Dear NRC Colleges and Friends,

Welcome to Los Angeles and the 2006 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 program. Over the course of four short days (and evenings) in sunny California during the first week of December, we will greet old friends, meet new ones, share and critique research, suggest new ideas and directions for the profession, argue over theory and philosophies, and just ‘catch up’ with the ongoing pulse of literacy research, policy, and issues. What makes NRC special, however, is that we do this within a positive, collaborative spirit; we work together to generate research that will provide better support for literacy learners, more informed directions for public policy, and a richer understanding of literacy processes.

As Program Chair, I chose a focus for the conference that I believe is both timely and critical for us to collectively consider: The need to reflect on our rich traditions, embrace new directions, and the call to action. Toward this end, we have invited plenary and invited symposia speakers who can bring insightful and thoughtful discussions on this year’s conference theme. Vital Issues this year will provide the opportunity for you to continue your conversations and participate in several fun activities. With a start time of 9:30 P.M., you should find it possible to enjoy a great dinner in one of Los Angeles’ great restaurants and still attend Vital Issues with your friends and colleagues. We will have a cash bar until 10:30 P.M. at which time we will adjourn to the lobby bar. On Thursday, we bring you a special night of song and laughter, NRC’s version of American Idol. Also, on Thursday night, we will have the opportunity to participate in Karaoke Night and Literacy Jeopardy. Friday night we will not only discuss topics of interest to us, but we will dance the night away, and boogie down with sounds from the band “Out of the Blues.”

If this is your first conference, you are in for a treat! Here are just a few of the many highlights at this year’s conference:

**Wednesday, November 29**

- Study Group sessions begin on selected topics bright and early at 7:25 A.M.
- The Newcomers’ Luncheon provides graduate students and first-time attendees to NRC with lunch and mid-day conversation with other researchers from around the world.
- Invited Symposium: *The Research Base for Accrediting Programs of Initial Teacher Preparation with a Focus on Reading: What’s Known? What’s Needed?*, Donald Compton, David Dickinson, Robert Jimenez, Kevin Leander, Victoria Risko, Deborah Wells Rowe, & Kim Youb, Vanderbilt University; James V. Hoffman, Diane Schallert, Jo Worthy, Beth Maloch, University of Texas at Austin, Colleen Fairbanks, University of North Carolina—Greensboro; Amy Flint, Georgia State University; Robert Rueda, University of Southern California; Cynthia Brock, University of Nevada—Reno; Rachel Karchmer-Klein, University of Delaware.
- Invited Session: *Theoretical, Practical and Political Frontiers in Literacy Assessment*, Peter Afflerbach, University of Maryland, Peter Johnston, SUNY—Albany.
- The Research Methodology Series, organized by Marla Mallette, University of Nevada, Las Vegas and Nell Duke, Michigan State University, begins, focusing this year on *Methodological Considerations in Research on Some Key Topics*. This is designed specifically for graduate students, but it is open to all. All sessions will take place in the Gold Room.
- *Reading Methodology Series: Methodological Considerations in Research on or Involving Technology*, Jill Castek, Julie Coiro, Douglas K. Hartman, Laurie A. Henry, Athena R. Lentini, Donald J. Leu, & Lisa Zawilinski, University of Connecticut; Linda Labbo, Tammy Ryan, & Mary Susan Love, University of Georgia.
- *Research Methodology Series: Methodological Considerations in Research on or Involving Teacher Education*, Cathy Roller, International Reading Association; Kathleen Roskos, John Carroll University.
- Victoria Purcell-Gates, University of British Columbia, gives the Presidential Address: *What’s It All About? Literacy Research and Civil Responsibility.*
- Presidential Reception, following the Presidential Address, will be held in the Gold Room.
- We present the winner of this year’s Student Research Award.
Welcome to NRC 2006

Thursday, November 30

• Plenary Session: P. David Pearson, University of California—Berkeley, *An Historical Analysis of the Impact of Educational Research on Policy and Practice: Reading as an Illustrative Case.*

• Invited Session: *History, Theory, and Research in Pre-School Literacy and Resulting Practices Today,* Lesley M. Morrow, Rutgers University; Lea M. McGee, Ohio State University; Patricia A. Edwards, Michigan State University; Jennifer D. Turner, University of Maryland at College Park; Timothy Shanahan, University of Illinois at Chicago.

• Research Methodology Series: *Methodological Considerations in Research on or Involving Social Class,* Deborah Hicks, University of Cincinnati.

• We present the National Reading Conference Early Career Award.

• Invited Session: *Adolescent Literacy: Reviewing Research We Have, Promoting the Research We Need,* Tim Rasinski, Kent State University; Kathleen Hinchman, Syracuse University; Alfred Tatum, University of Northern Illinois; Elizabeth Moje, University of Michigan; Cathy Roller, International Reading Association; Mark Conley, Michigan State University.

• We announce this year’s winner of the Oscar Causey Award.

• Annemarie S. Palincsar, University of Michigan, gives the Oscar Causey Address: *RT82 to RT06: The Transformative Roles of Inquiry, Theory, and Representation in Instructional Research.*


• Invited Session: *Michael Pressley: A Research Retrospective on his Contributions to the Field and a Vision for the Future,* Peggy N. Van Meter, Pennsylvania State University; Kelly B. Cartwright, Christopher Newport University; Janice F. Almasi, University of Kentucky; Rachel Brown, Syracuse University; Cathy Collins Block, Texas Christian University; Irene Gaskins, Benchmark School; Ruth Wharton-McDonald, University of New Hampshire; Lindsey Mohan, Kelly Reffitt, Katherine R. Hilden, Lauren Fingeret, Nell K. Duke, Michigan State University.

• The annual Town Meeting, where we come together to raise issues of concern, of celebration, and to relax after a long day of sessions and meetings!

• Vital Issues in the Gold Room, where will meet at 9:30 P.M. for NRC’s version of *American Idol, Karaoke Night* and *Literacy Jeopardy.*

Friday, December 1

• Plenary Session: Pedro Noguera, New York University, *Literacy and Youth Empowerment: Overcoming the Obstacles to Reading and Student Engagement.*

• Invited Session: *A Research Synthesis Drawing on the Reports From the 2006 NRC Yearbook,* Gerald Duffy, University of North Carolina—Greensboro; Sheila Valencia, University of Washington; P. David Pearson, University of California—Berkeley; Richard Allington, University of Tennessee, Knoxville; James V. Hoffman, University of Texas at Austin; Jack Cassidy, Texas A & M University, Corpus Christi.

• Invited Session: *What We Know About Accelerating the Development of Struggling Readers,* Patricia Cunningham, Wake Forest University; Richard Allington, University of Tennessee, Knoxville.

• Research Methodology Series: *Methodological Considerations in Research on or Involving Instructional Interventions,* John Guthrie, University of Maryland; Barbara Taylor, University of Minnesota.

• Invited Session: *New Models for Adult Literacy and ESL Language Learning,* Larry Mikulecky, Indiana University, Bloomington; Steve Reder, Portland State University; David Rosen, Newsome Associates.
Welcome to NRC 2006


- Last day of the Silent Auction! Get your bids in and buy your book!

- 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, we will not only discuss topics of interest to us, but we will dance the night away, and boogie down to the sounds from the band “Out of the Blues.”

**Saturday, December 2**

- Norman A. Stahl invites 2007 Area Chairs to the Program Area Chair’s Breakfast to begin work on next year’s conference.

- Invited Session: *Literacy in an Age of New Media*, Rand Spiro, Yong Zhao, & Mary Lundeberg, *Michigan State University*.


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


We are confident you will have a wonderful time at the 2006 NRC Conference. We look forward to seeing you there!

Patricia A. Edwards, Norman A. Stahl
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 roundtable 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: nrconline.org or visit the Web site at www.nrconline.org.

Conference & Registration

The 2006 Conference will be held at the Millennium Biltmore Hotel, 506 S. Grand Avenue, Los Angeles, CA 90071.

Information on hotel accommodations can be found on our Web site at http://www.nrconline.org/conference/conf06.html.

Registration for the Conference may be done online at http://www.nrconline.org/conference/conf06/registration.html or by downloading the registration form.

One copy of the NRC Program Book (which will be distributed on-site at the conference) is included with your registration fee.

Mark your calendar for
NRC 2007
Austin, TX
November 28th–December 1st, 2007
Major Addresses

Presidential Address—Wednesday, 4:45 P.M.–6:00 P.M., Bowl

What’s It All About? Literacy Research and Civil Responsibility
Victoria Purcell-Gates, University of British Columbia
Canada Research Chair In Early Childhood Literacy

Oscar Causey Address—Thursday, 10:15 A.M.–11:45 A.M., Bowl

RT82 to RT06: The Transformative Roles of Inquiry, Theory, and Representation in Instructional Research
Annemarie S. Palincsar, University of Michigan, Jean and Charles Walgreen Jr. Chair of Reading and Literacy

Plenary Session—Thursday, 4:45 P.M.–6:00 P.M., Bowl

Historical Analysis of the Impact of Educational Research on Policy and Practice: Reading as an Illustrative Case
P. David Pearson, University of California, Berkeley, Professor and Dean

Plenary Session—Friday, 4:45 P.M.–6:00 P.M., Bowl

Literacy and Youth Empowerment: Overcoming the Obstacles to Reading and Student Engagement
Pedro A. Noguera, Professor at the Steinhardt School of Education, New York University

NRC Research Review—Saturday, 10:30 A.M.–12:00 P.M., Bowl

Learning Through Observation and Group Collaboration in Sociocultural Activities
Barbara Rogoff, Foundation Professor of Psychology, University of California, Santa Cruz
STUDY GROUP 1—Preparing Preservice Teachers for Urban Classrooms
Julie K. Kidd, George Mason University
Althier M. Lazar, St. Joseph’s University

STUDY GROUP 2—The Ever-Changing Terrain of Technology-Mediated Literacy Experiences: Where Have We Been, Where Are We Now, Where Are We Going, and How Are We Getting There?
Gregory W. Brooks, St. John Fisher College
David L. Lund, Southern Utah University

STUDY GROUP 3—Adult Literacy Study Group
Bill Muth, Virginia Commonwealth University

STUDY GROUP 4—Teacher Educator Research Study Group (TERSG)
Debra K. Wellman, Rollins College
Janet R. Young, Brigham Young University

STUDY GROUP 5—Acknowledging Alternatives: Examining Family Constructs in the Stories of Early Childhood
Anne E. Gregory, Boise State University
Jennifer Snow-Gerono, Boise State University

STUDY GROUP 6—Adolescent Literacy
Elizabeth G. Sturtevant, George Mason University
Victoria Gentry Gillis, Clemson University
Jill Lewis, New Jersey City University

STUDY GROUP 7—Preschool Literacy: Issues and Challenges in Early Reading First
Lea M. McGee, Ohio State University
Carol Vukelich, University of Delaware

STUDY GROUP 8—Graduate Students as Researchers
Sara B. McCraw, University of Delaware

STUDY GROUP 9—Enhancing Conversations in Preschool Classrooms Through Self-Reflection
David K. Dickinson, Vanderbilt University

STUDY GROUP 10—History of Literacy
Douglas K. Hartman, University of Connecticut
Norman A. Stahl, Northern Illinois University
E. Jennifer Monaghan, CUNY-Brooklyn
Richard D. Robinson, University of Missouri—Columbia

STUDY GROUP 11—Embracing Critical Understanding: Facilitated Conversations About Race, Culture, and Literacy Research
Lori C. Assaf, Texas State University—San Marcos
Caitlin McMunn Dooley, Georgia State University

STUDY GROUP 12—Reading Clinic/Literacy Lab Study Group
Cheryl Dozier, SUNY—Albany
Barbara Laster, Towson University
STUDY GROUP 13—Approaches to Critical Discourse Analysis
Samantha Caughlan, California State University, Fresno
Sandra L. Webb, University of North Carolina—Greensboro

STUDY GROUP 14—Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes
Donald Bear, University of Nevada, Reno
Shane Templeton, University of Nevada, Reno
Marcia Invernizzi, University of Virginia
Regina E. Smith, University of Nevada, Reno
Karen Carpenter, University of Nevada, Reno
David Smith, University of Nevada, Reno

STUDY GROUP 15—Doctoral Students as Researchers: The Journey to a Theoretical Perspective from the Viewpoint of Victoria Purcell-Gates, John O’Flahavan, and Michael McKenna
Katrin L. Blamey, University of Delaware
Sara B. McCraw, University of Delaware
Carla Kay Meyer, University of Delaware
Kristina Najera, University of Delaware
Megan K. Runk, University of Delaware

Book Display, Silent Auction & Exhibits
Wednesday–Friday
So. Galleria Foyer

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. The highest bid wins the book. Bidding closes at 3:30 P.M. on Friday. Names of the highest bidders will be circled on the bidding sheet. You may purchase books on Friday from 4:00 P.M.–7:00 P.M. and Saturday from 7:00 A.M.–11:00 A.M. Checks are to be made payable to NRC.

Vital Issues
Thursday–Friday
9:30 P.M.–10:30 P.M.
Gold Ballroom

Vital Issues this year will provide the opportunity for you to continue your conversations and participate in several fun activities. With a start time of 9:30 P.M., you should find it possible to enjoy a great dinner in one of Los Angeles’ great restaurants and still attend Vital Issues with your friends and colleagues. We will have a cash bar until 10:30 P.M. at which time we will adjourn to the lobby bar. On Thursday, we bring you a special night of song and laughter, NRC’s version of American Idol. Some of our esteemed colleagues have agreed to playing the part of Simon (Colin Harrison, University of Nottingham), Paula (Diane Lapp, San Diego State University), Randy (Alfred Tatum, Northern Illinois University), and Ryan (Douglas K. Hartman, University of Connecticut). Patricia A. Edwards, and a group of graduate students from Michigan State are organizing a Karaoke Night. Also, on Thursday night, we are going to play Literacy Jeopardy organized by Jane Hansen and Marcia Invernizzi, University of Virginia. Friday night we will not only discuss topics of interest to us, but we will dance the night away, and boogie down with sounds from the band “Out of the Blues.” Members include: Frank Serafini, Professor, UNLV (lead guitar and lead singer), Thomas Bean, Professor, UNLV, (rhythm guitar and vocals), Tommy Girard, Elementary Teacher/Tennis Instructor, (drums), and Jose Sandoval, District Art Teacher (bass).

Cyber Café
Wednesday–Friday
7:00 A.M.–7:00 P.M.
Saturday
7:00 A.M.–1:00 P.M.

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.
## Schedule at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Committee/Event</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>Tuesday, November 28th</strong></td>
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<tr>
<td>8:00 A.M.–10:00 A.M.</td>
<td>Executive Committee Breakfast &amp; Meeting</td>
<td>Bernard’s</td>
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<tr>
<td>10:00 A.M.–12:00 P.M.</td>
<td>Executive Board Strategic Planning</td>
<td>Bernard’s</td>
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<tr>
<td>12:00 P.M.–1:00 P.M.</td>
<td>Executive Board Lunch</td>
<td>Bernard’s</td>
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<td>2:00 P.M.–5:00 P.M.</td>
<td>Executive Board Meeting</td>
<td>Bernard’s</td>
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<tr>
<td>3:00 P.M.–8:00 P.M.</td>
<td>Conference Registration</td>
<td>So. Galleria</td>
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<tr>
<td><strong>Wednesday, November 29th</strong></td>
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<tr>
<td>7:00 A.M.–7:00 P.M.</td>
<td>Conference Registration</td>
<td>So. Galleria</td>
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<td>7:00 A.M.–6:00 P.M.</td>
<td>Book Display / Silent Auction</td>
<td>So. Galleria</td>
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<td>7:00 A.M.–7:00 P.M.</td>
<td>Cyber Café</td>
<td>Corsican</td>
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<td>7:25 A.M.–8:25 A.M.</td>
<td>NRC Contrarians</td>
<td>Roman</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Study Groups</td>
<td>Tiffany</td>
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<tr>
<td>12:00 P.M.–1:00 P.M.</td>
<td>Newcomers’ / Graduate Student Luncheon</td>
<td>Crystal</td>
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<tr>
<td>4:45 P.M.–6:00 P.M.</td>
<td>Student Research Award Presentation</td>
<td>Bowl</td>
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<tr>
<td>6:15 P.M.–7:30 P.M.</td>
<td>President's Reception</td>
<td>Gold</td>
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<tr>
<td>9:30 P.M.–10:30 P.M.</td>
<td>NRC Gathers to Remember…</td>
<td>Gold</td>
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<tr>
<td><strong>Thursday, November 30th</strong></td>
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<tr>
<td>7:00 A.M.–7:00 P.M.</td>
<td>Conference Registration</td>
<td>So. Galleria</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Oscar Causey Award Committee</td>
<td>Cordoban</td>
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<tr>
<td>7:25 A.M.—8:25 A.M.</td>
<td>Chair: David Moore, <em>Arizona State University</em></td>
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<tr>
<td>7:25 A.M.—8:25 A.M.</td>
<td>Field Council</td>
<td>Moroccan</td>
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<tr>
<td>7:25 A.M.—8:25 A.M.</td>
<td>Chair: Rachel Karchmer-Klein, <em>University of Delaware</em></td>
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<td>7:25 A.M.—8:25 A.M.</td>
<td>Ethics Committee</td>
<td>Athenian</td>
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<tr>
<td>7:25 A.M.—8:25 A.M.</td>
<td>Chair: Janet Richards, <em>University of South Florida</em></td>
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## Schedule at a Glance

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<tbody>
<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Student Outstanding Research Award Committee Chair: Rebecca Rogers, Washington University, St. Louis</td>
<td>Florentine</td>
</tr>
<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Publication Committee Chair: Diane Barone, University of Nevada, Reno</td>
<td>Mediterranean</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Ethnicity, Racism, Multilingualism Committee Chairs: Doris Walker-Dalhouse, Minnesota State University Moorhead, Gwendolyn Thompson McMillon, Oakland University</td>
<td>Corinthian</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>NRC Contrarians Chair: Douglas K. Hartman, University of Connecticut</td>
<td>Roman</td>
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<td>Study Groups</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Albert J. Kingston Award Committee Chair: Laura Smolkin, University of Virginia</td>
<td>Florentine</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Distinguished Scholar Lifetime Award Committee Chair: Margaret Finders, University of Wisconsin, La Crosse</td>
<td>Mediterranean</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>International Committee Chair: Samuel D. Miller, University of North Carolina, Greensboro</td>
<td>Moroccan</td>
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<tr>
<td>12:15 P.M.–1:00 P.M.</td>
<td>How to Write for JLR Douglas K. Hartman, Sally M. Reis, Mary Anne Doyle, Douglas K. Kaufman, Michael D. Coyne, Wendy J. Glenn, University of Connecticut, Mileidis Gort, University of Miami</td>
<td>Moroccan</td>
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</table>

### Friday, December 1st

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00 A.M.–7:00 P.M.</td>
<td>Conference Registration</td>
<td>So. Galleria</td>
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<tr>
<td>7:00 A.M.–3:30 P.M.</td>
<td>Book Display / Silent Auction</td>
<td>So. Galleria</td>
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</tbody>
</table>
Schedule at a Glance

12:15 P.M.–1:00 P.M.  
Policy and Legislative Committee  
Chair: Colleen Gilrane, *University of Tennessee*  
Mediterranean

12:15 P.M.–1:00 P.M.  
Early Career Achievement Award Committee  
Chair: Colin Harrison, *University of Nottingham*  
Florentine

12:15 P.M.—1:00 P.M.  
Edward B. Fry Book Award Committee  
Chair: Janice Strop, *Cardinal Stritch University*  
Roman

4:00 P.M.–7:00 P.M.  
Purchase of Silent Auction Books  
So. Galleria

4:45 P.M.–6:00 P.M.  
Edward B. Fry Book Award Presentation  
Plenary Address—Pedro A. Noguera  
Bowl

6:15 P.M.–7:15 P.M.  
Annual Business Meeting  
Heinsbergen

9:30 P.M.–10:30 P.M.  
Vital Issues—Out of the Blues  
Gold

**Saturday, December 2nd**

7:00 A.M.–8:30 A.M.  
Program Area Chairs Breakfast  
Crystal

7:00 A.M.–1:00 P.M.  
Conference Registration  
So. Galleria

7:00 A.M.–1:00 P.M.  
Purchase of Silent Auction books  
So. Galleria

7:00 A.M.–1:00 P.M.  
Cyber Café  
Corsican

7:25 A.M.–8:25 A.M.  
NRC Contrarians  
Roman

7:25 A.M.–8:25 A.M.  
Study Groups  
Tiffany

10:30 A.M.–12:00 P.M.  
Albert J. Kingston Award Presentation  
NRC Annual Research Address—Barbara Rogoff  
Bowl

12:00 P.M.–2:00 P.M.  
Executive Committee Lunch & Meeting  
Boardroom

2:00 P.M.–5:00 P.M.  
Executive Board Meeting  
Boardroom
2. Whiteness as a Construct in Literacy Research

1. Introduction

assessment, instruction, coaching, leadership, and technology.

This study reports the findings from fifteen different sites focused on transfer of lab/clinic practices to literacy professionals’ roles in schools. This study is a call to researchers in the literacy and teacher education field to join the discourse on using a critical race theory perspective to critique the role of education in perpetuating or interrupting current hegemonic educational practices.

1. The Need for a Critical Race Theory Perspective in Education
Rachael G. Salas, University of North Carolina—Greensboro

2. Whiteness as a Construct in Literacy Research
Julie L. Pennington, University of Nevada, Reno
Kathryn Prater, University of North Carolina—Greensboro

3. Critical Race Theory and Educational Practice
Khafihah Malik-McCurdy, Southern Illinois University

8:30 A.M.–10:00 A.M. BERNARD'S ALTERNATIVE FORMAT

1. Life after Reading Clinic/Literacy Lab: Teachers’ Reflect on Practice
Penny Frelton, University of Cincinnati

2. How Can We Keep Up With Something that is Changing Every Day?
Debra K. Wellman, Appalachian State University

3. Teaching with Science Text: Interplay of Mediating Informational Text, Science Content, and Scientific Reasoning
Ellen Pesko, Appalachian State University

8:30 A.M.–10:00 A.M. BOWL ALTERNATIVE FORMAT

ICT 4 TE: If You Don’t Know What This Means, You’ve Got to be Here!
Karen E. Smith, University of Manitoba
Susan D. Lenski, Portland State University

This session showcases positive and negative sides of the latest innovations in literacy teacher education programming in 4 US states and 1 Canadian province, particularly relative to new literacies, and concludes with a study of the long-term, lasting effects of ICT instruction in literacy teacher education.

1. Innovations in Literacy Teacher Education
Karen E. Smith, University of Manitoba
Susan D. Lenski, Portland State University
Nancy Farnan, San Diego State University
Dana L. Grisham, San Diego State University
Carol Wickstrom, University of North Texas

2. How Can We Keep Up With Something that is Changing Every Day?
Debra K. Wellman, Rollins College
Nancy Fordham, Bowling Green State University
Rachel Vannatta, Bowling Green State University

Aimee Morewood, University of Pittsburgh
Tamby Allman, St. Xavier University
Barbara Laster, Towson University

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

Expository Text: Studies of Read Alouds, Vocabulary Acquisition, and Content Mediation

Chair(s): Amy M. Vetter, University of Texas at Austin

1. The Effect of Interactive Teacher Read Alouds/Shared Readings of Expository Texts on the Comprehension of Struggling Intermediate, Middle and High School Readers
Diane Lapp, San Diego State University
Douglas Fisher, San Diego State University
James Flood, San Diego State University
Kelly Moore, San Diego Unified School District

2. From Passive to Active Control of Science Vocabulary: Acquisition Through Doing, Reading, Writing and Talking Science
Marko A. Bravo, San Francisco State University
Gina Cervetti, UC Berkeley Graduate School of Education
Elfrida H. Hiebert, College of Education, University of California—Berkeley
P. David Pearson, University of California—Berkeley

3. Teaching with Science Text: Interplay of Mediating Informational Text, Science Content, and Scientific Reasoning
Ellen Pesko, Appalachian State University

Chair(s): Penny Freppon, University of Cincinnati

Discussant(s): Penny Freppon, University of Cincinnati

Discussant(s): Kathryn Prater, University of North Carolina—Greensboro
Khafihah Malik-McCurdy, Southern Illinois University

The purpose of this symposium is to generate active discussion and participation among and within the NRC research community about alternative perspectives in which to situate critical and analytical research on marginalized groups. This symposium is a call to researchers in the literacy and teacher education field to join the discourse on using a critical race theory perspective to critique the role of education in perpetuating or interrupting current hegemonic educational practices.
8:30 A.M.–10:00 A.M.  CORDOBAN
SYMPHOSIUM SESSION

Teaching and Learning Through Online, Case-Based Environments: Recent Research from the CTELL Project
Chair(s): Discussant(s): Ruby Sanny, Illinois State University

1. Assessing Change in Pre-Service Teachers’ Knowledge Structure and Elaboration Through Concept Webs and Narrative Assessments
   Charles K. Kinzer, Teachers College, Columbia University
   Manu Kapur, University at Singapore
   Sarah Lohnes, Teachers College, Columbia University
   Dana Wilber-Cammack, Montclair State University
   Selen Turkay, Teachers College, Columbia University
   Dan Hoffman, Teachers College, Columbia University

2. Paths to Conceptual Change in an Internet-Based, Case Instructional Environment
   Charles K. Kinzer, Teachers College, Columbia University
   Sarah Lohnes, Teachers College, Columbia University
   Manu Kapur, University at Singapore
   Dan Hoffman, Teachers College, Columbia University
   Stavroula Kontovourki, Teachers College, Columbia University
   Selen Turkay, Teachers College, Columbia University

3. Digital, Case-based Anchored Instruction and Pre-service Teachers’ Knowledge and Insight about Teaching Reading
   Betty Hubbard, University of Georgia
   Mimi Park Prior, University of Georgia

4. Instructors’ Experiences Using Multimedia Anchored Instruction Cases in Pre-service Literacy Courses
   Mary Susan Love, University of Georgia
   Tammy Ryan, University of Georgia
   Achariya T. Rezak, University of Georgia

8:30 A.M.–10:00 A.M.  CRYSTAL
ALTERNATIVE FORMAT

Creating New Identities Through Critical Language Study
Chair(s): Christine H. Leland, Indiana University
Discussant(s): Jerome C. Harste, Indiana University

This session provides a theoretical framework for critical language study that focuses on real world texts like those found in the media, in non-academic spaces like museums and in children’s literature. Examples of analyses that go beyond surface features to explore deeper sociocultural meanings and identities will be shared and interrogated.

