Dear NRC Colleagues and Friends of Literacy,

Welcome to the 2008 Annual Meeting of the National Reading Conference in Orlando, Florida! Please join me in meeting new and old friends and in exploring the latest in literacy research and methods. Our theme, Literacy Research: Merging and Emerging Perspectives, reflects the wide array of work that we will present as a collective at this conference.

Our plenary sessions promise to challenge and expand our thinking—about our own and others’ research. Norman A. Stahl, our NRC President, will deliver the annual Presidential Address on Wednesday afternoon in a talk entitled, “The Doctorate as the Foundation and the Future of Literacy Research, Theory, and Pedagogy;” the Student Outstanding Research and J. Michael Parker Awards will also be presented at this session. On Thursday morning we invite you to the Oscar S. Causey Address, “Constrained Skills—So What?,” to be given by Scott G. Paris, the winner of the 2007 Oscar S. Causey Award. The 2008 Causey winner will also be announced at this session. Ronald W. Marx, Dean of the College of Education at the University of Arizona, will give our Thursday afternoon plenary address, “American Education is in Crisis. Can Colleges of Education Help?” The Early Career Achievement and Distinguished Scholar Lifetime Achievement Awards will be given out at this session. Alfred W. Tatum will deliver our Friday afternoon plenary address, “Literacy and African-American Boys: Shifting the Paradigm.” The Edward B. Fry Book Award will be given at this session. Our annual review of the literature, “Everything You’ve Always Wanted to Know About Literacy Coaching But Were Afraid to Ask: A Review of Policy and Research,” will be presented by Sharon Walpole and Michael McKenna on Saturday morning.

Be on the lookout for Idea Jars around the conference venue on Wednesday and Thursday morning. They will be sitting next to a stack of index cards, which you can use to write anonymous questions and comments about NRC, governance, or policies for the Town Meeting on Thursday night. We will, as usual, also welcome comments and questions from the floor, so you will want to attend to see what your colleagues are thinking and saying.

The Wyndham Resort is a bit quirky and quite wonderful—reminiscent of past NRC conference sites. Besides luxurious hotel and conference spaces, you will want to explore how its many paths lead to three swimming pools, wonderful gardens, and secluded lagoons. Do also be sure to find the two on-site restaurants, delicatessen, game room, jogging path, and ice cream store.

Plan to meet friends and colleagues each evening in the lobby and pool bars for evening discussions of Vital Issues related to our research. In addition, join us for the Presidential Reception after the President’s Address on Wednesday. This will be immediately followed by a video tribute to Past NRC Presidents prepared by our Past President Patricia A. Edwards and the graduate students at Michigan State University with the help of graduate students from around the United States. You will especially want to bring your dancing shoes for Friday night’s Vital Issues ReVitalized, which will feature music at Gatorville, the Wyndham’s pool bar.

Kathleen A. Hinchman
Syracuse University

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Kathleen A. Hinchman
Syracuse University
In Memoriam

Janet W. Bloodgood

Dr. Janet W. Bloodgood was an associate professor in the department of language, reading and exceptionalities in the Reich College of Education at Appalachian State University. Dr. Bloodgood received her Bachelor’s degree at SUNY Binghamton University in New York, then her Master’s degree at Brown University in Rhode Island. She later received her Doctorate degree from the University of Virginia in Charlottesville, Virginia. Dr. Bloodgood was a loving mother, devoted teacher, and a nationally recognized scholar in the field of reading. Memorials may be made to the Appalachian State University Foundation, in care of Dolly Farrell, for the Janet W. Bloodgood Endowment for Reading and Children’s Literature, ASU Box 32038, Boone, NC, 28608. Books for the Janet W. Bloodgood reading room may be brought to the service or mailed to the above address.

“I had the honor of serving as Janet’s dissertation advisor during her doctoral studies at UVA. I learned more from her than she learned from me. Her passion for children and children’s literature was matched only by her love of reading, thinking, and knitting. Janet was a very giving person and she didn’t ask much in return. She was stunningly brilliant yet totally self-effacing. She was a true friend—a rock of dependability and a constant source of encouragement and hope. There was no problem large or small that Janet wasn’t willing to help solve. Her enormous creativity was tempered by her prodigious work ethic and her limitless supply of practicality. She could do the work of three professors and do it with a shy and dimpled smile. Despite her quiet and shy demeanor, Janet touched the lives of many people—both adults and children. She is probably blushing from heaven as I say this even now, modest and unobtrusive as she was. She was a compassionate friend and colleague, an excellent baker, a skillful seamstress and knitter, an accomplished writer, an exceptional scholar, and a talented teacher. My life has been enriched by hers and I will miss her dearly.”

Marcia Invernizzi, Ph.D.
Professor
University of Virginia

Richard C. Gaskins

Richard C. Gaskins, a long-time National Reading Conference member, and supporter of literacy research and development, passed away this summer. Mr. Gaskins, a Westinghouse engineer, helped expand electricity in China, establishing a Westinghouse office in Beijing in 1986 and bringing nuclear power to China. Mr. Gaskins was also the President of the Board of Directors of the internationally acclaimed Benchmark School, known for helping bright, struggling readers to develop the self-knowledge, advocacy and academic skills to succeed in high school, college and the workplace. Founded by his wife, Irene West Gaskins, also a long-time NRCer, this school has been the site of extensive literacy research, especially related to instruction to develop youth’s strategies for decoding and comprehension. Memorial donations in Mr. Gaskins’ honor may be made to Benchmark School, 2107 N. Providence Rd., Media, PA 19063.

“Dick was a strong and enthusiastic supporter of Benchmark School and brought his valuable business and management experience to the enterprise. His great good humor and dedication will be missed by all concerned.”

Alan E. Farstrup, Ph.D.
Executive Director
International Reading Association
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Be sure to look for this symbol throughout the program. Whenever you see this icon by a **ROUNDTABLE** session, it signifies that the session has been split into two parts.
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, as well as 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 Headquarters Office at 7044 South 13th Street, Oak Creek, Wisconsin 53154, Phone: 414-908-4924, ext. 450, Fax: 414-768-8001, E-mail: customercare@nrconline.org or visit the Web site at www.nrconline.org.

Conference & Registration

The 2008 Conference will be held at the Wyndham Orlando Resort, 8001 International Drive, Orlando, Florida 32819.

Registration for the Conference may be done in one of three ways: 1) online; 2) downloading the registration form at www.nrconline.org; 3) by calling NRC Headquarters at 414-908-4924 x 450.

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

**Presidential Address—Wednesday, 4:45 P.M.–6:00 P.M., Salons E-I**

*The Doctorate as the Foundation and the Future of Literacy: Research, Theory, and Pedagogy*
Norman A. Stahl, *Northern Illinois University*

**Oscar S. Causey Address—Thursday, 10:15 A.M.–11:45 A.M., Salons E-I**

*Constrained Skills—So What?*
Scott G. Paris, *University of Michigan*

**Plenary Session—Thursday, 4:45 P.M.–6:00 P.M., Salons E-I**

*American Education is in Crisis. Can Colleges of Education Help?*
Ronald W. Marx, *University of Arizona*

**Plenary Session—Friday, 4:45 P.M.–6:00 P.M., Salons E-I**

*Literacy and African-American Boys: Shifting the Paradigm*
Alfred Tatum, *University of Illinois at Chicago*

**NRC Integrative Research Review—Saturday, 10:15 A.M.–11:45 A.M., Salons E-I**

*Everything You’ve Always Wanted to Know About Literacy Coaching But Were Afraid to Ask: A Review of Policy and Research*
Sharon Walpole, *University of Delaware*
Michael C. McKenna, *University of Virginia*
STUDY GROUPS

Wednesday-Saturday 7:25 a.m. - 8:25 a.m.

GROUP 1—Adolescent Literacy  Tangerine A
Victoria R. Gillis, Clemson University
Elizabeth G. Sturtevant, George Mason University
Jill Lewis, New Jersey City University

GROUP 2—Adult Literacy Research  Oleander A
Bill Muth, Virginia Commonwealth University
Erik Jacobson, Montclair State University

GROUP 3—Approaches to Discourse Analysis  Lime
Melissa Mosley, The University of Texas at Austin
Christine A. Mallozzi, The University of Georgia

GROUP 4—Doctoral Students as Researchers: Preparing for the Job Interview Process at Research One and Teaching Universities with Invited Guests
Heidi Anne Mesmer and Kevin Flanigan  Salon B
Sara B. McCraw, University of Delaware
Carla K. Meyer, University of Delaware
Noreen S. Moore, University of Delaware
Kristina Najera, University of Delaware
Stephanie G. Davis, University of North Carolina at Greensboro
Erika S. Gray, University of North Carolina at Greensboro
Baxter Williams, University of North Carolina at Greensboro

GROUP 5—Embracing Critical Understanding: Facilitated Conversations about Race, Culture, and Literacy  Salon C
Keonghee T. Han, University of Idaho
Lori C. Assaf, Texas State University — San Marcos
Donna King, Pennsylvania State University

GROUP 6—Graduate Reading Programs: Research, Practice, and Impact  Marathon
Lois K. Haid, Barry University
Joyce V. Warner, Barry University
Cynthia Fischer, Barry University
Nancy Masztal, Barry University
Joanna Marasco, Barry University
Andrea Rosenblatt, Barry University
Heidi Maier, Barry University

GROUP 7—“History of Literacy”  Salon D
Douglas Hartman, Michigan State University
Norman A. Stahl, Northern Illinois University
Dominic J. Vogue, University of California, Berkeley

GROUP 8—Huey’s Relevancy One Hundred Years Later: Multiple Perspectives of Literacy Research and Practice  Azalea A
Tamie Pratt-Fartro, George Mason University
Mary J. McIlwain, George Mason University
Jennifer O’Looney, George Mason University

GROUP 9—Keeping up with Technology: A Discussion of the Current Trends in Technology in Literacy  Lemon
David Lund, Southern Utah University
Gregory W. Brooks, Learning Point Associates

GROUP 10—Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes  Azalea B
Donald R. Bear, University of Nevada, Reno
Regina E. Smith, University of Nevada, Reno
Shane Templeton, University of Nevada, Reno

GROUP 11—Literacy Coaching  Longboat
Nancy L. Shanklin, University of Colorado at Denver
Kristin N. Rainville, Manhattanville College

GROUP 12—Literacy Lab/Reading Clinic  Largo
Cheryl L. Dozier, University of Albay, State University of New York
Barbara Laster, Towson University

GROUP 13—Postsecondary Developmental Literacy Instruction  Oleander B
Sonya L. Armstrong, Northern Illinois University
Eric J. Paulson, University of Cincinnati

GROUP 14—Preschool Literacy: Issues and Challenges in Early Reading First  Salon A
Lea M. McGee, The Ohio State University
Carol Vukelich, University of Delaware

GROUP 15—Teacher Education Research  Tangerine B
Cheryl A. Kreutter, SUNY Geneseo
Janet R. Young, Brigham Young University

Daily Events
BOOK DISPLAY, SILENT AUCTION & EXHIBITS

Wednesday–Friday  Palms 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.–6:00 P.M. and Saturday from 7:00 A.M.–11:00 A.M. Payment for books can be made via cash, credit card, or check (payable to NRC).

VITAL ISSUES

Wednesday–Friday  9:00 P.M.–10:30 P.M.

Vital Issues is a long-held tradition at NRC going back to the days of when reading pioneers would sneak brown bags with bottles of bourbon or scotch into the conference hotel so as to share comradery and shots well into the early hours of the morning as they discussed research, theory, and the best practice of the day. This year Vital Issues will be held starting at 9:00 p.m. in the indoor bar on Wednesday and Thursday. We especially invite the day’s presenters to attend, to discuss, clarify, and explore issues associated with the day’s sessions. So after you have a great meal in one of the many fine restaurants in Orlando, come back to the hotel to spend time with your colleagues during Vital Issues. A special “Vital Issues ReVitalized” will take place on Friday evening with music. Bring your dancing shoes to Gatorville, the poolside bar.

CYBER CAFÉ

Hibiscus

In the Cyber Café, you will have access to desktop computers and a printer, or bring your own laptop and take advantage of the free wireless access.

RESEARCH METHODOLOGIES SERIES

Salon A

Wednesday–Saturday  8:30 A.M.–10:00 A.M.

Get ready to reconsider the effectiveness of your research methods, and to be introduced to new ones, with the Research Methodology Series presented at this year’s meeting of the National Reading Conference. Our stellar lineup was painstakingly organized by Nell Duke and Marla H. Mallette with sessions each day of the conference—Wednesday morning through Saturday morning.

The focus of the series is on recent advancements in research design and analysis. We have invited outstanding research methodologists, several of whom come to us from outside NRC.
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<td>8:00 A.M.–12:00 P.M.</td>
<td>Executive Committee Breakfast &amp; Meeting</td>
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<td>12:00 P.M.–1:00 P.M.</td>
<td>Board of Directors Lunch</td>
<td>Orange</td>
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<td>1:00 P.M.–5:00 P.M.</td>
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<td>3:00 P.M.–8:00 P.M.</td>
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<td>7:00 A.M.–6:00 P.M.</td>
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<td>7:00 A.M.–6:00 P.M.</td>
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<td>7:25 A.M.–8:25 A.M.</td>
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<td>12:00 P.M.–1:00 P.M.</td>
<td>Newcomers / Graduate Student Lunch</td>
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<td>12:00 P.M.–1:00 P.M.</td>
<td>Ethics Innovative Community Group (ICG) Meeting</td>
<td>Largo</td>
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<td>Chairs: Karen Feathers, <em>Wayne State University</em></td>
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<td>Cynthia Leung, <em>University of South Florida</em></td>
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<tr>
<td>12:00 P.M.–1:00 P.M.</td>
<td>International Innovative Community Group (ICG) Meeting</td>
<td>Oleander B</td>
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<td>Chair: Jiening Ruan, <em>University of Oklahoma</em></td>
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<tr>
<td>12:00 P.M.–1:00 P.M.</td>
<td>Oscar S. Causey Award Committee Meeting</td>
<td>Longboat</td>
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<td>Chair: Deborah Dillon, <em>University of Minnesota</em></td>
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<td>4:45 P.M.–6:00 P.M.</td>
<td>Student Outstanding Research Award Presentation</td>
<td>Salons E-I</td>
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<td>J. Michael Parker Award Presentation</td>
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<td>Great Lawn or Palms Foyer</td>
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<td>7:00 A.M.–6:00 P.M.</td>
<td>Conference Registration</td>
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<td>7:00 A.M.–6:00 P.M.</td>
<td>Cyber Café</td>
<td>Hibiscus</td>
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<td>7:25 A.M.–8:25 A.M.</td>
<td>Study Groups</td>
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<td>7:25 A.M.–8:25 A.M.</td>
<td>Publications Committee Meeting</td>
<td>Cedar</td>
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<td>Chair: Shelley Xu, <em>California State University—Long Beach</em></td>
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<tr>
<td>10:15 A.M.–11:45 A.M.</td>
<td>Oscar S. Causey Award Presentation</td>
<td>Salons E-I</td>
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<td>Oscar S. Causey Address—Scott G. Paris</td>
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<td>12:00 P.M.–1:00 P.M.</td>
<td>Distinguished Scholar Lifetime Achievement Award Committee Meeting</td>
<td>Longboat</td>
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<td>Chair: Margaret J. Finders, <em>University of Wisconsin LaCrosse</em></td>
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<td>12:00 P.M.–1:00 P.M.</td>
<td>Early Career Achievement Award Committee Meeting</td>
<td>Lime</td>
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<td>Chair: Mark Dressman, <em>University of Illinois at Urbana-Champaign</em></td>
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<td>12:00 P.M.–1:00 P.M.</td>
<td>Field Council Meeting</td>
<td>Lemon</td>
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<td>Chair: Rachel Klein, <em>University of Delaware</em></td>
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<td>12:00 P.M.–1:00 P.M.</td>
<td>Policy and Legislative Committee Meeting</td>
<td>Largo</td>
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<td>Chair: Colleen Gilrane, <em>University of Tennessee</em></td>
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<td>12:00 P.M.–1:00 P.M.</td>
<td>Technology Committee Meeting</td>
<td>Oleander A</td>
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<td>Chair: Mariam Jean Dreher, <em>University of Maryland</em></td>
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<td>12:00 P.M.–1:00 P.M.</td>
<td>Student Outstanding Research Award Committee Meeting</td>
<td>Tangerine B</td>
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<td>Chair: Bridget Dalton, <em>Vanderbilt University</em></td>
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<tr>
<td>4:45 P.M.–6:00 P.M.</td>
<td>Early Career Achievement Award Presentation</td>
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<td>Distinguished Scholar Lifetime Achievement Award Presentation</td>
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<td>Town Hall Meeting</td>
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<td>7:00 A.M.–6:00 P.M.</td>
<td>Conference Registration</td>
<td>Palms Foyer</td>
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<td>7:00 A.M.–3:30 P.M.</td>
<td>Book Display / Silent Auction</td>
<td>Palms Foyer</td>
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<td>7:00 A.M.–6:00 P.M.</td>
<td>Cyber Café</td>
<td>Hibiscus</td>
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<td>7:25 A.M.–8:25 A.M.</td>
<td>Study Groups</td>
<td>(see pg. 6 for rooms)</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>JLR Editorial Board Breakfast</td>
<td>Orange</td>
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<td>Chair: Douglas K. Hartman, <em>Michigan State University</em></td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Ethnicity, Race, and Multilingualism Committee Meeting</td>
<td>Salon F</td>
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<td>Chair: Jennifer Danridge Turner, <em>University of Maryland</em></td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Edward B. Fry Book Award Committee Meeting</td>
<td>Salon G</td>
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<td></td>
<td>Chair: Anne McGill-Franzen, <em>University of Tennessee</em></td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Albert J. Kingston Award Committee Meeting</td>
<td>Cedar</td>
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<td>Chair: Diane Corcoran Nielsen, <em>University of Kansas</em></td>
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<tr>
<td>12:00 P.M.–1:00 P.M.</td>
<td>Past Presidents Advisory Luncheon</td>
<td>Presidential Suite</td>
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<tr>
<td>12:00 P.M.–1:00 P.M.</td>
<td>J. Michael Parker Award Committee Meeting</td>
<td>Largo</td>
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<tr>
<td></td>
<td>Chair: Erik Jacobson, <em>Montclair State University</em></td>
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</tbody>
</table>
### Schedule at a Glance (end)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday, December 5th (continued)</strong></td>
<td></td>
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</tr>
<tr>
<td>4:00 P.M.–6:00 P.M.</td>
<td><strong>Purchase of Silent Auction Books</strong></td>
<td>Palms Foyer</td>
</tr>
<tr>
<td>4:45 P.M.–6:00 P.M.</td>
<td><strong>Edward B. Fry Book Award Presentation</strong>&lt;br&gt;Plenary Address—Alfred Tatum</td>
<td>Salons E-I</td>
</tr>
<tr>
<td>6:15 P.M.–7:15 P.M.</td>
<td><strong>Annual Business Meeting</strong></td>
<td>Oleander A &amp; B</td>
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</tbody>
</table>

**Saturday, December 6th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:00 A.M.–8:25 A.M.</td>
<td><strong>2009 Program Area Chairs Breakfast</strong></td>
<td>Orange</td>
</tr>
<tr>
<td>7:00 A.M.–1:00 P.M.</td>
<td><strong>Conference Registration</strong></td>
<td>Palms Foyer</td>
</tr>
<tr>
<td>7:00 A.M.–11:00 A.M.</td>
<td><strong>Purchase of Silent Auction Books</strong></td>
<td>Palms Foyer</td>
</tr>
<tr>
<td>7:00 A.M.–1:00 P.M.</td>
<td><strong>Cyber Café</strong></td>
<td>Hibiscus</td>
</tr>
<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td><strong>Study Groups</strong>&lt;br&gt;(see pg. 6 for rooms)</td>
<td></td>
</tr>
<tr>
<td>10:15 A.M.–11:45 A.M.</td>
<td><strong>Albert J. Kingston Award Presentation</strong>&lt;br&gt;NRC Annual Integrative Research Review—Sharon Walpole and Michael McKenna</td>
<td>Salons E-I</td>
</tr>
<tr>
<td>12:00 P.M.–2:00 P.M.</td>
<td><strong>Executive Committee Lunch &amp; Meeting</strong></td>
<td>Salons C &amp; D</td>
</tr>
<tr>
<td>2:00 P.M.–5:00 P.M.</td>
<td><strong>Board of Directors Meeting</strong></td>
<td>Salons C &amp; D</td>
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</tbody>
</table>
Literacy Research:
Merging and Emerging Perspectives

58th National Reading Conference • December 3 - December 6, 2008
8:30AM - 10:00AM  AZALEA A
>PAPER SESSION

Assessing Reading and Writing
Chair: Cassandra Scharber, University of Minnesota

1. The Design and Validation of a Large-Scale Accessible Reading Comprehension Assessment for Students with Disabilities
   Deborah R. Dillon, University of Minnesota
   David O’Brien, University of Minnesota
   Cassandra Scharber, University of Minnesota
   Catherine Kelly, University of Minnesota
   Anne Beaton, University of Minnesota
   Brad Biggs, University of Minnesota

2. Reliability of Ratings of Fourth Graders’ Expressive Reading of Narrative and Informational Text Using the Multidimensional Fluency Scale
   Gary P. Moser, Alpine School District
   Richard Sudweeks, Brigham Young University
   Tim Morrison, Brigham Young University

3. The 6+1 Traits of Writing: A Review of the Research
   Jenifer Jasinski Schneider, University of South Florida
   Diedre Allen, University of South Florida
   Joseph Bockus, University of South Florida
   Colleen DiPasquale, University of South Florida
   Charlene Helsel, University of South Florida
   Karen Jamison, University of South Florida
   Diane C. Kroeger, University of South Florida
   Virginia Schreier, University of South Florida
   Melissa Smith, University of South Florida

8:00AM - 10:00AM  AZALEA B
>PAPER SESSION

Examining the Influence of Emergent Literacy Behaviors on Later Reading
Chair: Kimberly D. McDowell, Wichita State University

1. Emergent Reading Performance: Implications for Conventional Reading Achievement
   Beverly Cox, Purdue University
   Jeni J. Amdt, Walden University
   Jackie Covault, Purdue University

2. A Longitudinal Study to Examine the Development of Young Readers’ Strategies
   Linda E. Martin, Ball State University
   Sherry Kragler, University of South Florida Lakeland

3. Use of Specific Speech Sound Patterns: Predictive Usefulness in Early Readers
   Kimberly D. McDowell, Wichita State University
   Robyn Ziolkowski, The Ohio State University

8:30AM - 10:00AM  CEDAR
>PAPER SESSION

Multiple Literacies in Preservice Teacher Education
Chair: Charlotte Frambaugh-Kritzer, Arizona State University

1. Lolita, Facebook, and Multiple Literacies: Pre-Service Teacher Education Gone Awry?
   Allison Skerrett, The University of Texas at Austin

2. Teacher Education in an Information Age: Preparing Preservice Teachers to Teach Literacy with Technology
   Chinwe Ikesi, St. John Fisher College

   Charlotte Frambaugh-Kritzer, Arizona State University

8:00AM - 10:00AM  LARGO
>PAPER SESSION

Text Selection: Options, Issues, and Choices Being Made
Chair: Melanie D. Koss, Northern Illinois University

1. Social Spaces, Hierarchies, and Regulations in LGBTQ Young Adult Fiction
   Corrine M. Wickens, Texas A&M University

2. A Literary Analysis of Young Adult Novels with Multiple Narrative Perspectives Using a Sociocultural Lens
   Melanie D. Koss, Northern Illinois University

3. What Are Preschool Teachers Reading in Their Classrooms?
   Jill M. Pentimonti, The Ohio State University
   Tricia A. Zucker, University of Virginia
   Laura M. Justice, The Ohio State University

8:30AM - 10:00AM  LEMON
>SYMPOSIUM

Analyzing Literacy Practice: Grounded Theory to Model
Chair: Victoria Purcell-Gates, University of British Columbia
Discussant: Geoff Williams, University of British Columbia

This symposium will share an evolved methodology for describing literacy events across socio-cultural contexts, including different codes developed for literacy events and a system for identifying genres and text forms. The application of our Literacy Practice Model will be demonstrated using data from various case studies, including a Nicaraguan immigrant community in Costa Rica, a rural community and community-based school in Bolivia, and one from a study of Sudanese refugees in the U.S.

1. Coding Literacy Events for Genre Function and Social Purpose
   Victoria Purcell-Gates, University of British Columbia

2. Process of Transferring Qualitative Coding into SPSS
   Adriana Briseno, University of British Columbia

3. Defining Genre Boundaries
   Kristen H. Perry, University of Kentucky
Wednesday • December 3, 2008

8:30AM - 10:00AM  LIME
SYMPOSIUM

Explorations at the Intersection of Academic Literacies and New Literacies in University Classrooms

Chair: Sarah Lohnes, Towson University
Discussant: Erik Jacobson, Montclair State University

In recent years, the students known as the Net Gen have captured the attention of the popular press and academia. In the literacy field, much research has focused on the new literacies associated with younger adolescents. The papers in this symposium seek to contribute to the growing research on college students’ new literacies, particularly as seen through the lens of academic literacies. A discussant will tie together themes from the three papers, offer implications for both teaching and student learning, and invite input from the NRC audience.

1. JumpStart: Using New Literacies to Introduce Prefreshmen to the Literacy Practices of the Academy
   Dana Wilber, Montclair State University

2. Academic Literacy in Virtual Environments: A Preliminary Study of New Literacy Needs for Academic Success
   Charles K. Kinzer, Teachers College, Columbia University

3. Exploring the Academic Literacy Practices of Net Gen Students Within and Beyond Disciplinary Contexts
   Sarah Lohnes, Towson University

8:30AM - 10:00AM  LONGBOAT
PAPER SESSION

Technology and Literacy Intersections

Chair: Vassiliki (“Vicky”) I. Zygouris-Coe, University of Central Florida

1. The Positioning Game: An English Teacher, Technology, and Literacy
   Elizabeth J. Petroelje Stolle, Grand Valley State University

2. Professional Development on Literacy and Technology Integration: Educators’ Views On What Is Offered and What Should Be Offered
   Julia Kara-Soteriou, Central Connecticut State University
   Catherine Kurkjian, Central Connecticut State University

3. Content Area Teachers and Reading: From Knowledge to Implementation
   Vassiliki (“Vicky”) I. Zygouris-Coe, University of Central Florida
   Bonnie Swan, University of Central Florida

8:30AM - 10:00AM  MARATHON
PAPER SESSION

Comprehension of Informational Text in Elementary Readers

Chair: Katherine Hilden, Radford University

   Sheryl L. Honig, Valparaiso University

8:30AM - 10:00AM  OLEANDER A
SYMPOSIUM

Poststructuralist Directions in Language and Literacy Research

Chairs: Lara J. Handsfield, Illinois State University
Kevin Leander, Vanderbilt University

Discussant: Mark Dressman, University of Illinois at Urbana-Champaign

Poststructuralist literacy research has devoted particular attention to intersections of power, space, and identity as performed through literacy practices. Less attention, however, has been devoted to research methods and the potential impact of poststructuralist research within a political climate characterized by high-stakes accountability and top-down curricular mandates. The papers in this symposium include reports of research and conceptual arguments grounded in poststructuralist frames that attempt to address these issues.

1. Figures, Rings, and Escape Lines: Using the Logic of Sensation and Art in Literacy Education Research
   Jonathan Eakle, The Johns Hopkins University

2. “Is This Legal?” Curricular Spaces, Tactical Positioning, and Literacy Instruction in a Fourth Grade Bilingual Classroom
   Lara J. Handsfield, Illinois State University
   Thomas P. Crumpler, Illinois State University
   Tami Dean, Illinois State University

3. “So, What’s New in New London?”
   Kevin Leander, Vanderbilt University
   Gail Boldt, Pennsylvania State University

8:30AM - 10:00AM  OLEANDER B
PAPER SESSION

Innovative Approaches to Literacy Instruction

Chair: Bryan R Crandall, Syracuse University

1. Teachers’ Shared Space in Inclusive Humanities-Based Literacy Instruction
   Bryan R. Crandall, Syracuse University
   Kathleen Cullen, Syracuse University
   Carol A. Willard, Syracuse University
   Kelly Chandler-Olcott, Syracuse University
   Kathleen A. Hinchman, Syracuse University

2. Risking the Results: Increased Teacher-Directed Reading Instructional Time Versus Test Preparation Activities to Improve Comprehension
   Kathy E. Stephens, LeTourneau University
3. Reading, Writing and Relational Capacity: A Mixed Method Study with At-Risk Readers  
   Judith T. Lysaker, Butler University  
   Clare Tonge, Butler University  
   Darren Gauson, Butler University

8:30AM - 10:00AM ORANGE ALTERNATIVE FORMAT  
Invited Session: Bridging In and Out of School Literacies in an Era of Gaming, Instant Messaging, and Other Digital Technologies  
Chairs: Erica C. Boling, Rutgers University  
   David Lund, Southern Utah University  
   Ruby Sanny, Purdue University  
Discussants: Erica C. Boling, Rutgers University  
   David Lund, Southern Utah University  
   Ruby Sanny, Purdue University  
This session introduces recent research that examines students’ language and literacy practices as they engage in digital technologies. Topics will include adolescents’ uses of instant messaging, the benefits and challenges of game-based learning in school environments, and the role that dispositions play as students construct meaning during problem-based Internet inquiries.  

