primary Children**
    Beverly J. Bruneau, Kent State University
3:00-4:30 P.M.  Center Ballroom  
**Symposium Session - Area 5**

**Evidence and Epistemology in Adolescent and Adult Literacy Research**

Donna Alvermann, University of Georgia  
Gay Ivey, James Madison University  
Kevin Leander, Vanderbilt University  
LeeAn Sutherland, University of Michigan  
Mark Dressman, University of Illinois at Urbana-Champaign  
Patricia Anders, University of Arizona  
Wayne Linek, Texas A&M University-Commerce

3:00-4:30 P.M.  Chambers  
**Paper Session - Session 8**

**Thinking About Educators**

**Chair:** Gwynne Ellen Ash, University of Delaware

I. **Effects of an Urban Middle School Literacy Tutoring Program on Prospective Secondary School Teachers**  
   Julia Reynolds, Michigan State University  
   Mark W. Conley, Michigan State University

II. **Preservice Teachers’ Participation in a Co-inquiry Practicum Experience in an Urban Neighborhood**  
   David G. O’Brien, University of Minnesota, Twin Cities  
   Richard Beach, University of Minnesota, Twin Cities

III. **Progress as Potential: The Evaluation of a Long-term Literacy Professional Development Program for Middle School Teachers**  
   Gwynne Ellen Ash, University of Delaware

3:00-4:30 P.M.  Coronado  
**Paper Session - Area 15**

**Literacy Development: The Role of Core Reading Programs**

**Chair:** Rita M. Bean, University of Pittsburgh

I. **Librarians in the Classroom: A Collaborative Program between the Community Library and an Urban Public School**  
   Maureen Curley, University of Pittsburgh  
   Rita M. Bean, University of Pittsburgh

II. **Theories of reading and literacy development: Some lessons from the developmental sciences**  
   George G. Hruby, University of Georgia

I. **How Does the Finnish Core Curriculum Come Alive in a Finnish Preschool Classroom?**  
   M. Jean Dreher, University of Maryland  
   Riitta-Liisa Korkeamäki, University of Oulu, Finland

II. **Situating a History of Reading in a Course Context**  
   James R. King, University of South Florida  
   Norman A. Stahl, Northern Illinois University

III. **Critical Literacy and Popular Culture: Writing Processes in Identity Construction**  
   Jason P. Ranker, University of Iowa

3:00-4:30 P.M.  Palomas  
**Symposium Session - Area 6**

**Hybridity and Genre: Perspectives, Theories, and Practices**

**Chair:** Kris Gutierrez, University of California, Los Angeles

The symposium will explore different perspectives of this role of hybridity in genre theories and practices.

I. **The Dialogization of Genres in Teaching Narrative: Moving Beyond Primary and Secondary Genres in Studies of Classroom Discourse**  
   Mary M. Juzwik, University of Wisconsin-Madison

II. **Three’s Company: Hybridity in/and the Articulation of Text Genres, Activity Genres, and Micropolitics**  
   George Kamberelis, University at Albany-State University of New York

III. **Hybridity and the Read-Aloud Curriculum Genre: Using Intertextuality to Develop Scientific Understandings in Primary Classrooms**  
   Christine C. Pappas, University of Illinois at Chicago  
   Maria Varelas, University of Illinois at Chicago

IV. **Rethinking Genre in New Times: A Comparative Look at Student-Written Biographies, Children’s books, Web sites, and Music Videos**  
   Jennifer Stone, University of Wisconsin-Madison
3:00-4:30 P.M. Four Peaks Paper Session - Area 7b

The Novice Teacher in the Field: Looking at Mentors, Excellence, and a Framework
Chair: Theresa Deeney, University of Rhode Island

I. Features of Field Experiences at Sites of Excellence in Reading Teacher Education Programs
Deborah Eldridge, Hunter College
Janis Harmon, University of Texas at San Antonio
Joyce Fine, Florida International University
Miriam G. Martinez, University of Texas at San Antonio
Misty Sailors, University of Texas at Austin
Susan Keehn, University of Texas at San Antonio
Wanda Hedrick, University of Texas at San Antonio

II. Partnership, Professional Development, and Literacy Education: Common Ground for Intern Teachers and Their Mentors
Janet R. Young, Brigham Young University
Roni Jo Draper, Brigham Young University
Theresa A. Deeney, University of Rhode Island

III. Developing a Framework for Evaluating Literacy Teacher Preparation
Bonnie La Duca, College of St Katherine
Judith Davison-Jenkins, St Cloud State University
Julie S. Kalnin, University of Minnesota
Mark Vagle, University of Minnesota
Vicki Olson, Augsburg College

3:00-4:30 P.M. Chaparral Symposium Session - Area 11

Look What a Look at Yourself Can Do: Research Based on the ABC’s of Cultural Understanding
Chair: Patricia R. Schmidt, Le Moyne College
Discussant: Claudia Finkbeiner, University of Kassel

The purpose of this symposium is to present various research adaptations of the model of Cultural Understanding and Communication. Participants will share research based on the model including: an examination of collaboration among classroom teachers and staff, the identification of shifts in pre-service teachers’ literacy beliefs, and an examination of the instructional practices of classroom teachers.

I. Collaboration at Work: Teachers Engage in a Multi-faceted Project to Increase Literacy Learning
Andrea Izzo, Gallaudet University

II. Pre-service teachers use the ABC’s Model to inquire about literacy related beliefs, practices and cultural/ethnic diversity
Maria Ortiz, Minnesota State University, Makatou

III. Using the ABC’s Model to Reflectively Examine the Instructional Practices of Classroom Teachers
Stacey Leftwich, Rowan University
Midge Madden, Rowan University

3:00-4:30 P.M. Prescott Paper Session - Area 9

Parental and Community Influences on Early Literacy Development
Chair: Annie Moses

I. Dynamic Interactions between Parents and Preschoolers during Book Sharing: A Mixed Methods Study with Two Families with Twins
Barbara A. Bradley, The University of Georgia
Lisa A. Hammett, The University of Georgia

II. Parental Involvement in Reading Excellence Funded Schools
Angela Cox, University of Kentucky
Deneese Jones, University of Kentucky
Mary C. Shake, University of Kentucky
Tierra Freeman, University of Kentucky

3:00-4:30 P.M. Rio Verde Alternative Session - Area 4

A Critical Analysis of Elementary Teachers’ Talk about the Literacy Arts
Chair: Kathryn F. Whitmore, The University of Iowa
Discussant: Richard J. Meyer, University of New Mexico

This session engages participants in a viewing, discussion, and analysis of a video vignette that illustrates the power of a multiple sign system approach to teaching language (Berghoff & Harste, 2003), particularly in an English-as-a-Second Language learning context.

I. Explanation of the Research Design and Critical Discourse Analysis Procedures

II. Video Vignettes for Participant Interpretation

III. Findings and Conclusions
Participants:
Kathryn F. Whitmore, University of Iowa
Renita R. Schmidt, University of Iowa
Stacey King-Medd, Iowa City Community School District
3:00-4:30 P.M. Sedona
Symposium Session- Area 4

Whole Language And Critical Literacy, Discourses of Schooling: Interrogating (Mis)Understandings

Discussant: Jerry Harste, Indiana University, Bloomington

The purpose of this symposium is to examine what happens when whole language practitioners build curricula of critical literacies from the conversations and questions of the education’s silent stake-holders.

I. Talking Back: Re-Theorizing Arguments between Whole Language and Critical Literacy
   Andy Manning, Mount St. Vincent University

II. From the Personal and the Critical: “And They All Have Their Dreams and They’ve Just Been Squelched”: “Mother Tensions”
   Connie White, Indiana University, Bloomington

III. Interrogating New Understandings
   Janice Tucker, Indiana University, Bloomington

3:00-4:30 P.M. Sonora
Symposium Session- Area 2-3

Developmental spelling inventories: Ways to understand students' literacy and guide instruction

Discussant: Shane Templeton, University of Nevada, Reno

This symposium examines their validity as predictors of the development of student word knowledge and reading, how developmental spelling inventories help us identify the specific needs of English-proficient and English-learning students, and how they guide teachers in planning developmentally-appropriate literacy instruction.

I. The Primary Spelling Inventory: Exploring the validity of the inventory and its relationship to reading levels
   Francine Johnston, University of North Carolina at Greensboro

II. Qualitative differences in the spelling errors of English-only students and students from Spanish-language backgrounds on a developmental spelling inventory
   Lori Helman, University of Nevada, Reno

III. How teachers use developmental spelling inventories to organize reading and spelling instruction
   Donald Bear, University of Nevada, Reno
   Darl Venner, University of Nevada, Reno

3:45-4:30 P.M. Forum
Roundtables

I. The Multi in Multicultural Literature: Definitions and Developmental Factors
   Jennifer F Wortzel, University of Iowa

II. Exploring the Construction of Gender in Adolescent Texts
   Mark M.D. Esch, Arizona State University

III. Service Learning Connects Preservice Teachers and Urban Children: A Teaching and Learning Partnership
   Shelia C. Baldwin, Monmouth University
   Mary Lee Bass, Monmouth University
4:45 - 6:00  Forum
Presidential Address
Chair: Donald J. Leu, University of Connecticut

I.  Announcements
Lea M. McGee, University of Alabama

II.  Student Research Award Presentation
Josephine Peyton Young, Arizona State University

III.  Presidential Address
Lee Gunderson, University of British Columbia
The Language, Literacy, Achievement, and Social
Consequences of English-Only Programs for Immigrant
Students
Introduction of Speaker:
Jon Shapiro, University of British Columbia

6:00-6:45  Poolside
Opening Night/Presidents' Reception
Master of Ceremonies:
Deborah R. Dillon, University of Minnesota

6:45-7:15  Chambers
Memorial in Remembrance of Rebecca Barr
Chair: Deborah R. Dillon, University of Minnesota

Rebecca Barr’s name remains on the program in
acknowledgement and as a tribute to her long-standing
willingness to serve NRC.
8:45-10:15 A.M. | Center Ballroom
Symposium Session - Area 4

Revaluing Readers and Teachers: Retrospective Miscue Analysis

This symposium focuses on recent research in Retrospective Miscue Analysis and explores RMA’s impact in different settings, including with families, with small groups of children, and in classrooms. The presentations demonstrate relationships between readers’ revaluing the reading process, revaluing themselves as readers and revaluing their reading proficiency.

