Dear NRC Colleagues and Friends,

Welcome to Miami and the 2005 Annual Meeting of the National Reading Conference (NRC). The National Reading Conference is the largest organization in the world devoted solely to literacy research. The Area Chairs and I have put together an exciting four days of research reports, theoretical discussions, meetings, book displays and more for this 55th meeting of NRC.

As we gather once again in a “warm location during the first week in December,” I wish to highlight some important features of the conference for you. As the Program Chair, I chose a focus for the conference that I believe is a critical one for us to collectively consider: The need to reach out across our own research epistemologies, methodologies, and literacy areas to center our research efforts on reducing the disparity in access, attainment, and achievement between the socio-culturally marginalized peoples of the world and those who enjoy status and material wealth. Toward this end, we have invited plenary speakers who represent quite disparate approaches to literacy and literacy research, and invited symposia representing equally wide ranges of epistemologies and topics.

Vital Issues this year will center around this topic each evening. I will start each Vital Issues evening off with a focusing question that is intended to start a brainstorming session linked to the day’s presentations and centered on possibilities for multi-methodological research designs, questions, methods, samples, and so on that speak to this challenge of socio-culturally-based disparities in literacy achievement. These will be excellent sessions to attend for opportunities to connect with other researchers in planning, what I hope will become, exciting and cutting edge future research agendas. With a start time of 9:30 p.m., you should find it possible to enjoy a great dinner and attend Vital Issues. We will have a cash bar available until 10:30 at which time we will adjourn to the lobby bar to continue discussions.

The Invited Program represents invited speakers and topics that will help us focus on how to address, through research, achievement disparities that are based not in individual differences but in socio-cultural factors. These are listed below, along with daily highlights:

Wednesday, November 30
- Study Group sessions begin on selected topics (see page 7 for topics and location). Complimentary coffee and tea.
- Area 4 Invited Symposium: Educational Policy: Implications for Teacher Education and Literacy
- The Research Methodology Series, organized by Marla Mallette and Nell K. Duke, begins, focusing this year on Research Designs. The series is designed specifically for graduate students but it is open to all. All sessions will take place in the Trade Room.
- The Newcomers Luncheon provides first-time attendees to NRC with lunch and mid-day conversation with other researchers from around the world.
- Donald J. Leu, University of Connecticut, gives the Presidential Address: New Literacies, Reading Research, and the Challenges of Change: A Deictic Perspective of Our Research.
- Presidential Reception, following the Presidential Address, will be held on the Lower Pool Deck (Ballroom Foyer in case of rain).
- We present the winner of this year’s Student Research Award.
- Following dinner, at 9:30 p.m., we meet to discuss, plan, argue, and agree as we, along with the day’s presenters, consider future efforts toward reducing the literacy achievement gap between the Haves and the Have Nots in today’s world. Trade Room/Exchange Room.

Thursday, December 1
- Plenary Session: Brian Street, King’s College, London, Literacies Across Cultural Contexts: Implications for Pedagogy and Curriculum
- Area 1 Invited Symposium: Preparing Literacy Teachers to Teach All Students: Studies of New Practices, Junko Yokota, National-Louis University; Steven Z. Athanases, University of California/Davis; and Joanne Kilgour Dowdy, Kent State University.
- Research Methodologies Series continues with morning and afternoon sessions
- We present the National Reading Conference Early Career Award.
- Area 6 Invited Symposium: Problematizing Adolescent Multiliteracies, David O’Brien, University of Minnesota; Theresa Rogers, University of British Columbia; Andrew Schofield, Newton Learning Center; Gay Ivey, James Madison University, and Phillip Wilder, University of Illinois/Champaign Central High School.
Thursday, December 1, continued

- Graduate Student Luncheon on the Pool Deck.
- We announce this year’s winner of the Oscar Causey Award.
- Victoria Purcell-Gates, University of British Columbia, gives the Oscar Causey Address: What Does Culture Have to Do With It?
- Area 8 Invited Symposium: Understanding the Variation in Reading Performance Among English Language Learners, Georgia Garcia, University of Illinois at Urbana-Champaign; Heriberto Godina, University of Iowa; and Flora Rodriguez-Brown, University of Illinois at Chicago.
- Program Chair Invited Symposium: Latina Scholars Working Within and Across Paradigms in Biliteracy and Bilingual Education, Maria Carlo, University of Miami; Carmen M. Martinez-Roldán, Arizona State University; and Carmen Medina, University of British Columbia
- The annual Town Meeting, where we come together to raise issues of concern, of celebration, and to get some popcorn and relax after a long day of sessions and meetings!
- Vital Issues in the Trade Room where, along with Brian Street and other presenters of the day, we continue our brainstorming and discussions around future research potentials that cut across epistemologies and methods.

Friday, December 2

- Plenary Session: Charles Perfetti, University of Pittsburgh, How the Mind Meets the Brain in Literacy: New Perspectives from Reading Science
- Area 2 Invited Symposium: Literacy Coaching, Cathy Roller, International Reading Association; Rita Bean, University of Pittsburgh; and Nancy Frey, Doug Fisher, James Flood, and Dianne Lapp, San Diego State University.
- Program Chair Invited Session: Federal Funding Opportunities Through IES, Elizabeth Albro, U.S. Department of Education; Georgia Garcia, University of Illinois, Urbana-Champaign; Donald J. Leu, University of Connecticut; and Joanna Williams, Teachers College, Columbia University
- Area 9 Invited Symposium: Reader Response and Critical Stances: Issues of Race, Class, Gender, & Access, Richard Beach, University of Minnesota; Karla Möller, University of Illinois, Urbana-Champaign; Pat Enciso, Ohio State University; and Larry Sipe, University of Pennsylvania
- Distinguished Scholar Recipient Address: Courtney Cazden, Harvard University, Reading Comprehension in Classroom Discourse
- Area 10 Invited Symposium: Gender Issues in Post-Typographic Texts and Talk: Past, Present, & Future, Marion Fey, State University of New York at Geneseo; Donna Alvermann, University of Georgia; Suzanne Wade, University of Utah; and Angela Thomas, University of Sydney
- Research Methodologies Series Continues with morning and afternoon sessions
- Technology Committee Invited Symposium: Reading Laboratory: How Hypertext Opens the Black Box of Reading, Jane Yellowlees Douglas, University of Florida
- Program Chair Invited Symposium: Writing for Teachers: Points from the Publishers, Ray Coutu, Scholastic Teaching Resources; Chris Jennison, Guilford Publications; and Brenda Power, Stenhouse Publishers
- Last day of the Silent Auction! Get your bids in and receive your book!
- The Editors of the NRC Yearbook and the Journal of Literacy Research invite members of their review boards to a reception from 6-7 pm.
- The Annual Business Meeting: Attend and have a say in how NRC is run, how we spend our money, and where we meet for future NRCs.
- Our final Vital Issues where we, along with Charles Perfetti and Courtney Cazden, can ponder the vision of combining neuro-imaging and the frame of multiple literacies in our quest for research questions and designs that promise an end to the literacy achievement gap that reflects socioeconomic factors within relationships of power that marginalize certain social and cultural groups. Don’t miss this one!
Saturday, December 3

• Patricia A. Edwards invites 2006 Area Chairs to the Program Area Chair’s Breakfast Meeting to begin work on next year’s program.

• We announce this year’s winner of the Albert J. Kingston Award.

• Ernest Morrell, University of California at Los Angeles, delivers the NRC Annual Research Address, Critical Action Research and Literacy Education.

• Janette Klingner, University of Colorado, delivers the Research Into Practice keynote address, Why Are So Many Minority Students in Special Education? Understanding race and disability in schools at the annual Saturday afternoon Research into Practice Conference.

• We present our annual Saturday afternoon Research into Practice Conference for Miami educators. Sessions presenting exceptional classroom practices, derived from research, will be led by Jill Castek, University of Connecticut, Susan Lenski, Portland State University, Carmen Martinez-Roldan, Arizona State University, Carmen Medina, University of British Columbia, Eugenia Mora-Flores, University of Southern California, Susan Neuman, University of Michigan, Taffy Raphael, University of Illinois at Chicago, Patricia Ruggiano Schmidt, Le Moyne College and Cindy West, Lincoln Public Schools, Lincoln, NE.

What a week! Thanks for the memories….

Victoria Purcell-Gates, Patricia A. Edwards,
Conference Chair Conference Co-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 practice. NRC sponsors a conference each year the first week of December. The program consists of round table discussions, sessions with 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 contains peer-reviewed papers selected from the previous year's conference, and a newsletter. It also sponsors a 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: 414-908-4924 ext. 108, Fax: 414-768-8001, E-mail: nrc@nrconline.org or visit the Web site at www.nrconline.org.

Conference & Registration

The 2005 Conference will be held at the Hotel Inter-Continental Miami, 100 Chopin Plaza, Miami, FL 33131.

Please make reservations directly with the Hotel Inter-Continental at 800-327-3005. The conference room rate is $145 per night.

Registration for the Conference may be done online, downloading the registration form at http://www.nrconline.org or by calling NRC Headquarters at 414-908-4924 x450.

One copy of the NRC Program Book (which will be distributed on-site at the conference) is included with your registration fee. Full registration includes the NRC Yearbook 54, published in December 2005.

Mark your calendar for

NRC 2006 in
Los Angeles, CA
November 29 - December 2, 2006
**Presidential Address — Wednesday, 4:45 - 6:00 P.M., Versailles**

*New Literacies, Reading Research, and the Challenges of Change: A Deictic Perspective of Our Research Worlds*

Donald J. Leu, University of Connecticut

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**Oscar Causey Address — Thursday, 10:15 - 11:45 A.M., Versailles**

*What Does Culture Have to Do With It?*

Victoria Purcell-Gates, University of British Columbia

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**Plenary Address — Thursday, 4:45 - 6:00 P.M., Versailles**

*Literacies Across Cultural Contexts: Implications for Pedagogy and Curriculum*

Brian Street, King's College, London

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**Plenary Address — Friday, 4:45 - 6:00 P.M., Versailles**

*How the Mind Meets the Brain in Literacy: New Perspectives from Reading Science*

Charles Perfetti, University of Pittsburgh

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**NRC Research Review Address — Saturday, 10:15 - 11:45 P.M., Versailles**

*Critical Action Research and Literacy Education*

Ernest Morrell, University of California/Los Angeles

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**Saturday Conference Keynote Address — Saturday, 12:45-1:45 P.M., Versailles**

*Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools*

Janette Klingner, University of Colorado
STUDY GROUP 1 - Techno-literacy, media literacy, new literacies, and beyond: The ever-changing terrain of technology-mediated literacy experiences
Gregory W. Brooks, St. John Fisher College
David M. Lund, Southern Utah University
Patricia A. Young, University of Maryland Baltimore County

STUDY GROUP 2 - Teacher Education Research Study Group
Janet R. Young, Brigham Young University
Debra Wellman, Rollins College

STUDY GROUP 3 - Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes
Francine R. Johnston, University of NC at Greensboro
Janet Bloodgood, Appalachian State University

STUDY GROUP 4 - Approaches to Critical Discourse Analysis
Samantha Caughlan, California State University, Fresno
Rebecca Rogers, Washington University in St. Louis

STUDY GROUP 5 - Reading/Literacy Clinics
Barbara Laster, Towson University
Cheryl Dozier, University at Albany

STUDY GROUP 6 - Doctoral Students as Researchers
Sara B. Mccraw, University of Delaware
Katrin Blamey, University of Delaware
Nordeen Miller, University of Delaware
Kathryn Bailey, Syracuse University
Wendy Bunker, Syracuse University
Joanna Calogero, Syracuse University
Jolene Malavasic, Syracuse University
Maria Murray, Syracuse University
Richard D. Robinson, University of Missouri-Columbia
E. Jennifer Monaghan, CUNY-Brooklyn

STUDY GROUP 7 - Adolescent Literacy
Elizabeth G. Sturtevant, George Mason University
Victoria G. Ridgeway, Clemson University
Jill Lewis, New Jersey City University

STUDY GROUP 8 - Acknowledging Alternatives: Examining Family Constructs in the Stories of Early Childhood
Anne E. Gregory, Boise State University
Jennifer L. Snow-Gerono, Boise State University

STUDY GROUP 9 - History of Literacy
Douglas K. Hartman, University of Connecticut
Norma A. Stahl, Northern Illinois University

Book Display Room, Silent Auction & Exhibits
W - F
Chopin Ballroom

The Silent Auction provides a unique and fun way to add to your professional library while bringing much needed revenue to NRC. Professional books authored by NRC members will be displayed throughout the conference. Each book will have a bidding sheet inside of it. If you wish to bid, add your name to the end of the list of bids. Bids must be in increments of no less than $3 (NOTE: this is a change from the $1 required in the past). The highest bid wins the book. Bidding closes at noon on Friday. Names of the highest bidders will be circled on the bidding sheet. Please purchase books Friday from 1:00 p.m. - 5:30 p.m. Checks are to be made payable to NRC.

Vital Issues
Wednesday-Friday
9:30 -10:30 a.m.
Trade Room/Exchange Room

Vital Issues is a tradition of NRC that offers conference attendees a forum 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. We begin in the Trade Room and then adjourn to the Lobby Bar at 10:30. This year we will center our initial discussions around the issues of designing and conducting multi-methodological studies to address the long-standing disparity in literacy achievement that reflect sociocultural factors rather than individual differences.

Cyber Café
Daily
Cambridge

In the Cyber Café, you will have access to computers and a printer. In addition, remember to bring your laptop and enjoy wireless high speed internet access in the Cyber Café and specific places throughout the hotel. Ask hotel office for details.
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<td>Tuesday</td>
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<td>Presidential Suite</td>
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<td>Tuesday</td>
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<td>Thursday</td>
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<td>7:30 a.m. - 8:30 a.m.</td>
<td>Technology Committee&lt;br&gt;Chair: Linda Labbo, University of Georgia</td>
<td>Hibiscus/Isle</td>
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<td>10:15 a.m. - 11:30 a.m.</td>
<td>Oscar Causey Award Presentation and Address</td>
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<td>Noon - 12:45 p.m.</td>
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<td>Graduate Student Pizza Luncheon</td>
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<td>12:15 p.m. - 1:00 p.m.</td>
<td>Distinguished Scholar Lifetime Award Committee&lt;br&gt;Chair: William Teale, University of Illinois-Chicago</td>
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<td>Early Career Achievement Award Committee&lt;br&gt;Chair: Colin Harrison, University of Nottingham</td>
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<td>Journal of Literacy Research Editorial Board</td>
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<td>7:30 a.m. - 8:30 a.m.</td>
<td>Edward B. Fry Book Award Committee&lt;br&gt;Chair: Colin Harrison, University of Nottingham</td>
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<td>4:45 p.m. - 6:00 p.m.</td>
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<td>6:00 p.m. - 7:00 p.m.</td>
<td>Yearbook, Journal of Literacy Research, and Publisher’s Reception</td>
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<td>6:30 p.m. - 7:15 p.m.</td>
<td>Annual Business Meeting</td>
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<td>7:00 a.m. - 8:30 a.m.</td>
<td>Program Area Chairs Breakfast</td>
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<td>Annual Review of Research and Albert J. Kingston Award Presentation</td>
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Wednesday • November 30, 2005

8:30 A.M. - 10:00 A.M. ALHAMBRA
PAPER SESSION

Issues of Phonology
Chair(s): Denise Johnson, College of William & Mary
1. Effects of Phonological Awareness Instruction on Typically Developing and At-risk Preschoolers
   Lisa O. Guidry, Florida State University
   Jill H. Allor, Southern Methodist University
   Carol M. Connor, Florida State University

2. Examining Relations Among Lexical Access, Oral Language, and Decoding Skills
   Kimberly D. McDowell, Wichita State University

3. Age and Homophone Effects in a Lexical Decision Task
   Judith Wylie, Queen’s University Belfast
   Gerry Mulhern, Queen’s University Belfast

8:30 A.M. - 10:00 A.M. Balmoral
PAPER SESSION

Strategies for Technology-Based Literacy Learning
Chair(s): Rachel A. Karchmer, University of Delaware
1. An Internet-Delivered, Individually Differentiated Reading Program: Effects on Students’ Literacy Achievement and Technology Skills
   Diane H. Tracey, Kean University
   John W. Young, Rutgers University

2. Factors that Influence the Internet Inquiry Process: Strategies for Comprehending Web-based Texts
   Maya B. Eagleton, University of Arizona & Center for Applied and Special Technology, CAST

3. Literacy by Design: A Universally Designed Reading Environment for Students with Severe Cognitive Disabilities
   Bridget Dalton, Center for Applied and Special Technology, CAST
   Peggy Coyne, Center for Applied and Special Technology, CAST

8:30 A.M. - 10:00 A.M. BAYFRONT A
ROUNDTABLE

I. Preservice Teachers’ Lived Experiences in a K-1 Reading/Arts/Science Interdisciplinary Program
   Janet C. Richards, University of South Florida
   Kim Shea, University of South Florida

II. Tutoring High School Students on Literacy Strategies: The Impact of Preservice Teachers on Student Achievement
   Molly K. Ness, University of Virginia

III. Reflections on Being Biliterate: Lessons from Paraprofessionals
   Susan J. Lenski, Portland State University

IV. Using DIBELS Data to Inform Literacy Instruction: Investigating Two Technology Tools
   Alyssa B. Roehrig, Florida State University and Florida Center for Reading Research
   Staci Walton Duggar, Florida State University and Florida Center for Reading Research
   M arsha Glover, Leon County Schools
   Gayle Dove, Leon County Schools

V. Investigating the Pedagogical Content Knowledge of Middle School Language Arts Teachers
   Nancy S. Wilson, University of Central Florida

VI. Adolescent struggling readers’ ability to use rhetorical patterns and content vocabulary as a result of direct text structure instruction
   Sharon L. Russell, University of Maryland

VII. Critical Literacy in Multicultural Contexts
   Debbie East, Indiana University, Bloomington

VIII. Promoting Reading Engagement and Comprehension Strategies of At-risk Adolescents: A Cross-Case Analysis
   Mary K. Kallus, Eastern New Mexico University
   Jeannine Swafford, Mississippi State University

IX. Assessing the Comprehension Processes of Good Decoding but Poor Comprehending Students
   Thomas G. Gunning, Central Connecticut State University

X. Self-Correction in Beginning Reading
   Georgia Nemeth, Clemson University
   Susan King Fullerton, Clemson University

8:30 A.M. - 10:00 A.M. BAYFRONT B
PAPER SESSION

Construct Validity and Assessment Tools: Reading, Writing, and Vocabulary
Chair(s): Brock Cynthia, University of Nevada-Reno
1. Genres of Academic Writing and High-stakes Assessments: Exploring the Difference
   Sarah W. Beck, New York University
   Jill V. Jeffery, New York University

2. What do High Stakes Tests Fail to Measure?
   Peter Afflerbach, University of Maryland

3. An Examination of Assessment Tasks and Constructs found in Frequently Cited Vocabulary Research
   Judith A. Scott, University of California, Santa Cruz
   Elfrieda H. Hiebert, University of California, Berkeley

8:30 A.M. - 10:00 A.M. DUPONT/TUTTLE
SYMPOSIUM SESSION

Professional Development in Reading First Schools: Perspectives from Three States
Chair(s): Rita M. Bean, University of Pittsburgh
Discussant(s): Timothy Shanahan, University of Illinois at Chicago

Presenters from three states will discuss research on professional development in Reading First schools. The focus will be on literacy coaches as providers of professional development, tasks that they undertake, and issues they face. Results will be discussed in relation to coaches’ preparation, and in terms of what activities most influence effective reading instruction.

