Dear NRC Annual Meeting Attendee:

Welcome to the 2009 Annual Meeting of the National Reading Conference in Albuquerque, New Mexico. Welcome especially to those attending NRC for the first time. NRC has a longstanding tradition of welcoming new members, particularly graduate students and junior faculty who are the foundation for the next generation of literacy scholars. One example is the Newcomers’ Luncheon on Wednesday for those who have registered for that event in advance. Likewise, with their registration materials, graduate students will find a list of ten suggestions for enriching their experience at the Annual Meeting.

If you are new to NRC, I encourage uninhibited participation in all conference activities confident that you will be welcomed and nurtured by more established members, who, even if they have high status in the field, are approachable and supportive. Many members are attracted to NRC because the Annual Meeting provides many formal and informal opportunities for open, stimulating discussion and interaction that is respectful of all voices and perspectives. NRC’s culture is also grounded in professional collaborations and often career-long friendships that draw energy from the Annual Meeting. As a case in point, few professional organizations can boast that more than 90% of its members typically attend the Annual Meeting. If you are new to NRC, I am confident that active involvement in diverse conference activities will bring you into contact with NRC’s special character, which is likely to bring you back year after year.

For longtime NRCers, this year’s Annual Meeting reflects a blend of established traditions as well as unique activities and new directions (see Page 7 for a summary of what’s new this year). You will find all of the usual events of recent years: morning study groups, symposia, alternative sessions, paper sessions, roundtables, the town meeting, and business meetings. The plenary sessions are a mix of senior NRC scholars (Kathy Hinchman’s presidential address, Taffy Raphael’s Oscar S. Causey address, and a special collegial debate between two teams on Saturday) and senior scholars from related fields who will expand our horizons and deepen our knowledge (Gloria Ladson-Billings, University of Wisconsin, on Thursday and Charles Payne, University of Chicago, on Friday). I hope everyone will join me in attending all of these plenary sessions. They promise to enrich our perspectives and understanding, and your attendance honors our distinguished members and guests who are plenary speakers.

I challenge members who have been coming to NRC for years to break their established routines, at least in some small way this year. Maybe it’s attending a session more tangential to your interests, or one of the study groups, or open committee meetings. It will give you new insights, connect you with new colleagues, and keep your conference experience fresh and invigorating, and we will all be the richer for your added involvement.

Finally, I want to acknowledge several individuals who have been particularly helpful to me in planning this year’s Annual Meeting. I offer my thanks to Kathy Hinchman, who helped me learn the planning ropes while I assisted her in planning last year’s event; Patty Anders, who assisted me this year as co-chair; Chris Roper, NRC’s executive director, who works tirelessly for NRC and whose organizational abilities and attention to detail are phenomenal; George Hruby, who spearheaded local arrangements and coordinated social activities; and Diane Tracey, NRC’s secretary, who volunteered to coordinate the Luncheon with Distinguished Scholars on Saturday. I also want to thank NRC members Barbara Bradley, Kathy Headley, and Diane Nielsen, who allowed me to be distracted by NRC business during our work together in Italy this past summer, and who were good sounding boards for many of the ideas and decisions about the Annual Meeting that were made during that time.

Best wishes for a stimulating and enriching Annual Meeting. I hope too that you will find time to enjoy the rich culture of Albuquerque, experience its charm, and sample some of its inviting options for entertainment.

David Reinking
NRC 2009 Program Chair and President-Elect
In Memoriam

Martha Maxwell

Since the signing of the Serviceman’s Re-adjustment Act of 1944 (i.e., the GI Bill of Rights) up through the civil rights movement and open door movement of the 1960s and 1970s and on to the current era in postsecondary education, hundreds of thousands of college students have taken advantage of learning centers, tutorial programs, college reading and learning classes, and supplemental instruction programs. These services have provided a foundation for these students’ postsecondary academic if not life successes. For the professionals serving this population throughout the latter 20th century, one individual served as the primary beacon of light to which the field could always turn. This individual was Martha Maxwell.

Martha has been described as a counselor, teacher, academic adviser, reading/learning disabilities specialist, researcher, administrator, perennial student, and as she described herself, a cheerleader for students who came from backgrounds where success had not been part of their repertoires. Across a career that spanned five decades starting with teaching speed reading to returning GIs at the American University, to organizing the reading/study skills laboratory at the University of Maryland, to serving as the Director of the Student Learning Center at the University of California at Berkeley, she was indeed a cheerleader for all students and her colleagues in the profession.

As might be expected, Martha was an active member of our NRC, including service on the Board of Directors, during our college and adult reading era. Furthermore, she served as the President of the College Reading Association, and she was a major contributor to the development of the Western College Reading Association. As a scholar she wrote seminal works for the field, including Improving Student Learning Skills, Evaluating Academic Skills Programs, and When Tutor Meets Student, as well as the innovative work text Skinneing and Scanning Improvement.

There would be little disagreement by scholars and practitioners alike that the two editions of Improving Student Learning Skills served as the fundamental touchstone for the field throughout the latter decades of the 20th century.

Norman A. Stahl, Ph.D.
NRC Past President
Northern Illinois University

Judy Nichols Mitchell

Judy Nichols Mitchell was Dean of the College of Education at Washington State University in Pullman. She passed away at her home unexpectedly the weekend of June 26, 2009. She was 70. Judy is survived by her daughter Amy Mitchell (Neal Bonser) of Tucson, her son Ian Mitchell (Julie) of Chicago, and four grandchildren.

Judy was an active member of NRC from 1976-1996, during which time she was a professor of reading at the University of Arizona. She served as the head of the Department of Language, Reading and Culture in the College of Education at Arizona in the early ’90s. She chaired the University Commission on the Status of Women and was responsible for coordinating the university’s first professional development program for department chairs.

Judy was the longest-serving dean at Washington State University. Her contributions were many, including a substantial capital campaign that included an $11-million, 27,000-square-foot addition to the College of Education building. Her leadership in higher education was characterized by her exceptional ability to help people find common ground where none seemed to exist.

As professor and NRC member, Judy wrote about reading comprehension and teacher education; as dean she wrote about career development and leadership in higher education. Her scholarship is documented at http://education.wsu.edu/overview/deans/


Memorial contributions may be made to the “Dean’s Excellence Fund” through the WSU Foundation; contact Kim Holapa at holapa@wsu.edu.

“I received word of Judy’s passing on Sunday morning, June 28, 2009 and during the next week or so, more than 100 messages were sent my way, reminding me of Judy’s nature and why she was so well loved. For those who didn’t know Judy, let me tell you that she was one of the most generous, loyal, thoughtful, fair-minded, funniest people I have ever known. I loved her—as did many—like a sister.

Many of us grew up in the field with Judy. We figured out how to be moms (or not), wives (or not), and professors. I roomed with Judy at NRC for more than 20 years—we often joked that we had been roommates longer than either of us had been married.

Judy was not just a member of the reading community but was a caring colleague in many of our subcommunities, providing support and encouragement, listening to and sharing personal stories and concerns. When she listened to you, she fixed her eyes on you and focused not only with her mind but also her heart. She has left much of that heart as well as her mind within us. We cherish having spent time with her.”

Patty Anders (with friends)
NRC Vice President
University of Arizona

Paul Conrad Berg

Dr. Paul Berg was an emeritus professor of reading in the College of Education at the University of South Carolina in Columbia. He did undergraduate work at Syracuse University and received a doctoral degree from Cornell University under Marvin Glock. Paul began his higher education career at the University of Florida in Gainesville where he collaborated with George Spache on the successful publication, The Art of Efficient Reading. His tenure at South Carolina spanned over three decades, where a graduate fellowship is named in his honor. He served as NRC’s fifth president during 1967 and 1968.

Paul’s scholarship focused primarily on reading comprehension and developing cognitive skills for understanding print. He often surprised me with his ability to connect current theoretical and research trends with seminal work from the past. I recall sitting in his office one afternoon trying to impress him by expounding on the then-current notions of metacognition, when he pulled a book from among his extensive office collection and began reading a pristine description of self-regulated reading. He smiled when he revealed that it was from Ben Bloom’s doctoral dissertation from the 1940s.

Paul was a marvelous mentor who guided me through my doctoral program at South Carolina as a father might guide a son. He was a gentleman who modeled the importance of intellectual curiosity and civil discourse. I can only hope I’ll be remembered for those very same professional qualities.

William G. Brozo, Ph.D.
Professor of Literacy
George Mason University

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William G. Brozo, Ph.D.
Professor of Literacy
George Mason University
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General Information

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.

BOOK DISPLAY, SILENT AUCTION & EXHIBITS
WEDNESDAY–FRIDAY

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).

CYBER CAFÉ

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.
Presidential Address – Wednesday, 4:45P.M.-6:00P.M., Ballrooms A-B

**Literacy Identities: Who Is Responsible?**

Kathleen A. Hinchman, Syracuse University

Oscar S. Causey Address – Thursday, 10:15A.M.-11:45A.M., Ballrooms A-B

**Defying Gravity: Whole School Literacy Reform in Urban Schools**

Taffy E. Raphael, University of Illinois at Chicago

Plenary Address – Thursday, 4:45P.M.-6:00P.M., Ballrooms A-B

*Why Can’t We Read Something Good?* How “Standards,” “Testing,” and Scripted Curricula Impoverish Urban Students

Gloria Ladson-Billings, University of Wisconsin-Madison

Plenary Address – Friday, 4:45P.M.-6:00P.M., Ballrooms A-B

**Best of Times, Worst of Times: Research and Change in Urban Schools**

Charles M. Payne, University of Chicago

Integrative Research Review – Saturday, 10:15A.M.-11:45A.M., Ballrooms A-B

*A Debate with Ourselves about the Contributions of Literacy Research to Practice and Policy*

**Moderator:** Diane L. Schallert, The University of Texas at Austin

**Team 1:**
- Donna E. Alvermann, The University of Georgia
- Gerald G. Duffy, University of North Carolina at Greensboro
- Ernest Morrell, University of California, Los Angeles
- Marjorie Siegel, Teachers College, Columbia University

**Team 2:**
- Richard W. Beach, University of Minnesota
- John Guthrie, University of Maryland
- Kris Gutierrez, University of California, Los Angeles
- Elfrieda Hiebert, University of California, Berkeley
Study Groups

STUDY GROUPS

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

GROUP 1—Approaches to Discourse Analysis
Christine Mallozzi, University of Kentucky
Melissa Mosley, The University of Texas at Austin

GROUP 2—Living the Writerly Life in Academia
Robin R. Griffith, East Carolina University
Elizabeth A. Swaggerty, East Carolina University
Johna L. Faulconer, East Carolina University
Terry S. Atkinson, East Carolina University

GROUP 3—Doctoral Students as Researchers: Examining Literacy Research Methodologies with Diane Barone, Michael McKenna, David Reinking, and Barbara Bradley
Carla K. Meyer, University of Delaware
Karen W. Gavigan, University of North Carolina at Greensboro
Zoi-Apostolia Philippakos, University of Delaware
Sara B. McCraw, University of Delaware
Noreen S. Moore, The College of New Jersey
Kristina Nareja, University of Delaware

GROUP 4—Literacy Lab/Reading Clinic Study Group
Cheryl Dozier, University at Albany, State University of New York
Barbara Laster, Towson University

GROUP 5—Creating Textual Lineages—Meaningful and Significant Texts for Adolescents in Middle and High School: Mediating Tensions Between Students’ Needs and Gatekeeping Texts
Gwynne E. Ash, Texas State University – San Marcos
Leslie S. Rush, University of Wyoming
Alison Heron-Hruby, George Mason University
Jane M. Saunders, Texas State University – San Marcos

GROUP 6—Exploring Multiple Paths: Facilitating Conversations about Race, Culture, and Literacy Research
Donna King, Pennsylvania State University
Han T. Keonghee, University of Idaho
Lori Assaf, Texas State University – San Marcos

GROUP 7—Literacy Coaching Study Group
Kristin N. Rainville, Manhattanville College
Nancy Shanklin, University of Colorado at Denver
Jennifer L. Hathaway, University of North Carolina at Charlotte

GROUP 8—Teacher Education Research Study Group
Elizabeth Dobler, Emporia State University
Cheryl Kreutter, State University of New York at Geneseo

GROUP 9—Word Study: Phonics, Vocabulary, and Spelling
Donald R. Bear, University of Nevada, Reno
Regina Smith, University of Nevada, Reno
David Smith, University of Nevada, Reno
Dianna Townsend, University of Nevada, Reno
Shane Templeton, University of Nevada, Reno
Marcia Invernizzi, University of Virginia
William Nagy, Seattle Pacific University

GROUP 10—Approaches to Video Data Analysis: Exploring New Methods and Directions for Reading Research
Julie Coiro, University of Rhode Island
Lizabeth A. Guzniczak, Oakland University

GROUP 11—Early Reading First Study Group
Renee M. Casbergue, Louisiana State University
April W. Bedford, The University of New Orleans

GROUP 12—Adolescent Literacy Study Group
Elizabeth G. Sturtevant, George Mason University
Victoria R. Gillis, Clemson University
Jill Lewis, New Jersey City University

GROUP 13—Adult Literacy Research Study Group
Bill Muth, Virginia Commonwealth University
Erik Jacobson, Montclair State University

GROUP 14—Keeping It Real: Exploring Practical Applications of Technology in Literacy Teaching and Learning
David Lund, Southern Utah University
Gregory W. Brooks, Learning Point Associates

GROUP 15—History of Literacy Study Group:
Examining the Past in Literacy Research Past, Present, and Future: Multiple Paths to a Better World
Dixie D. Massey, University of Washington
Norman A. Stahl, Northern Illinois University
Lou Ann Sears, University of Pittsburgh at Greensburg
Douglas K. Hartman, Michigan State University

See p. 7 for explanation of this symbol.
WHAT'S NEW AT THIS YEAR'S ANNUAL MEETING?

In response to members' feedback and input from the NRC Board of Directors, the following represent new features of the Annual Meeting this year:

NEW EMPHASES AND STRUCTURAL CHANGES

Explicit emphasis on the conference theme (Literacy Research Past, Present, and Future: Multiple Paths to a Better World). Those who submitted proposals for papers or sessions were encouraged to connect their topics to the theme. Titles of papers and sessions that connect explicitly to the conference theme are highlighted in the program by this symbol: ⚫.

Area chair awards. Each team of area chairs (of the 12 topical areas to which proposals are submitted) managing the review of proposals selected a paper or symposium that was particularly important and that received uniformly supportive reviews in their area. The papers and symposia receiving one of these Area Chair Awards are identified in the program by this symbol: ⚫.

The conference venue. This is the first year the Annual Meeting has been held in Albuquerque and the first year in a convention center with two conference hotels. That arrangement opens up the possibility of many new conference venues in the future, including cities that are attractive, less expensive, and more accommodating of our needs, but that do not have a single hotel large enough for our group.

Suggested readings for the invited plenary sessions. Readings distributed electronically prior to the conference will familiarize attendees with the perspectives of the two invited plenary speakers: Gloria Ladson-Billings, University of Wisconsin; and Charles M. Payne, University of Chicago.

All paper sessions will have discussants. After proposals for papers are accepted each year, Area Chairs create paper sessions by grouping papers in threes around a common theme. This year, in addition, they recommended a discussant for each paper session. Thus, authors presenting at paper sessions were also expected this year to send papers to their session's discussant three weeks before the conference. The time in paper sessions has been apportioned to accommodate three papers and reaction from a discussant.

Fewer Area Chair sessions. In previous years, the chairs of each of the 12 topical areas to which proposals are submitted were invited to sponsor a session of interest to their area. A small amount of funding was budgeted to facilitate each of these sessions. Beginning this year, even numbered areas may do so in even years and odd numbered areas in odd years, consequently with a doubling of the available funding for each ear. This change is motivated in part by efforts to limit the number of sessions that do not go through the standard peer-review process, which will accommodate the steady increase in proposal submissions (a record of 739 this year). So, if your interests are centered in an even numbered area, your area will not be represented with a special session this year, but may be next year.

Papers for all presentations. In their acceptance letters, presenters were reminded of their obligation to make available to attendees a paper or, at minimum, a 750-word précis reporting the substance of their presentation. Attendees should expect presenters to distribute a hardcopy or to provide explicit information about where to obtain a digital copy of their papers. Papers may be distributed as hard copy and/or in digital form, preferably posted on the NRC Web site. This stipulation may not apply to all alternative sessions.

Expanded role of session chairs. Session chairs will collect and submit a session report including whether presenters made papers available and whether discussants received papers in advance. Attendees who have feedback about a session should offer it to session chairs either in person or by filling out a form provided for that purpose in each meeting room.

NEW EVENTS AND ACTIVITIES

The annual town meeting. Based on feedback from members responding to a posting on the NRC listserv, the Town Meeting will be continued, but it will be more structured with an introduction explaining its background and purpose, in part to accommodate newer members and voices.

Luncheon with distinguished scholars. Members were invited to register in advance to have a small-group discussion at a Saturday luncheon with one of nine distinguished scholars. We hope that this may become an annual event with a new group of scholars in each of subsequent years.

Saturday debate. The plenary session on Saturday has traditionally been a presentation by an NRC scholar who reviews an area of research. This year two teams of senior NRC scholars will debate a resolution pertaining to the role of research in providing explicit guidance for practitioners and policy makers. The audience will vote on aspects of the debate using electronic devices.

STAR brown bag luncheon. With approval of the Board of Directors, NRC is supporting financially a major, systematic mentoring program for scholars of color, proposed and coordinated by the Ethnicity, Race, and Multilingual Committee. The name of that program is Scholars of Color Transitioning into Academic Research institutions. One of the components of that program, called STAR, is a brown bag luncheon to initiate informal discussions about issues facing graduate students and junior faculty of color. All attendees are invited to attend this event on Thursday. This luncheon is also intended to be an opportunity for graduate students to network and to discuss issues of common interest.

Free Internet communication. The Albuquerque Convention Center (public areas) has free wireless access to the Internet. The NRC Cyber Café will also be available as usual. Because of this broader access, daily NRC emails will be sent to members with announcements and updates.
## Schedule at a Glance

### Tuesday, December 1st

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<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>3:00P.M. – 8:00P.M.</td>
<td>Attendee Registration</td>
<td>Upper West Foyer</td>
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### Wednesday, December 2nd

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>7:00A.M. – 6:00P.M.</td>
<td>Attendee Registration</td>
<td>Upper West Foyer</td>
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<tr>
<td>7:00A.M. – 6:00P.M.</td>
<td>Book Display / Silent Auction</td>
<td>Upper West Foyer</td>
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<tr>
<td>7:00A.M. – 6:00P.M.</td>
<td>Exhibits</td>
<td>Garden Foyer</td>
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<tr>
<td>7:25A.M. – 8:25A.M.</td>
<td>Study Groups</td>
<td>(See Page 6)</td>
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<tr>
<td>8:30A.M. – 10:00A.M.</td>
<td>Concurrent Sessions</td>
<td>(See Pages 11-14)</td>
</tr>
<tr>
<td>10:15A.M. – 11:45A.M.</td>
<td>Concurrent Sessions</td>
<td>(See Pages 14-19)</td>
</tr>
<tr>
<td>12:00P.M. – 1:00P.M.</td>
<td>Newcomers / Graduate Student Lunch</td>
<td>Ballroom C</td>
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<tr>
<td>1:15P.M. – 2:45P.M.</td>
<td>Concurrent Sessions</td>
<td>(See Pages 19-23)</td>
</tr>
<tr>
<td>3:00P.M. – 4:45P.M.</td>
<td>Concurrent Sessions</td>
<td>(See Pages 23-27)</td>
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<td>4:45P.M. – 6:00P.M.</td>
<td>Student Outstanding Research Award Presentation</td>
<td>Ballrooms A &amp; B</td>
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<td>J. Michael Parker Award Presentation</td>
<td>Presidential Address</td>
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<tr>
<td>6:15P.M. – 7:30P.M.</td>
<td>President’s Reception</td>
<td>Ballroom C</td>
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### Thursday, December 3rd

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<td>Attendee Registration</td>
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</tr>
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<td>(See Page 6)</td>
</tr>
<tr>
<td>8:30A.M. – 10:00A.M.</td>
<td>Concurrent Sessions</td>
<td>(See Pages 29-33)</td>
</tr>
<tr>
<td>10:15A.M. – 11:45A.M.</td>
<td>Oscar S. Causey Award Presentation</td>
<td>Ballrooms A &amp; B</td>
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<td>Oscar S. Causey Address</td>
<td>Apache</td>
</tr>
<tr>
<td>12:00P.M. – 1:00P.M.</td>
<td>STAR Brown Bag Lunch</td>
<td>Ballroom C</td>
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<tr>
<td>12:00P.M. – 1:00P.M.</td>
<td>Early Career Achievement Award Committee Meeting</td>
<td>Apache</td>
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<td>12:00P.M. – 1:00P.M.</td>
<td>Ethics Innovative Community Group (ICG) Meeting</td>
<td>Taos</td>
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<td>12:00P.M. – 1:00P.M.</td>
<td>Field Council Meeting</td>
<td>La Cienega</td>
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<tr>
<td>12:00P.M. – 1:00P.M.</td>
<td>International Innovative Community Group (ICG) Meeting</td>
<td>Laguna</td>
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<tr>
<td>12:00P.M. – 1:00P.M.</td>
<td>Oscar S. Causey Award Committee Meeting</td>
<td>Jemez</td>
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<tr>
<td>12:00P.M. – 1:00P.M.</td>
<td>Policy and Legislative Committee Meeting</td>
<td>Isleta</td>
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<tr>
<td>12:00P.M. – 1:00P.M.</td>
<td>Publications Committee Meeting</td>
<td>Cochiti</td>
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<tr>
<td>12:00P.M. – 1:00P.M.</td>
<td>Student Outstanding Research Award Committee Meeting</td>
<td>Santa Ana</td>
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</table>
12:00P.M. – 1:00P.M.  Technology Committee Meeting ...................................................... Acoma
1:15P.M. – 2:45P.M.  Concurrent Sessions ................................................................. (See Pages 33-38)
3:00P.M. – 4:45P.M.  Concurrent Sessions ................................................................. (See Pages 39-42)
4:45P.M. – 6:00P.M.  Early Career Achievement Award Presentation ......................... Ballrooms A & B
Distinguished Scholar Lifetime Achievement Award Presentation
Plenary Address
6:15P.M. – 7:15P.M.  Town Hall Meeting ................................................................. Ballroom C

**Friday, December 4th**

7:00A.M. – 6:00P.M.  Attendee Registration .......................................................... Upper West Foyer
7:00A.M. – 3:30P.M.  Book Display / Silent Auction .............................................. Upper West Foyer
7:00A.M. – 6:00P.M.  Exhibits ................................................................. Garden Foyer
7:25A.M. – 8:25A.M.  Study Groups .................................................................. (See Page 6)
7:25A.M. – 8:25A.M.  Albert J. Kingston Award Committee Meeting ......................... Isleta
7:25A.M. – 8:25A.M.  Edward B. Fry Book Award Committee Meeting .................... Zuni
7:25A.M. – 8:25A.M.  Ethnicity, Race, and Multilingualism Committee Meeting .......... Tesuque
8:30A.M. – 10:00A.M. Concurrent Sessions ............................................................... (See Pages 43-46)
10:15A.M. – 11:45A.M. Concurrent Sessions ............................................................... (See Pages 47-51)
12:00P.M. – 1:00P.M.  Past Presidents Advisory Lunch ........................................ Ballroom C
12:00P.M. – 1:00P.M.  Distinguished Scholar Lifetime Achievement Award Committee Meeting ......................................................... Jemez
12:00P.M. – 1:00P.M.  J. Michael Parker Award Committee Meeting ....................... Nambe
12:00P.M. – 1:00P.M.  Writing for NRC Publications .............................................. Mesilla

Susan Florio-Ruane, *Michigan State University*
Douglas K. Hartman, *Michigan State University*
Nell K. Duke, *Michigan State University*
Laura Apol, *Michigan State University*
Mary Anne Doyle, *University of Connecticut*
Douglas K. Kaufman, *University of Connecticut*
Jason G. Irizarry, *University of Connecticut*
Natalie G. Olinghouse, *University of Connecticut*
Autumn Dodge, *Michigan State University*
Laura Jimenez, *Michigan State University*
Alisa Biederman, *Michigan State University*
Kevin M. Leander, *Vanderbilt University*
Deborah Wells Rowe, *Vanderbilt University*
Victoria J. Risko, *Vanderbilt University*
Robert T. Jiménez, *Vanderbilt University*
Melanie K. Hundley, *Vanderbilt University*
David K. Dickinson, *Vanderbilt University*
Christopher Keyes, *Vanderbilt University*
### Schedule at a Glance (cont.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>1:15P.M. – 2:45P.M.</td>
<td>Concurrent Sessions</td>
<td>(See Pages 51-55)</td>
</tr>
<tr>
<td>3:00P.M. – 4:45P.M.</td>
<td>Concurrent Sessions</td>
<td>(See Pages 56-60)</td>
</tr>
<tr>
<td>4:00P.M. – 6:00P.M.</td>
<td>Purchase of Silent Auction Books</td>
<td>Upper West Foyer</td>
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<tr>
<td>4:45P.M. – 6:00P.M.</td>
<td>Edward B. Fry Book Award Presentation</td>
<td>Ballrooms A &amp; B Plenary Address</td>
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<tr>
<td>6:15P.M. - 7:15P.M.</td>
<td>Annual Business Meeting</td>
<td>Ballroom C</td>
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### Saturday, December 5th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:00A.M. – 1:30P.M.</td>
<td>Attendee Registration</td>
<td>Upper West Foyer</td>
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<tr>
<td>7:00A.M. – 11:00A.M.</td>
<td>Purchase of Silent Auction Books</td>
<td>Upper West Foyer</td>
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<tr>
<td>7:25A.M. – 8:25A.M.</td>
<td>Study Groups</td>
<td>(See Page 6)</td>
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<tr>
<td>7:25A.M. – 8:25A.M.</td>
<td>2010 Program Area Chairs Breakfast</td>
<td>Ballroom C</td>
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<tr>
<td>8:30A.M. – 10:00A.M.</td>
<td>Concurrent Sessions</td>
<td>(See Pages 61-65)</td>
</tr>
<tr>
<td>12:00P.M. – 1:30P.M.</td>
<td>Lunch with a Distinguished Scholar</td>
<td>Ballroom C</td>
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</tbody>
</table>

(Advance Registration Required)
Program Key:

- Area Chair Award Sessions
- Conference Theme Sessions
- Roundtable Sessions

Wednesday • December 2, 2009

LITERACY RESEARCH
Past, Present, and Future: Multiple Paths to a Better World

59th National Reading Conference • December 2 - December 5, 2009
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS

include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS

allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS

focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS

focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS

bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Meeting from 7:25a.m. – 8:25a.m.