Presenters:  
   Gloria Jacobs, St. John Fisher College  
   Hiller Spires, North Carolina State University  
   W. Ian O’Byrne, University of Connecticut

8:30AM - 10:00AM SALON A RESEARCH METHODOLOGIES SERIES  
Asking Research Questions that Really Advance and Unify the Knowledge Base(s)  
Chairs: Marla H. Mallette, Southern Illinois University Carbondale  
   Nell K. Duke, Michigan State University  
Presenters: P. David Pearson, University of California, Berkeley  
   Sheila Valencia, University of Washington  
   Colin Harrison, University of Nottingham

8:30AM - 10:00AM SALON B SYMPOSIUM  
The Preschool Read Aloud as Space for Engagement and Literacy Learning in the Context of Teacher-Child Interaction  
Chair: William H. Teale, University of Illinois at Chicago  
Discussant: Lawrence R. Sipe, University of Pennsylvania  
This symposium presents analyses of the nature and effects of read alouds in preschool classrooms. The studies examine the nature of teacher-student interactions, the quality of teacher mediation of student comprehension and vocabulary, and student engagement during the read alouds.  

1. Preschool Book Reading: Teacher, Child, and Text Contributions to Vocabulary Growth  
   Betsy G. Watson, Vanderbilt University

2. Story Comprehension and Vocabulary Learning in the Preschool Read Aloud  
   Jessica L. Hoffman, University of Illinois at Chicago

3. Examining the Effects of Student Engagement on Comprehension in Preschool Read Alouds  
   Kathleen A. Paciga, University of Illinois at Chicago  
   Jennifer L. Garrette, University of Illinois at Chicago

8:30AM - 10:00AM SALON G PAPER SESSION  
Examining Biliteracy Development in Classrooms  
Chair: Helen Berg, Sam Houston State University  
1. Early Farsi-English Biliteracy  
   David Yaden, University of Arizona  
   Atousa Mirzaei, Defense Language Institute

2. Spanish-English Developmental Biliteracy: Societal and Classroom Contexts  
   Patrick Manyak, University of Wyoming  
   Mileidis Gort, University of Miami

3. Bilingual Teachers’ Perspectives on Bilingual Children’s Writings: the Voice in the Rubric?  
   Helen Berg, Sam Houston State University

8:30AM - 10:00AM SALON H SYMPOSIUM  
Examining the Impacts of Adolescent Literacy Interventions  
Chair: Terry S. Salinger, American Institutes for Research  
Discussant: Evan B. Lefsky, Florida Department of Education, Just Read, Florida!  
The presentation will discuss the specific findings from two rigorous studies; the challenges of conducting site-based studies; and the policy relevance of these year-long interventions for struggling readers.  
1. The ERO Study  
   Terry S. Salinger, American Institutes for Research  
   Courtney T. Tanenbaum, American Institutes for Research  
   Courtney C. Zmach, American Institutes for Research

2. Evaluation of LANGUAGE!  
   Courtney C. Zmach, American Institutes for Research  
   Terry S. Salinger, American Institutes for Research  
   Courtney T. Tanenbaum, American Institutes for Research  
   Kerri Thomsen, American Institutes for Research

3. Challenges of Mounting Site-Based Studies  
   Terry S. Salinger, American Institutes for Research  
   Courtney C. Zmach, American Institutes for Research
8:30AM - 10:00AM
SYMPOSIUM

SALON I

Literacy Partners: Building Capacity for Literacy Improvement in Urban Schools

Chair: Camille Blachowicz, National-Louis University
Discussant: Peggy Mueller, The Chicago Community Trust

This session describes the design of Literacy Partners, part of the Chicago Literacy Initiative Partnerships, a partnership model to develop capacity for literacy improvement in low-achieving elementary schools. Instructional and achievement gains will be shared along with the development of an ongoing model for a university-district partnership.

1. Contexts of Change: The Chicago Literacy Initiative Partnerships
   Jodi Dodds Kinner, Chicago Public Schools

2. (PPDC) The Primary Professional Development Project
   Roberta Buhle, National-Louis University
   Sharon Frost, National-Louis University

3. Project ALL (Advancing Literacy for Learning) -4-8
   Donna Ogle, National-Louis University
   Amy Correa, National-Louis University

4. Hit the Ground Running: Impacting School Capacity for Literacy Change
   Camille Blachowicz, National-Louis University

8:30AM - 10:00AM
SYMPOSIUM

TANGERINE A

Beyond “Picture Walks”: Integrating the Verbal and Pictorial Texts to Read Picturebooks

Chair: Prisca Martens, Towson University
Discussant: Peggy Albers, Georgia State University

This symposium will report a study that examined how third graders’ understandings of art elements and principles and their experiences with the materials and techniques used by illustrators impacted the students’ reading, writing, and comprehension of picturebooks.

1. Understanding the Verbal and Pictorial Texts in Picturebooks
   Ray Martens, Towson University

2. Learning to Read the Verbal and Pictorial Texts in Picturebooks
   Prisca Martens, Towson University
   Ray Martens, Towson University
   Keri Croce, Towson University
   Catherine Maderazo, Towson University

3. Reading Picturebooks: What We Learned
   Prisca Martens, Towson University
   Keri Croce, Towson University
   Catherine Maderazo, Towson University

10:15AM - 11:45AM
PAPER SESSION

AZALEA A

Reading Instruction in the Early Elementary Grades

Chair: Kathryn Glasswell, Griffith University

1. Reading First Without a Basal: Effects of One Reading First Program on Literacy Achievement
   Theresa Deeney, University of Rhode Island
   Anne M. Seitsinger, University of Rhode Island
   Stephen Brand, University of Rhode Island

2. A Case Study of Reading Instruction in a Reading First Elementary School
   Nancy A. Edwards, The University of Georgia

3. Modeling Strategic Decoding Behaviors in Early Readers
   Kathryn Glasswell, Griffith University
   David W. Kerbow, The University of Chicago
   Gavin T.L. Brown, University of Auckland

10:15AM - 11:45AM
PAPER SESSION

AZALEA B

Emergent Literacy: Improving What We Know and What Children Learn

Chair: April Whatley Bedford, University of New Orleans

1. A Comparison of Novice and Expert Teachers’ Observations of an Emergent Reader
   Patricia Gallant, University of Michigan - Flint

2. Practice-based Professional Development: Building Teacher Expertise as Intervention for Struggling Kindergartners
   Anne McGill-Franzen, University of Tennessee at Knoxville
   Rebecca Payne, The University of Alabama
   Jennifer J. Jordan, University of Tennessee at Knoxville
   Danielle V. Dennis, University of South Florida

3. Preschool Teachers’ Perceptions of Their Own Instructional Practices Related to Improved Child Literacy Outcomes after Ongoing Professional Development
   April Whatley Bedford, University of New Orleans
   Renee M. Casbergue, Louisiana State University

10:15AM - 11:45AM
PAPER SESSION

CEDAR

Preservice Teachers and Literature: Nurturing the Roots of Pedagogy through Personal Response

Chair: Janelle B. Mathis, University of North Texas

1. Preservice Teachers’ Responses to Representations of Disability in Adolescent Literature: Findings from a Self-Study of a Children’s and Adolescent Literature Course
   Valerie Struthers Walker, Michigan State University

2. “It’s A Deeper Kind of Thinking!”: Preservice Teachers’ Understandings of Artistic Response to Children’s and Adolescent Literature
   Suzanne M. Knezek, University of Michigan - Flint
   Laura Apol, Michigan State University

3. Preparing to Teach Citizens of the Global Community: Children’s Literature and the Developing Insights of Preservice Teachers
   Janelle B. Mathis, University of North Texas
10:15AM - 11:45AM
PAPER SESSION

Comprehending Texts: Issues around Access
Chair: Mary Ann Cahill, Boise State University

1. Comprehension Strategies Explicated in 8th Grade Social Studies Textbooks
   Dana Reisboard Korin, Rutgers University
   Jenny M. Roca, Benchmark School

2. Questioning Texts: An Analytic Look at the Texts of Research-Based Programs
   Anne Gregory, Boise State University
   Mary Ann Cahill, Boise State University
   Jennifer L. Snow-Gerono, Boise State University
   A. J. Zenkert, Boise State University
   Jane Walther, Boise State University

3. Two Studies Exploring Student Thinking about Texts
   Susan V. Piazza, Western Michigan University
   Joan Livingston, Adrian College

10:15AM - 11:45AM
ALTERNATIVE FORMAT

Mapping the Transcontextualization of the New Literacy Studies in Three Continents
Chair: Peter Cowan, Indiana University

This session will investigate equivalents to “literacy” in scholarly debates in Korean-, Mandarin-, and Spanish-speaking academic contexts. Our aim is to explore the possibilities of contextualizing New Literacy Studies in these non-Anglophone contexts, and what it could mean for literacy pedagogy and research in Asia and Latin America.

Participants:
Peter Cowan, Indiana University
Serafin Coronel-Molina, Indiana University
Mun Woo Lee, Indiana University
Yi-Ching Lee, Indiana University

10:15AM - 11:45AM
PAPER SESSION

Multiple Literacy and Multiple Forms of Expression
Chair: Stergios Botzakis, University of Tennessee at Knoxville

1. Embodied Modalities in the Composition of a Dramatic Text: Locating the Intersection Between Literacy, Gender, and Sexual Identity
   Treavor L. Bogard, The University of Texas at Austin

2. “Entertaining and Educational at the Same Time”: Academic Uses of Comic Books
   Stergios Botzakis, University of Tennessee at Knoxville

   Aaron Chia-Yuan Hung, Teachers College, Columbia University

10:15AM - 11:45AM
PAPER SESSION

Vocabulary Knowledge and Literacy Development
Chair: Rebecca Silverman, University of Maryland

1. A Study of the Effectiveness of a Small-group Intervention Delivered Whole Group by the Classroom Teacher on the Vocabulary and Narrative Development of At-Risk Kindergarten Children
   Diane Corcoran Nielsen, The University of Kansas
   Lisa Dinner, The University of Kansas

2. Effective Vocabulary Instruction Strategies in Pre-Kindergarten and Kindergarten
   Rebecca Silverman, University of Maryland
   Jennifer DiBara, Harvard University

3. The Influence of Common, Everyday Language Used During Instructional Games on Students’ Scientific Vocabulary Use and Concept Understanding
   Geraldine Mongillo, William Paterson University

10:15AM - 11:45AM
ALTERNATIVE FORMAT

“Little Pieces of Their Lives: The Promises and Challenges of the Permeable Classroom”
Chair: Mark W. Conley, The University of Memphis
Discussant: Suzanne Kauer, Radford University

Young adolescents may demonstrate a decline in attitudes towards school reading while showing high engagement in vernacular literacy practices. It is often recommended that student responsive classrooms should be permeable to the “unofficial” texts of adolescents’ vernacular literacy practices as a scaffold upon which to build instruction in academically sanctioned literacies. However, contextual factors complicate the realization of the ideal. The participants in this session will discuss some of these complicating factors in “permeable” middle school classrooms.

10:15AM - 11:45AM
PAPER SESSION

Collaborating and Social Networking—Unpacking Literacy Learning Environments
Chair: Emily N. Skinner, College of Charleston

1. Collaborative Sense-Making in Print and Hypermedia Text Environments
   Dennis S. Davis, Vanderbilt University
   Carin L. Neitzel, Vanderbilt University

   Eli Tucker-Raymond, TERC

3. Toward an Understanding of Affordance Networks by Identifying the Intentions and Goals of an Online Social Network
   Kim Richards, University of Illinois at Chicago
1. **RSVPs to Reading: Gendered Responses to a Permeable Classroom**  
   Sean C. Kottke, Miller College

2. **Negotiating “English” in a Permeable Classroom: The Negotiation of Texts and Practices**  
   David Gallagher, Mount St. Mary College

3. **“Like in That SpongeBob Episode”: Permeable Textual Talk in Tracked Reading Instruction**  
   Kristine A. Gritter, Seattle Pacific University

10:15AM - 11:45AM  
**SYMPOSIUM**

**Researching the Teaching of Reading through Direct Observation: Tools and Strategies**

**Chair:** James Hoffman, *The University of Texas at Austin*  
**Discussant:** Gerry Duffy, *University of North Carolina at Greensboro*

The purpose of this symposium is to report on and describe the results of a comprehensive literature review of the tools and strategies that have been used to study the teaching of reading in classrooms. Our focus in the symposium will be on the methods of observation, rather than the findings of those studies. That is, we intend to describe and consider the ways in which literacy researchers have attempted to document and/or measure teaching through techniques of observation with a particular focus on the past 30 years. We will analyze historical trends and promising practices.

1. **Identifying Observational Studies of the Teaching of Reading**  
   Hyounjin Ok, *The University of Texas at Austin*

2. **Qualitative Studies Involving Observations**  
   Beth Maloch, *The University of Texas at Austin*  
   Anna Consalvo, *The University of Texas at Austin*  
   Amy Burke, *The University of Texas at Austin*  
   Denise Duncan, *The University of Texas at Austin*

3. **Quantitative Studies Involving Observations**  
   Misty Sailors, *The University of Texas at San Antonio*

10:15AM - 11:45AM  
**SYMPOSIUM**

**Linking Popular Culture Media and Internet Texts to Content Instruction**

**Chair:** Helen J. Harper, *University of Nevada, Las Vegas*  
**Discussant:** Thomas Bean, *University of Nevada, Las Vegas*

This symposium draws together studies that focus on using media or electronic texts in content instruction. These papers provide insights into how stakeholders (students, inservice teachers and preservice teachers) may view or learn with these everyday texts and how beliefs about the utility of these texts may or may not be realized in related to content area instruction.

1. **Adolescents’ Connections Between Everyday Texts and Their Science Learning In and Out of School**  
   Barbara J. Guzzetti, *Arizona State University*

2. **Exploring Academic Vocabulary in Non-Sporting Trading Cards**  
   Shelley H. Xu, *California State University, Long Beach*

3. **Online Course Discussions of Popular Culture: What Happens Between the Discussion and Lesson Implementation?**  
   Donna E. Alvermann, *The University of Georgia*  
   Elizabeth E. Friese, *The University of Georgia*

10:15AM - 11:45AM  
**SYMPOSIUM**

**Research in Teaching and Learning Vocabulary in a Second Language**

**Chair:** Shira Lubliner, *California State University, East Bay*  
**Discussant:** William Nagy, *Seattle Pacific University*

Presentations included in this symposium will address the challenges of teaching and learning vocabulary in a second language. Researchers will discuss the role of vocabulary in a variety of contexts involving English learners. The effectiveness of specific instructional methods and issues related to vocabulary instruction will be addressed.

1. **Considering the Vocabulary Demands of Narrative and Informational Texts from the Perspective of English Language Learners**  
   Elfrida Hiebert, *University of California, Berkeley*

2. **Considering Second Language Vocabulary for English Learners in Early Childhood: A Broad Typology**  
   Theresa Roberts, *California State University, Sacramento*

3. **The Effects of Cognate Strategy Instruction on Spanish-Speaking Students’ Cognate Identification, Vocabulary Acquisition, and Reading Comprehension**  
   Shira Lubliner, *California State University, East Bay*  
   Dana L. Grisham, *California State University, East Bay*

4. **Developing Word Consciousness with Fourth Grade English Language Learners: What Can We Learn from an Analysis of Their Writing?**  
   Katharine D. Samway, *San Jose State University*  
   Judith A. Scott, *University of California, Santa Cruz*  
   Alisson Thompson, *University of California, Santa Cruz*  
   Tatiana Miller, *University of California, Santa Cruz*

5. **Developing ELLs Academic Vocabulary Within Integrated Content Units**  
   Donna Ogle, *National-Louis University*  
   Amy Correa, *National-Louis University*  
   Elizabeth Cardenas-Lopez, *National-Louis University*

10:15AM - 11:45AM  
**PAPER SESSION**

**Preparing Preservice Teachers for Teaching Secondary Students**

**Chair:** Roni Jo Draper, *Brigham Young University*

1. **Planning for Literacy: Disciplinary Differences**  
   Susan Lenski, *Portland State University*

2. **Creating and Sustaining Collaborations in Teacher Education**  
   Roni Jo Draper, *Brigham Young University*  
   Paul Broomhead, *Brigham Young University*  
   Amy P. Jensen, *Brigham Young University*  
   Jeffery D. Nokes, *Brigham Young University*
10:15AM - 11:45AM  
**SYMPOSIUM**  
**0:10AM - **  
**SALON H**

**Improving Teacher Quality in Early Childhood Language and Literacy:**

*Chair & Discussant:* Carol Vukelich, University of Delaware

This symposium reports on findings from Project Great Start Professional Development Initiative, a state-wide collaborative effort to improve the knowledge, skills and practices of nearly 250 early childhood educators, and 1500 children in six high-priority urban areas in the State of Michigan. Results of the quantitative findings indicated that teachers who received ongoing coaching significantly improved their practices, resulting in improved children’s outcomes. Qualitative and quantitative findings of the effects of coaching, as a practice-based approach to teacher development, are fully explored in the session.

1. **Project Great Start Professional Development Initiative:** Theoretical Rationale and Study Design  
*Teri Hogg,* University of Michigan  
*Susan B. Neuman,* University of Michigan

2. **The Relationship Between Teacher Knowledge, Teacher Practice, and Child Outcomes:** Evidence from a Practice-Based Professional Development Intervention  
*Susan B. Neuman,* University of Michigan

3. **Why Coaching Works in Early Childhood Settings:** Illuminating the Processes of an Effective, Practice-Based, Language and Literacy Professional Development  
*Tanya Wright,* University of Michigan

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**10:15AM - 11:45AM  
**SALON G**

**SYMPOSIUM**  
**Invited Session:** Literacy Pedagogy at the Nexus of the Critical and Culturally Relevant: What Teachers and Teacher Educators Might Want to Know

*Chair:* Karen Spector, The University of Alabama

**Discussants:**  
*Ernest Morrell,* University of California, Los Angeles  
*Jeffrey Duncan-Andrade,* San Francisco State University

Both critical and culturally relevant pedagogies are shifting targets, inextricably intertwined with unique sociohistorical contexts and the community members that populate them. This symposium intends to complicate the critical and culturally relevant for the purpose of informing teacher education practice.

1. **Missing the Critical in an Attempt to be Relevant:** Teaching Romeo & Juliet and Talking Sex  
*Karen Spector,* The University of Alabama  
*Lisa Scherff,* The University of Alabama

2. **Embracing a Contingent, Recursive Adolescence:** Implications for Critical Middle Grades Literacy Pedagogies  
*Mark D. Vagle,* The University of Georgia

3. **When, Where, and Why:** A Bourdieusian Analysis of Teachers Taking Hold of Critical Literacy Practices  
*Stephanie Jones,* The University of Georgia
5. **How are Textbooks and Other Reading Materials Used in Content Literacy Instruction?**
   Sharry M. Sackor, Albany State University

6. **How Do Professional Standards Shape Literacy Course Experiences?**
   Brenda P. Dixey, Valdosta State University

   Joyce E. Many, Georgia State University
   Eudes Aoulou, Georgia State University

8. **Are They Ready to Teach Students How to Do Research? An Examination of Secondary Teacher Education Programs**
   Joyce E. Many, Georgia State University
   Amanda Ruiz, Georgia State University

9. **The Influence of Theory on the Instructional Decisions of Secondary Pre-service Teachers in Field-Based Experiences**
   Frances M. Howard, Georgia State University
   Amanda Ruiz, Georgia State University

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**TANGERINE A**

10:15AM - 11:45AM

**ALTERNATIVE FORMAT**

Invited Session: Writing for the Research in the Teaching of English (RTE)

Presenters: Mark Dressman, University of Illinois at Urbana-Champaign
Sarah McCarthy, University of Illinois at Urbana-Champaign

**TANGERINE B**

10:15AM - 11:45AM

**ALTERNATIVE FORMAT**

UK Teaching & Learning Studio: A Model for Innovative Teacher Preparation

Chair & Discussant: Janice F. Almasi, University of Kentucky

This alternative session presents the preliminary findings from exploratory research that was used to define the design of the UK Teaching & Learning Studio. This research was designed to pilot elements of an innovative approach to teacher preparation that includes: 1) integrative units of instruction across content areas, 2) opportunities for pre-service teachers to solve real-world problems through inquiry-based research, and 3) opportunities for in-service teachers to engage in professional development, teacher-directed research, and leadership.

1. **The UK Teaching & Learning Studio: An Overview**
   Kristen H. Perry, University of Kentucky
   Margaret Mohr, University of Kentucky

2. **Conceptualizing a Collaborative Model for Elementary Teacher Education**
   Nancye McCrary, University of Kentucky
   Lindsay P. Grow, University of Kentucky

3. **Collaborative Book Study Project Between Graduate and Undergraduate Students: Melding Wisdom of Practice with Optimism**
   Mary Shake, University of Kentucky
   Jennifer Mason, University of Kentucky

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**AZALEA A**

1:15PM - 2:45PM

**PAPER SESSION**

Enhancing the Vocabulary, Print Knowledge, and Phonological Awareness of Preschoolers

Chair: Jodi G. Welsch, Frostburg State University

1. **Enhancing Phonological Awareness, Print Knowledge, and Oral Language Skills in Head Start Children**
   Malinda M. Murphy, University of Nebraska
   Guy Trainin, University of Nebraska

2. **Explicit Instruction, Multiple Contexts, and Building Phonological Representations: Vocabulary Instruction in Kindergarten Storybook Read-alouds**
   Joanna K. Uhry, Fordham University

3. **“Hens Don’t Wear Boots!”: Examining Preschoolers’ Responses During Repeated Picture Book Read Alouds**
   Jodi G. Welsch, Frostburg State University

**AZALEA B**

1:15PM - 2:45PM

**PAPER SESSION**

How Schools Work: Explorations of Discourses, Practices, and Spaces

Chair: Michelle E. Jordan, The University of Texas at Austin

1. **The Discursive Space of Practice**
   Heather K. Casey, Rider University
   Jennifer Rowsell, Rutgers University

2. **A Mixed Methods Study of Middle School Literacy Coaching**
   Kristine M. Calo, George Mason University

3. **Expressing Uncertainty in Computer-Mediated Discourse: Language as a Marker of Intellectual Work**
   Michelle E. Jordan, The University of Texas at Austin
   Diane L. Schallert, The University of Texas at Austin
   The D-Team, The University of Texas at Austin

**CEDAR**

1:15PM - 2:45PM

**PAPER SESSION**

Preparing Preservice Teachers Committed to Social Justice

Chair: Detra Price-Dennis, The Ohio State University

1. **Resisting a Deficit View of Families, Literacy and Mathematics: Using Family and Community Funds of Knowledge as Resources for Pre-Service Teacher Learning**
   Lori A. Norton-Meier, Iowa State University
   Corey Drake, Iowa State University

2. **Expanding the Literacy Curriculum: Pre-Service Teachers Mediating the Meaning of Race, Equity, and Social Change**
   Detra Price-Dennis, The Ohio State University
Janet D. Johnson, Rhode Island College

1:15PM - 2:45PM LARGO
PAPER SESSION

New Directions in Coaching in the 21st Century
Chair: Elizabeth J. Petroelje Stolle, Grand Valley State University

1. The Impact of Literacy Coaches: What Teachers Value and What Changes They Make
Diane Stephens, University of South Carolina
Michelle Vanderburg, University of South Carolina

2. New Directions in Literacy Coaching: Coaching for Critical Consciousness
Scott Ritchie, The University of Georgia

Misty Sailors, The University of Texas at San Antonio

1:15PM - 2:45PM LEMON
SYMPOSIUM

Student Production of Multimodal Texts: Collaborative and Disciplinary Perspectives
Chair: Jung E. Kim, University of Illinois at Chicago
Discussant: Stergios Botzakis, University of Tennessee at Knoxville

The purpose of this symposium is to explore the affordances of multimodal production on students’ literacy practices in three contexts. Multiple perspectives are investigated into the ways that students create meaning through the production of multimodal texts in a history classroom, a language arts classroom, and with college students.

1. Multimodal Production in History: A Disciplinary Approach
Michael Manderino, University of Illinois at Chicago

2. Language Arts: Memoir Composition
Tim Pappageorge, University of Illinois at Chicago

3. Collaborative Multimodal Production: The Power of Improvisation
William Boerman-Cornell, University of Illinois at Chicago

1:15PM - 2:45PM LIME
ALTERNATIVE FORMAT

Seeking Order in Complexity: Making Sense of How Secondary Teachers Mediate Writing Instruction for English Language Learners
Chair: Leslie Patterson, University of North Texas

Based on an investigation of how secondary teachers mediate academic writing instruction for English Language Learners, this session will present a data analysis approach grounded in the claim that learning emerges from complex dynamics in social systems. Participants will analyze and interpret selected data from a study of writing instruction for secondary English Language learners. Implications for research and practice will be examined.

Participants:
Leslie Patterson, University of North Texas
Carol Wickstrom, University of North Texas
Juan Araujo, University of North Texas
Joan Curtis, University of North Texas
Jennifer Isgitt, University of North Texas
Terisa Pearce, University of North Texas
Jennifer Roberts, University of North Texas
Audrey Wilson, University of North Texas
Jane Trickey, University of North Texas

1:15PM - 2:45PM LONGBOAT
PAPER SESSION

Looking at Literacy Through Multiple Lenses
Chair: Elizabeth C. Rightmyer, Education/Research Consultants

1. My Brother's Keeper: Rescuing Discourse in Partner Reading
Margaret Grigorenko, The Ohio State University

2. A Semiotic Pedagogy for Critical Literacy Research and Teaching
Jamie Myers, Pennsylvania State University

3. Learning to Measure Culturally Responsive Instruction in Early Elementary Classrooms
Elizabeth C. Rightmyer, Education/Research Consultants
Susan C. Cantrell, University of Kentucky
Rebecca Powell, Georgetown College
Sherry Powers, Western Kentucky University
Yolanda Carter, Georgetown College
Angela Cox, Georgetown College
Tony Norman, Western Kentucky University

1:15PM - 2:45PM MARATHON
PAPER SESSION

Writing Instruction
Chair: Douglas K. Kaufman, University of Connecticut

1. Current Trends in Writing Instruction
Sarah McCarthey, University of Illinois at Urbana-Champaign

2. How Writing is Taught and Influences on Teaching Practices in Grades 4-8 Classrooms Across Canada
Shelley Stagg Peterson, University of Toronto
Jill McClay, University of Alberta
Kristin Main, University of Toronto

3. Influences of Teachers’ Personal Writing in Early Primary Classrooms
Douglas K. Kaufman, University of Connecticut
Janet Pagoni, Goodwin Elementary School
Mary Lee Geary, Goodwin Elementary School
Devon Martin, University of Connecticut
Sabrina Peck, University of Connecticut
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1:15PM - 2:45PM OLEANDER A
SYMPHOSUM

Patrick and Learning Denied: A Twenty-Year Retrospective Re-Analysis and Re-Interpretation of the Ethnographic Research Data

Chair: Denny Taylor, Hofstra University
Discussant: Brian V. Street, King’s College

This session will revisit the 1980’s ethnographic study that was the basis for the book Learning Denied that chronicles Patrick’s early reading and writing development and his family’s resistance to the school’s insistence that Patrick is learning disabled. Each presentation will encourage the audience to think back as well as forward across diverse, complex and seemingly co-existing paradigms on how such “multi-channeling” can inform our understandings of science and ethnographic research in today’s current educational context.