1. The Key Role of the Literacy Coach: Improving Classroom Instruction in Reading First Schools in Pennsylvania
   Rita M. Bean, University of Pittsburgh
   Naomi Zigmond, University of Pittsburgh
   Aimee M. Scower, University of Pittsburgh
   Julie Ankrum, University of Pittsburgh
   Sara Helfrich, University of Pittsburgh
2. Insights on Professional Development from Seventy Literacy Coaches in Georgia
   Michelle Commeyras, University of Georgia
   Leslie Bottoms, University of Georgia
   Nancy A. Edwards, University of Georgia
   Ran H. U, University of Georgia
   Christine Malozi, University of Georgia
   Hilary Rudol, University of Georgia
   Kathleen Waugh, University of Georgia

3. A Time/Task Analysis of Coaching Activity in Reading First – Ohio Districts and Schools
   Catherine A. Rosemary, John Carroll University
   Kathleen Roskos, John Carroll University

4. Discussion: Policy and Practice Implications
   Timothy Shanahan, University of Illinois at Chicago

8:30 A.M. – 10:00 A.M.  ESCORIAL
Sociocultural Perspectives on College Literacy Processes
Chair(s): Sharon Chubbuck, Marquette University
1. Participatory Dialogue and Participatory Learning in a Discussion-based Graduate Seminar
   Wen Ma, Le Moyne College
2. Exploring Novice Writers’ Journeys to Academic Discourse: A Social Constructivist Perspective
   Julie M. Fenlon, Joliet Junior College
3. Assessing First-Year Law Students’ Reading and Reasoning Skills
   Dorothy H. Evensen, Pennsylvania State University
   James F. Stratman, University of Colorado at Denver

8:30 A.M. – 10:00 A.M.  MICHAELANGELO
Thinking and Rethinking the Contents of the Content Reading Course
Chair(s): Joan Erickson, University of Nebraska - Lincoln
1. Supporting Authentic Inquiry in a Content Area Reading Course for Preservice Teachers: Directions and Dilemmas
   Adrian Rodgers, The Ohio State University
   Starlin D. Weaver, Salisbury University
   Randall E. Groth, Salisbury University
2. Shifting the Content Reading Paradigm: What Reading Professors Can Learn from Content Methods Instructors, and Why They Should.
   Joel T. Jenne, Salisbury University
   Arlene F. White, Salisbury University
   Starlin D. Weaver, Salisbury University
   Randall E. Groth, Salisbury University
3. Comprehending the Dynamics of Content Area Literacy Instruction: A Transactional Model for Understanding Theory and Methods in Practice
   Janine K. Bixler, College of Staten Island, CUNY

8:30 A.M. – 10:00 A.M.  HIB/STAR/PALM
ALTERNATIVE FORMAT
Literacy Contexts for Culturally Responsive Pedagogy
Chair(s): Carolyn Colvin, The University of Iowa
Discussant(s): Joanne Kilgour Dowdy, Kent State University
Culturally relevant pedagogy asks that teachers and students engage in questioning “structural inequality, racism, and injustice” (Ladson-Billings, 1994, p. 128). To address academic achievement gaps, Ladson-Billings urges that instructional inequities, particularly in literacy instruction, undergo greater scrutiny. With these papers, we focus on contexts for literacy instruction framed by culturally responsive pedagogy.
1. Shifting Focus: An Historical Examination of Culturally Responsive Pedagogy
   Valerie Nyberg, The University of Iowa
2. “We Make the Road by Walking”: A Study of Exemplary Adult Education Teachers
   Rebecca Ross, Washington University in St. Louis
   Mary Ann Kramer, Adult Education and Literacy
3. “You Have to Take It a Step Beyond”: Student Teaching through the Lenses of Social Justice
   Margaret Finders, Washington University in St. Louis
4. Examining Our Assumptions: Culturally Responsive Pedagogy for Mexican-Origin Adults
   Carolyn Colvin, The University of Iowa

8:30 A.M. – 10:00 A.M.  GUSMAN
ALTERNATIVE FORMAT
Practicing What We Teach: Building on Preservice Teachers’ Life Experiences in Literacy
Chair(s): Nancy Flanagan Knapp, University of Georgia
Four literacy teacher educators briefly outline their practices and questions around using diverse teacher candidates’ own experiences as a basis for developing empowered literacy teaching. Then, in small groups, participants will share dilemmas and strategies and jointly develop new ideas for practice and research related to each presenter’s key question.
1. How can we better understand ALL our teacher candidates’ life experiences and build on them toward a greater appreciation of individual literacies?
   Mark W. Conley, Michigan State University
2. How can we honor and build on the literacy experiences of rural, low-SES teacher candidates, while enabling and encouraging them to develop empowering literacy instruction for students in their home areas?
   Paula Costello, East Carolina University
3. How can we use the experiences of relatively privileged preservice teachers to help them develop empowering literacy practices for diverse students?
   Nancy Flanagan Knapp, University of Georgia

8:30 A.M. – 10:00 A.M.  ESCORIAL
PAPER SESSION
Sociocultural Perspectives on College Literacy Processes
Chair(s): Sharon Chubbuck, Marquette University
1. Participatory Dialogue and Participatory Learning in a Discussion-based Graduate Seminar
   Wen Ma, Le Moyne College
2. Exploring Novice Writers’ Journeys to Academic Discourse: A Social Constructivist Perspective
   Julie M. Fenlon, Joliet Junior College
3. Assessing First-Year Law Students’ Reading and Reasoning Skills
   Dorothy H. Evensen, Pennsylvania State University
   James F. Stratman, University of Colorado at Denver

8:30 A.M. – 10:00 A.M.  ESCORIAL
PAPER SESSION
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3. Assessing First-Year Law Students’ Reading and Reasoning Skills
   Dorothy H. Evensen, Pennsylvania State University
   James F. Stratman, University of Colorado at Denver
Writing Words Needed by Primary Students are or ought to be effective measures of vocabulary assessment that can and reading achievement that need to be addressed in the future; (4) What related to vocabulary instruction in relationship to reading comprehension instruction based on research findings; (3) Understanding the central issues be taught in primary and intermediate grades; (2) Enriching vocabulary Participants and panel members Converse About (1) Words that need to Discussant(s):

Kathryn M. Ciechanowski, University of Michigan

Chair(s):

Kathryn M. Ciechanowski, University of Michigan

Discussant(s):

Donna E. Alvermann, University of Georgia

Academic literacy practices require specialized “ways with words” for skilled participation as a reader or writer. For students to perform high level literacy tasks, teachers need to make explicit the tacit reasoning processes, strategies, and discourse rules that shape reading and writing in the disciplines. This symposium will present distinct approaches to discipline-based literacy development and research. (Gee, 1999; Strauss, 1987)

1. Paper 1: Reading and Writing in Science: Multiple Text Types in Scientific Literacy Learning
   Elizabeth Birr Mose, University of Michigan
   LeeAnn M. Sutherland, University of Michigan

2. Disciplinary Dilemmas: What We Learn by Tracing the Professional Learning Opportunities of Subject Area Teachers to the Language and Literacy Practices of the Classroom and the Learner
   Cynthia L. Greenleaf, Strategic Literacy Initiative/Strategic

3. Re-conceptualizing Disciplinary Literacies and the Adolescent Struggling Reader:
   Carol D. Lee, Northwestern University

8:30 A.M. - 10:00 A.M. PAPER SESSION

Vocabulary Words Children K-6 Need to Be Using
Chair(s): Susan E. Israel, University of Dayton
Discussant(s): Edward Fry, Rutgers University, Professor Emeritus

Participants and panel members Converse About (1) Words that need to be taught in primary and intermediate grades; (2) Enriching vocabulary instruction based on research findings; (3) Understanding the central issues related to vocabulary instruction in relationship to reading comprehension and reading achievement that need to be addressed in the future; (4) What are or ought to be effective measures of vocabulary assessment that can identify vocabulary strengths and weaknesses related to the issues raised.

1. Writing Words Needed by Primary Students
   Susan E. Israel, University of Dayton
   Edward Fry, Rutgers University, Professor Emeritus
   Nancy L. Roser, University of Texas at Austin

2. Four Types of Essential Vocabulary Words: Effects of Instruction on Students’ Reading Achievement
   Cathy Collins Block, Texas Christian University

3. Vocabulary Instruction and Assessment Measures
   Diane Lapp, San Diego State University
   Douglas Fisher, San Diego State University
   James Flood, San Diego State University

4. The Role of Flexibility in Moderating Effects of Vocabulary on Children’s Reading Comprehension
   Kelly B. Cartwright, Christopher Newport University

8:30 A.M. - 10:00 A.M. TRADE ROOM PROGRAM CHAIR INVITED SESSION

Research Methodology Series: Researchers Think-Aloud about Designs
Chair(s): Kedrick James, University of British Columbia

I. Descriptive Studies
   M. Cecil Smith, Northern Illinois University

II. Descriptive Studies
   James Hoffman, University of Texas, Austin

8:30 A.M. - 10:00 A.M. PAPER SESSION

Becoming Agents of Change
Chair(s): Terry Deeny, University of Rhode Island

1. The Development of Literacy Instruction: From Undergraduate to 4th Year Teacher
   Dixie D. Massey, Pacific Lutheran University

2. Becoming Agents of Change: New Teachers’ Critical Literacy Inquiries
   Katie P. Van Suyts, DePaul University
   Amy Seely Flint, Georgia State University

3. Assessing Literacy Dispositions: Transformative Possibilities in the Graduate Literacy Practicum
   Susan Voorhees, Dowling College
   Albert Inserna, Dowling College

8:30 A.M. - 10:00 A.M. PAPER SESSION

Implications of Critical Multiculturalism for Teacher Education and Literacy Research
Chair(s): Michelle Pierce, Salem State College

1. Navigating literacy between two landscapes: Implications for teacher education
   Yvonne K. Lefcourt, University of IL at Urbana-Champaign

2. Creating and Managing Tension in a Graduate-level Literacy Course Focused on Multicultural Education
   Lori Czop Assaf, Texas State University-San Marcos
   Caitlin McManus Dooley, Georgia State University

3. Critical Multiculturalism: An Investigation into the Critical in Multicultural Research in NRC
   Jung Kim, University of Illinois—Chicago
   Sana Ansari, University of Illinois—Chicago
10:15 A.M. - 11:45 A.M. ALHAMBRA
PAPER SESSION

Literature-Based Discussions: Comprehension, Interpretation, Initiation, and Reluctance

Chair(s): Nora White, Texas Woman's University

1. A Longitudinal Study of Comprehension, Interpretive Strategy Use, and Language Use Among Children in Grades 1-3
   Janice F. Almasi, University of Kentucky
   Barbara M. Palmer, Mount Saint Mary's University
   Kelli A. Garas, West Seneca Central School District
   Hyunhee Cho, University at Buffalo, SUNY
   Wen Ma, Le Moyne College
   Lynn Shanahan, Daemen College
   Amy Augustino, University at Buffalo, SUNY

2. "Big loud voice. You have important things to say:" The nature of student initiations during one teacher's interactive read-alouds.
   Beth Maloch, University of Texas at Austin
   Denise Duncan, University of Texas at Austin

3. Examining Reluctant Student Speakers' Perspectives on Literature-Based Discussions
   Kristy L. Dunlap, George Mason University

10:15 A.M. - 11:45 A.M. BAYFRONT A
ROUND TABLES

I. The Impact of Teacher Education on Teacher Candidates' Pedagogical Content Knowledge, Theoretical Orientation and Instructional Decisions: Yes, Colleges of Education Still Matter
   Lois K. Haid, Barry University
   Alice F. Snyder, Kennesaw State University

II. To What Extent Do Inservice Literacy Teachers Base Instructional Practices on Their Beliefs about Knowing and Learning?
   Gaoxin Qian, City University of New York
   Liqing Tao, City University of New York

III. How Do Kindergarten Practices Reflect the Principles Set Forth in the Finnish Language and Communication Core Curriculum?
   Riitta-Liisa Korkeamki, University of Oulu
   Mariam Jean Dreher, University of Maryland

IV. Building Secondary Students' Literacy Self-Efficacy in Academic Content Areas: Strategies and Practices that Develop CIMS (Confidence, Independence, Metacognition, Stamina)
   Lauren Freedman, Western Michigan University
   Holly Johnson, University of Cincinnati
   Karen Thomas, Western Michigan University
   Kathleen Crawford-Mckinney, Wayne State University

V. "It (spelling) is Learnable Now:" Voices of Two Adults Engaged in Word Study
   Donita J. Massegill, University of Kansas
   Shelly Mcinnerney, University of Kansas

VI. It's all about me: Adolescent girls' negotiating voice and social identity through elective writing
   Marva Cappello, San Diego State University
   Margaret A. Gallego, San Diego State University

VII. Buying Into Social Class as We Read
   Ed Starkenburg, Dordt College

10:15 A.M. - 11:45 A.M. DUPONT/TUTTLE
SYMPOSIUM SESSION

At the Edge of One's Comfort Zone: Facilitating Urban Teacher Change Within Higher Education

Chair(s): Deborah B. Eldridge, Hunter College School of Education
Discussant(s): Cathy Roller, International Reading Association

The symposium reports three dimensions of in-service teacher change in the context of preparing reading specialists for urban schools:

1) The development of an advanced program as facilitator of teacher change,
2) Raising student achievement through extensive interventions with struggling readers, and
3) Impacting performance through the examination of one's own practice.

1. An Urban School of Education Commits to Change: Working at the Edge of One's Comfort Zone in Program Development
   Deborah B. Eldridge, Hunter College School of Education

2. Re-visioning the Diagnosis and Remediation Experience: Tutoring at the Edge of One's Comfort Zone
   Jennifer Tuten, Hunter College School of Education

3. Reinvigorating and Reshaping the Teaching Lives: Learning and Teaching at the Edge of the Comfort Zone
   Yang Hu, Hunter College School of Education

10:15 A.M. - 11:45 A.M. ESCORIAL
PAPER SESSION

Multiple Literacies

Chair(s): Tasha Tropp Laman, University of South Carolina

1. The Legislative Game and the University Research Game: Influences and Discontinuities
   Peggy R. DeLapp, University of Minnesota

2. Re-visioning the Diagnosis and Remediation Experience: Tutoring at the Edge of One's Comfort Zone
   Jennifer Tuten, Hunter College School of Education

3. Reinvigorating and Reshaping the Teaching Lives: Learning and Teaching at the Edge of the Comfort Zone
   Yang Hu, Hunter College School of Education
2. They Answered with Their Lives: The Oral Histories of Two Tenured Reading Professors
Cheryl I. Dennis, Adjunct Professor, Texas Woman’s University

3. Learning to Read Scientific Texts from Commercial Reading Programs: Reading as Inquiry versus Reading as Word Recognition and Information Location
Linda M. Phillips, University of Alberta
Martha L. Smith, University of Alberta
Stephen P. Norris, University of Alberta

10:15 A.M. – 11:45 A.M. FLAGLER SYMPOSIUM SESSION
Midwestern Identities: Negotiating Culture and Literacies in a Red State
Chair(s): Loukia K. Sarroub, University of Nebraska-Lincoln
Discussant(s): Richard Beach, University of Minnesota

Our symposium is specifically concerned with “reading” and/or “literacy” as they are experienced by new populations of immigrants and refugees and mainstream American students who struggle with reading at all levels. Recent immigration from all parts of the world is a relatively new phenomenon in the Midwest and immigrants as well as their hosts are faced with new challenges to their values, norms, and sense of what it means to be a literate person, fully participating in a democratic community. We are also interested in teachers who, in today’s schools, must learn to become teachers of reading. The definitions that emerge from our papers and research reports carefully document the multiple layers of identity building and socialization that teachers and American, immigrant, and refugee youth negotiate.

1. Reading the Midwest and Conceptualizing Literacy in Secondary Public Schools
Loukia K. Sarroub, University of Nebraska-Lincoln

2. Addressing the Literacy Needs of ELL Students with Limited Formal Schooling
Cindy S. West, Lincoln Public Schools

3. Examining Literacy Acquisition in Relationship to Language Experiences and Environment
Kathy B. Phillips, University of Nebraska-Lincoln

4. A Clash of Narratives: Rural Literacy Education in a Time of Change
Guy Trainin, University of Nebraska-Lincoln
Kathleen M. Wilson, University of Nebraska-Lincoln
Virginia Laughridge, University of Nebraska-Lincoln
Joan Erickson, University of Nebraska-Lincoln

10:15 A.M. – 11:45 A.M. GUSMAN ALTERNATIVE FORMAT
A National Look at Teacher Preparation in Reading Clinics/Literacy Labs
Chair(s): Theresa A. Deneye, University of Rhode Island
Discussant(s): Penny Freppon, University of Cincinnati

This alternate session focuses on literacy labs/reading clinics as venues for preparation of literacy professionals. Educators from eleven universities discuss clinical instruction and assessment practices, and present results of a national survey of clinic graduates’ transfer of these practices to schools, and their perceptions of the clinic as a learning tool.

Participants:
Theresa A. Deneye, University of Rhode Island
Cheryl Dozier, University at Albany
Barbara Laster, Towson University
Verlinda Angell, Southern Utah University
Charlene Barnes, Adelphi University
Charlene Carter, University of Houston-Clear Lake
Jeanne Cobb, Eastern New Mexico University
Margaret Hill, University of Houston-Clear Lake
Stephanie McAndrews, So. Illinois University-Edwardsville
Lilian M. McEney, University of Houston-Clear Lake
Stephen Sargent, Northeastern State University
Barbara Walker, Oklahoma State University
Penny Freppon, University of Cincinnati

10:15 A.M. – 11:45 A.M. MICHAELENGO SYMPOSIUM SESSION
Embodied and Socially Constructed Foundations For Reading Comprehension: Current Complements to Traditional Models
Chair(s) & Discussant(s): George G. Hruby, Utah State University

Four researchers will present papers on diverse but conciliatory aspects of how affect regulation and its development guides the acquisition and realization of reading comprehension in classrooms. A lively panel discussion will follow and enjoin the audience in critical evaluation of the authors’ premises and conclusions.

1. The Structure and Function of Imagery and Affect in the Cognitive Act of Reading
Karen A. Kratsny, York University

2. Neuroendocrinological Correlates to the Socio-emotional Foundations of Reading Comprehension
George G. Hruby, Utah State University

3. Developmental insights for understanding children’s socially stimulated reading growth
Ramona W. Matthews, Georgia State University

4. Bridging the Gap Between Traditional Theories of Reading Comprehension and Theories of Popular Culture and Critical Media Literacy
Margaret C. Hagood, College of Charleston

10:15 A.M. – 11:45 A.M. SANDRIGHAM SYMPOSIUM SESSION
Defining Language- and Print-Rich Classroom Environments for Preschoolers: Do They Make a Difference?
Chair(s): Richard G. Lomax, University of Alabama
Discussant(s): Richard G. Lomax, University of Alabama
Carol Vukelic, University of Delaware

This symposium examines characteristics of preschool language- and print-rich environments as suggested by research literature, the match between those characteristics and elements included in the Literacy Environment Checklist of the ELLCO (Smith & Dickinson, 2002), and the Literacy Environment Checklist’s ability to predict differences in children’s early
literacy outcomes in treatment classrooms (Early Reading First) compared to control classrooms.

1. **Components and Characteristics of Language- and Print-Rich Environments: A Review of the Research**
   Lea M. McGee, University of Alabama
   Lee Freeman, University of Alabama
   Charlotte Pass, University of Alabama

2. **Early Language and Literacy Classroom Observation Toolkit: Comparing the Literacy Environment Checklist to Classroom Environment Research**
   Renée M. Casbergue, University of New Orleans
   April W. Bedford, University of New Orleans

3. **Do Differences on the Literacy Environment Checklist Predict Differences in Early Literacy Achievement?**
   Lea M. McGee, University of Alabama
   Renée M. Casbergue, University of New Orleans

10:15 A.M. – 11:45 A.M. SEVILLA SYMPOSIUM SESSION

**Boys, Girls, and the Myths of Literacies and Learning**

**Chair(s):** Roberta Hammett, Memorial University
**Discussant(s):** Donna Alvermann, University of Georgia

In this symposium participants will offer alternative responses to issues of gender bias and widespread pressure focused on making curriculum more “boy friendly.” We will broaden gender and literacy discussions beyond boy-girl binarisms, and examine ways in which explorations of multiliteracies might change educational programs and curricula.

1. **Gender Bias in Content Literacy Instruction: Adolescent Girls Speak Out**
   Barbara Guzzetti, Arizona State University

2. **Safe Schools and Unsafe Spaces: Re-examining the Policies and Literacy Practices Aimed at “Helping the Boys”**
   Michael Kehler, University of Western Ontario

3. **The Boys and Literacy Crisis: Interrogating Strategies to Engage Boys in the Language Arts Classroom**
   Wayne Martino, University of Western Ontario

   Kathy Sanford, University of Victoria

10:15 A.M. – 11:45 A.M. THEATER SYMPOSIUM SESSION

**Assessing Reading Fluency and Concomitant Abilities in Second-, Third-, and Fourth-grade Readers**

**Chair(s):** Darrell Morris, Appalachian State University

In this symposium, we describe the first two years of a four-year longitudinal study whose dual purpose was a) to measure the development of children's reading fluency across grades 2 to 5, and b) to ascertain relationships existing between word recognition automaticity, reading fluency, and comprehension.

1. **Developing a Reliable Test Battery for Assessing Reading Fluency**
   Beth Frye, Appalachian State University
   Linda Kucan, University of Pittsburgh

2. **Oral and Silent Reading Norms for Groups of Second, Third, and Fourth Graders**
   Janet Bloodgood, Appalachian State University
   Linda Kucan, University of Pittsburgh

3. **Using Word Recognition, Reading Fluency, and Comprehension Scores to Establish Reading Subtypes**
   Darrell Morris, Appalachian State University
   Woodrow Trathen, Appalachian State University

10:15 A.M. – 11:45 A.M. TRADE ROOM PAPER SESSION

**Conditions and Strategies for Early Literacy Learning**

**Chair(s):** Denise Johnson, College of William & Mary

1. **Size Matters: Small Classes and Early Literacy Instruction**
   Dawnene D. Hassett, University of Wisconsin - Madison
   Kelly L. Hatch, University of Wisconsin - Madison

2. **Does Coda- or Onset-Rime Blending Better Help Kindergartners Begin to Decode Words?**
   Bruce A. Murray, Auburn University
   Edna G. Brabham, Auburn University
   Timon Paleologos, Auburn University
   Barbara Hall, Auburn University
   Parichart Gaston-Thornton, Auburn University

3. **The Use of Verbal Protocols to Understand the Relationship Between Reading Strategies and Language Resources in Developing Readers of Informational Text**
   Nancy L. DeFrance, University of Michigan
   Annemarie S. Palincsar, University of Michigan
   Susanna Hapgood, University of Michigan
   Debi Khasnabis, University of Michigan

10:15 A.M. – 11:45 A.M. WINDSOR PAPER SESSION

**Exploring Writing**

**Chair(s):** Douglas Kaufman, University of Connecticut

1. **Exploring informational writing in primary grade science units: Insights into the appropriation of scientific discourse**
   Sheryl L. Honig, University of Illinois at Chicago

2. **The Power of “Address”: Teacher-child Interactions Around Writing in the Preschool**
   Deborah Wells Rowe, Vanderbilt University

3. **The Science Writing Heuristic (SWH) and the Young Literacy Learner: A Study of Language Development and Science Understanding for Elementary Students in SWH Classrooms**
   Lori A. Norton-Meier, Iowa State University
   Brian Hand, University of Iowa
Wednesday • November 30, 2005

1:15 P.M. - 2:45 P.M.  ALHAMBRA SESSION

Online Interactions: Collaborations and the Rules of Engagement
Chair(s): Martin H. Fey, SUNY Geneva
1. Talking to Strangers: Security and Monitoring in Online Research with Young Adolescents and Adults
   Jill K. McClay, University of Alberta
   Joyce Purdy, University of Alberta
   Joan Chambers, University of Alberta
   Pam Chamberlain, University of Alberta

2. Inside Out: Academic Blogging and New Literacies, an Autoethnography
   Julia Davies, The University of Sheffield
   Guy Merchant, Sheffield Hallam University

3. Collaborating in Cyberspace: Listserv Participation That Scaffolds the Professional Development of Strategies-Based Teachers of Comprehension
   Rachel Brown, Syracuse University
   Wendy Bunker, Syracuse University

4. The Role of Politeness in Facilitating and Limiting the Social Construction of Knowledge in an Online Classroom Discussion
   Ming-Lung Yang, University of Texas at Austin
   Yu-Jung Chen, University of Texas at Austin
   Minsong Kim, University of Texas at Austin
   Yi-Fan Chang, University of Texas at Austin
   An-Chih Cheng, University of Texas at Austin
   Yangjoo Park, University of Texas at Austin

1:15 P.M. - 2:45 P.M.  BALMORAL SESSION

Effective Schools, Effective Teachers, and Reform
Chair(s): Frank Serafini, University of Nevada, Las Vegas
1. A Literacy-Effective Elementary School
   Michael Pressley, Michigan State University
   Lisa M. Raphael Bogaert, Michigan State University
   Lindsay Mohan, Michigan State University
   Lauren Fingeret, Michigan State University

2. Communicating Motivational Goals That Support Engaging Literacy Instruction
   Lisa M. Raphael Bogaert, Michigan State University
   Michael Pressley, Michigan State University

3. Instructional-Level Needs vs. Grade-Level Expectations: An Urban Literacy Reform Effort
   Kevin W. Flanagan, West Chester University
   Tom Gill, Temple University

1:15 P.M. - 2:45 P.M.  BAYFRONT B SESSION

Familiarity with Different Genre/Register and Literacy Achievement
Chair(s): Beverly E. Cox, Purdue University
Discussants: Charles Elster, Sonoma State University
This symposium explores the impact of familiarity with different genre and register structures on literacy achievement and performance with both print and electronic materials. It examines how students of different ages and cultural backgrounds vary in their knowledge of written genres and registers and how that interacts with literacy achievement.