AREA CHAIRS INVITED SESSIONS

are sessions where the speakers have been invited to present by the Program Content Area Chairs. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PROGRAM CHAIR INVITED SESSIONS

are sessions where the speakers have been invited to present by the 2009 Program Chair. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES

are the major presentations of the Annual Meeting. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
Wednesday December 2, 2009

8:30AM - 10:00AM ACOMA SYMPOSIUM

Real Texts, Real Readers, Real Purposes for Reading
Chair: Suzette Youngs, University of Northern Colorado
Discussant: Frank Serafini, Arizona State University

How young readers interpret texts, in particular children's literature, has had an extensive history in reading research and education. This symposium will present findings from three research studies that attended to the instructional practices that moved readers beyond literal elements of texts and images, and encouraged readers to construct meanings from a variety of perspectives.

1. Reading the Design: Intermediate Readers Respond to Historical Fiction Picture Books
   Suzette Youngs, University of Northern Colorado

2. Revisiting Book Club Written Conversations: Points of Concurrence and Dispersion
   Diane Barone, University of Nevada, Reno

3. Expository Text and English Language Learners: An Examination of Reader Response
   Tanya Whiteman, University of Nevada, Reno

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

Knowledge, Beliefs, and Practices in Literacy Instruction
Chair: Ted Kesler, Queens College, City University of New York

1. Un–Standardized Measures: A Cross–Case Analysis of the Literacy Instruction in Two Urban High–Needs 4th Grade Classrooms as the Teachers and Students Prepared for the High–Stakes Tests
   Ted Kesler, Queens College, City University of New York

2. Characterizing Literacy Instruction in Middle and High School: A Report of Practices in English and Reading Classrooms
   Salika A. Lawrence, William Paterson University

3. How Do Reading Teachers Use Research and Reflection in Designing and Delivering Effective Instructional Practice?
   Sharon H. Ulanoff, California State University, Los Angeles
   Joan C. Fingon, California State University, Los Angeles
   Dolores Beltran, California State University, Los Angeles

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

Readers' Responses to Changing Textual Formats
Chair: Wendy M. Smith-D’Arezzo, Loyola College in Maryland

1. Teachers’ and Pre–Service Teachers’ Views of a Postmodern Children's Book
   Wendy M. Smith-D’Arezzo, Loyola College in Maryland
   Stephanie Flores-Koulish, Loyola College in Maryland
   Afra Hersi, Loyola College in Maryland

2. “People Gonna See I Ain't Who I Used to Be:” Writing the Urban Protagonist in Young Adult Novels
   Wanda Brooks, Temple University
   Lorraine Savage, Temple University
   Ellyn Waller, Temple University

3. Consuming Mystery: The 39 Clues Immersive Universe
   Diane C. Sekeres, University of Alabama
   Chris Watson, University of Alabama

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

The Professional Development of Content-Area Teachers
Chair: Jennifer D. Patrick, University of Florida

1. Teachers' Lived Experiences: Integrating New Literacies into Math and Science Content
   Jennifer J. Wimmer, University of Nevada, Las Vegas

2. Secondary Science Teachers Learning about the Specialized Language of Science: A Multi–Case Study
   Jennifer D. Patrick, University of Florida

3. A Study of the Implementation of Writing Across the Curriculum in Mathematics
   Amy Alexandra Wilson, The University of Georgia

8:30AM - 10:00AM LA CIENEGA SYMPOSIUM

Revisiting Language and Literacy Measures: Interdisciplinary and Historical Perspectives
Chair: James R. King, University of South Florida
Discussant: Jennifer Jasinski Schneider, University of South Florida

The measures developed for measuring language and literacy use and competence is one of the legacies of literacy research. As the field has evolved, so have the measures. Yet, certain measures have persisted, both within the field and in related disciplines. This symposium examines discrete, standardized measures of word knowledge and the use of proposition density ratios from clinical, cognitive, and socio-cultural moments in literacy research as well their applications in related disciplines.

1. Literacies' Measures as Artifacts and Palimpsest
   James R. King, University of South Florida

2. Autoethnographic Appraisal of Literacy Measures and Literate Identity
   Deborah Kozdras, University of South Florida Tampa

3. Measures of Language and Literacy as Predictors of Change: A Nexus of Adult and Child-Based Research
   Barbara Peterson, University of South Florida Tampa
8:30AM - 10:00AM
PAPER SESSION

**Partnering to Prepare Literacy Educators**

Chair: Mark D. Vagle, *The University of Georgia*

1. **Discovering Multiple Paths for Transcending Literacy Experiences: Promoting Literacy through Collaboration within and across Pre-Service Teacher Education Courses**
   Christine A. Draper, *Georgia Southern University*
   Michelle Reidel, *Georgia Southern University*

2. **From PDS Classroom Teachers to Literacy Teacher Educators: Learning from Professional Development School Boundary Spanners**
   Teresa Fisher, *Georgia State University*
   Joyce Many, *Georgia State University*
   Jennifer Ureno, *Georgia State University*
   Katharine Kurumada, *Georgia State University*

3. **Pathways to Exemplary Literacy Practices**
   Mary Avalos, *University of Miami*
   Julie W. Ankrum, *University of Pittsburgh at Johnstown*
   W. David Scales, *University of North Carolina at Greensboro*
   Roya Qualls Scales, *Western Carolina University*
   Aimee Morewood, *West Virginia University*
   Peggy D. Cuevas, *Hays Independent School District*
   Kathryn Pole, *Saint Louis University*
   Julie Rosenthal, *William Paterson University*
   Bette Bergeron, *Southern Illinois University Edwardsville*
   Natalie Conrad Barnyak, *University of Pittsburgh at Johnstown*

8:30AM - 10:00AM
PAPER SESSION

**Adolescents’ Literacy In and Out of School**

Chair: Richard L. Allington, *University of Tennessee at Knoxville*

1. **Middle Schoolers and Magazines: Can They Read Difficult but Self-Selected Materials?**
   Richard L. Allington, *University of Tennessee at Knoxville*
   Rachael Gabriel, *University of Tennessee at Knoxville*

2. **Mixed-Methods Evidence of Literacy Motivation Associated with a Voluntary High School Summer Reading Program**
   Julie McGaha, *Clemson University*
   Brent Igo, *Clemson University*

3. **The Relationship between Adolescents’ Out-of-School Literacy Habits and Standardized Test Performance across the Curriculum**
   Marshall A. George, *Fordham University*
   Karen E. Brobst, *Fordham University*

8:30AM - 10:00AM
PAPER SESSION

**Literacy and Technology**

Chair: Tammy Ryan, *Jacksonville University*

1. **Walk Talk Words: Using Tier Two Words, Text Talk, and Digital Language Experience Approach to Improve Vocabulary Development**
   Tammy Ryan, *Jacksonville University*

2. **Bourdieu and Baudrillard in the Children’s Museum: A Critical Analysis of Early Literacy through a Camera Lens**
   An Chih Cheng, *The University of Texas at Austin*

8:30AM - 10:00AM
PAPER SESSION

**Socio-Cultural Perspectives**

Chair: Shawyn Jenkins, *Coppin State University*

1. **Seeking the Third Space in Urban Literacy Classrooms through Testimony and Witness**
   Shawyn Jenkins, *Coppin State University*

2. **Reading to Learn in the Context of Practice: Examining Confucius’ Perspective on Book Knowledge**
   Liqing Tao, *College of Staten Island, City University of New York*
   Gaoyin Qian, *Lehman College, City University of New York*

3. **A New Look at NCLB: Using Freireian Theories to Re-View U.S. Educational Policy and its Outcomes**
   Tami R. Dean, *Illinois State University*

8:30AM - 10:00AM
SYMPOSIUM

**Classroom Discourse and Literate Talk: Revisiting the Discursive Turn in Literacy Research**

Chair & Discussant: Devon Brenner, *Mississippi State University*

In this symposium we ask: How have, and how might, classroom discourse studies contribute to a more equitable society? Specifically, we will build upon the rich tradition of classroom discourse studies to revisit and reconsider elements of classroom discourse related specifically to literate talk to ask: 1) What constitutes literate talk?, 2) What local discourse conditions are likely to engender literate talk?, 3) What tools might teachers and researchers use to recognize and assess literate talk?

1. **Talk about Text: Identifying Intertextual Positioning in Teacher Discourse**
   Mary B. McVee, *University at Buffalo, State University of New York*

2. **Morning Meetings, Questions, and Literate Talk In Third Grade**
   Maureen Boyd, *University at Buffalo, State University of New York*

3. **Examining and Re-Examining Teachers Interpretations of Texts through Lived Experiences: Exploring Teachers’ Discursive Constructions of Race, Culture, and Language**
   Cynthia H. Brock, *University of Nevada, Reno*
   Julie L. Pennington, *University of Nevada, Reno*
Visual Literacy Development and Processes
Chair: Joanna M. Robertson, Syracuse University
1. Patterns in Students’ Responses to Multimodal Picture Books
   Joanna M. Robertson, Syracuse University
2. Visual Literacy Development in Young Children: An Investigation with Informational Texts
   Nell K. Duke, Michigan State University
   Kathryn L. Roberts, Michigan State University
   Rebecca R. Norman, Michigan State University
   Nicole Martin, Michigan State University
   Jennifer A. Knight, Michigan State University
   Paul Mark Morsink, Michigan State University
   Sara L. Calkins, Michigan State University
   Rebecca R. Norman, Michigan State University

Engaging Students in Multiple Forms of Literacy
Chair: Tisha Y. Lewis, University at Albany, State University of New York
1. Exploring the Intersection of Adolescent Literacy, Motivation, and Identity at One Urban Secondary School
   Chantal Francois, Harvard Graduate School of Education
2. “This is Pretty Much an Average Day. This is What We Do”: Texting and IMing between a Mother and Son in Digital Literacy Spaces
   Tisha Y. Lewis, University at Albany, State University of New York
3. “Identikidz”: Making Learning Engaging for Students in Disadvantaged Communities
   Katina Zammit, University of Western Sydney

Using Video Analysis to Explore Online Reading and Learning Experiences
Chair: Lizabeth A. Guzniczak, Oakland University
This alternative session focuses on using video data to illuminate readers’ dialogue as individuals and partners engaged in online reading transactions with informational and narrative texts. The alternative format is designed to prompt conversation around powerful software tools and new methods for collecting and analyzing video data in reading research.
1. Conducting Video Analysis Using the ELAN Analytic Tool
   Lizabeth A. Guzniczak, Oakland University
   Carmela A. Romano Gillette, Oakland University
2. Reading Literary Hypertext
   Carmela A. Romano Gillette, Oakland University
   John E. McEneaney, Oakland University
1. Reviews of Studies Involving Korean Students in the U.S. at Three Levels
   Jennifer Moon Ro, State University of New York at Fredonia
   Keonghee T. Han, University of Idaho
   Bogum Yoon, Texas Woman's University

2. Literacy Education in Times of Economic Crisis: A Critical Content Analysis of Class and Race in Children's Literature
   Rebecca Rogers, University of Missouri – St. Louis
   Aleshea Ingram, University of Missouri – St. Louis
   Barbara Reese, University of Missouri – St. Louis

3. Engaging Middle School English Language Learners with Literacy through Read-Alouds: Past and Present Research Converge in Creating Tomorrow's Citizenry
   Janelle B. Mathis, University of North Texas
   Ragina Shearer, University of North Texas

4. Supporting Teachers in Initiating Writing in a South African Township School
   Mary Alice Barksdale, Virginia Polytechnic Institute and State University

5. The Pedagogical Approaches of Chinese Teachers of English
   Ran Hu, East Carolina University

6. Reading Behaviors of Chinese Beginning Readers
   Jiening Ruan, The University of Oklahoma
   Lijun Jin, Towson University

8:30AM - 10:00AM
PAPER SESSION

Intersections of Literature and Culture
Chair: Jennifer Battle, Texas State University – San Marcos

1. Exploring the Intersections of Culture and Art in the Work of One Award-Winning Children's Books Illustrator
   Jennifer Battle, Texas State University – San Marcos
   Jesse S. Gainer, Texas State University – San Marcos
   Mary Esther Huerta, Texas State University – San Marcos

   Robert W. Gaskins, Benchmark School
   Emily Phillips Galloway, Benchmark School

3. Assessing the Impacts of Professional Development on Content Area Academic Literacy of High School Students in Rural California
   Jeffrey White, Humboldt State University
   Andrea Oosoki, Humboldt State University
   Julie Van Sickle, Humboldt State University
   Karen Grady, Sonoma State University

10:15AM - 11:45AM
ALTERNATIVE FORMAT

Cultural Conflicts in Educational Expectations: Latino Educational Leaders Examine Existing School Norms to Develop Stronger School Communities
Chair: Susan McMahon, National-Louis University
Discussant: Donna Ogle, National-Louis University

In this alternative session, Latino educators in a large Midwestern urban school district provide findings related to preliminary research on cultural norms of both the educational contexts and that of the families they serve. As bilingual lead teachers, building principals, and divisional leaders, they have informally observed how cultural differences have negatively affected communication between home and school. This session reports their preliminary findings and provides opportunities for discussion among participants.

Current Data on the Education of Hispanic/Latino Students
Susan McMahon, National-Louis University
Donna Ogle, National-Louis University
Manuel O. Adrianzen, National-Louis University
Pablo Ochoa, National-Louis University
Elizabeth Cardenas-Lopez, National-Louis University
Fabiola Ginski-Fadda, National-Louis University
Javier Arriola-Lopez, National-Louis University
Evelyn Acevedo-Nolfi, National-Louis University
Fernando Kiltas-Kim, National-Louis University
Translative Practices, Transformative Leadership: The Role of Clinic/Lab Experiences in Developing Literacy Leaders

Chair: Theresa Deeney, University of Rhode Island
Discussant: Cheryl Dozier, University at Albany, State University of New York

This alternative session will engage participants in exploring the relationship of reading clinic/literacy lab instruction to literacy leadership in schools. Through case studies of literacy leaders, discussion of key clinic practices literacy leaders identified as essential in their leadership development, and collaborative exchange of ideas through break-out sessions, participants and presenters will come to better understand multiple paths to leadership.

1. Introduction and Leadership Vignettes
   Theresa Deeney, University of Rhode Island
   Cheryl Dozier, University at Albany, State University of New York

2. Case Studies of Literacy Leaders
   Theresa Deeney, University of Rhode Island
   Dolores Gaunty-Porter, Vanguard University
   Debra Gurvitz, National-Louis University
   Barbara Laster, Towson University
   Stephanie McAndrews, Southern Illinois University Edwardsville
   Lillian Benavente-McEnery, University of Houston – Clear Lake
   Tammy Milby, Virginia Commonwealth University

3. Transformative Clinical Practices
   Jeanne B. Cobb, Coastal Carolina University
   Theresa Deeney, University of Rhode Island
   Lee Dubert, Boise State University
   Megan Eeg, Northeastern State University
   Charlene Huntley, Oral Roberts University
   Aimee Morewood, West Virginia University
   Chitlada Patchen, University of North Texas
   Stephan Sargent, Northeastern State University
   Judith Wilson, The University of Texas of the Permian Basin

Comprehension Strategies

Chair: Dennis S. Davis, Vanderbilt University

1. Explicit Instruction in Reading Comprehension Strategies in Elementary Classrooms: Teacher Use of and Attitudes Towards Reading Comprehension Instruction
   Molly Ness, Fordham University

2. Comprehension Strategies Instruction for Upper Elementary and Middle School Students: A Systematic Review and Critique
   Dennis S. Davis, Vanderbilt University

3. The Effects of Differentiated Tasks on Learning from Expository Text
   Linda L. Kucan, University of Pittsburgh
   Melissa Brydon, University of Pittsburgh

Uses of Information and Communication Technologies

Chair: Elizabeth Y. Stevens, Syracuse University

1. Results From a National Survey on Teachers’ Uses of ICT in Literacy Classrooms
   Amy Carter Hutchison, Iowa State University
   David Reinking, Clemson University

2. A Critical Evaluation: How Graduate Literacy Students Construct Meaning about the Holocaust and Its Teaching While Building Proficiency in Teaching with Technology
   Elizabeth Y. Stevens, Syracuse University
   Rachel F. Brown, Syracuse University

3. Shifts in Positioning, Trajectories in Thought Communities, and “Wobbly” Identities in Computer-Mediated Classroom Discussions
   Diane L. Schallert, The University of Texas at Austin
   Kwang-ok Song, The University of Texas at Austin
   The D-Team, The University of Texas at Austin

Teaching Culturally and Linguistically Diverse Students

Chair: Cristina Alfaro, San Diego State University

1. Instructional Rehearsal as a Means to Prepare Pre-Service Teachers of English Language Learners
   Brian C. Rose, Vanderbilt University
   Robert T. Jimenez, Vanderbilt University
   Lisa Pray, Vanderbilt University

2. A Cross-Cultural Literacy Practicum Experience in a Literacy Teacher Education Course
   Melissa Mosley, The University of Texas at Austin
   Melody Zoch, The University of Texas at Austin

3. Identifying the Experiences that Facilitate Learning to Teach: An Analysis of the Literacy Performance Assessment for California Teachers (PACT)
   Cristina Alfaro, San Diego State University

Discourses of Language, Masculinity, and Power

Chair: Linda S. Bausch, Dowling College

1. A Space for Boys and Books: Guys Read Book Clubs
   Kristen Nichols-Besel, University of Minnesota
   Cassandra Scharber, University of Minnesota
   David G. O’Brien, University of Minnesota
   Deborah R. Dillon, University of Minnesota

2. “Let’s Hear It From The Boys”: The Negotiation of Male Voice and Identity in Multiple Classroom Literacy Contexts
   Linda S. Bausch, Dowling College

3. Three Days at Norwood School: Language as Mediator of Identities and Power
   Lindsay N. Laurich, The University of Iowa
10:15AM - 11:45AM SYMPOSIUM LAGUNA

Extending Internet Reciprocal Teaching: Creating a Professional Development Model for Teaching The New Literacies of Online Reading Comprehension in a One-to-One Laptop Classroom

Chair: W. Ian O'Byrne, University of Connecticut
Discussant: Donald J. Leu, University of Connecticut

“What professional development models will help teachers integrate the new literacies of online reading comprehension?” This symposium describes training in Internet Reciprocal Teaching during the Maine Professional Development Collaborative. In the presentation we will include the following: psychometrics of assessments used in the model; comparisons of different professional development designs; and student gains based on the different professional development designs.

1. **Assessments as Evolved and Defined by Internet and Communication Technologies**
   W. Ian O'Byrne, University of Connecticut
   J. Gregory McVerry, University of Connecticut

2. **Professional Development and Internet Reciprocal Teaching**
   J. Gregory McVerry, University of Connecticut
   W. Ian O'Byrne, University of Connecticut
   Lisa Zawilinski, University of Connecticut

3. **Comparing Learning Gains from Multiple Populations**
   Lisa Zawilinski, University of Connecticut
   Heidi Everett-Cacopardo, University of Connecticut

10:15AM - 11:45AM SYMPOSIUM MESILLA

The Impact of Authentic Literacy Engagement on Elementary Students’ Reading Motivation

Chair & Discussant: William Teale, University of Illinois at Chicago

In keeping with the theme of the conference, this symposium focuses on literacy tasks that extend student learning beyond the boundaries of the classroom. The papers share research on the past and current trends of elementary student reading motivation as well as the effects of authentic reading, writing, and discussions tasks on students’ motivation and critical thinking.

1. **Developmental and Gender Differences in the Reading Motivation of Elementary Students**
   Linda B. Gambrell, Clemson University
   Barbara Marinak, Pennsylvania State University

2. **The Effects of Authentic Literacy Tasks on Reading Motivation**
   Elizabeth Hughes, Clemson University
   Anna Mukhongo, Clemson University
   Sarah E. Lane, Clemson University

3. **Listening to Children’s Voices: Motivation and Authentic Literacy Tasks**
   Wanda Calvert, Appalachian State University
   Jacquelynn Malloy, George Mason University

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

Issues of Language Learning

Chair: Carol DeShano da Silva, Harvard Graduate School of Education

1. **Supplementary Instruction for Struggling Readers in Brazil**
   Carol DeShano da Silva, Harvard Graduate School of Education

2. **An Effective Literacy Instruction Framework for English Language Learners: A Theory, Research, Practice Connection**
   John E. George, University of Missouri - Kansas City
   Michael Wei, University of Missouri - Kansas City

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

Gender in Literacy

Chair: Helen Harper, University of Nevada, Las Vegas

1. **Working from the Periphery towards Full Participation: Identity Frames and Social Practices that Shape Women as Academics**
   Kim Richard, University of Connecticut

2. **“Paper Doesn’t Judge You”: The Literacy Practices of Three Females Attending an Alternative School and Juvenile Detention School**
   Kristine E. Pytash, Kent State University

3. **Girl Citizen-Reader: Gender and Literacy Education for 21st Century Global Citizenship**
   Helen Harper, University of Nevada, Las Vegas
   Judith Dunkerly, University of Nevada, Las Vegas

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

The Visual in the Everyday: Possibilities for Data Collection and Analysis in Language and Literacy Research

Chair: Maureen Kendrick, University of British Columbia
Discussants: Marjorie Siegel, Teachers College, Columbia University
   Jennifer Rowssell, Rutgers University

This alternative session explores ways of collecting and analyzing visual and multimodal data across school and community sites. Noting that the visual has become everyday life (Mirzoeff, 1999), we share a range of approaches to understanding how children and youth make meaning with the visual and multimodal resources. Visual meaning-making is richly understood across these projects as symbolic competence, display of language awareness, translation of the visual, alternate constructions and codings of reality, and counter discourses. Each panelist will present sample data and a unique approach to analysis to uncover these meaning-making purposes, and implications for language and literacy education.

Presenters:
   Theresa Rogers, University of British Columbia
   Maureen Kendrick, University of British Columbia
   Diane Dagenais, Simon Fraser University
   Danielle Moore, Simon Fraser University
   Suzanne de Castell, Simon Fraser University
   Kelleen Toohey, Simon Fraser University
   Cécile Sabatier, Simon Fraser University
XI.
Running to Achieve: Engaging Children in Literacy through an After-School Running Club
Christina Vanzandt, University of Alabama
Carol A. Donovan, University of Alabama

10:15AM - 11:45AM
INVITED SESSION

Area Chairs’ Invited Session—Alternative Models for Literacy Teacher Education: A Discussion of Possibilities and Challenges for Teacher Educators and Policy Makers
Chair: Kristen Zenkow, George Mason University
Discussants: Elizabeth Dutro, University of Colorado at Boulder
Andres Henriquez, Carnegie Corporation of New York
Bob Wise, Alliance for Excellent Education

This session will bring together educators working from diverse—perhaps even conflicting—perspectives to discuss methods for educating secondary school teachers in a new century. Presenters include a university-based teacher educator experimenting with new ways to educate teachers in university/school settings and a community leader/policy maker proposing alternative routes to university-based teacher education. Three respondents representing a teacher education program, a philanthropic/research foundation, and a public service organization will comment on these teacher education alternatives. This session will allow for a discussion of differences in perspectives on how to enhance teacher education as well as a consideration of collaborative approaches.