1. Learning to Read as a Complex Traumatic Experience: A Re-Analysis of the Ethnographic Data Using Research on Cultural and Psychological Trauma
   Denny Taylor, Hofstra University

2. Problems and Pseudo-problems in Patrick’s Early Literacy Development: A Socio-Psychologis Re-Analysis of the Ethnographic Data
   Alan Flurkey, Hofstra University

3. Crossing Paradigms: Cross Comparative Analysis of Patrick and Emma
   Bobbie Kabuto, Queens College, City University of New York

1:15PM - 2:45PM OLEANDER B
SYMPHOSUM

Visceral Literacies: Emotion and Imaginative Engagement in the Classroom

Chair & Discussant: Shuaib Meacham, University of Delaware

Collectively, the papers that comprise this symposium regard emotion or feeling as a fundamental fact of one’s engagement in literacy, literature, or art. Arguing that literacy research and practice can and must envelop a broad array of practices and meanings, this symposium will revisit the “confessional” or the “personal” in literacy teaching and learning, considering conceptual frameworks for exploring the place of compassion, empathy, and what we call “creative outreach” in New Times.

1. Stories, Imagination, and the Possibility of Personal Response
   William McGinley, University of Colorado at Boulder
   Mark A. Lewis, University of Colorado at Boulder

2. Literacies of Loss: Heeding the Unbearable in the Literacy Classroom
   Elizabeth Dutro, University of Colorado at Boulder

3. “Compassionate Imagination” in Teaching Lives
   Anne DiPardo, University of Colorado at Boulder

1:15PM - 2:45PM ORANGE
ALTERNATIVE FORMAT

Invited Session: Looking Back, Looking Forward: The Conversation Continued

Chair: Courtney C. Zmach, American Institutes for Research
Discussants: Leslie D. Burns, University of Kentucky
Pamela Dunston, Clemson University
Josephine Peyton Marsh, Arizona State University
Courtney C. Zmach, American Institutes for Research

In this session, the speakers continue their “conversation” from their 2000 RRQ piece Looking Back and Looking Forward: A Conversation about Teaching Reading in the 21st Century. Conversation will focus on current-day issues related to policy, assessment and evaluation. Opportunities for interaction and discussion with the speakers and moderators are planned.

Presenters:
Dick Allington, University of Tennessee
Anne McGill-Franzen, University of Tennessee at Knoxville

1:15PM - 2:45PM SALON A
SYMPHOSUM

A Tale of Two Cities: Investing in Research-Based Practice, Professional Development, and Teachers’ Knowledge of Developmental Spelling

Chair: Marcia Invernizzi, University of Virginia
Discussant: Kristen M. Gehsmann, Saint Michael’s College

Elementary classrooms are dominated by commercial phonics/spelling programs and ineffective practices despite over three decades of research support for developmental spelling instruction (Schlagal 2001, 2002; Johnston, 2001). This symposium will provide a theoretical framework; discuss how developmental spelling research informs instruction, and present two districts’ efforts to implement effective models of professional development building on evidence-based practice and teacher knowledge to increase student achievement and word knowledge.

1. What is Developmental Spelling? What is Word Study?
   Marcia Invernizzi, University of Virginia

2. A Formative Experiment Investigating an Urban District’s Transition to a Developmental Spelling Approach
   Michelle Cournoyer Picard, University of Virginia

3. Job-Embedded Professional Development: An Exploration of Integrating Word Study into Teacher Practice
   Anna Baynum, Hollins University

1:15PM - 2:45PM SALON B
ALTERNATIVE FORMAT

Assessing Knowledge Base in Content Area Reading: What Do Pre-service Teachers Need to Know about Teaching Content Area Reading to Adolescents?

Chair: Patricia A. Watson, Texas Tech University
Discussant: Holly Johnson, University of Cincinnati
This alternative format presentation will invite audience members to examine the question, “What should constitute an appropriate knowledge base for teaching content area reading to adolescents?” As part of this discussion, we will present an objective instrument designed to measure knowledge of content area reading methods for pre-service teachers. Participants will have the opportunity to explore the content of the instrument in small group and whole group discussions. We will also distribute copies of the complete instrument containing subscales of beliefs, self-efficacy, and knowledge for immediate use.

1. **What Should Constitute a Knowledge Base in Content Area Reading Instruction for Adolescents?**
   Mellinee K. Lesley, Texas Tech University
   Tasha Vice, Texas Tech University

2. **Creating an Objective Measure of Content Area Reading Methods, Beliefs, and Self-Efficacy**
   Arturo Olivarez, Texas Tech University
   Patricia A. Watson, Texas Tech University

**1:15PM - 2:45PM**

**SALON C**

**SYMPOSIUM**

**Acquiring a Sense of a Word’s Meaning from Verbal Context: Processes, Outcomes, and Curricular Directions**

Chair & Discussant: Susan Watts Taffe, University of Cincinnati

Addresses theory/research of learning word meanings from verbal context. Reports three integrated contextual vocabulary acquisition (CVA) studies: high schoolers’ thinking aloud when encountering unknown words in text; case study of a professor’s CVA while reading a novel; kindergartners’ CVA from classroom talk. Cognitive-based CVA instructional guidelines provided. Discussion of theoretical/curricular issues.

1. **Theoretical and Research Overview of Acquiring Word Meanings from Verbal Context**
   William J. Rapaport, University of Buffalo, State University of New York

2. **A Study of Excellent Readers’ Thinking Aloud During Contextual Vocabulary Acquisition**
   Karen M. Wieland, University of Pittsburgh

3. **A Case Study of Myself Using Contextual Vocabulary Acquisition When Reading a Novel**
   Michael W. Kibby, University of Buffalo, State University of New York

4. **Kindergarteners’ Incidental Vocabulary Acquisition from Oral Language**
   Tanya M. Christ, Oakland University

**1:15PM - 2:45PM**

**SALON D**

**PAPER SESSION**

**Literacy & Comprehension - Concepts, Dispositions, Analysis in Making Meaning**

Chair: Xiaoning Chen, SUNY Fredonia

1. **The Effects of Concept Mapping Software on Fifth-Grade Students’ Writing**
   Rachel Karchmer-Klein, University of Delaware
   Charles MacArthur, University of Delaware
   Kristina Najera, University of Delaware

2. **Exploring the Relationship Between Online Reading Comprehension Ability, Frequency of Internet Use, and Adolescents’ Dispositions Toward Reading Online**
   Julie Coiro, University of Rhode Island

3. **Becoming, Being(s), and Breaking: A Rhizomatic Analysis of the Multiple Roles Students Enact as They Play and Perform with Multimedia Texts**
   Deborah Kozdras, University of South Florida
   James R. King, University of South Florida
   Jenifer Schneider, University of South Florida
   James Welsh, University of South Florida

**1:15PM - 2:45PM**

**SALON F**

**SYMPOSIUM**

**Responding Critically to Popular Culture: Taking a Projective Stance**

Chair: Jerome C. Harste, Indiana University

Discussant: Peggy Albers, Georgia State University

Popular culture and literacy have obvious connections, but the idea of literacy instruction preparing students to critique popular culture is missing in many classrooms. This symposium describes studies that invited students to analyze and “talk back” to various artifacts of popular culture like advertisements, political cartoons, and video games.

1. **Video Games, Affinity Spaces and New Ethos Stuff**
   Christine H. Leland, Indiana University-Purdue University Indianapolis
   Anne Ociepka, Indiana University-Purdue University Indianapolis

2. **Politicizing Reader Response Through Editorial Cartooning**
   Mitzi Lewison, Indiana University
   Lee Heffernan, Fairview Elementary School

3. **Working With Ads: Repackaging Consumerism**
   Jerome C. Harste, Indiana University
   Sarah Vander Zanden, Indiana University
   Carol Felderman, Bailey’s Elementary School
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**1:15PM - 2:45PM**

**PAPER SESSION**

**SALON G**

**Content Literacy Coaching: What Does It Look Like?**

Chair: Carla K. Meyer, University of Delaware

1. **What Are Secondary Literacy Coaches Doing?: Results of a National Survey**
   - Carla K. Meyer, University of Delaware
   - Katrin L. Blamey, University of Delaware
   - Sharon Walpole, University of Delaware

2. **Improving Student Achievement Through Teacher Practice**
   - Douglas Fisher, San Diego State University
   - Nancy Frey, San Diego State University
   - Diane Lapp, San Diego State University

3. **Achieving the Gold Standard in Preparation of Secondary Literacy Coaches**
   - Brenda J. Overturf, University of Louisville
   - Latricia Bronger, University of Louisville

**1:15PM - 2:45PM**

**PAPER SESSION**

**TANGERINE A**

**Digital Text and Identity**

Chair: Cynthia Lewis, University of Minnesota

1. **Unnatural Pairings: Conventional Classroom Practice, Digital Literacies, and the Possibilities of a Bourdieu-Inspired Paradox**
   - Elizabeth E. Friese, The University of Georgia
   - Donna E. Alvermann, The University of Georgia

2. **Together We Can Make a Difference: A Closer Look at Parental Involvement in an After-School Community-Based Reading Tutorial Program**
   - Denise L. McLurkin, City College of New York, City University of New York

3. **Identity, Media, and Institution: The Shaping of Critical Engagement in an Urban Classroom**
   - Cynthia Lewis, University of Minnesota
   - Jessica Dockter, University of Minnesota

**3:00PM - 4:30PM**

**PAPER SESSION**

**AZALEA A**

**Motivation, Social Skills, and Preferences in Elementary Readers**

Chair: Heidi Anne Mesmer, Virginia Polytechnic Institute and State University

1. **Longitudinal Relationships Between Elementary Students’ Classroom Behaviors and Their Growth in Reading Skills**
   - Hyo Jin Lim, University of Southern California
   - Junyeop Kim, Charles R. Drew University of Medicine and Science

2. **The Role of Autonomy in Reading Motivation for Students in Urban Schools**
   - Alejandra Velasco, University of Southern California

3. **Guys Read What? The Reading Preferences of 2nd-5th Grade Boys**
   - Heidi Anne Mesmer, Virginia Polytechnic Institute and State University
   - Katie Dredger, Virginia Polytechnic Institute and State University
   - Mary Alice Barksdale, Virginia Polytechnic Institute and State University

**1:15PM - 2:45PM**

**SYMPOSIUM**

**SALON H**

**Invited Session: Learning, Cultural Models, and Latino Literature in Multilingual and Multicultural Contexts**

Chair: Lori C. Assaf, Texas State University - San Marcos

Discussant: Julia M. Lopez-Robertson, University of South Carolina

Researchers presenting findings from two studies will discuss the complex relationship between people’s cultural models and learning in a classroom and in socialization practices in homes. Latino literature in a classroom was a tool for learning cultural models, while responses to literature in a family were affected by cultural models.

1. **Latino Literature, Cultural Models, and Teacher Learning**
   - Carmen Martinez-Roldan, Arizona State University

2. **Learning Cultural Models: Reading Events Mediating Socialization Practices in Hispanic Families**
   - Guillermo Malave, Arizona State University

**1:15PM - 2:45PM**

**SYMPOSIUM**

**SALON I**

**Leveraging Teacher Leadership in Literacy Professional Development: A Generational Perspective**

Chair: Linda Friedrich, National Writing Project

Discussant: P. David Pearson, University of California, Berkeley

Presenters highlight three case studies designed to identify the influence and effect of literacy leaders long affiliated with the National Writing Project (NWP). They reveal how these leaders engaged differently with teachers to distribute authority and responsibility and create the social architectures needed for negotiating meaningful literacy education professional development.

1. **Opening Up Pathways for Teacher Collaboration and Creativity**
   - Kyle Shanton, Albion College

2. **Leading Collaboratively for Equity and Excellence**
   - Tom Meyer, SUNY New Paltz

**3:00PM - 4:30PM**

**PAPER SESSION**

**AZALEA B**

**Striving Readers, Professional Writers, and Young Black Men: Profiles in Literacy**

Chair: Heather K. Casey, Rider University

1. **Strong and Striving Adolescent Readers’ Affective Profiles: Implications for Secondary Instruction**
   - Lynn Yribarren, Florida International University
   - Joyce C. Fine, Florida International University
2. **Professional Writers: Traits & Practices**  
   Michael Sampson, University of South Florida St. Petersburg  
   Cynthia B. Leung, University of South Florida St. Petersburg

3. **Young Black Men Explore the Literacies in Their Lives**  
   Kimberly N. Parker, University of Illinois at Urbana-Champaign

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**3:00PM - 4:30PM  CEDAR**

**PAPER SESSION**

**Middle Grades: New Literacies, Comprehension, Teachers, Students, and Literacy Development**  
**Chair:** Marga Madhuri, University of La Verne

1. **Middle Grade Teachers' Engagement with and Implementation of New Literacies Teaching Strategies in Underperforming Middle Schools**  
   Emily N. Skinner, College of Charleston  
   Paula Egelson, College of Charleston  
   Mary Provost, College of Charleston  
   Margaret C. Hagood, College of Charleston

2. **Middle School Students' Internet Search String Construction: Characteristics Associated with Effective Strategy Use**  
   Kathleen Guinee, Northeastern University

   Brock Dubbels, University of Minnesota  
   Andrew Rummell, University of Minnesota

3:00PM - 4:30PM  **LARGO**

**PAPER SESSION**

**Critical Response: Reading to Inform and Transform**  
**Chair:** Linda Wedwick, Illinois State University

1. **“What They Actually Mean by White Trash”: The Significance of Social Class in Literacy Response and Instruction**  
   Amanda Haertling Thein, University of Pittsburgh  
   Megan Guise, University of Pittsburgh  
   DeAnn Long Sloan, University of Pittsburgh

2. **Negotiating Strategies for Critical Response: Middle Level Readers’ Responses to Texts with Fat Characters**  
   Linda Wedwick, Illinois State University

3. **“Just Because It’s Different, Doesn’t Mean It’s Bad” Young Readers Respond to International Children’s Literature**  
   Catherine C. Buck, University of Tennessee at Knoxville

3:00PM - 4:30PM  **LEMON**

**SYMPOSIUM**

**Preparing and Submitting a Paper for the Student Outstanding Research Award**  
**Chair & Discussant:** Roni Jo Draper, Brigham Young University

Past recipients along with current award reviewers will discuss how to prepare and submit papers for consideration for the NRC Student Outstanding Research Award.

1. **Preparing and Submitting a Student Research Paper**  
   Roni Jo Draper, Brigham Young University

2. **What Reviewers Are Looking for in an Outstanding Student Research Paper**  
   Marla H. Mallette, Southern Illinois University

3. **Advice for Preparing an Outstanding Student Research Paper from Past Recipients**  
   Antony T. Smith, University of Washington Bothell  
   Elizabeth J. Petroelje Stolle, Grand Valley State University

3:00PM - 4:30PM  **LONGBOAT**

**PAPER SESSION**

**The Effect of Teacher-Student Ratio on Early Intervention Outcomes**  
**Chair:** Robert M. Schwartz, Oakland University  
**Discussant:** Robert J. Tierney, University of British Columbia

Scientific research has demonstrated that intensive, individual, early intervention instruction by highly qualified tutors can greatly reduce the number of children who fail to learn to read and write in first grade. Many principals, district administrators, and educational researchers doubt the cost-effectiveness of one-to-one interventions and have chosen to implement small group interventions. This study evaluates how variations in teacher-student ratio influence intervention outcomes for the most at-risk first-grade children.

1. **RTI, Group Size & Early Intervening Services**  
   Maribeth C. Schmitt, Purdue University

2. **Individual vs. Small Group Instruction in a Web-Based Experimental Study**  
   Mary K. Lose, Oakland University

3. **Relationship of Teacher-Student Ratio to Early Intervention Outcomes**  
   Robert M. Schwartz, Oakland University

3:00PM - 4:30PM  **LIME**

**SYMPOSIUM**

**Sustaining Professional Development in Content Areas**  
**Chair:** Francine C. Falk-Ross, Northern Illinois University

1. **Are Children’s Books Fluffy?: Cultural Models of Literacy Uncovered from Teacher Book Responses on Children’s Literatures**  
   Mi-Hyun Chung, Mercy College

2. **Reading Science: Guiding Teachers’ Use of Literacy Strategies in Content Area Instruction**  
   Francine C. Falk-Ross, Northern Illinois University

3. **Fitting It In: Teachers’ Talk About Integrating Literacy and Social Studies Instruction**  
   Janet R. Young, Brigham Young University  
   Lynnette B. Erickson, Brigham Young University
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3:00PM - 4:30PM  MARATHON
PAPER SESSION

Learning from ELL Children and Their Families
Chair: Keonghee T. Han, University of Idaho
1. Mexican Immigrant Parents Reading Texts That Matter: An After-School Literacy Project
   Jesse S. Gainer, Texas State University - San Marcos
   Clarena Larrotta, Texas State University - San Marcos
2. Mother-Child Interactions While Playing a Word Game in a Minority Cultural Group (Korean)
   Ji Eun Kim, University of British Columbia
   Jim Anderson, University of British Columbia
3. Listening to Hyun-woo: What Can We Learn from an English Learner
   Keonghee T. Han, University of Idaho

3:00PM - 4:30PM  OLEANDER A
SYMPOSIUM

When Literacy and Crisis Meet: Literacy Practices after Katrina, After Divorce, and During a School District Take-Over
Chair: Devon Brenner, Mississippi State University
Discussant: Heather M. Pleasants, The University of Alabama

A crisis is a turning point around which things change. Literacy can support individuals as they cope with a crisis, but literacy can also exacerbate crisis. Papers in this symposium examine the complex relationship between literacy and crisis from a socio-cultural perspective by analyzing the ways in which individuals and communities use literacy in times of crisis. This focus allows us to examine the larger social, political, and cultural contexts of literacy practice and literacy learning.

1. Overview of Crisis and Literacy
   Laurie MacGillivray, The University of Memphis
   Devon Brenner, Mississippi State University
   April Whatley Bedford, University of New Orleans
   Devon Brenner, Mississippi State University
3. Journaling in Times of Divorce
   Gisele Ragusa, University of Southern California
4. A State Takeover
   Kathryn Pole, Saint Louis University
   Rebecca Rogers, University of Missouri - St. Louis

3:00PM - 4:30PM  OLEANDER B
SYMPOSIUM

“If They’ll Listen to Us about Life, We’ll Listen to Them about School”: The Literacies of Urban Students and Families in Life, Schools, and Popular Media
Chair: Kristien Marquez-Zenkov, Cleveland State University
Discussants: Elizabeth Duto, University of Colorado at Boulder
   Julia Kantor, University of Colorado at Boulder
   Stephanie Jones, The University of Georgia

Karen Spector, The University of Alabama
Lisa Scherff, The University of Alabama
Kristien Marquez-Zenkov, Cleveland State University

This four-paper symposium considers the intersections of school literacies with students’ and families’ experiences and perspectives grounded in understandings of social class, popular culture, and community and political issues. Through qualitative studies of urban K-12 classrooms, communities, and mothers, the goal is to provide four different lenses on a pressing issue: hearing and engaging points of view often ignored by teachers, teacher educators, and policymakers.

1. Witnessing Students’ Lives and Literacies On Screen: An Analysis of Two Media Portrayals of Urban Classrooms
   Elizabeth Dutro, University of Colorado at Boulder
   Julia Kantor, University of Colorado at Boulder
2. What a Poor Mother Knows: Barriers to Listening Under Institutional Classism
   Stephanie Jones, The University of Georgia
3. From Symphony to Jam Session: A Critical Sociocultural Analysis of an Urban Literacy Project
   Karen Spector, The University of Alabama
   Lisa Scherff, The University of Alabama
4. Picturing a Writing Process: Using “Photovoice” to Learn How to Teach Writing to Urban Youth
   Kristien Marquez-Zenkov, Cleveland State University

3:00PM - 4:30PM  ORANGE
ALTERNATIVE FORMAT

Invited Session: Cultural Approaches to Understanding Adolescent Literacy
Chair: Amy S. Johnson, University of South Carolina
Discussant: Elizabeth Birr Moje, University of Michigan

The purpose of this invited session is to explore cultural approaches to adolescent literacy teaching, learning, and research. In particular, this session aims to address these questions:

• What is the interplay between culture and literacy learning?
• What can a cultural lens contribute to understandings of youth’s literacy learning?
• How can a cultural lens inform literacy pedagogies in middle school and secondary classrooms?

To ensure diverse and multiple perspectives on the relationship between culture and literacy learning, we have invited scholars who approach these issues working with youth of various cultural and language backgrounds.

Presenters:
Ernest Morrell, University of California, Los Angeles
Loukia K. Sarroub, University of Nebraska
Guofang Li, Michigan State University
3:00PM - 4:30PM  SALON A

**ALTERNATIVE FORMAT**

*Learning to Be Culturally Responsive Literacy Teachers: Acquiring New Dispositions and Practices*

**Chair:** Althier M. Lazar, Saint Joseph’s University  
**Discussant:** Patricia A. Edwards, Michigan State University

This alternative session explores the impact of innovative teacher preparation programs that are intended to help preservice teachers serve the literacy needs of children in culturally and linguistically diverse communities. This session invites small group discussions about teacher preparation program components, the nature of preservice teacher change, and future directions for research.

**Participants:**  
Althier M. Lazar, Saint Joseph’s University  
Patricia Ruggiano Schmidt, Le Moyne College  
Doris Walker-Dallhouse, Minnesota State University Moorhead  
Julie K. Kidd, George Mason University  
Kathryn Pegler, Saint Joseph’s University

3:00PM - 4:30PM  SALON B

**SYMPOSIUM**

*The Longitudinal Impact of Literacy Collaborative on Teacher Development and Student Achievement: Final Results from a Four-Year Quasi-Experimental Study*

**Chair:** Patricia Scharer, The Ohio State University  
**Discussant:** Irene Fountas, Lesley University

States and districts invest heavily in literacy coaching, yet scanty empirical evidence exists about coaching’s efficacy. This symposium reports on the final results from a four-year longitudinal study of the effectiveness of coaching by following change in both teacher practice and on the final results from a four-year longitudinal study of the effectiveness of coaching by following change in both teacher practice and student achievement in Literacy Collaborative schools.

1. **Coaching in the Literacy Collaborative: A Quantitative Exploration**  
   Allison Atteberry, Stanford University  
   Lisa J. Walker, The University of Chicago  
   Irene Fountas, Lesley University  
   Patricia Scharer, The Ohio State University

2. **The Effects of Literacy Collaborative Coaching on Teacher Practice Over Time**  
   Heather Hough, Stanford University  
   Anthony S. Bryk, Stanford University  
   Allison Atteberry, Stanford University  
   Gay Su Pinnell, The Ohio State University

3. **Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning**  
   Gina Biancarosa, Stanford University  
   Emily Dexter, Lesley University  
   Anthony S. Bryk, Stanford University

4. **Exploring the Linkage of Changes in Teacher Practice to Improved Student Learning**  
   Anthony S. Bryk, Stanford University  
   Gina Biancarosa, Stanford University  
   Allison Atteberry, Stanford University  
   Heather Hough, Stanford University  
   Emily Dexter, Lesley University

3:00PM - 4:30PM  SALON C

**ALTERNATIVE FORMAT**

*Colloquium: Research Reviews, Discussions, and Implications for the Field of College Reading*

**Chair:** Rona F. Flippo, University of Massachusetts Boston

This colloquium reviews and discusses research in the field of college reading, bringing together scholars who have reviewed the latest literature and scholarship. Presenters will discuss research in their areas of expertise, including college reading issues, instruction, and programs; history; strategic reading; motivation and study strategies; test taking and reading tests.

1. **A Research Overview of College Reading Issues, Instruction, and Programs**  
   Rona F. Flippo, University of Massachusetts Boston

2. **History of College Reading Research**  
   Norman A. Stahl, Northern Illinois University  
   James R. King, University of South Florida

3. **Strategic Reading Research**  
   Patricia Mulcahy-Ernt, University of Bridgeport

4. **Motivation and Study Strategies’ Research**  
   Marino Alvarez, Tennessee State University  
   Victoria J. Risko, Vanderbilt University

5. **Test Preparation and Test Taking Research**  
   Rona F. Flippo, University of Massachusetts Boston

6. **Research on Reading Tests for the College Population**  
   Jeanne Shay Schumm, University of Miami
We address characterizing and developing the knowledge base for teaching reading comprehension. The two conceptual papers describe theory regarding this knowledge base and principles guiding the design of support materials for teacher educators teaching comprehension instruction. Two papers are empirical and report on instructional efforts. The symposium concludes with discussant remarks.

1. **What is Knowledge for Teaching Reading Comprehension?**  
   Sarah E. Scott, University of Michigan

2. **Designing Teacher Education Curricula to Support the Development of High-Leverage Practices in Comprehension Instruction**  
   Linda Kucan, University of Pittsburgh  
   Annemarie S. Palincsar, University of Michigan

3. **Text Analysis: A First Step Past Passive Processing**  
   Susanna E. Hapgood, The University of Toledo  
   Vicki Egan, The University of Toledo  
   Heather A. Kenny, The University of Toledo

4. **Assessing Preservice Teachers’ Cognitions Related to Supporting Text-Based Discussions: A Cross-Case Analysis**  
   Kristine M. Schutz, University of Michigan

**3:00PM - 4:30PM**  
**TANGERINE B**  
**ALTERNATIVE FORMAT**

*Invited Session: Of Theories, Taperecorders, and Texts: Untangling Methods in the Interdisciplinary Study of Children’s Literature*  
**Chair:** Janelle B. Mathis, University of North Texas  

As co-editors of *The Handbook of Research on Children’s and Young Adult Literature*, working in the fields of Education, English and LIS, we will point to the distinctive ways scholars pose questions and establish criteria for research about literature. More importantly, we will look beyond our differences to consider new ways of framing research that can expand the questions we ask of literature and reading.

**Presenters:**  
Christine Jenkins, University of Illinois at Urbana-Champaign  
Patricia Enciso, The Ohio State University  
Karen Coats, Illinois State University  
Shelby Wolf, University of Colorado at Boulder

**4:45PM - 6:00PM**  
**SALONS E-I**  
**PRESIDENTIAL ADDRESS**

**Chair:** Kathleen A. Hinchman, Syracuse University

I. **Student Outstanding Research Award Presentation**  
   Bridget Dalton, Vanderbilt University

II. **J. Michael Parker Award Presentation**  
    Erik Jacobson, Montclair State University

III. **Introduction of the Speaker**  
     James R. King, University of South Florida

IV. **Presidential Address**  
    *The Doctorate as the Foundation and the Future of Literacy Research, Theory, and Pedagogy*  
    Norman A. Stahl, Northern Illinois University
7:00AM - 9:00AM  LARGO
PAPER SESSION

Examining Teachers and Their Relationships with Their ELL Students
Chair: Helen Berg, Sam Houston State University

1. “We Teach Who We Are”: A Study of Two Latino Teachers, Their Reflective Practices, and Their Literacy Work with Struggling Latino Students
   Peggy Albers, Georgia State University
   Tammy Frederick, Georgia State University
   Cindy Thompson, Georgia State University

2. Examining Secondary Language Arts Teachers’ Literacy Practices with English Language Learners
   Charlotte L. Pass, The University of Alabama

3. Relationships Between English-Speaking Teachers and English-as-a-New-Language (ENL) Students: A Comparative Case Study
   Xiaoning Chen, SUNY Fredonia

8:00AM - 10:00AM  LEMON
ALTERNATIVE FORMAT

Literacy Research and Practices in International Contexts
Chair: Carole Janisch, Texas Tech University
Discussant: Colin Harrison, University of Nottingham

In this alternative format session sponsored by the NRC International Committee, researchers examine literacy practices, development, and issues in various countries including Burma, China, Guyana, Ghana, India, and the United States. The poster session will provide an interactive forum for attendees to broaden their international view of reading.