1. The Impact of Genre and Register Knowledge on First Grade Reading
   Beverly E. Cox, Purdue University
   Jackie Coyault, Purdue University North Central
   Christine Eklits, Purdue University

2. Language and Literacy in Science: What do Intermediate Grade Students Know about the Scientific Register?
   Zhihui Fang, University of Florida

II. An Exploration of Teacher Efficacy and Equity Pedagogy in Early Reading Intervention for Diverse Learners
   Sherry Powers, Western Kentucky University
   Denise Jones, University of Kentucky
   Angie Cox, University of Kentucky

III. Vygotsky's Zone of Proximal Development: Where is the Zone?
   Tina Tsai, University of Southern California
   Karen Orellana, University of Southern California
   David B. Yaden, University of Southern California
   Kim Fields, University of Southern California
   Karla Colorado, University of Southern California
   Julie Reese, University of Southern California
   Young-Mi Park, University of Southern California

IV. Keepers of the Texts: Literate Identities for “Teachers” and “At-risk” Students Within a Service Learning Context
   James R. King, University of South Florida
   Jennifer Schneider, University of South Florida

V. Oral Reading Fluency in Upper Elementary and Middle Grade Readers: Investigating the Roles of Automaticity, Rate, and Prosody: Research in Progress
   Gwynne Ellen Ash, Texas State University, San Marcos

VI. Developing and Sustaining Effective Elementary Literacy Teachers: Perspectives on Professional Development from the Teachers Themselves
   Ruth M. Wharton-McDonald, University of New Hampshire
   Shannon B. Ward, University of New Hampshire

VII. Elementary School Children’s Written Scientific Explanations: An Examination of Developing Abilities
   Carol A. Donovan, University of Alabama
   Laura B. Smolkin, University of Virginia

VIII. A Comparative Analysis of Psychometric Properties of Early Literacy Assessment Measures
   Stacy Hughey Surman, The University of Alabama
   Lea M. McGee, The University of Alabama

IX. Self-efficacy and Reading: Struggling Readers Talk About Competence
   Carolyn A. Groff, Rutgers University

1:15 P.M. - 2:45 P.M.  BAYFRONT A SESSION

Roundtables

1. A Microanalysis of Intermediate Grade Students’ Comprehension Strategy Use During Peer-led Discussions of Text: An Initial Inquiry
   Kathleen F. Clark, Marquette University
   Jennifer I. Berne, National Louis University
3. Digital Genres
George Font, Purdue University

4. Genre, Literate Register Cohesion, and Literacy Achievement in Bilingual/Multicultural Upper Elementary School Students
Arndt J. Jeni, American International School of Mozambique

1:15 P.M. - 2:45 P.M. DUPONT/TUTTLE
SYMPOSIUM SESSION
Assessing Change in Teacher Content Knowledge
Chair(s): Kathleen Roskos, John Carroll University
Discussant(s): Geoffrey Phelps, University of Michigan
This symposium presents research on different tools and strategies for assessing teacher change in a professional development context and lays groundwork for the design and testing of reliable and valid measures. All three studies were conducted in a statewide initiative that aims to improve teaching and learning in K-3 classrooms.

1. Assessing Change in Teachers' Conceptual Knowledge
Catherine A. Rosemary, John Carroll University
Kathleen Roskos, John Carroll University

2. Assessing Literacy Content Knowledge Through Teacher Work Samples
Eileen Carr, University of Toledo
Penny Freppon, University of Cincinnati
Patricia Grogan, University of Dayton
Kathryn Kinnucan-Welsh, University of Dayton
William Smith, Ohio University

3. Assessing Literacy Coaches' Content Knowledge Through Video Lesson Analysis
Angela Sangeorge, The Ohio State University
Therese Longo, John Carroll University
Catherine A. Rosemary, John Carroll University

1:15 P.M. - 2:45 P.M. ESCORIAL
PAPER SESSION
Literature and Diversity
Chair(s): Elizabeth K. Noll, University of New Mexico

1. Bringing Children's Literature with Asian American Representations Into Graduate School Classrooms
Nadjwa E.L. Norton, City College

2. Issues of Authenticity: Children's Picture Books with Gay and Lesbian Characters
Janine M. Schall, University of Texas-Pan American

3. A Content Analysis of the Coretta Scott King Award Winning Picture Books
Khafihah Abdel-Malik, Southern Illinois University

1:15 P.M. - 2:45 P.M. FLAGLER
PAPER SESSION
Issues in Literacy Research Methodology
Chair(s): Jill Castek, University of Connecticut

1. Outcomes of Two Even Start Family Literacy Programs: Do the Programs Make a Difference?
Laurie A. Elish-Piper, Northern Illinois University

2. That's a Lot to Digest: Exploring Methodological Issues in Multimodal Analysis of Competent Communication in an Elementary School Classroom
Eli Tucker-Raymond, University of Illinois at Chicago
Christine C. Pappas, University of Illinois at Chicago
Maria Varales, University of Illinois at Chicago

3. Case Methods as an Evaluation Tool for Graduate Reading Programs
Peggy D. Cuevas, University of Miami
Mary Avalos, University of Miami
Ana Pazos-Rego, University of Miami
Susan M. assay, University of Miami

1:15 P.M. - 2:45 P.M. MICHAELANGELO
PAPER SESSION
Theories and Models: Past, Present, and Future
Chair(s): Colleen P. Gilrane, University of Tennessee

1. A Literacy Christmas Carol: Reflecting on the Models of Literacy - Past, Present and Future(?) in Australia
Katina I. Zammit, School Of Education, University of Western Sydney

2. Kindergarten Practice and the Shifting Political, Theoretical, and Pedagogical Scene
Haley Woodside-Jiron, University of Vermont
Kristin Gehsmann, University of Vermont
Patricia Gallant, University of Michigan - Flint

3. Toward a Theory of Semiotically-Mediated Instruction
James R. Gavlek, University of Illinois at Chicago

1:15 P.M. - 2:45 P.M. RAPHAEL
PAPER SESSION
Teacher Dialogues About Reading Instruction
Chair(s): Cynthia Brock, University of Nevada, Reno

1. How Teacher Preparation Affects Teaching and Learning: A Case Study Examining the Effects of the Teacher Preparation and Reading Tutors within Small Group Settings
Jennifer B. Wick, The University of Texas at Austin
Thea Woodruff, The University of Texas at Austin

2. Enhancing Reading Comprehension Instruction in a Clinical Setting through Peer Coaching and Video Feedback
Pamela Ross, San Diego State University
Sharan Gibson, San Diego State University
Cynthia McDaniel, San Diego State University

3. Am I Teaching Reading Comprehension? Questions and Challenges as Teachers Move Toward More Dialogically Organized Reading Instruction
Maren S. Aukerman, University of Pennsylvania
Monica A. Belfatti, University of Pennsylvania
Diane M. Santori, University of Pennsylvania
Wednesday • November 30, 2005

1:15 P.M. - 2:45 P.M. THEATER
SYMPOSIUM SESSION

Exploring Adolescents' Unofficial Literacy, Networked Technologies, and Popular Culture
Chair(s): Jennifer C. Stone, University of Washington
Discussant(s): Donna Alvermann, University of Georgia

This symposium addresses relationships among adolescent literacy, technology, and popular culture. Each paper examines a context in which adolescents engage in unofficial literacies: online fanfiction writing, anime-inspired literacies, and popular websites. We explore how these literacies can be used to build instruction that is relevant and helpful for contemporary youth.

1. Digital Resources: English Language Learners Reading and Reviewing Online Fanfiction
   Rebecca Black, University of Wisconsin

2. Anime Affiliation and Classroom Learning: Connecting Millennial Youth
   Mary K. Thompson, University at Buffalo, SUNY

   Jennifer C. Stone, University of Washington

4. Discussant Comments
   Donna Alvermann, University of Georgia

1:15 P.M. - 2:45 P.M. TRADE ROOM
PROGRAM CHAIR INVITED SESSION

Research Methodology Series Researchers Think-Aloud About Designs
Chair(s): Kristen Perry, Michigan State University

I. Discourse Analysis Studies
   Rebecca Rogers, Washington University in St. Louis

II. Discourse Analysis Studies
   Suzanne Wade, University of Utah

1:15 P.M. - 2:45 P.M. WINDSOR SESSION

New Developments in Early Literacy Instruction
Chair(s): Melissa Mosley, University of Washington

1. Impacting Preservice Teachers’ Beliefs About Effective Elementary Teaching Practices Through Guided Field Observations
   Alyssa D. Roehrig, Florida State University and Florida Center for Reading Research
   Lisa O. Guidry, Florida State University
   Yasar Bodur, Florida State University
   Michael Pierce, Flagler College at Tallahassee
   Ying Guo, Florida State University
   Qun Guan, Florida State University

2. Changes in Early Literacy Teacher Education After a Statewide Mandate
   Devon Brenner, Mississippi State University
   Terry B. Jayroe, Mississippi State University
   Susan Dillard, Mississippi State University
   Janet M. McCaffrey, Mississippi University for Women
   Kevin Dupre, Athens State University

3. Connections across Literacy and Science Instruction in Early Childhood Education: Interweaving Disciplines in Pre-Service Teacher Education
   Karla J. Möller, University of Illinois Urbana-Champaign
   Barbara Hug, University of Illinois Urbana-Champaign

3:00 P.M. - 4:30 P.M. BALMORAL SESSION

Learning with Books: Talk and Print
Chair(s): Wendy Glenn, University of Connecticut

1. Preschoolers’ Visual Attention to Print When Looking at Storybooks
   Laura M. Justice, University of Virginia
   Lori Skibbe, University of Virginia
   Chris Lankford, ERICA, Inc.

2. Patterns of Parents’ Talk During Storybook Sharing With Preschool Children: A Replication of a Cluster Analysis Study
   Lisa A. Hammett, University of North Carolina

3. Patterns of Parents’ Talk During Book Sharing with Preschool Children: A Comparison Between Storybook and Expository Book Conditions
   Lisa A. Hammett, University of North Carolina
   Anne van Kleek, University of Texas at Dallas

3:00 P.M. - 4:30 P.M. BAYFRONT SESSION

Reading, Writing, and Genre Knowledge in the Early Elementary Grades
Chair(s): Marilyn L. Chapman, The University of British Columbia

This symposium focuses on literacy and genre knowledge, with three papers representing different dimensions of genre knowledge in contexts of use: information book writing and understandings of genre (first grade), ESL children’s home and school genres (second grade), and metacognitive strategies during reading of narrative and information genres (fourth grade).

1. First Graders’ Information Book Writing and Understandings of Genre
   Marilyn L. Chapman, The University of British Columbia
   Margot J. Filipenko, The University of British Columbia

2. ESL Children’s Written Genres at Home and School
   Marilyn L. Chapman, The University of British Columbia

3. Metacognitive Strategies During Engagement With Reading Narrative and Informational Genres: A Case Study of a Fourth Grade Reader
   Marianne E. McTavish, The University of British Columbia

4. Reading, Writing, and Genre Knowledge: Implications
   Jon Shapiro, The University of British Columbia

3:00 P.M. - 4:30 P.M. ROUND TABLE

1. Verbal Protocols of Readers’ Responses to Postmodern Picture Books
   Frank Serafini, University of Nevada, Las Vegas

2. A Study of Middle School Students’ Self-Selection of Vocabulary from Expository Texts
   Janis M. Harmon, University of North Florida
   Karen D. Wood, University of North Carolina—Charlotte
III. Professional Development of Literacy Teaching and Learning of Novice Teachers
Linda S. Wold, Loyola University Chicago

IV. Outcomes for English Language Learners in an Early Intervention
Patricia R. Kelly, San Diego State University
Francisco X. Gomez-Bellange, National Data Evaluation Center
Jing Chen, The Ohio State University
Malissa Schultz, University of Cincinnati

V. Developing Excellence as Reflected in Pre-service and Novice Teachers’ Observations and Professional Judgments
Patricia A. Gallant, The University of Michigan-Flint
Robert M. Schwartz, Oakland University

VI. Literacy as Transformative Practice: Teachers’ Inquiry into Social Justice
Anne E. Gregory, Boise State University
Jennifer L. Snow-Geron, Boise State University
Mary Ann Cahill-Rawley, Boise State University

VII. Making-meaning During Small Group, Peer-led Discussions of Narrative and Informational Texts: A Case Study
Vanessa B. Morrison, Oakland University

VIII. Writer’s Workshop as Playground
Judith T. Lysaker, Butler University
Jennifer Wheelet, Butler University
Emily Combs, Butler University

IX. Literature Discussion Groups: A Teacher’s Version, the Students’ Translation
Mary F. Roe, Washington State University

X. “This Old Lady Wanted a Soup Bone”: Exploring Comprehending and Retelling Processes
Karen M. Feathers, Wayne State University

3:00 P.M. - 4:30 P.M. BAYFRONT B
ALTERNATIVE FORMAT

Transformative Professional Development: Findings from a Three-Year Statewide Reading Initiative
Chair(s): Diane Stephens, University of South Carolina

The South Carolina Reading Initiative (SRI) is a three-year statewide professional development model with 1800 teachers and administrators participating in school-based study groups facilitated by literacy coaches. The goal is to broaden and deepen teachers’ understandings of the reading process to help children become better readers. Findings related to changes in teachers’ beliefs and practices, changes in children’s proficiency and text levels, and the role of the coach in the change process will be presented. Participants will hear an overview of the entire project and explore two segments of the project via choices of round table conversations.

1. Changes in Teachers’ Beliefs and Practices
Diane Stephens, University of South Carolina
Amy Donnelly, University of South Carolina

2. Changes in Children’s Proficiency and Text Reading Levels
Diane DeFord, University of South Carolina
Jennifer Young Hubbard, University of South Carolina

3. Uncovering the Role of the Coach
Denise Morgan, Kent State University

3:00 P.M. - 4:30 P.M. DUPONT/TUTTLE
PAPER SESSION

Research in Early Bilingual/Biliteracy Development
Chair(s): Miledis Gort, University of Connecticut

1. Young Latino Students’ English Reading Growth in All-English Classrooms
Steve Amendum, University of North Carolina-Chapel Hill
Jill Fitzgerald, University of North Carolina-Chapel Hill
Karen Guthrie, University of North Carolina-Chapel Hill
Paul Naeef, Simon Fraser University

2. Bilingual Children’s Language and Literacy Skills in English and Spanish from Preschool to First Grade
Marisa M. Paz, Boston College
Lisa M. Lopez, University of South Florida

3. A Bilingual’s Academic Achievement Across Two Different Learning Environments
Eurydice B. Bauer, University of Illinois at Urbana-Champaign
Mariana Alviar, University of Illinois at Urbana-Champaign

3:00 P.M. - 4:30 P.M. ESCORIAL
PAPER SESSION

What's on the Screen? Why Does It Matter?
Chair(s): Bridget Dalton, Center for Applied and Special Technology, CAST

1. Revolution, Evolution, and Reclamation: An Exploration of the Multiliteracies Concept
Jung Kim, University of Illinois at Chicago
Christina M. Adda, University of Illinois at Chicago

2. Two Weeks of Television: Portraits of Print Literacy in Children's Programming
Annie M. Moses, Michigan State University

3. A Comparison of Teachers’ Enactment of Reciprocal Teaching in a Print vs Digital Reading Environment
Soledad Concha, Center for Applied Special Technology
Bridget Dalton, Center for Applied Special Technology
Kristin Robinson, Center for Applied Special Technology

3:00 P.M. - 4:30 P.M. FLAGLER
SYMPOSIUM SESSION

Out of Bounds: Some Social, Psychological and Pedagogical Implications of New Literacies for Young People’s Learning, Lifeworlds and Social Futures
Chair(s): Julie Coiro, University of Connecticut
Discussant(s): Cynthia Lewis, University of Iowa

This symposium reports research into three quite diverse practices involving new literacies. Analysis focuses on identity, multimodality, social spaces, and the production and transmission of cultural ideas. The research outcomes raise issues that challenge existing conceptual and activity “boundaries” within literacy education. Some key implications of these issues for literacy pedagogy are discussed.

1. Blurring and Breaking Through the Boundaries of Narrative, Literacy and Identity in Adolescent Fan Fiction
Angela Thomas, University of Sydney
2. “You Won't be Needing Your Laptops Today”: Wired Bodies in the Wireless Classroom
   Kevin Leander, Peabody College, Vanderbilt University

3. Memes and Affinities: Cultural Replication and Literacy Education
   Michele Knobel, Montclair State University
   Colin Lankshear, James Cook University, Cairns Campus

4. Discussion
   Cynthia Lewis, University of Iowa

3:00 P.M. – 4:30 P.M. GUSMAN
PAPER SESSION
Issues in Learning to Read
Chair(s): Beth Dobler, Emporia State University

1. Phonological Awareness Acquisition in Children with Coexisting Mental Retardation and Behavioral Disorders
   Monica Gordon Pershey, Cleveland State University
   Julie A. C. Czak, Lake County Educational Service Center

2. Just Knowing How to Read Isn't Enough! What Teachers Need to Know About the Content of Reading
   Geoffrey C. Phelps, University of Michigan

3. Bridging the Gap: Helping At-Risk Third Grade Students Become Successful Readers
   Kathleen M. Wilson, University of Nebraska, Lincoln
   Marilyn Murphy, University of Nebraska, Lincoln
   Guy Truin, University of Nebraska, Lincoln
   Joan L. Erickson, University of Nebraska, Lincoln

3:00 P.M. – 4:30 P.M. HIB/STAR/PALM
ALTERNATIVE FORMAT
Exploring Dimensions of Third Space Theory
Chair(s): Discussant(s): Pamela J. Dunston, Clemson University

1. Third Space Theory: Perceived Space, Conceived Space, and Lived Space
   Pamela J. Dunston, Clemson University
   Kathy N. Headley, Clemson University
   Margaret C. Hagood, College of Charleston
   Leslie S. Rush, University of Wyoming

2. Exploring Dimensions of Spatiality, Identity, Power, and Practice in a Middle School Literacy Intervention Classroom
   Brenda A. Sherar, University of Wisconsin, Oshkosh
   Martha R. Ruddle, Sonoma State University
   Mary Ellen Vogt, California State University, Long Beach

3. Exploring Third Space Within a Federal Prison
   William R. Muth, Federal Bureau of Prisons

4. Making Third Space Connections: Multimodality, Design, and Other Fields
   Leslie S. Rush, University of Wyoming

5. Exploring Third Space in University-based Reading Clinic Experiences
   Sharon M. Pitcher, Towson University
   Pamela J. Dunston, Clemson University
   Kathy N. Headley, Clemson University

6. Conversations and Discussions
   Victoria G. Ridgeway, Clemson University

3:00 P.M. – 4:30 P.M. MICHAELANGELO
SYMPOSIUM SESSION
Investigations Into the Real-and-Imagined Geographies of Adolescents and Adults in American, Indian, and Spanish Education Systems
Chair(s): Margaret Sheehy, University at Albany

This three-part session begins with discussion of third space theory. Then, findings from research conducted within a middle-school literacy program and implications for incorporating third space theory in reading clinics, prisons, and other fields will be shared. We conclude with a discussion focusing on theory, research, and practice.

1. Pens as Pathways and Papers as Seals
   Nancy Hayes, Grinnell College

2. The Literacy Myth as Geography
   Margaret Sheehy, University at Albany

3. Landscapes of Possibility
   Mark Jury, University at Albany

4. Hole in the Wall/holes of Hope
   Urvashi Sahni, Study Hall, Lucknow, India
   Glynda A. Hull, University of California, Berkeley
   Michael Angelo James, Digital Underground Storytelling for Youth

3:00 P.M. – 4:30 P.M. SANDRINGHAM
SYMPOSIUM SESSION
Current Complexities with Writing Instruction
Chair(s): Discussant(s): Cindy Brock, University of Nevada, Reno

1. Children's Construction of Genre Through Multigenre Writing Projects
   Suzette Youngs, University of Nevada, Reno
II. What’s Coming Out in Teacher Preparation? And What Does It Synthesize and Critique the Two Perspectives.

I. Teacher Education Policy in California: The Systemic CSU Response

Chair & Discussant: Gerald G. Duffy, University of North Carolina at Greensboro

This session features two speakers who will discuss educational policy and its impact on teacher education in literacy. Beverly Young will speak to these issues, focusing on the Western United States, and Cathy Roller will speak, focusing on the Eastern U.S. Gerald Duffy, as Discussant, will synthesize and critique the two perspectives.

1. Teacher Education Policy in California: The Systemic CSU Response
Beverly Young, California State University

II. What's Coming Out in Teacher Preparation? And What Does It Mean for Children, Teachers, Teacher Educators, and Policy Makers?
Cathy Roller, International Reading Association

3:00 P.M. – 4:30 P.M.
SEVILLA

Area 4 - Invited Symposium

Educational Policy: Implications for Teacher Education and Literacy

Chair(s): Anne McGill-Franzen, University of Tennessee
Discussant(s): Richard L. Allington, University of Tennessee

This symposium provides close examination of the intersection between policy and practice and how they relate to Florida's reading outcomes. Many students, these reading outcomes result in retention in grade or failure on the FCAT.

1. Examining the Fit between Core Reading Programs and FCAT Achievement
Anne McGill-Franzen, University of Tennessee
Katie Soric, University of Tennessee
Jacqueline Love Zieg, University of Florida
Danielle Mathson, University of Tennessee

2. Support for At-Risk Students, Retention and Time: How Do They Relate to Florida Principals?
Courtney C. Zmach, American Institute for Research

3. The Relationship between Retention Decision-Making Processes and Student Reading Gains
Alysia D. Roehrig, Florida State University and Florida Center for Reading Research

3:00 P.M. – 4:30 P.M.
THEATER

SYMPOSIUM SESSION

Student Achievement: Realities of Policy, Practice and Reading Outcomes in Florida

Chair(s): Anne McGill-Franzen, University of Tennessee
Discussant(s): Richard L. Allington, University of Tennessee

This symposium provides close examination of the intersection between policy and practice and how they relate to Florida's reading outcomes. Many students, these reading outcomes result in retention in grade or failure on the FCAT.