Presenters:
Elizabeth Birr Moje, University of Michigan
Jon Schnurr, New Leaders for New Schools

10:15AM - 11:45AM
PAPER SESSION

Online Literacy Practices
Chair: David Barton, Lancaster University

1. Redefining Vernacular Literacies: Making the Local Global on Flickr
David Barton, Lancaster University

2. What Impels Students to Promote Change?: A Third-Generation Activity Theory Analysis of High School Students’ Online Role-Play Designed to Teach Persuasive Writing
Richard W. Beach, University of Minnesota
Candace M. Doerr-Stevens, University of Minnesota

3. “About Me”: Designing Identities through Online Literacy Practices and Performances
Stephanie Anne Schmier, Teachers College, Columbia University
3. **Children who have been retained in one or more grades, in a large urban school district.** The approach was a literacy corps of college age tutors who received instruction and implemented specific lessons in how to improve children's word recognition, fluency, and comprehension. Based on research that community-based tutoring can work to improve literacy, a new superintendent and deputy superintendent challenged the district and community to devise a corps of college students who would provide literacy instruction to the “overage for grade” children. This alternative symposium session tells the story of what happened next, including the research that was foundational to the program, the multiple collaborations that developed and supported the effort, and the particulars of getting the program up and running. The program will be described as well as our efforts to evaluate its impact on these children's literacy growth.

1. **Identifying and Developing the Research Base for the Memphis Literacy Corps**
   - Mark W. Conley, University of Memphis

2. **Promoting Leadership for Change at the District and Local School Levels**
   - Linda Kennard, Memphis City Schools

3. **Developing the Programmatic and Collaborative Effort**
   - Brenda Harris, Memphis City Schools

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### PAPER SESSION

**Phonological Awareness and Invented Spelling**

Chair: Linda M. Phillips, University of Alberta

1. **Longitudinal Development of Language and Early Literacy in Typically Developing Children and Children with Cerebral Palsy**
   - Marieke Peeters, Radboud University Nijmegen
   - Ludo Verhoeven, Radboud University Nijmegen
   - Jan de Moor, Radboud University Nijmegen
   - Hans van Balkom, Radboud University Nijmegen

2. **Preschoolers' Invented Spelling Ability, Vocabulary Knowledge, and Reading Skill in the Context of Information Book Reading**
   - Donald J. Richgels, Northern Illinois University

3. **Phoneme Acquisition Errors: Possible Age-Related Confounds for Kindergartners in Tests of Phonological Awareness**
   - Denyse V. Hayward, University of Alberta
   - Linda M. Phillips, University of Alberta

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### SYMPOSIUM

**Methodological and Ethical Issues in Adult Literacy Research**

Chair: Kristen H. Perry, University of Kentucky

**Discussant:** Erik Jacobson, Montclair State University

This symposium will discuss and problematize methodological and ethical issues that arise in the conduct of adult literacy research within qualitative paradigms. Individual presentations within the symposium will focus on new methodological techniques that may be applied to ethnographic research, the challenges of working with specific adult literacy learners such as prisoners and refugees, and specific ethical considerations that may differ between qualitative (specifically ethnographic) research and other research designs.

1. **Timescapes of Literacy Learning and Research: Using a Temporally Complex Approach to Link Ethnographic Methods with Discourse Analysis**
   - Amy Burgess, Lancaster University

2. **Breaking In: Qualitative Inquiry and Prison-Based Family Literacy Programs**
   - Bill Muth, Virginia Commonwealth University

3. **Challenging the IRB: Ethics and the Politics of Representation in Literacy Research Involving Adult Refugees**
   - Kristen H. Perry, University of Kentucky

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### ALTERNATIVE FORMAT

**Building a Literacy Corps through a Dialogue Between Research and At-Risk Children's Literacy Needs**

Chair: Mark W. Conley, University of Memphis

**Discussant:** Patricia Edwards, Michigan State University

This alternative session presents literacy research and practice that grew out of the need to help thousands of “overage for grade” children, or children who have been retained in one or more grades, in a large urban school district. The approach was a literacy corps of college age tutors who received instruction and implemented specific lessons in how to improve children's word recognition, fluency, and comprehension. Based on research that community-based tutoring can work to improve literacy, a new superintendent and deputy superintendent challenged the district and community to devise a corps of college students who would provide literacy instruction to the “overage for grade” children. This alternative symposium session tells the story of what happened next, including the research that was foundational to the program, the multiple collaborations that developed and supported the effort, and the particulars of getting the program up and running. The program will be described as well as our efforts to evaluate its impact on these children's literacy growth.

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3. **Developing the Programmatic and Collaborative Effort**
   - Brenda Harris, Memphis City Schools
2. **Who Does it Serve? A Critical Analysis of the Purpose, Structure, and Content of Mandated Reading Programs**
   Lilia D. Monzo, Chapman University
   Margie Sauceda Curwen, Chapman University

3. **Survey of Early Elementary School Comprehension Instruction (SEES-CI): Development and Pilot Study**
   Richard Thomas Holdgreve-Resendez, Michigan State University

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**11:05AM - 11:45AM**

**PICURIS ROUNDTABLE**

I. **Investigating the Behaviors of Struggling Middle School Writers While Designing Digital Stories**
   Ruth Sylvester, University of South Florida Lakeland

II. **Different Global Perspectives on How Adolescents View Literacy Reflective of Past Research and their Future World**
   Sharon Pitcher, Towson University
   Lettie K. Albright, Texas Woman’s University
   Krishna Seunarine Singh, University of West Indies
   Scot McNary, Towson University

III. **Examining Students’ Mathematical Responses to Literature through Writing**
    Cyundi Giorgis, University of Nevada, Las Vegas

IV. **New Teachers’ Visions of Teaching Literacy: Negotiating Intersections of Their Ideal with Classroom Reality**
    Rebecca Mercado, Shepherd University
    Jennifer D. Turner, University of Maryland

V. **Exploring Young Children’s Response to Three Genres of Literature in Small Peer Groups**
    Jennifer A. Griffin, University of Illinois at Chicago

VI. **Action Research: Talking Back to Mandates, Scripts, and “Best Practices”**
    Leslie Patterson, University of North Texas
    Shelia Baldwin, Monmouth University
    Juan Araujo, University of North Texas
    Mary Berry, University of North Texas
    Christa Savely, Texas Woman’s University
    Ragna Skearer, University of North Texas
    Mandy Stewart, University of North Texas
    Karen Walker, University of North Texas

VII. **Read! Talk! Write!—A Constructivist Model for Facilitating Reading and Thinking Critically**
    Ingrid Enniss, Oakwood University

VIII. **Tapping into to Students’ Multiple Literacies and Narratives: Transformative Literacy Practices in a Bilingual Classroom**
    Myriam Jimena Guerra, The University of Texas at San Antonio

IX. **Results from a Longitudinal Study of a Spelling Intervention and Assessment Targeting At-Risk Kindergarten and First Grade Students**
    Richard M. Oldrieve, Bowling Green State University

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

**SYMPOSIUM**

**Preschool Literacy Research: Past, Present, and Future**

**Chair & Discussant:** Sherri L. Horner, Bowling Green State University

Using the 2009 Annual Meeting’s theme, we elaborate on how researchers’ and practitioners' knowledge and philosophy about preschoolers and learning to read has developed over the centuries. Then, we project into the future about how this knowledge and philosophy will continue to evolve. The presenters focus on different aspects of emergent literacy: alphabet knowledge, preschool English learners, concept of word in speech, and concept of word in print; relating these topics to the broad framework of past, present, and future.

1. **Alphabet Learning: From the Ancient Greeks to Now and Beyond**
   Sherri L. Horner, Bowling Green State University
   Michelle A. Drouin, Indiana University-Purdue University Fort Wayne
   Mohammed Darabie, Bowling Green State University

2. **Preschool English Learners’ Literacy: Looking Critically and Looking Forward**
   Theresa Roberts, California State University, Sacramento

3. **Concept of Word in Speech: Past, Present, and Future Research on How Oral Word Knowledge Links to Literacy Development**
   Edna Brabham, Auburn University
   Connie Buskist, Auburn University at Montgomery

4. **Concept of Word in Print: A Critical, but Oft-Ignored Springboard into Literacy Development**
   Heidi Anne E. Mesmer, Virginia Polytechnic Institute and State University
   Jennifer Jones, Radford University
   Nancy Bradley, Virginia Polytechnic Institute and State University

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

**APACHE PAPER SESSION**

**Preparing Literacy Teachers Who are Socially Conscious**

**Chair:** Margaret-Mary Sulentic Dowell, Louisiana State University

1. **Service-Learning: An Approach to Develop Future Literacy Professionals’ Mentoring Skills**
   Steven Hart, California State University, Fresno
2. Cultivating (Critical) Tact in Future Middle Grades Literacy Teachers: Challenges in the Complex Embeddings of Teaching and Learning
   Mark D. Vagle, The University of Georgia

   Margaret–Mary Sulentic Dowell, Louisiana State University

1:15PM - 2:45PM  COCHITI

ALTERNATIVE FORMAT

Ethical Issues in Conducting Literacy Research in School and Out-of-School Settings

Chair: Cynthia B. Leung, University of South Florida St. Petersburg
Discussant: Karen Feathers, Wayne State University

This alternative session will provide a venue at NRC for conference participants to identify and discuss ethical issues related to conducting literacy research in school, home, community, and university settings, and to share actions taken and solutions developed when faced with ethical dilemmas in these diverse research settings. A panel of literacy researchers will briefly describe ethical issues associated with each setting. Then participants will further discuss ethical issues and share research experiences in break-out groups.

Panelists:
   Carole Rhodes, Queens College, City University of New York
   Nancy Knapp, The University of Georgia
   Barbara Guzzetti, Arizona State University
   Cynthia B. Leung, University of South Florida St. Petersburg
   Mona W. Matthews, Georgia State University
   Janet C. Richards, University of South Florida
   Kelly B. Cartwright, Christopher Newport University

1:15PM - 2:45PM  ISLETA

SYMPOSIUM

Effective Practices for Elementary ELL Instruction: Local and Global Perspectives

Chair: Guofang Li, Michigan State University
Discussant: Patricia Edwards, Michigan State University

For teachers and schools to be culturally reciprocal to students’ diverse backgrounds, it is essential that they learn who the students are, what factors influence their learning inside and outside school, what kinds of resources are available to these learners, and what strategies to use to facilitate their academic achievement. To this end, the symposium features up-to-date research-informed effective practices in English language and literacy (ELL) instruction in elementary school settings. We address not only pedagogical issues concerning reading, writing, oracy, vocabulary, and grammar teaching but also programmatic issues and socio-cultural issues.

1. Framing Quality Schooling for ELLs
   Ester Johanna De Jong, University of Florida

2. ELLs, SIOP Implementation, and a Sociocultural View of Literacy Instruction
   Ellen McIntyre, North Carolina State University

3. Principles for Writing Practices with English Language Learners
   Sarah McCarthy, University of Illinois at Urbana-Champaign
   Xun Zheng, University of Illinois at Urbana-Champaign

4. What We Know about Young ELLs’ Reading and Writing
   Diane Barone, University of Nevada, Reno

5. Literacy Practices in an Increasingly Global Society
   Patricia Edwards, Michigan State University
   Guofang Li, Michigan State University
   Selena Protacio, Michigan State University
   Kalimani Ponnan, Michigan State University

1:15PM - 2:45PM  JEMEZ

PAPER SESSION

Assessments: Fluency and Motivation

Chair: Peter Afflerbach, University of Maryland

1. Beyond DIBELS: A Critical Review of Assessments that Purport to Assess Reading Fluency
   Sherry Mee Bell, University of Tennessee at Knoxville
   Steve McCallum, University of Tennessee at Knoxville

2. Reading Motivation and Struggling Urban Readers: Its Relationship to Reading Activity, Achievement, and Interest in the Context of a Diagnostic Reading Intervention Program
   Giselle Ragusa, University of Southern California
   Amy Ardell, University of Southern California

3. Creating Motivating Reading Assessments
   Deborah R. Dillon, University of Minnesota
   David G. O’Brien, University of Minnesota
   Catherine Kelly, University of Minnesota
   Brad A. Biggs, University of Minnesota
   Megan Mahowald, University of Minnesota
   Cassandra Scharber, University of Minnesota

1:15PM - 2:45PM  LA CIENEGA

PAPER SESSION

Textual Analysis, Rhetoric, and Research Paradigms

Chair: Rosamund K. Stooke, University of Western Ontario

1. “What is the Right Use of Books?”, An Emersonian Perspective on Teaching Reading in a Democratic Society
   Michael D. Bootright, The University of Georgia
   Mark A. Faust, The University of Georgia

2. Not As Simple As It Looks: Critical Sociocultural Research in a Library Reading Support Program
   Rosamund K. Stooke, University of Western Ontario

3. Reading Aloud: The Rhetorics of Building Public Participation
   Rebecca Rogers, University of Missouri – St. Louis
   Melissa Mosley, The University of Texas at Austin

Literacy Research Past, Present, and Future: Multiple Paths to a Better World

59th National Reading Conference • December 2 - December 5, 2009
### Developing Literacy through a Focus on Word Consciousness: A Mixed-Methods Study of Fourth-Grade Teaching and Learning

**Chair:** Judith A. Scott, University of California, Santa Cruz  
**Discussant:** William Nagy, Seattle Pacific University

The papers presented in this symposium reflect multiple approaches to documenting and analyzing students’ growth in word consciousness and literacy skills during a large-scale intervention study. We use multiple paths, and multiple methods, to explore the results of a study in which teachers foster students' skills, knowledge, and dispositions so that they embrace identities as literate beings who are interested in words, use words effectively in communication, and recognize the power of language in both reading and writing.

1. **Vocabulary Growth Over Time: Results of a Multiple-Level Vocabulary Assessment Based on Grade-Level Materials**  
   Judith A. Scott, University of California, Santa Cruz  
   Susan L. Flinspach, University of California, Santa Cruz  
   Tatiana F. Miller, University of California, Santa Cruz  
   Jack Vevea, University of California, Merced  
   Ondine Gage-Serio, University of California, Santa Cruz

2. **Rare Words in Students' Writing as a Measure of Vocabulary**  
   Susan L. Flinspach, University of California, Santa Cruz  
   Judith A. Scott, University of California, Santa Cruz  
   Tatiana F. Miller, University of California, Santa Cruz  
   Jack Vevea, University of California, Merced  
   Charlotte Zeamer, University of California, Santa Cruz

3. **The Impact of Word Consciousness on 4th Grade Students’ Writing**  
   Katharine Davies Samway, San Jose State University

4. **A Case Study of One Teacher's Developing Word Consciousness and Classroom Practice**  
   Tatiana F. Miller, University of California, Santa Cruz  
   Ondine Gage-Serio, University of California, Santa Cruz  
   Susan L. Flinspach, University of California, Santa Cruz  
   Judith A. Scott, University of California, Santa Cruz
3. **A Comparison of the Nature of Representation Across Five Academic Disciplines**  
   Amy Alexandra Wilson, *The University of Georgia*

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

**SYMPOSIUM**

*Exploring the Relationship Between Literacy Coaching and Student Achievement in Grades K-12*

**Chair:** Laurie Elish-Piper, *Northern Illinois University*  
**Discussant:** Misty Sailors, *The University of Texas at San Antonio*

Does literacy coaching contribute to gains in student reading achievement? This symposium presents three studies that span K-12 educational settings and address this critical question. Synthesis of the findings will suggest a set of literacy coaching models that promote student reading achievement.

1. **Approach to and Extent of Literacy Coaching: Its Relationship to Student Achievement in Reading First Schools**  
   Rita M. Bean, *University of Pittsburgh*  
   Naomi Zigmond, *University of Pittsburgh*  
   Jason Draper, *University of Pittsburgh*

2. **Examining the Relationship Between Literacy Coaching and Student Reading Achievement in Grades K-8**  
   Laurie Elish-Piper, *Northern Illinois University*  
   Susan K. L’Allier, *Northern Illinois University*

3. **Coaching High School Teachers about Think-Alouds: Examining the Impact on Student Achievement**  
   Diane Lapp, *San Diego State University*  
   Nancy Frey, *San Diego State University*  
   Douglas Fisher, *San Diego State University*

3. **Examining the Efficacy of Science-Literacy Integration**  
   Gina Cervetti, *University of Colorado at Boulder*  
   P. David Pearson, *University of California, Berkeley*  
   Jacqueline Barber, *University of California, Berkeley*

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

**PAPER SESSION**

*Textual Difficulty and Independent Reading*

**Chair:** Renita Schmidt, *Furman University*

1. **"I'm Having Trouble Finding Books in my Lexile Range": Smart Boys, Identity, and Positioning**  
   Renita Schmidt, *Furman University*

2. **Leveled Texts, Leveled Readers: K-5 Teachers’ and Students’ Perspectives on Reader-Text Matching**  
   Juliet L. Halladay, *The University of Vermont*

3. **Effects of Fourth Graders’ Repeated Readings of Independent-Level Narrative and Informational Text on Rate, Accuracy, and Expressive Oral Reading**  
   Gary P. Moser, *Alpine School District*  
   Timothy G. Morrison, *Brigham Young University*  
   Richard R. Sudweeks, *Brigham Young University*

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

**SYMPOSIUM**

*Beyond Critical Literacy Practices: Considering the Embodied for Teaching and Research*

**Chair:** Stephanie Jones, *The University of Georgia*  
**Discussant:** Karen Spector, *University of Alabama*

For decades, teachers and researchers have engaged people in critical literacy practices, but critical literacy has experienced a normalization of practices and ways of being that have historically questioned and critiqued power relations in texts, institutions, and society. In this session we attempt to re-radicalize critical literacy practices considering emotional/affective, embodied, performative, and lived experiences of critical literacy as pathways to more inclusive theory, research, and practice built on dimensions of critical literacy less often foregrounded.

1. **Bodies Before Me: A Lived Moment of Critical Literacy in Undergraduate Teacher Education**  
   Stephanie Jones, *The University of Georgia*

2. **Performing and Positioning Critical Literacy in and Beyond the English Classroom**  
   Elisabeth Johnson, *College of Staten Island, City University of New York*

3. **Emotional Response and Engagement in the Critical Literacy Classroom**  
   Jessica Dockter, *University of Minnesota*  
   Cynthia Lewis, *University of Minnesota*

4. **The Ground Beneath Us: Critical Hermeneutics in the Literacy Classroom**  
   Karen Spector, *University of Alabama*
1:15PM - 2:45PM

INVITED SESSION

Program Chair Invited Session—Native American Language Maintenance and Revitalization

Chair: Elizabeth Noll, The University of New Mexico

This session will include a discussion of the importance of maintaining the oral tradition of Pueblo Indian language communities and its significance in current language initiatives. Results from the Indian education study of New Mexico, 2025 will be shared to discuss the study participants’ views on the vitality of Pueblo, Navajo, and Apache languages, including their efforts towards language maintenance and revitalization.

1. Oral Tradition: The Foundation for Pueblo Language Maintenance Programs in New Mexico
   Christine P. Sims, The University of New Mexico

2. The Benefits of Language Learning in a Community-Based Initiative
   Rebecca Blum-Martinez, The University of New Mexico

3. New Mexico Teachers, Students, and Community Members’ Perspectives on Native Language Vitality
   Tiffany S. Lee, The University of New Mexico

1:15PM - 2:45PM

PAPER SESSION

Teacher Talk and Perspectives on English Language Learners

Chair: Janet Young, Brigham Young University

1. Who Are These English Language Learners?: K-12 Teachers’ Perspectives on Students’ Literate Identity
   Janet Young, Brigham Young University
   Stefinée Pinnegar, Brigham Young University

2. Academic Language and Literacy Practices that Prepare English Language Learners for the Mainstream
   Megan M. Peercy, University of Maryland

1:15PM - 2:45PM

ALTERNATIVE FORMAT

Evolving Models of Reading Clinics: From the Medical Model to the Technologically Savvy

Chair: Pamela J. Dunston, Clemson University
Discusssant: Evan T. Ortlieb, Valdosta State University

The structure and purpose of university reading clinics have changed in many ways over the last 100 years. Breakthrough research-based approaches that university reading clinic directors employ will be discussed in an effort to disseminate information about designing environments that support the mutual development of teacher candidates and the students the clinics serve. Topics of discussion include the future direction of reading clinics, ways to meet the needs of clients and teachers, and accreditation standards.

1:15PM - 2:45PM

SYMPOSIUM

Why Writing Improves Reading Comprehension and Content Learning

Chair: James L. Collins, University at Buffalo, State University of New York
Discussant: Kathleen M. Collins, Pennsylvania State University

The Writing Intensive Reading Comprehension (WIRC) study is an IES-funded project which showed that scaffolded writing can enhance reading comprehension in low-performing urban schools, especially for struggling readers. This symposium examines theories of reading-writing connections and data from the WIRC research to gain insight on the impact of the intervention.

1. Review of Research on Reading-Writing Connections
   Fenice Boyd, University at Buffalo, State University of New York

2. What Students Learn from Extended Writing about Reading: Three Case Studies
   Diane R. Phelps, University at Buffalo, State University of New York

3. Using Thinksheets to Scaffold Reading, Writing, and Learning
   James L. Collins, University at Buffalo, State University of New York

3:00PM - 4:30PM

SYMPOSIUM

Talking and Writing in Early Years Classrooms: Ideology, Pedagogy, and Negotiation

Chair & Discussant: George Kamberelis, University at Albany, State University of New York

In this symposium we present three studies that focus on the relations between talk and writing. From both pedagogical and ideological perspectives, we consider conversations that take place as children learn to write, and we explain how these conversations are used strategically by both teachers and children as they negotiate local and distant social and political landscapes.

1. Language Ideologies and Talk around Writing in an Urban Bilingual Classroom
   Christina L. Madda, University of Illinois at Chicago

2. Imagining the Other: Young Authors’ Dialogic Constructions of Audience
   Hongmei Dong, University of Illinois at Chicago

3. Teaching in the Moment: Talk as Scaffold in Writing Conferences
   Kathryn Glasswell, Griffith University
   Judy M. Parr, University of Auckland
**Professional Development for Teachers of English Language Learners**

**Chair:** Rui Niu, The University of Scranton

1. **Middle School Teacher Researchers’ Language and Literacy Beliefs and Practices: Using Discourse Analysis as a Tool to Mediate Praxis**
   Beverly L. Troiano, University of Illinois at Chicago

2. **Transforming Literacy Instruction for English Language Learners in a Rural Midwestern School District**
   Lori A. Helman, University of Minnesota
   Kara Coffino, University of Minnesota

3. **Experiencing Instruction in Chinese: TLC Teachers Improving Teaching through Understanding the Situation of Their English Language Learners**
   Rui Niu, The University of Scranton

**Seeking a Path to Disciplinary Literacy: Can We Rely on Content Literacy Textbooks to Define the Knowledge Base?**

**Chair:** Patricia A. Watson, Texas Tech University

**Discussant:** Holly Johnson, University of Cincinnati

This alternative format session will invite audience members to examine the question, “Can we rely on content area literacy textbooks to define the knowledge base for pre-service teachers?” As a basis for discussion, data from a content analysis of currently available texts and data from interviews conducted with content area experts will be presented. Participants will have the opportunity to discuss the data and examine the issues in small and large group discussions.

1. **An Analysis of Content Area Textbooks**
   Patricia A. Watson, Texas Tech University
   Mellinee Lesley, Texas Tech University

2. **What Do Disciplinary Experts Say?**
   Patricia A. Watson, Texas Tech University
   Holly Johnson, University of Cincinnati
   Mellinee Lesley, Texas Tech University
   Amy Brass, University of Cincinnati

**Language, Vocabulary and Informational Books in Early Childhood Education**

**Chair:** Barbara A. Bradley, The University of Kansas

1. **Exploring a Model for Meaning Vocabulary Instruction in Early Childhood Classrooms: A Formative Experiment**
   X. Christine Wang, University at Buffalo, State University of New York
   Tanya Christ, Oakland University
   Ming Ming Chiu, University at Buffalo, State University of New York

2. **Integrating Information Books into Book Sharing in Preschool Classrooms**
   Barbara A. Bradley, The University of Kansas
   Kathy Bryant, The University of Kansas

3. **Preschool Teachers’ Sense of Community, Instructional Practices, and Children’s Language and Literacy Gains**
   Ying Guo, The Ohio State University
   Joan N. Kaderavek, The University of Toledo
   Anita McGinty, University of Virginia
   Shayne B. Piasta, The Ohio State University
   Laura Justice, The Ohio State University

**Generating Vocabulary Knowledge: Learning and Teaching Higher-Order Morphological Aspects of Word Structure**

**Chair:** Shane Templeton, University of Nevada, Reno

**Discussant:** Donna Ogle, National-Louis University

The effects of different instructional conditions on the learning and teaching of higher-order morphological knowledge are explored. Students’ tacit and explicit knowledge of morphology is examined as a function of level of literacy development determined by measures of vocabulary, reading, and orthographic knowledge. Implications for a developmental model of higher-order orthographic knowledge and morphological knowledge are examined. Teachers’ knowledge and attitudes about instruction of these morphological or generative processes of vocabulary knowledge are examined.