1. On the Border: Finding Ourselves in Burmese Refugee Teachers’ Stories
   Janet C. Richards, University of South Florida

2. Making Sense of Chinese Reading
   Shaomei Wang, Tufts University

3. Exploring Chinese Second Graders’ Reading Behaviors Through Miscue Analysis
   Lijun Jin, Towson University
   Jiening Ruan, The University of Oklahoma

4. Literacy Practices of a Youth Reading Club in Guyana
   Charline J. Barnes, West Virginia University

5. Effective Discourse Strategies in Early Childhood Book-Related Activities in China
   Yu Zhenyou, China Women’s University
   Nancy Pine, Saint Mary’s College of California

6. Teaching Students How to Read English in Elementary Schools in China
   Ran Hu, The University of Georgia

8:00AM - 10:00AM  CEDAR
PAPER SESSION

Promoting Preservice Teachers’ Learning Through Non-Traditional Experiences
Chair: Robin R. Griffith, East Carolina University

1. Reaching Out to RTI Students: Service Learning Projects in Undergraduate Methods Courses
   Robin R. Griffith, East Carolina University
   Guili Zhang, East Carolina University
   Debbie Metcalf, East Carolina University
   John Heilman, East Carolina University

2. Mentorship Manifested in an Online Teacher Education Course in Adolescent Literacy
   Christine A. Mallozzi, The University of Georgia
   Archiaya T. Rezak, The University of Georgia

3. “Exhibits Can Be Used Very Easily”: Preservice Teachers’ Literacy Tutoring Experiences in an Informal Learning Space
   Carolyn A. Walker, Ball State University

8:00AM - 10:00AM  AZALEA A
PAPER SESSION

Second Language Learning and Early Literacy Development
Chair: Debbie Golos, Utah State University

1. Early Reading Development of English-Language Learners: Achievement, Subprocesses, and Attitude
   Yongmei Li, Ball State University

2. Interlingual Influence on Phonological Awareness for Bilingual Children
   Young-Suk Kim, Florida Center for Reading Research

3. Literacy-Related Behaviors of Preschoolers Viewing an Educational Video in ASL
   Debbie Golos, Utah State University

8:00AM - 10:00AM  AZALEA B
PAPER SESSION

Writing and Revising: Effects on Identity and Learning
Chair: Wendy J. Glenn, University of Connecticut

1. Sixth Graders’ Perspectives: Appropriation of Knowledge as Additional Cognitive Benefit of Student Talk During Writing
   Karen Kreider Yoder, Touro University

2. Revision as Exploration: Essay Writing in High School Civics
   Alison Heron-Hruby, George Mason University

3. “I’m Not Completely Dark”: Identity Revision in a Struggling Student Writer
   Wendy J. Glenn, University of Connecticut

8:00AM - 10:00AM  LARGO
PAPER SESSION

Examining Teachers and Their Relationships with Their ELL Students
Chair: Helen Berg, Sam Houston State University

1. “We Teach Who We Are”: A Study of Two Latino Teachers, Their Reflective Practices, and Their Literacy Work with Struggling Latino Students
   Peggy Albers, Georgia State University
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8:00AM - 10:00AM  LEMON
ALTERNATIVE FORMAT

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   Charline J. Barnes, West Virginia University

5. Effective Discourse Strategies in Early Childhood Book-Related Activities in China
   Yu Zhenyou, China Women’s University
   Nancy Pine, Saint Mary’s College of California

6. Teaching Students How to Read English in Elementary Schools in China
   Ran Hu, The University of Georgia
7. **Picture Book Oral Compositions from Elementary School Children in Ghana, China, India, and the United States**  
   Amma K. Akrofi, Texas Tech University  
   Xiaoming Liu, Towson University  
   Carole Janisch, Texas Tech University  
   Shobha Sinha, University of Delhi  
   Heejin Son, Texas Tech University  
   Mary Napoli, Pennsylvania State University

**8:30AM - 10:00AM LIME**  
**SYMPOSIUM**  
**Young Bilingual Learners Reading the Word and the World: Discussing Critical Texts in Critical Times**  
**Chair & Discussant:** Kathy G. Short, University of Arizona  
This symposium addresses a comparative analysis of the discussion of critical texts in two different urban classroom contexts; an SEI classroom and a bilingual classroom. It is our stance that children need authentic literacy experiences that facilitate learning and that create an opportunity to critically and collaboratively examine texts.  
1. **Textual Analysis and Reader Response in Latino Literature**  
   Jeanne G. Fain, Arizona State University  
2. **Bilingual Readers’ Responses: Telling Stories**  
   Julia M. Lopez-Robertson, University of South Carolina

**8:30AM - 10:00AM LONGBOAT**  
**PAPER SESSION**  
**Professional Development in High Schools**  
**Chair:** Leslie S. Rush, University of Wyoming  
1. **Sustained Professional Development: Content Area Literacy and Peer Coaching with Secondary School Educators**  
   Leslie S. Rush, University of Wyoming  
   Suzanne Young, University of Wyoming  
2. **Supporting Teachers/Supporting Literacy: High School Teachers’ Professional Development Experiences and What They Believe Will Help Them to Support Their Students**  
   Jeanine Beatty, Rutgers University  
3. **A Critical Review of Research on Literacy-Related Professional Development at the Secondary Level**  
   Jeanine Beatty, Rutgers University

**8:30AM - 10:00AM MARATHON**  
**PAPER SESSION**  
**Exploring Writing Practice**  
**Chair:** Amy S. Flint, Georgia State University  
1. **Listening to the Coaches’ Voices: Reading Coaches Respond to Questions About Their Role and Effectiveness in Impacting Student Literacy**  
   Susan J. Wegmann, University of Central Florida  
   Larry Bedenbaugh, University of Central Florida  
   Enrique A. Puig, University of Central Florida  
   Elizabeth McClure, University of Central Florida  
   Gina Zugelder, University of Central Florida

2. **The Read-Write Cycle Project: Toward Metacognitive Instruction in Upper Elementary Grades**  
   Robert C. Calfee, University of California, Riverside  
   Roxanne Greitz Miller, Chapman University  
   Kimberly A. White-Smith, Chapman University  
   Margaret Saucedo Curwen, Chapman University  
   Brett E. Schmitt, Chapman University

3. **Changing “Yes, but…” to “How can…?”: Reframing Identities Among Teachers of Writing**  
   Mary Ariail, Georgia State University  
   Amy S. Flint, Georgia State University  
   Teresa Fisher, Georgia State University  
   Jennifer Ureno, Georgia State University  
   Katharine Kuramada, Georgia State University

**8:30AM - 10:00AM OLEANDER A**  
**SYMPOSIUM**  
**The Early Years: The Keystone of Literacy Development**  
**Chair:** Caitlin McMunn Dooley, Georgia State University  
**Discussant:** Mona W. Matthews, Georgia State University  
This symposium brings together three research teams who share an interest in early literacy learning. Each team expands beyond traditional literacy theories to accommodate the unique characteristics of these very young learners. Although each team has a different investigative focus (comprehension, writing, home literacy practices), their work provides further evidence of the dynamic nature of young children’s early experiences and suggests their potential to influence later conventional literacy learning.  
1. **Emergent Comprehension: Understanding Comprehension Development**  
   Caitlin McMunn Dooley, Georgia State University  
   Mona W. Matthews, Georgia State University  
   Lisa Matthews, Georgia State University  
   Ruby Nesbitt Champion, Georgia State University

2. **Interest and Involvement: A Study of Preschool Children’s Strategies for Learning about Writing Across Tasks**  
   Deborah W. Rowe, Vanderbilt University  
   Carin L. Neitzel, Vanderbilt University

3. **The Power of Home Literacy Practices in Early Intervention Settings**  
   Mariana Souto-Manning, The University of Georgia

**8:30AM - 10:00AM OLEANDER B**  
**SYMPOSIUM**  
**Responding to the Call of Their Communities: Educators’ Aims for Social Change**  
**Chair:** Heidi L. Hallman, The University of Kansas  
**Discussant:** Patricia Enciso, The Ohio State University  
In this symposium, we view educators’ formation of a “mandate” as crucial to their work for social change, for a mandate emphasizes the way that all people must draw on their literate traditions in order to read and write for purposeful reasons. People develop literacy practices that ensure their self-preservation and ability to act within and on their com-
1. **A Mandate for Literacy in the Rural South**
   Amy S. Johnson, University of South Carolina

2. **Portraits of Diversity: The Literacy Mandates of Three Bilingual/ Bicultural Latino/a Teacher Candidates**
   Terri L. Rodriguez, Concordia University Wisconsin

3. **Online and Offline Conceptions of Community as Resource for Literacy Teaching and Learning**
   Melissa B. Schieble, University of Wisconsin - Madison

4. **Becoming Dialogic: An Educator’s Teaching for Social Change at a School for Pregnant and Parenting Teens**
   Heidi L. Hallman, The University of Kansas

5. **Essential Field-Work for the Preparation of Teachers of Reading in Urban Settings**
   Amy D. Broemmell, University of Tennessee at Knoxville
   Wendy B. Meller, Rowan University

6. **Improving the Preparation of Teachers of Reading in Urban Settings**
   Diane Barone, University of Nevada, Reno

7. **Small Group Interactive Discussions Introduction**
   Lesley M. Morrow, Rutgers University

8. **Table One: Socio-Cultural Influences on Literacy Instruction and Academic Language Learning in Urban Schools**
   Heather K. Casey, Rider University

9. **Table Two: Preparing Expert Teachers of Reading and Reading Specialists for Urban Schools**
   Melissa B. Schieble, University of Wisconsin - Madison

10. **Table Three: Essential Field-Work for the Preparation of Teachers of Reading in Urban Schools**
     Amy D. Broemmell, University of Tennessee at Knoxville
     Wendy B. Meller, Rowan University

11. **Table Four: Culturally Responsive Instruction in Urban Settings**
     Linda Gambrell, Clemson University

12. **Table Five: Improving the Preparation of Teachers of Reading in Urban Settings**
     Erica C. Boling, Rutgers University
     Patricia A. Edwards, Michigan State University

**8:30AM - 10:00AM SALON A**
**RESEARCH METHODOLOGIES SERIES**

**Recent Advancements in Quantitative Design and Analysis**
Chair & Discussant: Alyssa Roehrig, Florida State University
Presenter: Richard Lomax, The Ohio State University

**8:30AM - 10:00AM SALON B**
**ALTERNATIVE FORMAT**

**Improving the Preparation of Teachers of Reading in Urban Settings**

Chairs: Lesley M. Morrow, Rutgers University
        Louise Wilkinson, Syracuse University

This symposium presents work of the International Reading Association's Commission, Literacy Leaders for Urban Teacher Educators. The papers deal with preparing teachers of reading in urban settings addressing: (1) socio-cultural concerns, (2) exemplary preparation programs, (3) appropriate field experiences, and (4) Culturally Responsive Instruction in Urban Settings. The audience will discuss the issues in groups and report back to everyone at the end.

1. **Introduction**
   Lesley M. Morrow, Rutgers University

2. **Socio-Cultural Influences on Literacy Instruction and Academic Language Learning in Urban Schools**
   Louise Wilkinson, Syracuse University

3. **Preparing Expert Teachers of Reading and Reading Specialists for Urban Schools**
   Dick Allington, University of Tennessee

4. **Essential Field-Work for the Preparation of Teachers of Reading in Urban Schools**
   Cynthia Hynd-Shamahan, University of Illinois at Chicago

5. **Culturally Responsive Instruction in Urban Settings**
   Kathy Au, SchoolRise, LLC

6. **Improving the Preparation of Teachers of Reading in Urban Settings**
   Jill Lewis, New Jersey City University

**8:30AM - 10:00AM SALON C**
**SYMPOSIUM**

**New Literacies in the One-to-One Laptop Classroom: Negotiating Texts, Practices, and Identities**

Chair: Lisa Zawilinski, University of Connecticut
discussant: Bridget Dalton, Vanderbilt University

This symposium presents the results of three studies investigating new literacies instruction in classrooms with one-to-one laptops. Three studies will explore how students negotiated the online texts they read, the social practices involved in new literacies instruction, and their identities as adolescent learners.

1. **Constructing Texts Together: Synthesis and Internet Inquiry**
   J. Gregory McVerry, University of Connecticut
   W. Ian O’Byrne, University of Connecticut

2. **Increasing Strategy Exchange with Instant Messenger**
   Lisa Zawilinski, University of Connecticut

3. **Developing a Dispositions Instrument**
   W. Ian O’Byrne, University of Connecticut
   J. Gregory McVerry, University of Connecticut

**8:30AM - 10:00AM SALON D**
**SYMPOSIUM**

**Synthesizing the Research Related to Struggling Readers: Reflection, Collaboration, and Strategic Intervention as Agents of Change**

Chair and discussant: Nina L. Nilsson, Saint Joseph’s University

In this symposium, three presenters will share the results of their research syntheses related to struggling readers from the perspectives of preservice teacher, literacy coach, and disabled reader. Follow-up interactive dialogue will highlight ways in which common factors across studies linked to changes in preservice teachers’ theoretical understandings of struggling readers, increased reading performance related...
to specific coaching practices, and improved reading comprehension associated with various intervention strategies for students with auditory disabilities.

1. **Changing Preservice Teachers’ Perceptions of Struggling Readers**
   Lindsay P. Grow, University of Kentucky

2. **Literacy Coach Practices and School-Wide Literacy Achievement of Struggling Readers**
   Susan Hart, University of Kentucky

3. **Reading Comprehension of Students with Auditory Disabilities: Consequences and Successful Intervention Strategies**
   Cynthia Lee, University of Kentucky

**8:30AM - 10:00AM**

**TANGERINE A**

**SYMPOSIUM**

*Literacy Coaching in K-12 Settings: What Do We Know and What Do We Still Need to Learn?*

**Chair:** Susan K. L’Allier, Northern Illinois University

**Discussant:** Nancy L. Shanklin, University of Colorado at Denver

Literacy coaching is a promising method of improving classroom reading instruction, supporting the belief that improved instruction will increase student achievement. This symposium presents research about the roles, responsibilities, and experiences of K-12 literacy coaches and their contribution to student achievement in reading. Questions for future research will be proposed.

1. **Defining Literacy Coaching: Lessons Learned from “The Blind Man and the Elephant”**
   Rita M. Bean, University of Pittsburgh
   Beth Belcastro, University of Pittsburgh
   Kellee Jenkins, University of Pittsburgh
   Lori Kenavey, Steel Valley School District
   Naomi Zigmond, University of Pittsburgh

2. **What Beginning Secondary School Literacy Coaches Say About the Role, Rewards, and Challenges of Literacy Coaching**
   Elizabeth G. Sturtevant, George Mason University
   Kristine M. Calo, George Mason University
   Vanessa Rutherford, George Mason University
   Tamie Pratt-Fartro, George Mason University

3. **Examining the Relationship of Literacy Coaching and Student Achievement at the Primary Level**
   Susan K. L’Allier, Northern Illinois University
   Laurie Elish-Piper, Northern Illinois University

**10:15AM – 11:45AM**

**SALONS E-I**

**OSCAR S. CAUSEY AWARD PRESENTATION AND ADDRESS**

**Chair:** David Reinking, Clemson University

1. **Oscar S. Causey Award Introduction**
   Deborah R. Dillon, University of Minnesota
   Chair of the Oscar S. Causey Award Committee

2. **Oscar S. Causey Award Presentation for the 2008 Awardee**
   Scott G. Paris, University of Michigan
   2007 Oscar S. Causey Awardee

3. **Introduction of the Speaker**
   Marjorie Y. Lipson, University of Vermont

4. **2008 Oscar S. Causey Address**
   Constrained Skills – So What?
   Scott G. Paris, University of Michigan

**1:15PM - 2:45PM**

**AZALEA A**

**PAPER SESSION**

*Improving Fluency, Vocabulary, and Book Matching for 2nd-5th Graders*

**Chair:** Juliet L. Halladay, The University of Vermont

1. **The Effects of Two Repeated Reading Treatments on Fluency and Comprehension of Second Grade Students**
   Katrin L. Blamey, University of Delaware

2. **Reconsidering Frustration-Level Texts: Second Graders’ Experiences with Difficult Texts**
   Juliet L. Halladay, The University of Vermont

3. **Engaging Students in Dictionary Definitions: Exploring the Effects of a Parsing Technique**
   Constance Nelson Nichols, Grove City College

**1:15PM - 2:45PM**

**AZALEA B**

**PAPER SESSION**

*Diversity, Motivation, and the Attitudes of Adolescent Readers*

**Chair:** Jessica V. Palladino, University of Maryland

1. **Chinese Middle School Students’ Reading Motivation**
   SuHua Huang, Midwestern State University

2. **Understanding Diversity in Reading Development of English Learners in Urban Schools**
   Hyo Jin Lim, University of Southern California

3. **Adolescents’ Gender, Ethnicity, and Perspectives about Reading**
   Jessica V. Palladino, University of Maryland

**1:15PM - 2:45PM**

**CEDAR**

**PAPER SESSION**

*Literature and Poetry*

**Chair:** Mark Dressman, University of Illinois at Urbana-Champaign
Thursday • December 4, 2008

1. **Adult ESL Learners’ Reading Experiences of The Great Gatsby: Enjoyment and Challenges Associated with Reading a Novel in English**  
   Hyung-Hwa Chu, The University of Texas at Austin

2. **Reading and Responding to the Holocaust: Finding Our Way with Teachers and Families**  
   Renita R. Schmidt, Furman University

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

1:15PM - 2:45PM  
**LARGO PAPER SESSION**

**Teacher Learning About Literacy and Culture**  
Chair: Susan Lenski, Portland State University

1. **Incorporating Literacy Instruction Using the Lesson Study Approach**  
   Susan Lenski, Portland State University

2. **The Ways Teachers Do the Things They Do: Differentiation in Middle Level Literacy Classes**  
   Mary F. Roe, Washington State University

3. **Professional Development in Content-Area Literacy: A Call to Consider Teachers’ Discipline-Specific Instructional Tools and Texts**  
   Amy Alexandra Wilson, The University of Georgia  
   Michael Boatright, The University of Georgia

1:15PM - 2:45PM  
**LEMON ALTERNATIVE FORMAT**

**Popular Appeal: Convergence and the Classroom**  
Chair: Kinga D. Varga, The University of Georgia

Researchers have pointed to the connection between students’ literacies at home (Heath, 1983), in spaces outside of school (Stone, 2006) and their literacies in school. Theoretically grounded in the works of Fiske (1989), de Certeau (1984), Jenkins (2006), and Gee (2004), these papers will delineate concepts pertaining to contemporary literacy research and popular culture practices such as “poaching,” “fanfiction,” or “gaming identities,” and will explore their connection to adolescents’ in- and out-of-school literacies.

1. **Exploration of Popular Culture Concepts and Their Relevance to Critical Pedagogy**  
   Kinga D. Varga, The University of Georgia

2. **Fanfiction and Affiliation: Adolescent Identity-Building Through Fandom Participation**  
   Achariya T. Rezak, The University of Georgia

3. **Theory at Work: Using Theories of Popular Culture in the Classroom**  
   Megan G. Adams, The University of Georgia

1:15PM - 2:45PM  
**LIME SYMPOSIUM**

**Blurring Boundaries: The “Both-And” of Literacy Research**  
Chair: Deborah Kozdras, University of South Florida  
Discussant: James R. King, University of South Florida

Before the post critique became so ubiquitous, reading was perceived as a totally different process from composing. We now see how this boundary is blurred, how both reading and writing work together—and work with oral language—in hybrid acts of literacy. In this symposium, we will present expansive notions of the nexus between reading, writing, and oral language, as well as new research in the field that examines the blurring of the divisions of the hybrid literacy forms.

1. **The “Both-And” of Reading and Writing: Addressing the Research Issues**  
   Nancy Nelson, Texas A&M University - Corpus Christi

2. **Argument Construction: The Interplay of Oral and Written Discourse**  
   Kim Skinner, Texas A&M University - Corpus Christi

3. **Juntos: Socially Connecting Reading and Writing**  
   Estanislado S. Barrera IV, Texas A&M University - Corpus Christi

1:15PM - 2:45PM  
**LONGBOAT PAPER SESSION**

**Early Literacy and Language Development**  
Chair: Sakeena T. Khan, University of Illinois at Chicago

1. **Inquiry Voices in First Grade Literature Discussions**  
   Elizabeth Yanoff, University at Albany, State University of New York

2. **The Integration of Social and Cognitive Perspectives: Early Language and Literacy Achievement**  
   Sakeena T. Khan, University of Illinois at Chicago

3. **First-Grade Writing Developed Through Shared Perspectives in a Four-Part Writing Sequence**  
   Judith K. Wilson, The University of Texas of the Permian Basin

1:15PM - 2:45PM  
**MARATHON PAPER SESSION**

**Critically Engaging Secondary & Middle School: Media, Evaluation, Literacy**  
Chair: Jeanine Beatty, Rutgers University

1. **Generating and Sustaining a Media-Literate Learning Community in an “At-Risk” Secondary School Setting**  
   Amy P. Jensen, Brigham Young University

2. **“I Changed the Font and Got a Better Score”: Middle School Students and Teachers Reflect on Automated Writing Evaluation Software**  
   Marga Madhuri, University of La Verne
3. Critical Media Literacy In Middle School: Students Reading and Writing Schooling
Jesse S. Gainer, Texas State University - San Marcos

1:15PM - 2:45PM OLEANDER A SYMPOSIUM

Examining the Affordances of Mediated Discourse Analysis for Literacy Research
Chair: Sarah Vander Zanden, Indiana University
Discussant: Jerome C. Harste, Indiana University

Mediated discourse analysis (MDA) is an analytical tool, new to literacy research, that shows promise for examining visual, embodied, and digital literacies as social practice. Excerpts from popular media illustrate the theoretical underpinnings, research procedures, and analytical affordances of MDA, followed by applications in two research contexts: 1) preservice teachers’ culturally relevant literacy teaching practices during tutoring sessions and 2) one family’s digital literacy practices at home.

1. Mediated Discourse Analysis: Literacy as Mediated Activity in Nexus of Practice
Karen Wohlwend, Indiana University

2. The Design of Preservice Teachers’ Literacy Teaching Practices
Melissa Mosley, The University of Texas at Austin

Tisha Y. Lewis, University at Albany, State University of New York

1:15PM - 2:45PM OLEANDER B PAPER SESSION

Writing In and Out of School
Chair: Mary Frances Buckley, University of Pennsylvania

1. “Is It School Reading or Fun?”; Towards a More Expansive View of Contexts of Literacy Learning
Mary Frances Buckley, University of Pennsylvania
Jie Y. Park, University of Pennsylvania

Richard Beach, University of Minnesota

3. Teacher as Editor: Exploring a New Metaphoric Identity for the Writing Teacher
Lee Heffernan, Fairview Elementary School

11:15AM - 1:55PM ORANGE ROUNDTABLE SESSIONS

I. Preparing Special Education Teachers for Literacy Instruction through Collaborative Discussions of Students’ Work
Marie Tejero Hughes, University of Illinois at Chicago
Michelle Parker-Katz, University of Illinois at Chicago

II. A Fresh Look on Writers: Assessing the Self-Perceptions of Writers Across Educational Levels
Sonya L. Armstrong, Northern Illinois University
Donna Werderich, Northern Illinois University

III. The Role of Inquiry in Teachers’ Learning about Literacy: A Case in Practice
Nancy A. Place, University of Washington Bothell
Tracy Coskie, Western Washington University

IV. Academic English Proficiency and Diverse Middle School Students: Relationships Between Academic Spelling, Vocabulary, Reading Comprehension, and Writing
Dianna R. Townsend, University of Nevada, Reno
Alexis Filippini, San Francisco State University

V. Exploring Elementary Students’ Reading Attitudes
Lunetta M. Williams, University of North Florida
Katrina W. Hall, University of North Florida

VI. Who’s the Author?: Considerations of Reader Response and Ideology of Postmodern Picture Books
Greg Glasheen, University of Pennsylvania

VII. Development of Children’s Strategic Activity: A Case Study Analysis of Emergent Literacy Learners
Maribeth C. Schmitt, Purdue University
Polly A. Lee, Vigo County School Corporation

VIII. Preserve Teachers and First Graders Writing Informational Digital Books
Jennifer Moon Ro, SUNY Fredonia
Beier Clara, SUNY Fredonia
Xiaoing Chen, SUNY Fredonia

IX. Critical Personal Narratives: Reading Teachers Reflect Upon How Current One-on-One Clinical Experiences Connect to Future Classroom Literacy Instruction
Amy Evers, The University of Georgia

X. The Impact of Implementation Factors on Student Outcomes in a Statewide Reading Program
Naomi Hupert, Education Development Center/Center for Children and Technology
Wendy Martin, Education Development Center/Center for Children and Technology
Lauren Bates, Education Development Center/Center for Children and Technology
Scott Strother, Education Development Center Center for Children and Technology

XI. “Floop,” Naming as Agency within Multicultural Book Clubs
Marcella Kehus, The University of Toledo

Be sure to look for this symbol throughout the program. Whenever you see this icon by a ROUNDTABLE session, it signifies that the session has been split into two parts.
1:15PM - 2:45PM
ALTERNATIVE FORMAT

1. Explorations of New Literacies from Multiple Theoretical Perspectives
   Elizabeth (Betsy) A. Baker, University of Missouri - Columbia

2. Examining Technoliteracies from Feminist Perspectives
   Barbara J. Guzzetti, Arizona State University

3. Traversing the “Literacies” Landscape: A Semiotic Perspective on Early Literacy Acquisition and Instruction
   Linda Labbo, The University of Georgia
   Tammy Ryan, The University of Georgia

4. Examining Workplace Literacy from Socio-Cultural Perspectives
   Larry Mikulecky, Indiana University

5. New Modes of Reading Comprehension on the Web: Deep Learning and Virtual Conceptual Simultaneity
   Rand Spiro, Michigan State University
   Michael DeSchryver, Michigan State University
   Fei Gao, Michigan State University

1:15PM - 2:45PM
ALTERNATIVE FORMAT

The Teaching Diverse Students Initiative: Helping Literacy Teachers Interrupt Their Habitual Responses to Racial, Linguistic and Cultural Differences through a Dilemma-Based Web Course

Chair: Jennifer Turner, University of Maryland
Discussant: Victoria Purcell-Gates, University of British Columbia

Closing the literacy achievement gap between mainstream students and students from culturally and linguistically diverse backgrounds remains a critical goal for literacy educators. A promising strategy for narrowing this achievement gap is to enhance teachers’ knowledge, beliefs, and dispositions towards educating students from racially, culturally, and linguistically diverse backgrounds. In this alternative session, we describe our work with the Teaching for Diversity Initiative, a project initiated by the Southern Poverty Law Center to enhance the quality of teaching experienced by students of color. The goals of the session are to: (a) inform literacy researchers and teacher educators about the Teaching Diverse Students Initiative, (b) provide them with a sample of the pedagogies employed in the Initiative, and (c) share pilot data from a beta version of the Web-based experience.

1. Overview of the Teaching Diverse Students Initiative
   Melissa Landa, University of Maryland

2. Overview and Sampling of the Web-Based Course
   Jennifer Turner, University of Maryland

3. Summary of Pilot Data
   John F. O’Flahavan, University of Maryland

1:15PM - 2:45PM
SYMPOSIUM

The World of Words (WOW): Increasing Vocabulary Knowledge and Growth Trajectory Using a Vocabulary Intervention for At-Risk Early Literacy Learners

Chair: Susan B. Neuman, University of Michigan
Discussant: William Nagy, Seattle Pacific University

This symposium examines the impact of a vocabulary intervention, The World of Words, designed to teach vocabulary and conceptual knowledge through taxonomic organization of words and concepts. The goal of this intervention is to improve oral language comprehension and vocabulary for children who are at high risk for reading difficulties. The papers in this symposium will highlight the pedagogical approach of the WOW curriculum, quantitative and qualitative evidence of its impact, and present evidence that this approach has the potential to accelerate future word learning.

1. Teaching Conceptual Knowledge in Taxonomies: Theoretical Support for the World of Words
   Christine Meyer, University of Michigan
   Susan B. Neuman, University of Michigan

2. Examining the Impact of the World of Words Intervention on Word Knowledge and Near Transfer of Conceptual Knowledge
   Serene Koh, University of Michigan
   Ellen Hamilton Newman, University of Michigan

3. A Training Experiment Investigating if Conceptual Knowledge Accelerates Word Learning
   Julie Dwyer, University of Michigan

1:15PM - 2:45PM
PAPER SESSION

Teaching Reading Strategies and Skills to Adolescent Readers

Chair: Danielle V. Dennis, University of South Florida

1. Modeling Thinking for Older Readers
   Diane Lapp, San Diego State University
   Douglas Fisher, San Diego State University
   Nancy Frey, San Diego State University

2. A Study of Wordmapping in 9th Grade Remedial English Classes
   Nancy S. Steinen, Carrollton City Schools
   Bruce A. Murray, Auburn University

3. Does Spelling Matter? Examining the Relationship Between Adolescents’ Orthographic Knowledge and Overall Reading Ability
   Danielle V. Dennis, University of South Florida
   Diane K. Kroeger, University of South Florida
1:15PM - 2:45PM PAPER SESSION

**Literacy in a Multilingual World**

**Chair:** Kimberly A. Wolbers, University of Tennessee at Knoxville

1. **Literacy in Ingles y Spanish: Professional Development in Early Childhood on the Texas-Mexico Border**
   Renee Rubin, The University of Texas at Brownsville
   John Sutterby, The University of Texas at Brownsville
   James Hoffman, The University of Texas at Austin

2. **Contextualizing Grammar Instruction for L2 Writers**
   Kimberly A. Wolbers, University of Tennessee at Knoxville

3. **Jumping into School in America: The Early Literacy Journey of an Enthusiastic Somali Boy**
   Lori A. Helman, University of Minnesota
   Carrie Rogers, University of Minnesota

1:15PM - 2:45PM SYMPOSIUM

**The Second Language and Literacy Development of Adult English Language Learners**

**Chair:** Brad L. Teague, Vanderbilt University

**Discussant:** Brian C. Rose, Vanderbilt University

This symposium includes five research studies dealing with the teaching and learning of adult English language learners in both formal and informal settings. Drawing on cognitive, sociocultural, and critical frameworks, this work illustrates simultaneously the challenges and the possibilities involved in the second language and literacy development of this population.