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Courtney C. Zmach, American Institute for Research

3. The Relationship between Retention Decision-Making Processes and Student Reading Gains
Alysia D. Roehrig, Florida State University and Florida Center for Reading Research

3:00 P.M. – 4:30 P.M.
VERSAILLES

SYMPOSIUM SESSION

Unraveling the Word and the World: Issues of Social Justice in the Classroom

Chair(s) & Discussant(s): Kathy G. Short, University of Arizona

Students of all ages are capable of reading, responding, and interacting with social justice texts. Yet interacting with literature about social justice issues can be difficult and uncomfortable for students. This symposium examines the use of social justice texts in three different classroom contexts.

1. Children’s Talk about Issues of Racism and Agency
Jeanne G. Fain, Arizona State University

2. Discussing Critical Social Issues with Five Young Latinas: Eso me paso a mi
Julia M. Lopez-Robertson, Tucson Unified School District

Janine M. Schall, University of Texas-Pan American

4:45 P.M. – 6:00 P.M.

PRESIDENTIAL ADDRESS

Chair(s): Patricia Edwards, University of Alabama

I. Student Research Award Presentation
Rebecca Rogers, Washington University, St. Louis

II. Introduction of the Speaker
Lea M. McGee, University of Alabama

III. Presidential Address
New Literacies, Reading Research, and the Challenges of Change: A Dialectic Perspective of Our Research Worlds
Donald J. Leu, University of Connecticut
Thursday • December 1, 2005

8:30 A.M. - 10:00 A.M. ALHAMBRA SESSION

Adolescent Literacy Learning Across Contexts
Chair(s): Kathleen A. Hinchan, Syracuse University

1. Reading Our Worlds: Implications for Critical Literacy with “At Risk” High School Students Engaged in a Literacy Club
   Melissa K. Lesley, Texas Tech University
   Pamela Halsey, Texas Tech University
   Chasidy Harp-Woods, Texas Tech University

2. Case Study of a Middle School Reader Attending a Separate Reading Class
   Amy A. Wilson, Oquirrh Hills Middle School
   Roni Jo Draper, Brigham Young University

3. The Effects of a Summer Literacy Program on the Learning of At-Risk Students
   A Multidimensional Approach from Multidimensional Perspectives
   Martha H. Mallette, Southern Illinois University
   James Schreiber, Duquesne University
   Crystal Shelby-Caffey, Southern Illinois University
   Tina Carpenter, Southern Illinois University
   Martha Hunter, Marissa Elementary School

8:30 A.M. - 10:00 A.M. BALTIMORE SESSION

Gender Performances and Voice
Chair(s): April W. Bedford, University of New Orleans

1. Student Perceptions of Gender Issues in Peer-Led Discussions
   Heather J. Sandquist, University of Victoria
   Sylvia J. Pantele, University of Victoria

   Leticia R. Martinez, The University of Texas at Austin

8:30 A.M. - 10:00 A.M. BAYFRONT B SESSION

New Literacies for Learning
Chair(s): Donald J. Leu, The New Literacies Research Team at the University of Connecticut
Discussant(s): Jonna M. Kulikowich, Pennsylvania State University

We present a collaborative research project, evaluating instruction in the new literacies of the Internet on reading comprehension and learning. Using the Internet and project-based learning, we explored the effects of instruction in new literacies on reading comprehension and science learning. The theoretical perspective, design, methodologies, and results are presented.

1. New Literacies for Classroom Learning Contexts: A Theoretical Perspective and the Design of the Study
   Donald J. Leu, New Literacies Research Team at the University of Connecticut

2. A Methodology for Studying the New Literacies of Online Reading Comprehension
   Laurie A. Henry, New Literacies Research Team at the University of Connecticut

3. The Effects of Internet Reciprocal Teaching on Science Learning
   Jill Castek, New Literacies Research Team at the University of Connecticut

4. The Effects of Internet Reciprocal Teaching on Online Reading Comprehension
   Douglas Hartman, University of Connecticut
   Elizabeth Fogarty, New Literacies Research Team at the University of Connecticut

5. Psychometric Properties of Two Instruments Designed to Measure Online Reading Comprehension and Correlations with a Measure of Traditional Reading Comprehension
   Julie Coiro, New Literacies Research Team at the University of Connecticut

8:30 A.M. - 10:00 A.M. DUPONT/TUTTLE SESSION

Reconsidering ‘Mind’ and ‘Consciousness’ in Literary Engagements
Chair(s): Dennis J. Sumara, University of Alberta
Discussant(s): Elizabeth M. Oje, University of Michigan

This symposium will review recent literatures related to ‘mind’ and ‘consciousness’ and will explore what these suggest for literary research and teaching. The opening paper will offer an overview of these literatures, with particular attention to mapping the relationships among different conceptions of mind and consciousness with various theories of literary engagement. The next two papers apply these insights to data collected from adolescent and adult users of hypertext. The symposium will conclude with a discussion of what a theory of ‘embodied consciousness’
contributes to the field of reader response theory, with particular attention
to digital literary engagements.

1. Toward a Theory of Embodied Consciousness
   Dennis J. Sumara, University of Alberta
   Tammy Iftody, University of Alberta
   Brent A. Davis, University of Alberta

2. Ergodic Literature: The Work of Digital Texts
   Rebecca J. Luce-Kapler, Queen's University

3. In Media Res: Usability and the Digital Artifact
   Teresa Dobson, University of British Columbia

4. Discussant Comments
   Elizabeth Ojie, University of Michigan

8:30 A.M. – 10:00 A.M. ESCORIAL PAPER SESSION

The Role of Language and Literacy in the Education for Culturally and Linguistically Diverse Students
Chair(s): Eurydice Bauer, University of Illinois at Urbana-Champaign

1. The Association Between Language Streaming and the Educational Pathways and Outcomes of Language Minority Students
   Fatima Pirbhai-Illich, University of Massachusetts, Amherst

2. High Performing Elementary Schools in South Africa
   Misty W. Sailors, University of Texas at San Antonio
   James V. Hoffman, University of Texas at Austin

3. The Role of Literacy in Intergenerational Heritage Language Transmission
   M. Kristina Montero, Syracuse University

8:30 A.M. – 10:00 A.M. FLAGLER PAPER SESSION

Innovations in Comprehension Instruction
Chair(s): Jeane Swafford, Mississippi State University

1. Readers Theater: Its Impact on Oral Reading Fluency, Comprehension, and Motivation in First Graders
   Susie Leahy, Radford University

2. Retelling Development: Analysis of Children's Growth in Retelling
   Pat Wilson, University of South Florida
   Janine Eitel George, University of South Florida

3. Semiotic Interventions: The Struggling Reader's Ability to Comprehend Text
   Kay W. Cowan, The University of Tennessee at Chattanooga

8:30 A.M. – 10:00 A.M. GUSMAN SYMPOSIUM SESSION

Teaching Children to Become Fluent Readers - Year 4
Chair(s): Carolyn Groff, Rutgers Graduate School of Education
Discussion(s): Michael C. McKenna, University of Virginia

1. Promoting Fluent Reading in the Classroom: An Overview
   Melanie R. Kuhn, Rutgers Graduate School of Education
   Deborah G. Woo, New Jersey City University
   Carolyn Groff, Rutgers Graduate School of Education

2. Scaling Up: Year Two
   Paula Schwanenflugel, University of Georgia
   Beth M. Esinger, University of Georgia
   Rebecca Gar, Rutgers Graduate School of Education
   Tara Benton, Rutgers Graduate School of Education

3. Scaling Up: Implications for Research
   Katherine A. D. Stahl, University of Illinois at Urbana-Champaign
   Barbara Bradley, University of Kansas
   Diane Nielsen, University of Kansas

4. A Teacher Survey: How Does Research Affect Practice?
   Lesley Morrow, Rutgers Graduate School of Education

5. Building a Theory of Oral Reading Fluency
   Justin Miller, University of Georgia

8:30 A.M. – 10:00 A.M. HI/B/STAR/PALM ALTERNATIVE FORMAT

The Transformation of Teacher Education through Technology Integration
Chair(s): Gary Moorman, Appalachian State University

During the symposium we present theoretical perspectives and research on how literacy professors weave technology into the curriculum. Next, a panel of seven professors will share how technology integration is transforming teacher education. Lastly, the panel members will meet in small groups with NRC participants for sharing and questioning.

The panel consists of the following professors:

- Mariano C. Alvarez, Tennessee State University
- Terry Atkinson, East Carolina University
- Erika C. Boling, Rutgers University
- Dana L. Grisham, San Diego State University
- Linda Labbo, University of Georgia
- Charles K. Kinzer, Teachers College, Columbia University
- Victoria J. Risko, Peabody College, Vanderbilt University

1. The Transformation of Teacher Education through Technology Integration
   Rebecca S. Anderson, The University of Memphis
   Gary M. oorman, Appalachian State University
   Laura Roehler, Michigan State University

8:30 A.M. – 10:00 A.M. MICHAELANGELO PAPER SESSION

Print Literacies and Beyond: Teacher Education Programs Do It All
Chair(s): Robert Fecho, University of Georgia

1. Using Writing Across the Curriculum workshops to Scaffold Portfolio Development
   Lori N. Elliott, Georgia State University
   Nancy Lee Daily, Georgia State University
   Lori Fredricks, Georgia State University
   Meadow Sherrill Graham, Georgia State University

2. To Ignore, To Abhor, or To Score: Examining Grammar and Usage Instruction in Teacher Education and in Public School Classrooms
   Linda C. Pacifici, Appalachian State University
   Ellen Pesko, Appalachian State University
   Janet W. Bloodgood, Appalachian State University
2. Challenging the Efficacy of Mandated Core Programs for Low-characteristics on achievement factors

1. The Knowledge Gap: Implications of "Leveling the Playing Field"
Anne McGill-Franzen, University of Tennessee

2. Reading Abstract Literary Concepts with Adolescents
Paula M. Wolfe, University of Wisconsin-Madison

8:30 A.M. - 10:00 A.M. RAPHAEL PAPER SESSION
Narrative Text Understanding Among Adolescent and Adult Readers
Chair(s): Lisa Stevens, Boston College
1. Reading for Pleasure: The Contrasting Qualities of Immersion and Engagement
Margaret Mackey, University of Alberta
2. Reading Abstract Literary Concepts with Adolescents
Paula M. Wolfe, University of Wisconsin-Madison

8:30 A.M. - 10:00 A.M. SANDRIMINGHAM PAPER SESSION
Exploring Multimodal Aspects of Literacy
Chair(s): Laura B. Smolkin, University of Virginia
1. Writing Mathematics: Linguistic Features as a Device to Gain and Demonstrate Desired Levels of Understanding
Jingzi Huang, Mommouth University
Bruce Normandia, Mommouth University
2. Images of Literacy in a Rural Ugandan Community
Shelley Jones, University of British Columbia
Mareen Kendrick, University of British Columbia
3. Examining Fourth Graders' Attention to Audience: Constructing and Publishing Electronic Text for a Classroom Webpage
Rachel Karchmer Klein, University of Delaware
Megan Runk, University of Delaware

8:30 A.M. - 10:00 A.M. SEVILLA SYMPOSIUM SESSION
Closing the Reading Achievement Gap: Are Current Policies Working?
Chair(s): Susan B. Neuman, University of Michigan
This symposium examines current policies for closing the reading achievement gap for poor and minority children. It challenges current policy assumptions about funding, curricular standardization, and access to print, and suggests that equity across economically disparate populations will not improve until we begin to level, and then unlevel the playing field. This is, given the powerful influences of social class characteristics on achievement factors, it might be reasonable to provide additional resources, above and beyond 'leveling the playing field' to bring about significant improvements for low-income children.
1. The Knowledge Gap: Implications of "Leveling the Playing Field" for Low-income and Middle-income Children
Susan B. Neuman, University of Michigan
2. Challenging the Efficacy of Mandated Core Programs for Low-Achieving Readers
Anne McGill-Franzen, University of Tennessee
Jacqueline Love, University of Florida
Kate Solic, University of Florida
Courtney Zmach, University of Florida

3. Addressing Summer Reading Loss Among High Poverty Children
Richard Allington, University of Tennessee
Anne McGill-Franzen, University of Tennessee

8:30 A.M. - 10:00 A.M. THEATER SYMPOSIUM SESSION
Motivating and Developing Struggling Readers: Teacher Researchers' Studies of Children of Poverty
Chair(s): Elizabeth C. Rightmyer, University of Louisville
Discussant(s): Janice F. Almasi, University of Kentucky
This symposium will share findings from four teacher research studies with a common theme: motivating and developing struggling readers in high poverty schools. Using qualitative research methods (interviews, recorded literature discussions, surveys, work samples), the teachers closely examined student participation and achievement and modified their teaching practices based on emerging results.
1. Teacher Research as a Tool for Understanding Literacy Processes
Elizabeth C. Rightmyer, University of Louisville
Ellen McIntyre, University of Louisville
2. What Motivates Struggling Readers to Read?
Deborah Anderson-Morton, Southern Leadership Academy Middle School
3. Connecting Literacy Curriculum to Students' Interests
Sonya Burton, Old Mill Elementary School
4. Engaging the Disengaged through Literature Discussion Groups
Anna Sharp, Ruby Elementary School
5. Teacher Support of Responses in Literature Discussion
Kristen Rodgers, McFerran Preparatory Academy

8:30 A.M. - 10:00 A.M. TRADE ROOM PROGRAM CHAIR INVITED SESSION
Research Methodology Series: Researchers Think-Aloud About Designs
Chair(s): Alison K. Billman, Michigan State University
I. Correlational Studies
Darrell Morris, Appalachian State University
II. Mixed Methods Studies
James Baumann, University of Georgia

8:30 A.M. - 10:00 A.M. TRIANON SYMPOSIUM SESSION
Integrating Reading with Science: Processes, Issues, and Impacts
Chair(s): Zhiihui Fang, University of Florida
Discussant(s): Rose Pringle, University of Florida
This symposium describes how a team of university reading educators worked with middle school science teachers to infuse reading and reading instruction into their science curriculum and the impact of this integration on students' attitude and achievement in reading and science.
1. Integrating Reading Instruction in a Middle School Science Curriculum
Jennifer D. Patrick, University of Florida
Jennifer Sanders, University of Florida
Sara Charbonnet, School Board of Alachua County
Zhiihui Fang, University of Florida
2. Establishing a Home Reading Program for Middle School Science
   Courtney C. Zmach, University of Florida
   Linda L. Lamme, University of Florida
   Melissa Henkel, School Board of Alachua County
   Hakan Dedeoglu, University of Florida

3. The Effect of Reading/Science Integration on Middle School Students' Attitude and Achievement in Reading and Science
   Zhihui Fang, University of Florida
   Rose Pringle, University of Florida
   Meral Hakverdi, University of Florida

8:30 A.M. – 10:00 A.M. WINDSOR
PAPER SESSION

Motivation and Intentionality
Chair(s): Diane D. Anderson, Swarthmore College

1. Enacting Literacy Learning Goals: How Teachers Guide Student Intentionality
   Cynthia M. McCallister, New York University
   Sarah Beck, New York University

2. Study Skills for the Twenty-First Century: Demographic Group Differences
   Valerie J. Robnolt, Virginia Commonwealth University
   Joan A. Rhodes, Virginia Commonwealth University
   Judy S. Richardson, Virginia Commonwealth University

3. An Instrument for Measuring Elementary Students' Volition in Reading
   Yonghan Park, Michigan State University
   Neil K. Duke, Michigan State University

10:15 A.M. - 11:45 A.M. BALMORAL
PAPER SESSION

Integrating Adolescent Literacies and Bridging the Gaps
Chair(s): Kendra Sisserson, University of San Diego

1. Literacy Development of African American Adolescent Males
   Alfred W. Tatum, Northern Illinois University

2. Mediating Discourse-Specific Literacy Acquisition in Two Urban Middle Schools: Understanding Register and Genre in Mathematics Literacy
   Codruta F. Temple, Syracuse University
   Kathleen A. Hinchman, Syracuse University
   Kelly Chandler-Olcott, Syracuse University

3. Adolescents and Literacies in the Art Museum
   A. Jonathan Eakle, The University of Georgia

10:15 A.M. - 11:45 A.M. VERSAILLES
OSCAR CAUSEY AWARD PRESENTATION AND ADDRESS

Chair(s): Donald J. Leu, University of Connecticut

I. Oscar Causey Award Presentation for 2005
   David Moore, Arizona State University/West

II. Introduction of the Speaker
   Robert Caffee, University of California, Riverside

III. 2005 Oscar Causey Address
   Victoria Purcell-Gates, University of British Columbia

1:15 P.M. - 2:45 P.M. ALHAMBRA
PAPER SESSION

Writing Ideologies: Re-Inscribing Social Identities
Chair(s): Jerome C. Harste, Indiana University, Bloomington

1. Writing Within/Against the Feminine and Masculine Dualism: Third-grade Students' Gender Performance During a Writing Workshop
   Jeonghee Choi, Alfred University

   Diane D. Anderson, Swarthmore College

3. Construction of Gender in an Asian-American Young Adolescent Girl's Writing
   Tina Tsai, University of Southern California
   Laurie McGillivray, University of Southern California

1:15 P.M. - 2:45 P.M. BALMORAL
PAPER SESSION

Research on Literacy Instruction in Multilingual Classrooms
Chair(s): Youb Kim, Vanderbilt University

1. Teaching Non-Native English Speakers to Read: A Comparative Study of Identity and Agency in Highly and Minimally Successful Teachers of Struggling First-grade Readers
   Cynthia McCallister, New York University

2. Preaching and Teaching the Gospel of Literacy: Forces of (Re)standardization in a “Mainstream” Multilingual Classroom
   Lara J. Handsfield, Illinois State University

3. Instructional Revolution: Implementing Small Group Instruction in Two Secondary ESOL Classrooms
   Mary A. Avalos, University of Miami
   Peggy D. Cuevas, University of Miami

1:15 P.M. - 2:45 P.M. BAYFRONT A
ROUNDTABLE

I. Coaching Struggling First Grade Readers
   Karen A. Reese, Oakland University

II. E-Merging Literacy: Assisting Parents to Scaffold the Emerging Literacy Skills of their Preschool Aged Children Through the Use of Electronic Storybooks
   Peggy Coyne, Center for Applied and Special Technology, CAST
VIII. Making Sense of Visual Data in Literacy Research: Discovering

VII. Literacy, Technology, and the New Literacies in K-8

IV. Tapping the Linguistic Resources of Spanish/English Bilinguals: The Role of Cognates in Science and Science Texts
Marco Bravo, UC Berkeley

V. Sports Literacy Book Club: A Promising Practice for African-American and Caribbean-American Adolescent Readers
Linda L. Wise, Montclair State University

VI. Early Literacy Instructional Beliefs and Practices: A Case Study of A Monolingual Kindergarten Teacher in a Multicultural Setting
Sunita Singh, University of Illinois at Urbana-Champaign
Rosalinda B. Marrero, Texas State University - San Marcos

VII. Literacy, Technology, and the New Literacies in K-8 Classrooms: The Role of the Language Arts Teacher
Julia Kara-Sotiriou, University of Bridgeport
Patricia I. Mulcahy-Ernt, University of Bridgeport

VIII. Making Sense of Visual Data in Literacy Research: Discovering the Variation in Reading Performance Among English Language Learners
Janet C. Richards, University of South Florida

1:15 P.M. - 2:45 P.M. BAYFRONT B AREA 8 - INVITED SYMPOSIUM

Understanding the Variation in Reading Performance Among English Language Learners
Chair(s): Mileidy Gort, University of Connecticut
Discussants: Heriberto Godina, Texas Tech University
Flora Rodriguez-Brown, University of Illinois/Champaign

This presentation combines sociocultural and socioeconomic perspectives on literacy to examine the type of variation that occurs in the English reading performance of elementary-age English language learners from several different language groups. Instructional contexts as well as students’ performance on reading measures and tasks will be discussed.

Understanding the Variation in Reading Performance Among English Language Learners
Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

1:15 P.M. - 2:45 P.M. DUPONT/TUTTLE SYMPOSIUM SESSION

Searching On the Internet: An Exploration of Internet Inquiry Process in Grades 3-9
Chair(s): Elizabeth Fogarty, University of Connecticut
Discussants: Colin Harrison, University of Nottingham

This symposium focuses on studying Internet inquiry processes with students in grades 3-9, with an emphasis on the middle grades. Elements of scaffolded learning environments, the effects of prior content knowledge and topic interest, as well as information space will be discussed. Assessment procedures engaged students in authentic Internet-inquiry tasks.