Alan D. Flurkey, Hofstra University
James V. Hoffman, University of Texas at Austin
Kenneth S. Goodman, University of Arizona
Prisca Martens, Towson University
Yetta M. Goodman, University of Arizona

8:45-10:15 A.M. | Chambers
Paper Session - Area 6

Adolescent Literacy Issues

Chair: Marino Alvarez, Tennessee State University

I. High School Students Using Electronic Literacy Environments for Informing Learning and Practice
   Marino C. Alvarez, Tennessee State University

II. “It’s good to read if you can read it”: What Matters to Middle School Students in Content Area Independent Reading
   Gay Ivey, James Madison University
   Karen Broaddus, James Madison University

III. “Discussion is about Voicing Opinions”: Adolescent Students Discourse on Talk, Text, and Ideas in Class Discussions
   Kristy L. Dunlap, George Mason University

8:45-10:15 A.M. | Chaparral
Paper Session - Area 6

Elementary Literacy Issues and Practices

Chair: Kathryn Prater, The University of Texas at Austin

I. “Finding Voice”: A longitudinal study of teaching and learning at an urban charter school for girls
   Annette M. Henry, Associate Professor

II. Providing Autonomy Support for Young Writers: A Case Study of Two Teachers
   John F. O’Flahavan, University of Maryland
   Karen Fisher, University of Maryland

III. Readers’ Theater Leaves No Child Behind
   Kathryn A. Prater, The University of Texas at Austin

8:45-10:15 A.M. | Coronado
Symposium Session - Area 4

Rethinking Responses to Literature

The disappointing performance of elementary grade readers at comprehending text is creating a sense of urgency among researchers and educators (Snow, 2002). Increasingly, teachers of the elementary grades want to know and understand which strategies have the potential to boost readers’ comprehension (Block & Pressley, 2002). The purpose of this symposium is to explore the role of discussion in improving student’s reading comprehension.

Discussant: Janice Almasi, SUNY - Buffalo

I. Children’s Responses to Literature in Small Group Settings
   Brenda A. Phillips, Clemson University
   Kathy N. Headley, Clemson University
   Linda B. Gambrell, Clemson University

II. Responding to Literature: Peer Group Discussion Complemented by Journal Writing
   Kim M. Bobola, University of Maryland

III. Developing Teacher Expertise in Facilitating Literature Response
   Barbara M. Palmer, Mount Saint Mary’s College

8:45-10:15 A.M. | Flagstaff
Paper Session - Area 7a

Understanding Current Practices for Reading Interventions

I. Early Reading Incentive Grant Models in Kentucky: The Implementation, Impact and Effects of Early Reading Intervention
   Sherry W. Powers, Western Kentucky University
   Deneese L. Jones, University of Kentucky
   Angela Cox, University of Kentucky

II. Reading clinics in the U.S.: A national survey of present practice
   Jeanne S. Schummi, University of Miami
   Michele Mts-Cash, University of Miami
   Paola Pilonieta, University of Miami
   Peggy D. Cuevas, University of Miami

III. Using the CIERA School Change Framework in 24 REA Schools
   Barbara M. Taylor, University of Minnesota
   Deborah S. Peterson, University of Minnesota
8:45-9:30 A.M. Forum
Roundtable - Area 11

I. Can K-3 Reading Reform Make a Difference? Examining the Utah Reading Excellence Act
Janice A. Dole, University of Utah
D. Ray Reutzel, Utah State University

II. Social Identity and L2/Literacy Acquisition: A Comparative Study of Elementary School Students (Let’s Hear What Students Have To Say)
Olha V.Tsarykovska, Purdue University
Xiaoning Chen, Purdue University

III. Knowing in Part: Rhetorics of Work and Play in Early Literacy
Karen Wohlwend, University of Iowa

IV. Remedial Readers: How They Can Help Us Understand the Social Structures of School
Kerry A. Hoffman, Indiana University at IUPU

8:45-10:15 A.M. Paper Session - Area 11

Language Literacy: Several Perspectives
Chair:

I. Negotiating Social Identities in a Bilingual Classroom
Lori Assaf, The University of Texas at Austin
Jo Worthy, The University of Texas at Austin
Alejandra Rodriguez, The University of Texas at Austin

II. Talk about Text: Examining Academic Language of ELL Students
Joan A. Williams, Texas Lutheran University
Georgia Garcia, University of Illinois

III. Understanding Struggling Asian English Language Learners: Two Case Studies
Guofang Li, SUNY at Buffalo

8:45-10:15 A.M. Four Peaks
Paper Session - Area 11

Language Literacy: Several Perspectives
Chair:

I. Negotiating Social Identities in a Bilingual Classroom
Lori Assaf, The University of Texas at Austin
Jo Worthy, The University of Texas at Austin
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III. Understanding Struggling Asian English Language Learners: Two Case Studies
Guofang Li, SUNY at Buffalo

8:45-10:15 A.M. Palomas
Paper Session - Area 2

Metacognition and Comprehension: What do Good Readers Do?
Chair: Kelly Cartwright, Christopher Newport University

I. An Image-Based Investigation into Children’s Understandings of Metacomprehension Strategies: What do Good Readers Do?
Jeanne B. Cobb, Eastern New Mexico University

II. Why Content-Area Literacy Messages Do Not Speak to Content-Area Teachers: A Critical Review of the Literature
Roni Jo Draper, Brigham Young University
Daniel Siebert, Brigham Young University

III. Universality and Diversity in First- and Second-Language Academic Reading
Li Cheng, University of British Columbia
Lee Gunderson, University of British Columbia
Kelly B. Cartwright, Christopher Newport University

8:45-10:15 A.M. Prescott
Symposium Session - Area 1

Gendered geographies: Mapping femininities and masculinities in young adult literature
Chair: Maureen Kendrick, University of British Columbia
Discussant: Rebecca Luce-Kapler, Queens University

This symposium addresses representations of gender and adolescence within the textual landscapes of young adult literature. Three papers, one on Nancy Drew, one on Holocaust narratives, and one on Frankenstein and a companion hypertext novel, focus on the territories protagonists inherent in young adult literature that inform the production and construction of masculinities/femininities.

I. Citizen Drew: Mapping Race, Class and Sexuality in the Nancy Drew Mysteries
Elizabeth Marshall, University of Maryland

II. Disrupting childhood landscapes: Mapping gendered bodies on to fragmented narratives of the Holocaust
Theresa Rogers, University of British Columbia

III. Stitching Texts: Gender and Geography in Frankenstein and Patchwork Girl
Teresa Dobson, University of British Columbia

8:45-10:15 A.M. Rio Verde
Alternative Format - Area 15

Preparing Reading Specialists and Secondary Teachers in New Times
This session explores how changing times impact the preparation of teachers to teach literacy. Two studies examine: 1) how reading specialist candidates’ written vignettes influence their understandings and beliefs about their new roles; and 2) the beliefs and understandings of secondary preservice teachers related to multiple literacies fostered by technology.

I. The Perceptions and Insights of MA Candidates about the Roles of Reading Specialists as Viewed through their Written Vignettes
MaryEllen Vogt, California State University, Long Beach
Brenda A. Shearer, University of Wisconsin, Oshkosh

II. A Study of Secondary Preservice Teachers’ Knowledge, Experience, and Beliefs about Technology Use in Teaching
Martha Rapp Ruddell - Sonoma State University
8:45-10:15 A.M. San Carlos
**Alternative Format - Area 1**

**The Complexity of Cultural Authenticity in Children's Literature**

**Chairs:** Dana L. Fox, Georgia State University
              Kathy G. Short, University of Arizona

In this alternative format session, participants are invited into a conversation about research on cultural authenticity in literature for young people. The purpose of this session is to provide an overview of recent research and inquiry related to cultural authenticity in children's literature, to outline and discuss the various definitions and interpretations of cultural authenticity that exist in the field, and to set an agenda for future research on this topic.

**Participants:**
- Violet Harris, University of Illinois
- Elizabeth Noll, University of New Mexico
- Zhihui Fang, University of Florida
- Laura Smolkin, University of Virginia
- Judi Moreillon, Sabino High School, Tucson, AZ
- Curt Dudley-Marling, Boston College
- Weimin Mo, University of South Florida
- Wenju Shen, Valdosta State University
- Vivian Yenika-Agbaw, Bloomsburg University
- Hazel Rochman, Editor, Booklist, American Library Association
- Rosalinda Barrera, University of Illinois

8:45-10:15 A.M. Sedona
**Paper Session - Area 5**

**Perception and Policy in Adolescent Literacy**

**Chair:** Colleen Fairbanks, University of Texas at Austin

I. Adjusting our focus: Examining the interplay of district, teacher, and student perceptions of reading instruction in the middle grades
   Deanna M. Stoube, St. Ambrose University

II. On the Margins: Struggling Adolescent Readers in the Context of Current Literacy Learning Theory and Educational Policy
   Judi Franzak, University of Wisconsin-Milwaukee (8/03)
              Colleen Fairbanks, University of Texas at Austin

III. Youths' Views of Literacy Practices In-and Out-of-School: A National Survey
   Donna E. Alvermann, University of Georgia
   David W. Moore, Arizona State University-West
   Kathleen A. Hinchman, Syracuse University

8:45-10:15 A.M. Sonora
**Symposium Session - Area 13**

**Effective Reading Instruction with Technology: Results of a National Survey of Exemplary Primary Grade Teachers**

**Chair:** Linda D. Labbo, The University of Georgia

**Discussant:** Dr. Deborah Dillon, University of Minnesota

This session presents a national survey of K-3rd grade teachers who were nominated because of exemplary use of computers for literacy instruction. Analysis of a four-part, recursive e-mail interview/survey revealed 11 major themes within and across grade levels and focused on what, why, and how they enact specific technological strategies.

I. **Symposia Overview & Introduction**
   Don J. Leu, Jr., University of Connecticut

II. **Themes in literacy and technology: Results of a national survey of teachers at the kindergarten level**
   Linda D. Labbo, The University of Georgia
   Mary Love, The University of Georgia
   Mimi Park, The University of Georgia
   Betty Hubbard, The University of Georgia

III. **A Qualitative Study on the Integration of Internet and Computer Technologies in Second Grade Literacy Classrooms**
   Julia Kara-Soteroiu, University of Bridgeport,
   Donald J. Leu, Jr., University of Connecticut

IV. **Themes in Literacy and technology: Results of a national survey at first and third grades**
   Charles K. Kinzer, Teachers College, Columbia University
   Dana Cammack, Teachers College, Columbia University

9:30-10:15 A.M. Forum
**Roundtables**

I. **Improving How We Teach Conventional Literacy: Deaf College Students’ Recollections of Learning English and What We Can Learn From Them**
   Kathryn L. Schmitz, Rochester Institute of Technology

II. **The Language and Literacy Practices in a Mexican Community**
   Robert T. Jimenez, University of Illinois at Urbana-Champaign
   Patrick H. Smith, University of the Americas
   Natalia Martinez-Leon, University of the Americas

III. **From Confucius to Zhuxi: A partial review of the ancient Chinese perspectives on learning and study methods**
    Gaoyin Qian, Qian, Lehman College/CUNY
    Liqing Tao, College of Staten Island/CUNY

IV. **Concentric learning circles: The rippling academic and attitudinal impacts of a field-based reading course**
   Lori Elliott, Georgia State University
   Danielle Battle, Parkside Elementary School
   Shannon Hawkins, Georgia State University
1:15-2:45 P.M.  |  Center Ballroom  
Symposium Session - Area 7a  
Assisting Practicing Teachers in Using Community Resources  
Chair: Sarah McCartney, University of Illinois, Urbana-Champaign  
Discussant: Luis Moll, University of Arizona  
Participants:  
- Kathy Au, University of Hawaii  
- Kris Gutierrez, University of California, Los Angeles  
- Michele Foster, CUNY  