1. Speaker 1: No Text is Neutral
   Christine H. Leland, Indiana University

2. Speaker 2: Cultural Models
   Mitzi Lewison, Indiana University

3. Speaker 3: Framing
   Jerome C. Harste, Indiana University

4. Discussant

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

Social Software and Multimedia for Literacy Instruction
Chair(s): Naomi Hupert, Education Development Center

1. OMG!! I’m LOL :-D j/k Got 2 go ttyl: Literacy Messages Within Teenagers’ Instant Messages
   Pamela J. Dunston, Clemson University
   Donna E. Alvermann, University of Georgia

2. The Changing Face of Weblogs: What Happens When Blogging is a Course Requirement
   Carol J. Delaney, Southern Illinois University

3. Supporting Digital Literacy Skills in the Classroom: Findings from the Skills for the 21st Century Project
   Naomi Hupert, Education Development Center
   Cornelia Brunner, Education Development Center
   Shelley Pasnik, Education Development Center

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

Oral Read: Knowledge of Prosodic Features and Students’ Prior Knowledge
Chair(s): Robert Berdan, California State University, Long Beach

1. Gains in Elementary Students’ Prior Knowledge Through Content-Rich Read-Alouds
   Katherine R. Hilden, Michigan State University
   Lauren Fingeret, Michigan State University

The symposium will compare and contrast four retelling evaluation methods in the context of 13 second graders’ retellings of three stories with similar and different features.

Results on the strengths and weaknesses of each method will be shared.

1. Description of Four Retelling Evaluation Methods Applied to Flossie
   G. Pat Wilson, University of South Florida

2. Readers’ Profiles Across Two Similar Stories, Precious and Flossie
   Poonam Arya, Wayne State University

3. Retelling Profiles With Contrasting Stories: Cherries, Precious and Flossie
   Prisca Martens, Towson University

4. Evaluating the Evaluations: What Does Each Method Reveal and Not Reveal About Children’s Understanding of Narratives?
   Lijun Jin, Towson University

5. Discussion
   Debra Goodman, Hofstra University
2. Oral Reading Fluency: Underlying Prosodic Features
Robert Berdan, California State University, Long Beach
Carol Lord, California State University, Long Beach
Michael Fender, California State University, Long Beach

3. Using a Fluency and Phrasing Rubric to Develop Teachers’ Knowledge of Prosodic Features of Oral Reading
Carol Hopkins, Purdue University
Salli Forbes, Purdue University
Carol Hopkins, Purdue University
Maribeth Cassidy Schmitt, Purdue University
Sarah Mahurt, Purdue University

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

Studies of Scripted Reading Programs and Reading First Classrooms
Chair(s): Jill Hermann-Wilmarth, Western Michigan University

1. Eyes on the Page: Understanding Time Spent Reading in Mississippi’s Reading First Classrooms
Devon G. Brenner, Mississippi State University
Jeanne W. Holland, Mississippi University for Women
Monica Riley, Mississippi University for Women
Renarta Tompkins, Mississippi State University
Elfrieda H. Hiebert, College of Education, University of California—Berkeley
Robin Miles, Mississippi Department of Education

2. The Influence of Scripted Reading Programs on the Curricular Thinking of Teachers and Students
Kathy G. Short, University of Arizona
Gloria Kaufman, Clavis International School, Mauritius

3. Self-Reported and Observed Reading Instruction Practices in Reading First Classrooms
Alysa D. Roehrig, Florida State University & Florida Center for Reading Research
Mary T. Brownell, University of Florida
Ciana B. Clarke, Florida Center for Reading Research
R Daniel Warren, Florida State University
Zhu Liu, Florida State University
M Keli Swearingen, Florida State University
Kyle Freedman, Florida State University
Ying Guo, Florida State University

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

Research Methodology Series: Methodological Considerations in Research on or Involving Technology
Chair(s): Linda D. Labbo, University of Georgia

1. Thinking about Thinking: Methods for the Study of Online Reading Comprehension
Jill Castek, University of Connecticut
Julie Coiro, University of Connecticut
Laurie A. Henry, University of Connecticut
Douglas K. Hartman, University of Connecticut
Athena R. Lentini, University of Connecticut

2. Continuity and Change: Framing the Classroom Complexities of Literacy and Technology
Linda D. Labbo, University of Georgia
Tammy Ryan, University of Georgia
Mary Susan Love, University of Georgia

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

Issues of Identity and Gender in Literacy
Chair(s): Margaret Finders, University of Wisconsin, La Crosse

1. The Reading Gap: It Is In How We Define Literacy?
Adnan Salhi, Henry Ford Community College
Cynthia Salhi, Cass Technical High School

2. ‘I Don’t Know Why’: Elementary Students’ Perceptions about Literacy, Gender and Art
Peggy Albers, Georgia State University
Kay Cowan, University of Tennessee, Chattanooga

3. Reading Identities Over Time and Space: A Longitudinal Collective Case Study
Catherine F. Compton-Lilly, University of Wisconsin—Madison

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

Literacy on the Cutting Edge
Chair(s): Mary Beth Hines, Indiana University

1. Examining Student Responses to Multimodal Assignments Within a Multiliteracies-Oriented Secondary Language Arts Classroom
Sheila Benson, West Virginia University
8:30 A.M.–10:00 A.M.  ROMAN
SYMPOSIUM SESSION

Going Multimodal: Negotiating Identities, Literacies and Contexts in Fanfiction Writing
Chair(s): Mary K. Thompson, SUNY—Buffalo
Discussant(s): Mary McVee, SUNY—Buffalo

This symposium explores the relationships among adolescent literacy, new technologies, popular culture, and schooling. Each paper looks at how English language learners are actively engaged in digital technologies and popular culture in out-of-school spaces and how these multimodal literacy practices can bridge students’ identities inside our classrooms.

1. Hybridizing Digital Text: Fanfiction as a Study of Authentic Writing
   Eunim Bok, SUNY—Buffalo

2. “Happy Ever After”: Romance Genre, Fanfiction and Identity Work
   Mary K. Thompson, SUNY—Buffalo

3. Digital Savvy Millennials: Bridging the Multimodal Gap Inside our Classrooms
   Mary K. Thompson, SUNY—Buffalo
   Mary McVee, SUNY—Buffalo

8:30 A.M.–10:00 A.M.  TIFFANY
ROUNDTABLE

I. “I Stuck in a Little Bit of Everything and It Backfired!”: Preservice Teachers’ Understandings of Literacy as Meaning Making Through Multiple Semiotic Systems
   Janet C. Richards, University of South Florida

II. Doing, Being, and Becoming: Disrupting Preservice Teacher’s Cultural Models, Ideologies, and Identities
    Debbie East, Indiana University, Bloomington

III. “It’s All About the Kinds of Questions I Ask!”: Supporting Reading Teacher Learning Through a Model of Intensive Professional Development
     Misty Sailors, University of Texas at San Antonio

IV. Teachers’ Self-Knowledge of Strategy Use and the Influence on Instruction
    Elizabeth Dobler, Emporia State University

V. What Literacy Course Experiences Help Finnish Preservice Teachers Gain the Knowledge Which Will Support Them in Implementing the National Core Curricula?
    Riitta-Lisa Korkeamäki, University of Oulu
    Mariam Jean Dreher, University of Maryland

VI. But Are We Really Teaching Reading: The Role of Literature Circles in Supporting Literacy Development
    Cyndi Giorgis, University of Nevada, Las Vegas
    Christine Jordan, University of Nevada, Las Vegas
    Marie LeJeune, University of Nevada, Las Vegas

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

From Archie Comics to CSI Comics: Elementary and Secondary Students Construct Identity and Developing Literacy Knowledge through Everyday Texts
Chair(s): Eliane Rubinstein-Avila, University of Arizona
Discussant(s): Ernest Morrell, University of California—Los Angeles

The purpose of this symposium is to explore how elementary and secondary students interact with everyday texts (i.e., comic books/stripes) in constructing their identity (e.g., gender) and developing literacy knowledge. Three studies presented here will offer the research and pedagogical implications and challenges for literacy researchers and teacher educators.

1. Mixed Messages: Archie Readers Talk About Gender, Desire, and Sexuality
   Lyndsay Moffatt, University of British Columbia
   Bonny Norton, University of British Columbia

2. Comic Strips as a Textual Tool in Supporting Students’ Content Area Reading and Writing
   Shelley H. Xu, California State University, Long Beach

3. The Impact of a Literacy-Based Forensics Unit Incorporating Popular Culture Texts
   Barbara Guzzetti, Arizona State University

10:15 A.M.–11:45 A.M.  BERNARD’S
SYMPOSIUM SESSION

Actions that Create, Actions that Destroy: Middle School Students’ Thoughts on Reading Self-Efficacy and In-School Practices
Chair(s): Holly Johnson, University of Cincinnati
Discussant(s): Lauren Freedman, Western Michigan University

This symposium presents one aspect of a study addressing the following reading self-efficacy elements: Confidence, Independence, Metacognition, and Stamina. Comparing data between middle school participants who described themselves positively to those who described themselves negatively, researchers discuss classroom practices that the two groups report influence their reading self-efficacy.

1. What a Difference Confidence Makes
   Holly Johnson, University of Cincinnati

2. Actions that Create Independent Readers
   Kathleen Crawford-McKinney, Wayne State University

3. Making Metacognition Matter
   Karen Thomas, Western Michigan University

4. Creating Reading Stamina—What Teachers Can Do
   Lauren Freedman, Western Michigan University
Alternatives in Literacy

Chair(s): Jerrell C. Cassady, Ball State University

1. Teaching Through the Title: Understanding the History of and Opportunities for Teaching Reading Within Title I of No Child Left Behind (2001)
   Tanya Marie Dwight, University of Georgia

2. Promoting Reading Skills with a Coordinated Community-Based After-School Program
   Jerrell C. Cassady, Ball State University
   Michael Putman, Ball State University
   Lawrence L. Smith, Ball State University
   Molly M. Jameson, Ball State University

3. Literacy in a Christian Faith-Based School
   A. Jonathan Eakle, The Johns Hopkins University

Invited Session: The Research Base for Accrediting Programs of Initial Teacher Preparation with a Focus on Reading: What’s Known? What’s Needed?

Chair(s): Rebecca K. Shankland, Michigan State University
     Kathleen Moxley, Michigan State University

Discussant(s): Donald Compton, Vanderbilt University
              David K. Dickinson, Vanderbilt University
              Robert Jimenez, Vanderbilt University
              Kevin Leander, Vanderbilt University
              Victoria J. Risko, Vanderbilt University
              Deborah Wells Rowe, Vanderbilt University
              Kim Youb, Vanderbilt University

The symposium will be organized around four topical areas. Teacher Education; Socio-Cultural and Linguistic Diversity; Classroom Practice; and Technology/New Literacies.

1. New Directions in Reading Research: NRC Yearbook Editors
   James V. Hoffman, University of Texas at Austin
   Diane L. Schallert, University of Texas at Austin
   Jo Worthy, University of Texas at Austin
   Beth Maloch, University of Texas at Austin
   Colleen M. Fairbanks, University of North Carolina—Greensboro

2. Advances in Understanding Teacher Education
   Amy S. Flint, Georgia State University
   Robert Jimenez, Vanderbilt University

3. Advances in Understanding Issues of Socio-Cultural and Linguistic Diversity
   Robert Rueda, University of Southern California

4. Advances in Classroom Practice
   Cynthia Brock, University of Nevada, Reno

5. Advances in Understanding Technology and New Literacies
   Rachel Karchmer-Klein, University of Delaware

Using Cultural Models as an Analytic Tool for Uncovering Conflict, Contradiction, and Underlying Assumptions in the Policy and Practice of Teaching Literature

Chair(s): Amanda Haertling Thein, University of Pittsburgh

Discussant(s): Samantha Caughlan, California State University, Fresno

This session considers the usefulness of cultural models as an analytic tool that can uncover conflict, contradiction and underlying assumptions regarding literature and reading exhibited by state agencies, teachers attempting to resolve competing cultural models from both curriculum requirements and their own training and beliefs, and students negotiating in-school and out-of-school literacies.

1. Competing Cultural Models of Literature in State Content Standards
   Samantha Caughlan, California State University, Fresno

2. Uncovering Contradictory Cultural Models for Literature Learning in Two Urban Classrooms
   Amanda Haertling Thein, University of Pittsburgh

3. Competing Cultural Models Shaping Middle School Students’ Identity Construction
   Richard Beach, University of Minnesota
   David O’Brien, University of Minnesota
   Cassie Scharber, University of Minnesota

Principled Practices for Adolescent Literacy: Next Steps for Schools and Researchers

Chair(s): Elizabeth G. Sturtevant, George Mason University

Discussant(s): Fenice Boyd, SUNY—Buffalo

This alternative format session will include participants in small and large group discussions of principles for adolescent literacy developed through an extensive review of literature and observations in content area classrooms across the U.S. Future research directions will be discussed. Presenters were involved in a collaborative project that spanned 3 years.

1. Overview of the Project and the 8 Principles
   Elizabeth G. Sturtevant, George Mason University

2. Group 1: Contexts for Learning That Support Adolescent Literacy
   Gay Ivey, James Madison University
   Thomas W. Bean, University of Nevada, Las Vegas

   Donna E. Alvermann, University of Georgia
   Josephine Peyton Marsh, Arizona State University

4. Group 3: Adolescent Literacy Through Connections Between Life and Literacy In and Out of School
   Guofang Li, Michigan State University
5. **Group 4: School Structures That Support Adolescent Literacy**
   David W. Moore, Arizona State University
   William G. Brozo, George Mason University

6. **Reconvene as Whole Group; Discuss Future Research Directions**
   Kathleen Hinchman, Syracuse University
   Patricia L. Anders, University of Arizona

**10:15 A.M.–11:45 A.M. EMERALD SYMPOSIUM SESSION**

**Teaching the Whys, Whats, and Wheres of Teacher Reflection: Using Urban Field Experiences to Challenge Pre-service Teacher Thinking About Adolescent Literacies**

Chair(s): Mark Conley, Michigan State University
Discussant(s): Elizabeth Moje, University of Michigan

Teacher reflection is commonplace through university coursework and field experiences, yet the use of reflection to build on pre-service teachers’ backgrounds and dispel misconceptions and stereotypes is little understood. This symposium will present three different approaches to teacher reflection about adolescents and their literacies in urban middle schools.

1. **Knowing Students, Knowing Ourselves: Developing Pre-service Teachers’ Reflective Stances About Adolescents**
   Deborah M. Vriend VanDuinen, Michigan State University

2. **“How Can I Teach When (S)he Can Barely Read?” When Pre-service Secondary Teachers Grapple With Dysfluency**
   Kristine A. Gritter, Michigan State University

3. **From Private to Public: Using Blogs to Support Social Forms of Reflection About Adolescents and Their Literacies**
   Joseph R. Freidhoff, Michigan State University

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**10:15 A.M.–11:45 A.M. FILM PAPER SESSION**

**Technology for Early Literacy Acquisition and Instruction**

Chair(s): Peggy A. Coyne, CAST

1. **Fighting for the Right to be Multiliterate in Kindergarten: A Case Study of One Girl’s Engagement with Literacy and Technology**
   Stephanie Schnier, Teachers College, Columbia University
   Grace Enriquez, Teachers College, Columbia University
   Marjorie Siegel, Teachers College, Columbia University

2. **Teachers’ Technology Uses In 1st—2nd Grade Literacy Instruction: A Multi-Case Study Of Exemplary Literacy Instruction**
   Mary K. Johnson, Monmouth College

3. **E-Merging Literacy: Assisting Parents to Scaffold the Emerging Literacy Skills of their Preschool Aged Children**
   Peggy A. Coyne, CAST

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**10:15 A.M.–11:45 A.M. GOLDFLORENTINE SYMPOSIUM SESSION**

**Literacy, Social Class, Race, & Ethnicity**

Chair(s): Ernest Morrell, University of California—Los Angeles

1. **Talking Race: The Influence of Race on Literature Circle Discussions**
   Lane W. Clarke, Northern Kentucky University

2. **Dispelling the “Lack of Literacies” Myth: A Preschooler Constructs the Big Picture of Literacy in a Working Class Home**
   Marianne McTavish, The University of British Columbia

3. **Choose Your Words Carefully: Power, Discourse, and Literacy Instruction**
   Leslie Patterson, University of North Texas

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**10:15 A.M.–11:45 A.M. GRECIAN PAPER SESSION**

**Expanding Perspectives in Early Literacy Classrooms**

Chair(s): Carolyn R. Frank, California State University, Los Angeles

1. **A Kindergarten Teacher’s Narrowing of Literacy Curriculum from Multimodal to Verbocentric**
   Cynthia B. Leung, University of South Florida St. Petersburg

2. **Kindergarten in the Age of Accountability: Listening to Teachers About Literacy Assessment**
   Ann Bates, National-Louis University

3. **Influences on Story Attachments in a Kindergarten Classroom**
   Keren M. Joshi, Wilsonville Public Library
HEINSBERGEN

10:15 A.M.–11:45 A.M.

SYMPOSIUM SESSION

Investigating Digital Environments Designed to Support Fifth Graders’ Learning from Graphics and Prose

Chair(s): Annemarie Palincsar, University of Michigan

Discussant(s): Michael L. Kamil, Stanford University

This symposium presents three investigations of the use of technology to support struggling and typically achieving 5th grade readers. Participants read challenging science text that required integration of graphics and prose. Text-to-speech, glossary, a text-diagram integration tool, diagram manipulation, and/or animated pedagogical agents within the digitized text supported their learning.

1. Investigating the Differential Effects of Three Versions of a Digital Reading Environment Featuring an Array of Interactive Support Features
   Bridget Dalton, Center for Applied Special Technology
   Patrick Proctor, Boston College
   Annemarie Palincsar, University of Michigan
   Shirley Magnusson, California Polytechnic State University
   Nancy DeFrance, University of Michigan

2. Children’s Experiences in Digital Reading Environments With Illustrated and Interactive Informational Texts: Exploring the Role of Pedagogical Agents in Facilitating Learning
   Debi Khasnabis, University of Michigan
   Annemarie Palincsar, University of Michigan

3. Struggling Readers Learning From Science Text: The Effects of Text-Diagram Integration Animation vs. Manipulable Diagrams
   Nancy DeFrance, University of Michigan
   Annemarie Palincsar, University of Michigan
   Susanna Hapgood, University of Toledo
   Debi Khasnabis, University of Michigan

MEDITERRANEAN

10:15 A.M.–11:45 A.M.

SYMPOSIUM SESSION

Invited Session: What We Know About Accelerating the Development of Struggling Readers

Chair(s): Doris Walker-Dalhouse, Minnesota State University, Moorhead

Much attention has been focused on closing the reading achievement gap by state and federal policy makers. However, the achievement gap has remained persistently stable even after five years of federal policy (NCLB) specifically targeted to eliminating the gap. This session provides both data-driven and theory-driven analyses of how policy might be refocused to more successfully ameliorate the reading achievement gap.

1. Successful High-Poverty Schools: How They Beat the Odds
   Patricia Cunningham, Wake Forest University

2. The Five Missing Pillars of Scientific Reading Instruction
   Richard L. Allington, University of Tennessee, Knoxville

MOROCCAN

10:15 A.M.–11:45 A.M.

SYMPOSIUM SESSION

Interpreting and Comparing Sociopolitical Factors Across Three Literacy Communities

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

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

Young children and adolescents are positioned in a sociopolitical and sociocultural world. As they interact with texts such as children’s literature they choose a position that is determined within the talk they create during literature discussions. Children need literacy experiences that facilitate learning and that create an opportunity to critically and collaboratively examine texts.

1. Children’s Talk about Access to Privilege in Sociopolitical and Sociocultural Worlds
   Jeanne G. Fain, Arizona State University

2. Creating a Context: “Disadvantaged” Students’ Use of Stories to Create Meaning
   Julia M. Lopez-Robertson, University of South Carolina

3. Peer-Led Literature Circles and Being Middle Class: Literacy as Affiliation with Business and Schools
   Tracy L. Smiles, Western Oregon University

ROMAN

10:15 A.M.–11:45 A.M.

PAPER SESSION

Reading and Writing on the Internet and in Discussion Forums

Chair(s): Brian Morgan, SUNY—Geneseo

1. “Look Who’s Talking”: Patterns of Interaction and Quality of Postings in an Online Discussion of Comprehension Strategies Instruction
   Rachel Brown, Syracuse University
   Kathryn E. Bailey, Syracuse University

2. What Reading Demands Does Searching on the Internet Require? A Review of the Literature
   Laurie A. Henry, University of Connecticut

3. The Possibility of Asynchronous Literature Discussion: Identity, Goals, and Situated Literacy in E-mail Discussion
   Brian Morgan, SUNY—Geneseo
Wednesday • November 29, 2006

10:15 A.M.–11:45 A.M. ROUNDTABLE

I. Connecting Reading, Technology, and the Creative Arts: Preservice Teachers’ Concerns, Achievements, and Subjective Realities
Janet C. Richards, University of South Florida
Kim Shea, University of South Florida
Deborah Kozdras, University of South Florida
Melissa Gray, University of South Florida

II. What Middle School Teachers Want to Know About Teaching Vocabulary and What the Professional Literature Is Telling Them
Wanda B. Hedrick, University of North Florida
Jean Vintinner, University of North Carolina—Charlotte
Patricia Hill-Miller, University of North Carolina—Charlotte
Janis M. Harmon, University of Texas at San Antonio
Karen Wood, University of North Carolina—Charlotte

III. Poetry Across Reading Instruction
Diane Carver Sekeres, University of Alabama
Madeleine Gregg, University of Alabama

IV. Preservice Teachers’ Readiness to Teach Reading Comprehension
Kathleen A. Mohr, University of North Texas
Mary Beth Allen, East Stroudsburg University

V. Young Children’s Meaning-Making from Picturebook Peritexts
Lawrence R. Sipe, GSE University of Pennsylvania
Caroline E. McGuire, GSE University of Pennsylvania

VI. Exploring Effective Elementary Writing Instruction
Linda C. Golson, Georgia College & State University

VII. A 3-Year Study of Adolescent Literacy Coaching and Content Reading Strategies
Melissa D. Reed, Emporia State University
Gary E. Rice, Emporia State University

1:15 P.M.–2:45 P.M. SYMPOSIUM SESSION

Collaborative Topographies: Examining Middle School Literacy Practices through the Strategic Education Research Partnership
Chair(s): Lowry Hemphill, Wheelock College
Discussant(s): Kris Gutierrez, School of Education, University of California, Los Angeles (UCLA)

In 2003, the National Research Council called for developing ‘Strategic Research Partnerships’ (SERP) between researchers, teachers, and policymakers to collaborate on problems of urgent concern. This symposium reports on the first such project, a collaboration between the Boston Public Schools and literacy researchers focused on improving middle school literacy achievement.