1. Internet Inquiry: The Role of Prior Knowledge and Topic Interest When Searching for Information with Middle School Students
Laurie A. Henry, University of Connecticut

2. Highlighting the Path: Scaffolding Fifth-graders’ Subject Knowledge During Internet Inquiry
Kathleen Guinee, Harvard Graduate School of Education

3. Knowledge QUEST: A Model for the Internet Inquiry Process
Maya B. Eaglestone, The University of Arizona and Center for Applied and Special Technology, CAST

1:15 P.M. - 2:45 P.M. ESCORIAL PAPER SESSION
Mediating Multiple Literacies
Chair(s): Patricia Alexander, University of Maryland

1. Electronic Literacy and Global English in the Lives of Immigrant Youth in the U.S.
Wan Shun Eva Lam, Northwestern University

2. Title: Struggling Middle School Students’ Multimediating: Countering Institutionally Defined Notions of Incompetence
David O’Brien, University of Minnesota, Twin Cities
Richard Beach, University of Minnesota, Twin Cities
Cassandra Scharber, University of Minnesota, Twin Cities
Brock Dubbels, University of Minnesota, Twin Cities

3. Collaborative Research in Multiliteracies Classrooms: “Se hace camino al andar”
Jill K. McClay, University of Alberta

1:15 P.M. - 2:45 P.M. FLAGLER PAPER SESSION
Literacy Coaching: Knowledge, Tools, and Politics
Chair(s): Sunday Cummins, University of Illinois at Urbana-Champaign

1. The Voices of Literacy Coaches in Wisconsin and Future Licensure Implications
Melissa L. Stinnett, University of Wisconsin-Oshkosh

2. Models of Literacy Coaching and Their Political Implications
Cathy A. Toll, Toll and Associates

3. Mentoring Literacy Coaches: Facilitating the Development of Knowledge, Observation Tools, and Effective Coaching Techniques
Susan K. L’Allier, Northern Illinois University

1:15 P.M. - 2:45 P.M. GUSMAN SYMPOSIUM SESSION
Still Point in the Turning World: Literacy Teaching in the Context of Reform
Chair(s): Susan Florian-Ruane, Michigan State University
Cheryl Rosen, Michigan State University
Discussants: Taffy Raphael, University of Illinois at Chicago

Teachers working in reform contexts are often not recognized as the center of the dance called schooling. Instead, they are viewed as one stakeholder within the dancing process. The studies in this session illuminate the work of urban classroom teachers who are trying to find that still point in the center of their own practice.
1. Experienced Teachers’ Management of Literacy Materials
   Nina Hasty, Michigan State University

2. Beginning Teachers Learn to Teach Writing: Finessing Teaching Context Shapes Evolving Practice
   Laura Pardo, Hope College

3. Teacher Talk: Exploring Collaboration, Power/Empowerment and Resistance Through Various Contexts and Discourses
   Jodene Kersten, Pomona College

4. A Grade 7 Teacher’s Enactment of Literature-based Instruction in an Affluent, Suburban Context
   Kirsten Dara Hill, Michigan State University

5. Response and Discussion
   Taffy Raphael, University of Illinois at Chicago

1:15 P.M. - 2:45 P.M.  
**SYMPOSIUM SESSION**

The Interface of Science and Literacy Learning and Instruction: Examining Text Features and Effects
Chair(s): Discussant(s): Annemarie Palincsar, University of Michigan, Ann Arbor

As science and literacy researchers have collaborated in developing an inquiry- and text-based science and literacy program, numerous questions about the kinds of texts that support science content and literacy processes have arisen. The three studies in this symposium represent responses to the tensions that have arisen in this science and literacy interface.

1. The Impact of Text Genre on Students’ Acquisition of Key Science Concepts
   Gina Cervetti, University of California, Berkeley
   P. David Pearson, University of California, Berkeley
   Marco A. Bravo, University of California, Berkeley

2. Learning of Complex Vocabulary in a Science and Literacy Program
   Elfrieda H. Hiebert, University of California, Berkeley
   Diana J. Arya, University of California, Berkeley
   P. David Pearson, University of California, Berkeley

   Diana J. Arya, University of California, Berkeley
   Elfrieda H. Hiebert, University of California, Berkeley
   P. David Pearson, University of California, Berkeley

1:15 P.M. - 2:45 P.M.  
**PAPER SESSION**

Cultural Beings: Preservice Teachers, Literacies, and Identity Work
Chair(s): Carolyn Colvin, The University of Iowa

   Julie K. Kidd, George Mason University
   Sylvia Y. Sanchez, George Mason University
   Eva K. Thorp, George Mason University

2. “I Don’t Plan on Stirring the Pot:” Pre-service Teachers’ Struggles with ‘Difficult Topics’ in Picture Books
   Joyce M. Bainbridge, University of Alberta
   Rochelle M. Skogen, University of Alberta

3. The Agency of Teacher Education Students in an Anti-Racist Literacy Program
   Melissa Mosley, Washington University in St. Louis
First Graders’ Responses to the Dynamic Indicators of Basic Early Literacy Skills

Chair(s): Kenneth S. Goodman, University of Arizona
Discussant(s): Yetta M. Goodman, University of Arizona

Explores the Nonsense Word portion of the DIBELS using a case study design and indepth analysis of both test and responses of bilingual (Spanish, English) and monolingual (English) first grade subjects. We examine the claims that the test is in fact a scientifically sound assessment and that the scores do in fact represent reading development.

1. Overview and Research Methodology
   Kenneth S. Goodman, University of Arizona
   Yetta M. Goodman, University of Arizona

2. Roles in Data Collection
   Maria Perpetua U. Liwanag, University of Arizona
   Mary Fahrenbruck, University of Arizona
   Yoshitomo Yamashita, University of Arizona

3. Discussion and Implications
   Marge Knox, University of Arizona

Social Contexts of Literacy

Chair(s): Eliane Rubenstein-Avila, University of Arizona

1. What do Parents Think? Middle-Class Chinese Immigrant Parents’ Perspectives on Literacy Learning, Homework, and School-Home Communication
   Guofang Li, University at Buffalo, SUNY

2. Parents’, Teachers’ and Principals’ Perspectives on Roles of Families in Supporting ESL Students’ Literacy Learning
   Shelley Peterson, University of Toronto
   Mary Ladky, University of Toronto

3. Intertextuality and the Social Construction of Meaning
   Joanne McKay, University of Oklahoma

Third Space Discourses

Chair(s): Rebecca Rogers, Washington University in St. Louis

1. Literate Youth Discourses: Negotiating the Third Space of Service-Learning
   Steven M. Hart, University of South Florida

2. Navigating the Third Space: Positioning and being positioned in classroom discourse
   Sandra M. Webb, University of North Carolina - Greensboro

3. Struggling for Intersubjectivity in the Third Space
   Kris D. Gutierrez, University of California Los Angeles
3:00 P.M. - 4:30 P.M.  BAYFRONT A  
ROUND TABLE

I. The Culture-Based Model: Discovering an Intercultural Instructional Design Framework  
   Patricia A. Young, University of Maryland Baltimore County

II. Establishing Relationships With Teachers to Support Their Professional Development: A School District-based Study of Literacy Coaching  
   Sharon Daley, M SD Lawrence Township

III. “The illustrations will tell us what he’s up to”: Teacher Mediation of Picturebooks with Sparse Verbal Texts during Whole-Class Readalouds  
   Maria P. Ghiso, University of Pennsylvania  
   Caroline E. McGuire, University of Pennsylvania  
   Stephanie Guerra, University of Pennsylvania

IV. A Year-long Study of One Supplemental Reading Program and Teacher’s Perceptions from Evaluating the Program  
   Sandra K. Goetze, Oklahoma State University  
   Barbara J. Walker, Oklahoma State University

V. Pre-service Teachers’ Reading Habits: Are Our Future Teachers Readers?  
   Sharon S. McKool, Rider University

VI. Integrating Visual Art and Reading and Writing in a University-Based Reading Tutoring Program  
   Carolyn A. Walker, Ball State University

VII. Young Teens’ Responses to Magazine Advertising  
   Roberta Linder, Northern Illinois University

VIII. Born Too Soon: What Can We Expect? The Nature of Home Literacy Experiences for Children With Very Low Birth Weight  
   Gisele Ragusa, University of Southern California

3:00 P.M. - 4:30 P.M.  BAYFRONT B  
ALTERNATIVE FORMAT

School Improvement Models in Literacy: Supporting Responsible School Change  
Chair(s): Cathy M Roller, International Reading Association  
Discussant(s): Peggy Mueller, Chicago Community Trust  
P. David Pearson, University of California at Berkeley

This alternative session creates a forum for exchanging ideas about school reform efforts conducted by university consortium members dedicated to improving literacy teaching and learning. Following an overview are repeated roundtables. Central issues include developing and sustaining research-based reform efforts in multiple contexts and taking reform efforts 'to scale'.

1. The School Change Framework: A Professional Development Program for REA and Reading First  
   Barbara M. Taylor, University of Minnesota  
   Debra S. Peterson, University of Minnesota  
   Monica M arx, University of Minnesota  
   Michelle Chen, University of Minnesota

2. Standards Network of Hawaii (SNOH)  
   Kathryn H. Au, University of Hawaii

3. Partnership READ : Lasting Change Through Ongoing, School-Based Processes  
   Taffy Raphael, University of Illinois at Chicago

Susan Goldman, University of Illinois at Chicago  
Kathryn Glassell, University of Illinois at Chicago  
Kimberly Gomez, University of Illinois at Chicago  
Eleni Kalserou, University of Illinois at Chicago  
Kathleen C. Mooney, University of Illinois at Chicago  
Nance Wilson, University of Illinois at Chicago  
Catherine Weber, University of Illinois at Chicago  
Kristi M adda, University of Illinois at Chicago  
Sarah Williams, University of Illinois at Chicago  
Hongmei Dong, University of Illinois at Chicago  
Ji Yon Kim, University of Illinois at Chicago  
Sana Ansari, University of Illinois at Chicago

4. The Bridging Project: Literacy Improvement in Grades 3-6  
   Marjorie Y. Lipson, University of Vermont  
   James M osenthal, University of Vermont  
   Ellen Thompson, University of Vermont  
   Sue Biggam, Vermont Reads at UVM  
   Nancy Woods, Vermont Reads at UVM  
   Catherine White, Vermont Reads at UVM

5. Elements of Scaling Up: School-wide Implementation of an Early Intervention Program  
   M. Trika Smith-Burke, New York University

6. Four Blocks Supporting School and Teacher Change Through a Framework for Balanced Literacy  
   Patricia Cunningham, Wake Forest University

3:00 P.M. - 4:30 P.M.  DUPONT/TUTTLE  
ALTERNATIVE FORMAT

High School Literacy Reform: Professional Development for the “Inner Circle” in Teacher Education  

1. Problem Identification and Response  
   Dana L. Grisham, The California State University  
   MaryEllen Vogt, California State University, Long Beach  
   Nancy Bryndson, California State University

2. The Single Subject Reading Task Force  
   Denise Fleming, California State University East Bay

3. Core Principles and Resource Binder  
   Norman Unrau, California State University Los Angeles

4. Professional Development for Reading Faculty  
   Nancy Farnan, San Diego State University

3:00 P.M. - 4:30 P.M.  ESCORIAL  
PAPER SESSION

Digital Discoveries in Literacy Learning  
Chair(s): Kathy Sanford, University of Victoria  

1. Photography as Discovery and Alternative Literacy Assessment  
   Lee E. Freeman, University of Alabama  
   Charlotte L. Pass, University of Alabama

   Cynthia B. Leung, University of South Florida St. Petersburg

November 30 - December 3, 2005  •  55th National Reading Conference
Paige Ware, Southern Methodist University

3:00 P.M. - 4:30 P.M.  FLAGLER
PAPER SESSION

Reading Instruction: Practice and Achievement
Chair(s): Jodi Welsch, Frostburg State University
1. Lasting effects: The Effects of 3 Methods of K Vocabulary Instruction in 1st Grade
Rebecca D. Silverman, Harvard Graduate School of Education
2. Using Enrichment Pedagogy to Increase Reading Fluency and Achievement in Urban Elementary Students
Sally M. Reis, University of Connecticut
Elizabeth Fogarty, University of Connecticut
3. Primary Grade Teachers’ Small Group Reading Instructional Practices
Timothy G. Morrison, Brigham Young University
Brenda Sabey, Brigham Young University

3:00 P.M. - 4:30 P.M.  GUSMAN
SYMPOSIUM SESSION

Social Constructions in New Literacy Environments
Chair(s) & Discussant(s): Charles K. Kinzer, Teachers College, Columbia University

With the rise of the concept of “new literacies,” literacy is increasingly acknowledged as including participation in broadly defined communities of practice. Concurrently, literacy has become influenced by new technologies, which incorporate their own social practices. The symposium examines the social literacies surrounding one of these electronic environments: video games.

1. Digital Literacies and Massively Multiplayer Online Games
Constance A. Steinkuehler, University of Wisconsin-Madison
2. Agency and Authority: Social Practices in Interactive Storytelling
Jessica Hammer, Teachers College, Columbia University
3. Playing the Digital Divide: Video-game-related literacy practices and SES
Gillian Andrews, Teachers College, Columbia University

3:00 P.M. - 4:30 P.M.  MICHAELANGELO
PAPER SESSION

Evaluating Professional Development in Multiple Contexts
Chair(s): Katherine A. D. Stahl, University of Illinois at Urbana-Champaign

1. Balancing the Evidence: Measuring the Effects of an Induction/Mentoring Academy
Catherine K. Zeek, Lasell College
Carole Walker, Texas A&M University - Commerce
2. Evaluation of Reading Excellence: Teacher Professional Development and Child Achievement
Diane E. Kern, Rhode Island College
Diane M. Horm, University of Rhode Island
3. Interpreting Outcome Data of Professional Development School Collaboration: The Importance and Impact of Context
Adriana Medina, University of Miami
William Blanton, University of Miami
Anne Hocutt, University of Miami
Jeanne Schumm, University of Miami

3:00 P.M. - 4:30 P.M.  RAPHAEL
PAPER SESSION

Orientation to Literary Response: Attitudes and Processes
Chair(s): Gail Pritchard, University of Alabama

1. Enhancing Young Children’s Response to Literature in the Computer Center
Linda D. Labbo, University of Georgia
III. Critical Literacies through the Arts: Intersections between

2. Orientations to Literary Response: Attitudes and Processes
   Sarah W. Beck, New York University

3. When Teachers Need Information on Enhancing Students' Content Area Literacy, Which Journals Would Provide It?
   Janine Kaste Bixler, College of Staten Island, CUNY

3:00 P.M. - 4:30 P.M.  SANDRINGHAM  PAPER SESSION

Children Responding to Literature
Chair(s): Jonda C. McNair, Clemson University

1. Nonlinear Narratives in Contemporary Picture Books
   Sylvia J. Pantaleo, University of Victoria
   Heather Sandquist, University of Victoria

2. A Closer Look at Preschool Children's Poetry Preferences
   Diane Jackson Schnoor, University of Virginia

3. Outside, Inside, and All Around the Story: Struggling First-Grade Readers Construct Literary Understanding through Dramatic Response to Literature
   Donna Adomat, University of Pennsylvania

3:00 P.M. - 4:30 P.M.  SEVILLA  PROGRAM CHAIR INVITED SYMPOSIUM SESSION

Latina Scholars Working Within and Across Paradigms in Biliteracy and Bilingual Education
Chair(s): Victoria Purcell-Gates, University of British Columbia

This symposium presents the work of three Latina scholars examining Spanish-speaking English Language Learners' literacy development from different theoretical perspectives: cognitive, sociocultural, and critical approaches. Their research agenda illustrates the potential for establishing a dialogue within and across paradigms to contribute to a richer understanding of ELLs' literacy learning and development.

1. Understanding the Role of First Language Transfer on the English Development of Spanish Speaking Children
   Maria Carlo, University of Miami

II. Bilingual Children's Interpretations of Texts in Two Languages: A Vygotskian Perspective
   Carmen M. Martinez-Roldan, Arizona State University

III. Critical Literacies through the Arts: Intersections between Identities, Social Imaginations and Language
   Carmen Medina, University of British Columbia

3:00 P.M. - 4:30 P.M.  THEATER  SYMPOSIUM SESSION

Enhancing the Oral Language and Literacy of Preschool Children: Findings from Two Professional Development Grants
Chair(s): Barbara A. Bradley, University of Kansas
Discussant(s): Lesley Morrow, Rutgers University

This symposium presents findings of two federally funded early childhood professional development grants. While both programs supported teachers in creating literacy-rich classrooms, one program emphasized language and the other preliteracy skills. This symposium contributes to our understanding of preschoolers’ language and literacy abilities and teachers’ perception of professional development.

1. The Effects of a Professional Development Program on the Language Development of Preschool Children
   Diane C. Nielsen, University of Kansas
   Shelly McNerney, University of Kansas
   Phyllis L. Clay, Youth Policy Research, Inc.

2. Teachers' Perceptions of the PreK-TL Professional Development Program
   Shelly McNerney, University of Kansas
   Diane C. Nielsen, University of Kansas
   Marylynn Hamilton, University of Kansas

3. PAVEd for Success: Changes in Children's Preliteracy Knowledge and Subsequent Impact on the Development of Early Decoding Skills
   Paula J. Schwanenflugel, The University of Georgia
   Claire E. Hamilton, University of Massachusetts
   Stacey Neuharth-Pritchett, The University of Georgia
   M. Adelaida Restrepo, Arizona State University

4. PAVEd for Success: Changes in Teachers' Knowledge and Practice
   Stacey Neuharth-Pritchett, The University of Georgia
   Claire E. Hamilton, University of Massachusetts
   Janneke Counts, The University of Georgia
   Hillary Ruston, The University of Georgia

5. Teachers' Perceptions of PAVEd for Success
   Barbara A. Bradley, University of Kansas
   Stacey Neuharth-Pritchett, The University of Georgia
   Hillary Ruston, The University of Georgia
   Janneke Counts, The University of Georgia

3:00 P.M. - 4:30 P.M.  TRADE ROOM  SYMPOSIUM SESSION

Researching and Writing Historical Biography: The Search for Relevant Research on Early Reading Pioneers
Chair(s): Susan Israel, University of Dayton
   Dixie Masey, Pacific Lutheran University
Discussant(s): Edward Fry, Rutgers University

In this symposium, the researchers provide an overview for participants including descriptions of the process of historical research in reading and overviews of selected reading pioneers. Participants will be given opportunities to understand the process of historical research and reading pioneers in more detail through poster presentations. Presenters will address common questions and themes through a panel discussion.

1. Historical Research in Reading
   Susan Israel, University of Dayton
   E. Jennifer Monaghan, The University of Colorado
   Joseph Zimmer, St. Bonaventure University
   Douglass Kaufman, University of Connecticut
   Dixie Masey, Pacific Lutheran University

2. Poster Presentations: Selected Reading Pioneers
   Arlette Ingram Willis, University of Illinois at Urbana-Champaign
   Lou Ann Sears, University of Pittsburgh at Greensburg
   Richard Meyer, University of New Mexico
   Jolene Reed, Rio Rancho Public Schools
   Jiening Ruan, University of Oklahoma
The Simple View of Reading postulates that reading comprehension can be predicted by decoding and listening comprehension and it has been highly influential in the field of reading research. This session presents evidence culled from a wide-ranging review of relevant literature suggesting that the simple view is too simple.

1. Overview of the Simple View of Reading

2. Processes Involved in Reading Comprehension That Do Not Have Parallels in Listening Comprehension
   Shenglan Zhang, Michigan State University

3. Other Constructs That May Directly Predict Reading Comprehension
   Juliet Halladay, Michigan State University
   Lauren Fingeret, Michigan State University

4. Cases That are Unexplained by the Simple View
   Debbie Golos, University of Colorado at Boulder
   Nell K. Duke, Michigan State University

5. Instructional Implications of the Simple View
   Julia M. Reynolds, Michigan State University

3:00 P.M. - 4:30 P.M. WINDSOR
PAPER SESSION
In the Field: Research on Preservice Teachers Beyond the University Classroom
Chair(s): Alfred W. Tatum, Northern Illinois University

1. Preservice Teachers' Decision Making While Tutoring Primary Grade Children
   Beverly Bruneau-Timmons, Kent State University
   Denise N. Morgan, Kent State University
   Maria Shaheen, Kent State University

2. Describing the Influence of Cooperating Teachers on the Reading Instruction of Student Teachers
   Doug Hammant, Texas Tech University
   Kathryn Button, Texas Tech University
   Arturo Olivarres, Texas Tech University
   Melline Lesley, Texas Tech University
   Yoke-Meng Chan, Texas Tech University

3:00 P.M. - 4:30 P.M. TRIANON
ALTERNATIVE FORMAT
The Simple View of Reading is Probably Too Simple
Chair(s): Nell K. Duke, Michigan State University
Discussant(s): Michael Pressley, Michigan State University
Katherine R. Hilden, Michigan State University
Debbie Golos, University of Colorado at Boulder
Juliet Halladay, Michigan State University
Shenglan Zhang, Michigan State University
Lauren Fingeret, Michigan State University
Yonghan Park, Michigan State University
Julia M. Reynolds, Michigan State University

3:00 P.M. - 4:30 P.M. VERSAILLES
PLENARY SESSION
Literacies Across Cultural Contexts: Implications for Pedagogy and Curriculum
Chair: Erik Jacobson, American Institutes for Research

I. Announcements
   Victoria Purcell-Gates, University of British Columbia

II. Early Career Award Presentation
   Colin Harrison, University of Nottingham

III. Introduction of Speaker
   Erik Jacobson, American Institutes for Research

IV. Plenary Address
   Brian Street, Kings College, London

Thursday • December 1, 2005
I. Promises and Perils of Integrating Technology for Literacy

Chair(s): Shelly Xu, California State University at Long Beach

1. The Development of Writing through Computer-Mediated Collaboration: A View from the Schools
   Marion H. Fey, SUNY Geneseo

2. “I’m not sure how (media literacy education) fits with my program:” The Perils of Adding a Required Media Literacy Course to a Reading Masters Program
   Debby Deal, Loyola College in Maryland
   Stephanie Flores-Koulish, Loyola College in Maryland

3. From Compost to Computers: Promoting Thoughtful Literacy with Web-Based Inquiry Learning
   Chinwe H. Ikpeze, University at Buffalo

II. Reading Power: Redirecting the Normalizing Gaze

Chair(s) & Discussant(s): JoBeth Allen, University of Georgia

We examine how educators redirect the “normalizing gaze” through questions, dialogue, reading, and writing about social and educational forces of normalization in schools positioning readers as “disabled,” society positioning literature about gay and lesbian families as unacceptable, and society positioning war as acceptable. Participants create dialogue poems redirecting the gaze.