1:15-2:45 P.M.  |  Coronado  
Symposium Session - Area 4  
Retelling Profiles of Second Graders in Literature-Based and Scripted Commercial Programs  
Findings of retellings by children in Direct Instruction, Open Court, and adapted Guided Reading classrooms will be reported. The papers explore the influence of these programs on elements of retellings, the relationship between retellings and children's models of reading, and present profiles of readers with the highest and lowest retellings.  
Poonam Arya, Towson University  
Deborah Lang, Towson University  
Prisca Martens, Towson University  
Patricia Wilson, Towson University  
Alan D. Flurkey, Hofstra University  

1:15-2:45 P.M.  |  Palomas  
Paper Session - Area 4  
Evaluating Instructional Strategies for Reading Achievement  
Chair: Linda Bausch, LIU, Southampton College  
I. Teaching Reading Comprehension Strategies Using Information Texts: A Comparison of the Effects of Explicit Single and Multiple Transactional Strategy Instruction on Young Children’s Content Knowledge Acquisition, Reading Engagement and Reading Development  
D. Ray Reutzel, Utah State University  
Parker C. Watson, Utah State University  
John A. Smith, Utah State University  
II. Developing Fluency through Neurological Impress: A study of struggling readers who are “On the Bubble”  
Diane Alpert, Santee School District  
Diane Lapp, SDSU  
James Flood, San Diego State University  
Sharon Flood, SDSU  
III. CAL Reads: The Efficacy of Small Group Reading Intervention  
Richard D. McCallum, University of California, Berkeley  
Paolo C. Martin, University of California, Berkeley  
Maren S. Aukerman, University of California, Berkeley
Using Technology in Teacher Education

Chair: Julie Coiro, University of Connecticut

I. “I know them better than students in my on-campus courses”: Exploring A Personalized Approach to Online Instruction

Joyce E. Many, Georgia State University
Faith Wallace, Georgia State University
Judy Stephenson, Georgia State University
Lisa Eickholdt, Georgia State University

II. Building Their Stories: Electronic Case Studies of Struggling Readers

Terry S. Atkinson, East Carolina University
Sarah C. Williams, East Carolina University
Julie Coiro, University of Connecticut

III. Case-based Multimedia Studies via the Internet: Principles of Effective Literacy Instruction in Preservice Teacher Education

Francine Falk-Ross, Northern Illinois University
Catherine Kurkjian, Central Connecticut State University
Ann Courtneay, University of Hartford
Regina Chatel, Saint Joseph College
Victoria Gentry Ridgeway, Clemson University

Uses of Space and Spatial Theory in Literacy Research and Practice

In this alternative format session, 6 exemplars from literacy research will be shared by 6 presenters who use space and spatial theory in different ways. The papers address relationships between agency, structure, surprise, imagination, and how power plays in the geographic distribution of literacy.

Anita Wilson, Lancaster University
Margaret Sheehy, University at Albany
Kevin M. Leander, Vanderbilt University
Elizabeth Birr Moje, University of Michigan
Margaret Hagood, The College of Charleston
George Kamberelis, University at Albany
Jay Lemke, University of Michigan

How to write an award-winning student research paper and more: Past award winners tell all!

Chair: Josephine Peyton Young, Arizona State University
Discussants: Gregory Brook, Nazareth College of Rochester
Valerie Chapman, University of Texas at El Paso

This alternative session is designed to provide information about the NRC Outstanding Student Research Award. This session will be interactive and small-and large-group discussions will focus on writing a winning research paper, reviewing and selecting the outstanding student research award paper, and publishing the paper.

Participants:
Kim Bobola, University of Maryland
Nancy A. Place, University of Washington-Bothell
Larence Sipe, University of Pennsylvania
Emily Rodgers, Ohio State University

Examining second-language issues in light of the National Reading Panel Report

Chair: Elizabeth Bernhardt, Stanford University
Discussant: Michael Kamil, Stanford University

The three papers in this symposium examine conclusions drawn from the National Reading Panel Report from the perspective of second-language reading research, theory, and practice. The panel report documented the criticality of phonemic awareness, of vocabulary development, and of comprehension. Each paper in this symposium examines one of these critical areas.

I. Learning the Structural Properties of Chinese Characters: Examining Beginning Textbooks for Adult Foreign Language Learners

Michael Everson, University of Iowa

II. Spanish English Language Learners Beginning to Read in English: A Test of the Interactive Compensatory Hypothesis on Cognates

Lawrence Tova, Stanford University

III. Examining the role of syntactic proficiency in second-language reading comprehension

Elizabeth Bernhardt, Stanford University
International Perspectives on Literacy Instruction and Literacy Teacher Education

Chair and Discussant: Rebecca Barr*, National Louis University

This alternative format session centers on current literacy contexts and literacy teacher education in five different countries, and summarizes research findings from literacy projects being completed in these countries.

I. Malawi
Mary Alice Barksdale, Virginia Tech
Jerome A. Niles, Virginia Tech
Manuel Kazembe, Virginia Tech
Edith Mmela, Virginia Tech
Patricia Proudfoot Kelly, Virginia Tech
Josiah Tlou, Virginia Tech

II. Mozambique
Jeni Arndt, Purdue University

III. China
Jiening Ruan, The University of Oklahoma
Lijun Jin, Towson University

IV. South Africa
Misty Sailors, University of Texas at Austin
Natasha Beretvas, University of Texas at Austin
James Hoffman, University of Texas at Austin
P. David Pearson, University of California, Berkeley

V. Burmese Refugee Camps in Northern Thailand
Karin Dahl, Ohio State University

I:15-2:00 P.M. Roundtables

I. Preservice Teachers’ Attitudes toward English as a Second Language and Limited English Proficiency Students
Juwan Bae, Syracuse University

II. Seeking “Free Spaces Unbound:” Exploring the Literacy and Social Experiences of Biracial Adolescents Through Biracial Literature
Julia Johnson Connor, University of Illinois Urbana-Champaign

III. To Modify or Not to Modify, What is the Strategy’s Power
Valerie G. Chapman, The University of Texas at El Paso

IV. Techno–Teaching in the Digital Age: Investigating the Influence of CTELL Video-Cases on the Pedagogical Approaches and Course Curriculum of Four Teacher Educators
Ruby Sanny, University of Illinois at Chicago

I:15-2:45 P.M. Forum Roundtables

I. Female Images in Caldecott Award Books: Gender Readings through Visual Text
Luz Carime Bersh, The University of Alabama

II. Messages About Literacy in Children’s Literature: To Inform or Transform
Janelle B. Mathis, University of North Texas
Leslie Patterson, University of North Texas

III. Toward a Socio-Political Framework for Multiethnic Children’s Literature
Jann L.M. Pataray-Ching, California Polytechnic Univ, Pomona
Stuart H.D. Ching, Loyola Marymount University

I:15-2:45 P.M. Sonora Alternative Format - Area 1

The Ideological Content of Children’s Literature

Chair: Carmen Martinez-Roldan, Arizona State University

I. Female Images in Caldecott Award Books: Gender Readings through Visual Text
Luz Carime Bersh, The University of Alabama

II. Messages About Literacy in Children’s Literature: To Inform or Transform
Janelle B. Mathis, University of North Texas
Leslie Patterson, University of North Texas

III. Toward a Socio-Political Framework for Multiethnic Children’s Literature
Jann L.M. Pataray-Ching, California Polytechnic Univ, Pomona
Stuart H.D. Ching, Loyola Marymount University

I:15-2:45 P.M. Sedona Alternative Format - Area 13

Situated Media Literacy: Grounded in Virtual and Real Spaces

Chair: Stanley B. Straw, University of Manitoba
Discussant: David O’Brien, University of Minnesota

This alternative session explores the integration of technology in English language arts studies as situated media literacy. Presenters will demonstrate classroom-based research findings from K-12 and higher education settings in ways that have grounded their situated literacy concepts in virtual and real spaces.

I. Transmediating through Multiple Texts in Media Literacy Classrooms
Ladi M. Samali, Pennsylvania State University

II. Mediated Critical Thinking: Preservice Teachers, Web Quests, and Future Practice
David M. Lund, Southern Utah University