1. **The Effects of Different Instructional Conditions on Students’ Morphological Knowledge: Insights from and Limitations of a Large-Scale Study**
   Shane Templeton, University of Nevada, Reno
   David Smith, University of Nevada, Reno

2. **The Nature of Students’ Tacit and Explicit Knowledge of Morphology in the Context of a Developmental Model of Word Knowledge**
   David Smith, University of Nevada, Reno
   Bob Ives, University of Nevada, Reno

3. **“Who was Teaching Whom?”: Exploring Teachers’ Beliefs about Themselves and about Their Students’ Learning in the Context of Examining Morphological Aspects of Word Structure**
   Kara Moloney, New Mexico Highlands University
   J-Lynn Van Pelt, University of Nevada, Reno
3:00PM - 4:30PM
SYMPOSIUM
LAGUNA

Uninterrupted Processes: Bakhtinian Perspectives on Identity and Literacy
Chair: Bob Fecho, The University of Georgia
Discussant: Stephanie Jones, The University of Georgia

The three papers in this session, all using a Bakhtinian lens, respectively unpack the many layers of identity though the metaphor of a palimpsest, consider how a reader’s identity is constructed within social contexts, and explore the complexity of hybridity in the teaching lives of Latina teachers. Through them we argue that engagement with the interpretation and generation of text provides all classroom participants with complex and nuanced insight into how they see themselves negotiating the social worlds they enter.

1. Identity as Multimodal Palimpsest: A Conception of Identity Construction Informed by Theories of Social Semiotics and Mikhail Bakhtin
   Amy Alexandra Wilson, The University of Georgia

2. A Bakhtinian Perspective on Struggling Readers and Identity
   Trevor Stewart, The University of Georgia
   Emily Pendergrass, The University of Georgia

3. Latina Spanish Teachers’ Identities in New Latino Communities: Understanding Hybridity through Bakhtinian and Femenista Lenses
   Soria Colomer, The University of Georgia

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

Social Justice Themes Inside ELA Classrooms
Chair: Rachelle D. Washington, Clemson University

1. Re/creating a Dream: Social Justice Discourse Inside Classrooms
   Rachelle D. Washington, Clemson University

2. Recovering or Drowning: The Narrative Researcher’s Role in the Reconstructed Experiences of Gay and Lesbian Literacy Educators in the School Context
   Randal L. Donelson, The Ohio State University at Newark

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

Literacy Learning and Popular Media
Chair: Kristin H. Javorsky, University of Nebraska at Lincoln

1. Vocabulary Learning from an Educational Television Program: Can Children Learn Many New Words and Can Print On-Screen Help?
   Annie M. Moses, John Carroll University
   Deborah L. Linebarger, University of Pennsylvania
   Katie McMenamin, University of Pennsylvania
   Kara Garrity, University of Pennsylvania
   Tara Liss-Mariño, University of Pennsylvania

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

Interventions and Strategies for Adolescent and Adult Content Learning
Chair: Gerlinde G. Beckers, Louisiana State University

1. A New Look at Interactive Read-Alouds: Fostering Socially Constructed Knowledge among Adolescents Using Related Texts
   Lettie K. Albright, Texas Woman’s University
   Cheryl Taliaferro, University of North Texas

2. Building a Foundation to Support Adolescent Content-Area Literacy: Preliminary Trends from a Longitudinal Study Focused on Integrating Science and Literacy in Upper Elementary
   Nancy R. Romance, Florida Atlantic University
   Michael R. Vitale, East Carolina University

3. Examining the Treatment Fidelity and Social Validity of a Peer-Mediated Postsecondary Reading Intervention
   Gerlinde G. Beckers, Louisiana State University
   Earl H. Cheek, Louisiana State University
   Evan T. Ortlieb, Valdosta State University
I. Reading Assessment: Revisiting the Past, Living in the Present Accountability Climate, Crafting a Vision for the Future
   Jeanne B. Cobb, Coastal Carolina University

II. Literature Talk with Adolescents: Opening Spaces for Students to Not Only Lead Discussion but to Become Co-Researchers into Literate Identities
   Tracy L. Smiles, Western Oregon University
   Marie A. LeJeune, Western Oregon University

III. The Past, Present, and Future Role of the Practicum in a Graduate Reading Program
   Cynthia Fischer, Barry University
   Nancy Maszal, Barry University
   Lois K. Haid, Barry University
   Joyce Warner, Barry University
   Andrea Rosenblatt, Barry University

IV. Intersecting Realities: One Pre-Service Teacher’s Attempts to Use Critical Literacy to Gain Access to Students’ Figured Worlds
   Jane M. Saunders, Texas State University - San Marcos

V. Storied Selves: A Multimodal Analysis of Young Children’s Literate Lives
   Rebecca Rogers, University of Missouri – St. Louis
   Martille Elias, University of Missouri – St. Louis

VI. Cuentos, Dichos and Consejos: Tapping into Latino Families’ Home-Cultural Literacy Practices to Enhance the Reading Curriculum
   Lisa L. Santillan, The University of Texas at San Antonio

VII. Teaching the Neglected “R”: Six Activities to Enhance Writing Instruction
   Carolyn L. Carlson, Washburn University

VIII. Literate Practices of Christian Youth
   Eric D. Rackley, University of Michigan

IX. What do Third Graders Talk about in Dialogic Discussions?
    Jongsun Wee, The Ohio State University

X. Beyond the Digital Divide: Synthesizing and Theorizing the Intersections of New Literacies and Issues of Diversity
   Nathan Phillips, Vanderbilt University

XI. Examining Graduate Students’ Cooperative Learning Experiences in an On-Line Reading Course
    Jackie M. Arnold, University of Dayton
    Mary-Kate Sableski, University of Dayton

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Multiple Paths to Powerful Teaching: Using the Internet to Improve Literacy and Learning Outcomes for Diverse Students

Chair: Bridget Dalton, Vanderbilt University
Discussant: Colin Harrison, University of Nottingham

This alternative session will engage the audience in exploring how teachers in Ireland and the U.S. are integrating the Internet into their curriculum and teaching to improve literacy and learning outcomes for diverse students, including struggling readers. Students’ Internet inquiry projects and teachers’ Web Strategy Tutor lesson plans will be featured.

1. Scaffolding Struggling Readers from Disadvantaged Communities as They Construct Meaning in Internet Inquiry
   Bernadette Dwyer, St. Patrick’s College

2. Using the Internet to Promote Inquiry-Based Learning: What Scaffolds are Needed?
   Jill Castek, University of California, Berkeley

3. Something Old, Something New: Teachers Design Online Lessons for the Web Strategy Tutor
   Blaine Smith, Vanderbilt University
   Bridget Dalton, Vanderbilt University

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A Mixed-Methods Framework for Utilizing Innovative Data Collection and Data Analysis Strategies for 21st Century Literacy Research

Chair: Marla Mallette, Southern Illinois University
Discussant: Donald J. Leu, University of Connecticut

The lack of rigor associated with mixed-methods data collection and data analysis strategies among researchers in general and literacy researchers in particular is exacerbated by the fact that few researchers take into account Web 2.0 and related technologies when collecting and analyzing data. Unfortunately, there are few published guidelines for rigorous data collection and analysis that utilize Web 2.0 and related technologies. The paucity of publications in this area suggests that it is likely that these frameworks have not yet reached the widest audience possible. Thus, in our session, we will show how mixed methods techniques can be used to guide literacy research further into the 21st century.

Presenters:
Melissa L. Burgess, Sam Houston State University
Anthony J. Onwuegbuzie, Sam Houston State University
Perspectives on the Preparation of Secondary Teacher Candidates for Literacy across the Curriculum

Chairs & Discussants:
  Thomas W. Bean, University of Nevada, Las Vegas
  Helen Harper, University of Nevada, Las Vegas

The need to improve secondary teacher preparation is an increasingly important topic for addressing the achievement gap and redressing the inequalities that exist in our society. Papers in this session present perspectives from research on improving secondary teacher preparation in three different urban communities. Papers address the way teacher preparation programs can assist secondary teacher candidates to view members of their disciplines (mathematicians, historians, musicians, artists, scientists and related areas) as quintessentially literate individuals. A second component of the session addresses the need for teacher educators to extend the concept of literacy as a fundamental component of teaching in various content areas and suggests ways this may be accomplished, including the use of technology. Finally, the researchers suggest that assessment of teacher candidate planning can be a tool to determine how well these concepts are being integrated into practice. The session is planned so that participants will be able to interact with presenters and discussants over their own perspectives on the topic.

1. (Re)imagining Our Work as Teacher Educators: Integrating Literacy and Content Methods for Pre-Service Secondary Teachers
   Roni Jo Draper, Brigham Young University
   Paul Broomhead, Brigham Young University
   Amy Petersen Jensen, Brigham Young University
   Jeffery Nokes, Brigham Young University

2. Essential Nature of Planning for Instruction in the Content Areas
   Susan Davis Lenski, Portland State University

3. Learning to Podcast: Creating Spaces for Literacy Strategies Chosen by Secondary Teacher Candidates in Varying Disciplines
   Dana L. Grisham, California State University, East Bay
   Thomas DeVere Wolsey, Walden University
V. Critical Content Analysis of Postcolonial Texts: Representations of Muslims within Children's and Adolescent Literature
Seemi Aziz, Oklahoma State University

VI. Exploring the Connections Students Make While Constructing Meaning
Sunni L. Johnson, University of North Texas

VII. Multiple Paths to Literacy in a Two-Way Immersion Classroom
Crystal V. Shelby-Caffey, Southern Illinois University

VIII. “Ms. Morales Needs to Go Back to English Class”: Exploring Bilingual Latino/a Pre-Service Teachers’ Beliefs about the “Good” English Language Arts Teacher
Terri L. Rodriguez, Duquesne University

IX. Problems, Possibilities, Promise: A Report of Second-Year Teachers of Reading
Carole Janisch, Texas Tech University
Jennifer Hardin, Texas Tech University
Karla Lewis, Texas Tech University
Gaelynn McInroe, Texas Tech University
Tasha Vice, Texas Tech University
Regina Wise, Texas Tech University

X. A Bilingual Child’s Writing at Home: On- and Off-Screen
Jennifer Moon Ro, State University of New York at Fredonia

XI. Books on Tape: One Way to Enhance Parent-Child Shared Book Reading and Children’s Literacy Development
Alanna Rochelle Dail, University of Alabama
Priscilla G. Wilson, University of Alabama

4:45PM - 6:00PM BALLROOMS A & B
PRESIDENTIAL ADDRESS

Chair: David Reinking, Clemson University

I. Welcome
David Reinking, Clemson University

II. Student Outstanding Research Award Presentation
Bridget Dalton, Vanderbilt University

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

IV. Introduction of Speaker
David W. Moore, Arizona State University

V. 2009 Presidential Address - Literacy Identities: Who Is Responsible?
Kathleen A. Hinchman, Syracuse University
Thursday • December 3, 2009

LITERACY RESEARCH
Past, Present, and Future: Multiple Paths to a Better World

59th National Reading Conference • December 2 - December 5, 2009
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS
allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Meeting from 7:25a.m. – 8:25a.m.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Program Content Area Chairs. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PROGRAM CHAIR INVITED SESSIONS
are sessions where the speakers have been invited to present by the 2009 Program Chair. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Meeting. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
the current state of affairs, these three studies demonstrate a rigorous and complex view of professional development and induction that invites a different way of being.

1. **Becoming Colleagues: Developing Professional Discourse Together**
   Katie Van Sluys, DePaul University

2. **Not a One-Shot Deal: Generative Professional Development among Experienced Teachers**
   Amy Seely-Flint, Georgia State University

3. **"I Didn’t Know Little Kids Knew So Much!": Developing Professional Agency and Identities through Field-Based Courses**
   Tasha Tropp Laman, University of South Carolina
   Julia Lopez-Robertson, University of South Carolina
   Erin T. Miller, University of South Carolina

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**On-Site Literacy Collaborations: Teaching in the Company of Current and Future Educators**

Chair: Katie Van Sluys, DePaul University

Discussant: Joyce Many, Georgia State University

The exodus of certified new teachers has left some larger urban contexts with as high as 50% of new hires with qualification waivers (Moir, 2003). And we see government, school districts, universities, and other educational institutions deciding what teachers need, requiring profes-
MULTIPLE CAREER PATHS: LITERACY RESEARCH FOR A BETTER WORLD

Chair: Mary B. McVee, University at Buffalo, State University of New York

Discussants: Kailonnie Dunsmore, The Ball Foundation
Mary B. McVee, University at Buffalo, State University of New York

In this alternative format symposium, we will consider this year’s NRC theme: Literacy Research Past, Present, and Future: Multiple Paths to a Better World in relation to the career choices. The alternative session will address the question: How might literacy researchers work alongside or outside the traditional university settings to make a difference in the lives of children, teachers, and communities?

Presenters:
Kailonnie Dunsmore, The Ball Foundation
Douglas Fisher, San Diego State University
Cynthia Greenleaf, WestED
Cathy Reischl, University of Michigan

TRANS-CULTURAL DIALOGUE AND INTERNATIONAL USES OF MULTIMEDIA

Chair: Paige D. Ware, Southern Methodist University

1. Adolescent Language Learners Writing in an International Multimedia Exchange
Paige D. Ware, Southern Methodist University

2. Reading Each Other: Toward a Technology-Mediated Model of Transcultural Teacher Education
Mark Dressman, University of Illinois at Urbana-Champaign
Adam Babcock, University of Illinois at Urbana-Champaign
Nathan Weatherup, University of Illinois at Urbana-Champaign
Wayne Journell, University of North Carolina at Greensboro

3. Digital Storytelling and Global Literacy Instruction among Students in Bhutan: Bridging the Digital Divide in a Rural Community
Heriberto Godina, The University of Texas at El Paso
Khendum Gyabak, The University of Texas at El Paso
I. Pre-Service Teachers’ Implementation of Content Literacy Strategies in the Middle School Classroom  
   Jamie R. Colwell, Clemson University  
   Lisa Jones-Moore, Clemson University  
   Victoria R. Gillis, Clemson University

II. Examining English/Chinese Bilingual Children’s Books: Current Issues and Future Possibilities  
   Xiaoming Chen, State University of New York at Fredonia  
   Qiaoyu Huang, State University of New York at Fredonia

III. Motivation to Write Profile Revisited: A Mixed-Methods Study of Writers Across Educational Levels  
   Sonya L. Armstrong, Northern Illinois University  
   Donna E. Werderich, Northern Illinois University

IV. Literacy Strategies in Secondary Level Geoscience Education: A Multidisciplinary Initiative  
   Francine C. Falk-Ross, Pace University  
   Solanly Ochoa-Angrino, Northern Illinois University  
   M. Cecil Smith, Northern Illinois University  
   Kathleen Kitts, Northern Illinois University  
   Eugene Perry, Northern Illinois University  
   Lisa Yamagata-Lynch, Northern Illinois University

V. Beyond Early Reading First: The Effects of Home Language on Children’s Language and Literacy Development  
   Carol Vukelich, University of Delaware  
   Noreen S. Moore, The College of New Jersey  
   Martha Buell, University of Delaware  
   Myae Han, University of Delaware

VI. Multiple Pathways of Synchronous, Asynchronous, and ‘Live’ Literature Circles with Pre-Service Teachers: A Cross-Case Analysis  
   Mary K. Kallas, Eastern New Mexico University  
   Kathleen Donalson, Eastern New Mexico University  
   Bonnie L. Jones, Eastern New Mexico University

VII. Endangered Species and Expensive Luxuries: The Scarcity of Secondary Reading Specialists  
   Carolyn L. Carlson, Washburn University

VIII. Investigating Postsecondary Disciplinary Instructors’ Expectations for Students’ Reading Comprehension Skills  
   Brad A. Biggs, University of Minnesota

IX. Theory Meets Practice: Teaching Sophisticated Vocabulary in Six Linguistically Diverse Classrooms  
   Susan Watts-Taffe, University of Cincinnati  
   Angela Kinney, University of Cincinnati

X. Beyond Paper and Pencil: Integrating Web 2.0 Tools into a Literacy Methods Course  
   Tami R. Dean, Illinois State University  
   Lara J. Handsfield, Illinois State University

XI. Discourses, Identity Work, and Space in Students’ Writing and Talk Around Text  
   Amy E. Burke, The University of Texas at Austin  
   Beth Maloch, The University of Texas at Austin
pediatric care visits provide materials and information of how at risk parents can help their children with language and literacy. The third is a study that also looks into the community at typical places that parents go with their children to see what type of literacy information is present. The investigator looks in malls, supermarkets, daycare centers, etc. for materials that help to inform them about helping their children. Each presenter will use a PowerPoint presentation, there is video in the presentations, handouts and artifacts that are shared.

1. Long-Term and Short-Term Effects of a Family Literacy Program on the School Experiences of Children and Their Parents
   Jeanne Paratore, Boston University

2. The BELLE Project: Bellevue Project for Early Literacy, Language and Education
   Lesley Morrow, Rutgers University
   Samantha Berkule, New York University
   Bernard Dreyer, New York University
   Alan Mendelsohn, New York University
   Harris Huberman, New York University
   Cori Green, New York University
   Arthur Fierman, New York University
   Soultana Tomopoulos, New York University
   Perri Klass, New York University

3. The Circulation of Information Seen by Parents about Children’s Literacy in Commercial Spaces
   Jennifer Rowsell, Rutgers University

8:30AM - 10:00AM SAN MIGUEL PAPER SESSION

Hispanic Cultural Influences in Literacy Practices
Chair: Eliane Rubinstein-Avila, University of Arizona

1. Hispanic Literacy Trends: As Readers, Books Characters, and Library Patrons
   Marsha Grace, Texas A&M University – Corpus Christi
   Frances Gonzalez-Garcia, Texas A&M University – Corpus Christi

2. The Metered Online Literacy Practices among Low-Income South American Youth
   Eliane Rubinstein-Avila, University of Arizona

3. Multiple Paths for Effective Communication between Immigrant Parents and Teachers: Exploring the Past in Order to Understand the Future
   Carolyn Calvin, The University of Iowa
   Jason Arduser, The University of Iowa
   Elizabeth Willmore, The University of Iowa
Writing and Identity in Adult Literacy Practices

Chair: Bill Muth, Virginia Commonwealth University
Discussant: Anita Wilson, Lancaster University

A heavy focus on reading instruction in adult literacy research has meant that the writing practices of adult literacy learners are understudied. This has limited the ways "adult literacy" is understood and researchers have missed opportunities to hear the complexities of students’ and teachers’ voices. The symposium examines the association between writing, identity and definitions of adult literacy in three contexts—adult literacy in the UK, multilevel classrooms in Japan, and family literacy in prison.

1. Writing, Timescales and Identity in Adult Literacy Education
   Amy Burgess, Lancaster University

2. Murals as Text: The Testimonials of Fathers and Children Separated by Prison
   Bill Muth, Virginia Commonwealth University

3. Writing as Emancipation: Reshaping Adult Basic Education in Japan
   Erik Jacobson, Montclair State University

Symposium TAOS 8:30AM - 10:00AM

Symposium PICURIS 9:20AM - 10:00AM

I. Coaching Conversations: The Nature of Talk between a Literacy Coach and Three Teachers
   Elizabeth G. Belcastro, University of Pittsburgh
   Rita M. Bean, University of Pittsburgh

II. Differentiation in Middle Level Literacy Classrooms: The Students Speak
   Mary F. Roe, Washington State University

III. Play as a Pathway to Building Vocabulary in Historically Underserved Populations: Where Do We Go Next?
   Jennifer D. Montgomery, Western Kentucky University
   Cassie F. Zippay, Western Kentucky University

IV. Examining the Perspectives of Teacher Education Candidates’ Definitions of Literacy
   Jackie M. Arnold, University of Dayton
   Kerry C. Coover, University of Dayton

V. The Effect of Accelerated Reader on Reader Identity: The Past, the Present, and the Future
   Joan Williams, Sam Houston State University
   Donna Cox, Sam Houston State University

VI. One Path to Better Teaching: Transcript Analysis as a Method for Improving Pre-Service Teachers’ Instructional Conversations During Read-Alouds
   Connie Buskist, Auburn University at Montgomery
   Edna Brabham, Auburn University

Symposium ACOMA 10:15AM - 11:45AM

Adolescent Vocabulary Development: Perspectives from a Multi-Faceted, Cross-Content Area Vocabulary Program

Chair: Pamela Mason, Harvard University
Discussant: Kara Moloney, New Mexico Highlands University

Vocabulary knowledge has an increasing impact on reading comprehension measures as students get older (Snow, Porche, Tabors, & Harris, 2007). Unfortunately, relatively little is known about adolescent vocabulary development (compared to our understanding of word learning in younger children). This symposium brings together various strands of current research on adolescent word learning from the urban school sites where the Word Generation program is implemented. Perspectives will include writing development and academic language use and various analyses of vocabulary growth following program implementation.
1. **Implementation of a Middle-School Vocabulary Intervention: What are the Effects on Students’ Word Learning Across 2 Years of Implementation?**
   Claire White, Harvard Graduate School of Education

2. **Understanding Covariates Predicting Vocabulary Growth: Modeling Factors Associated with Growth During a Year of Word Generation**
   Joshua Lawrence, Harvard Graduate School of Education

3. **Increasing Academic Vocabulary and Written Academic Language Skills: Exploring Students’ Writing Skills in the Word Generation Program**
   Christina Dobbs, Harvard University

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

**APACHE**

**Fluency and Decoding**

**Chair:** Melanie R Kuhn, Boston University

1. **The Effects of Structured Language Instruction on the Decoding and Encoding Abilities of Students with Learning Disabilities**
   Meagan L. Boyle, National-Louis University
   Casey Crnich, Hyde Park Day School

2. **Reconsidering Reading Fluency**
   Melanie R. Kuhn, Boston University
   Paula J. Schwaneffugel, The University of Georgia
   Elizabeth Meisinger, University of Memphis
   Megan Gregory, Boston University
   Carolyn Groff, Monmouth University

3. **So, What is Reading Fluency, Anyway? A Defining Experiment**
   Bruce A. Murray, Auburn University

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

**COCHITI**

**Eye Tracking and Literacy: Past, Present and Future**

**Chair & Discussant:** Karen Feathers, Wayne State University

In this session, participants will first examine the history of eye tracking methodology, technology, and research findings. Then they will transition into the present by examining data from current eye tracking research and discussing what the data suggest about reading processes. Finally, participants will explore in small groups how eye tracking might be used in the future in their own line of research to inform their understanding of literacy processes.

1. **History of Eye Movement Research: Past to Present**
   Karen Feathers, Wayne State University

2. **Explanation of Eye Movement Tracking: Present Technology**
   Santosh Kodimyala, Wayne State University

3. **Sharing of Current Samples of Eye Tracking Data: Present**
   Poonam Arya, Wayne State University

4. **Consideration of the Future Use of Eye Tracking for Research**
   Koomi Kim, New Mexico State University

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

**ISLETA**

**Studies of Teachers’ Beliefs and Practices**

**Chair:** Gaoyin Qian, Lehman College, City University of New York

1. **Urban In-Service Literacy Teachers’ Epistemological Beliefs and Instructional Practices: Patterns and Predictability**
   Gaoyin Qian, Lehman College, City University of New York
   Liqing Tao, College of Staten Island, City University of New York

2. **Teachers’ Beliefs about Urban Students’ Motivation for and Engagement In Reading: The Role of Social Contexts and Reading Development**
   Giselle Ragusa, University of Southern California
   Norman Unrau, California State University, Los Angeles
   Erica Bowers, California State University, Fullerton

3. **Considering “How” Teachers Believe: The Role and Function of Beliefs in the Literacy Coaching Relationship**
   Jennifer I. Hathaway, University of North Carolina at Charlotte

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

**JEMEZ**

**Literacy and Teacher Identities: Discourses of Race and Power**

**Chair:** Mary Avalos, University of Miami

1. **No Longer on the Margins: Researching the Hybrid Literate Identities of Black and Latina Pre-Service Teachers**
   Marcelle M. Haddix, Syracuse University

2. **Constructing Teacher Identities: How One Pre-Service Teacher Negotiated Competing Discourses of Teacher Education**
   Anne Swenson Ticknor, The University of Iowa

3. **Through the Looking Glass and What One Pre-Service Teacher Found There: I’m Racist!**
   Marjorie L. Cooper, Michigan State University

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

**LA CIENEGA**

**Area Chairs’ Invited Session—Critical Content Analysis of Children’s Texts: Theories, Methodologies, and Critique**

**Chair:** Janelle B. Mathis, University of North Texas

**Discussants:** Kathy G. Short, University of Arizona
   Seemi Aziz, Oklahoma State University
   Yoo Kyung Sung, The University of New Mexico
   Melissa B. Wilson, University of Arizona

This presentation focuses on theories and critical content analysis derived from postcolonial studies, critical race theory and whiteness studies. The key concepts associated with these domains of cultural theory will be described to demonstrate how these concepts translate into methodologies that enable critical readings of children’s texts. A discussion of the issues that emerge in readings of texts from minority cultures will be included.