1. Living under the Gaze: Power and the Learning Disabled Label
   Teri Holbrook, University of Georgia

2. “It Comes From Both Sides”: Religion, Homosexuality, and Power in Teacher Education
   Jill Hermann-Wilmarth, Western Michigan University

3. “Come, Peace, Come”: Exploring Issues Related to War with Young Children
   Terry Burns, Gwinnett County Public Schools

III. A Comparison of Students’ Use of Surveying, Predicting, and Setting Purposes for Reading as a Reading Comprehension Strategy in Linear Text and Hypertext

Chair(s): JoBeth Allen, University of Georgia

IV. Metaphors of Literacy

Chair(s): Donita J. Massengill, University of Kansas

V. Situated Vocabulary Teaching and Learning: Preserve Teachers, Third Graders, and Word Consciousness

Chair(s): Nancy L. Williams, University of South Florida

Discussant(s): Kim Shea, University of South Florida
   Deborah A. Kozdras, University of South Florida

VI. Guided Action Research Projects Enhance Induction-Year Teachers’ Content Literacy Instruction in the Secondary Classroom

Chair(s): Laveria Hutchison, University of Houston

Discussant(s): Emma Schorzman, University of Houston

VII. A Tale of Two Pedagogies: High-stakes Versus Critical, Biliterate Education

Chair(s): Jessica M. Mejia, University of Texas

Discussant(s): Julia M. Reynolds, Michigan State University

VIII. Preservice Secondary Teachers’ Conceptions of Adolescents, Teaching for Understanding, and Literacy within Content Areas

Chair(s): Stephanie Flores-Koulish, Loyola College in Maryland

Discussant(s): Terry Burns, Gwinnett County Public Schools

IX. Urban Dean’s Network: A Study to Improve Preparation of Teachers of Reading in Urban Settings A Project of the International Reading Association

Chair(s): Heather Casey, Rutgers University

Discussant(s): Lesley M. Morrow, Rutgers University

Discussant(s): Louise C. Wilkinson, Syracuse University

Preparing beginning teachers in the United States to teach reading well must be a top priority (Hoffman, Edwards, O’Neal, Barnes, & Paulissen, Hoffman & Pearson). Some beginning teachers have extensive preparation; others have just a few courses. Better prepared teachers who are competent to teach reading are essential if national and state goals for closing the reading achievement gap are to be realized (IRA Position Statement, 2003). In this alternative format presentation, the chair of the session will describe the purpose of the Urban Dean’s Network, the work of the group in the past and the design of the session. The goal of the Urban Dean’s Network, a task force of the International Reading Association, is studying how to improve the preparation of teachers of reading in urban settings.

Chair(s): Lesley M. Morrow, Rutgers University

Discussant(s): Victoria Chou, University of Illinois
   Linda Gambrell, Clemson University
   Lionel M. Meno, San Diego State University
   Louise C. Wilkinson, Syracuse University
   Karen Wixon, University of Michigan

X. Mentoring in the Political and Cultural World of Academia: An Exploration of the Experiences of Literacy Educators

Chair(s): Joyce E. Many, Georgia State University

Discussant(s): Gertrude Tinker Sachs, Georgia State University
   Ewa M. Gral, Georgia State University
   Yan Wang, Georgia State University
   Mona M. Matthews, Georgia State University

This session will begin with presentation of themes which have emerged in a yearlong study of mentoring in lives of literacy researchers-teacher educators. These themes will then be used to stimulate participants’ reflection and analysis of the mentoring they have encountered in their careers.
1. The Research Inquiry: An Overview
   Joyce E. Many, Georgia State University

2. Mentoring in the World of Academia: Reflections from Literacy Educators
   Dana L. Fox, Georgia State University

3. Mentoring Conversations Continued: Small Group Discussions
   Mark Cobb, Georgia State University
   Dania Fox, Georgia State University
   Mona M. Matthews, Georgia State University
   Ewa M. Grzyl, Georgia State University
   Donna L. Taylor, Georgia State University
   Gertrude Tinker Sachs, Georgia State University
   Faith H. Wallace, Kenneaw State University
   Yan Wang, Georgia State University

4. Breadth and Depth of Mentoring Experiences: Reflections on Intercultural Perspectives
   Gertrude Tinker Sachs, Georgia State University
   Ewa M. Grzyl, Georgia State University
   Yan Wang, Georgia State University

5. Juxtaposing Our Experiences: Analysis of Mentoring Across Our Careers
   Mona M. Matthews, Georgia State University

8:30 A.M. - 10:00 A.M. ESCORIAL ALTERNATIVE FORMAT

Vocabulary Bookmark Technique: Examining Primary Students’ Word Choices in Second and Third Grade

Chair(s) & Discussant(s): Mary Ellen Vogt, Professor Emerita, California State University, Long Beach
Presenter & Leader: Maureen McKelvin, East Stroudsburg University of Pennsylvania

In this alternative session, a review of the current research on vocabulary instruction will be followed by the presentation of the results of a new primary grade vocabulary study. In addition, participants will examine primary-level student artifacts, actively engage in Vocabulary Bookmark Technique with primary level texts, and discuss their bookmarks in small group settings.

1. Review of Current Research on Vocabulary Instruction
2. Vocabulary Bookmark Technique: The Primary Study
3. Examining Primary Students’ Artifacts
4. Demonstration of and Participation in Vocabulary Bookmark Technique

8:30 A.M. - 10:00 A.M. FLAGLER PAPER SESSION

Teaching and Learning Literacy in Language-Diverse Settings

Chair(s): Mileidis Gort, University of Connecticut

1. Creating Access to Learning Opportunities for Culturally and Linguistically Diverse Students Across Three Reading Response Activities
   Sandra M. Webb, University of North Carolina- Greensboro

2. Patterns of Classroom Talk, Vocabulary, Articulation and Reading Acquisition in Two Language Groups of Second Grade English Learners
   Theresa Roberts, California State University, Sacramento

3. Everyday and Disciplinary Discourses: Bilingual Third Graders’ Language and Literacy Practices in Science and Social Studies
   Kathryn McIntosh Ciechanowski, University of Michigan

8:30 A.M. - 10:00 A.M. MICHAELANGELO SYMPOSIUM SESSION

Coaching As Site-Based Professional Development

Chair(s): Richard Allington, University of Tennessee
Discussant(s): Anne McGill-Franzen, University of Tennessee

Many reading initiatives have called for a stronger focus on professional development. More states are incorporating reading coaches as the core of their reading professional development. The research reported in this symposium is intended to provide information that will be useful in the design and implementation of literacy coaching programs.

1. Relationship of Teacher Change to Frequency of Teacher Interaction with a Reading Coach
   Evan LeFsky, Florida Department of Education

2. The Importance of Negotiated Discourse in Literacy Coaching
   Rhonda Nowak, Loyola University
SYMPOSIUM SESSION

8:30 A.M. - 10:00 A.M. SANDRINGHAM SESSION

Writing to Enhance Comprehension in Low-Performing Urban Elementary Schools

Chair(s): James L. Collins, University at Buffalo
Discussant(s): Mary McVee, University at Buffalo

This symposium reports the design and initial results of a three-year project testing the effectiveness of using writing during reading to enhance comprehension. The purpose of the session is to describe the theoretical background for the study, pilot implementation of the intervention, and the assessment design and initial outcomes.

1. Bringing Together Reading and Writing for the Purpose of Improving Reading Comprehension
   James L. Collins, University at Buffalo

2. The Development of Interactive Thinksheets to Bring Reading and Writing Together
   Timothy Madigan, University at Buffalo

3. Assessing the Effectiveness of the Writing Intensive Reading Comprehension Intervention
   Jaekyung Lee, University at Buffalo

8:30 A.M. - 10:00 A.M. SEVILLA SESSION

Blogging the World: Analyzing Online Literacy Practices Using Multiple Modes and a Variety of Spaces

Chair(s): Discussant(s): Michele Knobel, Montclair State University

Blogs are a type of website that are comprised of posts – often highly multimodal, combining dense textual messages with hyperlinks, images, and sound, and displayed in reverse chronological order – and a comment function that affords online readers the opportunity to discuss the content of the blogs. A significant number of students are using blogs, and for the most part, they are being used outside of school. A growing body of research on blogging is beginning to shed light on blog-related literacy practices, particularly around motivation and identity. The literacy practices drawn upon by blogging, as well as the multiple spaces in which blogs are created and consumed, are the focus of this symposium.

   Achiyra Rezak, University of Georgia
   Donna Alvermann, University of Georgia

2. Blogging Within the System: Examining Undergraduates’ Literacy Practices in School-sanctioned Blogging
   Sarah Lohnes, Teachers College, Columbia University

3. Multiple Modes, One Life: A Semiotic Analysis of a Blog and Its Blogger
   Dania Cammack, Teachers College, Columbia University

8:30 A.M. - 10:00 A.M. THEATER SESSION

Literacy Coaches: Proliferation, Problems, and Promise

Chair(s): Sharon Walpole, University of Delaware
Discussant(s): Cathy Roller, International Reading Association

The role of Literacy Coaches in school-change efforts is growing. Surveys of Reading First directors document the importance of LCs, but review of the literature indicates research is scant. Regardless, LCs are defining their own roles. The research community has a responsibility to examine and support these efforts.

1. Literacy Coaches: What Research Says and Does Not Say
   Sebastian Wren, Southwest Educational Development Laboratory

2. Defining Their Roles: Literacy Coaches Perspectives
   Katherine Blaney, University of Delaware
   Sharon Walpole, University of Delaware

3. Taking a Stand: Who is Responsible?
   Michael C. McKenna, University of Virginia
   Sharon Walpole, University of Delaware
   Kenneth M. Proctor, Georgia Department of Education

8:30 A.M. - 10:00 A.M. TRADE ROOM SESSION

Research Methodology Series: Researchers Think-Aloud About Designs

Chair: Tina Carpenter, Southern Illinois University

1. Experimental Studies
   Joanna Williams, Teachers College, Columbia State University
   Neil K. Duke, Michigan State University
   James Schreiber, Michigan State University

8:30 A.M. - 10:00 A.M. TRIANON SESSION

Building Sociocritical Literacies in Times of Persistent Inequality

Chair(s): Kris D. Gutierrez, University of California Los Angeles
Discussant(s): Allan Luke, National Institute of Education, Singapore

1. The Demography of Inequality: Historical Trajectories and New Beginnings
   Nathalia Jaramillo, University of California Los Angeles
   Anne-Marie Nunez, University of California Los Angeles
   Paola Moreales, University of California Los Angeles

2. Autobiography as Mediating Tool for Social Transformation
   Octavio Estrella, University of California Los Angeles
   Devon J. Hunter, University of California Los Angeles
   Shirin Vossoughi, University of California Los Angeles
   Althea Nixon, University of California Los Angeles
3. Migrant Youth and the Development of Sociocritical Literacies: Rethinking Critical Pedagogy  
Miguel Zavala, University of California Los Angeles

4. Teatro del Oprimido: Using Public Problem Solving as new tool for literacy development  
Kris D. Gutierrez, University of California Los Angeles

8:30 A.M. - 10:00 A.M. WINDSOR  
PAPER SESSION

Popular Culture and Critical Literacies  
Chair(s): M. Itzi Lewison, Indiana University, Bloomington

1. Analyzing Children's Social Positioning and Struggles for Recognition in a Classroom Literacy Event  
Jessica C. Zacher, California State University, Long Beach

David B. Yaden, Jr., University of Arizona

3. The Critical Literacies and Identities of African American Youth  
Iris Taylor, Teachers College, Columbia University

10:15 A.M. - 11:45 A.M. ALHAMBRA  
PAPER SESSION

Gender, Identity, and Multiliteracies  
Chair(s): Lee Gunderson, University of British Columbia

1. "Guys Like Us": Explorations of Identity, Agency, and Culturally Informed Practice In an All-Boys Book Club  
William G. Brozo, George Mason University

2. Negotiating the Real in Fantasy: Girls' Performance Discourse Styles in a Community Theater Workshop  
Stephanie L. Hodde, University of Illinois at Chicago

3. Addressing the Retention of Latina Students in Alternate, Community-Based English Language Learner Programs through Critical, Feminist, and Ethno-Feminist Theory  
Charmeaine Lowe, Vanderbilt University

10:15 A.M. - 11:45 A.M. BALLYMORAL  
SYMPOSIUM SESSION

Complex Analyses of Evidence-Based Research: Internalization and Transfer of Comprehension Processes  
Chair(s): Cathy Collins Block, Texas Christian University  
Discussant(s): Michael Presley, Michigan State University

Symposium extends 2004 preliminary report, providing additional in-depth qualitative analyses that reveal new layers of understanding and broad qualitative analyses that demonstrate impacts of strategies on teachers and students. Principal investigators explain effects of enriched instructional models that significantly increase students' comprehension, use of informational text, and motivation to read.

1. Internalization and Transfer of Comprehension Processes: Integrated Strategies Using the GO-Chart: Impact on Instruction, Learning, and Motivation  
Cathy Collins Block, Texas Christian University

2. Internalization and Transfer of Comprehension Processes: Integrated Strategies Using the GO-Chart: Impact on Instruction, Learning, and Motivation  
Carrie Cummins, Louisiana Tech University

11:15 A.M. - 12:15 P.M. DUPONT/TUTTLE  
ATTN. SESSION

Online Access to Literacy Scholarship: ERIC and Beyond  
Chair(s) & Discussant(s): David Reinking, Clemson University

This alternative session addresses the past, current, and future access of literacy scholarship online, specifically the following: (a) the role of ERIC, (b) the role of online search engines, (c) access through research libraries and (d) models for creating an online database of literacy research in collaboration with professionals organizations including NRC, NCTE, IRA, and RRCNA. In the first half of the session, panel members will
summarize and discuss the findings of an NRC ad hoc committee charged to investigate these issues and to make recommendations. In the second half, members of the audience will be invited to share their experiences and views related to online access and to comment on the committee's preliminary findings and recommendations. This session will allow the committee to gain input from members of the literacy research community and to refine its findings and recommendations accordingly.

Chair(s): Alfred W. Tatum, Northern Illinois University

Lidong Li,
Salhi Adnan,


Maria Fey, State University of New York at Geneseo

Facilitating Professional Development Through Multiple Means

Chair(s): Judy A. Abbott, West Virginia University

1. Online Collaboration: Group Dynamics and Interactions in a Computer-Mediated Teacher Education Research Seminar
   Chinwe H. Ikpeze, University at Buffalo

2. Teacher Initiated Staff Development on Developmental Spelling Instruction
   Donita J. Masengill, University of Kansas
   Julie L. Grecian, Pleasant Ridge Elementary School

3. Meeting the demands of “Reading First”: “The Reading Cadre” as a Professional Development Model
   Judy A. Abbott, West Virginia University
   Cathy Thompson, West Virginia Department of Education
   Beverly Kingery, West Virginia Department of Education

Doing Single-Case Experimental Research in Literacy

Chair(s) & Discussant(s): Adnan Salhi, M arygrove College

This session will detail steps and ways of doing single case experimental research in the field of literacy. This session is beneficial for experienced as well as the novice researchers.

1. History and Aim of Single-Case Experimental Research
   Lisa M Idcalf, Oakland University

2. Measures of the Study and Analyzing the Data
   Sahli Adnan, M arygrove College
   Lidong Li, Oakland University
   Linda House, Indiana University

3. Measures of the Study and Analyzing the Data
   Sahli Adnan, M arygrove College
   Lidong Li, Oakland University

Power and Identity in New Language/Literacy Acquisition

Chair(s): Beverly Cox, Purdue University

Discusant(s): Charles A. Elster, Sonoma State University

This symposium explores social and cultural identity issues in relation to English Language Learners’ (ELL) oral and written interactions in academic and non-academic social settings. Students’ identity construction is linked to the issues of power, new language acquisition, and heritage language maintenance.

1. A Critical Discourse Analysis of Classroom Interactions: Gender, Ethnicity, and Power in an ELL Class
   Xiaoning Chen, Purdue University

2. Oral Language Use and Social/Cultural Identity Construction: A Case Study of a Young Trilingual ELL Student
   Olha Tsarykovskaya, Purdue University

3. What Hinders Language Learning?: Diary of a Japanese Exchange Student
   Reiko Habuto Ileje, Purdue University
3. The Relationship Between Retellings, Text Characteristics, and Children's Readings of Texts with Contrasting Structures

The purpose of this symposium is to report an in-depth analysis of the impact of text characteristics (i.e., linguistic features, plot structures, illustrations, etc.) on second graders' readings and retellings of children's literature texts with contrasting story structures. The relationship between children's readings, retellings, and text characteristics will be examined.

1. The Contrasting Characteristics of Texts
Lijun Jin, Towson University

2. Text Characteristics, Miscue Patterns, and Retellings
Poonam Arya, Wayne State University
Pat Wilson, University of South Florida, Sarasota
Priscia M. artsen, Towson University

3. The Relationship Between Retellings, Text Characteristics, and Children's Readings of Texts with Contrasting Structures
Priscia M. artsen, Towson University
4. Show and Tell: The Effect of Modeling Instruction on the Potency of Pre-service Reading Instruction
Teri B. Prim, Troy University
Bruce Murray, Auburn University
Judith F. Dye, Troy University
Edna Brabham, Auburn University

NOON – 1:00 P.M.  THEATER
PROGRAM CHAIR INVITED SESSION
Federal Funding Opportunities Through IES
Chair: Victoria Purcell-Gates, University of British Columbia
Information regarding opportunities and procedures, tips for proposal writing, and more is provided in this session, featuring Institute of Educational Sciences officer, Elizabeth Albro. NRCs who have successfully applied for funding through IES will also present to provide insights and to answer questions from audience members interested in applying for research funding from the U.S. Department of Education.

I. Funding Opportunities for Reading Research and Evaluation at IES
Elizabeth R. Albro, National Center for Education Research, Institute of Education Sciences, U.S. Department of Education

II. Q & A Panel of NRC Recipients of IES Funding
Georgia Garcia, University of Illinois at Urbana-Champaign
Donald J. Leu, University of Connecticut
Joanna Williams, Teachers College, Columbia University

1:15 P.M. – 2:45 P.M.  ALHAMBRA
PAPER SESSION
Literacy in Communicative Contexts
Chair(s): Carol Lloyd, University of Omaha

1. Building Strength Together: Women Learning in Different Adult Education Contexts
Christopher Worthman, DePaul University

2. Parent Involvement in Children's English Language Learning
Trinidad J. Lewis, California State University, Long Beach

3. A Critical Discourse Analysis of Teachers' Talk about Literacy, Work, and Play
Karen E. Wohlwend, The University of Iowa

1:15 P.M. – 2:45 P.M.  BALMORAL
PAPER SESSION
Situated Literacies
Chair(s): Dana Cammack, Teachers College, Columbia University

1. Integrative Review of Research on Reading in Kenyan Primary Schools
Helena N. Inyega, University of Georgia
Michelle Commeyras, University of Georgia

2. Risk, literacy, and youth development in work-oriented learning
Marta Albert, University at Albany-SUNY

3. Teachers' exploration of cultural practices and situated literacies: Creating rich spaces in the context of international learning experiences
Maria Luiza Dantas, University of San Diego

1:15 P.M. – 2:45 P.M.  BAYFRONT A
ROUND TABLE

I. World War II and Beyond: How middle school students use inquiry as a tool for developing critical literacy skills
Carol J. Delaney, Southern Illinois University

II. Exploring teacher explicitness: How to scaffold urban 5th grade students in an integrated, technology-infused science-literacy unit on simple machine
Christine C. Pappas, University of Illinois at Chicago
Louanne I. Smolin, University of Illinois at Chicago
Katrina Pavlik, University of Illinois at Chicago

III. The effects of first and second language instruction in South African schools
Misty Sailors, University of Texas at San Antonio
P. David Pearson, University of California at Berkeley

IV. Belief development in pre-service teachers learning to teach writing
Karen S. Kelley, University of South Florida

V. Engaged literacies: A model for examining teachers' assignments and students' work in secondary English/language arts classrooms
Kendra Sserson, University of San Diego
Carmen M. Manning, University of Wisconsin
David Jolliffe, DePaul University
Annie Knepler, University of Illinois

VI. Preservice secondary teachers' conceptions of adolescents, teaching for understanding, and literacy within content areas
Julia Reynolds, Michigan State University

1:15 P.M. – 2:45 P.M.  BAYFRONT B
ALTERNATIVE FORMAT
Finding Ways to Make Knowledge Critical and Transformative: Organic Intellectuals
Chair(s): Peter Johnston
Public education has been under review for 35 years. Federal task forces and panels have studied our schools, students, programs and scores. We are being held to national standards and those who don't make the 'grade' are 'left behind.' The purpose of this session is to reconsider our roles as Gramsci's 'organic intellectuals' - those actively involved in struggles of change.

1. Education matters: Teacher education and the struggle against nihilism
David Gabbard, East Carolina University

2. Using social software and collaborative inquiry to help interns walk with public intellectuals
Todd Finley, East Carolina University
3. Moving Beyond AR: Fostering Change Within A Rural School District
   Terry Atkinson, East Carolina University

   Paula Costello, East Carolina University

1:15 P.M. – 2:45 P.M. DUPONT/TUTTLE
ALTERNATIVE FORMAT

Articulating a Theory of Critical Literacy Instruction

Chair(s): Mitzi Lewison, Indiana University, Bloomington
Discussant(s): Jerome C. Harste, Indiana University, Bloomington

The purpose of this session is to present an interactional model of critical literacy instruction. Participants will try out the efficacy of the model by using it as a tool to identify the personal and cultural resources, the critical social practices, and the critical stances taken on by teacher researchers and their students.

1. Using Personal and Cultural Resources as an Entrance into Critical Literacy
   Chris Leland, Indiana University, Indianapolis

2. Using Critical Social Practices to Enact a Critical Literacy Curriculum
   Mitzi Lewison, Indiana University, Bloomington

3. Critical Stance as the Foundation of Critical Literacy Instruction
   Jerome C. Harste, Indiana University, Bloomington

4. Morning Meeting: Contradictions and Possibilities
   Lee Heffernan, Childs Elementary and Indiana University

5. Providing Spaces in the Margins for Children of Migrant Workers
   Gerald Campano, Indiana University, Bloomington

1:15 P.M. – 2:45 P.M. ESCORIAL
PAPER SESSION

Making Sense of Literacy Teaching: Teachers’ Responses to Political, Cultural, and Contextual Factors

Chair(s): Robert Jimenez, Vanderbilt University

1. Pleasure in Teaching: Carving Out Livable Spaces Through Narrative
   Renita R. Schmidt, Furman University

2. Natalie: A Case Study of a Literacy Teacher Who Quit
   C. Stephen White, George Mason University
   Debby Deall, Loyola College in Maryland

3. Early Literacy Instruction in Mexico: Finding Congruence Between Theory and Practice
   Diane Sharen Taboada, Berkely Unified School District
   Jill Kerper Morris, San Diego State University
   Sofia Vernon, Universidad Autonoma de Queretaro

1:15 P.M. – 2:45 P.M. FLAGLER
SYMPOSIUM SESSION

Negotiation, Reproduction, and Transformation Across Literacy Landscapes: Case Studies of Home/Community and School Transactions in Practices of Literacy

Chair(s): Kristen H. Perry, Michigan State University

Most research concerning literacy as social practice has taken place outside of formal schooling contexts. This symposium therefore presents four case studies that illustrate the meaningful ways in which participants negotiate, reproduce and/or transform the literacy practices that are available to them across home/community and school landscapes.