III. Situating Literacy Case Studies in Real and Virtual Time
Patricia I. Mulcahy-Ernt, University of Bridgeport

IV. Multiple Dimensions of Electronically Mediated Portfolio Development
Ronald D. Kieffer, Ohio State University, Lima

V. Situated Media Literacy Differentiated in Computer Room Dialogue
Karen E. Smith, University of Manitoba
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<th>Time</th>
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<td>2:00-2:45 P.M.</td>
<td>Forum</td>
<td>Roundtables</td>
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<td>I. Pre-service teachers’ use of the portfolio as a framework for recognizing and demonstrating achievement of course goals</td>
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<td>Karen Nolan, West Chester University</td>
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<td>II. Learning to Foster Literacy in an At-Risk Urban Middle School: Report of a Teacher-Research Collaboration</td>
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<td>Kathleen A. Hinchman, Syracuse University</td>
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<td>Margaret Marone-Wilson, Syracuse City School District</td>
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<td>3:00-4:30 P.M.</td>
<td>Four Peaks</td>
<td>Symposium Session - Area 11</td>
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<td>Beyond Cultural and Linguistic Mismatch: Exploring Broader Factors Contributing to the Marginalization of Non-mainstream Students</td>
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<td>Chair: Deneese E. Jones, University of Kentucky</td>
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<td>As non-mainstream students struggle to make sense of their environment, teachers are challenged to make classroom interaction culturally responsive. Findings from these studies indicate that teachers must be aware of how their practices are shaped by their cultures and modify them so that all students have greater opportunities to learn.</td>
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<td>Sherry W. Powers, Western Kentucky University</td>
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<td>Beth Morton Christian, Western Kentucky University</td>
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<td>Margaret Compton-Hall, Texas Women’s University</td>
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<td>3:00-4:30 P.M.</td>
<td>Chambers</td>
<td>Symposium Session - Area 11</td>
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<td>Approach to Language Programs</td>
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<td>Chair: Josephine Moon Ro, Binghamton University-SEHD</td>
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<td>I. An Investigation of The Effects of a Language Program Designed To Enable Middle School Speakers to Expand Their Range of Language Registers Through Mediated Social Interactions</td>
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<td>Diane Lapp, San Diego State University</td>
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<td>Kelly Moore, San Diego State University</td>
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<td>II. Improving Mainstream Classroom Instruction for English Language Learners Through Staff Development: Cycle 2</td>
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<td>Karen M. Feathers, Wayne State University</td>
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<td>III. Memoir Writing as Culturally Responsive Pedagogy in an Adult Multilingual Classroom</td>
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<td>Nancy L. Goldstein, Arizona State University</td>
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<td>3:00-4:30 P.M.</td>
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<td>Preparing Preservice and Inservice Teachers for “Culturally Relevant Pedagogy”</td>
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<td>Chair: Joan Theurer, California State University, Long Beach</td>
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<td>In this symposium 3 teacher educators will present their studies on preparing teachers to develop “culturally relevant pedagogy” for literacy instruction.</td>
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<td>I. Preservice Teachers’ Changing Perceptions and Behaviors of Teaching Diverse Students</td>
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<td>Shelley H. Xu, California State University, Long Beach</td>
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<td>II. Culturally Relevant Pedagogy: A Study of Successful Inservice Learning</td>
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<td>Patricia R. Schmidt, Le Moyne College</td>
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<td>III. Teachers Learn and Relearn about Parental Involvement in Children’s Literacy Development</td>
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<td>Jyotsna Pattnaik, California State University, Long Beach</td>
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<td>3:00-4:30 P.M.</td>
<td>Center Ballroom</td>
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<td>National Literacy Panel on Language Minority Children and Youth: Findings from the Panel’s Research Synthesis</td>
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<td>Chair: Timothy Shanahan, University of Illinois at Chicago</td>
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<td>Discussants: In lieu of discussants, the audience is invited to comment on and raise questions about this research synthesis.</td>
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<td>Following an overview of the panel's work, one participant from each of the six major domains that the report covers will summarize the findings resulting from the synthesis of research in the domain. There will be ample opportunity for discussion of the report, which will still be in prepublication form.</td>
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<td>I. Overview</td>
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<td>Diane August, Center for Applied Linguistics</td>
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<td>II. Relationship Between Oracy and Literacy</td>
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<td>Esther Geva, Ontario Institute for Studies in Education, University of Toronto</td>
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<td>III. Transfer of Literacy Skills from First Language to Second Language</td>
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<td>Michael Kamil, Stanford University</td>
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<td>IV. Literacy Development</td>
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<td>Linda Siegel, University of British Columbia</td>
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<td>V. Context for Literacy Development</td>
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<td>Margarita Calderon, Center for Research on the Education of At Risk Students, Johns Hopkins University</td>
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<td>VI. Strategies and Professional Development for Promoting Literacy</td>
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<td>Timothy Shanahan, University of Illinois at Chicago</td>
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<td>VII. Assessment of Literacy</td>
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<td>Georgia Earnest Garcia, University of Illinois at Urbana-Champaign</td>
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3:00-4:30 P.M. Coronado

Literacy and Adolescent Identity

Chair: Josephine Young, Arizona State University

I. Adolescent Literacy and Popular Culture: Can this Marriage Work?
Kathy Headley, Clemson University
Pamela J. Dunston, Clemson University
Victoria G. Ridgeway, Clemson University
Josephine Young, Arizona State University

II. Literacy and Identity: A Longitudinal Study of Latina Adolescents
Colleen M. Fairbanks, University of Texas at Austin
Mary Ariail Broughton

III. A Touch of Grey: Rethinking Adolescent Identity, Popular Culture, and Literacy
Margaret C. Hagood, College of Charleston

3:00-3:45 P.M. Forum

Roundtables

I. Theory of Caring for African American Kindergartners During Picturebook Readalouds
Patricia A. Daley, University of Pennsylvania

II. Prospective Teachers’ Response to Adolescent Literature: Implications for Teacher Preparation
Susan King Fullerton, The Ohio State University
Trish Bandre, The Ohio State University

III. Exploring Peer Assessment in Literacy Education
Amy P. Dietrich, The University of Memphis
Rebecca Anderson, The University of Memphis
Ingrid Haynes-Mayes, The University of Memphis
Jane Puckett, The University of Memphis
Jerrie Scott, The University of Memphis
Lana Smith, The University of Memphis

3:00-3:45 P.M. Flagstaff

Alternative Format - Area 9

Guided Comprehension in the Primary Grades: A Framework for Curricularizing Strategy Instruction

A review of the current research on reading comprehension and details of a new study focused on curricularizing comprehension instruction in the primary grades will be presented in this alternative format. Those in attendance will actively engage in the session in a variety of ways, including examining primary students’ strategy applications and participating in Guided Comprehension in small group settings.

Chair: Matthew W. Baker, International Reading Association
Discussant: Maureen McLaughlin, East Stroudsburg State University of PA

I. Review of Current Research on Reading Comprehension

II. Guided Comprehension: Helping Students in the Primary Grades Transact with Text

III. Examination of Student Artifacts

IV. Participation in Guided Comprehension

Participants:
Maureen McLaughlin, East Stroudsburg State University of PA
Leslie Fisher, East Stroudsburg State University of PA
Karyn Martin, East Stroudsburg State University of PA

3:00-4:30 P.M. Sonora

Alternative Format - Area 13

Towards Critical Multimedia Literacy
Jay Lemke, University of Michigan

In this presentation I will try to outline some conceptual perspectives for producing useful answers for particularly important and difficult questions in the case of disciplinary discourses such as those in science and other academic fields.

3:00-4:30 P.M. Palomas

Paper Session - Area 1

Reader Response and the Nature of Texts

Chair: Janice Harmon, University of Texas at San Antonio

I. Children’s Strategic Awareness for Reading Different Genres and/or Text Types
Miriam G. Martinez, University of Texas at San Antonio
Janis M. Harmon, University of Texas at San Antonio
Amy Deckard, University of Texas at San Antonio

II. STORIES READ, STORIES TOLD: The Intersection of Texts and Discourses
Jennifer L. Carlson, University of Wisconsin–River Falls
Linda Gordy, Cardinal Stritch University
Janice J. Strop, Cardinal Stritch University

III. Learning to Negotiate Meaning in Children’s First Chapter Books
Nancy L. Roser, University of Texas at Austin
Miriam G. Martinez, University of Texas at San Antonio
Kathleen McDonnold, Austin Independent School District/UT Austin
Charles Fuhrken, University of Texas at Austin
3:00-4:30 P.M. Sedona Paper Session - Area 7a
Changes in Teachers' Literacy Beliefs and Practices
Chair: Jerome Harste, Indiana University-Bloomington
I. Literacy Changes: A Case Study of One Teacher's Journey
Mary F. Roe, Washington State University
II. Influences and evolving literacy beliefs of elementary teachers: A longitudinal study
Debby Deal, Loyola College of Maryland
C. Stephen White, George Mason University
Jerome Harste, Indiana University, Bloomington

3:00-4:30 P.M. San Carlos Alternative Format - Area 8
The Camera is a Writing Instrument
Chair: Joanne Kilgour Dowdy, Kent State University
Discussant: David Bruce, Kent State University
This presentation will model ways in which video technology can be integrated into the curriculum of pre-service teachers and doctoral students involved in learning research methodology. Ideas will be presented on teaching and learning video writing and provide information about video editing applications that are useful to research assignments.
I. The College Bound Filmmaking Academy
II. Bringing Video Technology to Teacher Preparation Training
III. I Am Not Creative: The Road to Using Imovie Software in Qualitative Research
IV. Is This Macramé Jewelry Making?: How Video Editing Helps to Shape Research Reports
Participants:
Jacqueline Peck, Kent State University
Debbie S. Bruce, Kent State University
Sunny-Marie Birney, Kent State University
Joanne Kilgour Dowdy, Kent State University

3:00-4:30 P.M. Rio Verde Symposium Session - Area 7a
The “Million Learner Project”: Examining the Effects of Professional Development and Curriculum Resourcing
Chair: James V. Hoffman, University of Texas at Austin
We report an evaluation study of a project designed to raise the reading and literacy achievement levels of students in rural South African schools. In this symposium we describe: (1) the content and context for the professional development plan; (2) the development of the assessment tools; and (3) the statistical analysis of the data collected over the three years of the project.
I. The READ South Africa “Million Learner Project”: Project Overview
P. David Pearson, Dean, University of California at Berkeley
Cynthia Hugo, Director, READ South Africa
II. The Evaluation Plan for the Million Learner Project
James V. Hoffman, The University of Texas at Austin
Bertus Mathee, Director of Assessment and Evaluation, READ South Africa
III. Findings from the Evaluation of the Million Learner Project: Years 1 through 3
Tasha Beretvas, University of Texas at Austin
James V. Hoffman, University of Texas at Austin
P. David Pearson, University of California, Berkeley
IV. The Effects of First and Second Language Instruction in South African Rural Schools
Misty Sailors, The University of Texas at Austin
Natasha Beretvas, The University of Texas at Austin

4:45 - 6:00 P.M. Forum Plenary Session
Chair: Janice Almasi, SUNY at Buffalo
I. Early Career Award Presentation
Janet W. Bloodgood, Arizona State University
II. Plenary Address
Marilyn Cochran-Smith, Boston College
Promises and Politics: Images of Research in the Discourse of Teaching and Teacher Education’’
Introduction of Speaker:
Lea M. McGee, University of Alabama

6:00-6:45 P.M. Center Ballroom
Town Meeting
Beer & Popcorn
8:45-10:15 A.M.  Center Ballroom
Symposium Session - Area 6

Evidenced-Based Research: Instructional Models for Vocabulary, Comprehension, Fluency, Motivation, and Writing Development
Barbara Marinak, University of Maryland
Diane Lapp, San Diego State University
James Flood, San Diego State University
Lesley Morrow, Rutgers University
Linda Gambrell, Clemson University
Richard Allington, University of Florida
Cathy Collins Black, Texas Christian University

8:45-10:15 A.M.  Chambers
Paper Session - Area 5

Studies in Critical Literacy
Chair: Leslie Patterson, University of North Texas

1. Critical Reading in Practice: Surveying Secondary Instruction and Postsecondary Expectations
   James P. Patterson, ACT, Inc./University of Iowa

2. What Does Social Justice Have to Do with Us?: Constructing An Inquiry Community of Sixth Graders and Pre-Service Teachers
   Monica Taylor, Montclair State University
   Gennifer Otinsky, Grover Cleveland Middle School
   Leslie Patterson, University of North Texas

3. Critical Literacy in the History Classroom
   Gina N. Cerretti, University of California, Berkeley

8:45-10:15 A.M.  Chaparral
Alternative Format - Area 2

At Risk: Independent Reading: Gauging Wide Reading through a Title Recognition Task in a Statewide Student Literacy Assessment
Research suggests that children’s scores on a title recognition task (TRT) provide a valid and reliable index of independent reading and are significantly associated with essential literacy skills. TRTs can also serve statewide literacy initiatives that seek to identify at risk students and provide additional reading instruction.