1. **Adult Refugees’ Acquisition of Second Language Literacy: Cognitive and Socio-Cultural Perspectives**
   Heather Bobrow Finn, New York University

2. **Word Study Intervention for Adult English Language Learners**
   Donita Massengill Shaw, The University of Kansas
   Elizabeth Stein, Nashville State Community College
   Kimberly Becker, Nashville State Community College

3. **“More of the People Want to Know English”: Sudanese Refugee Adults’ Participation in ESL Programs**
   Kristen H. Perry, University of Kentucky

4. **Nonnative/Native English Speakers’ Interactions in Naturalistic Settings**
   Brian C. Rose, Vanderbilt University
   Brad L. Teague, Vanderbilt University

5. **Promoting the Retention of Latina Students in Community-Based ESL Programs Through the Implementation of Critical, Feminist and Ethno-Feminist Pedagogies**
   Charmaine Lowe, Austin Peay State University

1:15PM - 2:45PM SYMPOSIUM

**What Counts in Literacy Instruction: Expanding Views of Literacy Learning in Classrooms**

**Chair:** Bobbie Kabuto, Queens College, City University of New York

**Discussant:** Denny Taylor, Hofstra University

This interactive session will address what counts as learning in different types of classroom reading instruction. To do so, each presentation will discuss how the definition of learning can be narrowly defined through classroom practices that do not always address the social, cultural, emotional, and diverse needs of children. In turn, program reading materials can inaccurately portray the complex ways in which learning occurs and ignore the competent abilities that our students bring with them to the classroom.

1. **Examining Vocabulary Instruction Through a Learning-Style Lens**
   Jeffrey Chetirko, Queens College, City University of New York

2. **Multiple Paradigms in Learning to Read**
   Denise Yee-Vignola, Hofstra University

3. **Literacy Instruction as Socialization: Learning About Reading with Families**
   Bobbie Kabuto, Queens College, City University of New York

1:15PM - 2:45PM ALTERNATIVE FORMAT

**Invited Session: Writing for the Reading Research Quarterly (RRQ)**

**Presenters:**
- David Bloome, The Ohio State University
- Ian A. G. Wilkinson, The Ohio State University

1:15PM - 2:45PM SYMPOSIUM

**Professional Learning Within the Standards-Based Change Process: Building Capacity for Change**

**Chair:** Taffy E. Raphael, University of Illinois at Chicago

**Discussant:** James H. Mosenthal, The University of Vermont

This symposium addresses professional learning within the Standards-Based Change Process (Au, 2005; Au, Raphael, & Mooney, in press), a model of school-wide literacy reform. The SBC Process, grounded in sociocultural principles, supports schools in creating communities-of-practice (Wenger, 1998) by empowering teachers and administrators as the enactors of reform. This symposium extends Au’s (2005) work by addressing the need for multiple contexts of professional learning within dynamic school-university partnerships.

1. **Learning to Teach in the Context of Reform: Adapting the Standards-Based Change Process to an Urban Internship Setting**
   - Susan Florio-Ruane, Michigan State University
   - Cheryl L. Rosken, Michigan State University
   - Judy M. Thompson, Michigan State University
   - Renee Wohl, Michigan State University

2. **Literacy Through My Lens (School Context)**
   - Catherine M. Weber, University of Illinois at Chicago
   - MariAnne George, University of Illinois at Chicago
3. Content Area Literacy: Bridging University and Classroom, Theory and Practice
   Susan I. McMahon, National-Louis University
   Ryan P. McCarty, University of Illinois at Chicago

4. “Scaling Up”: Building Leadership Capacity Within the SBC Process
   Shelby Cosner, University of Illinois at Chicago

1:15PM - 2:45PM  TANGERINE B
SYMPOSIUM

Using Observation, Feedback and Digital Technologies to Mediate Reading Specialist/Literacy Coaches Learning
Chair & Discussant: Fenice B. Boyd, University at Buffalo, State University of New York

Within the framework of our graduate reading program, the use of digital technologies and observation and feedback as socio-cognitive tools afforded opportunities to mediate inservice reading teachers’ learning. We view digital technologies and the dialogue during instances of observation and feedback as tools to assist in mediating inservice reading teachers thinking and provided spaces for identity work leading to what Lankshear and Knobel have called “efficacious learning” (p. 48).

In this symposium we examine uses of digital technologies and observation and feedback in the various contexts in our graduate program.

1. Creating a “New Pedagogy” for Reflection in Reading Education
   Debra A. Dechert, University at Buffalo, State University of New York

2. Coaching Today’s Teachers: Mentoring Using New Literacies
   Vicki Collet, University at Buffalo, State University of New York

3. A Graduate Literacy Program’s Conceptual Framework: Incorporating Different Levels of Literacy Coaching
   Lynn E. Shanahan, University at Buffalo, State University of New York
   Jennifer Schiller, University at Buffalo, State University of New York

2:05PM - 2:45PM  ORANGE
ROUNDTABLE SESSIONS

I. An Investigation of Instruction Across Literary Genres
   Miriam Martinez, The University of Texas at San Antonio
   Nancy L. Roser, The University of Texas at Austin
   Beth Maloch, The University of Texas at Austin
   Audra Roach, The University of Texas at Austin
   Amy Burke, The University of Texas at Austin
   Angie Zapata, The University of Texas at Austin
   Katie Russell, The University of Texas at Austin

II. Preservice Teachers as Writers: Exploring Their Experiences Before and After a Semester-Long Writing Course
   Denise N. Morgan, Kent State University

III. Fielding Fandom: Participatory Media Culture and “New Literary” Experiences
   Tammy Iftody, University of British Columbia

3:00PM - 4:30PM  AZALEA A
PAPER SESSION

Enhancing Comprehension in Elementary Readers
Chair: Kelly B. Cartwright, Christopher Newport University

1. The Contribution of Cognitive Flexibility to Reading Comprehension Beyond Phonological and Semantic Processing in Elementary School Students: Implications for a Less Simple View of Reading
   Kelly B. Cartwright, Christopher Newport University
2. Improving Reading Comprehension and Metacognition Through Active Engagement with Text
Tabatha Scharlach, University of Central Florida

Mary Ann Cahill, Boise State University
Anne Gregory, Boise State University

3:00PM - 4:30PM AZALEA B
PAPER SESSION

Multiple Texts and Multiliteracies in the Content Areas
Chair: Zhihui Fang, University of Florida

1. Exploring Two Content Area Teachers’ Creativity and Use of Multiple Resources to Enhance Students’ Comprehension in English and History
Nancy T. Walker, University of La Verne
Thomas Bean, University of Nevada, Las Vegas
Benita Dillard, University of Nevada, Las Vegas
Jennifer Wimmer, University of Nevada, Las Vegas

2. Why Did They Do That?!: Making Sense of Human History Through the Essential Understandings
Robert W. Gaskins, Benchmark School
Emily Galloway, Benchmark School

3. Multiliteracies Across Content Areas: Toward a Functional Language Analysis Approach to Secondary Reading
Zhihui Fang, University of Florida
Mary J. Schleppegrell, University of Michigan

3:00PM - 4:30PM CEDAR
PAPER SESSION

Preservice Teachers Put Theory Into Practice
Chair: Nadezda Pimenova, Purdue University

1. Investigating Preservice Teachers’ Instructional Conversations During Book Reading
Nadezda Pimenova, Purdue University
Beverly Cox, Purdue University
Shannon Henderson, Purdue University

2. Effects of Teachers’ Nonfiction Genre Knowledge on Literacy Teaching and Learning
Jennifer Y. Sanders, Oklahoma State University
Sue Christian Parsons, Oklahoma State University

3. Using Cognitive Flexibility Theory to Advance a Novice ESOL Teacher’s Scaffolding Expertise
Donna L. Taylor, Georgia State University

3:00PM - 4:30PM LARGO
PAPER SESSION

Multiple Languages and Literacies in the Middle School
Chair: Fatima Pirbhai-Illich, University of Regina

1. Reading as Performance in a Philippines Sixth-Grade Literacy Classroom
Maria Selena Protacio, Michigan State University
Loukia K. Sarroub, University of Nebraska

2. Investigating the Dark Side: Forays into Critical Multiliteracies with Urban Adolescent Aboriginal Students
Fatima Pirbhai-Illich, University of Regina

3. Narratives, Podcasts, and the Literacy Development of Grade 5 English Language Learners
Paul Neufeld, Simon Fraser University
Kelleen Toohey, Simon Fraser University

3:00PM - 4:30PM LEMON
SYMPOSIUM

Multimodal Literacies: Fanfiction as a Context for Remix, Hybridity and Design
Chair: Mary Thompson, University at Buffalo, State University of New York
Discussant: Mary McVee, University at Buffalo, State University of New York

This symposium addresses the relationships among adolescent literacy, new technologies, popular culture, and schooling. We argue for a critical examination of the role of schooling as it relates to digital technologies in youths’ lives to investigate how adolescents engage in their online and offline lives. This research works to address how the millennial generation uses multiple forms of literacy to transform and network across multiple spaces including the context of school.

1. Fandom and Fanfiction: Remixing and Crafting New Identities Online
Mary Thompson, University at Buffalo, State University of New York

2. Hybridizing Digital Text: Fanfiction as a Study of Authentic Writing
Eunim Bok, University at Buffalo, State University of New York

3:00PM - 4:30PM LIME
ALTERNATIVE FORMAT

Classroom Chronotopes and Public Memories in Classroom Reading Instruction
Chair & Discussant: Judith Green, University of California, Santa Barbara

This session examines the teaching and learning of reading comprehension in a ninth grade language arts classroom in an urban district. We are interested in how “time” is implicated in reading comprehension instruction. Using microethnographic discourse analysis, we examine the social construction of classroom chronotopes and public memories in reading comprehension lessons over time. Based on the analyses, we offer a reconceptualization of reading comprehension and we offer a set of “tools” for the analysis of reading comprehension instruction.

Participants:
David Bloome, The Ohio State University
Marlene Beierle, The Ohio State University
Margaret Grigorenko, The Ohio State University
Judith Green, University of California, Santa Barbara
Thursday • December 4, 2008

3:00PM - 4:30PM  LONGBOAT
PAPER SESSION

Methods, Tools, and Strategies: Online & Computer Resources for Teaching
Chair: Xiaoning Chen, SUNY Fredonia

1. Online Book Clubs for the Net Generation
   Cassandra Scharber, University of Minnesota

2. eBooks and eTalks: Transforming Traditional Literacy Programs into New Literacies Environments
   Lotta C. Larson, Kansas State University

3. Computer-Assisted Instruction in the Primary Grades
   Meridith A. Lovell, University of Alberta
   Linda M. Phillips, University of Alberta

3:00PM - 4:30PM  MARATHON
PAPER SESSION

Literacy Instruction for ELLs and Disenfranchised Groups
Chair: Erica Bowers, California State University

1. Identifying Patterns of Early Reading Development and Predictors of Reading Proficiency for English Language Learners
   Anne Hafner, California State University, Los Angeles
   Sharon H. Ulanoff, California State University, Los Angeles
   Jonah Schlackman, California State University, Northridge

2. Why Aren’t We There Yet? The Missing Link in School-Based Literacy Instruction for Disenfranchised Groups
   Zaline M. Roy-Campbell, Syracuse University

3. Academic Language and Literacy: A Conceptual Review
   Erica Bowers, California State University
   Shanan H. Fitts, Appalachian State University

3:00PM - 4:30PM  OLEANDER B
PAPER SESSION

Literacy in a Changing World: Teachers, Perspectives, Globalization
Chair: Brock Dubbels, University of Minnesota

1. Literacy (Re)Marks: A Study of Seven Teachers’ Visual Texts Across Time
   Peggy Albers, Georgia State University
   Tammy Frederick, Georgia State University
   Jerome C. Harste, Indiana University

2. From Screen to Page: Secondary English Teachers’ Perspectives on Redesigning Their Teaching of Literature in a New Literacies Era
   Elizabeth C. Lewis, Dickinson College
   Kelly Chandler-Olcott, Syracuse University

3. Immigrant Youth, Globalization, and Twenty-First Century Skills
   Rebecca W. Black, University of California, Irvine
   Yen-Lin Chou, University of California, Irvine

3:00PM - 4:30PM  SALON A
SYMPOSIUM

K-12 Literacy Coaching: Considering Coaches’ Perspectives
Chair & Discussant: Nancy L. Shanklin, University of Colorado at Denver

This symposium focuses on three studies, one each at the elementary, middle, and secondary level, which examine the coaching processes from the perspective of literacy coaches working in a variety of school contexts. Symposium presentations are framed by questions of the coaches’ perspectives regarding the multiple roles they assume, issues of teacher change, and considerations of student learning.

1. The “Intricate Dance” of the Literacy Coach: Voices from the Field
   Kristin N. Rainville, Manhattanville College

2. Exploring Coach Perspectives on Teacher Change and the Literacy Coaching Process
   Antony T. Smith, University of Washington Bothell

3. How Do Literacy Coaches Engage Secondary Content Area Teachers?
   Patricia A. Gross, The University of Scranton

3:00PM - 4:30PM  SALON B
SYMPOSIUM

Writing Intensive Reading Comprehension: How and Why It Works
Chair: James L. Collins, University at Buffalo, State University of New York

Discussant: Mary McVee, University at Buffalo, State University of New York
This symposium interprets findings from the Writing Intensive Reading Comprehension (WIRC) study which showed that assisted writing can significantly improve reading comprehension. The first paper builds an interpretive context from related studies of reading-writing relations. The second paper reports how the intervention worked by describing WIRC’s large controlled experiment. The third paper reports case studies and other qualitative analyses which give insight into why the WIRC intervention worked. Discussion will examine implications for research and teaching.

1. Reading-Writing Relations Revisited
   Timothy Shanahan, University of Illinois at Chicago

2. Findings from Analyses of Quantitative Data in the WIRC Study
   James L. Collins, University at Buffalo, State University of New York
   Jaekyung Lee, University at Buffalo, State University of New York

3. Findings from Analyses of Qualitative Data in the WIRC Study
   Diane Phelps, University at Buffalo, State University of New York
   James L. Collins, University at Buffalo, State University of New York
   Jaekyung Lee, University at Buffalo, State University of New York
   Mary McVee, University at Buffalo, State University of New York

3:00PM - 4:30PM  SALON D
ALTERNATIVE FORMAT

Expanding the Research Base of Adult Reading Instruction
Chair: Erik Jacobson, Montclair State University
This symposium will address the ways that government bodies work to create “official” research or knowledge bases by producing research summaries and by selecting the content of national literacy-related Internet portals. The papers will look at the work of the National Institute for Literacy in the United States and similar bodies from other countries. After reviewing the current status and content of these collections the presenters will invite discussion about alternative ways to expand the research base for adult reading instruction.

1. Adult Literacy Research Summaries: A Cross-National Comparison
   Erik Jacobson, Montclair State University

2. Revisiting the Four Components in Adult Reading Research
   Dianna Baycich, Kent State University
   Laurel Disney, Michigan State University
   Donita Massengill Shaw, The University of Kansas

3. Creating a “Jury Model” to Judge Professional Wisdom
   David Rosen, Consultant

3:00PM - 4:30PM  TANGERINE A
ALTERNATIVE FORMAT

Practicing What We Preach: Using Writer’s Workshop as a Model for Academic Writing
Chairs: Terry S. Atkinson, East Carolina University
       Johna Faulconer, East Carolina University
       Robin R. Griffith, East Carolina University
       Melissa Matusевич, East Carolina University
       Elizabeth A. Swaggerty, East Carolina University
Discussant: Colleen Fairbanks, University of North Carolina at Greensboro

Writing for publication is an important process for novice researchers to learn, but the endeavor also presents significant challenges for experienced scholars as they simultaneously deal with the demands of university teaching and service. Five university scholars share their collective auto-ethnographic study describing how they assembled a writing support group based on a writer’s workshop approach.

1. Providing a Context for the Collaborative Writing Endeavor: A Recap
   Erika S. Gray, University of North Carolina at Greensboro
   Seth A. Parsons, George Mason University

2. Collective Endeavors within a Semester-Long Writer’s Workshop Setting
   Terry S. Atkinson, East Carolina University
   Johna Faulconer, East Carolina University
   Beth Maloch, The University of Texas at Austin

3. Focus Group Breakout Sessions: Examining Writing Practices
   Robin R. Griffith, East Carolina University
   Melissa Matusевич, East Carolina University
   Elizabeth A. Swaggerty, East Carolina University
3:00PM - 4:30PM  TANGERINE B
PAPER SESSION

**Interventions and Approaches for Supporting Struggling Readers**

**Chair:** Theodore (Ted) B. Kesler, Queens College, City University of New York

1. **A Research Synthesis of Interventions to Enhance Struggling Readers’ Comprehension of Narrative Text**
   Janice F. Almasi, University of Kentucky
   Barbara M. Palmer, Mount St. Mary’s University
   Angela M. Madden, University of Kentucky
   Susan Hart, University of Kentucky

2. **An Effective Differentiated Reading Intervention for Adolescent Students with Reading Disabilities**
   Robyn Ziolkowski, The Ohio State University
   Kimberly D. McDowell, Wichita State University

3. **Students’ Literate Subjectivities as Teachers Negotiate Balanced Literacy Instruction and the Demands of High-Stakes Tests**
   Theodore (Ted) B. Kesler, Queens College, City University of New York

4:45PM - 6:00PM  SALONS E-I
PLENARY ADDRESS ONE

**Chair:** Josephine Peyton Marsh, Arizona State University

I. **Announcements**
   Kathleen A. Hinchman, Syracuse University

II. **Early Career Achievement Award Presentation**
    Mark Dressman, University of Illinois at Urbana-Champaign

III. **Distinguished Scholar Lifetime Achievement Award Presentation**
    Margaret J. Finders, University of Wisconsin La Crosse

IV. **Introduction of the Speaker**
    Elizabeth Birr Moje, University of Michigan

V. **Plenary Address**
    American Education is in Crisis. Can Colleges of Education Help?
    Ronald W. Marx, University of Arizona
Friday • December 5, 2008

8:30AM - 10:00AM
PAPER SESSION
AZALEA A

Instructional Strategies in the Secondary Science Classroom
Chair: Kathleen D. Stoch, University of Illinois at Chicago
1. Teacher Read-Aloud with Adolescents in a Science Classroom
   Sylvia K. Hurst, The University of Oklahoma
   Priscilla Griffith, The University of Oklahoma
2. Adolescents’ Use of Multiple Literacies to Construct Meaning of Scientific Language and Concepts
   Geraldine Mongillo, William Paterson University
3. The Relationship of Reading-Specific Flexibility and Skilled Reading in High School Physics Class
   Kathleen D. Stoch, University of Illinois at Chicago

8:30AM - 10:00AM
PAPER SESSION
AZALEA B

Bakhtinian Contact Zone and Transactional Theory and Model
Chair: Jodene Kersten, California State Polytechnic University, Pomona
1. Critical Transactions: Reframing Rosenblatt Toward a Multidimensional Critical Literacy
   Sue Ringler Pet, University of Connecticut
2. Creating a Bakhtinian Contact Zone: Struggling Elementary Readers/Writers Challenge Their Own Discourses on Being and Becoming Literate
   Jodene Kersten, California State Polytechnic University, Pomona

8:30AM - 10:00AM
PAPER SESSION
CEDAR

Comprehension Instruction with ELLs
Chair: Sunday Cummins, National-Louis University
1. An Examination of the Compatibility of Comprehension Strategy Instruction and Culturally Relevant Teaching
   Laura May, Georgia State University
2. Understanding the Comprehension of English Language Learners: Challenges and Instructional Implications
   Sheila Valencia, University of Washington
   Alethea Westover, University of Washington
   Leonard Alvarez, University of Washington
   Audrey Lucero, University of Washington
3. Examining the Complexities of an Assessment-Driven Approach to Comprehension Instruction with ELL Children of Mexican Heritage
   Sunday Cummins, National-Louis University
   Ruth Quirao, National-Louis University
   Susan I. McMahon, National-Louis University

8:30AM - 10:00AM
PAPER SESSION
LARGO

Examinations of Classroom and School Contexts to Support Literacy Learning
Chair: Marjorie Y. Lipson, The University of Vermont
1. Skills Based Instruction Versus Knowledge Development at an Empowerment School
   Char A. Moffit, University of Nevada, Las Vegas
   Marla H. Mallette, Southern Illinois University
2. A Meta-Synthesis of School-Wide Audits: What It Reveals about Literacy Instruction in Grades 3-6
   Marjorie Y. Lipson, The University of Vermont
   James H. Mosenthal, The University of Vermont
   Maureen F. Riker, Vermont Reads Institutes
3. Developing Reading Comprehension and Academic Vocabulary for English Language Learners Through Science Content: A Mixed Methods Study
   Ana Taboada, George Mason University
   Vanessa Rutherford, George Mason University

8:30AM - 10:00AM
ALTERNATIVE FORMAT
LEMON

Reading Clinics and Reading Labs: The State of the Art 2008
Chair: Lee Dubert, Boise State University
Discussant: Penny A. Freppon, University of Cincinnati
Building upon prior research—a systematic three-year research project examining transfer of knowledge and practice from clinic/lab practices to literacy professionals’ roles in schools from across the nation—this study further explores curriculum and instructional practices of reading clinics/literacy labs. Findings of an electronic survey (n=50+) of professors are reported and discussed by category including instructional practices, assessments, response to national and state mandates, technology, artifacts, and leadership/coaching.

Participants
Lee Dubert, Boise State University
Charline J. Barnes, West Virginia University
Jeanne B. Cobb, Coastal Carolina University
Theresa Deeney, University of Rhode Island
Cheryl L. Dozier, University at Albany, State University of New York
Amy Evers, The University of Georgia
Dionisia Guantay-Porter, Vanguard University of Southern California
Debra J. Gurvitz, National-Louis University
Barbara Laster, Towson University
Stephanie L. McAndrews, Southern Illinois University Edwardsville
Tammy M. Milby, Virginia Commonwealth University
Aimee L. Morewood, West Virginia University
Chitlada Patchen, University of North Texas
Stephan Sargent, Northeastern State University
Friday • December 5, 2008

8:30AM - 10:00AM  LIME
ALTERNATIVE FORMAT

A Workshop on Video Data Analysis for Reading Research
Chair: John E. McEneaney, Oakland University
This workshop presents a hands-on opportunity to explore a video research methodology that is theoretically grounded and relies on inexpensive tools for data collection and analysis. Participants will engage in collaborative analysis of short video segments. Technologies that support both qualitative and quantitative video analysis will be described and demonstrated. Participants who bring a laptop computer to the workshop will be provided a CD with video analysis software, documentation, and example files. Session materials will also be available on the Web.

1. Interaction Analysis as a Theoretical Framework for Video Analysis
   Lizabeth Gusniczak, Oakland University
2. Tools for Video Data Collection in Studies of Reading
   John E. McEneaney, Oakland University
   Carmela Gillette, Oakland University
3. The EUDICO Linguistic Annotator (ELAN) as a Video Analysis Tool
   Tanya M. Christ, Oakland University
   X. Christine Wang, University at Buffalo, State University of New York

8:30AM - 10:00AM  LONGBOAT
PAPER SESSION

Literacy and Teacher Knowledge
Chair: Donita Massengill Shaw, The University of Kansas

1. Teaching Literacy is a Staircase Revisited: Can Professor Effects Influence Metaphors Written by Pre-Service Teachers?
   Donita Massengill Shaw, The University of Kansas
   Richard M. Oldrieve, Bowling Green State University
   William L. Edwards, Missouri Southern State University

2. Qualities of Expert Literacy Teacher Educators
   Linda S. Wold, Loyola University Chicago
   Janet R. Young, Brigham Young University
   Victoria J. Risko, Vanderbilt University

3. Dispelling the Myths: Teacher Knowledge of and Beliefs About Dyslexia
   Molly Ness, Fordham University
   Gena D. Southall, Longwood University

8:30AM - 10:00AM  MARATHON
PAPER SESSION

Literacy Leadership
Chair: Lori Elliott, Georgia State University

   Maureen V. Spelman, Saint Xavier University
   Ruth L. Rohlwing, Saint Xavier University

2. What Do Reading Specialists Know and Why Do They Think They Know It?
   Sharon H. Ulanoff, California State University, Los Angeles
   Joan Fingon, California State University, Los Angeles
   Dolores Beltrán, California State University, Los Angeles

3. Literacy Leaders in Urban Schools
   Lori Elliott, Georgia State University
   Nancy Lee Daily, Georgia State University

8:30AM - 10:00AM  OLEANDER B
ALTERNATIVE FORMAT

Invited Session: The Foxfire Connection: Community Links to Literacy
Chair: Nancy Flanagan Knapp, The University of Georgia
In this highly interactive session, presenters and participants together will review evidence from both research and practice on the use of local knowledge and community resources to enhance literacy learning, and will collaboratively develop strategies to help teachers at all levels offer more, and more effective, community-based literacy learning experiences.

Presenters:
Hilton Smith, Piedmont College
Sara Alice Tucker, Habersham County Schools

8:30AM - 9:00AM  ORANGE
ROUNDTABLE SESSIONS

I. STELLAR Literacy Teacher Preparation: The Use of Video Cases to Support Preservice Teacher Learning in Tutorial Settings
   James Hoffman, The University of Texas at Austin
   Melissa Mosley, The University of Texas at Austin
   Deborah Horan, The University of Texas at Austin
   Audra Roach, The University of Texas at Austin
   Katie Russell, The University of Texas at Austin
   Heather Warren, The University of Texas at Austin

II. Effective Vocabulary Instruction in the Community College Developmental Education Reading Class
   Donna Willingham, Lone Star College-Tomball
   Debra Price, Sam Houston State University

III. Literacy, Science, Pedagogy: Developing High-Quality Literacy Teachers
   Ruby Sanny, Purdue University

IV. Understanding the Challenge of GRE Reading Comprehension for ELLs Through Systemic Functional Linguistics
   Wei-chun Liu, Purdue University
   Luciana C. de Oliveira, Purdue University

V. Exploring Critical Literacy and Multicultural Texts in a Rural Setting
   Susan V. Piazza, Western Michigan University

VI. Reading Specialists’ Perspectives Towards Their Work
   Wendy W. Bunker, Syracuse University
VII. Motivational Changes in Reading Recovery Children: A Pre and Post Analysis
Susan King Fullerton, Clemson University
Salli Forbes, University of Northern Iowa

VIII. Diagrammatic Literacy Skills Required for State Science Tests
Erin McGtigue, Texas A&M University
Yifen Yeh, Texas A&M University

IX. Greater Conversations: Addressed, Invoked, and Engaged
Diane Downer Anderson, Swarthmore College

X. Using Podcast Interviews to Influence Secondary Teachers' Perceptions of Content Literacy
Cheryl Wozniak, California State University, East Bay

8:30AM - 10:00AM  SALON A
RESEARCH METHODOLOGIES SERIES
Recent Advancements in Mixed Method Design and Analysis
Chair & Discussant: Ian A. G. Wilkinson, The Ohio State University
Presenter: Anthony Onwuegbuzie, Sam Houston State University

8:30AM - 10:00AM  SALON B
SYMPOSIUM
Expanding the Scope of Fluency Research: Large-Scale Studies of Silent Reading and Readers' Theatre
Chair: Devon Brenner, Mississippi State University
Discussant: Melanie Kuhn, Boston University

The studies in this symposium are large-scale projects that consider critical aspects of fluency that have been under-researched. Two studies consider the relationship of silent reading to fluency and comprehension. Another study considers the effects on instructional practices of a large-scale initiative aimed at increasing the amount of reading that students are doing. Finally, the effects of an often-cited practice to increase the authenticity of repeated oral reading—Readers' Theatre—is examined.