**Presenter:**
   Clare Bradford, Deakin University
Developing Thoughtfully Adaptive Teachers of Reading in Face-to-Face and Online Teacher Education Courses

Chair: Seth Parsons, George Mason University
Discussant: Gerald G. Duffy, University of North Carolina at Greensboro

The presenters will provide an overview of thoughtfully adaptive teaching and describe data collected from multiple teacher education courses delivered in different formats. Significant time will be devoted to audience discussion about the questions raised, including how we develop teachers who are thoughtfully adaptive and can this be accomplished through online courses.

1. Overview of Adaptive Teaching
   Seth Parsons, George Mason University
   Roya Qualls Scales, Western Carolina University

2. Adaptive Teaching: Learning from Pre-Service Teachers in a Face-to-Face Setting
   Beverly Faircloth, University of North Carolina at Greensboro
   Seth Parsons, George Mason University
   Roya Qualls Scales, Western Carolina University
   Scott Howerton, University of North Carolina at Greensboro
   Margaret Vaughn, University of North Carolina at Greensboro

3. Overview of Online Learning
   Terry S. Atkinson, East Carolina University

4. Adaptive Teaching: Learning from Teachers in a Distance Learning Setting
   Terry S. Atkinson, East Carolina University
   Robin R. Griffith, East Carolina University
   Dixie D. Massey, University of Washington

Neuroscience and Literacy: Possible Pathways to Improved Instruction

Chair: George Hruby, Utah State University
Discussant: Charles A. Perfetti, University of Pittsburgh

In this symposium, each presenter will review current research in the neurosciences relevant to an important aspect of literacy instruction, and discuss these findings in light of their possible potential applications. The specific literacy topics will be mental imagery and visualization for comprehension, modeling and second-language learning, and text and language comprehension processes. Cautions regarding over interpretation of research from this still formative discipline will be addressed.

1. Reading Comprehension and Mental Imagery
   Sheri R. Parris, University of North Texas

2. Mirroring Language: Neuroscience on Second Language Learning and Teacher Modeling
   Nancy Frey, San Diego State University
   Douglas Fisher, San Diego State University

3. The Varieties of Neurological Process in Reading Comprehension
   George Hruby, Utah State University

Literacy in At-Risk Learners

Chair: Lori Farrer, Western Michigan University

1. Instability of Word Reading Errors in Typical and At-Risk Learners
   Esther G. Steenbeek-Planting, Radboud University Nijmegen
   Wim H.J. van Bon, Radboud University Nijmegen
   Robert Schreuder, Radboud University Nijmegen

2. A Comparison of Repeated Interactive Readaloud (RIR) and Traditional Readaloud Strategies with Preschool Children from Low-Income Families
   Esther M. Newlin-Haus, Western Michigan University
   Shaila Rao, Western Michigan University
   Kristal Ehrhardt, Western Michigan University
   Lori Farrer, Western Michigan University
   Patti Cornelius, Western Michigan University

Local Literacies, Global Visions: Documenting SIFEs Learning Histories Using Oral History Methodology

Chair: M. Kristiina Montero, Wilfrid Laurier University
Discussant: Norman A. Stahl, Northern Illinois University

The purpose of this research is to explore the potential of combining oral history research methodology, language experience approach, and the principles of culturally responsive pedagogy to examine the needs of students, teachers, and teacher educators working with a subset of the English language learning population in English-dominant mainstream educational contexts: SIFEs—Students of Interrupted Formal Education. Immigration and learning histories are specifically examined.

An Interaction with a Multimodal Representations of SIFE Immigration and Learning History Narratives

M. Kristiina Montero, Wilfrid Laurier University
Bryan Ripley Crandall, Syracuse University
David Mwambari, Syracuse University
Joanne O’Toole, Syracuse University
Elizabhai Y. Stevens, Syracuse University
Ardyth Watson, Syracuse University
Norman A. Stahl, Northern Illinois University

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

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

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

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

1:15PM - 2:45PM  SYMPOSIUM  MESILLA
I. Examining How Reading Coaches Interpret and Enact Their Role: What Does the Future Hold?  
Charlotte A. Mundy, University of Alabama

II. The Epistemological and Institutional Challenges of Teacher Collaboration  
Bogum Yoon, Texas Woman's University  
Claudia Haag, Texas Woman's University

III. Transforming Literacy Instruction: The Path of a Successful Urban Elementary School  
Sharon M. Peck, State University of New York at Geneseo

IV. Discipline-Based Wiki Communities in a Content Area Reading Course  
Lisa Jones-Moore, Clemson University  
Victoria R. Gillis, Clemson University  
Jayne Lammers, Arizona State University

V. Open, Fee, and Ringing: Teaching and Learning Choir Literacies  
Roni Jo Draper, Brigham Young University  
Paul Broomhead, Brigham Young University

VI. Agency in Conflict: Balancing Aesthetic Response to Literature and Critical Literacy  
Sue Ringler-Pet, University of Connecticut

VII. Early Pre-Service Teacher Learning in Written Work Across a Semester in a Language Arts Methods Course  
Annamary Consalvo, The University of Texas at Austin  
Kwang-ok Song, The University of Texas at Austin

VIII. Literature Response Research and Instruction, Past, Present, and Future: A Content Analysis of Three Decades  
Susan K. Fullerton, Clemson University  
Jamie R. Colwell, Clemson University

IX. Authoring Lives: Youth Returning to School Narrate Past, Present and Future Selves  
Susan Bickerstaff, University of Pennsylvania

X. Reclaiming the Wisdom of Retired Teachers: Exploring the Dialogic Potential of Oral History Narratives to Inform Our Present and Future Practices  
Alessandro Rosborough, University of Nevada, Las Vegas  
Marilyn McKinney, University of Nevada, Las Vegas

XI. Investigating Parental Involvement to Promote Chinese Culture Learning Using Electronic Books  
Wei-Chun Liu, Purdue University  
Ran Hu, East Carolina University

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I:15PM - 1:55PM
PICURIS

1:15PM - 2:45PM
INVITED SESSION

Program Chair Invited Session—Toward a Comprehensive View of Early Literacy: Responses to the National Early Literacy Panel (NELP) Report

Chair: Anne McGill-Franzen, University of Tennessee at Knoxville
Discussant: Timothy Shanahan, University of Illinois at Chicago

Not only the educational research community but also practitioners in the field have deeply felt the impact of the 2000 National Reading Panel (NRP) report on literacy assessment and instruction. The recent release of the NELP report presents a timely and important opportunity for NRC members to contribute to a comprehensive view of literacy for our youngest learners. This session is a panel discussion by researchers with longstanding commitment to the early literacy field, broad-based research expertise, an understanding of early literacy practice, and a grasp of the ways that policy reports, such as the NELP report, if left unexamined, can influence research and pedagogy with unintended consequences.

Presenters:
Alanna Rochelle Dail, University of Alabama  
David Dickinson, Vanderbilt University  
Kris Gutierrez, University of California, Los Angeles  
Elfrida Hiebert, University of California, Berkeley  
P. David Pearson, University of California, Berkeley  
Lea M. McGee, The Ohio State University  
Judith Schickedanz, Boston University  
Susan B. Neuman, University of Michigan  
Marjorie Faulstich Orellana, University of California, Los Angeles  
Scott G. Paris, National Institute of Education

1:15PM - 2:45PM
SAN MIGUEL

ALTERNATIVE FORMAT

Pearls of Wisdom: Learning from Women Leaders in Literacy  

Chair: Jennifer D. Turner, University of Maryland  
Discussant: Doris Walker-Dalhouse, Marquette University

This alternative session, organized by the Ethnicity, Race and Multilingualism (ERM) Committee, addresses the issue of women in leadership roles within NRC. Research suggests that women scholars have a difficult time attaining tenure and moving into leadership positions within the field (Perna, 2001). However, there are women who do achieve tenure, and gain access to leadership positions within their universities and professional organizations. To help women “discover” these pathways to success, we have invited the group of distinguished women who have been elected as NRC President (past, present, and future) to serve as the panelists in this session. The panelists will respond to these critical questions: 1.) How would you describe your leadership style?, 2.) What was one major problem/issue facing the literacy field or the organization (NRC) when you were President and how did you address it?, 3.) Who were important mentors/role models for you in terms of leadership?, 4.) What was one personal challenge and/or social barrier (e.g., racism, gender discrimination) that you faced during your presidency, and how did you overcome it?, 5.) What is something that you know now about being a leader that you wish you knew during the time of your presidency? 6.) What kind of leaders will NRC need to continue to thrive as an organization committed to literacy research, policy and
Panelists:
- Doris Walker-Dalhouse, Marquette University
- Lenore Ringer, New York University
- Trika Smith-Burke, New York University
- Jane Hansen, University of Virginia
- Linda B. Gambrell, Clemson University
- Taffy E. Raphael, University of Illinois at Chicago
- Deborah R. Dillon, University of Minnesota
- Victoria Purcell-Gates, University of British Columbia
- Patricia Edwards, Michigan State University
- Kathleen A. Hinchman, Syracuse University
- Patricia Anders, University of Arizona
- Kathy Au, University of Hawaii

1:15PM - 2:45PM
ALTERNATIVE FORMAT

Apprenticeship in Academic Literacy: Guiding College Students through Text

Chair: Susan Constable, Otterbein College

Drawing on findings from a pooled case comparison, presenters will demonstrate instructional strategies for supporting college students' reading and writing of academic text. Following demonstrations, presenters will engage audience in a discussion of the pooled case analysis, framed by a tentative categorization of ways in which study participants who engaged in these strategies transitioned from familiar to new (academic) discourses: 1) Students see value and meaning in academic texts; 2) Students identify and experience agency with academic texts; and 3) Students identify themselves as participating members of a new discourse community.

1. Guiding Undergraduate Pre-Service Teachers through Reading Research
   Susan Constable, Otterbein College

2. Guiding Masters-Level Pre-Service Teachers through Case Study Construction Using a Research Writer's Workshop
   Carrie Blosser Scheckelhoff, The Ohio State University

3. Guiding Doctoral Students through Scholarly Composition
   Jenifer Jasinski Schneider, University of South Florida Tampa

1:15PM - 2:45PM
PAPER SESSION

SANTANO DOMINGO

Strategies and Attitudes of Adolescent Readers and Writers

Chair: Kay Hong-Nam, Texas A&M University - Commerce

1. Official Portraits and Unofficial Counterportraits: Fifth and Sixth Graders Finding Writing Spaces in Hard Times
   Richard J. Meyer, The University of New Mexico

2. The Relationship Amongst Reported Strategy Use, Metacognitive Awareness, and Reading Achievement of High School Students
   Kay Hong-Nam, Texas A&M University - Commerce
   Alexandra G. Leavell, University of North Texas

3. A National Survey of Adolescent Attitudes Toward Reading
   Michael C. McKenna, University of Virginia
   Kristin E. Conradi, University of Virginia
   Camille Lawrence, University of Virginia
   Aggie Craft, University of Virginia
   Bong Gee Jang, University of Virginia

TAOS

Instructional Paths Less Traveled in Support of “Struggling Readers”

Chair: Susan V. Piazza, Western Michigan University

Discussant: Mark W. Conley, University of Memphis

Although “struggling readers” typically perform below grade-level (Ruddell & Shearer, 2002), they are likely to be engaged in rich literacy practices in their homes and communities (Alvermann, Hinchman, Moore, Phelps, & Waff, 2006). This session shares research from across the U.S. that addresses the academic needs of struggling readers while emphasizing culturally and socially responsive practices. It challenges NRC members to reconceptualize how broader theoretical frameworks may inform teaching and research practices with “struggling readers.”

1. High School Literacies and Identity Development
   David Gallagher, Mount Saint Mary College

2. Helping Struggling Readers Find Their Voices in Text-Based Discussions
   Leigh A. Hall, University of North Carolina at Chapel Hill

3. After-School Literacy Engagements with Struggling Readers
   Susan V. Piazza, Western Michigan University

4. Case Study of a Young Struggling Reader Responding to Instruction
   Angela M. Wiseman, North Carolina State University

5. Using New Literacies to Empower Struggling Readers
   Laurie Henry, University of Kentucky
   Jill Castek, University of California, Berkeley
   W. Ian O’Byrne, University of Connecticut
   Lisa Zawilinski, University of Connecticut
Thursday December 3, 2009

1:15PM - 2:45PM TESUQUE

SYMPOSIUM

**Troubling Stories of Students’ Lives: How, by Whom, and with What Consequences Students are Narrated and Consumed in Literacy Classrooms**

Chair & Discussant: Elizabeth Dutro, University of Colorado at Boulder

Whether through classroom writing and discussions, digital photography projects, spoken and unspoken performances of identity, tales about kids told in the teachers’ lounge, or historical constructions of “the child,” students’ lives are always in the process of being narrated and re-narrated, circulated and re-circulated, cast and recast. Drawing on a range of theoretical perspectives and methods, including feminist, psychoanalytic, poststructuralist, historical, and participatory action research, each of four presenters in this symposium examines the issue of how, by whom, and with what consequences students’ lives are narrated and consumed in literacy classrooms.

1. **Listening to the “Speaking Wound”: Tracing the Difficult in Children’s and Teachers’ Lives and Literacies**
   - Elizabeth Dutro, University of Colorado at Boulder
   - Andrea Bien, University of Colorado at Boulder

2. **“Last Night I Hit a Home Run”: Social Identity, Resistance, and (Re)Positioning in Multimodal Instructional Contexts**
   - Kathleen Collins, Pennsylvania State University

3. **Arguing with Compliance in the Age of Accountability**
   - Gail Boldt, Pennsylvania State University

4. **Seeing “Relevance” in our Literacy Practices: Using Photography to Understand How Literacy Curricula and Pedagogies Matter to Urban Youth**
   - Kristien Zenkov, George Mason University

1:15PM - 2:45PM ZUNI

PAPER SESSION

**Secondary Reading and Writing**

Chair: Angie M. Madden, University of Kentucky

1. **Past, Present, and Future in Tenth Grade English: A Longitudinal Study of Text Selection**
   - Margaret Mackey, University of Alberta
   - Leslie Vermeer, University of Alberta
   - Dale Storie, University of Alberta
   - Elizabeth DeBlois, University of Alberta

2. **New Directions for the Future of Secondary Literacies**
   - Kerry McArthur, University of Texas at Brownsville

3. **Lord of the Flies: Negotiating Identities on the “Island” in a Writing Workshop**
   - Angie M. Madden, University of Kentucky

2:05PM - 2:45PM PICURIS

ROUNDTABLE

I. Investigating Young Children’s Use of Metacognitive Reading Strategies: A Longitudinal Study
   - Sherry Kragler, University of South Florida Lakeland
   - Linda Martin, Ball State University

II. Students with Learning Disabilities Engaging in Reader Response through Literature Discussions
   - Elysha D. O’Brien, University of Nevada, Las Vegas

III. Framing Health Literacy: A Theoretical Perspective
   - Laura E. Nimmon, University of British Columbia

IV. One Path Toward Oral Language Growth: Young Children Becoming Competent Narrators
   - Nancy L. Roser, The University of Texas at Austin
   - Sharon F. O’Neal, Texas State University
   - Angie Zapata, The University of Texas at Austin
   - Miriam Martinez, The University of Texas at San Antonio
   - Abby Brady, The University of Texas at Austin
   - Katie Peterson, The University of Texas at Austin
   - Catherine Davis, Early Reading First Project
   - Stephanie Heinchon, Early Reading First Project

V. Pre-Service Teachers’ Experiences Learning about Writing Workshop
   - Denise N. Morgan, Kent State University
   - Belinda S. Zimmerman, Kent State University
   - Beverly J. Timmons, Kent State University

VI. An Investigation of School-Based Parental Involvement and Literacy Achievement: The Roles, Perceptions, and Participation of Low Socioeconomic Parents
   - Kim D. Pemberton, University of North Carolina at Greensboro
   - Samuel D. Miller, University of North Carolina at Greensboro

VII. Teachers’ Use of Scaffolding Strategies in the Preschool Classroom
   - Jill M. Pentimonti, The Ohio State University
   - Laura Justice, The Ohio State University

VIII. Collaborative Strategic Reading for Adolescent Struggling Readers
   - Janette Klingner, University of Colorado at Boulder
   - Alison Boardman, University of Colorado at Boulder
   - Amy Boele, University of Colorado at Boulder
   - Subini Annamma, University of Colorado at Boulder
   - Sharon Vaughn, The University of Texas at Austin
   - Elizabeth Swanson, The University of Texas at Austin
   - Greg Roberts, The University of Texas at Austin

IX. Literacy Professionals in High Schools: Historical Background, Current Contexts, and Emerging Roles
   - Elizabeth G. Sturtevant, George Mason University
   - Maryann Mraz, University of North Carolina at Charlotte

X. Involving Content Teachers in the Conversation: An Interview Framework for Understanding Content Teachers’ Literacy Beliefs and Practices
   - Kathleen D. Moxley, Central Michigan University
XI. Lessons Learned from “Reading the World” of Pre-Service Teachers: Challenges and Opportunities for Preparing Future Teachers for a Better and Diverse World
Georgia Garcia, University of Illinois at Urbana-Champaign
Kirsten Letofsky, University of Illinois at Urbana-Champaign
Gabriela Romero, University of Illinois at Urbana-Champaign
W. Jason Stegemoller, University of Illinois at Urbana-Champaign
Christina P. DeNico, University of Illinois at Urbana-Champaign
Eurydice Bauer, University of Illinois at Urbana-Champaign

3:00PM - 4:30PM ALTERNATIVE FORMAT

A National Implementation Study of the Teaching Diverse Students Initiative (TDSi)
Chair: Michelle Garcia, Southern Poverty Law Center

Considerable research has demonstrated how pre-service teachers' biases and assumptions can impede their capacity to facilitate the learning of racially and linguistically diverse students. To address this need, the Southern Poverty Law Center sponsored the development of the Teaching Diverse Students Initiative web-based set of learning tools (TDSi). This alternative session will introduce the TDSi and share data from the first national implementation.

1. Overview of the TDSi
   Michelle Garcia, Southern Poverty Law Center
   Jennifer D. Turner, University of Maryland

2. Overview of the Implementation Study Design
   John F. O'Flahavan, University of Maryland

3. Implementation of the Common Teacher Beliefs Tool
   Melissa H. Landa, University of Maryland

4. Implementation of the Case-Based Course Module
   Jennifer D. Turner, University of Maryland

3:00PM - 4:30PM ALTERNATIVE FORMAT

Beyond "New Literacies": Thinking about Digital Literacy Practices through Various Theoretical Lenses
Chair: Dana J. Wilber, Montclair State University
Discussant: Kevin Leander, Vanderbilt University

This alternative format symposium presents five perspectives on digital literacy practices that push past the idea of "new literacies" to explore more deeply the connections between texts, tools, and practices when students use digital tools in their everyday literacies. Instead of presenting traditional research studies, each paper will raise a key issue and analyze this issue through a particular theoretical perspective and show an example of a digital literacy practice from each paper. A discussant will facilitate discussion among and across the papers and attendees, focusing on questions about what digital literacy practices are essential to the lives of students, how literacy researchers can theorize digital literacies beyond the notion of "new" literacies, and the potential implications for future researchers, schools, and practitioners.
Thursday December 3, 2009

3:00PM - 4:30PM

PAPER SESSION

Development of Novice and Exemplary Teachers
Chair: Alison K. Billman, University of California, Berkeley

1. The Literacy Practices of a Novice Urban Teacher: A Longitudinal Study
Debby Deal, George Mason University
C. Stephen White, George Mason University

2. In Observational and Interview Study of Teachers Who are Nominated by Their Principals as “Exemplary” Teachers of Reading
Susan J. Dymock, University of Waikato

3. Content Literacy Methods Classes in Online Disciplinary Communities: Can the Past Inform the Present?
Donna E. Alvermann, The University of Georgia
Josephine Peyton Marsh, Arizona State University

PAPER SESSION

Teaching and Learning Literacies in Virtual Worlds
Chair: Eliane Rubinstein-Avillen, University of Arizona
Discussant: Colin Harrison, University of Nottingham

This symposium focuses on identifying and describing the educational potential of virtual worlds as a practice of the new literacies. Three studies conducted from varying methodological perspectives explore the nature of identity representation and communication within the context of a metaverse. Findings from these studies have implications for teaching and learning literacies in the alternative environments of three-dimensional settings.

1. The Silent Avatar Speaks: An Autoethnography of Second Life
Achariya Rezak, The University of Georgia

2. Teacher as Learner: Teaching with New Literacies in a Virtual World
Kathryn Pole, Saint Louis University

3. Exploring and Representing Identities in Virtual Worlds
Barbara Guzzetti, Arizona State University

PAPER SESSION

Sociopolitical Constructions of Immigrants among Pre- and In-Service Teachers: Contesting the Past to Reconstruct the Present and Shape the Future
Chair & Discussant: Stephen Mogge, Towson University

This session examines sociopolitical influences of educators’ constructions of immigrants and identifies opportunities for more responsive and effective instructional literacy practices. Specifically, it provides a historical trajectory of immigration policy and contemporary media coverage of immigration issues as well as shares empirical research on how critical literacy and transformative pedagogy-based professional development workshops and university literacy courses positively affected pre- and in-service teachers’ conceptions of and instructional practices with immigrants and English Language Learners (ELLs).

1. Pre-Service Teachers’ Perceptions of Immigrants and Possibilities of Transformative Pedagogy
Nancy Rankie Shelton, University of Maryland, Baltimore County

2. Countering Narratives: Teachers’ Constructions of Immigrants and Their Experiences through Children’s Literature
Jennifer M. Graff, The University of Georgia

3. TESL Coursework as a Catalyst for Reshaping Pre- and In-Service Teachers’ Attitudes and Pedagogical Practices for Their ELL/Immigrant Students
Xenia Hadji Ioannou, Penn State Lehigh Valley
Mary C. Hutchinson, Penn State Lehigh Valley

PAPER SESSION

Responses to Literature
Chair: Eun Hye Son, Boise State University

1. Adult Book Club Members’ Perceptions of Selected Books and Interpretive Stances Adopted in Book Club Discussions
Richard W. Beach, University of Minnesota
Steven Yussen, University of Minnesota

2. Exploring Issues of Disabilities through Critical Discussions and Drama
Donna S. Adomat, Indiana University

3. Use of Cultural Backgrounds in Responding to Multicultural Literature: A Case Study of Korean Transnational Children
Eun Hye Son, Boise State University

PAPER SESSION

Understanding and Enhancing English as a Second Language in Adults
Chair: Brad L. Teague, Vanderbilt University
Discussant: Victoria Purcell-Gates, University of British Columbia

This symposium consists of three empirical studies dealing with different aspects of the acquisition of English as a second language in adults. The researchers present work conducted to better understand, and ultimately enhance, the process of second language and literacy learning in both academic and social contexts.

1. Word Study Intervention and its Impact on Adult ESL Students’ Spelling and Auditory Discrimination
Donita Massengill Shaw, University of Kansas
Elizabeth Stein, Nashville State Community College
Kimberly Becker, Nashville State Community College

2. Glimpses of Biliteracy in a Monolingual-Dominant University
W. Jason Stegemoller, University of Illinois at Urbana-Champaign

Brad L. Teague, Vanderbilt University
Brian C. Rose, Vanderbilt University
Mikel W. Cole, Vanderbilt University
explore packets containing the findings. They will share their conclusions, proposing a model of opportunity to learn literacy for the future.

Presenters:
Sara A. Beach, University of Oklahoma
Angela Ward, University of Saskatchewan
Julie Collins, University of Central Oklahoma
Lisa Delgado-Brown, University of Oklahoma
Allison Geary, University of Oklahoma
Klaudia Lorinczova, University of Oklahoma
Amber Gates, University of Oklahoma

3:00PM - 4:30PM  SANTA ANA
SYMPOSIUM

Learning to Enact Text-Based Discussions: Improving the Quality of Talk in Classrooms
Chair: Sarah E. Scott, University of Pittsburgh
Discussant: Taffy E. Raphael, University of Illinois at Chicago

This symposium brings together three research efforts that focus on improving the quality of talk about texts in upper elementary and secondary classrooms. While discussion approaches to comprehension instruction have been endorsed as an effective method for promoting student understanding, research findings suggest that high-quality text-based discussions are relatively absent in the landscape of reading comprehension instruction pedagogy. In this symposium we detail research efforts to support pre-service and in-service teachers’ learning to do high quality text-based discussions.