1. Year 1: Evaluating Title Recognition Scores and Student Literacy Assessments
   Marianne Baker, James Madison University

2. Selecting Book Titles for a Student Title Recognition Task
   Joan Kindig, University of Virginia

3. Year 2: Administering the TRT Online
   Marcia Invernizzi, University of Virginia

8:45-10:15 A.M.  Coronado
Alternative Format - Area 6

“Life for me ain’t been no crystal stair!”
Chair: Doris Walker-Dalhouse, Minnesota State University Moorhead
Discussant: Gwendolyn Thompson McMillon, Oakland University
Panel: Kathryn Au, University of Hawaii
   Patricia Edwards, Michigan State University
   Kris Guitaarrez, University of California, Los Angeles

8:45-10:15 A.M.  Flagstaff
Alternative Format - Area 6

Peer Discussion as an Ecosystem: The Impact of Identity, Power, Authority, and Scaffolding on the Development of Dialogic Inquiry
Chair: Barbara Martin Palmer, Mt. St. Mary’s College

This session examines peer discussion of text as an ecosystem. A framework for the entire study, followed by two roundtable sessions will provide opportunity for dialogue about each study. An interactive panel discussion will enable authors and participants to discuss how the studies inform, and are informed by, each other.

1. The Genesis of Dialogic Inquiry: Phases of Language Development during Peer Discussion
   Janice F. Almasi, University at Buffalo, SUNY
   Hyunhee Cho, University at Buffalo, SUNY
   Keli Garas, University at Buffalo, SUNY
   Lynn Shanahan, University at Buffalo, SUNY
   Ma Wen, University at Buffalo, SUNY
   Bogum Yoon, University at Buffalo, SUNY

2. Three Ethnic Minority Children’s Negotiation of Identity through Peer Discussion of Text
   Hyunhee Cho, University at Buffalo, SUNY

3. The Impact of Identity and Social Interaction on Interpretation of Text
   Keli Garas, University at Buffalo, SUNY

4. Power and Authority within Peer Discussion: A Comparative Case Study of Dominance
   Lynn Shanahan, University at Buffalo, SUNY

5. Coaching on the Edges: A Case Study of Teacher Scaffolding in Peer Discussion
   Ma Wen, University at Buffalo, SUNY
8:45-9:30 A.M. | Forum
Roundtables

I. Dialogic Spaces: Bakhtin's Social Theory of Utterance in Reader Response
Karen A. Krasny, Texas A&M University

II. Electronic Portfolios in Preservice Teacher Education: Defining and Closing the Gap
B. Joyce Stallworth, University of Alabama
Elizabeth K. Wilson, University of Alabama
Vivian Harris Wright, University of Alabama

III. Preschool Alphabet Letter Instruction and Preschool Word Learning: Connections to First Grade
Theresa A. Roberts, CSU, Sacramento

IV. Social studies in the literacy block
Sally A. Smith, Hofstra University

8:45-10:15 A.M. | Four Peaks
Paper Session - Area 7b
Expanding Our Understanding of Reflection in Teacher Education
Chair: Victoria Risko, Peabody College

I. Fostering Pre-service Teachers’ Inquiry as They Learn about and Tutor Struggling Readers
Marg Mast, Goshen College
Victoria Risko, Peabody College

II. Encouraging and constraining pre-service teacher reflection: Considerations and cautions in the accreditation process
Theresa A. Deeney, University of Rhode Island

III. Becoming a Teacher: The Identity Development of Two Preservice Teachers in a Reading Specialization Program
Lori Assaf, The University of Texas at Austin

8:45-10:15 A.M. | San Carlos
Symposium Session - Area 12
Assessing Elementary and Middle School Student’s Understanding of the Language of Schooling
Beverly E. Cox, Purdue University
Mary Schleppegrell, University of California at Davis
Zhihui Fang, University of Florida

8:45-10:15 A.M. | Palomas
Paper Session - Area 13
Examining Critical Thinking Skills When Using the Internet
Chair: Denise Johnson, The College of William and Mary

I. Essential literacies in the digital age: Adolescents’ Internet inquiry strategies
Maya B. Eagleton, Center for Applied Special Technology

II. A Review of Research on Literacy and Technology: Replicating and Extending the NRP Subcommittee Report on Computer Technology and Reading Instruction
Julie Coiro, University of Connecticut
Donald J. Leu, University of Connecticut
Charles K. Kinzer, Teachers College, Columbia University
Linda Labbo, University of Georgia
William Teale, University of Illinois at Chicago
Lisa Bergman, University of Connecticut
James Sulzen, University of Connecticut
Dongping Zheng, University of Connecticut

III. Web-based Intertextuality: What Does Watching OPRAH and C-SPAN Have to do With Reading?
Rachel Brown, Syracuse University

8:45-10:15 A.M. | Prescott
Paper Session
Development of Informational Writing
Chair: Carol Donovan, University of Alabama

I. Second Grade Classrooms Including More Informational Text: Impacts on Student Achievement and Motivation
Nell K. Duke, Michigan State University
Peter Dewitz, Somerset County Schools

II. Informational Writing Development of Fourth Grade Students
Cathy L. Tower, Michigan State University
Carol Donovan, University of Alabama

III. Insights into Early Genre Knowledge and Writing Development: Primary Grade Children’s Story and Informational Writing, and Reasoning about the Differences between the Two
Carol A. Donovan, University of Alabama
Laura B. Smolkin, University of Virginia

8:45-10:15 A.M. | Sonora
Alternative Format - Area 7b
Conversations on Teacher Education Reform
Chair: Alan Farstrup, International Reading Association
Participants:
James V. Hoffman, University of Texas, Austin
Cathy M. Roller, International Reading Association
8:45-10:15 A.M. Rio Verde
Paper Session - Area 12

Analysis of State/National Reading Policies and Their Implementation in the U.S. and Britain

Chair: Richard Ferdig, University of Florida

I. The National Literacy Strategy in England: Evaluation and Implications
Laura Huxford, National Literacy Strategy, Reading, UK
Maureen Lewis, National Literacy Strategy, Reading, UK
Nancy Watson, Ontario Institute for Studies in Education, Toronto, Canada
Beard F. Roger, Reader in Literacy Education
Peter Afflerbach, Professor

II. A Qualitative Analysis of the Implementation of Wyoming’s
Patrick Manyak, University of Wyoming
Ann-Margaret Manyak, University of Wyoming

III. What Reading Comes First? A Policy Analysis of “Reading First”
Syna K. Erb, University of Nevada, Reno

8:45-10:15 A.M. Sedona
Paper Session - Area 4

Perspectives on Emergent Literacy

Chair: Charles Elster, Purdue University

I. The Gift of Time: Providing Literacy Support to First Grade Struggling Readers in an Urban Professional Development School
Nancy Frey, San Diego State University

II. Eight Kindergartners Reading: Genre in Early Reading Development
Charles A. Elster, Purdue University

III. Examining Literacy Learning in One First-grade Classroom From a Sociocultural Perspective: Considering Context, Activity, and Participation
Mona W. Matthews, Georgia State University
Mark Cobb, Georgia State University
John Kesner, Georgia State University

10:30 A.M.-Noon Center Ballroom
Symposium Session - Area 15

Closing the Gap Between Research and Practice: Formative Experiments and Pragmatism

Chair: David Reinking, Clemson University
Discussant: Robert T. Jimenez, University of Illinois

This symposium addresses a methodological terrain between experimental and naturalistic inquiry focusing on formative experiments (a.k.a., design experiments). A rationale for and examples of formative experiments are presented as one response to a call for a pragmatic orientation to literacy research.

I. What Are Formative Experiments and Why Are They Needed?
David Reinking, Clemson University
Barbara A. Bradley, University of Georgia

II. Teaching Vocabulary in Fifth-Grade: A Year-Long Formative Experiment
James F. Baumann, University of Georgia
Donna Ware, Clarke County (GA) School District
Elizabeth Carr Edwards, University of Georgia

III. The Role of Formative Experiments within the Broader Framework of Pragmatism and Practicality in Literacy Research
Deborah R. Dillon, University of Minnesota
David G. O’Brien, University of Minnesota

9:30-10:15 A.M. Forum
Roundtables

I. Choice of Self-Protective mechanisms and Achievement Gains during Reading Remediation: A Conditional Relationship
Diane S. Kaplan, Texas A&M University

II. The Impact of Full and Half-Day Kindergarten in Schools Offering Both Programs On Reading Achievement
Joann Honigman, The University of Michigan

III. The Co-construction of Positional Writing Practices in the Context of My Fifth-Grade Classroom
Cynthia A. Lassonde, University at Albany, SUNY

10:30 A.M.-Noon Chambers
Alternative Format - Area 2

From Content to Context: Critical Conversations on Reframing Content Area Literacy

Chair: Leslie Patterson-University of North Texas

This session opens conversation about a new approach to Content Area Literacy. Session participants will interpret data through multiple perspectives, using an analysis technique in which audience members are actors constructing meaning in a forum similar to Boal’s Theatre of the Oppressed.

Participants:
Lee Haugen, University of Alaska Fairbanks
Joan Parker Webster, University of Alaska Fairbanks.

10:30 A.M.-Noon Chaparral
Symposium Session - Area 7a

Multiple Perspectives on Professional Development Focused on a Word Study Curriculum

Chair: Janet W. Bloodgood, Appalachian State University
Discussant: Karen Broadus, James Madison University

This symposium describes the evolution of a word study program created with 3rd and 4th grade teachers and students, presents the professional development of two classroom teachers as they learn to make curricular and instructional decisions about word study, and examines pre-service teachers’ professional development and word study knowledge.

Janet W. Bloodgood, Appalachian State University
Linda C. Pacifici, Appalachian State University
Beth M. Frye, Appalachian State University
Forum

Roundtable - Area 7a

I. The Impact of A Life-Application Learning Instructional Program on Struggling Readers at the Middle School Level
   Angelle Stringer, Louisiana State University
   Neva V. Cramer, Louisiana State University
   Earl Cheek, Louisiana State University

II. “I’m just going to tell him I don’t believe in standardized testing!”: Navigating the assessment waters with preservice teachers
   Carol J. Hopkins, Purdue University
   Susan L. Nierstheimer, Purdue University

III. Shifts in Teacher Beliefs and Practices that Impact Student Literacy Learning
   Maribeth Cassidy Schmitt, Purdue University
   Sarah F. Mahurt, Purdue University
   Lisa A. Kelley, Purdue University

IV. Culture, Literacy, and Intersubjectivity: Influences of Parent and Teacher Relationships
   Sheri Pentecost, Texas Woman’s University

10:30 A.M.-Noon Coronado

Symposium Session - Area 6

Critical Perspectives in Elementary Literacy

Chair: Diane Barone, University of Nevada-Reno
Discussants: Shelley Hong Xu, California State University
Long Beach

This symposium examines the complexity of literacy teaching and learning through critical perspectives. The discussion will range from the definition of literacy from the viewpoint of teachers and preservice university students to the critical literacy experiences of kindergarten students from diverse cultures and backgrounds at a low socioeconomic school.