1. The Efficacy of Scaffolded Silent Reading Compared to Guided Repeated Oral Reading With Feedback
D. Ray Reutzel, Utah State University

2. Toward a Framework for Considering Silent Reading Fluency
Kathleen M. Wilson, University of Nebraska at Lincoln
Guy Trainin, University of Nebraska
Joan Rankin-Erickson, Aurora University
Elfrieda Hiebert, University of California, Berkeley
Virginia Laughridge, University of Nebraska at Lincoln

3. The Impact of Professional Development Focusing on Time Spent Reading on Teaching Practices in 3rd Grade Classrooms
Devon Brenner, Mississippi State University
Elfrieda Hiebert, University of California, Berkeley

4. Curriculum-Based Readers' Theatre as an Instructional Strategy
Guy Trainin, University of Nebraska
Nancy Andrzeczak, University of California, Riverside

8:30AM - 10:00AM  SALON C
SYMPOSIUM
Developing Preservice Teachers' Knowledge and Skills Through Field-Based Learning
Chair: Carolyn A. Walker, Ball State University

1. Examination of an Urban Field-Based Literacy Course: Pre-Service Teachers' Knowledge Development and Growing Commitment to Working in an Urban Setting, and Impact on Children
Julie Rosenthal, William Paterson University
Ana Maria Pazos-Rego, University of Miami

2. Research on Preservice Teachers' Development of Reading Expertise
Helen J. Robbins, Florida International University
Joyce C. Fine, Florida International University

3. Developing Highly Effective Reading Teachers: Exploring the Reading Center Experience
Jennifer Lorenzen, Nebraska Wesleyan University
Joan Rankin-Erickson, Aurora University

8:30AM - 10:00AM  SALON D
SYMPOSIUM
The Nature of Morphology in a Developmental Model of Word Knowledge
Chair: Shane Templeton, University of Nevada, Reno
Discussant: Donna Ogle, National-Louis University

This symposium presents the results of an investigation of upper elementary students' explicit knowledge of derivational morphological relationships as a function of different instructional conditions. Data on students' vocabulary and orthographic knowledge were also collected and analyzed. The foundation for a developmental model of word knowledge and instructional implications are presented.

1. An Overview of the Relationships Among Reading, Vocabulary Knowledge, Orthographic Knowledge, and Morphological Knowledge in Fourth, Fifth-, and Sixth-Grade Students
Shane Templeton, University of Nevada, Reno
David L. Smith, University of Nevada, Reno
Bob Ives, University of Nevada, Reno
Kara Moloney, New Mexico Highlands University

2. The Construction and Analysis of the Degrees of Relatedness Interview: A Measure of Students' Explicit Morphological Knowledge
D. Ray Reutzel, University of Nevada, Reno
Bob Ives, University of Nevada, Reno
Shane Templeton, University of Nevada, Reno

3. Teachers' Attitudes Towards and Knowledge about Teaching Derivational Morphological Relationships
Jennifer VanPelt, University of Nevada, Reno
David L. Smith, University of Nevada, Reno
Shane Templeton, University of Nevada, Reno
Kara Moloney, New Mexico Highlands University
Regina E. Smith, University of Nevada, Reno

Friday • December 5, 2008
4. Examining Students’ Discourse about Morphological Relationships
Kara Moloney, New Mexico Highlands University
David L. Smith, University of Nevada, Reno

8:30AM - 10:00AM SYMPOSIUM

"New Basics" in Early Literacy Apprenticeships: Young Children Writing with Intention, Conventions, and New Literacies
Chair: Karen Wohlwend, Indiana University
Discussant: Mitzi Lewison, Indiana University

Reconceptualizing early writing as social practice and participation within literacy apprenticeships shifts questions of individual writing development to issues of resources, opportunity, and power. We situate young children’s intention to write in tension with school literacy conventions in reductive accountability trends and emerging conventions in mushrooming new literacies and technologies.

1. When Fluidity Meets Convention: Two-Year-Olds and Teachers Negotiate What it Means to Write in Preschool
Deborah W. Rowe, Vanderbilt University

2. Marks and Meaning: Young Children Learning to Write
Kathleen Conezio, University of Rochester
Joanne Larson, University of Rochester

3. Children Intent upon Multimodal Conventions in Monomodal Classrooms: Paper Cell Phones and Penciled Video Games
Karen Wohlwend, Indiana University

8:30AM - 10:00AM SYMPOSIUM

Issues of Accessing and Dissemination of Online Literacy Research Reports
Chair: Richard Beach, University of Minnesota
Discussant: David Reinking, Clemson University

Members of the Ad Hoc Committee on Accessing Literacy Research Online, the Chair of the NRC Technology Committee, and the two NRC e-editors, will discuss issues of corporate control of book and journal publishing, copyright limitations, open-access literacy research journals, tenure and promotion reviews related to online publishing, expanding online accessibility to NRC publications and resources related to these issues, developing an NRC online Research Repository, and providing online access to NRC conference papers.

Participants:
Richard Beach, University of Minnesota
Amy Carter, Clemson University
Mariam Jean Dreher, University of Maryland
Debbie East, Indiana University
Peter Johnston, University at Albany, State University of New York
David Reinking, Clemson University
Trika Smith-Burke, New York University
Norman A. Stahl, Northern Illinois University
Mark Condon, University of Louisville
Richard Speaker, University of New Orleans
Naomi Silverman, Taylor & Francis

8:30AM - 10:00AM SYMPOSIUM

The Role of Reading Coaches in Policy and in Practice: Multiple Perspectives from One State in the Era of Reading First
Chair: Mary Abouzeid, University of Virginia
Discussant: Catherine A. Rosemary, John Carroll University

Speakers will present three perspectives on the role of reading coach: (1) the evolving coach role as influenced by RF policy implementation; (2) a definition of coaching according to role profiles and their correlations with student outcomes; and (3) the experience—opportunities and dilemmas—of a current RF reading coach.

1. The Evolving Role of a Reading Coach
Rebecca Perini, University of Virginia

2. Reading Coach Profiles and the Relationship to Student Outcomes
Susan L. Massey, University of Virginia
Charles Dana Hall, University of Virginia

3. Case Study of a Reading Coach
Laura Jo Darcy, Colonial Beach Elementary School

8:30AM - 10:00AM PAPER SESSION

Preschool Literacy: Policies and Interventions that Affect Emergent Learners
Chair: Stella O. Gales, The University of Alabama

1. At-Risk Preschool Children: A Comparison of Two Early Reading First Projects
Lea M. McGee, The Ohio State University
Alanna Rochelle Dail, The University of Alabama

2. Effectiveness of an Intervention Emphasizing Linguistically Complex Conversation on the Development of Oral Language Skills in Prekindergarten Children
Paula J. Schwanenflugel, The University of Georgia
Hilary P. Ruston, Clarke County School District

3. Effects of Full-day, Half-day, and No Preschool on Urban Children’s First Grade Reading Achievement
Joy E. Valenti, Hillside Public Schools
Diane H. Tracey, Kean University

Be sure to look for this symbol throughout the program. Whenever you see this icon by a ROUNDTABLE session, it signifies that the session has been split into two parts.
8:30AM - 10:00AM TANGERINE A
ALTERNATIVE FORMAT

Invited Session: The Carnegie Adolescent Literacy Predoctoral Fellowship Program

This session will present an overview of the fellowship program. Panelists will discuss the goals of the program and several recent awardees will describe their doctoral research.

Presenters:
Mark W. Conley, University of Memphis
Susan Goldman, University of Illinois at Chicago
Elizabeth Birr Moje, University of Michigan
Catherine Snow, Harvard University

9:20AM - 10:00AM ORANGE
ROUNDTABLE SESSIONS

I. Performing Persuasion: Culturally and Linguistically Diverse Learners Write Their Script
Margarita Zisselsberger, Boston College

II. Reading Teacher Effectiveness Research: A New Look at an Old Topic
James F. Baumann, University of Wyoming
T. Lee Williams, Auburn University

III. "I Feel Like a Scholar!": Using Guided Reading to Support Critical Analysis of Research in Pre-Service Teachers
Susan D. Constable, Otterbein College
Jennifer Jasinski Schneider, University of South Florida

IV. Teaching a Pre-Service Literacy Methods Course: A Situated Approach
Antony T. Smith, University of Washington Bothell
Nancy A. Place, University of Washington Bothell

V. It's Not the "What" but the "How": The Missing Piece in the Study of Teachers' Literacy Beliefs
Jennifer I. Hathaway, Vanderbilt University

VI. Am I Seeing Double? Co-Teaching in Higher Education
Jennifer C. Wilson, Texas A&M University - San Antonio
Jackie Ferguson, Texas A&M University - San Antonio

VII. Media Literacy Teacher Talk: Implementation, Interpretation, and Frustration?
Stephanie Flores-Koulish, Loyola College in Maryland
Debby Deal, Loyola College in Maryland
James Sears, University of Maryland

VIII. Teachers as Agents of Their Own Learning in Online Discussions of Multicultural Literature
Kathleen C. Tice, The University of Texas at Arlington

IX. An Investigation of Young Learners’ Diagrammatic Literacy
Erin McTigue, Texas A&M University
Amanda Croix, Texas A&M University

X. Content Area Reading Strategies Instruction: A Comparison of Two Types of Professional Development to Foster Use
Kelly F. Glassett, Southern Illinois University

XI. Case Study of a Teacher-Led Literacy Professional Development Group in the Elementary Grades
Heidi A. Beverine-Curry, Syracuse University

10:15AM - 11:45AM AZALEA A
PAPER SESSION

The Reading Strategies and Practices of Postsecondary Students
Chair: Gerlinde G. Beckers, Ph.D., Louisiana State University

1. The Evolution of Comprehension Strategy Use by College Readers During a Reading Education Course
Julie Schultz, Reinhardt College

2. Negotiating Texts, Selves, and Worlds: Perspectives of Postsecondary Learners on Their Literacy Learning and Literate Identities
Kathryn E. Bailey, Syracuse University

3. The Effects of a Multistrategy Reading Intervention on the Comprehension Skills of Underprepared Postsecondary Students
Gerlinde G. Beckers, Ph.D., Louisiana State University
Earl Cheek, Jr., Ph.D., Louisiana State University

10:15AM - 11:45AM AZALEA B
PAPER SESSION

Critical Literacy, Teacher Research, and Educational Inequality
Chair: Lori C. Assaf, Texas State University - San Marcos

1. A Critical Literacy Case Study: From Pre-service Exploration to In-Service Implementation
Wendy B. Meller, Rowan University

2. Teacher Research Enhanced Through Family Member Interaction
Mollie Welsh Kruger, Teachers College, Columbia University

3. Manifestations of Educational Inequity: Two Teachers’ Knowledge about Reading Instruction in This High-Stakes Era
Lori C. Assaf, Texas State University - San Marcos
Caitlin McMunn Dooley, Georgia State University
Gwynne Ash, Texas State University - San Marcos

10:15AM - 11:45AM CEDAR
PAPER SESSION

Investigating Vocabulary Instruction of English Learners
Chair: Ana Taboada, George Mason University

1. Relationships of General and Academic Vocabulary with Reading Comprehension in Children Who Learn English as a Second Language in the United States and Abroad
Ana Taboada, George Mason University
Vanessa Rutherford, George Mason University

2. Effects of Vocabulary Instruction on English Language Learners: A Meta-Analysis
Mijin Won, Texas Tech University
Carole Janisch, Texas Tech University
Amma K. Akrofi, Texas Tech University
3. **CLD Students' Construction of Knowledge in Literacy Events in the Multilingual Classroom**
   Anne M. Reece, University of Washington

**10:15AM - 11:45AM**  
**PAPER SESSION**

**Comprehension and Texts**

**Chair:** Patricia C. Paugh, University of Massachusetts Boston

1. **Snakes!: Exploring Functional Grammar for Teaching Non-Fiction Texts**
   Patricia C. Paugh, University of Massachusetts Boston
   Kim S. Gilbert, Frederick Harris School

2. **Parsing Reading Comprehension: Text Comprehension Categories in the Reading and Neuroscience Literatures**
   George G. Hruby, Utah State University

3. **Examining Multiple Dimensions of Word Knowledge for Content Vocabulary Understanding**
   Gina N. Cervetti, University of Colorado at Boulder
   Jennifer Tilson, University of California, Berkeley
   Jill Castek, University of California, Berkeley
   Megan Goss, University of California, Berkeley
   Carolyn Jaynes, LeapFrog, Inc.
   Marco A. Bravo, Santa Clara University

**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**

**Learning Encounters of the “Third” Kind: Hybrid Literacy Practices and Third Space in Multicultural and Multilingual Classrooms**

**Chair:** Jennifer Turner, University of Maryland

The purpose of this alternative session is to: a) explore the nature of hybrid literacy practices in multicultural and multilingual classrooms, and b) examine the consequences of these hybrid practices for the literacy, language, and cultural identity development of students from culturally and linguistically diverse backgrounds. Hybrid literacy practices are important because they represent the opening of a “third space” where discursive elements from the first and second spaces “encounter and transform each other” (Bhabha, 1996, p. 258), and create dynamic possibilities for literacy and language learning by redefining and expanding the linguistic, academic, and cultural resources which students can draw upon as learners. In keeping with the dialogic nature of such practices, we conceptualize the session as a “third space” in which presenters and audience participants join together to theorize about hybrid literacy practices in diverse classrooms via research presentations and small group discussion.

1. **Syncretic Literacies as Tools for Expansive Learning in the Third Space**
   Kris Gutierrez, University of California, Los Angeles

2. **Hybridity, Literacy, and Subject-Matter Learning: The Power and Pitfalls of Hybridity Theory in Practice**
   Elizabeth Birr Moje, University of Michigan

3. **Hybridity and Carnival in the Classroom: Critical Reflections on the Theoretical Constructs**
   Patrick Manyak, University of Wyoming

4. **Letting African American Students Be Themselves: Culturally-Hybridized Literacy Pedagogy in a Sixth-Grade Classroom**
   Jennifer Turner, University of Maryland

**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**

**Exploring the “Critical” in Critical Content Analysis of Children’s Literature**

**Chair:** Kathy G. Short, University of Arizona

The “critical” in content analysis and techniques for data analysis will be explored through multiple lenses, including the experiences of several researchers and the analysis of a picture book by 3 researchers with different theoretical perspectives. Several respondents will comment on these analyses and the techniques and issues that have been shared and open the session to audience discussion.

1. **The Struggle to Define Critical Content Analysis**
   Kathy G. Short, University of Arizona
   Yoo Kyung Sung, University of Arizona
   Seemi Raina, University of Arizona
   Melissa Wilson, University of Arizona

2. **A Critical Content Analysis of a Shared Piece of Children’s Literature**
   Vivian Yenika-Agbaw, Pennsylvania State University
   Christine Jenkins, University of Illinois at Urbana-Champaign
   Rebecca Rogers, University of Missouri - St. Louis

3. **Responding to the Issues Involved in Critical Content Analysis**
   Richard Beach, University of Minnesota
   Patricia Enciso, The Ohio State University
   Jerome C. Harste, Indiana University

**10:15AM - 11:45AM**  
**PAPER SESSION**

**Teacher Beliefs and Understandings about Students, Instruction, and Classroom Contexts**

**Chair:** Meadow Sherrill Graham, West Virginia University

1. "We're Tired of It!": A Teacher Negotiates Literacy Engagements in a Testing-Driven Context
   Meadow Sherrill Graham, West Virginia University

2. Teachers' Beliefs about Students' Motivation for Reading: Teachers Respond to a Focus Group
   Gisele Ragusa, University of Southern California
   Norman Unrau, California State University, Los Angeles
   Erica Bowers, California State University
   Robert Rueda, University of Southern California

3. Examining Teachers' Implementation of a Balanced Literacy Framework
   Gary Bingham, Georgia State University
   Kendra Hall, Brigham Young University
Friday • December 5, 2008

10:15AM - 11:45AM OLEANDER B
PAPER SESSION

Trends in Publishing About Literacy and Literacy Research
Chair: Peter Johnston, University at Albany, State University of New York

1. Trends and Issues in 54 Years of NRC Publications: 1952-2006
   Brad Wilcox, Brigham Young University
   Tim Morrison, Brigham Young University
   Russell T. Wilcox, Brigham Young University

2. New Directions in the Journal of Adolescent & Adult Literacy: A Preliminary Analysis of Trends in Submissions and Writing for JAAL
   Thomas Bean, University of Nevada, Las Vegas
   Helen J. Harper, University of Nevada, Las Vegas
   Jennifer Wimmer, University of Nevada, Las Vegas

3. Theoretical Shifts: Tracing the Transactional Turn in Reading Research
   Allison D. Martinez-Schaum, Texas A&M University - Corpus Christi

10:15AM - 10:55AM ORANGE
ROUNDTABLE SESSIONS

I. Engaging Preservice Teacher's Cultural Beliefs and Assumptions, Literacy Models, Ideologies, and Identities
   Debbie East, Indiana University

II. Patterns of English Importations in High School Students’ Chinese Writing
    Ting Shen, University of Florida
    Zhihui Fang, University of Florida

III. Undergraduate Students in a Post-Typographic World: Understanding Pre-Service Literacy Teachers’ Use of Information Communication Technology
    Ruby Sanny, Purdue University

IV. Examining Reading Comprehension Instruction During Internet Projects: Nine Middle School Teachers’ Experiences
    Rebecca Anderson, The University of Memphis
    Elizabeth S. Heeren, The University of Memphis

V. Critical Decision Making: Literacy Assessment for, as, and of Learning
    Stephanie L. McAndrews, Southern Illinois University- Edwardsville

VI. Progress Monitoring with Whole Text
    Sandra K. Goetzke, Oklahoma State University
    Jacquelyn Burkett, Oklahoma State University

VII. Professional Development in Adolescent Literacy Across the Curriculum: A Long-Term Formative Experiment
    Victoria R. Gillis, Clemson University
    Kathy N. Headley, Clemson University

VIII. An Analysis of Suggested Instructional Approaches for Science Selections in Fifth Grade Basal Reading Programs
    Melissa M. Brydon, University of Pittsburgh
    Linda Kucan, University of Pittsburgh

IX. The Production of Literacy Discourses and Preservice Teacher Identities in a Literacy Methods Course
    Thomas P. Crumpler, Illinois State University
    Lara J. Handsfield, Illinois State University

X. Where is the Scientifically-Based Research in the Scripted Program?
    Merry L. Boggs, Texas A&M University - Commerce
    Larkin Page, Texas A&M University - Commerce
    Susan Szabo, Texas A&M University - Commerce

XI. Multicultural Picture Books: The Features of Assimilation vs. Cultural Pluralism
    Bogum Yoon, Texas Woman’s University
    Anne Simpson, Texas Woman’s University
    Claudia Haag, Texas Woman’s University

10:15AM - 11:45AM SALON A
SYMPOSIUM

The TICA Project: Teaching The New Literacies of Online Reading Comprehension to Adolescents
Chairs & Discussants: Donald Leu, University of Connecticut
   David Reinking, Clemson University

This symposium presents the results from years one, two, and three of an IES-funded, reading comprehension research grant. The research: (1) identifies online reading comprehension skills, strategies, and dispositions, and (2) evaluates the effects of online reading comprehension instruction among diverse adolescent youth.

1. Year One Work on the TICA Project: Survey Results and the Taxonomy of Online Reading Comprehension
   Amy Hutchison, Clemson University
   J. Gregory McVerry, University of Connecticut
   Donald Leu, University of Connecticut

2. Year Two Work on the TICA Project: Findings of a Formative Investigation of Internet Reciprocal Teaching
   Katherine R. Robbins, Clemson University
   Angela M. Rogers, Clemson University
   Jacquelynn A. Malloy, George Mason University

3. Year Three Work on the TICA Project: The Results of Online Reading Comprehension Instruction Using Internet Reciprocal Teaching
   Lisa Zawilinski, University of Connecticut
   W. Ian O’Byrne, University of Connecticut
   Pamela Flaherty, University of Connecticut

Be sure to look for this symbol throughout the program. Whenever you see this icon by a ROUNDTABLE session, it signifies that the session has been split into two parts.
10:15AM - 11:45AM  SALON B
ALTERNATIVE FORMAT

Reconceptualizing Literacy in Science for Adolescents
Chair: Cheryl L. Rosaen, Michigan State University

Three presenters used stimulated video recall as an interview technique to explore how exemplary teachers use language and literacy to teach science to adolescents in their classrooms, and how prospective teachers learn to integrate their understandings of who adolescents are with their understandings of disciplinary content and literacy instruction.

1. A Study of Dialogic Discourse and Science Practice in Classrooms
   Lindsey Mohan, Michigan State University
   Mary A. Lundeberg, Michigan State University

2. Examining How Middle School Teachers Use Literacy Practices in Science
   Jamie Mikeska, Michigan State University
   Mary A. Lundeberg, Michigan State University

3. Prospective Science Teachers and the Invisibility of Adolescents and Their Literacies
   Mark W. Conley, The University of Memphis
   Hosun Kang, Michigan State University

10:15AM - 11:45AM  SALON C
PAPER SESSION

Choice and Adolescent Reading
Chair: Robyn Ziolkowski, The Ohio State University

1. Challenge & Choice During Independent Reading in High School: Using Lexiles to Match Readers with Texts
   Kevin Perks, University of New Hampshire

2. An Investigation of Good High School Readers’ Experiences with Choice and Contemporary Texts in a World Literature Class
   Gay Ivey, James Madison University

3. Arts for Learning: Impact on Adolescent Readers
   Kimberly D. McDowell, Wichita State University
   Robyn Ziolkowski, The Ohio State University
   Elaine Bernstorf, Wichita State University

10:15AM - 11:45AM  SALON D
PAPER SESSION

Developing Preservice Teachers’ Literacy Teaching Practices
Chair: Julie W. Ankrum, University of Pittsburgh at Johnstown

1. Framework of “Better Practices” for Comprehensive Literacy Teaching
   Julie W. Ankrum, University of Pittsburgh at Johnstown
   Mary A. Avalos, University of Miami
   Aimee L. Morewood, West Virginia University
   W. David Scales, University of North Carolina at Greensboro
   Roya Qualls Scales, University of North Carolina at Greensboro
   Bette S. Bergeron, Southern Illinois University Edwardsville
   Natalie Conrad Barnyak, University of Pittsburgh at Johnstown
   Kathryn Pole, Saint Louis University

10:15AM - 11:45AM  SALON E
ALTERNATIVE FORMAT

Invited Session: Writing Across the Curriculum: What We Have Learned in Eight Years of Research at Various Grade Levels
Chair: Valerie Robnolt, Virginia Commonwealth University
Discussant: JoBeth Allen, The University of Georgia

In this symposium, we will share what we have learned, over time, in our ongoing research project. We will present information to show what we have learned about: (1) the value, to students, of writing across the curriculum; (2) the value, to teachers, of teaching writing across the curriculum; and (3) the value, to us as teacher-researchers and university-researchers, of engaging in the research process of our team.

Presenters:
Jane Hansen, University of Virginia
Kateri Thunder, University of Virginia
Linde Rickert, Walker Upper Elementary School

10:15AM - 11:45AM  SALON F
ALTERNATIVE FORMAT

Invited Session: Writing Across the Curriculum: What We Have Learned in Eight Years of Research at Various Grade Levels
Chair: Valerie Robnolt, Virginia Commonwealth University
Discussant: JoBeth Allen, The University of Georgia

In this symposium, we will share what we have learned, over time, in our ongoing research project. We will present information to show what we have learned about: (1) the value, to students, of writing across the curriculum; (2) the value, to teachers, of teaching writing across the curriculum; and (3) the value, to us as teacher-researchers and university-researchers, of engaging in the research process of our team.

Presenters:
Jane Hansen, University of Virginia
Kateri Thunder, University of Virginia
Linde Rickert, Walker Upper Elementary School

10:15AM - 11:45AM  SALON G
SYMPOSIUM

Studies in Teacher Talk: Learning about Writing in Professional Development Settings
Chair: Colleen Fairbanks, University of North Carolina at Greensboro
Discussant: Beth Maloch, The University of Texas at Austin

This symposium presents two studies of professional development in writing that explore how teachers construct knowledge in professional development contexts. Drawing on sociolinguistic methods of analysis, both studies illustrate how talk extends, augments, or changes how teachers understand writing and writing instruction in K-12 classrooms. To conclude the symposium, the discussant will explore the significance of studying teacher talk related to professional development.

1. Framing Teacher Research and Teacher Knowledge in a Teacher Research Group
   Colleen Fairbanks, University of North Carolina at Greensboro

2. Stories of Teacher Development and Change in a Summer Writing Institute
   Lynn Masterson, The University of Texas at Austin

10:15AM - 11:45AM  SALON H
ALTERNATIVE FORMAT

Informational Text Instruction: Findings from the Literacy Achievement Research Center
Chairs: Nell K. Duke, Michigan State University
Douglas Hartman, Michigan State University
This session presents six studies aimed at improving informational literacy, including studies of instructional factors associated with higher informational literacy achievement, the impact of informational literacy interventions, and teacher knowledge and skill related to informational literacy instruction. The session will begin with five-minute overviews of each study. Then attendees will then be invited to view multimedia posters about each study. Finally, attendees will be brought back together to share observations and suggest important directions for research in this area.

1. **Patterns in and Predictors of Informational Reading Performance**  
   Yonghan Park, Michigan State University

2. **Using Informational Reading Comprehension Assessment to Inform Instruction and Improve Achievement: The COCA in Action**  
   Sara Bolt, Michigan State University  
   Nell K. Duke, Michigan State University  
   Alison K. Billman, University of California, Berkeley

3. **Transfer from Reading to Writing: How Instruction in Reading Informational Text Changes Report Writing for Students with Reading Difficulties**  
   Natalie G. Olinghouse, University of Connecticut

4. **Improving Expository Comprehension and Composition Performance by Embedding Literacy Instruction in the Science and Social Studies Curriculum**  
   Carol Sue Englert, Michigan State University  
   Troy Mariage, Michigan State University  
   Cynthia Okolo, Michigan State University

5. **Exploring Primary Teachers’ Expository Genre Knowledge**  
   Nicole M. Martin, Michigan State University

6. **Equipping Preservice Teachers in Science, Mathematics, and English/Language Arts**  
   Douglas Hartman, Michigan State University  
   Mark Olson, Oakland University  
   Mary Truxaw, University of Connecticut  
   Lisa Zawilinski, University of Connecticut  
   Donald Leu, University of Connecticut

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**10:15AM - 11:45AM**  
**TANGERINE A**  
**SYMPOSIUM**

**Three Levels of Embedded Professional Development**

**Chair & Discussant:** Mary Abouzeid, University of Virginia

This symposium will present three perspectives on professional development: (1) a central office initiative for long-term embedded graduate training; (2) external evaluation and targeted training to produce improved student achievement in reading; and (3) a principal’s leadership in best practice for her teachers in a Reading First school.

1. **Professional Development from the Helm**  
   Ottlie Austin, University of Virginia

2. **External Evaluation and Targeted Training To Produce Improved Student Achievement In Reading**  
   Julie Gray, University of Virginia

3. **Professional Development in a Reading First School**  
   Alison Dwier-Selden, University of Virginia

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**10:15AM - 11:45AM**  
**TANGERINE B**  
**ALTERNATIVE FORMAT**

**Preschool Literacy Research: Beyond Basic Messages Towards Nuanced Understandings**

**Chair:** Heidi Anne Mesmer, Virginia Polytechnic Institute and State University

**Discussant:** Theresa Roberts, California State University, Sacramento

The purpose of this alternative session is to report research findings related to preschool literacy. Studies include those closely analyzing the development of letter knowledge in 3-, 4-, and 5-year olds and those examining the relationship between letter knowledge and concept of word development. In addition, findings on the development of Korean literacy skills and the efficacy of a research-based professional development model will be presented.