1. Using Assessment to Support Whole-School Change in Middle School Literacy Instruction
Claire E. White, Strategic Education Research Partnership
Sarah Meacham, Strategic Education Research Partnership

2. A Collaborative Literacy and Civic Initiative for English Language Learners
Lowry Hemphill, Wheelock College
Lori J. Collins, University of Massachusetts, Boston

3. A Joint Practitioner/Researcher Examination of the America’s Choice Curriculum in a Middle School Classroom
Sarah Meacham, Strategic Education Research Partnership
Julie Sloan, The John W. McCormack School

1:15 P.M.–2:45 P.M. SYMPOSIUM SESSION

Invited Session: Theoretical, Practical and Political Frontiers in Literacy Assessment
Chair(s): Angie Tanis, Michigan State University

This collaborative presentation will examine in a somewhat interactive format, the theoretical, practical and political challenges currently being faced (or not faced) in literacy assessment. Actions and options will be considered.

Peter Afflerbach, University of Maryland
Peter Johnston, SUNY—Albany

1:15 P.M.–2:45 P.M. PAPER SESSION

Literacy in Home, School and Community Context
Chair(s): Guofang Li, Michigan State University

1. Home Environment and Literacy Engagement:
Guofang Li, Michigan State University

2. Parallel Lines: Literacy in Home, School and Community Contexts
Ken Cruickshank, Faculty of Education

3. Creating a Video Story of Emergent Literacy in Urban and Suburban Homes
Mary Jo Finney, University of Michigan—Flint

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

A Framework for Advancing New Literacies Research: Beginning the Conversation
Chair(s): Julie Coiro, University of Connecticut
Donald J. Leu, University of Connecticut

This alternative session, using small groups, a panel, and interactive discussion, presents several chapters from the forthcoming Handbook of Research on New Literacies (Authors, in press). By reviewing the research on new literacies from multiple perspectives (Labbo & Reinking, 2000), the chapters presented at this session take advantage of the complexity that defines this emerging area of research.

1. New Literacies as Contested Territory: Exploring Multiple Perspectives
Julie Coiro, University of Connecticut
Donald J. Leu, University of Connecticut
Colin Lankshear, James Cook University
Michele Knobel, Montclair State University
2. Toward a Connective Ethnography of Online/Offline Literacy Networks
   Kevin Leander, Vanderbilt University

3. Experimental Methods in the Study of New Literacies
   Jonna M. Kulikowich, Penn State University
   Peggy N. Van Meter, Penn State University
   Heidi Van Middlesworth, Penn State University

4. Understanding Understanding in a New Literacies Digital Space: Changing the Relationship of Text, Reader, and Activity in Service of Improving Diverse Learners’ Comprehension and Engagement
   Bridget Dalton, Center for Applied Special Technology
   Patrick Proctor, Boston College

   Gloria Jacobs, St. John Fisher College

6. College Students and New Literacy Practices
   Dana Wilber-Cammack, Montclair State University

7. Teaching Popular Culture Texts in the Classroom
   Richard Beach, University of Minnesota
   David O’Brien, University of Minnesota

8. Cognition and Literacy in Massively Multiplayer Online Games
   Constance A. Steinkechueler, University of Wisconsin—Madison

9. Assessing New Literacies in Science and Mathematics
   Edys S. Quellmalz, Center for Technology in Learning, SRI
   Geneva D. Haertel, Center for Technology in Learning

10. Multi/intermodal Reading and Comprehension in Online Environments
    Claire Wyatt-Smith, Griffith University
    John Elkins, Griffith University
    Kelly Freebody, Griffith University

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

Studying School-Level Literacy Reforms: Methods and Results
Chair(s): Sharon Walpole, University of Delaware
Discussant(s): Timothy Shanahan, University of Illinois at Chicago

This symposium reports three studies that employ different methodologies and participants to investigate factors associated with effective implementation of two recent federal reform initiatives in reading. An array of quantitative and qualitative approaches ground designs that acknowledge the complexity of school change and the interaction of factors leading to growth.

1. Characteristics of High- and Low-Impact Reforms
   Sharon Walpole, University of Delaware
   Katrin L. Blamey, University of Delaware
   David Kaplan, University of Delaware
   Carla K. Meyer, University of Delaware

2. Characteristics of Schools Successfully Implementing Reading First
   Michael C. McKenna, University of Virginia
   Ken Proctor, Georgia Department of Education
   Beth Kyle, Georgia Department of Education
   Julie Morrill, Georgia Department of Education
   Michelle Picard, University of Virginia

3. Understanding the Complexity of Change in Reading First Schools
   Naomi Zigmond, University of Pittsburgh
   Rita M. Bean, University of Pittsburgh

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

Critically Reading and Evaluating Web sites: A Conceptual Synthesis and an Empirical Investigation
Chair(s): James S. Damico, Indiana University

This symposium contributes conceptual and empirical understandings to what we know about web-based reading in schools. The first paper offers a conceptual synthesis of perspectives in literacy and disciplined inquiry in social studies, a review of key models, and an examination of existing web-based resources and tools to develop a ‘four lens’ model of critical web reading. The following papers are case studies of students in two secondary school classrooms working in pairs or groups of three to analyze, interpret, and evaluate web sites.

1. Integrating Literacy, Technology and Disciplined Inquiry for Web-Based Reading: The Development of a Conceptual Model
   James S. Damico, Indiana University
   Gerald Campano, Indiana University

2. Exploring Relationships Between Students’ Literacy Practices and Subject Matter Understanding in a Social Studies Inquiry Unit
   Mark Baildon, National Institute of Education, Singapore

3. Learning to Challenge Extremist Content on the Web
   Michelle Honeyford, Indiana University

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

Synthesizing Three Elements of Reading Comprehension Instruction
Chair(s): Georgia Earnest Garcia, University of Illinois at Urbana-Champaign
Discussant(s): P. David Pearson, University of California—Berkeley

This symposium focuses on the third year of a federal grant, in which we worked with teachers in low-income elementary schools to pilot an integrated reading comprehension approach that synthesized two experimental instructional treatments (cognitive strategy instruction and responsive engagement instruction) with a treated control (vocabulary).

1. Theoretical and Practical Rationales and Research Design
   Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

2. Student Assessments and Preliminary Student Findings
   Barbara Taylor, University of Minnesota
   Monica Marx, University of Minnesota
   Michelle Chein, University of Minnesota

3. Starting with Responsive Engagement
   Eurydice B. Bauer, University of Illinois at Urbana-Champaign
   Pamela Nielsen, University of Illinois at Urbana-Champaign
4. **Starting With Strategy Instruction**  
Teresa M. Bray, University of Illinois at Urbana-Champaign  
Raul A. Mora, University of Illinois at Urbana-Champaign  
Mariana Ricklef, University of Illinois at Urbana-Champaign  
Dulce Baca, University of Illinois at Urbana-Champaign  
Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

5. **Adapting the Synthesized Approach to Mandated Curriculum**  
P. David Pearson, University of California—Berkeley  
Vicki Benson, University of California—Berkeley  
JuliAnna Avila, University of California—Berkeley  
R. Sareh Rokhsareh, University of California—Berkeley

6. **Working With Primary Teachers to Implement the Synthesized Approach**  
Katherine D. Stahl, New York University  
Shalonda D. Carr, University of Illinois at Urbana-Champaign

1:15 P.M.–2:45 P.M. FILM  
**PAPER SESSION**  
**Issues in Preparing Teachers of Adolescent Students**  
Chair(s): Amy S. Johnson, University of Georgia

1. Promoting Preservice Teachers’ Reflective Practice Through Digital Video and Critical Incident Analysis in Secondary English Education  
Dana L. Fox, Georgia State University  
Laurie Brantley-Dias, Georgia State University  
Brendan Calandra, Georgia State University

2. Examining Teachers’ Literacy Stories: Pursuing Critical Narrative and Multimodal Approaches  
Amy S. Johnson, University of Georgia  
Melissa Mosley, Washington University, St. Louis

3. Theorizing Arts/Multimedia as Critical Literacy Practices Across Disciplines in Secondary and Pre-service Classrooms  
Theresa Rogers, University of British Columbia  
Anne-Marie LaMonde, University of British Columbia

1:15 P.M.–2:45 P.M. FLORENTINE  
**ALTERNATIVE FORMAT**  
**Arts and Literacy: A Gallery of Connections**  
Chair(s): Guy Trainin, University of Nebraska—Lincoln  
Discussant(s): Robert Horowitz, Teachers College, Columbia University

The arts are multisensory: visual, auditory and kinesthetic. Hearing or reading about the arts can tell only part of the story; thus in this alternative format session, we propose to create a gallery of student artifacts—visual artwork, creative plans, student texts, dramatic presentation, and musical interpretations.

1. VIEW; Visual Integration to Enhance Writing  
Nancy L. Andrzejczak, University of California—Riverside  
Robert Horowitz, Teachers College, Columbia University

2. Readers Theatre: Building Fluency and Comprehension  
Guy Trainin, University of Nebraska—Lincoln

1:15 P.M.–2:45 P.M. GOLD  
**SYMPHOSY SESSION**  
**Research Methodology Series: Methodological Considerations in Research on or Involving Teacher Education**  
Chair(s): Christine Jordan, University of Nevada, Las Vegas  
Cathy Jordan, International Reading Association  
Kathleen Roskos, John Carroll University

Mark Dressman, University of Illinois at Urbana-Champaign  
Mark Faust, University of Georgia

2. Multimodal Hero vs. Anti-Comprehension Villain: Opposing Views of the Educative Value of Graphic Novels  
William Boerman-Cornell, University of Illinois at Chicago

3. An Examination of Text Genres Found in Recent California Basal Readers  
Barbara Moss, San Diego State University  
Mary O’Shea, San Diego City Schools

1:15 P.M.–2:45 P.M. HEINSBERGEN  
**SYMPHOSY SESSION**  
**Embodiment and the Science of Consciousness: Implications for Reading and Writing**  
Chair(s): Discussant(s): Karen A. Krasny, York University

New possibilities for empirically investigating philosophical theories of mind and body challenge the computational view that the mind uses abstract amodal propositions to symbolically represent the world. The authors explore how understanding embodiment and the development of human consciousness can account for a wide range of mental phenomena associated with the acts of reading and writing.

1. Embodied Consciousness and Empathetic Identification: Animating Moral Imagination in the Act of Reading  
Karen A. Krasny, York University

2. Educating Consciousness Through Literary Experiences  
Dennis Sumara, University of British Columbia  
Rebecca Luce-Kapler, Queen’s University  
Brent Davis, University of British Columbia

3. Philosophical and Theoretical Background of Embodied Literacy  
Mark Sadoski, Texas A&M University

4. Reading and Visualization in Embodied Brains  
George Hruby, Utah State University
Wednesday • November 29, 2006

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

**Every Teacher Educator a Literacy Teacher Educator: Seeking Ways to Promote Content-Area Literacy Across Teacher Education and Development**

Chair(s): Roni Jo Draper, Brigham Young University

Teacher educators from various content areas (e.g., art, history, mathematics, music, science, theatre) will discuss the formation of a study group that worked to reconceptualize content-area texts, literacies, and instructional strategies. They will share the ways they sought to prepare secondary teachers to support the literacy growth and development of adolescent students.

1. **Beginning and Sustaining the Dialog: The Content-Area Literacy Study Group**
   Roni Jo Draper, Brigham Young University
   Nancy Wentworth, Brigham Young University

2. **Reconceptualizing Content-Area Texts, Literacies, and Instructional Strategies**
   Marta Adair, Brigham Young University
   Diane Asay, Brigham Young University
   Paul Broomhead, Brigham Young University
   Merrell Hansen, Brigham Young University
   Scott Hendrickson, Brigham Young University

3. **Changing Practices in Teacher Education and Development**
   Amy Jensen, Brigham Young University
   Gloria Nance, Nebo School District
   Jeffery Nokes, Brigham Young University
   Duane Merrell, Brigham Young University
   Sunya Osborn, Nebo School District

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

**Boundaries of Literacy: A Critical Analysis of Adolescent Literacy**

Chair(s): Cynthia L. Greenleaf, WestEd

1. **From Storybooks to Games, Comics, and Song-writing: A Middle Class Boy’s Appropriation of Literacy Practices**
   Kimberly Lenters, University of British Columbia

2. **Negotiating Boundaries of Adolescent Literacy: Textual Production in the English Classroom**
   David Gallagher, Mount Saint Mary College

3. **A Multiple Case Study of Chinese American Adolescents’ Literacy Practices Across In and Out-of-School Contexts**
   Ellen Wang, Northwestern University

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

**Teacher Expertise As Intervention: A Practice-Based Model of Learning for Teachers & Extra Support for At-risk Kindergartners**

Chair(s): Deborah A. Wooten, The University of Tennessee, Knoxville

Discussant(s): Richard L. Allington, University of Tennessee, Knoxville

This symposium presents a longitudinal study designed to improve the achievement of at-risk kindergartners and the knowledge and skills of their teachers. This model includes: study and implementation of curriculum-based observational tools; monitoring of students’ learning; intensive instruction of a small number of kindergartners; collaborative problem-solving among teachers. Analyses of student gain scores and teachers’ knowledge-building discourse is presented.

1. **Capacity-Building for Teachers: Gain Scores for Kids**
   Katie Solic, The University of Tennessee, Knoxville
   Anne McGill-Franzen, University of Tennessee, Knoxville

2. **Deeper Knowledge of Early Literacy, More Elaborated Talk About Development**
   Danielle V. Mathson, The University of Tennessee, Knoxville
   Anne McGill-Franzen, University of Tennessee, Knoxville

3. **Modeling Teacher-to-Teacher Computer-Mediated Talk**
   Rebecca Payne, University of Tennessee, Knoxville
   Anne McGill-Franzen, University of Tennessee, Knoxville

1:15 P.M.–2:45 P.M.  TIFFANY
ROUNDTABLE

1. **Technology Integration In Doctoral-Level Coursework: An Exploratory Analysis of Sample Syllabi**
   Ewa McGrail, Georgia State University

2. **Through Characters’ Eyes: How Drama Helps Young Readers Understand Stories from the Inside Out**
   Donna Sayers Adomat, The College of New Jersey

3. **Multimodal Literature Response: Exploring Critical Practices with Pre-service & In-service Teachers**
   Cheryl A. Kreutter, SUNY—Albany
   Sharon M. Peck, SUNY—Geneseo

4. **The Negotiation of Wordless Picturebooks by a Small Group of Second-Graders**
   Caroline E. McGuire, University of Pennsylvania GSE

5. **Code Crackers and Meaning Makers: An Exploration of Comprehension Instruction in Kindergarten**
   Mary Ann Cahill, Boise State University
   Anne E. Gregory, Boise State University

6. **Changing Teachers/Changing Cultures**
   Victoria Gentry Gillis, Clemson University
   Kathy N. Headley, Clemson University
   Pamela J. Dunston, Clemson University

7. **Teachers: The Critical Element in Reading Gains**
   Patricia McCarthy, Loyola College in Maryland
   Wendy Smith, Loyola College in Maryland
3:00 P.M.–4:30 P.M.  •  ATHENIAN
PAPER SESSION
Research and Instruction for English Language Learners
Chair(s): Karen A. Jorgensen, University of Kansas

1. Writing in Support of Dual Language Instruction: Young Bilinguals’ Biliteracy Trajectories
   Marco A. Bravo, San Francisco State University

2. Tutoring and Two Oral Languages: Spontaneous Biliteracy in a Young Bilingual
   Karen A. Jorgensen, University of Kansas

3. Sense-Making During Literacy Instruction in a Dual Language Classroom: Case Studies in Accessing the Floor
   P. Zitlali Morales, University of California—Los Angeles

3:00 P.M.–4:30 P.M.  •  BERNARD’S
SYMPOSIUM SESSION
Understanding Pre- and In-Service Teachers’ Knowledge of Beginning Reading
Chair(s): Terry Salinger, American Institutes for Research
Discussant(s): Barbara Kapinus, National Education Association

A multidisciplinary team of researchers have developed a framework for explaining teacher knowledge about beginning reading and have used it to create the Teacher Knowledge Survey of Student Content Engagement to measure that knowledge. Their work will be described, along with subsequent adaptation of the tool for use with pre-service teachers.

1. Developing the Student Content Engagement Framework
   Terry Salinger, American Institutes for Research

2. Moving From Framework to Measurement Tool
   Tracy Costigan, American Institutes for Research

3. Listening to Teachers Talk About Their Practice
   Courtney C. Zmach, American Institutes for Research

3:00 P.M.–4:30 P.M.  •  BOARDROOM
PAPER SESSION
Studies of Student Engagement, Academic Tasks, and the Role of the Teacher
Chair(s): Diane L. Schallert, University of Texas at Austin

1. The Effects Academic Tasks Have on Student Motivation and Understanding
   Amy W. Thornburg, Queens University of Charlotte
   Richard Mihans, Elon University

2. Student Engagement in Literacy and Academic Tasks
   Brenda A. Shearer, University of Wisconsin Oshkosh
   Martha Rapp Ruddell, Sonoma State University

3. Palpable Absence: The Role of the Teacher in Comprehension Research
   Anne S. Ticknor, University of Iowa

3:00 P.M.–4:30 P.M.  •  CORDOBAN
SYMPOSIUM SESSION
Resisting Racial Labeling: Re-theorizing Locally-Enacted Racial Identities in Literacy Experiences
Chair(s): Amanda Haertling Thein, University of Pittsburgh
Discussant(s): Amanda Godley, University of Pittsburgh

This session examines the ways that locally enacted racial identities affect students’ engagement with literacy practices. In understanding identities as fluid, we theorize that racial identities cannot be understood as broad demographic or discursive categories. Rather, racial identities are intensely local and must be considered at such a level if we are to understand their impact on students’ literacy experiences.

1. Standard or African American English: Understanding Literacy Learners’ Racialized Linguistic Identities
   Amanda Godley, University of Pittsburgh

2. Improvising Responses to Literature through Competing Local Identities
   Amanda Haertling Thein, University of Pittsburgh

3. Reading Multicultural Literature With White Students: Toward a Local, Rhetorical Conception of Race and Racism
   Jennifer Trainor, Santa Clara University

3:00 P.M.–4:30 P.M.  •  CORINTHIAN
SYMPOSIUM SESSION
Preserving the Integrity of Tutoring
Chair(s): Kathleen M. Heubach, University of West Florida
Discussant(s): Douglas Fisher, San Diego State University

Given NCLB mandates for tutoring and the demand for reading interventions, maintaining high-quality tutoring is essential. The purpose of this symposium is to provide a forum for understanding the vulnerability of literacy tutoring programs and to discuss specific examples of effective tutoring at the elementary, middle, and high school levels.

1. An Analysis of Approved SES Provider Applications
   Kathleen M. Heubach, University of West Florida

2. Complexities of Tutoring Programs that Rely on Teacher Expertise: Examples from Elementary, Middle & High Schools
   Gay Ivey, James Madison University
   Kathleen M. Heubach, University of West Florida
   Patricia Kelly, Chesterfield County Schools

3:00 P.M.–4:30 P.M.  •  CRYSTAL
SYMPOSIUM SESSION
Turning Points in Standards-Based Change: Examining Initial Process of School-wide Literacy Reform
Chair(s): Kathryn Au, University of Hawaii
Discussant(s): Taffy E. Raphael, University of Illinois at Chicago

This symposium describes and tests a conceptual model for large-scale urban literacy reform. Using qualitative research methods, the symposium considers patterns of turning points in early phases of school-wide literacy reform using the Standards-Based Change Process.
1. Unpacking the Standards-Based Change Process for School Literacy Reform: Initial Steps in Creating a Professional Learning Community
   Kathleen Mooney, University of Illinois at Chicago
   Christina Madda, University of Illinois at Chicago
   Kathryn Glasswell, University of Illinois at Chicago

2. Shared Leadership to Promote School Literacy Reform: A Case Analysis of One K-8 School
   Ji Yon Kim, University of Illinois at Chicago
   Taffy E. Raphael, University of Illinois at Chicago
   Caroline E. Vengazo, University of Illinois at Chicago

3. The Literacy Coordinator as Agent of Change: The “Eye” in the Storm of Reform
   Christine A Carriere, University of Illinois at Chicago
   Catherine M. Weber, University of Illinois at Chicago
   Hongmei Dong, University of Illinois at Chicago
   Susan Goldman, University of Illinois at Chicago
   MariAnne George, University of Illinois at Chicago

3:00 P.M.–4:30 P.M. EMERALD
SYMPOSIUM SESSION

Creating Identity and Community Through Reading and Writing: Insights from Citation Analysis
Chair(s): James R. King, University of South Florida
Discussant(s): James R. King, University of South Florida

Identity in written discourse results, in large part, from connections that writers make with other writers' social ties that are sometimes marked by citations. The studies reported in this symposium employed citation analysis to examine (1) individuals' identity construction through reading and writing and (2) the shared identities of entire discourse communities.

1. Tracing Students' Use and Crediting of Sources: Decontextualization and Recontextualization
   Rosalind Horowitz, University of Texas at San Antonio

2. Louise Rosenblatt: Her Impact as Revealed in Citations by Reading Educators
   Allison Martinez Schaum, Texas A&M University-Corpus Christi

3. Discourse Synthesis Revisited: Questions of Identity, Community, and Originality
   Nancy Nelson, Texas A&M University-Corpus Christi

3:00 P.M.–4:30 P.M. FILM
PAPER SESSION

Literacy Topics in Science Education
Chair(s): Linda Phillips, University of Alberta

1. An Analysis of the Assessment of Scientific Literacy in Commercial Reading Programs
   Linda Phillips, University of Alberta
   Martha L. Smith, University of Alberta
   Stephen P. Norris, University of Alberta

2. Crossing Bridges: Applying Reader Response Theory to Science Education
   William J. Straits, California State University, Long Beach

3. Challenges To Sexual Health Literacy For Adolescent Girls in Uganda
   Shelley K. Jones, University of British Columbia
   Harriet Mutonyi, University of British Columbia
   Bonny Norton, University of British Columbia

3:00 P.M.–4:30 P.M. GOLD
ALTERNATIVE FORMAT

Differentiating Instruction for Diverse Literacy Learners: An Action-Based Professional Development Project
Chair(s): Nancy Flanagan Knapp, University of Georgia
Discussant(s): Jennifer Le'Shay Harper, 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 further investigate their choice of two out of four teachers' projects, including symposium results, student products, and audiotaped reflections by each teacher.

1. Project Overview and Small Group Investigations
   Nancy Flanagan Knapp, University of Georgia
   Jennifer Le'Shay Harper, University of Georgia

3:00 P.M.–4:30 P.M. FLORENTINE
ALTERNATIVE FORMAT

Studying the New Literacies of Online Reading Comprehension Among Adolescents At Risk to Become Dropouts
Chair(s): Donald J. Leu, University of Connecticut
Discussant(s): Annemarie Palincsar, University of Michigan

This alternative format session presents the initial results from a three-year, IES, reading comprehension research grant. The project is designed to: (1) identify online reading comprehension skills, strategies, and dispositions and (2) evaluate the effects of online reading comprehension instruction among diverse adolescent youth.

1. Developing Internet Comprehension Strategies Among Adolescent Students at Risk to Become Dropouts: A Three-Year IES Research Grant
   Donald J. Leu, University of Connecticut

2. A Survey of Internet Usage and Online Reading in School and Out-Of-School Settings
   Amy Carter, Clemson University
   Laurie A. Henry, University of Connecticut
   Caroline Mills, Clemson University

3. Patterns of Effective Strategy Use Among Adolescent Online Readers
   Julie Coiro, University of Connecticut
   Jacquelyn Malloy, Clemson University
   Angie Rogers, Clemson University
   Athena R. Lentini, University of Connecticut

4. Exploring Internet Reciprocal Teaching: A Formative Experiment to Investigate What Works When Teaching Online Reading Comprehension
   Jill Castek, University of Connecticut
   David Reinking, Clemson University
3:00 P.M.–4:30 P.M.  •  GREGIAN
PAPER SESSION

Family and Family Literacy
Chair(s): Catherine F. Compton-Lilly, University of Wisconsin—Madison

1. What’s Critical about Family Literacy? A Descriptive Study of Critical Pedagogical Practices in Family Literacy Programs
Sophie C. Degener, National-Louis University

2. Parent-Teacher Journals: The Relationship Built on Words
Amy M. Kay, University of Georgia

3. Text Discussion as Bricolage: Investigating How One Teacher Practices Culturally Relevant Teaching Through Talk
Laura May, University of Texas at Austin

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

Critical Race Theory: Taking Action With Youth Literature in Elementary and Secondary Classrooms
Chair(s): Alfred Tatum, University of Northern Illinois
Discussant(s): Julie L. Pennington, University of Nevada, Reno

Critical Race Theory calls for action in our schools and society. These symposium papers demonstrate that changes can occur in classrooms and schools through children and young adult literature. Attitudes and values were transformed with an eye on race and culture.