1. Navigating Academic Literacy: Perspectives from Students within a 9th Grade English Classroom
   J. David Gallagher, Michigan State University

   Kristen H. Perry, Michigan State University

3. Family Literacy Practices of Two Muslim Families in Malaysia: Language Patterns and the Three-Magnet Problem
   Maimunah Othman, University of Nottingham
   Colin Harrison, University of Nottingham

1:15 P.M. – 2:45 P.M. GUSMAN
SYMPOSIUM SESSION

Understanding Online Literacy Transactions: Studies of Reader Stance, Note-Taking, and Navigation

Chair(s): Lidong Li, Oakland University

The session presents four research papers that focus on different aspects of recent studies in efferent/esthetic reading and online transaction. Reports consist of theoretical and practical perspectives in the areas of transactional theory, hypertext reading, and online literacy, with discussion on limitations and implications of the studies.

1. The Aesthetic-Efferent Continuum in Hypertext Literacy
   Lizabeth A. Guzniczak, Oakland University

2. Understanding Reader Stance through Note-Taking during Online Reading
   Lidong Li, Oakland University

3. Visualizing Online Reading Transactions
   John E. McEneaney, Oakland University

   Kristine Allen, Oakland University

1:15 P.M. – 2:45 P.M. HIB/STAR/PALM
SYMPOSIUM SESSION

A Model for the Organization and Delivery of a Distance Education Literacy Master’s Program

Chair(s) & Discussant(s): Donald R. Bear, University of Nevada, Reno

Four papers describe the organization of a distance education master’s program that served 130 teachers in 24 schools at 12 sites. The papers highlight the activities in several courses, study the qualities of the interactions online, and examine how students shared their work in projects and culminating experiences.
1. The Development and Organization of a Distance Education Master's Program
   Donald R. Bear, University of Nevada, Reno
   Gay Nueberger, University of Nevada, Reno
   James L. Middlebrooks, University of Nevada, Reno
   Reed Scull, University of Nevada, Reno

2. The Impact of a Distance Education Teacher/Researcher Methods Course on the Perceptions and Classrooms Practices of Literacy Teachers
   Bob Ives, University of Nevada, Reno
   Cynthia Brock, University of Nevada, Reno

3. Reading Clinics through Distance Education: How Master's Students Put Their Learning into Practice in Mentored Tutoring Contexts
   Lori Helman, University of Minnesota
   Donald R. Bear, University of Nevada, Reno
   Karen Carpenter, University of Nevada, Reno
   Carol Godwin, University of Nevada, Reno
   Sarah Negrete, University of Nevada, Reno
   Darri Venner, University of Nevada, Reno

4. Sharing Our Learning: Developing Online Interactions and Bringing Research and Practice together through a Culminating Project
   Shane Templeton, University of Nevada, Reno
   Mike Patch, University of Nevada, Reno
   Judith Wilson, University of Nevada, Reno
   David L. Smith, University of Nevada, Reno
   Regena E. Smith, University of Nevada, Reno
   Connie Poulton, University of Nevada, Reno

1:15 P.M. - 2:45 P.M.  MICHAEANGELI
PAPER SESSION

Diverse Responses in an Era of Mandates

Chair(s): Maureen McLaughlin, East Stroudsburg University of Pennsylvania

1. Designing an Authentic Early Literacy Skills Assessment to Measure Progress in Economically, Geographically, and Culturally Diverse Preschool Populations
   Andrea DeBruin-Parecki, High/Scope Early Reading Institute
   Margarita Daniel-Echols, High/Scope Early Reading Institute
   ZongPing Xiang, High/Scope Early Reading Institute

   Karen L. Ford, University of Virginia

3. Policy and The Reading Teacher: A Content Analysis of Policy Discourse in Four Practitioner Journals
   Julie Ellison Justice, Vanderbilt University

1:15 P.M. - 2:45 P.M.  ALTERNATIVE FORMAT

Expanding Reflective Literacy Practices Through Digital Video Tools

Chair(s): Karen E. Smith, University of Manitoba

Studies of 4th graders using digital video tools to analyze their language development, and of first year interns analyzing their pedagogy provide the basis for an Analyst's ongoing critical commentary and extended audience discussion of the claims and warrants shared for the use of digital video in literacy pedagogy.

1. The Role of Digital Video in Promoting Self-Evaluation and Student Growth: 4th Graders
   Ronald D. Kieffer, The Ohio State University, Lima

2. The Development of Critical Pedagogy Through Authoring Digital Video: Secondary English Teachers
   Jamie Myers, Pennsylvania State University

3. Critical Analysis of the Video Cases
   Karen E. Smith, University of Manitoba

1:15 P.M. - 2:45 P.M.  SANDRINGHAM
PAPER SESSION

Textual Practices

Chair(s): Jennifer Danridge-Turner, University of Maryland at College Park

1. “I Can’t Ask Them to Curl Up With a Passage, Can I?”
   Lori Czop-Assaf, Texas State University
   Caitlin McMann Dooley, Georgia State University

2. Multiliteracies: Exploring Intersections of Context, Activity, and Participants
   Lisa Patel Stevens, Boston College

3. Exploring the Potential of Arts-based Instructional Contexts to Support Students' Acquisition of Disciplinary Literacies
   Kathleen M. Collins, University of San Diego
   Breeanna Murphy, University of San Diego
   Melissa Showmari, Finney Elementary School
   Dwayne Miller, Rogers Elementary School
   Arman Sustal, Hilltop Elementary School

1:15 P.M. - 2:45 P.M.  SEVILLA
PROGRAM CHAIR INVITED SESSION

Writing for Teachers: Points from the Publishers

Chair: Susan L’Allier, Northern Illinois University

Literacy researchers are often frustrated when their findings never seem to be reflected in classrooms. Translating research into practical discourse for the classroom teacher is difficult. In this invited symposium, senior editors from 4 major publishers who market to teachers share suggestions and guidelines for writing for practitioners.

I. Ray Coutu/Scholastic Teaching Resources
II. Chris Jennison/Guilford Publications
III. Brenda Power/Stenhouse Publishers

1:15 P.M. - 2:45 P.M.  THEATER
DISTINGUISHED SCHOLAR AWARD
RECIPIENT PRESENTATION

Chair: William Teale, University of Illinois/Chicago

The focus of emphasis in reading comprehension teaching seems to swing between “what readers bring to the text” and “what’s in the text itself.” With examples from recent programs, I will argue that, once again, principled integration is the best design.

Reading Comprehension in Classroom Discourse
Courtney Cazden, Charles William Elliot, Professor of Education, Emerita; Harvard Graduate School of Education
Friday • December 2, 2005

1:15 P.M. - 2:45 P.M.  TRIANON
ALTERNATIVE FORMAT

A Critical Analysis of Research on Learning to Teach Reading

Chair(s): Cathy Roller, International Reading Association

In 2003, the Board of Directors of IRA formed the Teacher Education Task Force that was charged with focusing the Association’s efforts on teacher preparation. The Task Force will report the findings of a research synthesis on teacher preparation for reading instruction integrates the findings from both qualitative and quantitative studies.

1. A Critical Analysis of the Research Literature on Learning to Teach Reading
   Cathy M. Roller, International Reading Association
   Victoria J. Risko, Peabody College of Vanderbilt University
   Rita Bean, University of Pittsburgh
   MaryEllen Vogt, International Reading Association

1:15 P.M. - 2:45 P.M.  WINDSOR
ALTERNATIVE FORMAT

Multiple Forms of Reflective Practice in Reading Clinic Internships

Chair(s): Sharon M. Pitcher, Towson University
Discussant(s): Sharon M. Peck, SUNY Geneseo

This session explores how multiple types of reflection are used in reading clinic settings. Reflection strategies shared include Behind the Glass peer-evaluations, reflection logs, analyzing assessments, and focus groups. Participants will have the opportunity to participate in a discussion on the role reflection plays in teaching and learning.

1. Behind the Glass Peer-Evaluation and Reflection
   Pamela J. Dunston, Clemson University
   Kathy N. Headley, Clemson University

2. Using Reflection Logs for Personal and Professional Growth
   Elizabeth Dicembre, Towson University

3. Assessments and Evaluations: What Do They Suggest to Us
   Sharon M. Pitcher, Towson University

4. What Was Learned From Project Urban Outreach
   Sarah Pasko, Towson University

3:00 P.M. - 4:30 P.M.  BAYFRONT A
ROUNDTABLE

Patterns of Orthographic Development Among Older Learners, Grades 8 and 10

Developmental spelling investigations undertaken since Read’s (1971) seminal study have overwhelmingly focused on elementary-age children. Developmental researchers have extended the frontiers of the stage model through investigations with older students. Theoretical underpinnings, orthographies, and statistical approaches to isolate these upper stages patterns are discussed.

1. Upper-Level Word Knowledge and Spelling Development: Theoretical Underpinnings
   Donald R. Bear, University of Nevada, Reno

2. Charting the Orthographic Knowledge of Older Learners, Grades 8-10
   William L. Edwards, Missouri Southern State University

3. Lessons Learned: A Statistical Perspective
   David F. Richards, Northeastern State University

4. Future Directions of Developmental Spelling Tasks with Older Learners
   Shane Templeton, University of Nevada, Reno

3:00 P.M. - 4:30 P.M.  ALHAMBRA
PAPER SESSION

ESOL Learning in the Classroom

Chair(s): Monica Gordon Pershey, Cleveland State University

1. “So that you’ll be good readers”: ESL teachers’ classroom discourses about reading
   Megan M. adigan Peercy, Rice University

2. Delivery of Oral Language and Reading Instruction in an ESOL Classroom
   Millicent I. Kushner, University of Maryland at College Park
   Saenghwan Baek, University of Maryland at College Park
   Min-Yun Chuang, University of Maryland at College Park

3. Using a Spanish Names Test for Phonics Assessment
   Diane S. Kaplan, Texas A&M University

3:00 P.M. - 4:30 P.M.  BAYFRONT B
ALTERNATIVE FORMAT

Cognitive Strategy Instruction vs. Responsive Engagement Instruction, Year 2: Implementation of a Quasi-Experiment

Chair(s) & Discussant(s): Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

This symposium focuses on the implementation of a quasi-experiment testing elementary teachers’ implementation of cognitive strategy, responsive engagement, and vocabulary instruction (the treated control) with students in low-income schools. Panel members will report on the quasi-experiment, followed by break-out sessions on site implementation in California, central Illinois, Chicago, and Minnesota.

1. Purpose and Theoretical Framework
   Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

2. Research Design and Student Assessments
   Katherine A. D. Stahl, University of Illinois at Urbana-Champaign

3. Professional Staff Development and Instructional Implementation
   Eurydice B. Bauer, University of Illinois at Urbana-Champaign
4. Comparative Findings on Student Performance and Teacher Implementation
Barbara M. Taylor, University of Minnesota

5. Methodological Issues related to Implementation of a Quasi-Experiment
P. David Pearson, University of California, Berkeley

6. Breakout Session—California
Vicki L. Benson, University of California, Berkeley
Julia Avila, University of California, Berkeley
Jessica Zacher, University of California, Berkeley
P. David Pearson, University of California, Berkeley

7. Breakout Session—Central Illinois
Eurydice B. Bauer, University of Illinois at Urbana-Champaign
Kay A. D. Stahl, University of Illinois at Urbana-Champaign
Pamela Nielsen, University of Illinois at Urbana-Champaign

8. Breakout Session—Chicago
Teresa M. de Bray, University of Illinois at Urbana-Champaign
Laura Engel, University of Illinois at Urbana-Champaign
Mariana Álvarez, University of Illinois at Urbana-Champaign
Raul Mora, University of Illinois at Urbana-Champaign
Kim Garley, University of Illinois at Urbana-Champaign
Georgia Earnest Garcia, University of Illinois at Urbana-Champaign
Joan Primeaux, University of Illinois at Urbana-Champaign

9. Breakout Session—Minnesota
Monica Marx, University of Minnesota
Cel Critchley, University of Minnesota
Michelle Botkin, University of Minnesota
Barbara M. Taylor, University of Minnesota

3:00 P.M. – 4:30 P.M.
DUPONT/TUTTLE

ALTERNATIVE FORMAT

Through the Looking Glass: Viewing Adolescent Literacy through Multiple Lenses and Multiple Literacies
Chair(s): Victoria Gentry Ridgeway, Clemson University
Discussants: Rebecca D. Hunt, Marygrove College
Sharon Pitcher, Towson University
Stephen Mogge, Towson University
Sharon M. Peck, SUNY Geneseo
Pamela J. Dunston, Clemson University
Kathy N. Headley, Clemson University
Lettie K. Albright, Towson University
Caroline D. Delaney, Towson University
Nancy T. Walker, University of La Verne
Krishna Seunarinesingh, University of the West Indies
Elizabeth G. Sturtevant, George Mason University

The purpose of this Alternative Format session is to explore findings from a qualitative analysis of adolescents' responses to the Conversational Interview portion of the Adolescent Motivation to Read Profile. Themes that emerged from the data will be presented and discussed in order to generate new questions for inquiry.

1. Conceptions and Practices: What Counts as Literacy?
Victoria Gentry Ridgeway, Clemson University
Rebecca D. Hunt, Marygrove College
Sharon Pitcher, Towson University
Stephen Mogge, Towson University

2. In- and out-of-school literacies: How can third space inform our work with adolescents?
Sharon M. Peck, SUNY Geneseo
Pamela J. Dunston, Clemson University

3:00 P.M. – 4:30 P.M.
FLAGLER

SYMPOSIUM SESSION

Were NOT Reading “Too Much” into the Books: The Application of Critical Theories within the Context of Children’s Literature
Chair(s): Lawrence Sipe, University of Pennsylvania

One contentious debate that takes place within the context of children’s literature revolves around the inclusion or exclusion of political dimensions in addition to aesthetic concerns (Harris, 1999). We assert that children’s literature is indeed political and that the application of critical theories can provide valuable insights for teachers, teacher educators as well as authors, reviewers and scholars of children’s literature. In this session Scholastic book club order forms and children’s literature will be analyzed through the lens of critical discourse analysis, critical race theory and feminism.

1. “Someday somebody’s going to come along and knock this old fence down”: A Critical Discourse Analysis of the Construction of White Allies in Children’s Literature
Gretchen Lee, Washington University in St. Louis
June Christian, Washington University in St. Louis
Rebecca Rogers, Washington University in St. Louis

2. Innocent Though They May Seem . . . .: A Critical Race Theory Analysis of Firefly and Seesaw Scholastic Book Club Order Forms
Jonda C. M. air, Clemson University

3. Ophelia, Interrupted: Reading Women’s Memoir as Young Adult Literature
Elizabeth Marshall, University of Maryland, College Park

3:00 P.M. – 4:30 P.M.
GUSMAN

ALTERNATIVE FORMAT

Differentiating Instruction for Diverse Literacy Learners: An Action-Based Professional Development Project
Chair(s): Nancy Flanagan Knapp, University of Georgia

Following an overview of an innovative professional development project that supported teachers in developing, implementing and assessing action plans to enhance literacy learning for diverse students in their own classrooms, participants will investigate their choice of five teachers’ plans, including summary results, student products, and audiotaped reflections by each teacher.

1. Project Overview
Nancy Flanagan Knapp, University of Georgia
Meera R. Williams, University of Georgia

2. Small Group Investigations of Teacher Projects
Meera R. Williams, University of Georgia
Nancy Flanagan Knapp, University of Georgia
3:00 P.M. - 4:30 P.M. ESCORIAL
AREA 9 INVITED SYMPOSIUM
Reader Response and Critical Stances

Chair: Sarah Beck, New York University
Discussants: Pat Enciso, Ohio State University
Larry Sipe, University of Pennsylvania

This session addresses issues associated with research on readers' constructions of text meaning, the influences of race, class, and gender differences on readers' responses, particularly in diverse classroom settings; instructional methods for fostering critical stances in literary response; and the influence of testing on the literature curriculum and instruction.

I. Studying Dialogic Tensions in the Constructions of Text and Lived Worlds as Mediated by Narratives, Genres, and Language.
Richard Beach, University of Minnesota

II. Increasing Opportunities for Literary Engagement and Critical Stances: Issues of Access for All Students in the Age of NCLB
Karla Möller, University of Illinois at Urbana-Champaign

3:00 P.M. - 4:30 P.M. HIB/STAR/PALM SYMPOSIUM SESSION
Adolescent Literacy: Curricular Intersections of Research, Practice, and Policy

Chair(s): Lisa Patel Stevens, Boston College
Discussant(s): Donna E. Alvermann, University of Georgia

The discourses of accountability and measurement are prevalent throughout education, and quite specifically towards literacy education. While much attention, discussion, and articulation has taken place within the field of literacy education for young readers, a predictable but unsatisfactory gap exists in a concurrent exploration of literacy curriculum and pedagogy for older readers. In this symposium, we explore the most pressing issues, challenges, and trends currently facing conceptualizations of secondary literacy. The presentations in this symposium will draw from the more traditional areas of secondary literacy research, including content area literacy and support for struggling readers, as well as more recent areas of inquiry, such as multi-mediated literacies and critical literacy.

Phillip Wilder, Champaign Central High School
Mark Dressman, University of Illinois at Urbana-Champaign

2. Adolescent Literacy and Citizenship in New(er) Times
Helen Harper, University of Nevada Las Vegas
Thomas W. Bean, University of Nevada Las Vegas

3. Young People and Literacy: Locating Generative Policies
Lisa Patel Stevens, Boston College

4. Adolescent Literacy as a Domain of Study, Practice, and Policy
Elizabeth Birr Moje, University of Michigan

3:00 P.M. - 4:30 P.M. MICHAELANGELO PAPER SESSION
Literacy Practices In and Out of School

Chair(s): Gerald Camano, Indiana University

1. An Exploration of Chinese American High School Students’ In- and Out-of-School Literacy Practices
Ellen C. Wang, Northwestern University

2. Valuing Family Literacy: What Do Parents Think?
James Anderson, University of British Columbia
Fiona Morrison, Langley School District

3. Literacy Outside of School: Case Study of a Sudanese Family's Access and Use of Print Materials in Everyday Practices
Guofang Li, University at Buffalo, SUNY

3:00 P.M. - 4:30 P.M. RAPHAEL ALTERNATIVE FORMAT
What Research Needs to be Conducted to Discover What Issues in Preschool Age Children Impact the Successful Acquisition of Reading in School?

Chair(s): Alan Farstrup, International Reading Association
Discussant(s): Richard Long, International Reading Association

Research done to evaluate the benefits of preschool have found that children who have high quality pre-kindergarten experiences with an emphasis on language auditory are more likely to acquire strong language and literacy skills that translate into achievement in the early grades and throughout schooling. If a child does not have the appropriate language development at age three, he or she is not likely to succeed in school. With quality preschool, a child can catch up and go on to be successful. The benefits of having a preschool education are found across economic backgrounds, although children from families with the least formal education and lowest incomes appear to benefit the most.

Understand Early Literacy Through Current Large-scale Studies
Lesley M. Morrow, Rutgers University
Alan Farstrup, International Reading Association
Richard Long, International Reading Association
Tim Shanahan, University of Illinois
Patton Tabors, Harvard Graduate School of Education
Cathy Roller, International Reading Association

3:00 P.M. - 4:30 P.M. SANDRINGHAM SYMPOSIUM SESSION
Conceptions of Narrative in Non-Traditional Environments

Chair(s): Charles K. Kinzer, Teachers College, Columbia University
Discussant(s): Kurt D. Squire, University of Wisconsin-Madison

New environments are redefining literacy and literacy practices. However, while non-traditional environments incorporate the visual elements in traditional print materials, they still may be categorized as either narrative or expository. This symposium looks at various non-traditional environments to explore the question of narrative construction and definition.

1. Considering Narrative in New Environments
Charles K. Kinzer, Teachers College, Columbia University

2. Examining Narrative as Sequential “Sense” in Comics
Jonathan Bresman, Teachers College, Columbia University

3. Narrative Strategies in Improvisational Storytelling
Jessica Hammer, Teachers College, Columbia University
3:00 P.M. – 4:30 P.M.  •  SEVILLA
 TECHNOLOGY COMMITTEE
 INVITED SYMPOSIUM

Chair(s): Mary S. Love, University of Georgia

Reading Laboratory: How Hypertext Opens the Black Box of Reading
Jane Yellowlees Douglas, University of Florida

The author reports on research that uses work on hypertext and new brain imaging technologies to examine what makes for highly readable, efficient prose.

3:00 P.M. – 4:30 P.M.  •  THEATER
 SYMPOSIUM SESSION

Discourses of gender and literacy
Chair(s): Kim Lenters, University of British Columbia

This symposium offers critical insights into how gender, gendered literacy practices and gender inequality are being reproduced and resisted in a diverse range of texts and contexts. Time will be allocated for members concerned with these issues to reflect on and discuss current research findings, implications and directions.

1. Advising for Inequity: Mothering, gender and literacy
   Suzanne Smythe, University of British Columbia

2. Boys' and Girls' Actual and Perceived Reading Preferences in First and Second Grade
   Marilyn Chapman, University of British Columbia
   Margot Filipenko, University of British Columbia
   Marianne McTavish, University of British Columbia
   Jon Shapiro, University of British Columbia
   Celine Sze, University of British Columbia

3:00 P.M. – 4:30 P.M.  •  WINDSOR
 SYMPOSIUM SESSION

Key Issues in Teaching and Learning of Literature: Exploring Understanding of Text and Response, Diversity and Access, Pedagogy and Testing, in an Evolving Field
Chair(s): Pat Enciso, Ohio State University

This session addresses issues associated with research on readers' constructions of text meaning; the influences of race, class, and gender differences on readers' responses, particularly in diverse classroom settings; instructional methods for fostering critical stances in literary response; and the influence of testing on the literature curriculum and instruction.