   Heidi Anne Mesmer, Virginia Polytechnic Institute and State University

2. **Predicting Literacy Skills in Korean: The Role of Vocabulary Knowledge and Phonoological and Orthographic Awareness**  
   Young-Suk Kim, Florida Center for Reading Research

3. **The Complexity of Letter Naming in 3-, 4-, and 5-Year Olds**  
   Sherri Horner, Bowling Green State University

4. **Teacher Professional Development for At-Risk Preschoolers: Closing the Achievement Gap by Closing the Instruction Gap**  
   Priscilla Griffith, The University of Oklahoma
ROUNDTABLE SESSIONS

I. Recognizing and Addressing the Barriers to Adolescents' "Reading Like Historians"
   Jeffery D. Nokes, Brigham Young University

II. Developing Understandings of Literacy in Pre-Service Teachers: Change Over Time
    Deborah J. Jinks, Tarleton State University

III. Examining the Awareness, Perceptions, Knowledge, and Use of Comprehension Strategies by Primary Preservice Teachers in a Field-Based Program
    LaVerne Raine, Texas A&M University - Commerce
    Susan Szabo, Texas A&M University - Commerce
    Mary Beth Sampson, Texas A&M University - Commerce
    Wayne M. Linek, Texas A&M University - Commerce

IV. "Picture This: Second Graders' Use of Illustrations as the Read Informational Texts"
    Rebecca R. Norman, Michigan State University

V. Using Retrospective Miscue Analysis with Community College Students
   Joan L. Theurer, California State University, Long Beach

VI. Inside the Circle: A Situated Examination of Preservice Teachers Learning with Narratives
    F. Blake Tenore, Vanderbilt University
    Dennis S. Davis, Vanderbilt University

VII. Reader Response in a Single Pre-Kindergarten Classroom: Reading and Writing in Rural America
     Sharon F. O'Neal, Texas State University - San Marcos

VIII. Teacher-Efficacy and Burnout: Is Cultural Receptivity a Mediating Variable?
      M. Keli Swearingen, Florida State University
      Alysia D. Roehrig, Florida State University
      Ying Guo, Florida State University

IX. "Books Are Not Just Paper and Ink, They Are Precious": Kids and Parents Co-Construct Meaning Through Book Talks
    Janine K. Bixler, Mount St. Mary College
    Sally A. Smith, Hofstra University

X. Examining Outstanding Science Trade Books: What Can We Learn from Coh-Metrix?
    Laura B. Smolkin, University of Virginia
    Erin McTigue, Texas A&M University
    Carol A. Donovan, The University of Alabama
    Yifen Yeh, Texas A&M University

XI. Writing in Academic Registers: The Development of Syntactic Complexity in Four Genres from Grades 5 to 7
      Scott F. Beers, Seattle Pacific University
      William Nagy, Seattle Pacific University

PAPER SESSION

AZALEA A

Reading Difficult Text, Forming Learning Identity
Chair: Shirin Vossoughi, University of California, Los Angeles

1. A Little Bit About You For Our Files: Portfolio Programs and Student Subjectivities
   Ross E. Collin, University of Wisconsin - Madison

2. "I Can't Read There!": Urban Youth, Identity, and the In-School/Out-of-School Divide
   Grace Enriquez, Teachers College, Columbia University

3. Making the Case for Difficult Texts: A Study of Reading in the Migrant Program
   Shirin Vossoughi, University of California, Los Angeles

AZALEA B

The Teaching of Writing
Chair: Brad L. Teague, Vanderbilt University

1. The Landscape of the Other Mind
   Susan J. Catlin, Queen's University

2. Learning to Write in a Mexican School
   Brad L. Teague, Vanderbilt University
   Patrick Smith, The University of Texas at Brownsville
   Robert Jiménez, Vanderbilt University

3. "Why is It Important to You?": First Graders Engaging in Writing that Matters
   Maria Paula Ghiso, University of Pennsylvania

CEDAR

Teacher Inquiry, Identity, and Reflection-Based Decision Making
Chair: Janice F. Almasi, University of Kentucky

1. The Impact of Structured Reflection on Teachers’ Adaptations
   Emily Hayden, University of Nebraska
   Trisha D. Pasman, University of Nebraska

2. Conceptual Orientations and Decision-Making for Literacy Teaching
   Peter Johnston, University at Albany, State University of New York
   Virginia Goatley, University at Albany, State University of New York
   Cheryl L. Dozier, University at Albany, State University of New York

3. Impacts of Whole-School Intervention on Teachers’ Efficacy and Classroom Practices
   Janice F. Almasi, University of Kentucky
   Susan C. Cantrell, University of Kentucky
   Janice C. Carter, University of Kentucky
   Margaret Rintamaa, University of Kentucky
**Friday - December 5, 2008**

**1:15PM - 2:45PM**

**LARGO**

**PAPER SESSION**

Adolescent Reading and Literacy

Chair: Thomas P. Crumpler, Illinois State University

1. *Armchair Researchers: Stories of Novice Literacy Researchers Exploring the Literacies of Adolescent Boys*
   - Jayne C. Lammers, Arizona State University
   - Josephine Peyton Marsh, Arizona State University
   - Silvia Nogueron, Arizona State University
   - Corrine Gordon, Arizona State University
   - Kathleen Deakin, Arizona State University
   - Alexandria Estrella, Arizona State University
   - C. Centae Richards, Arizona State University

2. *Readers, Texts, and Contexts: Redefining Literature Instruction for Young Adolescents*
   - Thomas P. Crumpler, Illinois State University
   - Linda Wedwick, Illinois State University

3. *Development of an Adolescent Reading Attitude Survey*
   - Michael C. McKenna, University of Virginia
   - Carrie Nagel, University of Virginia
   - Kristin Conradi, University of Virginia
   - Camille Lawrence, University of Virginia

**1:15PM - 2:45PM**

**LIME**

**SYMPOSIUM**

Invited Session: Cognitive Development and Early Literacy

Chair & Discussant: Kelly B. Cartwright, Christopher Newport University

During the preschool years, several significant advancements occur in children’s cognitive development. These include increases in social-cognition (e.g., theory of mind), executive processing (e.g., inhibitory control), and socially constructed narratives. The current symposium explores the relationship between these cognitive advancements and emergent literacy skills such as phonological awareness and story comprehension.

1. Cognitive Predictors of Phonological Awareness
   - M. Jeffrey Farrar, University of Florida

2. Theory of Mind and Phonological Awareness
   - Bonnie Johnson, University of Florida

3. Narratives and Emergent Literacy
   - Virginia Holloway, University of Florida

**1:15PM - 2:45PM**

**LEMON**

**SYMPOSIUM**

Examining the Identities and Literacy Practices of High School and Community College Students Who “Get By”

Chair: Carolyn A. Colvin, The University of Iowa

Discussant: Aimee C. Mapes, The University of Iowa

The purpose of this symposium is to explore literacy identities and practices of students characterized as students in the shadows, those students who tend to “get by” with uneven or uncertain literacy skills as they transition as high school seniors in language arts classrooms to composition courses at community colleges. Following a brief introduction to the session, each presenter will share action research results. A discussant will discuss implications for effective literacy instruction.

1. What Happens with Reading? The Literacy Practices of High School Boys
   - Stacy R. Peterson, The University of Iowa

2. Redefining Readers' Interests: Reading for Style and Techniques
   - Rossina Z. Liu, The University of Iowa

3. Rethinking “Text” in the Critical Classroom: Working Toward a Non-Repressive Critical Pedagogy
   - Lenore R. Maybaum, The University of Iowa

**1:15PM - 2:45PM**

**LONGBOAT**

**PAPER SESSION**

Coaching Effects on Schools and in Classrooms

Chair: Christine A. Mallozzi, The University of Georgia

1. Literacy Coaching and the Reading First “Redelivery” Model: Discourses in Context
   - Christine A. Mallozzi, The University of Georgia
   - Cheryl A. McLean, Rutgers University
   - Ran Hu, The University of Georgia

2. A Case Study of Literacy Coach Implementation in One School District
   - Debra Price, Sam Houston State University
   - Mary E. Robbins, Sam Houston State University

3. Effects of Coaching on Preschool Classroom Quality and Children’s Literacy Outcomes
   - Barbara D. DeBaryshe, University of Hawaii
   - Dana M. Gorecki, University of Hawaii

**1:15PM - 2:45PM**

**MARATHON**

**PAPER SESSION**

Becoming a Teacher: Developing Preservice Teachers’ Identities

Chair: Laura Pardo, Hope College

1. Learning to Teach in a Time of Reform: How One Teacher Candidate Found His Way
   - Laura Pardo, Hope College

2. Becoming a Teacher: How Two Preservice Teachers Negotiate the Conflicting Discourses of Teacher Education Course Experiences
   - Anne Swenson Ticknor, The University of Iowa
3. The New Literacy Studies (NLS) and Autonomous Models of Literacy: Becoming and Being a Teacher of Literacy
   Peter Cowan, Indiana University
   Tina Mickleborough, Indiana University
   Frank Guthrie, Indiana University

1:15PM - 2:45PM

ALTERNATIVE FORMAT

Poetic Spaces of Literacy Learning: Creating Opportunities for Engagement, Empowerment, and Response
Chair & Discussant: Valerie Kinloch, The Ohio State University
During this alternative format, participants will partake in poetry exercises to explore poetry as a conduit for students to critically engage their identities and injustices. They will discuss artifacts and theoretical and pedagogical implications for how poetry can inform research and practice for the purposes of creating culturally responsive pedagogies.

1. Beyond Self-Expression: Creating Spaces for a Poetry of Self-Definition, Social Critique, and Sisterhood
   Kelly Wissman, University at Albany, State University of New York

2. Metaphorical Spaces: Creating Critical Engagement and Personal Connections in the Classroom Through Poetry
   Angela Wiseman, North Carolina State University

3. Why Did You Let Them Write That?: Exploring Sexuality and Sexism in Poetry
   Nadjwa Norton, City College of New York, City University of New York

1:15PM - 2:45PM

SYMPOSIUM

Designs for Multimodality in Literacy Studies: Explorations in Analysis
Chair: Marjorie Siegel, Teachers College, Columbia University
Discussant: Deborah W. Rowe, Vanderbilt University
Recent interest in multimodality signals a change in the literacy landscape, yet there is no ready-made toolkit of analytic approaches from which researchers can select. Researchers are thus designing analytic approaches that draw on a range of theoretical frameworks related to their research purposes and questions. The purpose of this symposium is to explore ways of analyzing multimodality in literacy studies, using examples from three different research projects.

1. Designs for Multimodality in Literacy Studies: Perspectives and Questions
   Marjorie Siegel, Teachers College, Columbia University
   Carolyn Panofsky, Rhode Island College

2. Spaces and Positionings in Youth Video Production: A Move Toward Cross-Disciplinary Analyses of Multimodal Texts
   Theresa Rogers, University of British Columbia

3. Multimodal Performances in a Kindergarten Literacy Classroom: Considering Issues of Embodiment, Positioning, and Power along with Texts
   Stavroula Kontovourki, Teachers College, Columbia University

4. Modes as Historically Produced: Examining Multimodality Through a Lens of Critical Black Feminism
   Iris Taylor, ASPIRA Inc of Illinois
1. Case Studies of Four Third Grade Teachers: The Literacy Tasks They Implement and the Adaptations They Make
   Seth A. Parsons, George Mason University

2. Six Elementary Teachers’ Adaptations During Literacy
   Roya Qualls Scales, University of North Carolina at Greensboro

3. A Comparison of Scripted and Unscripted Teachers’ Adaptations During Literacy
   Kathryn Kear, University of North Carolina at Greensboro

4. Adaptive Teaching in Middle School Language Arts and Its Impact on Students
   Baxter Williams, University of North Carolina at Greensboro

5. Knowledge First Grade Teachers Access When Adapting Reading Instruction
   Stephanie G. Davis, University of North Carolina at Greensboro

1:15PM - 2:45PM

SYMPOSIUM

Factors that Enable Pre-Kindergarten Writers’ Growth
Chair: Jane Hansen, University of Virginia
Discussant: Alanna Rochelle Dail, The University of Alabama

Two university-researchers and one teacher-researcher present qualitative findings about pre-kindergarten writers in two diverse classrooms where the children make decisions about the genres in which they write exercise control within their literate lives, and engage in conversations about their writing that enable the growth of their oral language.

1. Young Writers Make Decisions
   Brian Kissel, University of North Carolina at Charlotte

2. Young Writers Exercise Control
   Robyn Davis, Greenbrier Elementary School

3. Young Writers Talk A Lot!
   Jane Hansen, University of Virginia
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1:15PM - 2:45PM  SALON G
PAPER SESSION

Innovative Approaches to Supporting Struggling Readers
Chair: Joan A. Rhodes, Virginia Commonwealth University

1. CORI-STAR and Guided Reading as Supplementary Reading Approaches for Struggling Readers: What about Comprehension, Metacognitive Awareness, and Motivation Two Years Later?
   Janice D. O’Hara, Frederick County Public Schools
   Mariam Jean Dreher, University of Maryland

2. The Impact of a Response to Intervention Model on the Prediction and Comprehension Ability of English Language Learners and Native English-Speaking Remedial Readers
   Joan A. Rhodes, Virginia Commonwealth University
   Yaoying Xu, Virginia Commonwealth University
   Seonhee Cho, Virginia Commonwealth University

3. Cougar Readers: a Pilot Scale-up Study of the Reading Apprenticeship Intervention
   Elizabeth Foster, Quincy Public School District #172
   Nancy Flanagan Knapp, The University of Georgia

1:15PM - 2:45PM  SALON H
SYMPOSIUM

Making a Difference: Language Learning Interventions for At-Risk Preschoolers
Chair: Carol Vukelich, University of Delaware
Discussant: Susan B. Neuman, University of Michigan

This symposium’s three papers provide descriptions of the effects of interventions on at-risk preschoolers’ language learning. The first study reports on an intervention that combines language learning activities across the curriculum (e.g., morning meeting, small group exploration, centers) with additional embedded supports (e.g., interactive read-alouds, language support during regular activities) for two groups of children: English speakers and English language learners. The second study describes the impact of a direct instruction vocabulary intervention, referred to as Word Play Time (WPT), on preschoolers’ word learning. Finally, the third study describes the comparative effects of the use of two versions of a vocabulary intervention protocol (a say, tell, do versus say, tell, do, play protocol) on preschoolers’ word learning.

1. Supporting the Language Development of High-Risk Learners in Preschool
   Sheila Smith, New York University

2. The Influence of Word Play Time (WPT) on At-Risk Preschoolers’ Vocabulary Learning of Target Words
   Kathleen Roskos, John Carroll University

3. Building Vocabulary: The Effects of a Tier 2 Intervention on At-Risk Head Start Children’s Vocabulary Development
   Carol Vukelich, University of Delaware
   Noreen S. Moore, University of Delaware
   Myae Han, University of Delaware
   Martha J. Buell, University of Delaware

1:15PM - 2:45PM  SALON I
SYMPOSIUM

Examining Preservice Teachers’ Understandings of and Commitments to Disciplinary Literacy Instruction: Models of Readers, Texts, and Contexts
Chair: Elizabeth Birr Moje, University of Michigan
Discussant: Cynthia Greenleaf, WestED

This symposium is drawn from research in a secondary preservice teacher education project aimed at deepening current knowledge about disciplinary literacy teaching and learning through an integration of literacy and disciplinary teaching methods in multiple content areas. In the papers, we analyze PSTs’ understandings of and commitments to their students, texts, and their disciplinary contexts across different waves of the project, offering implications for teacher education practice and policy.

1. Preservice Teachers’ Models of the Student as Reader
   Cathy Johnson, University of Michigan
   Melissa Stull, University of Michigan
   Robert B. Bain, University of Michigan
   Elizabeth Birr Moje, University of Michigan

2. Preservice Teachers’ Models of Text
   Deanna Birdyshaw, University of Michigan
   Eric Rackley, University of Michigan

3. Preservice Teachers’ Models of Disciplinary Subject Areas
   Emily Douglas, University of Michigan
   Elizabeth Birr Moje, University of Michigan
   Robert B. Bain, University of Michigan

1:15PM - 2:45PM  TANGERINE A
SYMPOSIUM

Multiple Perspectives in the Study of Family Literacy Programs: In Schools and in Pediatric Primary Care, (Birth Through Grade 2)
Chair: Lesley M. Morrow, Rutgers University
Discussant: Patricia A. Edwards, Michigan State University

Three family literacy studies with different perspectives, different evidenced-based research designs, involving children from birth to grade two, are presented. The first study is school-based with English Language Learners, the second involves pediatricians demonstrating language and literacy activities for parents during primary care exams for their babies, and the third studied literacy in the community to enhance reading and writing.

1. The Intergenerational Literacy Program
   Jeanne Paratore, Boston University
   Barbara Krol-Sinclair, Chelsea Public Schools
   Christine Leighton, Boston University
   Christina Cassano, Boston University
   Cristina Tobar, Boston University
III. Intertextuality in 3rd Graders' Nonfiction Science Writing

3. Reflections on the IES Grant Process

II. Examining Graduate Students Cooperative Learning

I. An Examination of an “Endangered Species”: Demographic, Training, and Employment Characteristics of Secondary Reading Specialists

Funding Opportunities at the Institute of Education Sciences

Chair: Elizabeth R. Albro, Institute of Education Sciences
Discussants: David Reinking, Clemson University
Patrick Edwards, Michigan State University

This presentation will provide attendees with an opportunity to learn about available funding opportunities to support research in the areas of reading and writing education through both the National Center for Education Research and the National Center for Special Education Research within the Institute of Education Sciences. The Center seeks research applications designed to examine ways to improve student learning through curriculum and instruction, through improving teacher quality, and through changes in the education system. Successful granteees who are also NRC members will participate in the session as discussants in order to share their experiences with the audience members.

1. An Overview of IES
   Elizabeth R. Albro, Institute of Education Sciences
2. Preparing Competitive Applications
   Elizabeth R. Albro, Institute of Education Sciences
3. Reflections on the IES Grant Process
   David Reinking, Clemson University
   Bridget Dalton, Vanderbilt University

2:05PM - 2:45PM  TANGERINE B
ALTERNATIVE FORMAT

2. BELL Project: Bellevue Project for Early Literacy, Language and Education
   Alan Mendelsohn, New York University
   Lesley M. Morrow, Rutgers University
   Harris Huberman, Downstate Medical Center, State University of New York
   Samantha Berkule, New York University
   Catherine Tamis-LeMonda, New York University
   Bernard Dreyer, New York University
3. (Re)sourcing Families: Tracing a Discourse of Early Literacy in Parent Communities
   Jennifer Rowsell, Rutgers University
   Patricia A. Edwards, Michigan State University

1:15PM - 2:45PM  ORANGE
ROUND TABLE SESSIONS

I. An Examination of an “Endangered Species”: Demographic, Training, and Employment Characteristics of Secondary Reading Specialists
   Carolyn L. Carlson, Washburn University

II. Examining Graduate Students Cooperative Learning Experiences in an On-Line Reading Course
   Jackie M. Arnold, University of Dayton
   Mary-Kate Sableski, University of Dayton

III. Intertextuality in 3rd Graders’ Nonfiction Science Writing and Drawing: An Examination of 3 Students’ Work
   Christine Carriere, University of Illinois at Chicago

IV. Literacy Teachers’ Pedagogical Understandings of Metacognition
   Nance S. Wilson, University of Central Florida
   Haiyan Bai, University of Central Florida

V. Exploring Children’s Reading of Original and Anthology Versions of Texts
   Karen M. Feathers, Wayne State University
   Poonam Arya, Wayne State University

VI. Inservice Preschool and Early Literacy Teachers’ Perspectives on Children’s Comprehension Development
   Emma M. Schorzman, University of Houston
   Lane Roy Gauthier, The University of Mississippi
   Laveria Hutchison, University of Houston

VII. Understanding Coaching in the Elementary School: Three Case Studies of Reading Coaches
   Charlotte A. Mundy, University of Florida

VIII. “It’s the Best Thing in the World to Create My Own Book”: Examining Young Author’s Identity through Text Construction
   Wen-chiang R. Chen, University of Wisconsin - La Crosse

IX. An Exploration of Cross-Linguistic Transfer in Spanish-English Bilingual Students’ Reading Performance
   Georgia E. Garcia, University of Illinois at Urbana-Champaign
   Teresa M. Bray, University of Illinois at Urbana-Champaign
   Shenglan Zhang, Winona State University
   Raul A. Mora, University of Illinois at Urbana-Champaign
   Jason Stegemoller, University of Illinois at Urbana-Champaign
   Shalonda Carr, University of Illinois at Urbana-Champaign
   Natalie Rinehart, University of Illinois at Urbana-Champaign

X. Searching for Openings: Cultivating Tact in Middle Grade Preservice Literacy Teachers
   Mark D. Vagle, The University of Georgia
   Hilary E. Hughes, The University of Georgia
   Diana J. Durbin, The University of Georgia

XI. Transformation of Preservice Teacher Literacy Identity: Metacognitive Transaction with Multimodal Literacy Engagements
   Ellen Spiller, University of Arizona

3:00PM - 4:30PM  AZALEA A
PAPER SESSION

Teachers’ Discourse and Teacher Education

Chair: George Kamberelis, University at Albany, State University of New York

I. Mapping Discourses in Teachers’ Talk About Using Digital Texts in Classrooms
   Eileen Honan, The University of Queensland

II. Here Comes Suzy Snowflake: Schema for Literacy Development
   Rachelle D. Washington, Clemson University

III. History Matters: Problematizing the Utopian Impulse in Literacy Research
   George Kamberelis, University at Albany, State University of New York
   Jenna Shim, University at Albany, State University of New York
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3:00PM - 4:30PM PAPER SESSION
AZALEA B

Using Technology for Writing, Discussion, & Reading
Chair: Elizabeth E. Friese, The University of Georgia

1. Forums for Feedback: Teacher and Student Interaction in Asynchronous Online Discussions
   Erica C. Boling, Rutgers University
   Jeanine Beatty, Rutgers University
   Jessica Partin, Rutgers University

2. Reading the Chronotope: Mapping Fictional Space and Time in Three Media
   Margaret Mackey, University of Alberta

3. Can Technology Facilitate Prose-Graphic Integration?
   Nancy L. DeFrance, Michigan State University

3:00PM - 4:30PM PAPER SESSION
CEDAR

Understanding Text
Chair: Elizabeth Dobler, Emporia State University

1. Rethinking Professional Development Concerning Comprehension Strategy Instruction
   Vickie J. Hinkle, The University of Oklahoma
   Sara Ann Beach, The University of Oklahoma

2. Final Report on the School, Teacher, and Student Level Variables Predicting Student Comprehension Outcomes in a Reading First Population
   Alysia D. Roehrig, Florida State University
   Mary T. Brownell, University of Florida
   Chris Schatschneider, Florida State University
   Yaacov Petscher, Florida State University

3. The Cognitive and the Affective: A Reciprocal Relationship?
   Elizabeth Dobler, Emporia State University
   Sharon E. Green, Fairleigh Dickinson University

3:00PM - 4:30PM PAPER SESSION
LARGO

Writing for Purpose
Chair: Deborah Horan, The University of Texas at Austin

1. “Social Mediation of Contextualized Mentorships: Epistemic Clustering of Elementary Teachers’ Pedagogical Beliefs about Writing”
   Deborah Horan, The University of Texas at Austin

2. Connected Knowledge: How Elementary Teachers Understand the Teaching of Writing
   Vicki McQuitty, Syracuse University

3. Learning to Enact a Democratic Writing Pedagogy Through Professional Development
   Thomas B. Smith, Northwest Missouri State University
   Marilyn McKinney, University of Nevada, Las Vegas

3:00PM - 4:30PM SYMPOSIUM
LEMON

Figuring Worlds of School: Exploring Identity and Literacy Through Three Case Studies
Chair & Discussant: Colleen Fairbanks, University of North Carolina at Greensboro

This symposium offers three important perspectives about how one teacher, one pre-service teacher, and one student figure their worlds of school. Within each case study, we explore the ways in which socio-political issues shape the identity construction of teachers and students while also highlighting moments of agency and improvisation. Although small, these moments play an integral part in the process of authorship within a particular figured world and provide insight into the ways in which transformation occurs (Holland et al., 1998).

1. Negotiating Spaces for Identity Work within the Figured World of a High School English Classroom
   Amy Vetter, University of North Carolina at Greensboro

2. Navigating Identity and Digital Literacy in Figured Worlds of Preservice Teacher Education
   Jeanie Reynolds, University of North Carolina at Greensboro

3. Identities and Academic Literacies: Authoring Selves in the Figured World of the University
   Holly Hungerford-Kresser, The University of Texas at Austin

3:00PM - 4:30PM ALTERNATIVE FORMAT
LIME

Invited Session: Multiple Research Perspectives on Effective Instructional Strategies to Engage English Language Learners in Literacy and Content Area Learning
Chairs & Discussants: Debbie East, Indiana University
                           Wen Ma, Le Moyne College

As the educational community moves to focus not only on English Language Learners’ linguistic difficulties, but also on their psychological and cultural needs in literacy and content area learning in and out of school settings, this session offers multiple research perspectives on current research, and new direction for future research, on instructional strategies for ELLs in our schools.

Presenters:
   Carmen Martinez-Roldan, Arizona State University
   Rebecca Oxford, University of Maryland
   Patricia Ruggiano Schmidt, Le Moyne College

3:00PM - 4:30PM PAPER SESSION
MARATHON

Writing and Writer Identity
Chair: Theresa Rogers, University of British Columbia

1. Fictional Practices of Everyday Life: Tactics of Genre, Gender and Generation
   Dennis J. Sumara, University of British Columbia
   Rebecca Luce-Kapler, Queen’s University
   Claire Robson, University of British Columbia
   Susan J. Catlin, Queen’s University
2. "Who Do You Think Wrote That?": The Discoursal Construction of Writer Identity by Three Adult Literacy Students
   Amy Burgess, Lancaster University

3. Within 14 Blocks: Zining with Street Youth in the YouthCLAIM Project
   Theresa Rogers, University of British Columbia
   Kari Winters, University of British Columbia

3:00PM - 4:30PM  OLEANDER A
ALTERNATIVE FORMAT

Who Are You (Not) Loving?: Examining Size, Sexuality, Health and Spirituality as Cultural Resources to Construct Culturally Responsive Literacy Pedagogies
Chair: Iris Taylor, ASPIRA Inc. of Illinois
During this alternative format participants will explore aspects of culture that are often overlooked in theorizing about literacy including sexuality, spirituality, health, and size. They will examine curricular resources aligned with these aspects of culture that surfaced from three different research studies for the purposes of creating culturally responsive pedagogies.

Presenters:
Lisa Simon, City College of New York, City University of New York
Nadjwa Norton, City College of New York, City University of New York
Iris Taylor, ASPIRA Inc. of Illinois

3:00PM - 4:30PM  OLEANDER B
ALTERNATIVE FORMAT

Constructing Harmony: Does Teacher Knowledge Effect Change in Adolescent Reading Motivation?
Chair: Carol J. Delaney, Texas State University - San Marcos
This study is part of continuing research on adolescent motivation to read. In this segment, researchers used the revised Adolescent Motivation to Read Profile (AMRP-R) and Teacher Motivation Profile (TMP) to probe further into the commonalities and differences in perspectives between students’ concepts of reading motivation and that of their respective classroom teachers. This study examines whether instruction and student motivation changed as a result of teachers’ understanding of what motivates their students to read.

1. Brief Review of the History of the AMRP-R and the TMP
   Carol J. Delaney, Texas State University - San Marcos

2. Sharing the Results Across Sites
   Carol J. Delaney, Texas State University - San Marcos
   Sharon M. Pitcher, Towson University
   Krishna Seunarinesingh, University of West Indies
   Nancy T. Walker, University of La Verne
   Scot McNary, Towson University

3. AMRP and TMP Comparisons
   Sharon M. Pitcher, Towson University

4. Audience Share
   Sharon M. Pitcher, Towson University
   Carol J. Delaney, Texas State University - San Marcos
   Krishna Seunarinesingh, University of West Indies
   Nancy T. Walker, University of La Verne
   Scot McNary, Towson University

3:00PM - 3:40PM  ORANGE
ROUNDTABLE SESSIONS

I. "I'm Just a Regular Kid with a Library Card": Urban Adolescents in Special Education Speak Out About Reading and Reading Instruction
   Carolyn A. Groff, Monmouth University

II. Assigning Incompetence: Unintentional Moves in the Discourse of Writing Instruction
   Ruth Sylvester, University of South Florida Lakeland

III. Teaching Reading with Mobile Learning: A Canadian Exploratory Investigation
   Jane Pilling-Cormick, Hamilton-Wentworth District School Board
   John Laverty, Hamilton-Wentworth District School Board
   Marilyn Legault, Hamilton-Wentworth District School Board

IV. Developing Bilingual Writers: A Research Synthesis
   Svjetlana Curcic, National-Louis University
   Kimberly A. Wolbers, University of Tennessee at Knoxville

V. How Preservice Teachers Develop Their Understanding of Teaching Reading and Writing to Linguistically and Culturally Diverse Students
   Chitlada Patchen, University of North Texas
   Kelley King, University of North Texas

VI. The Relationship of Vocabulary Knowledge to the Reading and Science Achievement of Fifth-Grade Students
   Jennifer Montgomery, Western Kentucky University

VII. How Effective Is Professional Development 2 or 3 Years Later?
   Colleen P. Gilrane, University of Tennessee at Knoxville
   Melba Roberts, Blount County Schools
   Lisa Anne Russell, Blount County Schools

VIII. Engaging with Stories Through Drama: Portraits of Two Young Readers
   Donna Sayers Adomat, Indiana University

IX. High-Stakes Testing: Narratives of the Cost of 'Friendly Fire'
   Peter Johnston, University at Albany, State University of New York
   Kathryn L. Chameau, University of Wisconsin - Milwaukee

X. A Descriptive Study of the Development of Literacy Identities
   Angela M. Madden, University of Kentucky

XI. Teaching Vocabulary in Fourth Grade: Integrating Best-Practices Instruction into an Existing Reading and Language Arts Program
   James F. Baumann, University of Wyoming
   Eileen Johnson, Indian Paintbrush Elementary School
Friday • December 5, 2008

3:00PM - 4:30PM
ALTERNATIVE FORMAT

Putting the Fun in Funding: Experienced Literacy Researchers Discuss Grant Writing

Chairs: Seth A. Parsons, George Mason University
        Erika S. Gray, University of North Carolina at Greensboro
        Stephanie G. Davis, University of North Carolina at Greensboro
        Noreen S. Moore, University of Delaware
        Kristina Najera, University of Delaware

Discussant: Annemarie S. Palincsar, University of Michigan

Beginning researchers must learn how to obtain funding for research, so they can conduct large-scale, high-quality studies. In this session, distinguished literacy scholars discuss why researchers need funding, how researchers find funding, and how researchers can write proposals to obtain funding.