1. Beyond “I Think This Book is Cute”... Interrogating the Works of Tom Feelings to Engage Rural Preservice Teachers in Critical Race Theory Within Children’s Literature
Khafilah Mialik-McCurdy, Southern Illinois University-Carbondale

2. Reading The Land by Mildred Taylor: Using Critical Race Theory to Examine Reader and Text-Based Constructions and Ideologies of Race and Racism
Wanda Brooks, Temple University

Patricia Schmidt, Le Moyne College

3:00 P.M.–4:30 P.M.  •  MEDITERRANEAN
PAPER SESSION

Understanding How Students Make Sense: Problem-Solving, Metacognition, and Strategies in Content Area Comprehension
Chair(s): Kathleen Moxley, Michigan State University

1. Content Literacy: Exploring the Effects of Communicating Mathematical Thinking, Strategies, and Processes in Problem Solving
Vanessa Rutherford, George Mason University

2. The Developmental Nature of Metacognitive Knowledge and Regulation
Maribeth Cassidy Schmitt, Purdue University
Shuying Sha, Purdue University

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

Using Technology in Early Reading Instruction: The Effectiveness of Headsprout Early Reading
Chair(s): Melinda Sota, Florida State University
Discussant(s): Melinda Sota, Florida State University

Headsprout Early Reading was examined to determine its effects on the oral language and reading skills of at-risk preschool students, kindergarten students, and first-grade students. Students who participated in the program showed significant gains. Factors influencing the program’s effectiveness and suggestions for implementing technology-based early reading programs will be discussed.

1. Headsprout Early Reading: The Role of Scientific Formative Evaluation in Program Development
Joe Layng, Headsprout
Janet Twyman, Headsprout

2. Headsprout Early Reading: Effect on Reading Outcomes for Kindergarten and First Grade Students
Janet Twyman, Headsprout
Joe Layng, Headsprout

3. Headsprout: Effects on the Early Reading and Oral Language of At-Risk Preschool Students and Their Teachers’ Perceptions
Mary Huffstetter, Literacy Launchers, Inc.

3:00 P.M.–4:30 P.M.  •  ROMAN
PAPER SESSION

Instructional Strategies and Reading and Writing Development
Chair(s): Cheryl A. Kreutter, SUNY—Albany

1. Guided Writing Lessons: Investigating Second Grade Students’ Development for Writing Informational Text
Sharan A. Gibson, San Diego State University

2. Relating First- and Second-Grade Students’ Instructional Reading Level to Key Reading Instructional Characteristics
Steve Amendum, University of North Carolina—Chapel Hill
Yongmei Li, University of North Carolina—Chapel Hill
Jill Fitzgerald, University of North Carolina—Chapel Hill

3. The Impact of the Project-Based Approach to Building Informational Literacy (PABIL) on Informational Reading and Writing Development
Nell K. Duke, Michigan State University
Katherine R. Hilden, Michigan State University
Alison K. Billman, Michigan State University
Juliet L. Halladay, Michigan State University
Julia Reynolds, Aquinas College
Shenglan Zhang, Michigan State University
Yonghan Park, Michigan State University
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3:00 P.M.–4:30 P.M. TIFFANY
ROUND TABLE

I. Sampling and Analyzing Young Writers’ Invented Spelling
   Donald J. Richgels, Northern Illinois University

II. Learning to Read and Write Literary Genres Across Grades
   Angie Zapata, Austin Independent School District
   Heidi Herold, Round Rock Independent School District
   Nancy L. Roser, University of Texas at Austin
   Monica Gonzales, Austin Independent School District
   Miriam Martinez, University of Texas at San Antonio
   Beth Maloch, University of Texas at Austin
   Janis Harmon, University of Texas at San Antonio
   Kathleen McDonnold, University of Texas at Austin
   Denise Duncan, University of Texas at Austin
   Peggy Semingson, University of Texas at Austin

III. Disrupting Perspectives: The Picturebook as Interpretive
     Space for Multimodal Literacies
     Frank Serafini, University of Nevada, Las Vegas
     Sophie Ladd, University of Nevada, Las Vegas

IV. “I Never Knew There Were So Many Books About Us!”
   Parents and Children Reading African American Children’s
   Literature Together
   Jonda C. McNair, Clemson University

V. Can Machines Read?
   John E. McEneaney, Oakland University

VI. “What Do You Think? Let’s Read to Find Out”: Teacher
    Scaffolding Fluent Comprehension in Second Grade Guided
    Reading Groups
    Denise Duncan, University of Texas at Austin

VII. Exploring Chinese English as a New Language (ENL)
    Students’ Identity Construction and Language/Literacy
    Development
    Xiaoning Chen, Purdue University

4:45 P.M.–6:00 P.M. BOWL
PRESIDENTIAL ADDRESS

Chair: Patricia A. Edwards, Michigan State University

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

II. Introduction of the Speaker
   Nell Duke, Michigan State University

III. Presidential Address
   What’s It All About? Literacy Research and Civil
   Responsibility
   Victoria Purcell-Gates, University of British Columbia
   Canada Research Chair in Early Childhood Literacy
8:30 A.M.–10:00 A.M.  SYMPOSIUM SESSION

ATHENIAN

Configuring the Adolescent Body in Young Adult Literature
Chair(s): Helen Harper, University of Nevada, Las Vegas

In this symposium we will explore how the adolescent body is named and organized in a selection of young adult literature in the context of teaching Language Arts/English Studies in middle and secondary schools.) The literature included a wide range of novels featuring characters and plots in which the body was in some way central to the narrative through disability, pregnancy, gender, race, ethnicity or social class.

1. The Able/Disabled Body in Young Adult Literature
   Elysha O’Brien, University of Nevada, Las Vegas

2. Beyond Social Stigma: The Pregnant Teenaged Body in Young Adult Literature
   Marie LeJeune, University of Nevada, Las Vegas

3. Studying Masculinities in Books about Girls
   Helen Harper, University of Nevada, Las Vegas

4. Virtual Body meets Textual Body in “Touching Spirit Bear”
   Benita Dillard, University of Nevada, Las Vegas

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

BERNARD’S

Children as Interpretive Authorities in the Middle Elementary Years
Chair(s): Maren Aukerman, University of Pennsylvania GSE
Discussant(s): Maren Aukerman, University of Pennsylvania GSE

When invited to exercise interpretive authority, students do so in remarkably diverse ways, and some choose not to take on that authority. Drawing on data from a multi-year, multi-site study of literature discussion circles, we ask: What does interpretive authority mean to different children, across different contexts?

1. Children’s Individual Response Styles Across Participation Structures
   Diane Santori, University of Pennsylvania GSE
   Caroline E. McGuire, University of Pennsylvania GSE

2. Silence and Textual Risk-Taking Among Students who Seek Immediate Validation When Interpreting Texts
   Maren Aukerman, University of Pennsylvania GSE
   Monica Belfatti, University of Pennsylvania GSE
   Diane Santori, University of Pennsylvania GSE

3. But Are They Really Listening to Each Other?
   Maren Aukerman, University of Pennsylvania GSE
   Caroline E. McGuire, University of Pennsylvania GSE
   Monica Belfatti, University of Pennsylvania GSE

8:30 A.M.–10:00 A.M.  BOARDROOM

PAPER SESSION

Text in the Lives of Young Children
Chair(s): Yetta M. Goodman, University of Arizona

1. The Role of Text in the Reading of Young Children
   Yetta M. Goodman, University of Arizona

Wendy J. Goodman, Tucson Unified School District
Kenneth S. Goodman, University of Arizona
Nancy L. Roser, University of Texas

2. Multiliteracies: a Critical Examination of Privilege Across Modes and Mediums of Communication
   Tammy E. Everett, Graceland University

3. The Selection and Acquisition of Read-Alouds in Rural, K-6 Ohio Public School Classrooms
   Patricia E. Bandre’, University of Arkansas—Little Rock

8:30 A.M.–10:00 A.M.  CORDOBAN

SYMPOSIUM SESSION

Reading Comprehension Instruction in Five Basal Reading Programs
Chair(s): Peter Dewitz, Capital School District
Discussant(s): Cathy Collins Block, Texas Christian University

Comprehension instruction in five contemporary basal reading programs was examined to determine how they conformed to current research recommendations. The programs were examined from three perspectives. What skills and strategies are being taught? How closely do the basal programs adhere to the release of responsibility model? How well are research-based strategies like self-questioning, summarizing, narrative structure, main idea and making inferences taught in basal programs compared to original research studies?

1. Delores Durkin Revisited: What Has Changed in Comprehension Instruction?
   Jennifer Jones, Radford University

2. Does Comprehension Instruction in Basal Programs Conform to the Release of Responsibility Model?
   Susie Leahy, Radford University

3. How Closely Does Instruction in Basal Programs Mirror the Original Research Studies: An Examination of Five Critical Strategies
   Peter Dewitz, Capital School District

8:30 A.M.–10:00 A.M.  CORINTHIAN

SYMPOSIUM SESSION

Higher Tech: College Students, New Literacies, and Technology Practices
Chair(s): Dana Wilber-Cammack, Montclair State University
Discussant(s): Kevin Leander, Vanderbilt University

College age students comprise a significant demographic group that is often described collectively as ‘early adopters’ of new technology developments and key figures in shaping how these new technologies are taken up, changed, modified, and reworked to suit a range of social and literacy practices. Studying college-age students’ current new technology and literacy practices offer researchers and educators valuable insights into future trends and patterns of use, practice and literacy and technology development.

1. “Buddy System”: An Ethnographic Study of the New Literacies of a College Student Network
   Dana Wilber-Cammack, Montclair State University
2. To IM or Not: Exploring the Contexts of Undergraduates’ Literate Engagement With Technology on Campus
   Sarah Lohnes, Teachers College, Columbia University

3. Exploring the Acquisition of New Literacies in Technologically-Literate College Students
   Charles K. Kinzer, Teachers College, Columbia University

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

Invited Session: History, Theory, and Research in Pre-School Literacy and Resulting Practices Today
Chair(s): Rochelle Dail, University of Alabama

Going back to the influence of Rousseau, Froebel, Pestalozzi, and then to Piaget, Dewey, Vygotsky, Montessori, constructivist and behaviorist, this presentation will illustrate how these theories and philosophies influenced preschool literacy programs. Also included will be the influence of Reading Readiness, Family Literacy, Language Experience Approach, Head Start, High Scope, Emergent Literacy, No Child Left Behind, the National Reading Panel Report, the National Early Literacy Panel Report, and Early Reading First.

1. Theory and Philosophies That Have Influenced Preschool Literacy Development
   Lesley M. Morrow, Rutgers University

2. Defining Systematic, Explicit Instruction for Emergent Readers and Writers
   Lea M. McGee, Ohio State University

3. Influence of Family Literacy Programs on Preschool Literacy Development: Issues, Concerns, Future Directions
   Patricia A. Edwards, Michigan State University
   Jennifer D. Turner, University of Maryland at College Park

   Timothy Shanahan, University of Illinois at Chicago

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

Reading Comprehension Strategies in Content Areas
Chair(s): Rebecca K. Shankland, Michigan State University

1. Cognitive Comprehension Strategies Explicated in Three 8th Grade Social Studies Textbooks
   Dana R. Korin, Rutgers University

2. A Measure of Attitudes About Content Area Literacy for Teachers of Striving Readers
   Patricia A. Watson, Texas Tech University
   Doug Hamman, Texas Tech University
   Arturo Olivarez, Texas Tech University
   Mellinee Lesley, Texas Tech University
   Chiu Yin Wong, Texas Tech University

3. The Frequency of Reading Comprehension Strategy Instruction in Secondary Content-Area Classrooms
   Molly Ness, Fordham University

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

Technology for Adolescent Literacy Acquisition & Instruction
Chair(s): Erica C. Boling, Rutgers University

1. “PowerPoint Is So Middle School”: Preparing Adolescents for a Digital Society
   Erica C. Boling, Rutgers University

2. Exploring Changes to Reading Comprehension on the Internet: Paradoxes and Possibilities for Diverse Adolescent Readers
   Julie Coiro, University of Connecticut

3. Adolescents Composing Fiction in Print and Digital Game Formats: Tense and Intents
   Jill K. McCray, University of Alberta
   Margaret Mackey, University of Alberta
   Mike Carbonaro, University of Alberta
   Duane Szafron, University of Alberta
   Jonathan Schaeffer, University of Alberta

8:30 A.M.–10:00 A.M. FLORENTINE ALTERNATIVE FORMAT

Extending Reciprocal Teaching and Concept Oriented Reading Instruction to Support Struggling Readers’ Reading, Viewing, and Learning in Multimedia Digital Environments
Chair(s): Colin Harrison, University of Nottingham
Discussant(s): Theresa A. Deeney, University of Rhode Island

1. “There’s Just No Rabbits On the Internet”: Identifying and Supporting Struggling Readers Through Integrated Multimedia Instruction
   Bernadette Dwyer, St. Patrick’s College
   Colin Harrison, University of Nottingham

2. Internet Reciprocal Teaching: An Examination of Instructional Strategies that Foster Strategic Online Reading Comprehension
   Jill Castek, University of Connecticut

3. Struggling Readers, Scaffolds, and Transfer in Digital Multimedia Environments
   Bridget Dalton, Center for Applied Special Technology

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

Research Methodology Series: Methodological Considerations in Research on or Involving Social Class
Deborah Hicks, University of Cincinnati

Introduction by:
Gwendolyn Thompson McMillon, Oakland University
8:30 A.M.–10:00 A.M.  GRECIAN
PAPER SESSION

Young Adult Literature: Trends and Research
Chair(s): Melanie D. Koss, University of Illinois at Chicago

1. Gossiping Girls, Insider Boys, and Landing a Spot on the A-List: A Critical Examination of Recent Young Adult Novels Consumed by Conspicuous Consumption
Wendy J. Glenn, University of Connecticut

2. Current Trends in Books for Young Adults: A Content Analysis
Melanie D. Koss, University of Illinois at Chicago
William H. Teale, University of Illinois at Chicago

3. Representations of Digital Communication in Young Adult Literature
Melanie D. Koss, University of Illinois at Chicago
Eli Tucker-Raymond, University of Illinois at Chicago

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

What We Know and Need to Know about Literacy Coaching: One Synthesis, Two Professional Development Models, and Three Perspectives
Chair(s): Rita M. Bean, University of Pittsburgh
Discussant(s): Richard L. Allington, University of Tennessee, Knoxville
Kathleen Roskos, John Carroll University
Victoria J. Risko, Vanderbilt University
Catherine Rosemary, John Carroll University
Elizabeth Belcastro, University of Pittsburgh
Jennifer I. Hathaway, Vanderbilt University

The aim of this symposium is to present the results of a critical review of the research and literature available on literacy coaching and then to present results of research about large-scale professional development models in two states in which coaching is an integral part of the models. The presentations are followed by a panel in which 3 researchers will discuss implications, issues, and directions for future research.

1. Literacy Coaching: A Synthesis of the Research and Literature
Rita M. Bean, University of Pittsburgh
Kathleen Roskos, John Carroll University
Victoria J. Risko, Vanderbilt University
Catherine Rosemary, John Carroll University
Elizabeth Belcastro, University of Pittsburgh
Jennifer I. Hathaway, Vanderbilt University

2. Increasing Teachers and Coaches’ Knowledge and Skills Through Year Long Professional Development in Reading First-Ohio Schools
Catherine Rosemary, John Carroll University
Kathleen Roskos, John Carroll University

3. Using Online Instruction to Provide Professional Development in Reading First Schools: A New Role for Literacy Coaches?
Rita M. Bean, University of Pittsburgh
Julie Ankrum, University of Pittsburgh
Natalie Heisey, University of Pittsburgh
Aimee Morewood, University of Pittsburgh
Naomi Zigmond, University of Pittsburgh
Helen Ezell, University of Pittsburgh

4. Panel Perspectives
Richard L. Allington, University of Tennessee, Knoxville
Cathy Roller, International Reading Association
Ronald Gallimore, University of California—Los Angeles

8:30 A.M.–10:00 A.M.  MEDITERRANEAN
ALTERNATIVE FORMAT

Discourse as a Noun, Modifier, and Verb: Re-Searching the Discourse Analysis of Literacy Events in Classrooms
Chair(s): Beth Christian, Tennessee State University

Discourse analysis allows researchers to get a dynamic view of what people actually do in literacy events in classrooms. The purpose of our session is to re-position the discourse analysis of literacy events in a way that opens up the research imagination to considering traditional topics of study in new ways. By framing discourse a noun, a modifier, and a verb, we argue that epistemology is closely connected to how we use language to frame our research and the logics-of-inquiry that guides the decisions we make about data collection, data analysis, and interpretation.

1. Discourse as a Noun
Beth Christian, Tennessee State University

2. Discourse as a Verb
David Bloome, Ohio State University

3. Discourse as a Modifier: An Interactional Sociolinguistic Perspective
Mandy Smith, Ohio State University

4. Discourse as a Modifier: A Perspective from Black Feminist Theory
Stephanie Carter, Indiana University

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

Professional Development: Conversations and Connections
Chair(s): Lillian McEnery, University of Houston-Clear Lake

1. Moving Beyond Superficial Conversations: Mentoring Beginning Teachers in Teaching Literacy in Urban Elementary Schools
Karen T. Ames, Michigan State University
Randi N. Stanulis, Michigan State University
Dawn VanZee, Lansing School District

2. Middle and High School Content Area Teachers’ Beliefs About Literacy Teaching and Learning
Susan C. Cantrell, University of Kentucky
Leslie Burns, University of Kentucky
Patricia Callaway, University of Kentucky

3. Teachers Connecting Literacy Research to their Teaching: Reflections and Adaptations
Carol V. Rozansky-Lloyd, University of Nebraska at Omaha
8:30 A.M.–10:00 A.M.  ROMAN
SYMPOSIUM SESSION

Grappling With Graphics: Views From Four Studies
Chair(s): Laura B. Smolkin, University of Virginia
Discussant(s): Laura B. Smolkin, University of Virginia
Carol A. Donovan, University of Alabama

This symposium seeks to shed light on the impact of graphics today in elementary and middle school settings. The four papers employ a range of research methodologies, including survey research, content analysis, and experimental studies to answer questions on teachers’ practices, current textbook content, revised materials, and instructional support.

1. Setting the Stage: Elementary Teachers’ Practices
   Julianne M. Coleman, University of Virginia

2. Graphics in Social Studies Textbooks
   Ellen O. Shrum, University of Virginia

   Erin M. McTigue, University of Virginia

4. Social Studies Texts in Play: Graphic Organizers and Text Revision to Improve Comprehension
   Montana K. McCormick, University of Virginia

5. Discussant
   Laura B. Smolkin, University of Virginia
   Carol A. Donovan, University of Alabama

8:30 A.M.–10:00 A.M.  TIFFANY
ROUNDTABLE

I. Writing Instruction for English Learners: From Planning and Implementation to Student Success
   Eugenia R. Mora-Flores, University of Southern California

II. Repetitions and Reading Fluency: A Retrospective Misuse Analysis Perspective
    James V. Hoffman, University of Texas at Austin
    Misty Sailors, University of Texas at San Antonio
    Laura May, University of Texas at Austin

III. Instruction and Reading Achievement in Scripted and Non-Scripted Reading Models in the Early Grades
    Ellen McIntyre, University of Louisville
    Elizabeth Rightmyer, University of Louisville

IV. Comprehension: Making Models of Meaning
    P. David Pearson, University of California—Berkeley
    Monica S. Yoo, University of California—Berkeley
    Helen O. Min, University of California—Berkeley

V. Secret Languages and the Gender Order: Performing and Transgressing Masculinities in Kindergarten Literacy Lessons
    Marjorie Siegel, Teachers College, Columbia University
    Jaime Lynn Quackenbush, Teachers College, Columbia University

VI. Guided, Balanced and Interactive Writing in a Multilingual Setting: Improving the Writing Skills of Deaf Students
    Kimberly A. Wolbers, Michigan State University

VII. Outsiders Becoming Insiders: Preservice Teachers’ Reflections on Developing Culturally Sensitive Pedagogy About Native American Culture
    Ida Maduram, North Park University

VIII. Book Selection Decisions for Emergent Readers within a Transactional Framework
    Alyson S. Bass, Middle Tennessee State University

10:15 A.M.–11:45 A.M.  BOWL
OSCAR CAUSEY AWARD PRESENTATION AND ADDRESS

Chair: Norman A. Stahl, Northern Illinois University

I. Oscar Causey Award Presentation for 2006
   David Moore, Arizona State University/West

II. Introduction of Speaker
    Linda Kucan, University of Pittsburgh

III. 2006 Oscar Causey Address
    RT82 to RT06: The Transformative Roles of Inquiry, Theory, and Representation in Instructional Research
    Annemarie S. Palincsar, University of Michigan, Jean & Charles Walgreen Jr. Chair of Reading and Literacy

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

A New Course: Theoretical Foundations
Chair(s): Stephanie Flores-Koulish, Loyola College in Maryland
Discussant(s): Patricia C. Paugh, University of Massachusetts Amherst

We will begin by describing the theoretical foundation of a required Media Literacy course and how we situated it as a meaningful component in a reading masters program. Next, three elementary teachers, who conducted action research, will share their findings and discuss the challenges and rewards for teachers and students.

1. A New Course: Theoretical Foundations
   Debby Deal, Loyola College in Maryland
   Stephanie Flores-Koulish, Loyola College in Maryland

2. Teacher Voices
   Katie McCarthy, Howard County Public School System
   Jane McGuigan, Baltimore County Public Schools
   Betsy Rosebrugh, Calvert School

1:15 P.M.–2:45 P.M.  BERNARD’S
SYMPOSIUM SESSION

Current Uses of Technology in Literacy Research.
Chair(s): Roger H. Bruning, University of Nebraska—Lincoln
Discussant(s): David Reinking, Clemson University

These papers exemplify how technology is employed in literacy research. Using different research methods (qualitative, experimental, survey, and mixed methods) and different student populations (middle
school students, middle school students with LD, high school students, and college students) the studies demonstrate the influence of technology on research.

1. **Differences Among High- and Low-Achieving High School Students’ Note-taking Engagement with Online Text: Mixed Methods Evidence of Encoding and Processing**
   Brent Igo, Clemson University
   Roger H. Bruning, University of Nebraska—Lincoln

2. **How Middle School LD Students Should Approach Note Taking from Web-based Text: A Mixed Methods Study**
   Paul Riccomini, Clemson University
   Brent Igo, Clemson University

3. **Using Email as a Method of Literature Response in a Middle School Language Arts Classroom**
   Wanda Calvert, Clemson University

4. **Use of a Visual Display in Learning From Digital Text**
   Matthew McCrudden, University of North Florida

5. **Tools for Developing and Administering Online Surveys About Literacy**
   Amy Carter, Clemson University
   David Reinking, Clemson University

### 1:15 P.M.–2:45 P.M. BOARDROOM

**PAPER SESSION**

**Reforming and Supplementing Instruction**

**Chair(s):** Sharon M. Peck, SUNY—Geneseo

1. **The Effectiveness of a Supplemental Literacy Program in England**
   Roger F. Beard, University of London

2. **A Longitudinal Study of an Urban District’s Reform of Instruction: Effect on Student Achievement in Reading**
   Diane Corcoran Nielsen, University of Kansas
   Laurie Leiker Winter, University of Kansas
   Clarissa Jackson, University of Kansas
   Kristin M. Kwasy, University of Kansas

3. **Why Jane and John Couldn’t Read—And How They Learned: A New Look at Striving Readers**
   Rosalie P. Fink, Lesley University

### 1:15 P.M.–2:45 P.M. BOWL

**SYNOPSIS SESSION**

**Invited Session: Adolescent Literacy: Reviewing Research We Have, Promoting the Research We Need**

**Chair(s):** Kristine A. Gritter, Michigan State University

The purpose of this symposium will be to present a series of research based reviews of adolescent literacy and then involve the audience in a discussion of the issues. Each speaker will present a look back and a look forward at adolescent literacy research from different vantage points, focusing specifically on issues related to adolescent literacy achievement.

1. **Fluency Instruction for Adolescents**
   Tim Rasinski, Kent State University

2. **Intervening with Struggling Readers**
   Kathleen Hinchman, Syracuse University

3. **The Literacy Development of African American Males**
   Alford Tatum, University of Northern Illinois

4. **Responsive Literacy Teaching**
   Elizabeth Moje, University of Michigan

5. **Literacy Coaching**
   Cathy Roller, International Reading Association

6. **Strategies to Improve Learning with Texts**
   Mark Conley, Michigan State University

### 1:15 P.M.–2:45 P.M. CORDOBAN

**SYNOPSIS SESSION**

**Reading, Writing, and Speaking School with Urban Adolescents**

**Chair(s):** Colleen M. Fairbanks, University of North Carolina—Greensboro

**Discussant(s):** Audrey Appelsie, University of Minnesota

The studies that make up this symposium draw upon different methods and contexts, but each illustrates urban students’ reading, writing, or speaking as a means to name and define their experiences in contemporary American high schools. Through this process, they also come to understand themselves within the context of a social world, whether it be to compose a poem about their school lives, engage in a discussion of racism in school, or reflect on the expectations for the English language arts at their high school. These studies also explore students’ agency the potential to raise their voices in their education.