I. The Institutionalization of Literacy: A Critical Perspective on Literacy Instruction in a High Stakes Testing Environment

II. Critically Analyzing the Process of Preparing Preservice Teachers to Teach in Culturally and Linguistically Diverse Classrooms

III. Critical Interactions in Kindergarten

Participants:
   Diane Barone, University of Nevada-Reno
   Cynthia Brock, University of Nevada-Reno
   Dorothy K. Moore, University of Wisconsin-River Falls
   Laura Parks, University of Nevada-Reno
   Julie Pennington, University of Nevada-Reno
   Sharon Stander, University of Nevada Reno

Flagstaff

10:30 A.M.-Noon Paper Session

The Sociocultural Perspective: Guiding Adolescent Literacy

Chair: Roger A. Stewart, Boise State University

I. Content Area Teachers’ Selection And Use of Multiple Texts: Sociocultural Dimensions
   Nancy T Walker, University of La Verne
   Thomas W Bean, University of Nevada, Las Vegas

II. The Effects of Explicit Comprehension Strategy Instruction on Struggling Readers
   Joan Primeaux, University of Alabama

III. Attitudes and Engagements: Understanding adolescent readers academic viewpoints
   Carol J Delaney, SUNY Geneseo
   Sharon M Peck, SUNY Geneseo
   Roger A. Stewart, Boise State University

10:30 A.M.-Noon Four Peaks

Paper Session - Area 10

Enhancing Literacy for Adolescent and Adult Struggling Readers

Chair: Columbus Grace, Syracuse University

I. Enhancing Literacy Assessment for Adult Struggling Readers Who Are Visually Impaired: A Sociocultural Perspective
   Brenda A. Shearer, University of Wisconsin-Oshkosh
   Michael Nelipovich, Wisconsin State Bureau for the Blind

II. Literacy in Lock-up: Exploring literature circles with incarcerated male juvenile detainees
   Keva L Mitchell, University of South Florida
   Jody Fernandez, University of South Florida

III. What Matters Most? A Survey of Middle Level Educators’ Beliefs and Values about Literacy
   Marla H. Mallette, Southern Illinois University Carbondale
   William A. Henk, Southern Illinois University Carbondale
   Jan Waggoner, Southern Illinois University Carbondale
10:30 A.M.-Noon Palomas
Symposium Session - Area 4

**Talking spaces: Expanding current methodologies for interpreting the spatial and material features of literacy events**

**Discussant:** Julie Cheville, Rutgers University

In this symposium we critically review how material, embodied activity has been represented in video-based literacy research. We also share new methodologies we are developing for the interpretation of video data as we analyze a diverse set of literacy events.

I. **Paper 1**
   Kevin M. Leander, Vanderbilt University
   Deborah Rowe, Vanderbilt University

II. **Paper 2**
    Deborah Rowe, Vanderbilt University
    Daneell Edwards, Vanderbilt University

III. **Paper 3**
     Beth Aplin, Vanderbilt University

10:30 A.M.-Noon Prescott
Paper Session - Area 9

**Evaluating Emergent Literacy Knowledge and Development**

**Chair:** Margaret Taylor Stewart, Louisiana State University

I. **Growing Readers Early Literacy Assessment: Evaluating Young Children's Developing Reading Skills in a Meaningful Context**
   Andrea DeBruin-Parecki, High/Scope Early Reading Institute
   Lea M. McGee, High/Scope Early Reading Institute
   Marijata Daniel-Echols, High/Scope Educational Research Foundation
   Mary Hohmann, High/Scope Early Reading Institute

II. **Profiling Early Spanish-English Bilingual Preschool Literacy Growth from ages 4-6: Relationships or Lack Thereof**
    David B. Yaden Jr., University of Southern California
    Linda Gubler Junge, University of Southern California
    Tina Tsai, University of Southern California
    Robert Rueda, University of Southern California

III. **Kindergarten and First Graders' Use of Syntactic Knowledge in Text Reading**
     Georgia M. Nemeth, Texas Woman’s University

10:30 A.M.-Noon Rio Verde
Paper Session

**Biliteracy Development of Young Children**

**Chair:** Eurydice Bauer, University of Illinois

I. **Reading Comprehension Processes of English Language Learners: Using L1 to Learn about L2**
   Anayanci Murphy, Arizona State University
   Carmen M. Martinez-Roldan, Arizona State University
   Linda Hawes, Arizona State University

II. **Revising Strategies of Young Bilingual Writers**
    Mileidis Gort, University of Connecticut

10:30 A.M.-Noon San Carlos
Alternative Format - Area 11

**Home/School Matches and Mismatches in Literacy Practices and Beliefs: Case Studies From Diverse Cultures**

**Chair:** Victoria Purcell-Gates, Michigan State University

**Discussants:**
   Erik Jacobson, Harvard University
   Sophie Degener, Harvard University

Increasing globalization renders the unresolved issues of educational underachievement of marginalized groups more complex and urgent. This symposium presents case studies of matches/mismatches between in- and out-school literacy practices, beliefs, and values of four diverse cultural groups within an evolving theory of literacy development within and outside of formal instruction.

I. **New Lens for Literacy Development Across School/Community Boundaries**

II. **Four Case Studies of Cultural Practices of Literacy: U.S. Sudanese Immigrants; Children of Chinese Immigrants; Hispanic Migrant Families; Muslim-Malay Families**

III. **Dialogue in Response to Multiliteracies and Literacy Development**

**Small-Group Leaders:**
   Kristen Perry, Michigan State University
   Gaoming Zhang, Michigan State University
   Jacqueline Lynch, Michigan State University
   Maimunah Othman-Rahman, University of Nottingham
   Colin Harrison, University of Nottingham
10:30 A.M.-Noon  Sedona
Paper Session - Area 6
Exploring Text Comprehension
Chair: James Hoffman, University of Texas at Austin
I. Readers' Representations of Examples in Expository Text
   Jerrell C. Cassady, Ball State University
II. Exploring Methods of Activating Student's Prior Knowledge When Reading Science Texts
   Peter Dewitz, Somerset County Schools
   Traci L. Ennis, Princess Anne Primary School
III. Qualities and characteristics of effective elementary classroom literate environments
   James V. Hoffman, University of Texas at Austin
   Misty Sailors, University of Texas at Austin
   Melissa Howitt, University of Texas at Austin

10:30 A.M.-Noon  Sonora
Symposium Session - Area 13
New Literacies in K-12 and Teacher Education: Examining Expanding Perspectives/Exploring Practical Applications
This symposium will examine expanding theoretical perspectives about new literacies and explore practical applications for implementing new literacy teaching in K-12 and teacher education. Following a brief overview of expanded conceptions of new literacies as representing the core of literacy, presenters will offer individual papers followed by discussant comments.
Chair: Jamie Myers, Pennsylvania State University
Discussant: John McEneaney, Oakland University
I. The Benefits and Potential Problems of Teaching New Literacies
II. Toward a Theoretical Framework of New Literacies on the Internet: Central Principles
III. The Symbol Machine: Examining the Role of Electronic Symbol Making in Children's Literacy Development
IV. Integrating the Literacies of Reading, Writing, and Computer Technology
V. Practical Applications of New Literacies
Participants:
   Janet C. Richards, University of Southern Mississippi
   Donald J. Leu, University of Connecticut
   Charles Kinzer, Teachers College, Columbia University
   Linda D. Labbo, University of Georgia
   Michael C. McKenna, Georgia Southern University

11:15-12:00 P.M.  Forum Roundtables
I. Lost Opportunities for the Effective Instruction of Mexican Background Students: Results from an Ethnography in the Rural Midwest
   Heriberto Godina, University of Iowa
II. A Call for a New Multicultural Literature Assessment
   Liz Hollingworth, University of Iowa
III. Connecting Science and Literacy: Improving Instruction through Interdisciplinary Studies in High Risk Schools
   Maria J. Meyerson, University of Nevada, Las Vegas
   Trudi Abell, Paradise Professional Development School
IV. Crossing Cultural Borders: Urban teachers examining and responding to African American students' literacy experiences at church and at school
   Gwendolyn Thompson McMillon, Oakland University

12:15-1:00 P.M.  Forum Distinguished Scholar Award Address and Presentation
Chair: Lea M. Mc Gee, University of Alabama
I. Distinguished Scholar Award Presentation
   James Gavelek, University of Illinois, Chicago
II. Address
   Marie M. Clay, Professor Emeritus, University of Auckland
   Simply by Sailing in a New Direction
   Introduction of the Speaker:
   Billie Askew, Texas Woman's University

1:15-2:45 P.M.  San Carlos
Symposium Session - Area 4
Literature Circles Never Felt Like This: Reading in Multiple Sign Systems
This multiple-disciplinary research team asserts that reading in multiple sign systems is more effective than reading in language alone. The evidence for this assertion was collected in an integrated arts class for teachers. The presentation will deal with theory-building (a semiotic perspective and challenge to the inquiry cycle), methodological challenges (using video taping to document aesthetic experiences), and insights into the reading process.
Beth Berghoff, IUPUI
Cindy Borgmann, Herron School of Art
N. Carlotta Parr, Central Connecticut State University
1:15-2:45 P.M. Coronado
Paper Session - Area 7b, 5, 15

Teacher Facing Literacy Issues
Chair: Rachel A. Karchmer, University of Delaware

I. Impact of Hypermedia Instruction on Preservice Teachers’ Motivation and Self-Efficacy
Elaine Roberts, State University of West Georgia
Dawn Putney, State University of West Georgia
Jody Duncanson, State University of West Georgia

II. A new digital divide: Teachers, the social construction of adolescence, and multiliteracies
Lisa Patel-Stevens, University of Queensland

III. Explicit Modeling of Internet Integration in Preservice Teacher Preparation: A Formative Experiment
Rachel A. Karchmer, University of Delaware

1:15-2:45 P.M. Center Ballroom
Symposium Session - Area 9

Statewide Literacy Initiatives: Spurring Collaborative Efforts Among Stakeholders
Catherine Snow, Harvard University
Chelli Smith, Nevada State Department of Education
Diane Barone, University of Nevada Reno
Jeanne Burns, Louisiana Governor’s Office
Renee Casbergue, University of New Orleans

1:15-2:45 P.M. Palomas
Symposium Session - Area 5

(Re)connecting with Adolescents: Popular Culture and Technologies in and out of School
The studies in this symposium highlight adolescents’ literacy practices involving popular culture and technologies. Data analyses reveal that adolescents engage in sophisticated literacy practices that have traditionally been marginalized in school contexts.

Dana W. Cammack, Teachers College, Columbia University
Emily N Skinner, Teachers College, Columbia University
Heather R Benson, Teachers College, Columbia University
Margaret Finders, Washington University
Marjorie Siegel, Teachers College, Columbia University

1:15-2:45 P.M. Chambers
Alternative Format - Area 11

African American Language, Literacy, and Liberation: The Educational Implications of Sociolinguistic Research on Literacy
Angela Rickford, San Jose State University
H. Samy Alim, Duke University
John Rickford, Stanford University
Sonja Lanehart, University of Georgia
Theresa Perry,
1:15-2:45 P.M. Chaparral
Symposium Session - Area 7a

Transactional professional development for federally funded school reform: Responding to leaders, to teachers, and to student achievement data

Chair: Sharon Walpole, University of Delaware
Discussant: Carol Vukelich, University of Delaware

This session brings together teacher educators currently working with school-based reform initiatives. Each paper has targeted a distinct school-level source to direct the content and process of professional development. The discussant and audience will help draw conclusions across papers for school-university partnerships in school change.