   Karla J. Möller, University of Illinois at Urbana-Champaign
   Richard Beach, University of Minnesota

2. Increasing Opportunities for Literary Engagement and Critical Stances: Issues of Access for All Students in the Age of NCLB
   Karla J. Möller, University of Illinois at Urbana-Champaign

4:45 P.M. – 6:00 P.M.  •  VERSAILLES
 PLENARY SESSION

Chair: Nell K. Duke, Michigan State University

I. Announcements
   Victoria Purcell-Gates, University of British Columbia

II. Edward B. Fry Book Award Presentation
   Janice Strop, Cardinal Stritch University

III. Introduction of the Speaker
   Nell K. Duke, Michigan State University

IV. Plenary Address
   How the Mind Meets the Brain in Literacy: New Perspectives from Reading Science
   Charles Perfetti, University Professor of Psychology; Senior Scientist & Associate Director, Learning Research & Development Center, University of Pittsburgh
This symposium will bring together a panel of distinguished women. In 1827, Sojourner Truth, a former Negro slave, asked the question, “Ain’t I a Woman?” in a speech which fueled the women’s suffrage movement. Discussant(s): Jill Castek, University of Connecticut

1. Internet Reciprocal Teaching: Connecting Print and New Literacies in a Science Inquiry Project
   Jill Castek, University of Connecticut

2. Scaffolding Strategic Reading and Viewing of Multimedia Websites
   Bridget Dalton, Center for Applied and Special Technology, CAST

3. Scaffolding Readers on the Internet: Pairing Assessment and Instruction of Online Reading Comprehension
   Julie Ciero, University of Connecticut

8:00 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT

Scaffolding Readers on the Web: Customizing Comprehension and Assessment Experiences for Diverse Learners
Chair(s): Bridget Dalton, Center for Applied and Special Technology, CAST

This alternative symposium brings together researchers from three projects that are investigating how students learn and communicate on the Internet, with a focus on how both online and offline supports and instruction may scaffold diverse learners to ensure full participation and productive learning for all.

1. Internet Reciprocal Teaching: Connecting Print and New Literacies in a Science Inquiry Project
   Jill Castek, University of Connecticut

2. Scaffolding Strategic Reading and Viewing of Multimedia Websites
   Bridget Dalton, Center for Applied and Special Technology, CAST

3. Scaffolding Readers on the Internet: Pairing Assessment and Instruction of Online Reading Comprehension
   Julie Ciero, University of Connecticut

8:00 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT

Multiple Perspectives on Multiliteracies: An Examination of Two Multiliteracies-Oriented Classrooms
Chair(s): Sheila Benson, The University of Iowa
Discussant(s): Margaret Finders, Washington University

This session presents findings from two longitudinal studies of multiliteracies-oriented classrooms. The researcher and classroom teacher from each site will present their findings, followed by a tracing of pedagogical implications and a discussion about how a multiliteracies perspective in literacy classrooms can improve students’ literacy development.

1. “A Restart of what Language Arts is”: Using Multiliteracies to Re-envision Secondary Language Arts Instruction
   Sheila Benson, The University of Iowa
   Michael Ayers, The University of Iowa

2. Multiliteracies in Early Childhood Education
   Tammy Everett, The University of Iowa
   Julie Elliott, Lamoni Community School

8:00 A.M. – 10:00 A.M.
SYMPOSIUM SESSION

“Isn’t I a woman”: Female Literacy Educators Talk About Balancing Career, Families, Children, and Personal Lives
Chair(s): Doris Walker-Dahouse, Minnesota State University Moorhead
Discussant(s): Jennifer Darridge Turner, University of Maryland at College Park
   Mary McVee, State University at Buffalo

In 1827, Sojourner Truth, a former Negro slave, asked the question, “Ain’t I a Woman?” in a speech which fueled the women’s suffrage movement. This symposium will bring together a panel of distinguished women scholars in literacy to respond to the challenges that women face in balancing careers, families, children and personal lives during their journey toward the academic milestone of tenure in research institutions.

Moderator: Gwendolyn Thompson McMillon, Oakland University
Panelists: Barbara M. Taylor, University of Minnesota
Elizabeth Birr Moje, University of Michigan
Susan Florio-Ruane, Michigan State University

8:00 A.M. – 10:00 A.M.
DUPONT/TUTTLE

Fostering Institutional Critique and Change in Readers’ Stances through Responding to Multicultural Literature

Chair(s): Richard Beach, University of Minnesota
Discussant(s): Loukia Sarroub, University of Nebraska

This symposium focuses on readers’ development of institutional critique in response to multicultural literature in two different settings. The results presented indicate that, in adopting discourses of class, race, and gender, readers move towards critique of larger institutional forces operating in texts. They also shift in their stances through participation in dialogic tensions in discussions.

1. Theoretical Perspectives on Fostering Systemic Critique of Institutional Forces and Systems Operating in Literary Texts
   Richard Beach, University of Minnesota

2. Rethinking Race and Identity: Discussions of Multicultural Literature in a Teacher Study Group
   Cynthia Lewis, University of Iowa

3. Impacts of Social Negotiations on Girls’ Willingness to Engage in Institutional Critique Related to Multicultural Literature
   Amanda Thein, University of Minnesota

8:00 A.M. – 10:00 A.M.
ESCORIAL

Examining Children’s Literary Responses through the Perspective of Response Styles

Chair(s): Kathy G. Short, University of Arizona
Discussant(s): Carmen M. artinez Roldán, Arizona State University

This symposium highlights studies that analyze children’s responses to literature through creating profiles of particular children or literature discussion groups to identify the “response style” of that child or group. Children orchestrate their talk to create a particular response style/approach that frames how that group or child thinks and talks about literature.

1. Children Transact with Nonfiction: Reader Response Styles of Elementary School Children
   Mary Starrs Armstrong, University of Arizona

2. Young Latins’ Response Styles Personal Life Stories as Tools for Meaning-Making
   Julia Lopez-Robertson, Tucson Unified School District

   Tracy Smiles, Western Oregon University
1. Reader’s Theatre - The Complexities of Literacy Instruction in a Social, Political, and Economic Context
   Donald Langreh, Radford University
   Robert M. McCracken, Radford University
   Susan Gummere, Radford University
   Kim Poindexter, Burnt Chimney Elementary School
   Jessica Wilkerson, Falling Branch Elementary School
   Deborah Bays, Radford University
   Jennifer Jones, Radford University

2. Personal Narratives of Educators
   Robert M. McCracken, Radford University
   Susan Gummere, Radford University
   Kim Poindexter, Burnt Chimney Elementary School
   Jessica Wilkerson, Falling Branch Elementary School
   Deborah Bays, Radford University
   Jennifer Jones, Radford University
   Donald Langreh, Radford University

3. Small Group Discussion
   Sandra Moore, Radford University

4. Final Reflections
   Elizabeth Barber, Radford University

8:00 A.M. – 10:00 A.M. MICHAELENGELO SYMPOSIUM SESSION
Transforming Our Worlds: Urban Educators and Students (Re)frame Audio and Visual Images Through Critical Intertextual Practices
Chair(s): Nadjwa E.L. Norton, City College
Discussant(s): Iris Taylor, Teachers College
This symposium will examine how urban educators and students utilize critical intertextual practices to challenge marginalizing and negative constructions. The centerpiece will be the analysis of audio and visual texts that (re)frame urban identities by constructing urban people as knowledge producers and activists with a vast array of literacies practices.

1. A Pre-adolescent Girl’s Stories About Injustice and Inequity
   Lisa A. Simon, City College - City University of New York

2. Critical Intertextuality and the Transformation of Cultural Texts
   Charles M. alone, City College - City University of New York

3. Children Constructing Their Spiritual Identities
   Nadjwa E.L. Norton, City College - City University of New York

8:00 A.M. – 10:00 A.M. TUESDAY ALTERNATIVE FORMAT
Online Literature Discussions: Perceptions of History, Race, and Class
Chair(s): Joan M. Zaleski, Hofstra University
The session describes an online literature discussion involving two demographically different groups of teacher candidates. Researchers from each site represent the experiential positions taken by suburban White and urban Black and Latina participants as they talked to one another on line and off.

1. What is Normal Prejudice?
   Sally A. Smith, Hofstra University
   Judith Y. Singer, Long Island University Brooklyn Campus
   Joan M. Zaleski, Hofstra University

2. I’m Glad Things Aren’t Like That Now
   Sally A. Smith, Hofstra University
Saturday • December 3, 2005

8:00 A.M. - 10:00 A.M.  SANDRINGTON  ALTERNATIVE FORMAT
Mediating Teachers' Learning About Discussion and Comprehension through Transcript Analysis

Chair(s): Linda L. Kucan, University of Pittsburgh
Discussant(s): Annemarie S. Palincsar, University of Michigan

This session provides teacher educators with information about transcript analysis as an activity that can support teachers in learning how to plan for discussions that support students in making sense of text ideas. Specific tools and approaches for supporting teachers in analyzing and reflecting on their transcripts will be shared.

1. Overview
   Linda L. Kucan, University of Pittsburgh
   Theresa A. Deeney, University of Rhode Island
   Annemarie S. Palincsar, University of Michigan

2. Transcripts as Data
   Linda L. Kucan, University of Pittsburgh

3. Tools for Mediating Transcript Analysis
   Linda L. Kucan, University of Pittsburgh

4. Transcript Excerpts as Sites of Critical Inquiry
   Theresa A. Deeney, University of Rhode Island

5. Straight Talk from Teachers who Transcribed and Survived
   Linda L. Kucan, University of Pittsburgh
   Theresa A. Deeney, University of Rhode Island

8:00 A.M. - 10:00 A.M.  TH EATER  ALTERNATIVE FORMAT
Researching the New Literacies: Reflections on and Projections for Inquiry

Chair(s): Eláine Rubinstein-Ávila, University of Arizona

1. Gender and the New Literacies
   Kathy Sanford, University of Victoria

2. Resistance Through New Literacies: Changing Knowledge, Research and Practice
   Guy Merchant, Sheffield Hallam University

3. Implications of the New Literacy Studies for Instruction and Teacher Education
   Shelley Hong Xu, California State University

4. New Literacy Studies in an Accountability-Driven Climate
   Michèle Knobel, Montclair State University

5. Good, Bad and Whatever: The Research Implications of Affinity Spaces, Trustworthiness and New Literacy Practices
   Donna Alvermann, University of Georgia

6. Juxtaposing Research on New Literacies in an Atmosphere of Scientifically-Based Research
   Barbara Guzzetti, Arizona State University

8:00 A.M. - 10:00 A.M.  TRI ANON  ALTERNATIVE FORMAT
International Perspectives: Literacy Development and Instructional Practices in International Contexts

Chair(s): Colin Harrison, University of Nottingham

Sponsored by the NRC International Committee, in this poster session, presenters will share their literacy work in international contexts. The posters will include descriptive information about the current literacy context in six countries, as well as discussions of research findings from projects being completed in these countries. Participants will be invited to peruse the various posters and visit with the presenters, who will informally discuss their experiences and research. Summaries of the research papers will be made available to participants.

1. Listen to the Children: Reflecting on Chinese Literacy Instruction
   Lijun Jin, Towson University
   Jiening Ruan, The University of Oklahoma

2. Pre-Literacy Development in China
   Nancy Pine, Mount St. Mary's College

3. Exploring our International Perspectives on Testing: Implications for Literacy
   Amma Akrofi, Texas Tech University
   Robin Griffith, Texas Tech University
   Carole Janisch, Texas Tech University
   Mélaine Lesley, Texas Tech University
   Xiaoming Liu, Texas Tech University
   Shobha Sinha, Delhi University, India
   Sribhagyam Srinivasan, Texas Tech University

4. Approaches to Teacher Empowerment in Hong Kong
   Gertrude Tinker Sachs, Georgia State University

5. Context of Education in Ugandan Primary Schools
   Jill Jenkins, George Mason University

   Mary Alice Barksdale, Virginia Tech
   Carol Watson, West Virginia State University
   Eun Soo Park, Virginia Tech

8:00 A.M. - 10:00 A.M.  WINDS OR  SYMPOSIUM SESSION
Debunking the Deficit Perspective: A New Look at Literacy Learning in Multilingual Play Contexts

Chair(s): Susi Long, University of South Carolina
Discussant(s): Eve Gregory, University of London

This presentation shares findings from three cross-cultural studies of children learning language and literacy through sociodramatic play. A syncretic lens is used to counter deficit perspectives by highlighting children's expertise in drawing from multiple linguistic and cultural worlds to create new arenas for learning and teaching.

1. An American Child Plays with Icelandic Peers
   Susi Long, University of South Carolina

2. Siblings As Teachers and Learners in London's East End
   Eve Gregory, Goldsmiths College, University of London

3. Puerto Rican Children's Collaborative Symbolic Play at Home
   Dinah Volk, Cleveland State University
Research Methodology Series: Researchers Think-Aloud About Designs

Chair(s): Nell K. Duke, Michigan State University
         Marla H. Mallette, Southern Illinois University

Series presenters will be available at round tables to answer questions and provide advice for graduate students and others who are designing their own studies.

Workshop on Research Design
James Baumann, University of Georgia
Nell K. Duke, Michigan State University
Linda Labbo, University of Georgia
Darrel Morris, Appalachian State University
Rebecca Rogers, Washington University in St. Louis
James Schreiber, Michigan State University
M. Cecil Smith, Northern Illinois University
Suzanne Wade, University of Utah
Joanna Williams, Teachers College, Columbia University

NRC Annual Research Review

Chair: Jan Hare, University of British Columbia

I. Albert J. Kingston Award Presentation
Laura Smolkin, University of Virginia

II. Introduction of the Speaker
Jan Hare, University of British Columbia

III. 2005 NRC Research Address Review
Critical Action Research and Literacy Education: A Review of the Literature
Ernest Morrell, University of California, Los Angeles

Afternoon Research Keynote Address
Why Are So Many Minority Students in Special Education?
Understanding Race and Disability in Schools
Janette Klingner, University of Colorado
Leveling the Playing Field for English Language Learners

Program Committee: Leveling the Playing Field for English Language Learners

Chair: Patricia A. Edwards, Michigan State University
Co-Chair: Kristen Perry, Michigan State University

Committee Members: Alison K. Billman, Michigan State University
Katherine R. Hilden, Michigan State University
Annah Molosiwa, Michigan State University
Annie M. Moses, Michigan State University
Kathleen Moxley, Michigan State University
Yonghan Park, Michigan State University
Rebecca Shankland, Michigan State University
Angela Tanis, Michigan State University
Mary Tomczyk, Michigan State University
Kim Wolbers, Michigan State University
Shenglan Zhang, Michigan State University

Saturday 12.03.04

7:30 – 8:00 A.M. Early Bird Registration
8:00 – 10:00 A.M. Early Bird Research Sessions (see pp. 46-49)
9:30 – 10:30 A.M. Registration/Coffee
10:30 – Noon 2005 NRC Research Review
Noon – 12:45 P.M. Lunch (on your own)
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

2005 NRC Research Review

Critical Action Research and Literacy Education: A Review of the Literature
Ernest Morrell, University of California, Los Angeles

Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools
Janette Klingner, University of Colorado
Leveling the Playing Field for English Language Learners

Breakout Session A
2:00 – 3:00 P.M.

The Knowledge Gap: Implications for Early Literacy Development (Sandringham/Windsor)
Susan Neuman, University of Michigan
Chair and Introduction: Annie Moses, Michigan State University

Literacy Learning In and Out of School Among ELL Students (Balmoral)
Loukia Sarroub, University of Nebraska-Lincoln
Cindy West, Lincoln Public Schools, Lincoln, NE
Chair and Introduction: Kathleen Moxley, Michigan State University

School Change to Promote Literacy Achievement: Lessons Learned in Hawaii and Chicago (Michelangelo/Raphael)
Kathy Au, University of Hawaii
Taffy Raphael, University of Illinois at Chicago
Chair and Introduction: Rebecca Shankland, Michigan State University

Teaching English to Speakers of Other Languages: Successful K-8 Literacy Strategies for Monday Morning (Escorial/Alhambra)
Patricia Ruggiano Schmidt, Le Moyne College
Chair and Introduction: Alison Billman, Michigan State University

Developing New Literacies Among Multilingual Learners in Grades K-12: Globalized Principles and Classroom Applications (Sandringham/Windsor)
Mileidis Gort, University of Connecticut
Jill Castek, University of Connecticut
Chair and Introduction: David Gallagher, Michigan State University

Reading Strategies that Paraprofessionals Love (Michelangelo/Raphael)
Susan Lenski, Portland State University
Chair and Introduction: Katherine Hilden, Michigan State University

Exploring Texts, Languages and Imaginations with Latino/a Bilingual Children (Escorial/Alhambra)
Carmen Martinez-Roldan, Arizona State University
Carmen Medina, University of British Columbia
Chair and Introduction: Angela Tanis, Michigan State University

Breakout Session B
3:15 – 4:15 P.M.

The Knowledge Gap: Implications for Early Literacy Development (Sandringham/Windsor)
Susan Neuman, University of Michigan
Chair and Introduction: Annie Moses, Michigan State University

Literacy Learning In and Out of School Among ELL Students (Balmoral)
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Carmen Martinez-Roldan, Arizona State University
Carmen Medina, University of British Columbia
Chair and Introduction: Angela Tanis, Michigan State University
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2005 NRC Committees & ICG Chairs

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lbs5Z@virginia.edu

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wteale@uic.edu

Early Career Achievement Award Committee
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Appendix I: NRC Leadership and Honorees

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Northern Illinois University
stahl@niu.edu

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Chair: Rebecca Rogers (2004-07)
Washington University/St. Louis
rogers3948@aol.com

Technology Committee
Chair: Linda D. Labbo (2004-07)
University of Georgia
llabbo@coe.uga.edu

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Albert J. Kingston Award
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Irene Athey (1986)
Frank Greene (1987)
Thomas H. Estes (1988)
Michael L. Kamil (1989)
M. Trika Smith-Burke (1990)
Edward B. Fry (1991)
Patricia L. Anders (1992)
Jerry Harste (1993)
Jerome A. Niles (1994)
John E. Readence (1995)
Richard Robinson (1996)
Donna E. Alverman (1997)
Ronald P. Carver (1998)
Lea M. McGee (1999)
Lee Gunderson (2000)
Linda Gambrell (2001)
Jim Hoffman (2002)
Martha Ruddell (2003)
Peter Mosenthal (2004)

Distinguished Scholar Lifetime Achievement Award
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Courtney B. Cazden (2004)

Early Career Achievement Award
Cynthia Brock (1999)
Joyce Many (1999)
Elizabeth Birr Moje (2000)
Lawrence R. Sipe (2001)
George Kamberelis (2002)
Rebecca Rogers (2004)

Ed Fry Book Award
Elizabeth Barnhard (1995)
Sarah Warshawer Freedman (1996)
David Reinking (1999)

Michael McKenna (1999)
Linda D. Labbo (1999)
Ronald Kieffer (1999)
Sara Warshawer Freedman (2000)
Elizabeth Radin Simons (2000)
Julie Shallhope Kalnin (2000)
Alex Casareno (2000)
The M-Class Team (2000)
Susan Florio-Ruane (2001)
Cynthia Lewis (2002)
Dennis J. Sumara (2003)
Rebecca Rogers (2003)
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Peter B. Mosenthal (2004)
P. David Pearson (2004)
Rebecca Barr (2004)

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Albert J. Kingston (1968)
George D. Spache (1969)
George B. Schick (1970)
Homer L. J. Carter (1971)
Al Lowe (1975)
Paul C. Berg (1978)
Earl F. Rkinson (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 (Citation of Merit 1987)
Isabel Beck (1988)
P. David Pearson (1989)
Ronald P. Carver (1990)
Linnea C. Ehri (1991)
John T. Guthrie (1992)
Kenneth S. Goodman (1993)
Shirley Brice Heath (1994)
Robert Ruddell (1995)
Appendix I:  NRC Leadership and Honorees

Keith E. Stanovich (1996)
Donna E. Alvermann (1997)
Kathryn H. Au (1998)
Rebecca Barr (1999)
Michael Presley (2000)
Patricia Ann Alexander (2001)
Robert Calfee (2003)
Victoria Purcell-Gates (2004)
Steven Stahl (2004)

Student Outstanding Research Award
Peter Afflerbach (1985)
Deborah Wells Rowe (1986)
Maribeth Cassidy Schmitt (1987)
Sally Hague (1988)
Joyce Many (1989)
Douglas Hartman (1990)
Joyce Holt Jennings (1990)
Sarah J. McCarthey (1991)
J. Michael Parker (1991)
Debra K. Meyer (1992)
Janice F. Almasi (1993)
Janet W. Bloodgood (1994)
Ann Watts Pailliotet (1994)
Jane West (1995)
Kathryn H. Davinroy (1996)
Susan J. Dymock (1997)
Lawrence R. Sipe (1997)
Josephine Peyton Young (1998)
Patrick Manyak (1999)
Emily M. Rodgers (1999)
Rebecca Rogers (2000)
Nancy A. Place (2001)
Kim Bobola (2002)
Yoon-Hee Na (2003)
Rebecca Deffes Silverman (2004)

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Assistant Chair: Patricia A. Edwards, Michigan State University

Area 1: Pre-service Teacher Education in Literacy
Margaret Finders, Washington University/St. Louis
Jamie Myers, Pennsylvania State University

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Theresa A. Deeney, University of Rhode Island
Douglas Fisher, San Diego State University
Sarah McCarthey, University of Illinois at Urbana-Champaign

Area 3: Literacy Instruction and Literacy Learning
Elizabeth Baker, University of Missouri-Columbia
Rachel Brown, Syracuse University
Julia Kara-Soteriou, University of Bridgeport

Area 4: Literacy Assessment, Evaluation, and Public Policy
Fenice Boyd, University at Buffalo, SUNY
Dana Grisham, San Diego State University
Sharon Walpole, University of Delaware

Area 5: Early and Elementary Literacy Processes
Denise Johnson, The College of William & Mary
Douglas Kaufman, University of Connecticut
Jeanne Swafford, Mississippi State University

Area 6: Adolescent, College, and Adult Literacy Processes
Mark Dressman, University of Illinois at Urbana-Champaign
Gay Ivey, James Madison University
Theresa Rogers, University of British Columbia

Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School
Renée M. Casbergue, University of New Orleans
Maria Luiza Dantas, University of San Diego
Cynthia Greenleaf, WestEd
Carmen Medina, University of British Columbia

Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings
Mileidis Gort, University of Connecticut
Jennifer Dandridge Turner, University of Maryland

Area 9: Text Analysis/Children’s, Young Adult & Adult Literature
Sarah Beck, New York University
Laura Smolkin, University of Virginia

Area 10: Literacy, Technology, and Media
Barbara Guzzetti, Arizona State University
Rachel Karchmer, University of Delaware
Linda Labbo, University of Georgia

Area 11: Study Groups
Julie Coiro, University of Connecticut
Margaret Hagood, College of Charleston
Catherine Kurkjian, Central Connecticut State University

Area 12: All Other Areas
Dana Cammack, Teachers College, Columbia University
Carol Donovan, University of Alabama
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