1. **Writing School and Society: Symbolic Creativity of Urban Teen Poets**
   Korina Jocson, Stanford University

2. **“The Big Guys Have to Listen”: High School Students Making Sense Out of Education**
   Amy M. Vetter, University of Texas at Austin

3. **Reading School Differently: Two Latinas’ Talk About Schooled Identities**
   Colleen M. Fairbanks, University of North Carolina—Greensboro
   Mary Ariail, Georgia State University

### 1:15 P.M.–2:45 P.M. CORINTHIAN

**SYNOPSIS SESSION**

**Language Policy in Literacy Education: What US Educators and Policy Makers Can Learn from the Africa Experience**

**Chair(s):** Rosalinda Barrera, Texas State University

**Discussant(s):** Richard Ruiz, University of Arizona

We argue in this symposium that the issues surrounding language policy are not only important to the continent of Africa, with over 2000 languages spoken (UNESCO, 2004), but also to the United States where the number of languages spoken and the number of people who do not speak English as a first language is on the rise. Since 1981, 22 states have adopted various forms of Official English legislation, in addition to four that had already done so. Does an ‘English only’ policy provide the necessary support for individuals with a linguistically diverse background? Does an ‘English only’ policy support the interests of a country moving into a global economy? What other positions could be more supportive on both accounts?
1. Language Policy and Literacy Outcomes in High Performing South African Schools Serving Low-Income Communities
Misty Sailors, University of Texas at San Antonio
James V. Hoffman, University of Texas at Austin

2. The Challenges of Multilingualism and Instructional Innovation in a World of Limited Print: The Ghana and Tanzania Experiences
Marjorie Lipson, University of Vermont
Karen Wixson, University of Michigan
Susan Biggam, Vermont Reads Institutes

3. Beyond Chalk and Talk: An Exploratory Teacher Development Project in Kenya and Ghana
Anne McGill-Franzen, University of Tennessee, Knoxville
Katie Solic, University of Tennessee
Danielle V. Mathson, The University of Tennessee, Knoxville

1:15 P.M.–2:45 P.M. SYMPOSIUM SESSION

Exploring the Interface of Literacy and Inquiry in Science Teaching and Learning
Chair(s): Cynthia L. Greenleaf, Strategic Literacy Initiative WestEd
Discussant(s): P. David Pearson, University of California—Berkeley

The presentations in this session derive from three collaborative research and development initiatives working to improve the teaching of science reading, writing, and reasoning. A key premise that unifies these programs is that science inquiry and literacy practices share properties that make the integration of literacy and science particularly powerful.

1. Promoting Transformational Literacy Instruction Through Science
Robert C. Calfee, University of California—Riverside
Roxanne G. Miller, Chapman University

2. Metacognitive Inquiry Tools for Science, Reading, and Professional Development
Cynthia L. Greenleaf, Strategic Literacy Initiative WestEd
Cindy Litman, Strategic Literacy Initiative WestEd
Christy Kim Boscardin, UCLA CSE/CRESST

3. Text as an Integral Component of Inquiry-Based Science: Lessons Learned in Building and Validating a Integrated Science-Literacy Curriculum
Gina Cervetti, Lawrence Hall of Science
P. David Pearson, University of California—Berkeley
Jacqueline Barber, Lawrence Hall of Science
Elfrieda H. Hiebert, College of Education, University of California—Berkeley
Diana J. Arya, University of California—Berkeley
Jen Tilson, Lawrence Hall of Science

Questions abound about ways to prepare literacy teachers to provide effective reading and writing instruction in increasingly complex educational contexts. The four papers in this symposium explore different facets of our roles as literacy teacher educators and the ways in which we prepare literacy teachers to foster the learning of their students.

1. Stories of Literacy Teaching and Learning: Reflections From Karen and the Reefer Dealers and Bridget the ‘Cracker Girl’
Mary McVee, SUNY—Buffalo

2. Exploring Literacy Teachers’ Understandings of Race, Culture, and Linguistic Diversity
Cynthia Brock, University of Nevada, Reno
Julie L. Pennington, University of Nevada, Reno
Elavie Ndura, George Mason University

3. But I’m Just a Teacher. Who Wants to Know What I think: Nudging Teachers to Join the ‘Conversation on the Wall’
Jenny Denyer, The University of Toledo

4. Assessing Graduates of a Literacy Specialist Degree for TEAC Accreditation
Virginia Goatley, The University at Albany—SUNY

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

Preservice Teachers’ Inquiries: Realities & Challenges
Chair(s): Kathleen Moxley, Michigan State University

1. Preparing Teacher Candidates To Teach Reading In the Content Areas
Adnan Salhi, Henry Ford Community College
Cynthia Salhi, Cass Technical High School

2. The Information Literacy Project With Pre-Service Teachers: A Program Analysis
Margot Filipenko, University of British Columbia
Elizabeth A Lee, Queen’s University
Jo-Anne Naslund, University of British Columbia
Keith McPherson, University of Victoria

3. Teaching for the Test and Beyond: The Challenges of Teacher Preparation in an Era of Accountability
Susan D. Martin, Boise State University
Mary Ann Cahill, Boise State University

1:15 P.M.–2:45 P.M. FLORENTINE ALTERNATIVE FORMAT

Selling Out? What Happens When Market Forces Entice the University Into a Partnership With Voyager U?
Chair(s): Beth Berghoff, Indiana University/Purdue University at Indianapolis
Discussant(s): Mary Beth Hines, Indiana University

The Reading First Act stipulated that funds for professional development could only be spent with vendors promoting ‘scientifically-based’ reading instruction. As a result, our university literacy team was forced into partnership with Voyager U. This session will examine our opposing frameworks, the role of technology, the experiences of the teachers, and new possibilities. Participants will join the discussion.
1. Competing Definitions of Reading
Beth Berghoff, Indiana University/Purdue University at Indianapolis

2. The Changing Role of the University in Professional Development
Joy Seybold, Indiana University/Purdue University at Indianapolis

3. The Role of Technology in Reading Professional Development
Jennifer Conner, Indiana University/Purdue University at Indianapolis

4. Voices From the Field
Gerald Campano, Indiana University

5. Working Within and Against: Teachers as Agents of Change
Mary Beth Hines, Indiana University
Rani Parks, Indiana University

1:15 P.M.–2:45 P.M. SYMPOSIUM SESSION

Research Methodology Series: Research Design Workshop
Chair(s): Nell K. Duke, Michigan State University
Marla H. Mallette, University of Nevada, Las Vegas

Back by popular demand, graduate students interested in advice regarding the design of a study are welcome to an informal workshop where many of the methodology series speakers and other NRC researchers will be available for individual consultation. First come first served.

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

A Professional Development Model for Ensuring Quality in Early Literacy Programs
Chair(s): Judy M. Wallis, Spring Branch School District

Because early childhood literacy education sits in a context of competing views, it has never been more important to support teachers in developing a belief system to inform their classroom practices. This session presents a thoughtful professional development model to support teachers’ growth.

1. Supporting Teacher Growth
Judy M. Wallis, Spring Branch School District
John O’Flahavan, University of Maryland at College Park

1:15 P.M.–2:45 P.M. PAPER SESSION

Examinations of Writing Research, Theoretical Analyses, and Practice
Chair(s): Deborah Wells Rowe, Vanderbilt University

1. Expanding the Agenda for Early Writing Research: A Review and Theoretical Analysis of Research from 1990 to 2005
Deborah Wells Rowe, Vanderbilt University

2. Teaching the Craft of Writing Through Interactive Writing
Paige Furgerson, Texas Tech University

3. When Writing Leads: An Activity-Theoretic Analysis of the Literate Activity of First Graders Stronger at Writing Than Reading
Randy Bomer, University of Texas at Austin

1:15 P.M.–2:45 P.M. PAPER SESSION

Preservice Teacher Knowledge and Beliefs
Chair(s): Laura Pardo, Hope College

1. Old Eyes, New Eyes: Professors Collaborating to Understand the Literacy Knowledge of Pre-Service Teachers Through Metaphorical Concept Mapping
Laura Pardo, Hope College
Richard J. Mezeske, Hope College

2. Teaching Literacy is a Staircase: Metaphors as a Third-Space for Discussing Beliefs About Teaching
Donita J. Massengill, University of Kansas
Richard M. Oldrieve, Bowling Green State University
William Edwards, Missouri Southern State University

3. Preservice Teachers’ Content Knowledge and Efficacy for Teaching Reading: A Mixed Methods Study
Elizabeth M. Leader-Janssen, University of Nebraska—Lincoln
Joan L. Erickson, University of Nebraska—Lincoln

Autism, At-Risk Preschoolers, and Collaboration: Investigations into Supports for Special Needs Children
Chair(s): Rebecca Rogers, Washington University, St. Louis

1. Double Coverage or Double Vision: A Study of the Challenges and Student Outcomes When Special Educators and Reading Specialists Share Common Approaches to Reading Instruction
Francine C. Falk-Ross, Northern Illinois University
Eileen Williams, Illinois School District 153
Mary Iverson, Illinois School District 153

2. At-Risk Preschool Children: How Do We Determine Who Is At Risk? What is the Consequence?
Lea M. McGee, Ohio State University
Renée Casbergue, The University of New Orleans
April Bedford, The University of New Orleans
Stacy H. Surman, The University of Alabama
Lesley M. Morrow, Rutgers University

3. “Mother’s Voice Was the Main Source of Learning”: Parents’ Role in Supporting the Literacy Development of Students With Autism
Kelly Chandler-Olcott, Syracuse University
Paula M Kluth, Independent Consultant, Chicago, IL

1:15 P.M.–2:45 P.M. PAPER SESSION

A Professional Development Model for Ensuring Quality in Early Literacy Programs
Chair(s): Judy M. Wallis, Spring Branch School District

Because early childhood literacy education sits in a context of competing views, it has never been more important to support teachers in developing a belief system to inform their classroom practices. This session presents a thoughtful professional development model to support teachers’ growth.

1. Supporting Teacher Growth
Judy M. Wallis, Spring Branch School District
John O’Flahavan, University of Maryland at College Park

1:15 P.M.–2:45 P.M. PAPER SESSION

Examinations of Writing Research, Theoretical Analyses, and Practice
Chair(s): Deborah Wells Rowe, Vanderbilt University

1. Expanding the Agenda for Early Writing Research: A Review and Theoretical Analysis of Research from 1990 to 2005
Deborah Wells Rowe, Vanderbilt University

2. Teaching the Craft of Writing Through Interactive Writing
Paige Furgerson, Texas Tech University

3. When Writing Leads: An Activity-Theoretic Analysis of the Literate Activity of First Graders Stronger at Writing Than Reading
Randy Bomer, University of Texas at Austin

1:15 P.M.–2:45 P.M. PAPER SESSION

Preservice Teacher Knowledge and Beliefs
Chair(s): Laura Pardo, Hope College

1. Old Eyes, New Eyes: Professors Collaborating to Understand the Literacy Knowledge of Pre-Service Teachers Through Metaphorical Concept Mapping
Laura Pardo, Hope College
Richard J. Mezeske, Hope College

2. Teaching Literacy is a Staircase: Metaphors as a Third-Space for Discussing Beliefs About Teaching
Donita J. Massengill, University of Kansas
Richard M. Oldrieve, Bowling Green State University
William Edwards, Missouri Southern State University

3. Preservice Teachers’ Content Knowledge and Efficacy for Teaching Reading: A Mixed Methods Study
Elizabeth M. Leader-Janssen, University of Nebraska—Lincoln
Joan L. Erickson, University of Nebraska—Lincoln
1:15 P.M.–2:45 P.M.  ROMAN
PAPER SESSION

Examining the Role of Teachers in Effective Instruction
Chair(s): Bogum Yoon, Texas Woman’s University
1. “¡Eso, eso, eso!” That’s it!: The Role of the Teacher in the Literary Transactions of Young Mexican-Origin Children With Mexican American-Themed Picture Storybooks
Ruth E. Quiroa, National-Louis University
2. New Considerations of Literacy Teachers’ Roles and Pedagogical Approaches for the Positioning of English Language Learners in the Mainstream Classroom
Bogum Yoon, Texas Woman’s University
3. The Impact of Teacher Language Choice and Literacy Talk on the Early Literacy Development of Spanish-Speaking ELL Prekindergarten Children
Margaret Freedson-Gonzalez, Montclair State University

1:15 P.M.–2:45 P.M.  TIFFANY
ROUNDTABLE

I. Pedagogical Learning in Content Area Literacy: Perceptions, Beliefs, and Mediating Tensions
Patricia A. Watson, Texas Tech University
Mellinee Lesley, Texas Tech University
Walter L. Doue’, Texas Tech University
II. Studying the Chinese Reading Process: The Chinese Taxonomy of Reading Miscues Adapted from the Goodman Taxonomy of Reading Miscues
Shaomei Wang, The University of Arizona
Jeanne B. Cobb, Eastern New Mexico University
Rebecca J. Cobb, Vanderbilt University
IV. Going Straight to the Source: Struggling Readers Talk About Feelings of Competence
Carolyn A. Groff, Rutgers, the State University of New Jersey
Melanie R. Kuhn, Rutgers, the State University of New Jersey
V. When is a Program Not a Program? Creating a Systematic, Sustainable Change Model of Literacy in Schools
Tania Mertzman, University of Wisconsin—Milwaukee
Ruth Short, University of Wisconsin—Milwaukee
VI. Narrative Knowledge and Social Action Through Digital Storytelling
Jason F. Lovvorn, Vanderbilt University

3:00 P.M.–4:30 P.M.  BOARDROOM
PAPER SESSION

Orthographic Development of First and Second Language Learners
Chair(s): Lori A. Helman, University of Minnesota
1. Research-In-Progress: The Development of Letter-Name Knowledge
Sherri L. Horner, Bowling Green State University
2. How Do the Spellings of English Learners Inform an Established Model of Orthographic Development in English?
Lori A. Helman, University of Minnesota
Donald Bear, University of Nevada, Reno
3. Measuring Students’ Grapheme-Phoneme Associations with a Spanish Names Test
Diane S. Kaplan, Texas A&M University
Sharolyn D. Pollard-Durodola, Texas A&M University

3:00 P.M.–4:30 P.M.  CORDOBAN
SYMPOSIUM SESSION

Redefining Literacy Assessment Practices: Learning From/With Families
Chair(s): Maria Luiza Dantas, University of San Diego
Discussant(s): Carol Dixon, University of California—Santa Barbara
This symposium examines the role of home visits and family stories in opening spaces to re(connect) with families, make visible the diverse nature of intellectual and sociocultural capital as resources for academic and social action, and create opportunities for more meaningful connections between teachers and their students and families.
1. Broadening our Literacy Lenses: Opportunities Available Within Home Visits
Maria Luiza Dantas, University of San Diego
Michelle Coleman, Richardson Independent School District, Dallas, Texas
Mayumi Kearns, National City School District, San Diego
2. Building Connections Between Home and Schools
Melissa Schulz, University of Cincinnati
3. Fostering Academic Identities: Contextualizing Parents’ Roles
Lilia Monzó, University of California—Los Angeles
Beth Yeager, University of California—Santa Barbara
4. Families and Their Schools: Families as Resources for Academic and Social Action
Ralph Cordova, Southern Illinois University Edwardsville
3:00 P.M.–4:30 P.M.  
SYMPHOSIUM SESSION  

Organization and Management of Language Arts Instruction: Achievement Benefits, Behavior Benefits, and Teacher Practices and Attitudes

Chair(s): Dana R. Korin, Rutgers University  
Discussant(s): Linda B. Gambrell, Clemson University

Organization and Management of the Language Arts Program presents three studies with three different research designs. The studies include a research synthesis, a survey, and a qualitative investigation. The studies deal with grouping to differentiate instruction, rules and routines, and designing the classroom environment.

1. Study 1: Research Synthesis Concerning the Organization and Management of Language Arts Programs
   Ray Reutzal, Utah State University

2. Study 2: Small Group Practices in the Teaching of Reading: Teacher Practices and Attitudes Toward the Practice
   Lesley M. Morrow, Rutgers University

3. Study 3: Conceptualizing the Organization and Management Systems of Effective Seventh Grade Language Arts Teachers Across Contents
   Heather Casey, Rutgers University

3:00 P.M.–4:30 P.M.  
PAPER SESSION  

Examining Preservice Teachers' Growth Through Video Case Analysis

Chair(s): Ruby Sanny, Illinois State University

1. Moving and Shaking Literacy Teacher Preparation II: Preservice Teachers and Their Use of Web-based Cases in Literacy Methods Courses
   Ruby Sanny, Illinois State University  
   William H. Teale, University of Illinois at Chicago

2. Noticing Noticing: How Does Investigation Of Video Cases Change How Teachers Reflect On Their Experiences?
   Cheryl L. Rosaen, Michigan State University  
   Mary Lundeberg, Michigan State University  
   Marjorie Cooper, Michigan State University  
   Suzanne Kauer, Michigan State University

3. Multimedia Case-Based Instruction: Pedagogy, Effectiveness, and Perceptions
   Elizabeth A. Baker, University of Missouri

3:00 P.M.–4:30 P.M.  
SYMPHOSIUM SESSION  

The Reading Skill and Reading Strategy Definition Problem

Chair(s): Peter Afflerbach, University of Maryland  
Discussant(s): Patricia Alexander, University of Maryland

The terms ‘reading skill’ and ‘reading strategy’ are central to how we conceptualize reading. Despite their importance, the terms are not well defined. This symposium describes the lack of clarification of the terms, examines the history of use of the terms, analyzes the use of the terms in reading research and provides definitions of the terms that clarify both their differences and their relations.

1. The Use of the Terms “Reading Skill” and “Reading Strategy” in Professional Discourse
   Peter Afflerbach, University of Maryland

2. An Historical Account of the Use of “Reading Skill” and “Reading Strategy” in Reading Instruction
   P. David Pearson, University of California—Berkeley

3. “Reading Skill” and “Reading Strategy:” An Account From Educational Psychology
   Scott Paris, University of Michigan

4. Defining Skill and Strategy, Their Relationships and Implications for Theory and Practice
   Peter Afflerbach, University of Maryland  
   P. David Pearson, University of California—Berkeley  
   Scott Paris, University of Michigan

3:00 P.M.–4:30 P.M.  
PAPER SESSION  

Collaboration in the School Community: Links to Improved Literacy Instruction

Chair(s): Susan K. L’Allier, Northern Illinois University

1. A Multi-Year Collaborative Urban University/School District Reading Improvement Initiative
   Carole S. Rhodes, Queens College, City University of New York  
   Jacqueline Darvin, Queens College, City University of New York

2. Building a Community in Which Everyone Teaches, Everyone Learns, and Everyone Reads
   Colleen P. Gilrane, The University of Tennessee  
   Melba Roberts, Blount County Schools  
   Lisa A. Russell, Blount County Schools  
   Sonya Freeman, Blount County Schools

3. Literacy Instruction Improvement through Classroom Teacher, Literacy Coach, and Principal Collaboration: How Can this Triadic Coaching Model Be Successful?
   Pauline F. Moley, University of Arkansas—Little Rock  
   Jan L. Robbins, University of Arkansas—Little Rock  
   John E. George, University of Missouri—Kansas City

3:00 P.M.–4:30 P.M.  
ALTERNATIVE FORMAT  

Meeting the Literacy Needs of Multiple Audiences: Reading Clinics Struggles and Triumphs

Chair(s): Sharon M. Pitcher, Towson University
Discussant(s): Dorsey Hammond, Salisbury University

This session shares the struggles in four diverse reading clinic programs to create instructional settings that lead interns to understand and internalize metacognitive instructional approaches, support reflection and peer coaching, and meet new standards of the International Reading Association. Attendees will be invited to share in the dialogue.

1. Introduction and Overview
   Sharon M. Pitcher, Towson University
2. Clemson University Reading Clinic  
Pamela J. Dunston, Clemson University  
Kathy N. Headley, Clemson University

3. Towson University Reading Clinic  
Sharon M. Pitcher, Towson University  
Elizabeth Dicembre, Towson University

4. Salisbury University Reading Clinics  
Dorsey Hammond, Salisbury University  
John T. Wolinski, Salisbury University

5. SUNY Geneseo Reading Clinic  
Sharon M. Peck, SUNY—Geneseo

6. Discussion  
Dorsey Hammond, Salisbury University

3:00 P.M.—4:30 P.M. GOLD  
SYMPOSIUM SESSION

Invited Session: Michael Pressley: A Research Retrospective on his Contributions to the Field and a Vision for the Future  
Chair(s): Nell K. Duke, Michigan State University  
Janice F. Almasi, University of Kentucky

This symposium will feature an overview of some of Michael Pressley’s many contributions to the field of literacy research, and it will provide a vision from former students and colleagues related to future research endeavors that extend his work. The session will conclude with a discussion among speakers and audience participants.

1. Research on Memory and Mnemonic Imagery  
Peggy N. Van Meter, Pennsylvania State University  
Kelly B. Cartwright, Christopher Newport University

2. Research on Comprehension and Transactional Strategies Instruction  
Janice F. Almasi, University of Kentucky  
Rachel Brown, Syracuse University  
Cathy Collins Block, Texas Christian University  
Irene Gaskins, Benchmark School

3. Research on Effective Teachers and Schools  
Ruth Wharton-McDonald, University of New Hampshire  
Lindsey Mohan, Michigan State University  
Kelly Reffitt, Michigan State University

4. Other Current Projects  
Katherine R. Hilden, Michigan State University  
Lauren Fingeret, Michigan State University  
Nell K. Duke, Michigan State University

3:00 P.M.—4:30 P.M. GRECIAN  
PAPER SESSION

Understanding Literacy Development: Intertextuality, Self Correction, and Conceptions of Print  
Chair(s): Dawnene D. Hassett, University of Wisconsin—Madison

1. Concepts About Print in Early Literacy: The Governance of “Natural” and “Appropriate” Reading Development  
Dawnene D. Hassett, University of Wisconsin—Madison

2. Self-Correction in Beginning Reading: A Comparison of Deaf and Hearing Readers  
Susan K. Fullerton, Clemson University  
Georgia Nemeth, Clemson University  
Maryann McBride, Clemson University

3:00 P.M.—4:30 P.M. HEINSBERGEN  
ALTERNATIVE FORMAT

Literacy Development and Instructional Practices in International Contexts  
Chair(s): Colin Harrison, University of Nottingham  
Discussant(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 three different 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. Strategies for Enhancing Emergent Literacy in Chinese Preschools  
Nancy Pine, Mount St. Mary’s College  
Zhenyou Yu, China Women’s University

2. Bumpy Journeys and Mixed Feelings: An Ethnographic Case Study of One Chinese Student’s Literacy Development from the Parent’s Perspective  
Wen Ma, Le Moyne College

3. Learning to Read in China and India  
Lijun Jin, Towson University  
Jiening Ruan, The University of Oklahoma  
Poonam Arya, Wayne State University

4. Investigating Writing Attainment in Elementary School Children in the United Kingdom  
Roger F. Beard, Institute of Education

3:00 P.M.—4:30 P.M. MEDITERRANEAN  
SYMPOSIUM SESSION

Leading With the Heart: Cross-Cultural Comparisons of Literacy Teaching  
Chair(s): Victoria Purcell-Gates, University of British Columbia  
Discussant(s): Carmen Medina, University of British Columbia

This symposium addresses cross-cultural differences around the value of caring, relationship, and values in educational theory, curriculum development, and teaching. Each study is situated within a different cultural and social context: (a) Japan; (b) an immigrant Latino community in the U.S.; and (c) Costa Rica. Implications for the teaching and learning of literacy across cultural contexts will be considered.
1. “More Than Reading and Writing”: Empathy and Adult Literacy Instruction in Japan
   Erik Jacobson, Montclair State University

2. Drawn in by Relationship: Promoting Effective Adult ESL Instruction With Mexican Mothers
   Robin Waterman, Harvard Graduate School of Education

3. Values and Beliefs as the Educational Compass: A Costa Rica Case Study
   Victoria Purcell-Gates, University of British Columbia
   Ingrid Bustos, Ministerio de Educacion Publica

3:00 P.M.–4:30 P.M. MOROCCAN SYMPOSIUM SESSION

Preparing and Submitting a Paper for the Student Outstanding Research Award
Chair(s): Roni Jo Draper, Brigham Young University
Discussant(s): Rebecca Rogers, Washington University, St. Louis
Past recipients along with current award reviewers will discuss how to prepare and submit papers for consideration for the Student Outstanding Research Award.