1. Why Do Researchers Need Funding?
   Dick Allington, University of Tennessee

2. How Researchers Find Funding?
   Janice F. Almasi, University of Kentucky

3. How Do Researchers Write Proposals to Get Funding?
   Elizabeth Birr Moje, University of Michigan

3:00PM - 4:30PM
SYMPHOSIUM

The Imperative Need to Enhance Language Skills: Effects of Early Classroom Language Support and Two Effective Interventions

Chair: David K. Dickinson, Vanderbilt University

Discussants: Susan Reed, University of Southern Maine
            Mary Ashe, North Carolina Literacy Connection, Project Enlightenment

It is now widely understood that we gain a greater understanding of how early childhood classrooms foster language skills that lead to later reading comprehension and how to intervene to help teachers adopt effective strategies. This symposium includes descriptive data from a longitudinal study that uses the most detailed examination of preschool classroom life available to predict reading success through grade four and two reports from different types of interventions designed to enhance language learning.

1. Preschool Teachers Are Important: Age Four Classroom Experiences Predict Grade Four Reading
   David K. Dickinson, Vanderbilt University
   Michelle V. Porche, Wellesley College

2. The Impact of Training on the Quality of Teachers’ Language and Children’s Vocabulary Development: Results from a Head Start Intervention
   Barbara A. Wasik, Temple University
   Annemarie H. Hindman, Temple University

3. Fostering Language Development in Preschool Classrooms: Reflections on Work with ERF Teachers
   Judith Schickedanz, Boston University

Emergent Literacy Instruction and Intervention: Three-Research Synthesis to Identify Effective Practices

Chair: Christie L. Cavanaugh, University of Florida

Discussants: Ann-Marie Orlando, University of Florida
            Salih Rakap, University of Florida
            Nancy O. Wilde, University of Florida
            Sunjung Kim, University of Florida
            Sharron Cuthbertson, University of Florida
            Sally Moore, University of Florida
            Heeyoung Park, University of Florida
            Il Rang Lee, University of Florida
            Juliette Carter, University of Florida
            Danyse Harrison, University of Florida
            Debra Donlan, University of Florida

Overarching Theme: Focus on Process for Conducting Syntheses and Identification of Emergent Literacy Content. Interdisciplinary doctoral student teams conducted research syntheses on emergent literacy topics with faculty guidance to learn and complete the process. These syntheses are related through the thread of emergent literacy instruction, yet, they each have a specific intervention and population focus. This work focuses on process and content. Topics include: The effects of storybook reading interventions on emergent literacy development for children with disabilities; Parent-implemented early literacy interventions for young children from low-income families; and The Impact of phonological awareness AND writing instruction on emergent writing development.

1. Synthesis One: The Effects of Storybook Reading Interventions on the Emergent Literacy Development of Children with Disabilities
   Ann-Marie Orlando, University of Florida
   Salih Rakap, University of Florida
   Nancy O. Wilde, University of Florida
   Sunjung Kim, University of Florida

2. Synthesis Two: Parent-Implemented Early Literacy Interventions for Children 5 Years Old or Younger from Low-Income Families
   Sharron Cuthbertson, University of Florida
   Sally Moore, University of Florida
   Heeyoung Park, University of Florida
   Il Rang Lee, University of Florida

3. Synthesis Three: The Combination of Phonological Awareness and Writing Instruction and Its Impact on Emergent Writing Skill Development
   Juliette Carter, University of Florida
   Danyse Harrison, University of Florida
   Debra Donlan, University of Florida

December 3 - December 6, 2008

Literture Research: Merging and Emerging Perspectives 58th National Reading Conference • December 3 - December 6, 2008
**3:00PM - 4:30PM**

**ALTERNATIVE FORMAT**

**Invited Session: Intersecting Professional Development and Teacher Education Research: Methods, Findings, and Commentary on Longitudinal Studies**

**Chair:** Ellen McIntyre, North Carolina State University

Part I of this session will begin with a presentation of the findings and methods of multiple longitudinal studies of professional development on literacy instructional practices for diverse populations (low SES rural whites, urban African-Americans, and rural and urban ELLs) directed or co-directed by Ellen McIntyre. Most studies involved collaborative research using ethnographic techniques, and one was an evaluation study using student learning as a measure. Part II of this session will be a panel discussion by Cheryl Dozier, Ruth Wharton-McDonald, and Linda Wold on the key findings and implications across these studies. Commentary will be grounded in theory and research on professional development and will raise questions and issues for working with practicing teachers for the improvement of literacy instruction. Significant time will be allowed for participant sharing on views about and experiences with teacher learning.

**Presenters:**
Cheryl L. Dozier, University at Albany, State University of New York
Ellen McIntyre, North Carolina State University
Ruth Wharton-McDonald, University of New Hampshire
Linda S. Wold, Loyola University Chicago

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**4:45PM - 6:00PM**

**PLENARY ADDRESS TWO**

**Chair:** Kelly Chandler-Olcott, Syracuse University

I. **Announcements**
Kathleen A. Hinchman, Syracuse University

II. **Edward B. Fry Book Award Presentation**
Anne McGill-Franzen, University of Tennessee

III. **Introduction of the Speaker**
Christine C. Pappas, University of Illinois at Chicago

IV. **Plenary Address**
*Literacy and African-American Boys: Shifting the Paradigm*
Alfred Tatum, University of Illinois at Chicago
Saturday • December 6, 2008

Literacy Research: Merging and Emerging Perspectives

58th National Reading Conference • December 3 - December 6, 2008
8:30AM - 10:00AM  AZALEA A
PAPER SESSION

Literacy and Science
Chair: Zhihui Fang, University of Florida
1. Teaching Reading in the Science Classroom to Promote Science Literacy
   Zhihui Fang, University of Florida
2. Embedding Authentic Literacy and Science Argument Practices in Elementary Classrooms: The Impact of Quality Teacher Implementation on Closing the Achievement Gap
   Lori A. Norton-Meier, Iowa State University
   Brian Hand, The University of Iowa
   Recai Akkus, Abant Izzet Baysal University
3. Emphasizing Content-Area Reading in Science in Grades 3-5: A Model for Enhancing Reading Comprehension and Science Learning
   Nancy R. Romance, Florida Atlantic University
   Michael R. Vitale, East Carolina University

8:30AM - 10:00AM  AZALEA B
PAPER SESSION

Developing Preservice Teachers' Instructional Practices Through Tutoring
Chair: Carole S. Rhodes, Queens College, City University of New York
1. "I Felt Like a Teacher for the First Time!": Preservice Teachers' Learning in a School-Based Tutoring Project
   Dixie D. Massey, University of Washington
   Jan Lewis, Pacific Lutheran University
2. Preservice Tutors and First Grade Children: Prompts, Interactions, and Faculty Feedback
   Beverly J. Timmons, Kent State University
   Denise N. Morgan, Kent State University
3. Pre-Service Reading Teachers as Tutors: Efficacy and Strategy
   Heather R. Haverback, Towson University
   Susan J. Parault, St. Cloud State University

8:30AM - 10:00AM  CEDAR
PAPER SESSION

Teacher Education Issues and Answers
Chair: Amy D. Broemmel, University of Tennessee at Knoxville
1. Teacher Education Standards and Relevant Curriculum: Literature as the Center of Language Arts?
   Leslie D. Burns, University of Kentucky
   Lisa Scherff, The University of Alabama
2. Social Class & Socially Responsive Teacher Education: A Multiple Case Study
   Cheryl A. Kreutetter, SUNY Geneseo
3. Listening to the Teachers: Experiences in Success For All Classrooms
   Katherine R. Evans, University of Tennessee at Knoxville
   Amy D. Broemmel, University of Tennessee at Knoxville

8:30AM - 10:00AM  LARGO
PAPER SESSION

Student Talk and Student Identity
Chair: Stavroula Kontovourki, Teachers College, Columbia University
1. "Did You Hear What I Said Yo?!": Exploring Conversations as Critical Literacy Work Among Urban Adolescents of Color
   Jeanine M. Staples, Pennsylvania State University
2. "I'm a J!": Texts and the Construction of Literate Identities in a Third Grade Classroom
   Stavroula Kontovourki, Teachers College, Columbia University
3. (Re)Making Identities in Book Clubs: Adult GED Students Become Agents of Their Literacy Learning
   Carolyn A. Colvin, The University of Iowa
   Yewande Lewis, The University of Iowa
   Mariah Steele, The University of Iowa
   Lauren A. Keating, Grant Wood Area Educational Agency

8:30AM - 10:00AM  LEMON
SYMPOSIUM

Chinese Perspectives on Literacy Teaching and Learning
Chair: Ran Hu, The University of Georgia
Discussant: Cynthia B. Leung, University of South Florida St. Petersburg
In this symposium, we present different Chinese perspectives on both Chinese and English literacy teaching and learning. Paper 1 examines unique characteristics of Chinese ideograms that historically have lent themselves to political, social, and educational contexts in ancient China. Paper 2 examines the influence of Confucianism and Deweyan philosophy on Chinese literacy acquisition. Paper 3 examines how mainstream social ideologies influenced English teaching and learning in China.
1. Literacy in Ancient China: A Situated Role in Historical Times
   Liqing Tao, City University of New York
   Gaoyin Qian, City College of New York, City University of New York
2. Confucian and Deweyan Influences on Literacy Learning in Contemporary China
   Wei-chun Liu, Purdue University
   Beverly Cox, Purdue University
3. Social Ideologies and the Teaching and Learning of English Literacy in China
   Ran Hu, The University of Georgia
8:30AM - 10:00AM  LIME

SYMPOSIUM

Eliciting Peer-to-Peer Talk about Text in the Middle Elementary Years

Chair & Discussant: Maren S. Aukerman, Stanford University

The purpose of this symposium is to explore what drives children's responsiveness to each other in elementary school small group conversations of fiction and nonfiction texts. The role of teacher and student questions and text features particular to fiction and informational texts will be discussed in relation to the opportunities created for generating substantive peer-to-peer talk in various participation structures.

1. The Role of Teacher and Student Questions in Forstering Third Grade Peer-to-Peer Discussions of Literary Texts
   Maren S. Aukerman, Stanford University
   Greg Glashen, University of Pennsylvania
   Kathleen Riley, University of Pennsylvania

2. Looking at Ourselves Under a Microscope: Examining Peer-to-Peer Talk in Teacher-Mediated Fourth Grade Discussions of Science Informational Picturebooks
   Monica A. Belfatti, University of Pennsylvania
   Caroline E. McGuire, University of Pennsylvania

3. Exploring Third Grade Small Group Discussions in Two Participation Structures Aimed at Fostering Reading Comprehension of Literary Texts
   Diane M. Santori, University of Pennsylvania

8:30AM - 10:00AM  MARATHON

PAPER SESSION

Images of Family, Library Inquiry, and Peers as Resources

Chair: Lisa Simon, City College of New York, City University of New York

1. Images of Family in Commercial Reading Programs: A Critical Examination
   Judith Dunkerly, University of Nevada, Las Vegas

2. What We Talk About When We Talk About Inquiry
   Lisa Simon, City College of New York, City University of New York

3. Drawing Upon Resources: Capital Conversion in an Elementary Classroom of Literacy Practice
   Amy Ardell, University of Southern California

8:30AM - 10:00AM  OLEANDER A

ALTERNATIVE FORMAT

The Multiple Roles, Dilemmas and Opportunities in Using Technology in Teacher Preparation and Literacy

Chair: Rebecca Anderson, The University of Memphis
Discussant: Laura Roehler, Michigan State University

Despite the prevalence of technology in teacher preparation, we know very little about the roles, dilemmas and opportunities that emerge from the integration of technology into literacy and teacher preparation. This symposium provides some research-based insights about what can be learned along with directions for future study. Participants in this alternative symposium will be invited to discuss our data as well as their own research and experiences.

1. Technology and Enduring Problems: How Teacher Candidates' Video Observations Reveal Powerful Dilemmas Based on Their Backgrounds as Students
   Mark W. Conley, The University of Memphis

2. Cases that Follow Cases for Building Pedagogical Knowledge
   Tara Alvey, Vanderbilt University
   Christopher Keyes, Vanderbilt University
   Victoria J. Risko, Vanderbilt University

3. Cases for Conceptual Change in Pre-Service Technology and Literacy Instruction
   Charles K. Kinzer, Teachers College, Columbia University
   Sarah Lohnes, Towson University
   Dan Hoffman, Teachers College, Columbia University
   Selen Turkay, Teachers College, Columbia University

4. Preservice Teachers and Technology: From Coursework to Schoolwork
   Marino Alvarez, Tennessee State University

5. Shifting Identities with Technology: From Student/Preservice Teacher to Teacher
   Linda Labbo, The University of Georgia
   Mary S. Love, The University of Georgia

8:30AM - 10:00AM  OLEANDER B

SYMPOSIUM

Adolescent Vocabulary Development: Multiple Perspectives on In-School and Out-of-School Predictors and Identities

Chair: Joshua F. Lawrence, Harvard Graduate School of Education
Discussant: Linda Kucan, University of Pittsburgh

This session presents several recent studies that describe the rich range of activities that contribute to adolescent word learning, and how students position themselves as word learners and users in schools. Presentations include analysis of data collected from a multi-site vocabulary intervention, student interviews, and surveys of student time-allocation. Together, these studies present a rich and complex picture of adolescent word learning.

1. Implementation of a Middle-School Vocabulary Intervention: What Are the Effects on Students' Word Learning in the Pilot Year?
   Claire White, Strategic Educational Research Partnership

2. Background Knowledge and Roles of Authority in Using New Academic Words
   Christina Dobbs, Harvard University

3. "I'm Not a Big Word Fan": Exploring Ninth-Graders' Experiences with Word Consciousness-Oriented Vocabulary Instruction
   Kara Moloney, New Mexico Highlands University

4. Leisure Reading During the Summer and School Year: Contrary Predictions for Vocabulary Learning Across the Calendar Year
   Joshua F. Lawrence, Harvard Graduate School of Education
8:30AM - 10:00AM  SALON A
RESEARCH METHODOLOGIES SERIES
Recent Advancements in Qualitative Design and Analysis
Chair & Discussant: Robert Jiménez, Vanderbilt University
Presenter: Sari Knopp Biklen, Syracuse University

8:30AM - 10:00AM  SALON B
SYMPOSIUM
Exemplary Evidence-Based Literacy Tutoring Programs: What Works and Why
Chair: Janet C. Richards, University of South Florida
Discussant: Dick Allington, University of Tennessee
This symposium will inform those who wish to become familiar with innovative literacy tutoring programs; initiate similar tutoring initiatives; set or revise goals for existing programs; expand/enhance current literacy tutoring programs; or conduct research on literacy programs for purposes of evaluation, accountability, funding, or publication.

1. Communities of Practice Summer Literacy Camps
   Janet C. Richards, University of South Florida
   Susan Bennett, University of South Florida

2. Let's Make Movies: Enhancing Children's and Adolescents' Literacy Skills in Media Literacy Camp
   James R. King, University of South Florida
   Jenifer Schneider, University of South Florida
   Deborah Kozdrows, University of South Florida
   James Welsh, University of South Florida

3. STELLAR Tutoring in Preservice Teacher Preparation
   James Hoffman, The University of Texas at Austin
   Melissa Mosely, The University of Texas at Austin
   Deborah Horan, The University of Texas at Austin
   Audra Roach, The University of Texas at Austin
   Katie Russell, The University of Texas at Austin
   Heather Warren, The University of Texas at Austin

8:30AM - 10:00AM  SALON C
SYMPOSIUM
A Multi-Tiered Model of Sustainable Literacy Improvement in Urban Schools
Chair: JoAnne Vazzano, Northeastern Illinois University
Discussant: Peggy Mueller, The Chicago Community Trust
University literacy professors in a large Midwestern district, partnered with urban schools to improve literacy instruction. A collaborative professional development approach was proposed to build infrastructures in each network school as a self-sustainable model of professional development to increase the number of key literacy personnel. Research will be presented on three areas of the model: reflective debriefings of teacher-to-teacher demonstrations, ongoing influence of teacher-to-teacher demonstrations, and individual professional development opportunities from systematic inquiry projects.

1. A Continuum for Literacy Improvement in Urban Schools: From Capacity Building to Sustainable Growth and Achievement
   Joyce H. Jennings, Northeastern Illinois University

2. Reflective Practice as Infrastructure: Focused Debriefing of Demonstration Lessons
   Janet Pariza, Northeastern Illinois University
   JoAnne Vazzano, Northeastern Illinois University

3. Generating Changes in Urban School Literacy Instruction Through Conversations and Connections about Demonstration Lessons
   Eileen Kaiser, Northeastern Illinois University
   JoAnne Vazzano, Northeastern Illinois University

4. Increasing the Number of Key Literacy Teachers in Urban Schools: Systematic Inquiry as Individual Professional Development
   Janalyn Meehan, Northeastern Illinois University

8:30AM - 10:00AM  SALON D
ALTERNATIVE FORMAT
Applying the Multiliteracies Pedagogical Framework to Content-area Teaching
Chairs: Roni Jo Draper, Brigham Young University
       Amy P. Jensen, Brigham Young University
Preparation for democratic participation, for taking on the problems of humanity, must prepare individuals with both an understanding of the particulars of problems (content) and the linguistic and para-linguistic acuity to participate (literacy). Content-area teacher educators will lead a discussion about the utility of the multiliteracies pedagogical framework for teaching within content-area classrooms.

1. Describing and Critiquing the Multiliteracies Pedagogical Framework
   Roni Jo Draper, Brigham Young University

2. Using the Multiliteracies Pedagogical Framework in the Arts
   Amy P. Jensen, Brigham Young University
   Paul Broomhead, Brigham Young University
   Diane Asay, Brigham Young University

   Daniel Siebert, Brigham Young University
   Steven Shumway, Brigham Young University
   Marta Adair, Brigham Young University
   Scott Hendrickson, Brigham Young University

4. Using the Multiliteracies Pedagogical Framework in the Humanities
   Jeffery D. Nokes, Brigham Young University
   Sirpa Grieson, Brigham Young University
Refining and Extending a Research Agenda: Expository Reading and Writing

Chair: Thomas D. Wolsey, Walden University
Discussant: Jane Hansen, University of Virginia

Instructional precision may be of more value than simple prescription as students learn to navigate transactional texts as readers and writers. These studies provide models and descriptions of successful practice needed to encourage teachers and school systems to improve academic outcomes in reading informational texts and writing for academic purposes.

1. Academic Writing: Cognitive Flexibility Theory in Practice
   Thomas D. Wolsey, Walden University

2. Supporting Knowledge and Language Acquisition Differences and Growth: Are Tiered Same-Topic Texts the Answer?
   Diane Lapp, San Diego State University
   Barbara Moss, San Diego State University

3. Reading and Writing Persuasive Texts: Constructing a Convincing Argument
   Dana L. Grisham, California State University, East Bay
   Cheryl Pham, San Diego Unified School District
   Cheryl Wozniak, California State University, East Bay

So, You’re Looking for Answers?: Exploring Possibilities of Teacher Inquiry Communities around Literacy Teaching in New Jersey and Guatemala

Chair & Discussant: Marjorie E. Madden, Rowan University

This research documents, analyzes and interprets the impact of teacher inquiry communities on literacy teaching and learning. What are dilemmas in literacy instruction that confront teachers across schools, communities, and countries? How might a teacher inquiry community contribute to the understanding of literacy teaching and learning? This research provides a cross-cultural analysis of teacher researcher communities from three contexts: a suburban school in Glassboro, NJ, an urban school in Camden, New Jersey, and a Mayan school, in Antigua, Guatemala.

Purpose/Perspectives
Marjorie E. Madden, Rowan University
Stacey Leftwich, Rowan University
Susan Browne, Rowan University

Albert J. Kingston Award Presentation
Diane Corcoran Nielsen, The University of Kansas

Introduction of the Speaker
Nancy L. Shanklin, University of Colorado Denver

2008 Integrative Research Address
Everything You’ve Always Wanted to Know About Literacy Coaching but Were Afraid to Ask: A Review of Policy and Research
Sharon Walpole, University of Delaware
Michael C. McKenna, University of Virginia
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Appendix I: NRC Leadership and Honorees
Appendix I: NRC Leadership and Honorees (cont.)

2008 NRC Committee & ICG Chairs

Albert J. Kingston Award Committee
Chair: Diane Corcoran Nielsen (2007-2010)
University of Kansas
dnielsen@ku.edu

Distinguished Scholar Lifetime Achievement Award Committee
Chair: Margaret J. Finders (2005-2008)
University of Wisconsin LaCrosse
finders.marg@uwlax.edu

Early Career Achievement Award Committee
Chair: Mark Dressman (2006-2009)
University of Illinois at Urbana-Champaign
mdressma@uiuc.edu

Edward B. Fry Book Award Committee
Chair: Anne McGill-Franzen (2006-2009)
University of Tennessee
amcgillf@utk.edu

Ethics Innovative Community Group
Co-Chair: Karen Feathers (2006-2009)
Wayne State University
k.feathers@wayne.edu

Co-Chair: Cynthia Leung (2006-2009)
University of South Florida
leung@stpt.usf.edu

Ethnicity, Race & Multilingualism Committee
Chair: Jennifer Danridge Turner (2006-2009)
University of Maryland
jdtturner@umd.edu

International Innovative Community Group
Chair: Jiening Ruan (2007-2010)
University of Oklahoma
jruan@ou.edu

J. Michael Parker Award Committee
Chair: Erik Jacobson (2007-2010)
Montclair State University
erikjacobson@comcast.net

Oscar S. Causey Award Committee
Chair: Deborah Dillon (2007-2010)
University of Minnesota
dillon@umn.edu

Policy & Legislative Committee
Chair: Colleen P. Gilrane (2005-2008)
University of Tennessee
cgilrane@utk.edu

Student Outstanding Research Award Committee
Chair: Bridget Dalton (2006-2009)
Vanderbilt University
bridget.dalton@vanderbilt.edu

NRC Award Recipients

Albert J. Kingston Award
Harry Singer (1985)
Irene Athey (1986)
Frank Greene (1987)
Thomas H. Estes (1988)
Michael L. Kamil (1989)
M. Trika Smith-Burke (1990)
Edward B. Fry (1991)
Patricia L. Anders (1992)
Jerry Harste (1993)
Jerome A. Niles (1994)
John E. Readence (1995)
Richard Robinson (1996)
Donna E. Alverman (1997)
Ronald P. Carver (1998)
Lea M. McGee (1999)
Lee Gunderson (2000)
Linda B. Gambrell (2001)
James V. Hoffman (2002)
Martha Ruddell (2003)
Peter Mosenthal (2004)
Colin Harrison (2005)
Michael McKenna (2006)
John McEneaney (2007)

Distinguished Scholar Lifetime Achievement Award
Louise Rosenblatt (2002)
Marie Clay (2003)
Courtney B. Cazden (2004)
Jerome Bruner (2007)

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)
Beth Maloch (2006)
Sharon Walpole (2007)

Edward B. Fry Book Award
Elizabeth Bernhardt (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 Kalnin (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)
Guofang Li (2006)
Patricia E. Enciso (2007)
Cynthia J. Lewis (2007)
Elizabeth Birr Moje (2007)

J. Michael Parker Award
Robin Waterman (2006)
Amy Johnson (2007)
Kristin Perry (2007)
Appendix I: NRC Leadership and Honorees (cont.)

Oscar S. Causey Award
Arthur S. McDonald (1967)
Albert J. Kingston (1968)
George D. Spache (1969)
George B. Schick (1970)
Homer L. J. Carter (1971)
Al Lowe (1975)
Paul C. Berg (1978)
Earl F. 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)
Michael Pressley (2000)
Patricia Ann Alexander (2001)
Robert Calfee (2003)
Victoria Purcell-Gates (2004)
Steven Stahl (2004)
Annemarie Sullivan Palincsar (2005)
Michael L. Kamil (2006)
Scott G. Paris (2007)

Student Outstanding Research Award
Peter Aflerbach (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. McCarty (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 Defies Silverman (2004)
Megan Madigan Peercy (2005)
Elizabeth Stolle (2007)

NRC Past Presidents
Oscar S. Causey (1952-59)
William Eller (1960-61)
George Spache (1962-64)
Albert J. Kingston (1964-65)
Paul Berg (1967-68)
Alton Raygor (1969-70)
Wendell Weaver (1971-72)
Earl Rankin (1972-74)
Edward B. Fry (1974-76)
Jaap Tuinman (1976-78)
Harry Singer (1978-80)
Frank Green (1980-82)
Irene Athey (1982-84)
Lenore R. Ringer (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)
Victoria Purcell-Gates (2005-2006)
Patricia A. Edwards (2006-2007)

For a complete list of committee members, go online at nrconline.org
Program Chair: Kathleen A. Hinchman, Syracuse University
Assistant Chair: David Reinking, Clemson University

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Julie Kidd, George Mason University
Althier Lazar, Saint Joseph’s University
Julie Pennington, University of Nevada – Reno
Karen Spector, The University of Alabama

Area 2: In-Service Teacher Education/Professional Development in Literacy
Cheryl Dozier, University at Albany, State University of New York
Ellen McIntyre, North Carolina State University
Ruth Wharton-McDonald, University of New Hampshire
Linda Wold, Loyola University Chicago

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Laurie Elish-Piper, Northern Illinois University
Valerie Robnolt, Virginia Commonwealth University
Amy Seely Flint, Georgia State University

Area 4: Literacy Assessment, Evaluation, and Public Policy
Leslie Burns, University of Kentucky
Pamela Dunston, Clemson University
Josephine Peyton Marsh, Arizona State University
Courtney Zmach, American Institutes for Research

Area 5: Early and Elementary Literacy Processes
Kelly Cartwright, Christopher Newport University
Kevin Flanagan, West Chester University of Pennsylvania
Heidi Mesmer, Virginia Polytechnic Institute and State University

Area 6: Adolescent, College, and Adult Literacy Processes
Stergios G. Botzakis, University of Tennessee at Knoxville
Leigh Hall, University of North Carolina at Chapel Hill
Amy Johnson, University of South Carolina

Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School
Debbie East, Indiana University
Wen Ma, LeMoyne College

Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings
Lori Assaf, Texas State University – San Marcos
Guofang Li, Michigan State University
Julia Lopez-Robertson, University of South Carolina

Area 9: Text Analysis/Children’s, Young Adult & Adult Literature
Susan Browne, Rowan University
Miriam Martinez, The University of Texas at San Antonio
Janelle Mathis, University of North Texas

Area 10: Literacy, Technology, and Media
Erica Boling, Rutgers University
David Lund, Southern Utah University
Ruby Sanny, Purdue University

Area 11: Study Groups
Susan Cantrell, University of Kentucky
Laura Henry, University of Kentucky
Nina Nilsson, Saint Joseph’s University

Area 12: Other Topics
Nancy Flanagan Knapp, The University of Georgia
Rachel G. Salas, California State University – Sacramento
Lisa Simon, City College of New York, City University of New York

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