1. Understanding the Challenges of Leading Text-Based Discussion: Teacher Candidates’ First Attempts
Kristine Schutz, University of Michigan

2. Teaching Novices to do Text-Based Discussions: Designing Pedagogies of Enactment
Sarah E. Scott, University of Pittsburgh

3. Beyond Comprehension: Using Literary Theory as a Reading Strategy
Danielle Igra, Stanford University

4. Understanding and Enhancing Talk During Discussions about Text
Ian A.G. Wilkinson, The Ohio State University
Kristin B. Reninger, Otterbein College
Anna O. Soter, The Ohio State University

3:00PM - 4:30PM  SANTO DOMINGO
SYMPOSIUM

The Orthographic Knowledge of Middle Grade Students: Academic Vocabulary and Spelling, and the Orthographic Development of Struggling English Learners in Intervention Programs
Chair: Donald R. Bear, University of Nevada, Reno
Discussant: Shane Templeton, University of Nevada, Reno

This symposium presents research that examines the orthographic development of middle school students. The three studies paint a picture of the orthographic and literacy development of middle school students. The first paper examines academic vocabulary, orthographic development and vocabulary and reading achievement. The second and
third papers examine the orthographic growth and development of students involved in intervention programs. All papers examined the effects of students’ first languages in learning to read in English.

1. **The Role of Orthography in Academic Word Knowledge and Measures of Academic Achievement for Middle School Students**
   Donald R. Bear, University of Nevada, Reno

2. **Spelling and Word Work within Middle Grade Striving Readers Intervention: The Impact of Using Data to Inform Instruction for Tier 2 and Tier 3 Students**
   Elizabeth Cardena-Lopez, Chicago Public Schools
   Rene Makin, Chicago Public Schools
   Donna Ogle, National-Louis University
   Debra Gurvitz, National-Louis University
   Donald R. Bear, University of Nevada, Reno

3. **The Achievement of Middle School English Learners Enrolled in an Afterschool Intervention Program**
   Clairin DeMartini, Nevada State College

### 3:00PM - 4:30PM  ZUNI

**PAPER SESSION**

**Negotiating Cultural Boundaries to Improve Literacy Achievement**

**Chair:** Paula Taylor Greathouse, University of South Florida Tampa

1. **Transversing Between Two Cultures: Race and the Achievement Gap**
   Paula Taylor Greathouse, University of South Florida Tampa

2. **From the Body to the Global: Using Geographical Scale to Understand the Effects of No Child Left Behind In and Out of Language Arts Classrooms**
   Jessica Zacher, California State University, Long Beach

3. **Language and Literacy as Artifacts of Schooling: Learning from ESME**
   Colleen M. Fairbanks, University of North Carolina at Greensboro
   Penny Mason, University of North Carolina at Greensboro
   Mary Ariail, Georgia State University

### 3:00PM - 4:30PM  TESUQUE

**ALTERNATIVE FORMAT**

**Promising Practices in Reading Teacher Education: What are Researchers of Reading Teacher Pedagogy Doing in Their Teaching?**

**Chair:** Deborah Litt, Trinity University
**Discussant:** Victoria Risko, Vanderbilt University

During three sets of concurrent small group meetings, members of the Teacher Education Research Study Group will share the assignments, activities, or structures they find most effective in developing strong teachers of reading. Research findings and methods will also be discussed.

**Presenters:**
   Connie Buskist, Auburn University at Montgomery
   Sandy Chambers, Kutztown University of Pennsylvania
   Susan Davis Lenski, Portland State University
   Douglas Fisher, San Diego State University
   Karen Kindle, University of Missouri – Kansas City
   Diane Lapp, San Diego State University
   Deborah Litt, Trinity University
   Susan Martin, Boise State University
   Nancy Place, University of Washington Bothell
   Cynthia Schmidt, University of Missouri – Kansas City
   Antony T. Smith, University of Washington Bothell
   Karen Smith, University of Manitoba
   Debra Wellman, Rollins College
   Linda Wold, Loyola University Chicago
   Thomas DeVere Wolsey, Walden University
   Janet Young, Brigham Young University

### 4:45PM - 6:00PM  BALLROOMS A & B

**PLenary address**

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

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

2. **Distinguished Scholar Lifetime Achievement Award Presentation**
   Lea M. McGee, The Ohio State University

3. **Introduction of the Speaker**
   Catherine Compton-Lilly, University of Wisconsin - Madison

4. **“Why Can’t We Read Something Good?” How “Standards,” “Testing,” and Scripted Curricula Impoverish Urban Students**
   Gloria Ladson-Billings, University of Wisconsin - Madison
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUNDTABLE SESSIONS
allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Meeting from 7:25a.m. – 8:25a.m.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Program Content Area Chairs. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PROGRAM CHAIR INVITED SESSIONS
are sessions where the speakers have been invited to present by the 2009 Program Chair. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Meeting. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
Response to Intervention (RtI): How Faculty in Three States Are Supporting Paths to Implementation

Chair: Valerie J. Robnolt, Virginia Commonwealth University
Discussant: Heidi Anne E. Mesmer, Virginia Polytechnic Institute and State University

This symposium session serves to explore the ways that Response to Intervention (RtI) is being addressed in three states. Specifically, the session will share how Reading and Special Education faculty at universities in Virginia, Maryland, and New Jersey are working to prepare undergraduate and graduate students, as well as address the needs of schools to meet the requirements of RtI through collaboration with each other and with school personnel.

1. Virginia Results
   Latisha Hayes, University of Virginia
   Jennifer Jones, Radford University
   Valerie J. Robnolt, Virginia Commonwealth University

2. Maryland Results
   Jodi Welsch, Frostburg State University

3. New Jersey Results
   Sharon Green, Fairleigh Dickinson University

First- and Second-Language Learning in the U.S. and Abroad

Chair: Esther G. Steenbeek-Planting, Radboud University Nijmegen

1. Enhancing Native and Foreign Literacy Skills of Students with Reading Disorders in Secondary Education
   Esther G. Steenbeek-Planting, Radboud University Nijmegen
   Ria Kleijnen, Christelijke Hogeschool Windesheim Zwolle/Free University Amsterdam

2. A Longitudinal Investigation of Reading and High-Stakes Tests for Adolescent English Language Learners
   Hyo Jin Lim, University of Southern California

3. A Critical Analysis of Bulgarian Secondary Students’ Reading Literacy Achievement and the Economic Future of the State
   William G. Brozo, George Mason University

Using the Standards-Based Change Process to Equip Schools for 21st Century Learners

Chair: Taffy E. Raphael, University of Illinois at Chicago
Discussant: Susan Florio-Ruane, Michigan State University

This symposium discusses how multiple contexts of professional learning equip teachers and students for 21st Century literacy demands. The work is being conducted in the context of the Standards-Based Change Process, a model of school-wide literacy reform.
“Because the Internet Said So”: Critical Evaluation and Communication During Online Reading Comprehension

Chair: Lisa Zawilinski, University of Connecticut
Discussant: David G. O’Brien, University of Minnesota

This symposium shares the results from research investigating the new literacies of online reading comprehension. The three studies will report on: the relationship between offline sourcing and critical evaluation; the role of content creation in building critical thinking skills; and text-based communication strategies used by teachers and their students while reading online.

1. Exploring the Relationship between Offline Sourcing and Critical Evaluation of Web Sites
   J. Gregory McVerry, University of Connecticut
   Heidi Everett-Cacopardo, University of Connecticut

2. Facilitating Critical Thinking Skills through Content Creation
   W. Ian O’Byrne, University of Connecticut

3. Communication Strategies Used while Writing in Online Spaces
   Lisa Zawilinski, University of Connecticut

Comprehension Processes and Strategies

Chair: Margaret L. Queenan, University of Bridgeport

   Kelly B. Cartwright, Christopher Newport University
   Elizabeth A. Coppage, Christopher Newport University

2. Third Graders Think Aloud in an Anomaly Detection Task: The Role of Inferences and Goal Setting to Comprehension
   Marcy Zapke, Providence College

3. Comprehension Strategies in the Content Areas (Sometimes)
   Lead to a Better Comprehension World
   Margaret L. Queenan, University of Bridgeport

Interventions in Early Elementary Reading

Chair: Katherine Stahl, New York University

1. Policy to Practice: Implementing RTI in Urban Schools
   Katherine Stahl, New York University
   Annette Keane, New York University

2. Federally Funded School-Wide Early Reading Intervention in High-Poverty Schools: Does Structure of Content Delivery and/or Degree of Professional Development Support for Teachers Matter for Reading Growth?
   Steve Amendum, North Carolina State University
   Jill Fitzgerald, University of North Carolina at Chapel Hill
3. An Evaluation of Early Reading First Preschool (ERF) Enrichment on Language and Literacy Outcomes
Jorge E. Gonzalez, Texas A&M University
Ernie Goetz, Texas A&M University
Bob Hall, Texas A&M University
Tara Payne, Texas A&M University

8:30AM - 10:00AM PECOS

SYMPHOSIUM

Literacy for Life: An Intergenerational Literacy Program Incorporating Authentic Literacy Instruction
Chair: Victoria Purcell-Gates, University of British Columbia
Discussant: Linda M. Phillips, University of Alberta
This symposium reports results of a two-year, multisite study of an intergenerational literacy program that incorporated authentic literacy activity for immigrant/refugee parents and their children. Employing a formative experiment design with multi-method analysis, we concluded that parents significantly improved their English literacy abilities and their children, ages 3-5, grew significantly in emergent literacy knowledge over the course of the program. Patterns of correlations indicate that exposure to authentic literacy activities were related to literacy growth.

1. Introduction to Literacy for Life Program: Purposes and Rationale
Victoria Purcell-Gates, University of British Columbia
Jim Anderson, University of British Columbia

2. The Program: Authentic Literacy for Adults and Children
Kimberly Lentes, University of British Columbia
Marianne McTavish, University of British Columbia

3. Analyzing for Literacy Growth
Monique Gagne, University of British Columbia
Kristy Jang, University of British Columbia

4. Results and Promising Directions
Victoria Purcell-Gates, University of British Columbia
Jim Anderson, University of British Columbia

8:30AM - 10:00AM RUIDOSO

SYMPHOSIUM

Giving All Children a Good Start: Strategies for Narrowing the Vocabulary Gap
Chair: Serene Koh, University of Michigan
Discussant: Kathleen C. Roskos, John Carroll University
This symposium reports on the state of vocabulary instruction in pre-kindergarten and describes strategies for improving and accelerating oral language comprehension and vocabulary development for pre-kindergarten children who are at high risk for reading difficulties. The first paper describes the design and results of a study investigating the extent of vocabulary instruction found in ten commercially prepared pre-kindergarten literacy curricula. The second paper provides the theoretical framework and rationale for a vocabulary intervention (World of Words, or WOW) that teaches children vocabulary in conceptually based groupings, or categories. This paper also presents findings regarding the efficacy of the intervention. The third paper describes the design and results from two related laboratory studies designed to investigate if categorical knowledge, like that taught in the WOW curriculum, has the potential to accelerate word learning. Finally, our discussant will examine the implications of the findings reported in the symposium.

1. Characteristics of Quality Vocabulary Training and Instruction: Evidence from a Meta-Analysis
Loren Marulis, University of Michigan
Christine Meyer, University of Michigan
Rachel Schachtet, University of Michigan

2. Support for Enhancing Preschoolers’ Vocabulary through Teaching Vocabulary in Semantic Clusters
Susan B. Neuman, University of Michigan
Serene Koh, University of Michigan

3. Accelerating Preschoolers’ Vocabulary Acquisition: Examining the Impact of Teaching Vocabulary in Taxonomic Categories on Speed of Word Learning
Lillian Chen, University of Michigan

8:30AM - 10:00AM SAN MIGUEL

SYMPHOSIUM

The WTW Research Collaborative: A Mixed-Methods Multiple-Case Study
Chairs: Marla Mallette, Southern Illinois University
Kelly Glassett, Southern Illinois University
Discussant: Shane Templeton, University of Nevada, Reno
This symposium focuses on the Words Their Way (WTW) Research Collaborative, a team of a university faculty, teachers, and graduate students studying the naturalistic implementation of WTW using a mixed-methods multiple-case study design. The symposium will include: (a) an overview of WTW, (b) research design, (c) findings, (d) a discussion provided by an esteemed colleague (not on the team), and (e) questions and answers as well as opportunities to discuss ideas for Year 2.

1. Learning to Spell and Words Their Way
Gail Webb, Lincoln School
Janet L. Weinberg, Du Quoin Elementary School
Steve Sgutt, Southern Illinois University
Susan Bily, Unity Point School

2. The WTW Research Collaborative: Design and Methods
Anthony J. Onwuegbuzie, Sam Houston State University
Chrisy Wiggs, Tri-C Elementary School
Terri Benson, Du Quoin Elementary School
Stephanie Todd, Lewis School
Julie Solomon, Anna Junior High School
Melissa Goldschmidt, Lewis School

3. The WTW Research Collaborative: Results
Marla Mallette, Southern Illinois University
Kelly Glassett, Southern Illinois University
Shannon Clapsaddle, Southern Illinois University
Crystal Caffey, Southern Illinois University

8:30AM - 10:00AM SANDIA

PAPER SESSION

Language and Literacy Acquisition among Young English Language Learners
Chair: Leslie Reese, California State University, Long Beach
1. Oral Language and Early Reading Development among Spanish-Speaking Children in Mexico and the U.S.
   Leslie Reese, California State University, Long Beach
   Tammy Tolar, University of Houston
   David Francis, University of Houston
   Claude Goldenberg, Stanford University
   Rebeca Mejía, ITESO
   Antonio Ray, ITESO

2. Making the Margin Visible: Summer Literacy Activities among Successful English Learners in an English–Only District
   Shivani Burrows-Goodwill, University of California, San Diego

3. The Symbiosis of Language Acquisition and Literacy Learning for Young English Language Learners
   Lori A. Helman, University of Minnesota
   Amy Frederick, University of Minnesota

8:30AM - 10:00AM SANTA ANA

SYMPOSIUM

Digging up Hidden Treasure: Exploring Academic Literacy in Trading Cards, Comic Books and Graphic Novels, and a Video Game
Chair: Joan Theurer, California State University, Long Beach
Discussant: Donna E. Alvermann, The University of Georgia

This symposium draws together three studies that focus on identifying academic literacy embedded in trading cards, comic books, and graphic novels, and a video game with which elementary and secondary students interact in outdoor settings. The purpose of the symposium is to address a gap in a growing body of research on popular culture texts and literacy education and to offer implications for classroom literacy instruction and directions for future research.

1. Looking beyond Images: Identifying Academic Vocabulary in Pokémon and Yu-Gi-Oh Trading Cards
   Shelley H. Xu, California State University, Long Beach

2. A Content Analysis of Forensics Comic Books and Graphic Novels: Implications for Literacy Instruction
   Barbara Guzzetti, Arizona State University

3. Unmapped Territory: Seeking Literacies in World of Warcraft
   Elizabeth E. Friese, The University of Georgia

8:30AM - 10:00AM SANTO DOMINGO

PAPER SESSION

Home-School Connections to Improve Literacy Learning
Chair: Peggy L. Semingson, The University of Texas at Arlington

1. “O.K., Let’s Figure It Out All Together”: Parents’ Narratives about Collaborative Literacy Learning in the Home
   Peggy L. Semingson, The University of Texas at Arlington

2. Home Literacy Environment of Typically Developing Kindergartners and Children with Cerebral Palsy
   Maricke Peeters, Radboud University Nijmegen
   Ludo Verhoeven, Radboud University Nijmegen
   Jan de Moor, Radboud University Nijmegen
   Hans van Balkom, Radboud University Nijmegen

3. A Family Literacy Intervention to Support Teachers and Parents in Children’s Early Literacy Achievement
   Lilly Steiner, Massey University

10:15AM - 11:45AM ACOMA

SYMPOSIUM

Mediated Writing Practices: Investigating Writing Instruction in Multilingual and Multicultural Contexts
Chair: Margaretta Zisselsberger, Boston College
Discussant: Patricia Ruggiano-Schmidt, Le Moyne College

The purpose of the papers in this symposium is to contribute to the growing research on writing pedagogy in multilingual and multicultural settings. Research on the cognitive and social processes involved in writing has gained increased attention in educational research (Hayes, 2006). Less attention, however, has been devoted to research on writing in multilingual and multicultural settings. Mediated writing instruction will be demonstrated using data from various case studies, ranging from primary and elementary settings to a middle school setting.

1. Mediating Collaborative Writing in a Multicultural and Multilingual Kindergarten Classroom
   Sunita Singh, Le Moyne College

2. Looking Towards a New Writing Pedagogy: Hybridization and Learning in a Multicultural and Multilingual Setting
   Margaretta Zisselsberger, Boston College

3. Mediated Writing Instruction for Adolescent English Learners
   Lori Assaf, Texas State University – San Marcos
present an overview of multiple national and state studies related to Reading First: state and national evaluations, a Congressionally mandated study of reading-related content in pre-service teacher education, and a close look at an augmentation of Reading First professional development. It will conclude by discussing “lessons learned” and looking forward to whatever follows Reading First.

1. Evaluations of Reading First: Good and Not So Good Data
   Rita Kirshstein, American Institutes for Research
   Courtney Tanenbaum, American Institutes for Research

2. Study of Teacher Preparation Early Reading
   Courtney Zanach, American Institutes for Research
   Terry Salinger, American Institutes for Research

3. Evaluation of Reading First Professional Development in Florida
   Terry Salinger, American Institutes for Research
   Monika Townsend, American Institutes for Research

4. Lessons Learned and a Look Ahead
   Frances Hurley, Hezel Associates
   Rita Kirshstein, American Institutes for Research
   Terry Salinger, American Institutes for Research

10:15AM - 11:45AM APACHE

Research on College Age Readers
Chair: Holly Hungerford-Kresser, The University of Texas at Arlington

1. Navigating Early College: Literacy Experiences and Identity Negotiations of Latina/o Students
   Holly Hungerford-Kresser, The University of Texas at Arlington

2. Contextual Vocabulary Analysis Processes and Outcomes of College Age Readers
   Karen M. Wieland, University of Pittsburgh
   Jason C. Fitzgerald, University of Pittsburgh
   Adam D. Kapelner, University of Pennsylvania

3. Exploring College Developmental Readers’ Metalinguistic Control of Written Language: Insights from Quantitative Measurement and Qualitative Analysis
   Yuanzhong Zhang, University of Arizona

10:15AM - 11:45AM COCHITI

Developing the Reading Specialist
Chair: Judy A. Abbott, West Virginia University

1. Becoming a Reading Specialist: Surveying the Multiple Pathways to the Profession
   Judy A. Abbott, West Virginia University
   Cari R. Williams, West Virginia University

2. The Literacy Coach Practicum: Successes and Continued Challenges
   Brenda J. Overturf, University of Louisville
   Latricia P. Bronger, University of Louisville

3. Learning to Become Literacy Leaders: An Examination of the Professional Development of Reading Specialist Candidates during Their 15-Week Internships in Schools
   Nina L. Nilsson, Saint Joseph’s University

10:15AM - 11:45AM LA CIENEGA

Social Factors in Literacy Development
Chair: Annie M. Moses, John Carroll University

1. How Teacher Mediation during Video Viewing Facilitates Literacy Behaviors
   Debbie Golos, Utah State University
   Annie M. Moses, John Carroll University

While the student population in the U.S. is becoming increasingly diverse, the majority of the teachers in U.S. schools have not been adequately prepared to teach increasing numbers of children from diverse backgrounds. Working in conjunction with a local school district, we developed a series of three interrelated university courses that were designed to provide university graduate credit and professional development to teachers to help them explore their own situated racial, cultural, and linguistic identities, and the roles that their situated identities played in their literacy instruction.

1. Theoretical Foundations of M-TIP
   Cynthia H. Brock, University of Nevada, Reno
   James Gavelek, University of Illinois at Chicago

2. Exploring Whiteness: Implications for Literacy Teaching and Learning
   Julie L. Pennington, University of Nevada, Reno

3. Reconceptualizing English and Linguistic Diversity: Exploring Two Teachers’ Learning
   Rachel G. Salas, California State University, Sacramento
   Julie L. Pennington, University of Nevada, Reno
   Cynthia H. Brock, University of Nevada, Reno

10:15AM - 11:45AM JEMEZ

Literacy Professional Development in Primary Schools
Chair: Nancy Bradley, Virginia Polytechnic Institute and State University

1. Building Teachers’ Literacy Knowledge and Pedagogical Practices: Illustrations from Three Primary Schools
   Christina E. van Kraayenoord, The University of Queensland
   Eileen M. Honan, The University of Queensland
   Karen B. Moni, The University of Queensland

2. Practices and Perspectives of Primary Language Arts Teachers: A Look in the Impact of Professional Development and Intervention on Instructional Practices
   Nancy Bradley, Virginia Polytechnic Institute and State University

3. The “Collegial Circle” as a Context for Embedded Teacher Professional Development in Primary Grade Literacy Instruction
   Heidi A. Beverine-Curry, Syracuse University
2. Reintroducing “Development” into Theories of the Acquisition and Growth of Early Literacy: Developmental Science Approaches and the Cultural–Historical Perspective of L. S. Vygotsky
   David B. Yaden, Jr., University of Arizona

3. Exploring Children’s Reading Competency through an Analysis of Spontaneous Interfunctional Reading among Peers
   Laura Sterponi, University of California, Berkeley

10:15AM - 11:45AM  LAGUNA

SYMPOSIUM

Reconsidering Partnerships for Research: Forging New Paths Together

Chair: Gerald Campano, Indiana University
Discussant: Carmen Medina, Indiana University

The purpose of this session is to discuss the ethical and methodological implications when doing literacy research that views participants, invoking Kant, as “ends in themselves” rather than “a means to an end.” We acknowledge that taking this stance on research is complex and rigorous, yet fosters substantive changes that could not be achieved in any other way. Specifically, we will share what it has meant for us in gaining access to a site, negotiating how the research problem gets defined and who defines it, and reconceptualizing what participation looks like for both the participants and the researcher.

1. Considerations of Working From a Stance of Horizontality
   Gerald Campano, Indiana University

2. Reconsidering the Location of the Research Problem and Negotiating the Parameters of the Research
   Michelle Honeyford, Indiana University

3. Reconsidering What It Means to Gain Access and What Counts as Data
   Sarah VanderZanden, Indiana University

4. Reconsidering How Relationships Matter
   Lenny Sanchez, Indiana University

5. Horizontality as a Path to a Better World
   Carmen Medina, Indiana University

10:15 AM - 11:45 AM  MESILLA

2009 DISTINGUISHED SCHOLAR LIFETIME ACHIEVEMENT AWARD WINNER’S SESSION

The winner of the 2009 Distinguished Scholar Lifetime Achievement Award (announced at Thursday’s Plenary Session) will present a session of their choice.

Presenter:
2009 Awardee

10:15AM - 11:45AM  NAMBE

PAPER SESSION

Reading and Writing in Multiple Contexts

Chair: Laurie MacGillivray, University of Memphis

1. Constructing Writing Lives: Former Dropout Students’ Perceptions of In- and Out-of-School Writing
   Christopher Worthman, DePaul University

2. “We Talk about A Book We Love”: One Shelter Director’s Talk of Mothers and Children Living in a Homeless Shelter, Their Literacy Practices, and the Activities She Plans for Them
   Laurie MacGillivray, University of Memphis
   Amy Ardell, University of Southern California
   Margie Sauceda Curwen, Chapman University

3. Reading a Teacher’s Bodily Action: Discourse Analysis of a Secondary Teacher’s Image
   Christine Mallozzi, University of Kentucky

10:15AM - 11:45AM  NAVAJO

PAPER SESSION

Struggling Readers

Chair: Thomas G. Gunning, Central Connecticut State University

   Thomas G. Gunning, Central Connecticut State University

2. Reconceptualizing Literacy for Linguistically Marginalized Students
   Zaline M. Roy-Campbell, Syracuse University

3. Teaching Literacy to Students with Disabilities: Perspectives and Practice of New Special Educators
   Marie Tejero Hughes, University of Illinois at Chicago
   Michelle Parker-Katz, University of Illinois at Chicago
   Georgette Lee, University of Illinois at Chicago

10:15AM - 11:45AM  PECOS

PAPER SESSION

Family Literacy

Chair: Amy Suzanne Johnson, University of South Carolina

1. A Family Culture of Literate Practice in the Rural South: Uses of Literacy within the Jones Family
   Amy Suzanne Johnson, University of South Carolina

2. Short- and Long-Term Effects of a Family Literacy Intervention on the Vocabulary and Literacy Growth of Children in Pre-Kindergarten to Grade 3
   Jeanne Paratore, Boston University
   Christine Leighton, Boston University
   Christina Cassano, Salem State College
   Barbara Krol-Sinclair, Chelsea Public Schools
   Lisa O’Brien, Boston University
   Jessica Smock, Boston University

3. Family Literacy: An Integrative Critical Literature Review
   Catherine Compton-Lilly, University of Wisconsin – Madison
   Tisha Y. Lewis, University at Albany, State University of New York

10:15AM - 10:55AM  PICURIS

ROUNDTABLE

1. Core Reading Programs: What Teachers’ Talk and Practice Can Tell Us if We Listen and Observe
   Francesca Pomerantz, Salem State College
The purpose of this alternative symposium is to portray the roles of current culture and processes of technology in the literacy classroom and discuss who controls them, trends in educational technology and online education, and how to train teachers to utilize their own student’s technology to create a better classroom and world. Participants will have opportunities to discuss the presentations and findings in small groups as well as share their own experiences and research.