1. Preparing and Submitting a Student Research Paper
   Roni Jo Draper, Brigham Young University
   Rebecca Rogers, Washington University, St. Louis

2. What Reviewers Are Looking for in an Outstanding Student Research Paper
   Douglas Fisher, San Diego State University
   Roni Jo Draper, Brigham Young University

3. Advice for Preparing an Outstanding Student Research Paper From Past Recipients
   Rebecca Silverman, Harvard Graduate School of Education
   Rebecca Rogers, Washington University, St. Louis

3:00 P.M.–4:30 P.M. ROMAN PAPER SESSION

Preservice Teachers and Culturally Relevant Pedagogy
Chair(s): Julie K. Kidd, George Mason University

1. Teachers’ Learning about Culturally Relevant Literacy Pedagogy: Going Beyond Transformative Agendas
   Caitlin McMunn Dooley, Georgia State University

2. Promoting Culturally Responsive Dispositions and Literacy Teaching Practices
   Julie K. Kidd, George Mason University
   Sylvia Y. Sanchez, George Mason University
   Eva K. Thorp, George Mason University

3. Faculty Education for Change: Infusing Issues of Cultural and Linguistic Diversity in the Mainstream Teacher Education Curriculum Through a Collaborative Faculty Study Group
   Mileidis Gort, University of Miami
   Wendy J. Glenn, University of Connecticut

I. Exploring Pre-service Teachers’ Ideologies Regarding Social Class through Literature Response
   Cheryl A. Kreutter, SUNY-Albany

II. Exploring Fourth Graders’ Navigation of Postmodern Picture Books
   Elizabeth A. Swaggerty, East Carolina University

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

IV. Assessing Exemplary Literacy Teacher Educators: A Survey to Align Research and Practice
    Janet R. Young, Brigham Young University
    Linda S. Wold, Loyola
    Victoria J. Risko, Vanderbilt University

V. Recent Research on Children’s Literature: Positioning Readers as Community Members
    Janelle B. Mathis, University of North Texas
    Sunni Johnson, University of North Texas
    Shelley Blackburn, University of North Texas
    Laurie Youngblood, University of North Texas
    Aime Sarker, University of North Texas
    Cheryl Tulliaferro, University of North Texas
    Karen Walker, University of North Texas

VI. Acts of Inquiry in Integrated Science-Literacy Units: Teaching that Promotes Urban First-Graders” Reasoning in Talk, Writing, and Drawing
    Christine C. Pappas, University of Illinois at Chicago
    Maria Varelas, University of Illinois at Chicago
    Tamara Ciesla, University of Illinois at Chicago
    Sharon Gill, Andrew Jackson Language Academy

VII. CVC Spelling Development in Kindergarten Students
    Richard M. Oldrieve, Bowling Green State University
    Eileen Pasquerette, Bowling Green State University

4:45 P.M.–6:00 P.M. BOWL PLENARY SESSION

Chair: Jane Hansen, University of Virginia

I. Announcements
   Patricia A. Edwards, Michigan State University

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

III. Introduction of the Speaker
    Taffy Raphael, University of Illinois, Chicago

IV. Plenary Address
    Historical Analysis of the Impact of Educational Research on Policy and Practice: Reading as an Illustrative Case
    P. David Pearson, University of California, Berkeley, Professor and Dean, Graduate School of Education
3. Four Case Studies of Future Teacher Learning and Change

2. The Learning Outcomes and Program Features Associated with Effective Elementary Teacher Preparation in Reading: A Framework for Research that Exists and Research that is Needed.

1. Voluntary Program Accreditation in Reading: Why

Discussant(s): Jack Cassidy, University of Texas at Austin

Chair(s): Richard L. Allington, University of Illinois at Chicago

6:30 A.M.–7:30 A.M.  
Athenian Ballroom

PAPER SESSION

Inquiring About Preservice Teacher Growth

Chair(s): Rebecca K. Shankland, Michigan State University

1. Case Studies of Preservice Literacy Teachers’ Development of Instructional Scaffolding

Joyce E. Many, Georgia State University
Donna L. Taylor, Georgia State University
Deborah Dewberry, Georgia State University
Kim Coady, Georgia State University

2. Preservice Teachers’ Funds of Knowledge: What Do They Bring and How Will It Affect Their Teaching?

Jewell E. Cooper, University of North Carolina—Greensboro
Samuel D. Miller, University of North Carolina—Greensboro
Jean P. Rohr, University of North Carolina—Greensboro
Rachel G. Salas, University of North Carolina—Greensboro

3. Four Case Studies of Future Teacher Learning and Change within a Redesigned Literacy Preservice Education Program

Deborah R. Dillon, University of Minnesota
Mark D. Vagle, University of Georgia
Karen A. Jorgensen, University of Kansas

8:30 A.M.–10:00 A.M.  
Athenian Ballroom

PAPER SESSION

Analyzing Literacy Perspectives

Chair(s): Tanya Marie Dwight, University of Georgia

1. How Good Teachers May Have Become Law Breakers: A Synthesis of the Legislative History of Title I of No Child Left Behind (2002) and Its Impact on Reading Instruction

Tanya Marie Dwight, University of Georgia

2. Resisting the ‘Already Said’: Two Case Studies

Connie L. White, California State University, Northridge
Geraldine van de Kleut, Lambton Kent Public School

3. Research in the Eye of the Beholder: An Inter-Paradigmatic Perspective

Margaret A. Gallego, San Diego State University
Marva Cappello, San Diego State University

8:30 A.M.–10:00 A.M.  
Corinthian Room

SYMPOSIUM SESSION

Multimodality, Adolescence and New Meanings

Chair(s): Eli Tucker-Raymond, University of Illinois at Chicago

Discussant(s): Elizabeth Moje, University of Michigan

We focus on the meaning making potential of the use of multimodal sources in adolescents’ in and out of school literacies. Our papers address how multimodalities are enacted in different youth genres resulting in a synergism of meanings not realized from analytical frames that focus on typical unimodal texts.

1. Multimodal Meaning-Making in Graphic Novels

William Boerman-Cornell, University of Illinois at Chicago

2. Multimodality, Popular Culture and History Instruction

Michael Manderino, University of Illinois at Chicago

3. Hip Hop In and Out of School

Jung Kim, University of Illinois at Chicago

8:30 A.M.–10:00 A.M.  
Corinthian Room

SYMPOSIUM SESSION

Motivation and Self-Efficacy in Literacy Learning and Teaching

Chair(s): Kathleen M. Wilson, University of Nebraska—Lincoln

Discussant(s): Roger H. Bruning, University of Nebraska—Lincoln

This symposium explores motivation as a determinant in whether individuals engage in and benefit from participation in academic tasks in general, and literacy tasks in particular. The studies explore the role of motivation in literacy teaching and learning from the perspectives of preservice teachers, inservice teachers and children.

1. How Does Preservice Teachers’ Efficacy Change as Their Content Knowledge Increases?

Elizabeth M. Leader-Janssen, University of Nebraska—Lincoln

2. The Influence of Teacher Ethnicity, SES, and Gender on Children’s Literacy Self-Perceptions

Kathleen M. Wilson, University of Nebraska—Lincoln
3. Teacher Collective Self Efficacy in an Age of Literacy Reform: Lessons From the Reading First Initiative  
Guy Trainin, University of Nebraska—Lincoln

4. Increasing Teaching Efficacy for Literacy Teaching: A Qualitative Study of the Role of Professional Development in Becoming “Highly Qualified”  
Joan L. Erickson, University of Nebraska—Lincoln

8:30 A.M.–10:00 A.M. CRySTAL  
ALTERNATIVE FORMAT  
Power, Performance, and Perspective in a Preservice Teacher/Elementary Student Collaborative Research/Teaching Project  
Chair(s): Jenifer Jasinski Schneider, University of South Florida  
James R. King, University of South Florida  
Discussant(s): Susan Constable, Otterbein College  

Our project placed preservice teachers and elementary children in small-group collaboratives to create multi-genre research reports. Using readers’ theater, we share an analysis of data that highlights the philosophical shifts, discoveries, and choices of participants thereby examining the interpersonal dynamics, levels of communication, and manifestations of power that occurred.

1. Telling Participants’ Stories  
Jenifer Jasinski Schneider, University of South Florida  
James R. King, University of South Florida  
Mary Virginia Feger, University of South Florida  
Vanessa Minick, University of South Florida  
Deborah Kozdras, University of South Florida  
Antoinette Kirby, University of South Florida

Mary Virginia Feger, University of South Florida  
Deborah Kozdras, University of South Florida

3. Instructive Complications  
Vanessa Minick, University of South Florida  
Antoinette Kirby, University of South Florida

8:30 A.M.–10:00 A.M. EMERALD  
PAPER SESSION  
Issues in Research and Authorship  
Chair(s): Nancy Flanagan Knapp, University of Georgia

1. Memories of Literacy Education and the Construction of Teachers’ Identities Through Oral Histories  
Marilyn McKinney, University of Nevada, Las Vegas  
Christine Jordan, University of Nevada, Las Vegas  
Marie LeJeune, University of Nevada, Las Vegas  
Elysha O’Brien, University of Nevada, Las Vegas  
Char Moffit, University of Nevada, Las Vegas  
Benita Dillard, University of Nevada, Las Vegas

2. Analysis of Mixed Methods in Literacy Research: A 10 Year Review  
Diane Truscott, Georgia State University  
Caitlin McMunn Dooley, Georgia State University  
Mona W. Matthews, Georgia State University  
Flo Thornton-Reid, Georgia State University

3. Traditional, Collaborative, and Mixed Forms of Authorship: A Comparative Study  
Jessica Hammer, Teachers College, Columbia University

8:30 A.M.–10:00 A.M. FLORENTE  
PAPER SESSION  
Middle School Literacy Practices: Language and Content  
Chair(s): Leigh A. Hall, University of North Carolina, Chapel Hill

1. Methodology is not Enough: Transactions Between Content Area Teachers, Struggling Readers, and Text in Content Area Classrooms  
Leigh A. Hall, University of North Carolina, Chapel Hill

2. The Read-Write Cycle Project: Toward Affecting Teacher Change in Content Area Literacy in the Upper Elementary Grades  
Roxanne G. Miller, Chapman University  
Robert C. Calfee, University of California—Riverside  
Kimberly White-Smith, Chapman University  
Sally O. Thomas, Chapman University

3. Choice Words: A Case Study of Culturally Grounded Vocabulary Teaching and Learning with African American Students in an Eighth Grade Language Arts Class  
Elizabeth Carr Edwards, Georgia Southern University

8:30 A.M.–10:00 A.M. GOLD  
SYMPOSIUM SESSION  
Research Methodology Series: Methodological Considerations in Research on or Involving Instructional Interventions  
Chair(s): Benita Dillard, University of Nevada, Las Vegas  
John Guthrie, University of Maryland at College Park  
Barbara Taylor, University of Minnesota
8:30 A.M.–10:00 A.M.  GREGIAN  PAPER SESSION

**Examining Classrooms as “Spaces”**

Chair(s): Heriberto Godina, Texas Tech University

1. **Who Are They? A Snapshot of Asian Students’ Cross-Cultural Experiences and Identity Development in the U.S. School System**
   Xiaoning Chen, Purdue University
   Reiko H. Ileleji, Purdue University

2. **Technology Integration as Space: Supporting English Language Learners’ Language and Literacy Development**
   Catherine McBride, Avalon School
   Shelley H. Xu, California State University, Long Beach

3. **An Ethnographic Portrait of Korean American Identity in the Elementary Literacy Classroom**
   Heriberto Godina, Texas Tech University
   Jeonghee Choi, Alfred University

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

**Issues of Policy and Practice in ELL**

Chair(s): Sheila Valencia, University of Washington

1. **Exploring Universals in English Literacy Learning**
   Lee Gunderson, University of British Columbia

2. **English Language Learners Caught in the Middle**
   Sheila Valencia, University of Washington
   Tom Stritikus, University of Washington

3. **An Analysis of Lexical and Cognitive Elements in Two Spanish Basal Readers: Exploring Grade Level Characteristics for Grades 1-3**
   Karen L. Ford, University of Virginia

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

**Literacy Events, Discussion, and the Teacher’s Role**

Chair(s): Colin Harrison, University of Nottingham

1. **Interpretive Strategy Use and Conversational Development Among Children in Grades K-3 During Peer Discussions of Text**
   Janice F. Almasi, University of Kentucky
   Barbara Palmer, Mount St. Mary’s College
   Keli Garas-York, West Seneca Central Schools
   Wen Ma, Le Moyne College
   Hyunhee Cho, Taega National University of Education
   Lynn Shanahan, SUNY—Buffalo

2. **Reading Comprehension as the Creation of a Motivated Text**
   Maren Aukerman, University of Pennsylvania GSE

3. **Defining a Literacy Event: Establishing Event Boundaries, Creating a Robust Taxonomy, Monitoring Intentionality and Reporting Reliability**
   Colin Harrison, University of Nottingham
   Katerina Papanikolopoulos, University of Nottingham

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

**Theory and Research on Grade Level**

Chair(s): Jennifer L. Howell, University of Virginia

1. **Instructional-Level Needs vs. Grade-Level Expectations: Preliminary Results from an Urban Literacy Reform Effort**
   Tom Gill, Temple University
   Heather Warley, Temple University & University of Virginia
   Gwinyai Muzorewa, Temple University

2. **Oral Reading Rates: An Examination by Grade Level, Instructional Level, and Age**
   Jennifer L. Howell, University of Virginia
   Timothy J. Landrum, University of Virginia
   E. Allison Drake, University of Virginia

3. **Naturalizing Grade Level: A Critical Analysis of “Grade Level” in Literacy Policy**
   Julie Ellison Justice, Vanderbilt University

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

**Sociocultural & Sociolinguistic Inquiries**

Chair(s): Maureen E. Kendrick, University of British Columbia

1. **Performing (and Deforming) Participant Structures: A Rhizoanalysis of a Literacy Lesson in a Multilingual Classroom**
   Lara J Handsfield, Illinois State University

2. **Linguistics, Texts, and Science Learning for Diverse Populations: An Agenda for Teacher Education**
   Lisa Patel Stevens, Boston College
   Julian Jefferies, Boston College

3. **Health Literacy in a Rural Ugandan Community**
   Maureen E. Kendrick, University of British Columbia
   Judith Eiyo, University of British Columbia

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

**Studies on Vocabulary, Diction Development, and Phonological Distinctness**

Chair(s): Kelly B. Cartwright, Christopher Newport University

1. **Finding the “Just-Right” Word: A Case Study of Diction Development in a Fifth-Grade Reading-Writing Classroom**
   Christine A. Mallozzi, University of Georgia
   Donna Ware, Athens-Clarke County, Georgia
   James F. Baumann, University of Georgia

2. **Interactions between Vocabulary and Phonological Distinctness: Impact on Phonological Awareness**
   Kimberly D. McDowell, Wichita State University
   Deborah Hamm, Wichita State University
   Dennis J. Kear, Wichita State University
   Shirley Lefever-Davis, Wichita State University
3. The Role of Flexibility in Moderating Effects of Vocabulary on Children's Reading Comprehension: Two Years Later
   Kelly B. Cartwright, Christopher Newport University
   Timothy R. Marshall, Christopher Newport University
   Marisa C. Isaac, Christopher Newport University
   Melinda D. Hodgkiss, Christopher Newport University

10:15 A.M.–11:45 A.M.  ATHENIAN
ALTERNATIVE FORMAT

Different Faces of Marginality: Cross-Cultural Explorations
Chair(s): Victoria Purcell-Gates, University of British Columbia
Discussant(s): Ernest Morrell, University of California—Los Angeles
This session will examine the construct of ‘marginality,’ using multimedia, traditional data, and insights from several research studies in order to problematize our understandings of marginality and its effects, roles, and relationships with literacy learning in schools. How do these manifestations of marginality reflect the nature of literacy instruction?

1. Marginality Within Literacy Classrooms: Young Sudanese Refugee Children
   Kristen H. Perry, Michigan State University

2. Landscapes of Marginality
   Victoria Purcell-Gates, University of British Columbia

3. Marginalization and Outsider Literacies: A Case Study at the Linguistic Margins
   Kedrick James, University of British Columbia

10:15 A.M.–11:45 A.M.  BERNARD’S
PAPER SESSION

Uses of Literature: Examinations of Phonics and Literature-Based Instruction
Chair(s): Denise Duncan, University of Texas at Austin

1. Phonics-Based or Literature-Based: Reading Strategies of 2nd and 5th Graders
   Barbara Laster, Towson University
   Bess Altwerger, Towson University
   Steve Mogge, Towson University

2. Expanding the Zone of Possibilities in Literature-Based Reading Instruction With Web-Based Learning
   Chinwe H Ikpeze, St. John Fisher College

3. Teaching Phonics Through Literature or Spelling: Does it Matter?
   Theresa Roberts, California State University, Sacramento
   Anne Meiring, California State University, Sacramento

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

Critical Experiences in Preservice Teacher Programs
Chair(s): Rebecca K. Shankland, Michigan State University

1. Learning to Teach Literacy during an Initial Field Experience
   Sara Dolezal, UCLA

2. Using Book Clubs to Develop Understandings of Socio-Cultural Theories in Education with Pre-Service Teachers
   Leigh A. Hall, University of North Carolina, Chapel Hill
   Nicki Galloway, University of North Carolina, Chapel Hill

3. Student Resistance in Adolescent Literacy and Teacher Preparation Courses
   Kelly Estrada, Sonoma State University
   Karen Grady, Sonoma State University
   Susan Hirsch, Sonoma State University
   Martha Rapp Ruddell, Sonoma State University
### SYMPOSIUM SESSION

#### 10:15 A.M.–11:45 A.M. CORINTHIAN

**Teacher Education Effectiveness and the Development of Thoughtfully Adaptive Teachers of Literacy**

Chair(s): Samuel D. Miller, University of North Carolina—Greensboro

Discussant(s): James V. Hoffman, University of Texas at Austin

This symposium describes a set of studies designed as a foundation of a longitudinal effort to establish that teacher education effectiveness is tied to the development of teachers who are thoughtfully adaptive when teaching literacy. An overview describes the rationale and three papers present foundational aspects of this research effort.

1. **Overview of the Symposium**
   Samuel D. Miller, University of North Carolina—Greensboro

2. **The Conceptual Basis of Thoughtfully Adaptive Teaching**
   Seth A. Parsons, University of North Carolina—Greensboro
   Gerald Duffy, University of North Carolina—Greensboro

3. **Thoughtfully Adaptive Teaching: Preservice Teachers Inform Our Definition by Their Understandings and Literacy Practices During Internship Experiences in a High-Poverty Professional Development School (PDS)**
   Sandra M. Webb, University of North Carolina—Greensboro
   Samuel D. Miller, University of North Carolina—Greensboro

4. **Thoughtfully Adaptive Teaching: First Year Teachers Inform Our Definition by Their Understandings and Literacy Practices as They Strive to Create a Text Rich Environment**
   Roya Q. Leiphart, University of North Carolina—Greensboro
   Kathryn A. Kear, University of North Carolina—Greensboro

#### 10:15 A.M.–11:45 A.M. CRYSTAL

**The Design and Validation of Measures of Teachers’ Pedagogical Content Knowledge for Teaching Informational Text Comprehension**

Chair(s): Annemarie Palinscar, University of Michigan

Discussant(s): Patricia L. Anders, University of Arizona

This symposium addresses the assessment of teacher knowledge regarding text comprehension instruction. Drawing upon pedagogical content knowledge as a framework, we present a constructed response measure and a video viewing/description measure, describing the psychometric properties as well as the significance of these measures in supporting professional development.

1. **Introduction**
   Annemarie Palinscar, University of Michigan

2. **Paper 1: The Theoretical and Empirical Rationale For the Design of CoLTS and the Video Viewing Task**
   Linda Kucan, University of Pittsburgh
   Annemarie Palinscar, University of Michigan

3. **Paper 2: Examining Pedagogical Content Knowledge for Reading Comprehension Instruction: Results From the Comprehension and Learning From Text Survey (CoLTS)**
   Susanna Hapgood, University of Toledo
   Linda Kucan, University of Pittsburgh
   Annemarie Palinscar, University of Michigan

#### 10:15 A.M.–11:45 A.M. EMERALD

**Explorations of Student Voice and Choice in Curriculum**

Chair(s): Peggy Semingson, University of Texas at Austin

1. **Toward an Agent-Based Literacy Curriculum**
   John E. McEnaney, Oakland University

2. **Negotiating the Literacy Block: Voice, Choice and Design as Conventions for Equity and Inclusion in a Second Grade Classroom**
   Patricia C. Paugh, University of Massachusetts Amherst
   Jane Carey, University of Massachusetts Amherst

3. **Exploring Students’ Text Selection Strategies**
   Juliet L. Halladay, Michigan State University

#### 10:15 A.M.–11:45 A.M. FILM

**Teacher Transitions: Changing Practices and Beliefs**

Chair(s): Dolores Gauntt-Porter, Vanguard University

1. **Teachers as Readers: How Personal Reading Influences Strategy Awareness and Classroom Instruction**
   Dixie D. Massey, University of Puget Sound

2. **Race, Class, Religion, and Sexual Orientation: Teachers Learning and Teaching About Differences**
   Ellen McIntyre, University of Louisville

3. **Changes in Literacy Beliefs and Practices of a Kindergarten Teacher: A Three-Year Longitudinal Study**
   Sunita Singh, University of Illinois at Urbana-Champaign

#### 10:15 A.M.–11:45 A.M. FLORENTINE

**Literacy Coaching: Practices and Effects**

Chair(s): Douglas Fisher, San Diego State University

1. **An Initial Examination of the Effects of Literacy Coaching on Student Achievement in Reading in Grades K-3**
   Susan K. L’Allier, Northern Illinois University
   Laurie Elish-Piper, Northern Illinois University

2. **Situated Identities: Inside the Practices of Three Literacy Coaches in New Jersey**
   Kristin N. Rainville, Teachers College
1. Acid Rain on the Brain: Metacognitive Awareness of Design Elements in Creation of Content-Area Multimodal Texts
   Lynn Shanahan, SUNY—Buffalo

2. Spiderman Meets Walt Whitman: Using Digital Media to Interpret Poetry
   Mary McVee, SUNY—Buffalo

3. Lights! Camera! Action! ... Talk! Write! Draw!: Using Multimodality to Mediate Dialogic and Student-Centered Practices in a Secondary English Classroom
   Nancy Bailey, Canisius College

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

Adolescents and Literacy Beyond School Contexts: Gender, Popular Culture, and Service Learning
Chair(s): Amy S. Johnson, University of Georgia

1. “Teenage Addiction”: Adolescent Girls Drawing Upon Popular Culture Texts as Mentors for Writing in an After-School Writing Club
   Emily N. Skinner, College of Charleston

2. My Boys and My Books: Using Book Clubs to Engage African American Young Men in Emancipatory Reading
   Kimberly N. Parker, University of Illinois at Urbana Champaign

3. Service-Learning: An Instructional Model for Literacy Engagement
   Steven M. Hart, California State University, Fresno

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

The Development and Assessment of Early Literacy Skills in Young Spanish-Speaking Children: Home, School and Community Influences
Chair(s): Sandra Barrueco, The Catholic University of America
Discussant(s): Michael Lopez, Center for Latino Child/Family Research

The U.S. preschool Spanish-speaking population is growing rapidly. The number of Latino/Hispanic children in preschools as of 2001 exceeded 40%. Many speak little or no English when entering preschool. Yet, they may have developing concepts about literacy’s uses, functions, and forms not tapped by current curricula, testing and assessment practices.

1. Family and Community Influences on the Early Literacy Development of
   Claude Goldenberg, California State University, Long Beach
   Leslie Reese, California State University, Long Beach

2. Inside the Latino Home: The Effect of Home Literacy Environment on Preschool Language Skills
   Lisa Lopez, University of South Florida

3. Assessing the Developing Early Literacy Skills of Spanish-Speaking Children Using a Realistic Storybook Tool: La Aventura de Violeta/El Cambio en Dante
   Andrea DeBruin-Parecki, High/Scope Early Reading Institute

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

Constructing and Interpreting Multimodal Texts: Portraits of Classroom Practice From Elementary, Secondary, and University Settings
Chair(s): Mary McVee, SUNY—Buffalo
Discussant(s): Donna E. Alvermann, University of Georgia

These papers examine the relationship between theories of multimodality and classroom-based literacy practices at the elementary, secondary, and university level. In each context teachers and students take up the challenge of creating meaning through multiple modes (e.g., spatial, visual, auditory) rather than relying on monomodal approaches (e.g., print-based modes) that often dominate school settings.
0:15 A.M.–11:45 A.M. ROMAN
SYMPOSIUM SESSION

Exploring the Social Embedded Nature of Youths’ Technoliteracies
Chair(s): Eliane Rubinstein-Avila, University of Arizona
Discussant(s): Donna E. Alvermann, University of Georgia

Although 17 million children and youth are Internet users (Frechette, 2005), little is known about their use (Dresang, 1999). These papers draw from the New Literacy Studies to present data on populations that have been underrepresented in the technoliteracy research (girls, elementary school age children, and Latinas).