I. Response to Building Leaders
Khara Pence, University of Delaware
Sharon Walpole, University of Delaware

II. Response to Classroom Teachers
Jennifer J. Kovach, University of Virginia

III. Response to Student Achievement Data
Valerie Robnolt, Charlottesville City Schools
Tisha Hayes, Charlottesville City Schools

1:15-2:45 P.M. Four Peaks
Alternative Format - Area 11

Pulling on Our Moorings: Pluralistic Literacy at the Intersection of Existential, Critical, and Post-Structural Perspectives

We suggest that other arguments for literacy, ones that go beyond economics, civic duty, and enhanced test performance, need to be embraced by teachers of marginalized student populations. This session investigates transactions among existential, critical, and post-structural perspectives that allow literacy to become a tool to combat what Cornell West calls the lived experience of a life of horrifying meaninglessness, hopelessness, and lovelessness.

I. (Re)Thinking Literacy Practices for Marginalized Students through Critical, Postmodern, and Existential Perspectives
Tara Richardson, The University of Georgia

II. Freire and Foucault in Dialogue: Imagining the Intersection of Postmodern and Critical Inquiry Perspectives for Marginalized Students
Sharon Murphy, The University of Georgia

III. If Camus and Freire Had Talked: Existential and Critical Perspectives on Literacy for Marginalized Students
Bob Fecho, The University of Georgia

IV. Discussion Leader
Jamie Myers, The Pennsylvania State University
The purpose of the presentation will be to reveal findings from four studies of language minority students—adolescents and adults—engagement with literature. The studies will reveal interwoven dimensions of language development, identity formation, critical consciousness, and aesthetic exploration exhibited through students' response to literature while participating in distinct educational settings.

I. Homo Sapiens Win Out Against Mute Fate
Cynthia Reyes, DePaul University

II. Mexican Immigrant Women and Their Connection to Literature in a Family Literacy Program
Ana Colomb, Roosevelt University

III. The Skin is Talking
Steve Mogge, Towson University

IV. Using Visuality to Access Texuality in the College Classroom
Suzanne Blum Malley, Columbia College, Chicago

2:00-2:45 P.M. Forum
Roundtables

I. From Broomsticks to Braille: An Examination of the Literacy Crisis for the Blind
Priscilla L. McKinley, The University of Iowa

II. Exploring One-to-One Tutoring with Readers Who Are Deaf: A Review and Analysis of the Related Literature
Susan King Fullerton, The Ohio State University

III. “It’s Like An Injection”: Reading As A Marked Term in Classroom Discourse
Sheila Benson, University of Iowa

IV. From dialogic conversations to dialogic instruction: Teachers' talk in practice-based professional development
Maren S. Aukerman, University of California, Berkeley

3:00-3:45 P.M. Forum
Roundtables

I. Moving toward a contextual understanding of Spanish-speaking refugee children in Vancouver: a study in progress
Lynne McGivern, University of British Columbia

II. Orthographic Development in Adolescents Who Struggle with School-based Literacies: Beginning to Understand the Phenomenon (Research in Progress)
Gwynne Ellen Ash, University of Delaware
Deborah F. Knight, University of Delaware

III. Does Small Leap Spelling help at-risk kindergartners develop phonemic awareness and beginning reading skills?
Richard M. Oldrieve, Kent State University
3:00-4:30 P.M. Chambers
Paper Session - Area 4

Texts, Relationships, and Subjectivities
Chair: Katie VanSluys, DePaul University

I. “It’s Not Like We’re Just Playing”
   Tasha Tropp Laman, Indiana University, Bloomington

II. Creating critical social spaces: Living and learning in and about multiple languages and meaning systems
   Katie Van Sluys, DePaul University

III. “I feel great about reading this book”: Subjectivities, identity, and comprehension strategies in student/teacher dialogue journals
   Sandra M. Webb, University of North Carolina Greensboro

3:00-4:30 P.M. Flagstaff
Paper Session - Area 1

Interacting with Text and Teachers
Chair: Erika Thulin Dawes

I. Addressing Risk and Commitment: Embarking on Dangerous Journeys through Literate Practices
   Karla J. Moller, University of Illinois Urbana-Champaign

II. The Teacher’s Role in Mediating Discourses of Race and Class in a Multicultural Literature Classroom
   Richard Beach, University of Minnesota
   Daryl Parks, University of Minnesota
   Amanda Thein, University of Minnesota

III. Adult-Child-Text Interactions in a Volunteer Read-Aloud Program
   Erika Thulin Dawes, Teachers College, Columbia University

3:00-4:30 P.M. Four Peaks
Symposium Session - Area 8

The Texts of Teacher Education: Diversity in Research and Practice
Jamie Myers, Penn State
Larry Ferguson, Norfolk State University
Lucretia Penny Pence, University of New Mexico
Margaret Finders, Washington University

3:00-4:30 P.M. Sonora
Symposium Session - Area 7a

An Exploration in Teacher Quality and Student Achievement
The South Carolina Reading Initiative is a three-year-long statewide staff development effort involving 1800 teachers and their principals, 121 schools, and 51 school districts. In this symposium, we share findings related to changes in teacher beliefs and practices and changes in strategicness of children.
Diane DeFord, University of South Carolina
Amy Donnelly, University of South Carolina
Robert Johnson, University of South Carolina
Denise Morgan, University of South Carolina
Diane Stephens, University of South Carolina

3:00-4:30 P.M. Palomas
Paper Session - Area 7a

Evaluating the Impact of Staff Development
Chair: Mary Rozendal, University of Buffalo-SUNY

I. The Effects of Ongoing Professional Development on Kindergarten Achievement
   Maureen Begley, City Heights Educational Collaborative
   Nancy Frey, San Diego State University
   Patricia R. Kelly, San Diego State University
   Mary Rozendal, University at Buffalo-SUNY

II. Connecting Literacy Teachers’ Narratives and Professional Development: A Theoretical Framework for Transactional Inquiry
   Catherine Zeek, Texas Woman’s University
   Carole Walker, Texas A&M University, Commerce

III. Evaluating the Impact of Staff Development on Grade 4 Writing Instruction: Moving Beyond Smile Sheets
   Georgia Thompson, Dallas Independent School District
   Jane Moore, Dallas Independent School District
   Katy Denson, Dallas Independent School District
   Marcelo F. Pinto, Dallas Independent School District
   Michael Sampson, Texas A&M University-Commerce

3:00-4:30 P.M. Prescott
Paper Session - Area 9

Classroom and Program Contextual Influences on Early Literacy Development
Chair: Celeste Bates, Georgia State University

I. Contextual Elements and Literacy Learning: An Examination of Literacy Centers in a First Grade Classroom
   Celeste C. Bates, Georgia State University

II. Reading Recovery—Cognitions and Strategies: Onset and Growth in Reading or Writing First?
   Ann Ramsbotham, University of North Carolina-Chapel Hill
   Jill Fitzgerald, University of North Carolina-Chapel Hill

III. Text comprehension in the early childhood classroom: narrative and expository texts
   Kendra M. Hall, Brigham Young University
**The NAEP Framework for 2007**

A new framework for the 2007 administration of the National Assessment of Educational Progress has been developed. This session will provide an overview of the framework and the process leading to its creation. A panel of members of the committee that drafted the framework will answer questions.

Carol Santa, Montana Academy
Charles Peters, University of Michigan
Donna Alvermann, University of Georgia
Karen Wixon, University of Michigan
Michael L. Kamil, Stanford University
Terry Salinger, American Institutes for Research

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**Paper Session - Areas 4, 12, 15**

**Teachers and Method**

Chair: Paula Wolfe, New Mexico State University

**I. Model and Theory of the Reading Process as the Major Determiner of the Key Questions, Design, Data Collection & Analysis and Findings of Literacy Research.**

Kenneth S. Goodman, University of Arizona
Alan D. Flurkey, Hofstra University

**II. Core Reading Programs in Florida: How do three selected 3rd grade basals meet the needs of struggling readers and teachers who teach them?**

Anne McGill-Franzen, University of Florida
Jacqueline Love, University of Florida
Courtney Zmach, University of Florida

**III. Literacy Instruction: Implications from the Teaching Children to Read Database**

Gregory Camilli, Rutgers University
Paula Wolfe, New Mexico State University

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**Paper Session - Area 6**

**Literacy Support Context**

Chair: Roxanne Miller, University of California Riverside

**I. Re-Construing the “Struggling” Young Reader: A Re-Conceptualization of Student Activity and Identity in a Classroom “Community of Practice”**

Susan Florio-Ruane, Michigan State University
Taffy E. Raphael, University of Illinois, Chicago

**II. What’s the difference? The role of context in tutor-based adult literacy instruction**

Alisa A. Belzer, Rutgers University

**III. The Read-Write Cycle: Closing the Gaps in Adolescent Literacy in the Content Areas**

Roxanne G. Miller, University of California Riverside
Robert C. Calfee, University of California Riverside

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**Forum Roundtables**

I. “It Just Sounds Like a Guy”: College Students’ Self-Reflections in their Discourse about Technology

Michelle Holschuh Simmons, University of Iowa

II. Effective Metacognitive Application of Two Strategies Used by Students Enrolled in a College-Level Developmental Reading Course

Laveria F. Hutchinson, University of Houston
Emma Schorzman, University of Houston
Lane Roy Gauthier, University of Houston

III. A comparison study of the effects of Scholastic Reading Counts!, a computer-managed reading programme, and sustained silent reading, on reading comprehension, habits and attitudes of year 7 and 9 pupils

Dr. Susan J Dymock, University of Waikato

IV. Innovation, Fidelity, and Gatekeeping: A Story from Early Literacy Interventions

James R. King, University of South Florida
Susan P. Homan, University of South Florida
EXTENDED SESSION!
8:00-10:15 A.M.  Center Ballroom
Symposium Session - Area 12
How Reading Research Is Informing Federal Initiatives
David Reinking, Clemson University
James W. Cunningham, University of North Carolina
Janice A. Dole, University of Utah
Michael C. McKenna, Georgia Southern University
P. David Pearson, University of California, Berkeley
Richard L. Allington, University of Florida
Sharon Walpole, University of Delaware
Steven A. Stahl, University of Illinois

8:45-10:15 A.M.  Chambers
Symposium Session - Area 11
Sociocultural Case Studies of Biliteracy Development
Chair and Discussant: Flora Rodriguez-Brown--University of Illinois at Chicago

This symposium presents case studies of biliteracy development for Mandarin, Spanish, Turkish, and German speakers in U.S. instructional contexts (preschool-fifth grade). The case studies are informed by a sociocultural perspective, in which children's interactions with adults and peers are viewed as constructing and influencing their literacy development and identities.