1. **The Controversies of Developing an Online Reading Program**
   Rebecca Anderson, University of Memphis
   Mark W. Conley, University of Memphis

2. **Using Multiple Media to Build Cases of Teaching: A Semiotic Approach**
   Christopher Keyes, Vanderbilt University
   Tara L. Alvey, Vanderbilt University
   Victoria Risko, Vanderbilt University

3. **Applying Web 2.0 Structures to Case-Based Learning in Pre-Service Literacy Education**
   Charles Kinzer, Teachers College, Columbia University

4. **Pre-Service Secondary Teachers: Bringing Texts and Technology Together**
   Mariano Alvarez, Tennessee State University

10:15AM - 11:45AM

**SUN MIGUEL**

**SYMPOSIUM**

Using Genre Theory to Improve Instructional Texts, Understand Comprehension Strategies, and Design Effective Literacy Instruction for Elementary and Secondary Students

Chair: Robert Calfee, Stanford University

Discussants: P. David Pearson, University of California, Berkeley
   Mariam Jean Dreher, University of Maryland

Through the use of genre theory, our symposium addresses ongoing educational issues. We demonstrate that secondary students can recognize genres used by experts in carefully designed texts, highlight comprehension and learning challenges confronting middle school students by varying the design of persuasive text, and illustrate how, through professional development, both elementary and secondary teachers can learn to teach their students to become aware of and use the generic patterns of text to construct mental representations.

1. **Creating Well-Designed Texts: Good Reading is Still Damned Hard Writing**
   Marilyn J. Chambliss, University of Maryland
   Sharon L. Russell, University of Michigan
   Judith Tourney-Purta, University of Maryland

2. **Middle School Students Comprehending, Analyzing, and Evaluating Persuasive Text**
   Tina Leon, Pennsylvania Public Schools

3. **The Effects of Explicit Instruction of Expository Text Structure Incorporating Graphic Organizers on the Comprehension of Third-Grade Students**
   Lynn Newman, Wilson College

4. **Challenging Task in Appropriate Text: County-Wide Programmatic Change to Accelerate Adolescent Struggling Readers’ Academic Literacy Performance**
   Sharon L. Russell, University of Michigan
   Laura Schiller, Oakland County Schools
Friday December 4, 2009

10:15AM - 11:45AM  SANDIA  SYMPOSIUM
Challenging Traditional Paradigms In Children's and Young Adult Literature: Examining the Literary Canon In New Times
Chair & Discussant: Kathy G. Short, University of Arizona
This symposium presents three studies that examined classic and award winning texts commonly shared with children and young adults. Each study includes findings from research on how children, adolescents and adults may talk and position themselves with texts traditionally used in the classroom and highlights the complexity multimodalities and new literacies have on what it means to be literate in the 21st century.
1. Beyond the Medal: Stories of Disability in Award-Winning Children's Literature
Chloe Myers, Western Oregon University
2. "I Like This but I Wouldn’t Teach It": Textual Tensions between Adolescent Readers and Secondary Teachers when Approaching Graphic Novels and Adaptations of Traditional Texts
Marie A. LeJeune, Western Oregon University
3. Middle School Engagement with the Junior Canon: Traditional Texts Meet Transformative Pedagogies
Tracy L. Smiles, Western Oregon University

10:15AM - 11:45AM  SANTA ANA  ALTERNATIVE FORMAT
Structural Equation Modeling and Multilevel Modeling in Literacy Research
Chair: Marla Mallette, Southern Illinois University
Recent NRC meetings have had research methodology sessions, but were limited by reviewing many procedures. This session is exclusively devoted to two procedures: structural equation modeling and multilevel modeling. The intent is to learn how they work, more than just a basic description. They represent the two greatest recent advances in quantitative methodology. These procedures have become more popular among literacy researchers who are unlikely to have had sufficient exposure to utilize them.
1. Structural Equation Modeling
Richard G. Lomax, The Ohio State University
2. Multilevel Modeling
Ann A. O’Connell, The Ohio State University

10:15AM - 11:45AM  SANTO DOMINGO  INVITED SESSION
Program Chair Invited Session—Who Gets Represented in Children's Literature? Representation of/in for Marginalized Communities
Chair: Anne Calhoon, The University of New Mexico
Members of this panel will discuss the use of representations that influence how children from marginalized communities may relate to reading in the process of attending school or reading books from libraries. As a group we urge educators to truly consider who can better facilitate students’ attachments to learning than to have teachers from and authentic pictures of their communities.

10:15AM - 11:45AM  TAOS  PAPER SESSION
Pre-Service Teachers' Subjectivities
Chair: Jenna Min Shim, University at Albany, State University of New York
1. Sociocultural and Political Literacies in Teacher Education
Susan V. Piazza, Western Michigan University
Leigh A. Hall, University of North Carolina at Chapel Hill
2. “That’s Just Who We Are”: Relating Preschool Teachers’ Life Histories to Language Practices in the Classroom
Tanya R. Flushman, Vanderbilt University
3. Teachers’ Durable Dispositions and “Reading” Multicultural Fiction and Film
Jenna Min Shim, University at Albany, State University of New York

10:15AM - 11:45AM  TESUQUE  ALTERNATIVE FORMAT
An Invitation to Schmooze: Dialogical Self Theory and Literacy Classrooms
Chairs: Bob Fecho, The University of Georgia
Judith Lysaker, Butler University
Stergios Botzakis, University of Tennessee at Knoxville
In this alternative format session, we provide a synthesis of our view of dialogical self theory (Hermans & DiMaggio, 2004) and follow with examples of how we have used this framework in our research. We then break into three groups to use this lens to examine data excerpts from our respective work. Finally, we engage the whole group in a critical dialogue regarding dialogical self theory that would cover its possibilities and complexities for research and practice, particularly for marginalized populations.

An Interactive Dialogue about Literacy and Dialogical Self Theory
Bob Fecho, The University of Georgia
Judith Lysaker, Butler University
Stergios Botzakis, University of Tennessee at Knoxville

10:15AM - 11:45AM  ZUNI  PAPER SESSION
ELLs’ Construction of Meaning through Texts
Chair: Joyce L. Purdy, Edmonton Public Schools
1. Acquiring English Literacy through “Genre Practice”: Accounts of K-8 English Language Learners
Cynthia McCallister, New York University
Kerry Decker, Public School #126, New York City Department of Education
VII. Learning to Teach Literacy across Three Practicum Settings: A Longitudinal Study of the Developing Knowledge, Dispositions, and Practices in a Field-Based Teacher Preparation Program
Melissa Mosley, The University of Texas at Austin
James V. Hoffman, The University of Texas at Austin
Audra K Roach, The University of Texas at Austin
Katie Russell, The University of Texas at Austin
Melody Zoch, The University of Texas at Austin

VIII. Facing Each Other: Methodological Complexities Surrounding the Study of Adolescents’ Literate Identity
Mary F. Rico, Brigham Young University
Amanda McCollum, Brigham Young University
Janet Young, Brigham Young University

IX. Digital Literacies Go Home: Parent and Adolescent Views of Technology and Literacy
Heather L. Lynch, Georgia State University

X. The Development of Literacy Processing in Higher- and Lower-Achieving First Graders During an Intervention
Maribeth Cassidy Schmitt, Purdue University
Polly A. Lee, Vigo County School Corporation
Michael J. Bolz, Purdue University

XI. A Strategy for Multifaceted Reading Comprehension Assessment: Walking with, and Beyond, Traditional Measures
Lane Roy Gauthier, The University of Mississippi

1:15PM - 2:45PM
ACOMA
ALTERNATIVE FORMAT
Honoring Teacher Voices: Multiple Pathways to Effective Professional Development
Chair: Amy D. Broemmel, University of Tennessee
Discussants: Jane Hansen, University of Virginia

Teaching school and district administrators, and university faculty members share their experiences to date developing a framework for professional development that focuses on strengthening teachers’ voices and decision-making capacities as the foundation for improving student achievement.

Presenters:
Colleen P. Gilrane, University of Tennessee
Amy D. Broemmel, University of Tennessee
Heather H. Robinette, Ridge View Elementary School
John Steven Dunkin, Ridge View Elementary School
Kevin S. Ayres, Ridge View Elementary School
Gary D. Ayres, Roane County Schools

1:15PM - 2:45PM
APACHE
PAPER SESSION
Curriculum and Assessment in Elementary Reading
Chair: Gregory W. Brooks, Learning Point Associates

1. Testing a Model of Print Processing in the Elementary Grades: Implications for Assessment
Darrell Morris, Appalachian State University
Woodrow Trathen, Appalachian State University
Richard G. Lomax, The Ohio State University
Jan Perney, National-Louis University
Linda L. Kucan, University of Pittsburgh
Elizabeth Frye, Appalachian State University
Devery Mock, Appalachian State University
Robert Schlagal, Appalachian State University

2. Examining Alignment and Quality of School Districts’ ELA Curriculum: Results and Implications from Seven School Districts
Gregory W. Brooks, Learning Point Associates
3. Issues in the Instruction and the Assessment of Informational Text
   Meagan L. Boyle, National-Louis University

1:15PM - 2:45PM
PAPER SESSION

Becoming Teachers of Writing

Chair: Kathy Ganske, Oberlin College

1. Improving Pre-Service Teachers’ Attitudes Toward Writing: A Comparison of Two University Courses
   Margaret (Peggy) Moore-Hart, Eastern Michigan University
   Rob Carpenter, Eastern Michigan University

2. Becoming Teachers of Writing: Journeys of Opportunity, Discovery, Hurdles, and Celebration
   Kathy Ganske, Oberlin College

3. In Their Own Voices: Pre-Service Teachers’ Perspectives on Pedagogical Practices in a Writing Methods Course
   Susan Martin, Boise State University
   Sherry Dismuke, Boise State University

1:15PM - 2:45PM
INVITED SESSION

Program Chair Invited Session—Funding for Research: Grant Competitions at the Institute of Education Sciences

Chair: Elizabeth R. Albro, Institute of Education Sciences

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. Potential applicants should bring questions about their research projects to the session.

1:15PM - 2:45PM
PAPER SESSION

Perspectives and Ideologies on the Professional Development and Preparation of Literacy Teachers

Chair: JoAnne Vazzano, Northeastern Illinois University

1. Re-Imagining Induction: A Collaborative Network of Encouragement and Support
   Teresa Fisher, Georgia State University

2. The Competing Ideologies and Countervailing Discourses of Professional Development: Past, Present, and Future
   Mary Beth Hines, Indiana University
   Jenny Conner, Indiana University

3. Fostering Conversations about Literacy Demonstration Lessons: Extending Teacher-to-Teacher Professional Development
   JoAnne Vazzano, Northeastern Illinois University
   Janet L. Pariza, Northeastern Illinois University

1:15PM - 2:45PM
SYMPOSIUM

Jinns, Neon Signs, and Final Fantasy: Gathering Stories for Literary and Cross-Cultural Insight with Immigrant and Non-Immigrant Youth

Chair: Pat Enciso, The Ohio State University
Discussants: Gerald Campano, Indiana University
               Carmen Medina, Indiana University

This symposium considers the theoretical and curricular questions associated with forging a new form of literary study based on children’s cultural knowledge—when that knowledge is drawn from immigrant and “receiving” populations, who are often isolated, by school structures and curricula, from one another’s distinctive histories and resources related to their languages, reading practices, and identities.

1. Gathering ‘Cultural Data Sets’: Research and Practice across Three Sites
   Pat Enciso, The Ohio State University
   Detra Price-Dennis, The University of Texas at Austin
   Allison Volz, The Ohio State University

2. Sara’s Books: Reading and Performing Intra and Intercultural Literary Knowledge in a Cross-Cultural Story Club
   Tati Durriyah, The Ohio State University
   Pat Enciso, The Ohio State University

3. “It’s All Happenin’ Here in My Community”: Chris’ African American Identity and Literary Interpretations in a Cross-Cultural Story Club
   Allison Volz, The Ohio State University

4. Finding Stories in the Past, Emerging Whole in the Present: Reworking Our Literacy Research, Theory, and Practice
   Gerald Campano, Indiana University
   Carmen Medina, Indiana University

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

Literature Syntheses on Literacy and Diversity

Chair: Lesley Morrow, Rutgers University
Discussants: Diane Lapp, San Diego State University
               Robert Rueda, University of Southern California

This Alternative Format Session has been organized to present research syntheses that focus on literacy and diversity with concerns about policy and equity as well. The purpose is to determine how these issues impact literacy practice. Attention to these issues must be a top priority if national and state goals are to be met for closing the reading achievement gap (IRA, 2002). This is a crucial task, since students need to be more literate today than ever to succeed in the workplace.

1. Section A - What Do We Know about the Discourse Patterns of Diverse Students
   Karen Spear-Ellinwood, University of Arizona

2. Section A - Family Literacy: Recognizing Cultural Significance
   Patricia Edwards, Michigan State University
   Jeanne Paratore, Boston University
   Nancy L. Riser, The University of Texas at Austin

3. Section B - Academic English and African American Vernacular English: Exploring Possibilities for Promoting the Literacy Learning of all Children
   Cynthia H. Brock, University of Nevada, Reno
Using the Handbook as a basis, this symposium considers the question, "Where does comprehension research go from here?" Four prominent chapter authors will provide their particular perspectives on what we can expect regarding comprehension research in the next 10 years, and will then sit as a panel to respond to questions and comments from NRCers in the audience.

1. **From a Cognitive/Constructivist Perspective**
   Peter Afflerbach, University of Maryland

2. **From a Sociocultural Perspective**
   James Gavelek, University of Illinois at Chicago

3. **From a Critical Theory/Cultural Perspective**
   Kathy Au, University of Hawaii

4. **From an Instructional Perspective**
   P. David Pearson, University of California, Berkeley

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**Adolescent Literacy Learning Inside and Outside of School**

Chair: Abigail R. N. Janowiec, University of Minnesota

1. **Literacy Learning in the Afternoon: A Study of Urban Adolescent Girls’ Constructions of and Experiences in After-School Reading Groups**
   Jie Y. Park, University of Pennsylvania

2. **Literacy Affinity Spaces for Adolescents that Build Positive Academic Identities**
   Abigail R. N. Janowiec, University of Minnesota

3. **Investigating the Fabrics of Choice: Adolescents’ Redesign of Popular Culture**
   Donna Mahar, Empire State College, State University of New York

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**Preschool Teachers’ Beliefs, Practices, and Materials**

Chair: Lisa Hammett Price, Indiana University of Pennsylvania

1. **Preschool Teachers’ Literacy Beliefs and Practice**
   Jacqueline Lym, York University

2. **A Qualitative Analysis of Preschool Teachers’ Talk During Book Sharing with Storybooks and Expository Books**
   Lisa Hammett Price, Indiana University of Pennsylvania

3. **At-Risk Preschool Children: Four Years of Early Reading First**
   Alanna Rochelle Dail, University of Alabama

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**Reading in Contemporary Primary Classrooms**

Chair: Marjorie Siegel, Teachers College, Columbia University

1. **Multimodality and School Literacy Success: Local Meanings and Lived Experiences in a Kindergarten Classroom**
   Marjorie Siegel, Teachers College, Columbia University

   Stavroula Kontouevoukri, European University of Cyprus
2. **Perceptions of Reading: Perspectives from Third Grade Students**
   Michelle Ciminielli, University at Buffalo, State University of New York

3. **Critical Language Awareness in Second-Grade Classrooms**
   Kristi J. Jones, Westminster College
   Deana Anderson, Westminster College
   Janet Dynak, Westminster College

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

**ALTERNATIVE FORMAT**

**Literacy Research Past, Present, and Future: Multiple Paths to a Better World**

**Chair:** Cynthia H. Brock, University of Nevada, Reno  
**Discussant:** Patricia Edwards, Michigan State University

The purpose of the session is to explore counterstories from racially diverse populations in a variety of educational settings. The participants in the session used Critical Race Theory (CRT) as a key lens to gather storied experiences from groups who have been traditionally silenced. The CRT study group members at NRC recognized race being ever present in our society, yet there is a tendency to avoid the discussion of race and its impact in educational settings. Beginning with a brief introduction to a CRT historical overview, five paper and alternative presenters will include audience in small, interactive breakout sessions. Finally, the whole group will reconvene for a final discussion about how to apply the CRT and inter-group understandings to create hope and possibility in their own educational settings.

1. **Overview of the Critical Race Theory, Narrative Analysis, and Literature Review**
   Judson Laughter, Vanderbilt University  
   Donna King, Pennsylvania State University  
   Toni Williams, University of North Carolina at Greensboro

2. **Diverse Faculty and White Students**
   Keonghee T. Han, University of Idaho  
   Yongmei Li, Ball State University  
   Xiaoning Chen, State University of New York at Fredonia  
   Jennifer Moon Ro, State University of New York at Fredonia

3. **Creating Spaces for Hope and Possibility**
   Donna King, Pennsylvania State University

4. **Reading in Spanish: Latino Community Cultural Wealth Made Visible Using the Lens of Critical Race Theory**
   Shivani Burrows-Goodwill, University of California, San Diego

5. **CRT in Teacher Education—Opening the Dialogue**
   Marga Madhuri, University of La Verne

6. **A White Teacher’s Reflections on Race in His Diverse Classroom: A Story of Struggle, Hope, and Possibility**
   Jennifer Moon Ro, State University of New York at Fredonia

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

**SYMPOSIUM**

**The New Youth and Their Literacies: National and International Perspectives Across School and Community Settings**

**Chair:** Loukia K. Sarroub, University of Nebraska at Lincoln  
**Discussant:** Donna E. Alvermann, The University of Georgia

Our symposium offers the NRC audience the opportunity to engage with scholars whose research gives significant insight into youth and their textual interactions, popular culture, school-mandated texts, as well as illegitimate school texts, and internet-enabled social networking and multi-modalities in U.S. settings and elsewhere. Salient in each paper is the notion that youth of low-socioeconomic background creatively forge new identities by manipulating and engaging with print, visual, digital, and cosmopolitan literacies in spite of and/or in addition to their lack of school success. The papers indicate that there is a generative power to their literacy learning and practices that can be conceptualized as more sensitive to youthful capacities for well-being and meaning-making. The papers also highlight the importance of examining embedded ideologies in literacy education and how youth consume, subvert, and reproduce these ideologies. Finally, all three papers engage the NRC audience in both micro- and macro-level analyses and implications of youth literacies in a globalized and globalizing world.

1. **From Poser to Producer of Popular Culture: The Logics of Literacy Engagement for Disengaged Students**
   Robert Petrone, University of Nebraska at Lincoln

2. **“You Can’t Read!”: Legitimate Selves, Legitimate Texts in a High School Literacy Classroom**
   Loukia K. Sarroub, University of Nebraska at Lincoln

3. **Global Youth Communicate Online: Studying New Literacies through an International Social Networking Site for Youth**
   Glynda Hull, University of California, Berkeley
The goal of this symposium is to offer information about four multiliteracies programs conducted in different contexts: 1) an out-of-school summer filmmaking camp; 2) an after-school filmmaking program modeled after the camp; 3) an in-school content area project with preservice teachers and elementary students; and, 4) an in-school project based on a content area topic. The presenters will also share the results of a cross-case analysis of data from the individual projects.

1.  
   **Let’s Make Movies: A Summer Camp**  
   James Welsh, University of South Florida Tampa

2.  
   **Learning Gate After-School Program: Making Movies After the Bell**  
   Deborah Kozdru, University of South Florida Tampa

3.  
   **Going Green: Pre-Service Teachers and Sixth Grade Students Save the Earth**  
   Jennifer Jasinski Schneider, University of South Florida Tampa  
   James R. King, University of South Florida

**SANTO DOMINGO**

**SYMPOSIUM**

**The Influence of Reading Instruction on Strategic Reading for First Grade Students**

Chair & Discussant: Poonam Arya, Wayne State University

This symposium reports how scores on DIBELS influenced reading instruction at two schools, how the instructional focus impacted students' views of reading, and how students' views of reading shaped their reading of texts. Students at the school which emphasized holistic reading instruction viewed reading as a meaning-making activity and used a variety of text user strategies compared with students who were taught using explicit phonics instruction that used more code-breaking strategies as they interacted with stories.

1.  
   **The Relationship between Fluency Scores and Instructional Methods**  
   Susan Dandalides, Wayne State University

2.  
   **Children's Perceptions of the Reading Process**  
   Kelley Winney, Wayne State University

3.  
   **Readings, Retellings, and Texts**  
   Poonam Arya, Wayne State University

**SANTOSA ANA**

**SYMPOSIUM**

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**SANTOSA DOMINO**

**SYMPOSIUM**

**Literacies Remixed: Multiliteracies and New Literacies in the Disciplines**

Chair: William Boerman-Cornel, University of Illinois at Chicago  
Discussant: Phil Wilder, University of Illinois at Urbana-Champaign

This symposium examines how multiliteracy and New Literacy theory can inform and shape disciplinary reading practices. Individual papers specifically address textual and image-based analysis of paired traditional text and graphic novel text versions of the same primary source; how language arts teachers define and use hip-hop in the classroom as a transformative pedagogical practice; and the use of social networking sites to develop disciplinary literacy in high school history classes.

1.  
   **Graphic Novels in the Discipline of History: An Analysis of Primary Sources in Traditional Text and Graphic Novel Formats**  
   William Boerman-Cornel, University of Illinois at Chicago

2.  
   **Hip-Hop in the Classrooms: Transformative Practice or Just Another Fad?**  
   Jung E. Kim, University of Illinois at Chicago

3.  
   **Social Networking as Discursive Practice: Developing Disciplinary Literacy in History**  
   Michael Mandarino, University of Illinois at Chicago

**ZUNI**

**PAPER SESSION**

**ELLs and Bilingual Learners**

Chair: Jayne P. Kraemer, University of Louisville

1.  
   "Alternative" Bilingual Instruction in the NCLB Context: Cognitive/Linguistic/Instructional Features  
   Katherine Hayes, Los Angeles Unified School District  
   Icela Pelayo, University of Southern California  
   Sue Chilton, Los Angeles Unified School District

2.  
   Creating Common Ground: Merging New Literacy Studies and Freirean Pedagogy in the ELL Classroom  
   Jayne P. Kraemer, University of Louisville

3.  
   Listening to the Bronx: An Exploration of Language, Literacy, and Disciplinary Content at a Newcomer High School  
   Julia Emig, Bard College
language politics and underlying assumptions about the importance or insignificance of their heritage language—Spanish.

1. **Language Ideologies and Literacy Practices of Former K-12 Bilingual Students**
   Joel E. Dworin, The University of Texas at El Paso

2. **Spanish is Our Language but English is Our Need: Latino Parents' Language Values and Educational Decisions**
   Jesse S. Gainer, Texas State University - San Marcos
   Clarena Larrotta, Texas State University - San Marcos

3. **One Program, Multiple Paths to Biliteracy: Dual Language Parents' Language Ideologies and Their Impact on Children's Language and Literate Practices**
   Minda Lopez, Texas State University - San Marcos

4. **Latina Teachers' Language Ideologies, Cultural Intuitions, and Instructional Practices**
   Veronica Valdez, The University of Utah

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

**Literature, Teaching, and Culture: Preparing Teachers to Engage Today's Children and Youth**

Chair: Janine K. Bixler, Mount Saint Mary College

1. **Supporting Life-Long Reading and Book Talk with Teacher Candidates**
   Janine K. Bixler, Mount Saint Mary College
   Sally A. Smith, Hofstra University
   Susan Henderson, Coker College
   Dee Berlinghoff, Mount Saint Mary College

2. **"Without Fear or Confusion": Emirati and U.S. Students Build Paths toward Understanding through Online Discussions of Children’s Books**
   Cynthia Schmidt, University of Missouri - Kansas City
   Patience Sowa, Zayed University

3. **The Role of Children's Literature in Preparing Teachers for Culturally Relevant Pedagogy**
   Melissa H. Landa, University of Maryland

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

Comprehending Informational Texts

Chair: Donna Copsey Haydey, University of Winnipeg

1. **Investigating Different Kinds of Informational Text in Science Literacy and the Impact on Science Learning**
   Donna Copsey Haydey, University of Winnipeg
   Dawn Sutherland, University of Winnipeg

2. **Profiles for Informational Text Comprehension in Second Grade**
   Katie Hilden, Radford University

3. **Peer-to-Peer Talk about Newspaper Articles: Supporting Knowledge and Comprehension of an Informational Genre**
   Michelle E. Jordan, The University of Texas at Austin
   Michael Massad, Austin Independent School District
Inside Literacy Teacher Education: Lessons from the Field
Chair: Francesca Pomerantz, Salem State College
Discussant: Michelle Pierce, Salem State College
Five literacy teacher educators engaged in the self-study of their teaching methods present course assignments and assessments, along with the processes used to study and improve their practices. The questions guiding this symposium are: 1) What does literacy teacher education look like inside classroom contexts, both college and K-12 fieldwork settings?, 2) How are literacy teacher educators working to examine and improve their own practices?