1. Identities and Technoliteracies
   Barbara Guzzetti, Arizona State University

2. Popular Websites as Sites for Literacy Learning:
   Jennifer Stone, University of Washington

3. Exploring Young Latinas’ Internet Multimodal Use:
   Eliane Rubinstein-Avila, University of Arizona

10:15 A.M.–11:45 A.M. TIFFANY
ROUNDTABLE

I. Teaching, Learning and Demonstrating Literacy Through and With Commonplace Computer Software, the Internet, and Other ICTs in Second Grade
   Gregory W. Brooks, St. John Fisher College

II. The Effects of Inquiry-Based and Inquiry-Plus-Reading Science Curricula on Middle School Students’ Science Achievement and Attitude
   Zhihui Fang, University of Florida
   Rose Pringle, University of Florida
   Michelle Klosterman, University of Florida
   Youhua Wei, University of Florida
   Charlotte Mundy, University of Florida

III. First Graders’ Individual Literary Response Styles During Picturebook Readalouds
   Anne E. Brightman, Baker Elementary School, Moorstown, NJ
   Lawrence R. Sipe, University of Pennsylvania GSE

IV. Interest and Concern: Teacher Responses to the Idea of Using Students’ Multiple Literacies in Schools
   Heather K. Sheridan-Thomas, Binghamton University
   Jennifer Ro, Binghamton University

V. An Examination of the Knowledge and Implementation of Content Reading Strategies by Preservice Teachers in the Primary Grades
   Mary Beth Sampson, Texas A&M University-Commerce
   I. LaVerne Raine, Texas A&M University-Commerce
   Wayne M. Linek, Texas A&M University-Commerce
   Susan Szabo, Texas A&M University-Commerce

VI. A Psychogenetic Analysis off Spanish-Speaking Preschoolers’ Emergent Writing
   Joan M. Tardibuono, University of Southern California
1:15 P.M.–2:45 P.M. BOARDROOM

PAPER SESSION

Written Expressions of Internet, Audience, and EFL
Chair(s): Elizabeth A. Baker, University of Missouri

1. Translating Instruction: Teaching Fourth Graders to Write for Internet Publication
Rachel Karchmer-Klein, University of Delaware
Megan K. Runk, University of Delaware

2. Effects of Content and Audience Awareness Goals for 5th and 8th Grade Students’ Argumentative Essays
Priti Haria, University of Delaware
Ekaterina Midgette, University of Delaware
Charles A. MacArthur, University of Delaware

3. Exploring a Korean Student’s Learning to Write in English
Keonghee T. Han, University of Nevada, Reno

1:15 P.M.–2:45 P.M. BOWL

SYMPOSIUM SESSION

Toward a Less Simple View of Reading
Chair(s): Nell K. Duke, Michigan State University

The simple view of reading posits that reading comprehension is a product of decoding and listening comprehension (Gough & Tunmer, 1986). The three studies in this symposium suggest the need for additions to this view, although the authors differ in how significant they believe their additions to be.

1. The Contribution of Phonological-Semantic Flexibility to Comprehension: Cognitive Developmental Implications for a Less Simple View of Reading
Kelly B. Cartwright, Christopher Newport University

2. Morphological Awareness and the Simple View of Reading
William Nagy, Seattle Pacific University
Virginia Berninger, University of Washington
Robert Abbott, University of Washington

3. The Simple View of Reading as Psycholinguistic Nucleus
Patrick Proctor, Boston College

1:15 P.M.–2:45 P.M. CORDOBAN

PAPER SESSION

Promoting Literacy in Middle and Secondary Schools
Chair(s): Dixie D. Massey, University of Puget Sound

1. Co-Constructing the Implementation of Multi-Level Texts in Middle School Science Classrooms
Danielle V. Mathson, The University of Tennessee, Knoxville

2. The Middle School Literacy Coach: Roles, Contexts, and Connections to Teaching
Antony T. Smith, University of Washington, Bothell

3. The Benefits and Difficulties of Providing Professional Development in Secondary Literacy for Colleagues: The Perceptions of Content Area Teachers in the Republic of Macedonia
Elizabeth G. Sturtevant, George Mason University
Wayne M. Linek, Texas A&M University-Commerce

1:15 P.M.–2:45 P.M. CORINTHIAN

ALTERNATIVE FORMAT

A Dialogue About Resisting Commercial Threats to Literacy Scholarship
Chair(s): Discussant(s): David Reinking, Clemson University

This session is aimed at opening up a dialogue about how commercial interests, of which literacy scholars are often unaware, represent an increasing threat to the dissemination of and access to independent scholarship. The intent is to inform NRC members about the dimensions of that threat, to define more precisely the issues it implies, and to discuss possible courses of action and their implications. The session is structured to maximize audience participation and open discussion.

1. A Dialogue About Resisting Commercial Threats to Literacy Scholarship
David Reinking, Clemson University
Richard Beach, University of Minnesota
Debbie East, Indiana University
Anne Fullerton, International Reading Association
Peter Johnston, SUNY—Albany
Caroline Mills, Clemson University
Trikia Smith-Burke, New York University
Norman A. Stahl, Northern Illinois University

1:15 P.M.–2:45 P.M. CRYSTAL

SYMPOSIUM SESSION

Envisioning New Possibilities: Preparing Literacy Teachers for Culturally and Linguistically Diverse Classrooms
Chair(s): Jennifer D. Turner, University of Maryland at College Park
Discussant(s): Gerald Duffy, University of North Carolina—Greensboro
James V. Hoffman, University of Texas at Austin

The purpose of this symposium is to describe innovative teacher preparation practices that improve literacy teachers’ capacity to develop culturally responsive literacy instruction for multi-ethnic elementary classrooms. Each of the four papers examines pedagogical strategies and activities that enhance literacy teachers’ awareness and understanding of cultural diversity and enable them to translate their multicultural knowledge and competencies into culturally appropriate instruction. Implications for literacy teacher education research and practice are also discussed.

1. Paper Presentations
Jennifer D. Turner, University of Maryland at College Park
Patricia Schmidt, Le Moyne College
Gwendolyn Thompson McMillon, Oakland University
Patricia A. Edwards, Michigan State University
Althier M. Lazar, St. Joseph’s University
Trikia Smith-Burke, New York University
Gerald Duffy, University of North Carolina—Greensboro
James V. Hoffman, University of Texas at Austin
1:15 P.M.–2:45 P.M.  |  EMERALD
ALTERNATIVE FORMAT
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**Vocabulary Instruction: Moving Between Theory and Practice**

**Chair(s):** Camille Blachowicz, National-Louis University
Judith A. Scott, University of California—Santa Cruz

In this alternative session, researchers will address questions from the classroom as they share current work on vocabulary connected to such topics as writing, word choice, syntax, high school instruction, metacognitive processes, maximum benefit instruction, and read-alouds. The session will be interactive, with two sets of small group presentations followed by a panel and participant interaction.

1. **Teachers’ Questions About Vocabulary Instruction**
   Camille Blachowicz, National-Louis University
   Jennifer Berne, National-Louis University

2. **Characteristics of Primary Tier 1, Tier 2, and Tier 3 Word Meanings**
   Andrew Biemiller, Educational Researcher and Consultant

3. **What Teachers Need to Know About Words and Word Learning**
   William Nagy, Seattle Pacific University

4. **Words with Mileage and a Road Map for Instruction**
   Margaret G. McKeown, University of Pittsburgh
   Isabel Beck, University of Pittsburgh

5. **Vocabulary Instruction with High School Students**
   Linda Kucan, University of Pittsburgh
   Woodrow R. Thaethen, Appalachian State University
   William J. Straits, California State University Long Beach

6. **Children in Charge! A Multifaceted Metacognitive Approach to Vocabulary Instruction**
   Shira Lubliner, California State University, East Bay

7. **Vocabulary and Syntax: New Insights into Old Constructs**
   Diana J. Arya, University of California—Berkeley
   P. David Pearson, University of California—Berkeley
   Elfrida H. Hiebert, University of California—Berkeley

8. **Vocabulary Visits: Developing Content Reading in First Grade**
   Camille Blachowicz, National-Louis University
   Connie Obrochta, Evanston-Skokie District 65

9. **Vocabulary Learning Through Writing: Research and Practice in Grade 4**
   Judith A. Scott, University of California—Santa Cruz
   Katherine Davies Samway, San Jose State University
   Susan Flinspach, University of California—Santa Cruz

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1:15 P.M.–2:45 P.M.  |  FLORENTINE
PAPER SESSION
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**Engaging Students With Multimodal Texts**

**Chair(s):** Kevin Leander, Vanderbilt University

1. **Finding Space for the Visual: Making Sense of the Relationship Between Text and Image in K-12 Literacy Instruction**
   Dawneene D. Hassett, University of Wisconsin—Madison
   Melissa B. Schieble, University of Wisconsin—Madison

2. **Secondary Classrooms as Shared Subjective Space: A Multi-Case Study of Teachers’ and Students’ In and Out of School Practices**
   Lisa Patel Stevens, Boston College

3. **From Practice to Performance: Understanding Literacy as Lived, Embodied, and Multimodal**
   Lalitha Vasudevan, Teachers College, Columbia University
   Stavroula Kontovourki, Teachers College, Columbia University

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1:15 P.M.–2:45 P.M.  |  GOLD
SYMPOSIUM SESSION
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**Research Methodology Series: Methodological Considerations in Research on or Involving Race**

**Introduction by:**
Kathryn Au, University of Hawaii

1:15 P.M.–2:45 P.M.  |  GRECIAN
PAPER SESSION
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**College and Adult Literacy: Pedagogies and Practices**

**Chair(s):** Alfred Tatum, University of Northern Illinois

1. **No More Sage on the Stage: Giving Up Control in a Two-Year College Classroom**
   Jody A. Fernandez, University of South Florida

2. **Now I Understand! Adults With Limited Literacy Proficiency Engage in Word Study**
   Donita J. Massengill, University of Kansas
   Margaret Berg, University of Kansas

3. **“Difficulties Bring you out of Anything”: Influences on Reading Practices of Adult Literacy Learners**
   Alisa Belzer, Rutgers University

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

**Research on Second Graders’ Reading Comprehension, Motivation, and Fluency**

**Chair(s):** Kathleen Moxley, Michigan State University

1. **An Examination of the Causal Relationship Between Motivation to Read and Reading Fluency Skill in Second Grade Students**  
   Matthew P. Quirk, California State University, Long Beach

2. **Second Grade Students’ Awareness of Oral Reading Fluency**  
   Barbara A. Bradley, University of Kansas  
   Diane Corcoran Nielsen, University of Kansas  
   Lisa Dinner, University of Kansas  
   Brenna O’Brien, University of Kansas

3. **Verbal Protocols: A Window into Second Graders’ Reading Comprehension of Narrative Texts**  
   Katherine R. Hilden, Michigan State University

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

**Emerging Themes for Teacher Effectiveness and Literacy Instruction: Deep in the Heart of Texas**

**Chair(s):** Jeonghee Choi, Alfred University  
**Discussant(s):** Tom Friedrich, University of Minnesota

The purpose of this symposium is to explore some recent concerns and issues for literacy instruction that has had a direct bearing on teacher effectiveness in public schools in Texas. The data collected for this symposium has been drawn from both preservice and inservice teacher experiences. These various topics share a common theme in how they have been drawn from educator’s experiences across the state of Texas. Frequently, bell-weather states, such as Texas and California, foreshadow issues and concerns that resonate with teacher effectiveness in other states, so the innovation of this symposium will be to highlight problems and concerns that have been generated since the advent of NCLB mandates that had a historical precedent in Texas through standardized testing initiatives. Thus, educators in Texas have had time to mature with the existing policies, as well as grapple with problems that are beginning to reverberate in other parts of the country.

1. **Positioned to Teach Reading in Texas: Policies, Programs, and Personal Practices**  
   Carole Janisch, Texas Tech University  
   Amma Akrofi, Texas Tech University  
   Andrew Huddleston, Lubbock Independent School District  
   Xiaming Liu, Penn State University

2. **Literacy Coaches in Texas: An Insider Perspective on Reading First**  
   Paige Furgerson, Texas Tech University

3. **Generating Empathy for English Language Learners**  
   Heriberto Godina, Texas Tech University  
   Tom Friedrich, University of Minnesota

4. **Literacy Narratives and the Literacy Identities of Secondary Preservice Teachers**  
   Mellinee Lesley, Texas Tech University

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

**Doctoral Student Research: Searching, (Re)searching, Musing, and Decision Making**

**Chair(s):** James F. Baumann, University of Georgia  
**Discussant(s):** James F. Baumann, University of Georgia  
               Donna E. Alvermann, University of Georgia

In this symposium, doctoral students relate how they identified and selected dissertation methodologies and approached the dissertation literature-review process. Paper 1 addresses a genealogical approach to reviewing literature; Paper 2 considers philosophical issues involved with identifying qualitative methodologies; and Paper 3 concerns the process of selecting pragmatic research methodologies.

1. **The Genealogy: Expanding Possibilities in Research Literature**  
   Harriett A. Allison, University of Georgia  
   Achariya T. Rezak, University of Georgia

2. **The Qualitative Paradigm: Hypothesis-Generating Research**  
   Kathleen Tuthill Waugh, University of Georgia  
   Ran Hu, University of Georgia

3. **Bridging Theory to Practice: Exploring Pragmatism in Methodological Decision-Making**  
   Nancy Edwards, University of Georgia  
   Tammy Ryan, University of Georgia  
   Lee Williams, University of Georgia

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

**At-Risk Students: Monitoring Progress, Informing Instruction, Providing Support**

**Chair(s):** Evan B. Lefsky, Florida Department of Education  
**Discussant(s):** Evan B. Lefsky, Florida Department of Education  
               Richard L. Allington, University of Tennessee, Knoxville

1. **Exploring the Instructional Utility of DIBELS as a Screening and Progress Monitoring Measure**  
   Anne McGill-Franzen, University of Tennessee, Knoxville  
   Katie Solic, University of Tennessee, Knoxville  
   Rebecca Payne, University of Tennessee, Knoxville  
   Danielle V. Mathson, The University of Tennessee, Knoxville

2. **Using DIBELS Data to Inform Instruction: A Model of Florida Reading First Teachers’ and Coaches’ Experiences With the Phenomenon**  
   Alysia D. Roehrig, Florida State University & Florida Center for Reading Research  
   Staci Walton Duggar, Florida State University & Florida Center for Reading Research

3. **Florida’s “Left Behind” Year: Support for Students At-Risk for Retention (or Already Retained)**  
   Courtney C. Zmach, American Institutes for Research
I. Empowerment Through Challenge and Engagement in Pedagogical Discourse Communities: How Adolescent Struggling Readers Claimed Control of their Literacy Successes  
Sharon L. Russell, University of Maryland

II. Secondary English-Language Learners: Literacy, Positive Life Attitude and Cognitive Flexibility  
Suzanne Langford, University of Redlands

III. Fingerpoint-Reading, Phonemic Awareness, and Beginning to Read  
Lea M. McGee, Ohio State University  
Lee E. Freeman, The University of Alabama  
Sally Heineke, The University of Alabama  
Charlotte L. Pass, The University of Alabama  
Sandra L. Pugh, Birmingham Public Schools  
Angela R. Williams, The University of Alabama

IV. Encouraging Critical Reading Through Responsive Pedagogy: Two Illustrative Cases Across Diverse Populations  
Heather A. Ruetenschlin, University of Maryland at College Park  
Sharon L. Russell, University of Maryland at College Park  
Peter Afflerbach, University of Maryland at College Park

V. A Time to Assess, Four Decades Later, Finally: A Multi-Phase Study of The Challenges and Successes of an Urban University's Graduate Reading Program, Phase Two  
Lois K. Haid, Barry University  
Joyce Warner, Barry University  
Nancy Maszial, Barry University  
Joanna Marasco, Barry University

VI. A Multiliteracies Model for the Middle Grades  
Penelope L. Saurino, University of West Georgia  
Dan R. Saurino, University of West Georgia

VII. Exploring 3rd and 4th Grade Economically Disadvantaged Black Boys’ Book Selections  
Lunetta M. Williams, University of North Florida

VIII. “I Don’t Stand up for the Pledge.”: Native American Students’ Literary Reflections on Identity  
Ida Maduram, North Park University

1. An Overview of Developmental Word Knowledge and Spelling and the Fundamentals of Word Study  
Donald Bear, University of Nevada, Reno  
Shane Templeton, University of Nevada, Reno  
Marcia Invernizzi, University of Virginia

2. Implementing a Developmental Word Study Approach at the District, School, and Classroom Level: Results for Year 1 of a Longitudinal Study  
Kristin Gehsmann, Essex Junction School District  
Regina E. Smith, University of Nevada, Reno  
David L. Smith, University of Nevada, Reno  
Karen Carpenter, University of Nevada, Reno

3. Investigating the Implementation of a Differentiated Word Study Program Through Professional Development, a Virginia Model  
Latisha Hayes, University of Virginia  
Sonia Cabell, University of Virginia  
Margaret Dubek, University of Virginia

Issues of Disability or Diversity in Literature  
Chair(s): Kirsten D. Hill, Michigan State University

1. The Portrayal of Schooling in Children’s Literature Containing Dyslexic Characters  
Jennifer L. Alieu, The Citadel

2. Literature-Based Instruction and Multicultural Literature that Posits Critical Literacy: A Grade 7 Teacher’s Negotiation of Practices in a Detroit Suburb  
Kirsten D. Hill, Michigan State University

3. Nonfiction Award-winning Children’s Literature for Primary Grade Students: How Does It Represent Diversity?  
Jeanne Swafford, Mississippi State University  
Amma Akrofi, Texas Tech University  
Robyn Rhodes, Bushland Independent School District, TX  
Emily Mulhollen, Mississippi College
3:00 P.M.–4:30 P.M.  CORDOBAN
PAPER SESSION

Literacy and Pop Culture
Chair(s): Mark Dressman, University of Illinois at Urbana-Champaign

1. Linking Mapping, Life Contexts, Emotions, and Hip-Hop
   Nadjwa E.L. Norton, City College of New York, CUNY

2. Let the Rhythm Hit ‘Em: Literacy Acquisition and the Narrative Construction of Self in Hip-Hop Production
   Katherine D. Whittington, Las Casas High School
   Simeon Viltz, Street-Level Youth Media

3. Literacy Beyond The Standards: The Politics of Friendship, Technology and Popular Culture
   Jolene Malavasic, SUNY Cortland
   Donna Mahar, Syracuse University

3:00 P.M.–4:30 P.M.  CORINTHIAN
SYMPOSIUM SESSION

You Can Judge a Book: Studies of Children’s Book Selections
Chair(s): Deborah Wells Rowe, Vanderbilt University
Discussant(s): Deborah Wells Rowe, Vanderbilt University

This symposium addresses book selection from three different perspectives: parents, teachers, and children. The three studies reported demonstrate the importance of multiple perspectives and theoretical lenses for conceptualization of book selection. Specific factors that influence how parents, teachers, and students select books are identified with implications for further study.

1. Mothers’ Library Book Selections for Their Children
   Alanna Rochelle Dail, The University of Alabama

2. A First Grade Teacher’s Book Selections for Emergent Readers
   Alyson S. Bass, Middle Tennessee State University

3. Children’s Science Trade Book Selections
   Carol Donovan, The University of Alabama
   Laura B. Smolkin, University of Virginia

3:00 P.M.–4:30 P.M.  CRYSTAL
SYMPOSIUM SESSION

Writing Intensive Reading Comprehension, Year 2: What the WIRC Data Tell Us About Reading-Writing Connections
Chair(s): Jim Collins, SUNY—Buffalo
Discussant(s): Fenice Boyd, SUNY—Buffalo

This symposium reports findings from Year 2 of the Writing Intensive Reading Comprehension (WIRC) study of the effectiveness of using writing to enhance reading comprehension in low-performing urban schools. Reports include a large experimental study and related observational and discourse analytic studies. The emphasis throughout is on reading-writing connections.

1. How the WIRC Intervention Works: Evaluating Evidence from the First Large Scale Experiment
   Jaekyung Lee, SUNY—Buffalo
   Jim Collins, SUNY—Buffalo
   Jeff Fox, SUNY—Buffalo

2. A Model and a Method for Analyzing Reading-Writing Connections
   Janina Brutt-Griffler, SUNY—Buffalo
   Jim Collins, SUNY—Buffalo
   Jaekyung Lee, SUNY—Buffalo

3. Patterns of Reading and Writing Connections in WIRC Thinksheets and Between Thinksheets and Literature
   Timothy J. Madigan, SUNY—Buffalo
   Jim Collins, SUNY—Buffalo
   Janina Brutt-Griffler, SUNY—Buffalo
   Pavithra Babu, SUNY—Buffalo
   Jaekyung Lee, SUNY—Buffalo

4. Patterns of Reading and Writing Connections Between Thinksheets and Classroom Discourse
   Sean Turner, SUNY—Buffalo
   Jim Collins, SUNY—Buffalo
   Janina Brutt-Griffler, SUNY—Buffalo
   Jaekyung Lee, SUNY—Buffalo

5. Discussant
   Fenice Boyd, SUNY—Buffalo

3:00 P.M.–4:30 P.M.  EMERALD
ALTERNATIVE FORMAT

Talking the Talk and Walking the Walk: A Conversation With African American Scholars on the Literacy Achievement Gap
Chair(s): Jennifer D. Turner, University of Maryland at College Park
Discussant(s): Gwendolyn Thompson McMillon, Oakland University

The purpose of this panel discussion is to initiate a conversation about the literacy achievement gap with three distinguished African American literacy scholars. In so doing, this session provides a unique opportunity for audience members to (a) develop new understandings about African American students and the literacy achievement gap, (b) to challenge misconceptions and assumptions about the nature of the literacy achievement gap and its implications for the literacy education of African American students, and (c) to engage in critical dialogue about ways that literacy education practices can be transformed to improve the literacy achievement gap with three distinguished African American scholars. Equally important, this session will help audience members identify “next steps” and develop action plans for closing the literacy achievement gap in the schools and communities where they work.