I. The Identity Construction and Writing Development of Two Mandarin Speakers
Sarah McCarthey, University of Illinois at Urbana-Champaign
Shumin Lin, University of Illinois at Urbana-Champaign
Yi-Huey Guo, University of Illinois at Urbana-Champaign

II. Understanding the English Writing Development of Two Spanish Speakers
Georgia Earnest Garcia, University of Illinois at Urbana-Champaign
Angela M. Lopez, University of Illinois at Urbana-Champaign

III. Literacy and Oral Language Development of Two Turkish First Graders in Turkish and English
Zeynep C. Camlibel, University of Illinois at Urbana-Champaign

IV. The Early Writing Development of a Simultaneous English/German Bilingual
Eurydice Bauer, University of Illinois at Urbana-Champaign
8:45-9:30 A.M. 
Forum Roundtables

I. Implementation of a Guided Reading Framework with Struggling Adult Readers  
Donita J. Massengill, University of Kansas

II. Generational Poverty and Literacy Practices  
Teresa B. Jayroe, Mississippi State University

III. Art as an Informant: The Relationship Between Art and Interpretation of Written Text  
Peggy M. Albers, Georgia State University

IV. Supporting Teachers to Find Strategies that Work: Action Research meets Middle School Literacy  
Dr. Heather K. Sheridan-Thomas, Binghamton University

8:45-10:15 A.M. 
Four Peaks Paper Session - Area 4
Exploring Opportunities for Language Use for ELL in Multiple Contexts
Chair: Bonnie Norton, University of British Columbia

I. “Boys will be boys..!” An investigation into the multiple literacy clubs third grade boys negotiate in their classroom community  
Linda S. Bausch, LIU/Southampton College

II. Reading and writing with Christina and DeAndre: Tracing children’s identity work in literacy events in an urban fifth grade classroom  
Jessica C. Zacher, University of California, Berkeley

III. Archie comic readers and the gendered construction of literacy  
Lyndsay Moffatt, University of British Columbia
Bonnie Norton, University of British Columbia

8:45-10:15 A.M. 
Prescott Alternative Format - Area 15
2003 National Reading Conference Oral History Project
Through oral history interviews of our senior leadership and honorees, we preserve and share the unique knowledge and perspectives of a generation of professionals who served our field and NRC across the decades.

Co-Chairs: Norman A. Stahl, Northern Illinois University
Brenda Shearer, University of Wisconsin-Oshkosh

Oral Historians:  
Laurie Elish-Piper, Northern Illinois University
Ann L. Loranger, University of New Hampshire
M. Kristina Montero, The University of Georgia
Dominic J. Voge, University of California, Berkeley

8:45-10:15 A.M. 
Palomas Symposium Session
Using Literature Discussions to Facilitate Explorations of Culture
Chair: Kathy G. Short, University of Arizona
Discussant: Dana L. Fox, Georgia State University

The increasing diversity of students has raised questions about the influence of culture and cultural differences on thinking and learning. This symposium focuses on research which examines several ways that students have conducted in depth inquiries into cultural issues through the use of children’s literature.

I. Mapping Identity: How Preservice Teachers Explore Cultural Identities through Mapping and Children’s Literature  
Janine Schall, University of Arizona

II. Crossing Consciousness: A Literature Discussion Exploring Friends From the Other Side  
Julia Lopez-Robertson, Hollinger Elementary and University of Arizona

III. Parents and Children Constructing Dialogue Related to Issues of Language Diversity and Culture  
Jeanne Fain, University of Arizona

8:45-10:15 A.M. 
San Carlos Alternative Format - Area 7b
Ten Truths About Teacher Education
Chair: Bette S. Bergeron, Arizona State University East
Discussant: Janet Young, Brigham Young University

This session examines the research literature on teacher education, particularly as it relates to literacy teacher education. Through an analysis and synthesis of this knowledge base. As a result of the synthesis, conclusions are presented.

I. Panel Presentation of the Ten Truths

II. Breakout Sessions for Closer Examination of the Research Base

III. Regroup for Discussant/Reactor

IV. Questions and Answers, Future Directions
Participants:
Bette S. Bergeron, Arizona State University East
Linda Wold, Purdue University, Calumet
Carol Wickstrom, Florida State University
Cathy Zeek, Texas Woman’s University
Leslie Patterson, University of North Texas
Susan Niersheimer, Purdue University
Karen Smith, University of Manitoba
Nancy Farnan, San Diego State University
Dana L. Grisham, San Diego State University
8:45-10:15 A.M. Rio Verde
Paper Session - Area 9

Literacy Development in Kindergarten Settings

Chair: Marla Mallette, Southern Illinois University Carbondale

I. Contextualized Descriptions of the Literate Behavior of Children in Kindergarten Play Settings
   Jacquie Anderson, Simon Fraser University
   Paul Neufeld, Simon Fraser University

II. Accelerated Kindergarten: Helping Early Literacy Learners Succeed
    Marla Mallette, Southern Illinois University Carbondale

III. Children Constructing Meaning: Kindergarten Children’s Textual Importations Following Modified Dialogic Reading Approach
    Anne E. Gregory, Boise State University

8:45-10:15 A.M. Sonora
Paper Session

Research, Policy, and Technology

Chair: Maya Eagleton

I. Improving Reading Achievement with Computer-Based Literacy Programs
   Lawrence L. Smith, Ball State University
   Jerrell C. Cassidy, Ball State University

II. Access and benefits: Assistive technology in adult literacy
    Heidi V. Silver-Pacuilla, University of Arizona
    Maya Eagleton

III. Informational Text and Internet Text: Similarities and Differences Among Text Features
    Elizabeth Schmar, Emporia State University
    Denise Johnson, The College of William & Mary

9:30-10:15 A.M. Forum
Roundtable - Areas 10, 11, 8

I. Reading Recovery and the Double-Deficit Hypothesis
   Deborah G. Litt, University of Maryland, College Park

II. Toward Mastery of School Discourse: A Middle School Biliterate Student’s Story
    Jennifer Moon Ro, Binghamton University-SEHD

III. Turning to the Artistic in a Field-Based Content Literacy Class: Preservice Teachers Perceptions and Understandings through their Self-Portraits
    Janet C. Richards, University of Southern Mississippi
Research-Based Practices in Literacy Instruction

Preliminary Schedule
8:00-8:45 A.M. Early Bird Registration
8:45-10:15 A.M. Early Bird Research Breakout Sessions
9:45-10:30 A.M. Registration/Coffee
10:30-Noon Morning Research Keynote Addresses
12:00-12:45 P.M. Box Lunch
12:45-1:45 P.M. Afternoon Research Keynote Address
2:00-3:00 P.M. Breakout Sessions A
3:15-4:15 P.M. Breakout Sessions B

Saturday 12.6.03

Morning Research Addresses

Forum
10:30 a.m.–Noon

Literacy as Laminated Activity: Rethinking Literacy for English Language Learners
Kris Gutierrez, University of California at Los Angeles

Theoretical promise, perennial problems, and empirical progress, concerning Latino students and literacy
Robert T. Jimenez, University of Illinois

Afternoon Research Addresses

Center Ballroom
12:45-1:45 p.m.

Multilevel Instruction: Comprehension and Word Activities All Levels of Readers can Profit from
Pat Cunningham, Wake Forest University
Chair and Introduction: Julie Coiro, University of Connecticut

Breakout Session A
2:00-3:00 p.m.

Informational Text in the Primary Grades (San Carlos)
Nell Duke, Michigan State University
Chair and Introduction: Jill Castek, University of Connecticut

Integrating Young Adult Literature and Content Area Teaching: Promising Practices (Sonora)
Thomas Bean, University of Nevada, Las Vegas
Helen Harper; University of Western Ontario
Chair and Introduction: Mary Love, University of Georgia

Engaging Young Children’s Minds Through Discussions About Literature (Rio Verde)
Julia Lopez-Robertson, University of Arizona
Hollinger Elementary School, Tucson Unified School District
Chair and Introduction: Ruby Sanny, University of Illinois, Chicago

Writing in Two Languages: Lessons Learned from Classroom-based Research (Sedona)
Mileidis Gort, University of Connecticut
Chair and Introduction: Laurie Henry, University of Connecticut

Breakout Session B
3:15-4:15 p.m.

Reconstruing the “Struggling” Young Reader: A Re-Conceptualization of Student Activity and Identity in a Classroom “Community of Practice” (San Carlos)
Taffy E. Raphael, University of Illinois, Chicago
Susan Florio-Ruane, Michigan State University
Chair and Introduction: Dana Cammack, Teacher’s College, Columbia University

Honoring the Voices of Urban Youth: Literacy Engagement through Listening and Action (Sonora)
Ted Grace, Syracuse University
Chair and Introduction: Dana Cammack, Teacher’s College, Columbia University

What we learn from the literate lives of classroom teachers, and how we can learn more (Rio Verde)
Douglas K. Kaufman, University of Connecticut
Chair and Introduction: Ruby Sanny, University of Illinois, Chicago

Navigating the Differences in Classrooms between Text on the Internet and in Traditional Reading Materials (Sedona)
Elizabeth S. Schmar, Emporia State University
Chair and Introduction: Mary Love, University of Georgia
Appendix I

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Frank Green (1987)
Thomas H. Estes (1988)
Michael L. Kamil (1989)
Trika Smith-Burke (1990)
Edward B. Fry (1991)
Patricia L. Anderson (1992)
Jerome C. Harste (1993)
Jerome A. Niles (1994)
John E. Readence (1995)
Richard Robinson (1996)
Donna E. Alverman (1997)
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**Distinguished Scholar Lifetime Achievement Award**
Louise Rosenblatt (2002)

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Elizabeth Brock (1999)
Joyce Many (1999)
Elizabeth Birr Moje (2000)
Lawrence R. Sipe (2001)
George Kamber El (2002)

**Ed Fry Book Award**
Elizabeth Barnhard (1995)
Sarah Warshauer Freedman (1996)
David Reinking (1999)
Michael McKenna (1999)
Linda Labbo (1999)
Ronald Kieffer (1999)
Sara Warshauer Freedman (2000)
Elizabeth Radin Simons (2000)
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The M-Class Team (2000)
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Albert J. Kingston (1968)
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George B. Schick (1970)
Homer L. J. Carter (1971)
Al Lowe (1975)
Paul C. Berg (1978)
Earl F. Rankin (1979)
Edward B. Fry (1980)
George R. Klare (1981)
J. Jaap Tuinman (1982)
Joanna P. Williams (1983)
Harry Singer (1984)
S. Jay Samuels (1985)
Philip Gough (1986)
Richard C. Anderson (1987)
Monte Penney (1988)
(Citation of Merit-1987)
Isabel Beck (1988)
P. David Pearson (1989)
Ronald P. Carver (1990)
Linnea C. Ehri (1991)
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Sally Hague (1988)
Joyce Many (1989)
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J. Michael Parker (1991)
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Edward Fry (1974-76)
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Harry Singer (1978-80)
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James Flood (1993-94)
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