1. Panel Discussion
   Gwendolyn Thompson McMillon, Oakland University
   Patricia A. Edwards, Michigan State University
   Carol Lee, Northwestern University
   Arlette Willis, University of Illinois at Urbana-Champaign
   Jennifer D. Turner, University of Maryland at College Park

2. Small Group Conversations

3:00 P.M.–4:30 P.M.  FILM
PAPER SESSION

Inside the Multiple Roles of Reading Specialists/Literacy Teachers
Chair(s): Cheryl Dozier, SUNY—Albany
1. **Doing Justice: Graduate Literacy Teachers at the Crossroads of Critical Pedagogy and Truancy Intervention**  
   Lori N. Elliott, Georgia State University  
   Nancy Lee Daily, Georgia State University  
   Wanda Clark, Georgia State University  
   Jessica Pennington, Truancy Intervention Project  
   Janelle Gardner, Georgia State University

2. **Reconceptualizing Reading Specialists as Teacher Leaders: A Distributed Perspective**  
   Jennifer I. Hathaway, Vanderbilt University  
   Victoria J. Risko, Vanderbilt University  
   Kay McClain, Vanderbilt University  
   Lori E. Tyler, Vanderbilt University

3. **Developing Reading Specialists as Cultural Interpreters**  
   Nicola Williams, George Mason University

3:00 P.M.–4:30 P.M. **SYMPOSIUM SESSION**  
**Meaningful Literacy Instruction**

**Chair(s):** Gerald Campano, Indiana University

1. **Meaningful Literacy Instruction for English Language Learners (ELLs): A Case Study With First Grade Korean Students**  
   Sang-Eun K Dyer, Corban College

2. **Doing the Work of Social Theorists: 5th Graders Enact Epistemic Privilege**  
   Gerald Campano, Indiana University  
   James Damico, Indiana University, Bloomington

3. **A Critical Ethnographic Look at Teaching English Language Learners Literacy Through the Lens of a Novice Kindergarten Classroom Teacher**  
   Rachel G. Salas, University of North Carolina—Greensboro

3:00 P.M.–4:30 P.M. **PAPER SESSION**  
**Perspectives on Secondary Literacies**

**Chair(s):** Theresa Rogers, University of British Columbia

1. **Fixing a New Literacy Lens on Three Popular Secondary Reading Reform Initiatives**  
   William G. Brozo, George Mason University  
   Douglas Fisher, San Diego State University  
   Nancy Frey, San Diego State University

2. **Frameworks for Literacy in Three Disciplines**  
   Cynthia R. Shanahan, University of Illinois at Chicago  
   Timothy E. Shanahan, University of Illinois at Chicago  
   Cynthia Misischia, University of Illinois at Chicago

3. **The Role of Content Knowledge in Writing About History and Literature: Insights From Students’ Retrospective Accounts**  
   Sarah W. Beck, New York University  
   Jill V. Jeffery, New York University

3:00 P.M.–4:30 P.M. **PAPER SESSION**  
**Young Children: Literacy, Learning, and Identity**

**Chair(s):** Laura May, University of Texas at Austin

1. **Constructing Literacy Identities in Young Children**  
   Marla H. Mallette, University of Nevada, Las Vegas

2. **Nexus of Learning: A Mediated Discourse Analysis of Literacy, Play, and Design**  
   Karen E. Wohlwend, The University of Iowa

3. **Books as Lexical Reservoirs: What Kinds of Vocabulary Learning Opportunities Do They Offer Three-Year Olds?**  
   Heidi Anne E. Mesmer, Oklahoma State University
3:00 P.M.–4:30 P.M. MOROCCAN
PAPER SESSION

Professional Development that Works: Correlations to Teacher Change
Chair(s): Barbara Laster, Towson University

1. Professional Development in Early Literacy: Identifying Aspects that Foster Teacher Change and Promote Student Achievement
   Susan Keehn, University of Texas at San Antonio
   Sebastian Wren, Southwest Educational Development Lab
   Davis Catherine, Round Rock Independent School District

2. The National Board Certification Process as Professional Development: The Potential for Changed Literacy Practice
   Tracy L. Coskie, Western Washington University
   Nancy A. Place, University of Washington—Bothell

3. Transfer of Knowledge from Reading Professional Development to Classroom Practice
   Angela M. Madden, University of Kentucky
   Janice F. Almasi, University of Kentucky

3:00 P.M.–4:30 P.M. ROMAN
ALTERNATIVE FORMAT

Coaxing Theory Out of Identity in Literacy Events With Future English Teachers
Chair(s): Jamie Myers, Penn State University

Seven teachers of English methods analyze how classroom literacy events connect theory, practice, and identity. Small break out groups illustrate literacy as socially constructed practices involving multi-modal texts, learning as inquiry into these social practices, and teaching as intentional language events that engage critical reflection on identities, relationships, and values

1. Constructing Theory and Practice Through Identity
   Jamie Myers, Penn State University

2. Theories of Teacher Identity: Constructing Awareness of the Shift From the Student to the Teacher Self
   Shanetia Clark, Penn State University

3. Theories of Discourse: Awareness of Our Own Situated and Constructed Identities
   Leticia Ortega, Penn State University

4. Theories of Social Justice: Awareness of Teaching as a Cultural Activity With Emancipatory Consequences
   Donna King, Penn State University

5. Theories of Representation: Awareness of Tensions Between the Self and the Other in Media Representations
   Sunyoung Park, Penn State University

6. Theories of Agency and Voice: Awareness of Constructing Our Self Through Writing and Negotiating Competing Discourses
   Mike Bates, Penn State University

7. Theories of Critical Media Literacies: Awareness of How Messages are Constructed to Frame Particular Perspectives and Politics
   Nalova Westbrook, Penn State University

8. Theories of Engagement: Awareness of the Students We Teach in the Lessons We Design
   Alison R. Hobbs, Penn State University

3:00 P.M.–4:30 P.M. TIFFANY
ROUNDTABLE

I. Literacy Talks: Conversations to Distinguish Preservice, Novice, and Veteran Teachers
   Mary F. Roe, Washington State University

II. Harnessing the Power of Community Volunteers for Literacy Intervention: The Poetry Academy
   Lori G. Wiltong, Kent State University

III. Strategies That Support the Development of Literacy Coaches and Literacy Leaders
   Linda L. Ellis, Sam Houston State University
   Len Breen, Sam Houston State University
   Mary E. Robbins, Sam Houston State University
   Debra P. Price, Sam Houston State University
   Joyce McCauley, Sam Houston State University
   Betty Higgins, Sam Houston State University
   Melinda Miller, Sam Houston State University

IV. What Preservice Teachers Learn in the Field: Literacy Policy or Literacy Practices?
   Carol Wickstrom, University of North Texas
   Dorleen Hooten, University of North Texas

V. Preschool Teacher Strategies During Whole Group Reading of Fiction and Non-Fiction Texts
   Betsy Watson, Peabody College of Vanderbilt University

VI. “Words Can Really Change the World”: Persuasive Writing About Real-World Issues in a First-Grade Classroom
   Maria P Ghiso, University of Pennsylvania GSE

VII. Completing the Circle: A Culturally Relevant Curriculum for American Indian Children
   Sally O. Thomas, Chapman University
   Sandra Fox, Educational Consultant

4:45 P.M.–6:00 P.M. BOWL
PLENARY SESSION

Chair: Jennifer D. Turner, University of Maryland at College Park

I. Announcements
   Patricia A. Edwards, Michigan State University

II. Edward B. Fry Book Award Presentation
   Janice Strop, Cardinal Stritch University

III. Introduction of the Speaker
   Jennifer D. Turner, University of Maryland at College Park

IV. Plenary Address
   Literacy and Youth Empowerment: Overcoming the Obstacles to Reading and Student Engagement
   Pedro A. Noguera, Professor at the Steinhardt School of Education, New York University
8:30 A.M.–10:00 A.M.

ALTERNATIVE FORMAT

ATHENIAN

The ABCs Of Single Case Experimental Research In Literacy

Chair(s): Adnan Salhi, Henry Ford Community College
Discussant(s): Adnan Salhi, Henry Ford Community College

This symposium will focus on planning and doing single case experimental research in literacy. The presenters will deal with the main components of this promising experimental research design that is new to the field of literacy. They will explain the aim of this design, how it is different from the case study, the methods for selecting the literacy problem and the ways of establishing baseline data appropriate for the problem, and the different methods of analyzing the data and presenting the results in the single case experimental research in literacy.

1. History and Aim of Single Case Experimental Research
   Adnan Salhi, Henry Ford Community College
   Cynthia Salhi, Cass Technical High School

2. Measures of the Study and Analyzing the Data
   Cynthia Salhi, Cass Technical High School

8:30 A.M.–10:00 A.M.

ALTERNATIVE FORMAT

BERNARD’S

Improving the Preparation of Teachers of Reading in Urban Settings: A Project of the International Reading Association Task Force: LLUTE: Literacy Leaders for Urban Teacher Education

Chair(s): Lesley M. Morrow, Rutgers University
   Vicki Chou, University of Illinois at Chicago
   Louise Wilkinson, Syracuse University

Discussant(s): P. David Pearson, University of California—Berkeley

Best practice for training urban reading teachers is discussed. This Task Force for International Reading Association’s: Literacy Leaders for Urban Teacher Education, presents survey results, which deal with this topic and findings from meetings with Dean’s, Teacher Education Directors, and Professors about work they believe must be done.

1. Literacy Leaders in Urban Teacher Education (LLUTE Survey)
   Lesley M. Morrow, Rutgers University
   Vicki Chou, University of Illinois at Chicago
   Louise Wilkinson, Syracuse University

2. Literacy Leaders for the Improvement of Urban Teacher Preparation
   Vicki Chou, University of Illinois at Chicago
   Jill Lewis, New Jersey State University

3. Literacy Leaders for the Improvement of Urban Teacher Preparation
   Vicki Chou, University of Illinois at Chicago
   Cathy Roller, International Reading Association
   Jill Lewis, New Jersey City University
   Richard Long, International Reading Association
   Susan Davis Lenski, Portland State University
   Louise Wilkinson, Syracuse University

4. Effective Preparation of Teachers of Reading in Urban Settings
   Cynthia R. Shanahan, University of Illinois at Chicago
   Richard L. Allington, University of Tennessee, Knoxville
   James Flood, San Diego State University

5. Key Resources for Teacher Educators
   Lesley M. Morrow, Rutgers University
   Karen Wixson, University of Michigan
   Patricia L. Anders, University of Arizona
   Mary Ellen Vogt, California State University, Long Beach
   Diane Barone, University of Nevada, Reno
   Louise Wilkinson, Syracuse University

8:30 A.M.–10:00 A.M.

ALTERNATIVE FORMAT

CORDOBAN

Critical Issues in Early Literacy Development: Young Children Read and Write

Chair(s): Prisca Martens, Towson University
Discussant(s): Yetta M. Goodman, University of Arizona

Through presentations and roundtable conversations this session will raise critical issues related to how young children come to know literacy; the influence of ethnic, linguistic and cultural variations on literacy development; and, ways of supporting the literacy development of young children in their homes, schools and communities.

1. Reading Research: Complementary and Contradictory Perspectives
   Denny Taylor, Hofstra University

2. Early Biliteracy: Identity, Ideology and Learning to Read and Write in Multiple Languages
   Bobbie Kabuto, Hofstra University

3. The Literacy Stories of Tang-Tang and Tien-Tien
   Wenyun Lin, Tamkang University

4. Effective Beginning Readers
   Alan Flurkey, Hofstra University
   Debra Goodman, Hofstra University

5. Critical Issues in Early Foreign Language Literacy Instruction: Taiwan Experience
   Yueh-Nu Hung, National Taichung University

6. Text Characteristics, Readings, and Retellings
   Prisca Martens, Towson University
   G. Pat Wilson, University of South Florida
   Poonam Arya, Wayne State University

7. Biliteracy as Social Practice in Schooling
   Barbara Flores, California State University, San Bernardino

8. Monolingual Teachers Fostering Emergent (bi)Literacy in the United States
   David Schwarz, University of Texas at Austin

9. The Complexity of Cultural Authenticity in Children’s Literature
   Kathy G. Short, University of Arizona

10. Parents and What They Want for Their Children: A Longitudinal Study
    Linda Phillips, University of Alberta
11. **Critical Issues in Early Literacy**  
Yetta M. Goodman, *University of Arizona*

**8:30 A.M.–10:00 A.M. CORINTHIAN SYMPOSIUM SESSION**

*Invited Session: Literacy in an Age of New Media*  
Chair(s): Shenglan Zhang, *Michigan State University*

This symposium explores the kinds of literacy possible in an age of new media, how this new media has the capacity to expand horizons, deepen comprehension, engage students in discourse about important world problems, and redefine what skills are valuable for living and leading in the global and digital “worlds.” Also addressed will be new approaches to advanced professional development for reading teachers enabled by affordances of digital media.

1. *New Media for a New Cognitive and Instructional Message in Reading Comprehension*  
   Rand Spiro, *Michigan State University*

2. *Digital Citizenship: Literacy in the Global Virtual World*  
   Yong Zhao, *Michigan State University*

3. *The World is a Global Village: Problem-based Multimedia Journeys in Literacy*  
   Mary Lundeberg, *Michigan State University*

**8:30 A.M.–10:00 A.M. FILM PAPER SESSION**

*Research on the Reading Process & Skills of English Language*  
Chair(s): Sheila Valencia, *Department of Language, Literature, and Culture, University of Washington*

1. *The Effects of Language Proficiency and Word Imagery on English Learners’ Sight Word Acquisition Rates*  
   Lori A. Helman, *University of Minnesota*  
   Matthew Burns, *University of Minnesota*

2. *Cross-Language Transfer: Strategic Reading Process of Chinese Bilingual Readers*  
   Min-Tun Chuang, *University of Maryland at College Park*

3. *Oral Reading Fluency and ELL Students*  
   Sheila Valencia, *University of Washington*  
   Anne Reece, *University of Washington*  
   Antony T. Smith, *University of Washington*  
   Heather Newman, *University of Washington*  
   Min Li, *University of Washington*

**8:30 A.M.–10:00 A.M. FLORENTINE PAPER SESSION**

*Literacy Standards and Achievement*  
Chair(s): Robert Rueda, *University of Southern California*

1. *The Impact of No Child Left Behind on Teachers’ Writing Practices*  
   Sarah J. McCarthey, *University of Illinois at Urbana-Champaign*  
   Yeon Sun (Ellie) Ro, *University of Illinois at Urbana-Champaign*

2. *Images of the Struggling Reader: A Review of Mainstream Media Sources*  
   Karla Scornavacca, *University of Colorado at Boulder*

3. *Literacy Instruction in an Age of Conflicting Standards*  
   Brenda J. Overturf, *University of Louisville*

**8:30 A.M.–10:00 A.M. GREECEIAN ALTERNATIVE FORMAT**

*Adolescents’ Motivation to Read and Teachers’ Motivation to Motivate: The Research Continues*  
Chair(s): Carol J. Delaney, *Southern Illinois University*  
Discussant(s): Sharon M. Pitcher, *Towson University*

For this study, we designed a tool to explore teachers’ use of motivational strategies for reading and redesigned an adolescent survey on motivation to read. Both surveys incorporate current understandings about adolescent literacy and were based on the revised Adolescent Motivation to Read Profile by Author (in press).

1. *Teachers’ Motivation to Motivate Profile (TMMP)*  
   Carol J. Delaney, *Southern Illinois University*  
   Victoria Gentry Gillis, *Clemson University*  
   Rebecca D. Hunt, *Marygrove College*  
   Nancy T. Walker, *University of La Verne*  
   Pamela J. Dunston, *Clemson University*  
   Kathy N. Headley, *Clemson University*  
   Sharon M. Peck, *SUNY—Geneseo*

2. *Revision of the AMRP Survey*  
   Sharon M. Pitcher, *Towson University*  
   Lettie K. Albright, *Texas Women’s University*  
   Stephen Mogge, *Towson University*  
   Krishna Seunarinesingh, *University of West Indies*

3. *Comparison of What was Learned*  
   Victoria Gentry Gillis, *Clemson University*

**8:30 A.M.–10:00 A.M. MEDITERRANEAN ALTERNATIVE FORMAT**

*Towards a Critical Framework for the Analysis of the Art Work Produced in Reading-Language Arts Classrooms*  
Chair(s): Julie Enyeart, *Redmond Washington School District*  
Discussant(s): Beth Berghoff, *Indiana University/Purdue University at Indianapolis*

While visual representations in the reading-language arts classroom are commonplace, they continue to be treated superficially or ignored in reading and language arts research. Come, hear, try-out, and critique a visual discourse analysis procedure we have been developing based on our understanding of semiotics, functional grammar, art, and critical literacy.

   Jerome C. Harste, *Indiana University*  
   Mi-Hyun Chung, *Indiana University*  
   Sally Grant, *Indiana University*

2. *Visual Discourse Analysis: An Artist’s Perspective*  
   Peggy Albers, *Georgia State University*
8:30 A.M.–10:00 A.M. MEDITERRANEAN SYMPOSIUM SESSION

Invited Session: Improving Literacy Instruction

Chair(s): Barbara Taylor, University of Minnesota

The purpose of this symposium is to engage the NRC membership in a dialogue regarding Literacy Instruction. The 3 presenters will reflect on where the field has been, what challenges the field is confronting, and how the field needs to be moving to action in the areas of comprehension instruction, reading instruction and assessment for English learners, and school-wide improvement in reading. After the brief presentations, the presenters will ask for reactions and relevant ideas from the audience.

1. Where Have we Been, what Challenges are we Confronting, and How are we Moving to Action in Comprehension Instruction and Assessment?
   Taffy E. Raphael, University of Illinois at Chicago

2. Where Have we Been, what Challenges are we Confronting, and How are we Moving to Action in Comprehension Instruction and Assessment for English Language Learners?
   Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

3. Where Have we Been, what Challenges are we Confronting, and How are we Moving to Action in Reading?
   Barbara Taylor, University of Minnesota

8:30 A.M.–10:00 A.M. MOROCCAN ALTERNATIVE FORMAT

With College in Mind: Reading Institutes for Academic Preparation

Chair(s): Marcy Merrill, California State University, Sacramento
Discussant(s): Marcy Merrill, California State University, Sacramento

Participants in this session will learn about Reading Institutes for Academic Preparation (RIAP), a grant program funded by the California State University to improve both high school teachers’ academic literacy teaching and the learning outcomes of students. Presenters will share the program components, results of case studies and an independent evaluation. Participants and presenters will engage in discussions about the program.

1. Defining the Problem: Readiness for College
   Nancy Brynelson, California State University Office of the Chancellor

2. The CSU Responds: Reading Institutes for Academic Preparation (RIAP)
   Denise Fleming, California State University, East Bay

3. Impacts on Teaching and Learning: Success for Teachers and Students
   Dana L. Grisham, California State University Office of the Chancellor

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

Discourses of Literacy and Learning: Disabling Learners in Research and Practice

Chair(s): Maureen E. Kendrick, University of British Columbia
Discussant(s): Theresa Rogers, University of British Columbia

Using theories of literacy as social practice and socio-cultural theories of learning this symposium offers insights into current debates about literacy, learning, dis/ability and the reproduction of social inequality. It is designed to critique, provoke and provide illustration of current theories as well as to provide data for further study.

1. (Dis)abling Readers: The Social Construction of “Reading Disability” in Peer Reviewed Journals 2000-2005
   Lyndsay Moffatt, University of British Columbia

2. Dis/ability in Contemporary Early Literacy Curricula: A Challenge to ‘Biomedical Approaches’
   Luigi Ianacci, Trent University

3. Images, Words, and Community: An Example of an Asset-Oriented Curriculum and its Fostering of Children’s Multimodal Literacy
   Rachel Heydon, University of Western Ontario

10:30 A.M.–12:00 P.M. BOWL NRC ANNUAL RESEARCH REVIEW

Chair: Gwendolyn T. McMillon, Oakland University

I. Albert J. Kingston Award Presentation
   Laura Smolkin, University of Virginia

II. Introduction of the Speaker
    Alison K. Billman, Michigan State University

III. 2006 NRC Research Address Review
    Learning Through Observation and Group Collaboration in Sociocultural Activities
    Barbara Rogoff, UCSC Foundation Professor of Psychology, Department of Psychology, University of California, Santa Cruz
Appendix I: NRC Leadership and Honorees

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Early Career Achievement Award Committee
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Appendix I: NRC Leadership and Honorees

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Co-Chair: Janet Richards (2004-07)
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Co-Chair: Doris Walker-Dahlhouse (2003-06)
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Patricia L. Anders (1992)
Jerry Harste (1993)
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Peter Mosenthal (2004)
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George B. Schick (1970)
Homer L. J. Carter (1971)
Al Lowe (1975)
Paul C. Berg (1978)
Earl F. Rankin (1979)
Edward B. Fry (1980)
George R. Klare (1981)
J. Jaap Tuinman (1982)
Joanna P. Williams (1983)
Harry Singer (1984)
S. Jay Samuels (1985)
Philip Gough (1986)
Richard C. Anderson (1987)
Monte Penney (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)
Keith E. Stanovich (1996)
Donna E. Alvermann (1997)
Kathryn H. Au (1998)
Rebecca Barr (1999)

Oscar Causey Award Committee
Chair: David Moore (2004-07)
Arizona State University/West
david.moore@asu.edu

Policy & Legislative Innovative Community Group
Colleen P. Gilrane (2006-08)
University of Tennessee
cgilrane@utk.edu

Student Outstanding Research Award Committee
Chair: Rebecca Rogers (2004-07)
Washington University, St. Louis
rogers3948@aol.com

Ed Fry Book Award
Elizabeth Barnhard (1995)
Sarah Warshauer Freedman (1996)
David Reinking (1999)
Michael McKenna (1999)
Linda D. Labbo (1999)
Ronald Kieffer (1999)
Sara Warshauer Freedman (2000)
Elizabeth Radin Simons (2000)
Julie Shallhope Kalmn (2000)
Alex Casareno (2000)
The M-Class Team (2000)
Susan Florio-Ruane (2001)
Cynthia Lewis (2002)
Dennis J. Sumara (2003)
Rebecca Rogers (2003)
Michael L. Kamil (2004)
Peter B. Mosenthal (2004)
P. David Pearson (2004)
Rebecca Barr (2004)
Elaine Richardson (2005)
Loukia K. Sarroub (2005)

Early Career Achievement Award
Cynthia Brock (1999)
Joyce Many (1999)
Elizabeth Birr Moje (2000)
Lawrence R. Sipe (2001)
George Kamberelis (2002)
Rebecca Rogers (2004)
Melanie R. Kuhn (2005)

Distinguished Scholar Lifetime Achievement Award
Louise Rosenblatt (2002)
Marie Clay (2003)
Courtney B. Cazden (2004)
Appendix I: NRC Leadership and Honorees

Michael Pressley (2000)  
Patricia Ann Alexander (2001)  
Robert Calfee (2003)  
Victoria Purcell-Gates (2004)  
Steven Stahl (2004)  
Annemarie Palincsar (2005)  

Student Outstanding Research Award  
Peter Afflerbach (1985)  
Deborah Wells Rowe (1986)  
Maribeth Cassidy Schmitt (1987)  
Sally Hague (1988)  
Joyce Many (1989)  
Douglas K. Hartman (1990)  
Joyce Holt Jennings (1990)  
Sarah J. McCarthy (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)  
Megan Madigan Peercy (2005)  

NRC Past Presidents  
Oscar Causey (1952-59)  
William Eller (1960-61)  
George Spache (1962-64)  
Albert Kingston (1964-65)  
Paul Berg (1967-68)  
Alton Raygor (1969-70)  
Wendell Weaver (1971-72)  
Earl Rankin (1972-74)  
Edward Fry (1974-76)  
Jaap Tuinman (1976-78)  
Harry Singer (1978-80)  
Frank Green (1980-82)  
Irene Athey (1982-84)  
Lenore H. Ringler (1984-85)  
P. David Pearson (1985-86)  

Jerry Harste (1986-87)  
M. Trika Smith-Burke (1987-88)  
James Hoffman (1988-89)  
Gerry Duffy (1989-90)  
Robert J. Tierney (1990-91)  
Donna E. Alvermann (1991-92)  
Rebecca Barr (1992-93)  
James Flood (1993-94)  
Jane Hansen (1994-95)  
Richard Allington (1995-96)  
Kathryn H. Au (1996-97)  
Martha R. Ruddell (1997-98)  
Linda B. Gambrell (1998-99)  
Peter B. Mosenthal (2000-01)  
Donald J. Leu (2004-2005)  

For a complete list of committee members, go online at nrconline.org
Appendix II: 2006 Area Chairs

**General Program Chair:** Patricia A. Edwards, *Michigan State University*

**Assistant Chair:** Norman A. Stahl, *University of Northern Illinois*

**Area 1:** Pre-Service Teacher Education in Literacy  
Elizabeth Dutro, *University of Colorado—Boulder*  
Althier Lazar, *Saint Joseph's University*  
Jamie Myers, *Pennsylvania State University*  
Julie Pennington, *University of Nevada—Reno*

**Area 2:** In-service Teacher Education/Professional Development in Literacy  
Theresa A. Deeney, *University of Rhode Island*  
Douglas Fisher, *San Diego State University*  
Dolores Gaunty-Porter, *Vanguard University*

**Area 3:** Literacy Instruction and Literacy Learning  
Elizabeth Baker, *University of Missouri—Columbia*  
Beth Maloch, *University of Texas at Austin*  
Rebecca Rogers, *Washington University, St. Louis*

**Area 4:** Literacy Assessment, Evaluation, and Public Policy  
Dana Grisham, *San Diego State University*  
Sharon Walpole, *University of Delaware*  
Diane Tracey, *Kean University*

**Area 5:** Early and Elementary Literacy Processes  
Andrea DeBruin-Parecki, *High/Scope Early Childhood Reading Institute*  
Denise Johnson, *The College of William & Mary*  
Elizabeth Noll, *University of New Mexico*  
Jeanne Swafford, *Mississippi State University*

**Area 6:** Adolescent, College, and Adult Literacy Processes  
Leigh Hall, *University of North Carolina—Chapel Hill*  
Amy Johnson, *University of Georgia*  
Theresa Rogers, *University of British Columbia*  
Alfred Tatum, *University of Northern Illinois*

**Area 7:** Social, Cultural, and Political Issues of Literacy Practices In and Out of School  
Maria Luiza Dantas, *University of San Diego*  
Cynthia Greenleaf, *WestEd*  
Lori Helman, *University of Minnesota*  
Loukia K. Sarroub, *University of Nebraska*

**Area 8:** Literacy Learning and Practice in Multilingual and Multicultural Settings  
Mileidis Gort, *University of Miami*  
Guofang Li, *Michigan State University*  
Mary McVee, *SUNY—Buffalo*  
Jennifer D. Turner, *University of Maryland at College Park*

**Area 9:** Text Analysis/Children’s, Young Adult & Adult Literature  
Sarah Beck, *New York University*  
Wanda Brooks, *Temple University*  
Susan Browne, *Rowan University*
Area 10: Literacy, Technology, and Media
KaiLonnie Dunsmore-Englesman, Calvin College
Rick Ferdig, University of Florida
Barbara Guzzetti, Arizona State University
Linda Labbo, University of Georgia

Area 11: Study Groups
Susan Cantrell, University of Kentucky
Julie Cotro, University of Connecticut
Margaret Hagood, College of Charleston
Catherine Kurkjian, Central Connecticut State University

Area 12: All Other Areas
Dana Wilber-Cammack, Montclair State University
Nancy Flanagan Knapp, University of Georgia
Rachael G. Salas, University of North Carolina—Greensboro
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