1. Examining the Long-Term Value of a Case Study Assignment
   Laura Pardo, Hope College
2. Are We Making a Difference? Assessments to Link Theory and Practice in Reading Teacher Education
   Mary Avalos, University of Miami
3. Reconstructing Long-Held Beliefs Using Retrospective Miscue Analysis with Pre-Service Teachers
   Joan Theurer, California State University, Long Beach
4. Preparing Secondary Pre-Service Teachers to Engage English Language Learners in Content Area Classrooms
   Afra Hersi, Loyola College in Maryland
5. The Teacher Educator as Writer: Research and Practice in the Modeling of Literacy for Pre-Service Teachers
   Douglas Kaufman, University of Connecticut

Examining New Literacies in Multiple Contexts
Chair: Kimberly Lenters, University of British Columbia
   Kimberly Lenters, University of British Columbia
2. Creating an Archive of Feelings Through New Literary Practices
   Rebecca J. Luce-Kapler, Queen’s University
   Dennis J. Sumara, University of Calgary
   Claire Robson, University of British Columbia
3. Museum Literacies in Mexico City: An Examination of Texts, Spaces, and Practices of Expert Designers
   A. Jonathan Eakle, The Johns Hopkins University
   Rosa Aurora Chavez-Eakle, The Johns Hopkins University

Comparing Retellings: Present and Past Research, Future Directions
Chair: G. Pat Wilson, University of South Florida Sarasota-Manatee
Discussant: Prisca Martens, Towson University
This symposium reports an in-depth analysis of children’s retellings of two narratives: Flossie and the Fox (McKissack, 1986) (Flossie) and Precious and the Boo Hag (McKissack & Moss, 2005) (Precious), while providing a historical context regarding research in retellings. Two protocols were used to score the retellings. Findings include differences in the content and form of the retellings, effects of story structure, and variations in scores due to the focus of the scoring protocol.

1. The Past: (Re)Telling Research in and with Retellings
   Prisca Martens, Towson University
2. The Present: Unique Features in Retellings of Flossie and the Fox
   G. Pat Wilson, University of South Florida Sarasota-Manatee
3. The Present: Unique Features in Retellings of Precious and the Boo Hag
   Poonam Arya, Wayne State University
4. Building on the Past and Present: Implications for Ongoing Research with Retellings
   G. Pat Wilson, University of South Florida Sarasota-Manatee
   Poonam Arya, Wayne State University
   Prisca Martens, Towson University

Engaged to be Married (But We Haven’t Set a Date Yet): Chronicing the Contested Courtship between In-School and Out-Of-School Youth Literacies
Chair: Jen Scott-Curwood, University of Wisconsin – Madison
Discussant: Catherine Compton-Lilly, University of Wisconsin – Madison
This session examines the tension between the new literacy practices that adolescents are engaging outside the classroom and the multi-faceted inertia that stymies the evolution of literacy curricula. To illustrate, we will share examples of youth-produced digital media and engage participants in hands-on demonstrations. We will show how innovative language arts teachers with scarce resources can build on students’ out-of-school, technology-driven literacy practices to transform classroom literacy practices while maintaining critical rhetorical conventions. Session attendees are requested to bring a laptop computer with them to this session.

Presenters:
   Todd Lilly, University of Wisconsin – Madison
   Jen Scott-Curwood, University of Wisconsin – Madison

An Ethnography of Emergent Writing and Multilingual Literacy in French Immersion and Francophone Programs in Multicultural Classes in Canada
Danièle Moore, Simon Fraser University
Cécile Sabatier, Simon Fraser University

Language and Literacy in a Canadian Native Community: Halq’eméylem Revitalization in a Stó:lô Head Start Program in British Columbia
Margaret MacDonald, Simon Fraser University
Daniële Moore, Simon Fraser University
3. Becoming Literate in One’s Heritage Language: Children’s Situated Ethnic Identities and Their Motivation to Acquire the Discourse of Their Parents
   Jung-In Kim, The University of Texas at Austin
   Taeehe Ki Kim, The University of Texas at Austin
   Diane L. Schallert, The University of Texas at Austin

3:00PM - 3:40PM

I. The Nature of Classroom Environments that Support Elementary Writing Instruction
   Timothy G. Morrison, Brigham Young University
   Stan V. Harward, Utah Valley University
   Brad Wilcox, Brigham Young University
   Linda E. Pierce, Utah Valley University
   Sue Zimmerman, Utah Valley University
   Nancy Peterson, Utah Valley University
   Monica Thomas, Brigham Young University
   Jill Shumway, Brigham Young University

II. What Fifth-Grade Students Reveal about Their Literacies Through the Writing and Telling of Narratives
   Dennis S. Davis, Vanderbilt University

III. Exploring Young Latina/o Children’s Pictures in Illustrated Information Books: A Semiotic Analysis
   Hongmei Dong, University of Illinois at Chicago
   Christine C. Pappas, University of Illinois at Chicago
   Maria Varelas, University of Illinois at Chicago

IV. Sustainability of Long-Term Professional Development in Secondary Settings: An Ongoing Formative Experiment
   Victoria R. Gillis, Clemson University
   Kathy N. Headley, Clemson University
   Lisa Jones-Moore, Clemson University

V. Reflections on Practice: Uses of Multimedia Cases in a Literacy Methods Course
   Emily C. Bigelow, Vanderbilt University

VI. Exploring Two Content Area Teachers’ Creativity and Use of Multiliteracies in Science and History
   Jennifer J. Wimmer, University of Nevada, Las Vegas
   Nancy Walker, University of La Verne

VII. Adolescent English-Language Learners: Effects of Collaborative Narrative Writing on Literacy Learning and Attitude
   Suzanne Langford, University of Redlands
   Elizabeth J. Moore, Applied Inference, Inc.
   Jamie Pelen, Redlands High School
   Sara Adams, University of Redlands

VIII. The Figured Worlds of Adolescents in High School
    Penny Mason, University of North Carolina at Greensboro

IX. Critical Literacy: Education, Oppression, and the (Im)Possibility of Resistance
    Geraldine S. Van de Kluit, Lambton Kent District School Board
    Connie L. White, California State University, Northridge
4. **Literacies in the 21st Century: In–School and Out–of-School**
   Susan R. Goldman, University of Illinois at Chicago

5. **Online Reading and Learning: New Theory and Data for Dealing with a Significant Qualitative Shift**
   Rand J. Spiro, Michigan State University
   Michael DeSchryver, Michigan State University
   Michelle Schira Hagerman, Michigan State University

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

**PAPER SESSION**

**Constructing Meaning with Texts**

**Chair:** Xiufang Chen, Rowan University

1. **Mapping Literate Identities in Literature Discussion**
   Paula Wolfe, University of Wisconsin - Madison

2. **The Role of Texts in Mediating ELL Students’ Participation in Reading Events**
   Anne M. Reece, University of Washington

3. **Middle Level English Language Learners, Self-Efficacy, and the Social Aspect of Reading: A Multiple–Case Study of English Language Learners’ Perceptions about Participating in Literature Circles**
   Xiufang Chen, Rowan University

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

**SYMPOSIUM**

**The Problematic Notion of Leadership: How do Adult Sponsors, Leaders, and Teachers Influence and Affect Children’s and Young Adults’ Experiences, Expressions, and Identities within Literature-Based Small Group Discussions?**

**Chair:** Marie A. LéJeune, Western Oregon University

**Discussant:** Cyndi Giorgis, University of Nevada, Las Vegas

This symposium explores how the presence of adults—as sponsors, teachers, and/or leaders of children’s and young adults’ literature-based discussions influenced the general tone, tenor, and insights drawn during the reading and discussion of the texts. Additionally, this investigation queries the strengths, the weaknesses, and the authenticity of adult-sponsored literature discussions with adolescent and early adolescent or pre-adolescent readers.

1. **“You Were Just Another Girl, Someone Who Knew How to be a Girl…” Reflections on the Personal and Professional Tensions and Identities in an After-School Book Group with Adolescent Girls**
   Marie A. LéJeune, Western Oregon University

2. **“Getting More than I Deserved”: Reflections on the Role of Adult Presence and Purpose in a Literature-Based Discussion with Learning-Disabled Students Reading Postmodern Texts**
   Elysha D. O’Brien, University of Nevada, Las Vegas

3. **African American Adolescent Girls Use an Online High School Book Club to Talk about Boys, Religion, and Pop Culture**
   Benita Dillard, University of Nevada, Las Vegas

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

**ALTERNATIVE FORMAT**

**Using Popular Culture in English Class: The Implications of Dialogism, Heteroglossia, and Chronotope**

**Chair:** Alison Heron-Hruby, George Mason University

**Discussant:** Kevin Leander, Vanderbilt University

This session will examine how high school English teachers can use popular culture with students, given the ways that popular culture texts are situated differently than traditional literature texts. The presenters challenge typical interpretive practices of English classrooms with data that demonstrate how adults and adolescents use popular culture texts, both in and out of school. Bakhtin’s theory of dialogism—along with the complementary theories of chaos aesthetics, Design, and everyday productive and consumptive activity—serve as theoretical frames for the discussion of the data.

1. **Popular-Film Critique as Chaos: Interpretation beyond Rosenblatt’s Transactional Theory**
   Alison Heron-Hruby, George Mason University

2. **Prioritizing Poetry in the 21st Century: Using Popular Culture Texts to Enhance Response and Authorship**
   Sue Ringler Pet, University of Connecticut
   J. Gregory McVerry, University of Connecticut

3. **Roles for Comic Books in the Curriculum**
   Stergios Botzakis, University of Tennessee at Knoxville

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

**PAPER SESSION**

**Curriculum Instruction and Leadership**

**Chair:** Richard Thomas Holdgreve-Resendez, Michigan State University

**1. Leadership Content Knowledge in Literacy: A New Path for Instructional Leadership**
   Rebecca Overholt, Tauckton Elementary School District
   Sandra L. Seabos, Beeiders School District
   William A. Firestone, Rutgers University

**2. Macedonian Literacy Curriculum Reform Efforts: A Preliminary Examination**
   Richard Thomas Holdgreve-Resendez, Michigan State University

3. **Inquiry-Based Instruction and Literacy: Descriptions of Practices in Very High- and Very Low–Socioeconomic Status Second–Grade Classrooms**
   Alison K. Billman, University of California, Berkeley

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

**SYMPOSIUM**

**Tracing the Discourse of Difference in Literacy Learning**

**Chair:** Danielle V. Dennis, University of South Florida

**Discussant:** James R. King, University of South Florida

Exploring the role of “difference” in literacy, this symposium will examine language practices across educational contexts. The first context,
Friday December 4, 2009

early childhood classrooms, is an effort to examine the ways classroom discourses construct conflict. We then view “effective” Title I and non-Title I remedial reading classrooms to determine the similarities and differences in instructional talk and content. Finally, we will demonstrate how pre-service elementary teachers confront and conceptualize “difference” in both “real” and “imagined” students with disabilities.

1. **“Use Your Words”: Coping with Conflict in the Early Years**
   Jolyn Blank, University of South Florida
   Jenifer Jasinski Schneider, University of South Florida

2. **The Haves and the Have-Not: A Comparison of Classroom Reading Instruction in High and Low SES Schools**
   Danielle V. Dennis, University of South Florida

3. **Conceptualizing Difference: Pre-Service Teachers’ Constructions of Disabilities**
   Audra Parker, University of South Florida
   Thomas Crisp, University of South Florida Sarasota-Manatee
   Patricia Alvarez-McHatton, University of South Florida

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

**ZUNI**

**PAPER SESSION**

**Studies of Literacy Specialists and Coaches**

**Chair:** Susan J. Hart, University of Kentucky

1. **Examining Primary-Junior Literacy Coaches: Roles and Perspectives**
   Jacqueline Lynch, York University
   Kristen Ferguson, Nipissing University

2. **Context, Community, and Collaboration: Exploring How Literacy Coaches and Teachers Negotiate Power**
   Susan J. Hart, University of Kentucky

3. **Narratives of Collaboration and Negotiation: Reading Specialists’ Perspectives Towards Their Work**
   Wendy W. Bunker, Mount St. Mary’s University

**3:50PM - 4:30PM**

**PICURIS**

**ROUNDTABLE**

1. **Differences in Presentation Formats of Digital Read-Alouds: A Feature Analysis**
   Kathleen A. Paciga, University of Illinois at Chicago

2. **Portraits of Practice: Selection of Words for Instruction during Read-Alouds**
   Karen Kindle, University of Missouri – Kansas City

3. **Visual Literacy and Podcasting**
   Anita N. Voelker, Messiah College

4. **Research Designed to Inspire Critical Conversations about Adolescent Literacy**
   Gilda Martinez, Towson University
   Sharon Pitcher, Towson University
   Elizabeth Dicembre, Towson University

5. **Lessons from the Past: Results from Investigations in the John A. Nielsen Old Textbook Collection**
   Linda L. Kucan, University of Pittsburgh

**Virginia Jackson,** University of Pittsburgh
**Pam Reagle,** University of Pittsburgh
**Michelle Rimley,** University of Pittsburgh
**Elissa Shoaib,** University of Pittsburgh
**Eric Wallace,** Carnegie Mellon University

**VI. Finding a ‘Space’ Within Which I Can Learn to Read: First Graders’ Reactions to Their Reading Histories**
Margaret Vaughn, University of North Carolina at Greensboro
Samuel D. Miller, University of North Carolina at Greensboro
Beverly Faircloth, University of North Carolina at Greensboro

**VII. Stable Discourses, Mobile Pedagogies: Professional Development, New Literacies, and Writing Instruction in Two Bilingual Classrooms**
Lara J. Handsfield, Illinois State University
Thomas P. Crumpler, Illinois State University

**VIII. Literacy Entrepreneurs: Using New Media to Prepare Secondary Teachers of Writing**
F. Blake Tenore, Vanderbilt University
Melanie Hundley, Vanderbilt University

**IX. Literacy Instruction for Students with Moderate to Severe Cognitive Disabilities: An Analysis of Parents’ Descriptions and Perspectives**
Michelle A. Duffy, Syracuse University

**X. Visual Discourse Analysis of Spanish Heritage Language Students’ Multiliterate Practices and Subjectivities: New and Future Spaces in Literacy Research**
Tammy Frederick, Georgia State University

**XI. Adolescent Literacy Practice Guides and Policy Reports: Common Themes and Implications for Stakeholders**
Sharon M. Ware, University of Connecticut
Michael N. Faggella-Luby, University of Connecticut
Ashley Capozzoli, University of Connecticut

**4:45PM - 6:00PM**

**BALLROOMS A & B**

**PLENARY ADDRESS**

**Chair:** Diane Tracey, Kean University

1. **Edward B. Fry Book Award Presentation**
   Anne McGill-Franzen, University of Tennessee at Knoxville

2. **Introduction of the Speaker**
   Timothy Shanahan, University of Illinois at Chicago

3. **Best of Times, Worst of Times: Research and Change in Urban Schools**
   Charles M. Payne, University of Chicago
Program Key:

- Area Chair Award Sessions
- Conference Theme Sessions
- Roundtable Sessions

Saturday • December 5, 2009
SESSION TYPE DESCRIPTIONS

PAPER SESSIONS
include research reports and theoretical papers, and are generally comprised of three accepted papers grouped together into a session by the Area Chair, with each individual presenting for approximately 20 minutes. The final 30 minutes in the session are reserved for questions, discussion, and commentary by the discussant and audience.

ROUND TABLE SESSIONS
allow for a brief paper presentation (approximately 10-15 minutes) followed by an audience discussion of issues raised in the paper. Roundtables are allotted a total of 40 minutes with two different sets of roundtables taking place within the traditional 90-minute timeslot.

SYMPHOSIUM SESSIONS
focus on significant issues representing a strong, unifying theme and should include discussants, as well as ample opportunity for audience participation. Symposia typically consist of a chair, three speakers, and a discussant and are scheduled for 90-minute time periods. Each speaker presents for approximately 20 minutes, with the final 30 minutes set aside for the discussant’s comments and audience interaction.

ALTERNATIVE FORMAT SESSIONS
focus on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives where presenters involve audience participants in activities such as small group discussions, media and technology simulations, or reading written reflections.

STUDY GROUPS
bring people together each day for a meeting to discuss ideas and research related to a specific topic. Study Groups meet each day (Wednesday-Saturday) of the Annual Meeting from 7:25 a.m. - 8:25 a.m.

AREA CHAIRS INVITED SESSIONS
are sessions where the speakers have been invited to present by the Program Content Area Chairs. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PROGRAM CHAIR INVITED SESSIONS
are sessions where the speakers have been invited to present by the 2009 Program Chair. These sessions occur concurrently with other Annual Meeting sessions, attendance is open to all attendees, and advance registration is not required.

PLENARY ADDRESSES
are the major presentations of the Annual Meeting. These sessions occur in dedicated timeslots, attendance is open to all attendees, and advance registration is not required.
8:30AM - 10:00AM
SYMPOSIUM

Graphica as a Future for Critical Media Studies
Chair: Melissa Schieble, University of Wisconsin – Madison
Discussant: Shelley H. Xu, California State University, Long Beach

In this symposium, three literacy researchers investigate how graphica, defined as “book length narratives told using a combination of words and sequential art often presented in comic book style” (Fletcher-Spear, Jenson-Benjamin, & Copeland, 2005) offers a format for exploring popular media representations from a critical literacy stance.

1. Insights into Lifelong Literacy from Adult Comic Book Readers
   Stergios Botzakis, University of Tennessee at Knoxville

2. Comics in the Contact Zone: Students Meet, Clash, and Grapple with Sequential Art
   James Bucky Carter, University of Texas at El Paso

3. Exploring Critical Literacy and Learning with the Graphic Novel American-Born Chinese
   Melissa Schieble, Hunter College, City University of New York

8:30AM - 10:00AM
ALTERNATIVE FORMAT

Multiple Paths to Better Worlds: Language Arts and Mathematics Environments Awaken Middle School Learners
Chair: Jamie Marsh, University of Virginia
Discussant: Jane Hansen, University of Virginia

The presenters, on one research team, studied Writing Across the Curriculum in Grades 5, 6, and 8. Low SES students, whose first languages varied, ended the year as transformed persons, scored successfully on state tests, and appreciated teachers who believed in them. One class became writers for the first time, and the others—as would professional writers—outwitted the restrictions and championed the requirements of the tests. These students traveled multiple paths to better worlds.

1. Multiple Sociocultural Influences Contribute to the Emergence and Engagement of New Sixth-Grade Writers
   Jamie Marsh, University of Virginia

2. Multiple Approaches to Texts Contribute to the Performance of Fifth-Grade Writers on Their State Language Arts Tests
   Kim Lewinski, University of Virginia

3. Multiple Literacy Practices Contribute to the Success of Eighth-Grade Urban Mathematicians on Their State Test
   Jane Hansen, University of Virginia

8:30AM - 10:00AM
SYMPOSIUM

“Spanish Is Good, but English Is Better”: The Cultural and Professional Development of Bilingual Teachers
Chair: Janine M. Schall, The University of Texas – Pan American
Discussant: Jeanne G. Fain, Vanderbilt University

With the increasing demand for linguistically diverse teachers, bilingual teacher preparation programs face challenges and opportunities. Because the students within bilingual teacher preparation programs are often themselves from marginalized populations, succeeding in preparation programs often means renegotiating their professional and cultural identities in order to navigate programs and schools designed by dominant ideological systems. In this symposium, the presenters discuss how pre-service teachers in one bilingual teacher certification program grapple with issues of language ideology and deficit beliefs as they develop their professional identities as bilingual teachers.

1. “I Hate the Word Hispanic”: Navigating Cultural Identities in the Borderlands
   Janine M. Schall, The University of Texas – Pan American

2. “Latino Children Are Separated and Tracked into Different Groups... Makes Them Feel Like Losers”: Developing a Professional Identity
   Alcione Ostorga, The University of Texas – Pan American

3. Deconstructing Anti-Spanish Ideologies in the Rio Grande Valley
   Luz Murillo, The University of Texas – Pan American

4. Pre-Service Bilingual Teachers’ Language Ideologies and Identity in the Rio Grande Valley
   Matilde Sarmiento-Arkalazaga, The University of Texas – Pan American

8:30AM - 10:00AM
PAPER SESSION

Examining Comprehension and Word Study Strategies
Chair: Devon Brenner, Mississippi State University

1. Using Word Study for Differentiated Instruction: Strengthening Pre-Service Teachers’ Comfort Level Through Small Group Literacy Instruction
   Amy Thornburg, Queens University of Charlotte
   Suzanne Horn, Queens University of Charlotte

2. Teaching Teachers How to Teach Comprehension: Using Multiple Intelligences Theory to Help Elementary School Students Better Understand What They Read
   Julie C. Schultz, Reinhardt College

3. Phonics: What Mississippi’s Beginning Teachers are Being Taught Five Years After a State Mandate Requiring More Phonics for Certification
   Devon Brenner, Mississippi State University

8:30AM - 10:00AM
PAPER SESSION

Teachers’ Uses of Technology
Chair: Tami R. Dean, Illinois State University

1. Power and Positioning: Negotiating the Affordances and Limitations of Web 1.0 and Web 2.0 during Literacy Instruction
   Lara J. Handsfield, Illinois State University
   Tami R. Dean, Illinois State University
   Kristin Cielocha, Illinois State University
2. Middle Grades Educators Negotiating (Teaching) Identities and Subjectivities During New Literacies Professional Development
   Emily N. Skinner, College of Charleston
   Margaret C. Hagood, College of Charleston
   Mary Provost, College of Charleston

3. Paths to Content Area Literacy: How a One-to-One Laptop Initiative Utilized Laptop Technology
   Leah McKeeman, Kansas State University

8:30AM - 10:00AM  LA CIENEGA
PAPER SESSION

Writing in Different Genres and Multiple Modalities
Chair: Rebecca R. Norman, Michigan State University

1. Elementary Children's Explanation Writing
   Carol A. Donovan, University of Alabama
   Laura B. Smolkin, University of Virginia

   Vicki McQuitty, Syracuse University
   Sharon Dotger, Syracuse University
   Uzma Khan, Syracuse University

3. Redesigning Memoir: A Design-Based Investigation of New Literacy Practices and Materiality in an Elementary Classroom's Writing Workshop
   Randy Bomer, University of Texas at Austin
   Melody Zoch, University of Texas at Austin
   Ann D. David, University of Texas at Austin
   Hyounjin Ok, University of Texas at Austin

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

Integrating Literacy, Social Studies, and History Curriculum from Three Perspectives:
Chair: Julie L. Pennington, University of Nevada, Reno
Discussants: James Gavelek, University of Illinois at Chicago
Virginia Goatley, University at Albany, State University of New York

This alternative format symposium investigates integrated curriculum related to literacy, history and social studies. The three research projects included in this symposium focus on the integration of literacy, history, and social studies content and skills explored from three different theoretical perspectives as well as points of analysis (e.g., in-service teachers in a professional development setting, children's literature selection, and elementary student responses within a classroom).

1. Integrating Historical Content into the Literacy Block: Recursive Critical Race Reflection with In-Service Teachers
   Julie L. Pennington, University of Nevada, Reno
   Kathryn Obenchain, University of Texas at Austin

2. Multicultural Children's Literature as an Integral Component of Culturally Responsive Pedagogy: Moving Beyond Event Readings
   Rachel G. Salas, California State University, Sacramento

3. Historical Understanding Through the Visual: Intermediate Readers Respond to the Illustrations in Contemporary Historical Fiction Picture Books
   Suzette Youngs, University of Northern Colorado
that impact English Language Learners and their families, schools, and communities. We examine how pre-service teachers with various socially imposed and self-internalized conceptions of race, class, gender and immigrant status can be guided through multi-modal literacy projects that promote equity and excellence.

1. **Project Based Literacy as Pedagogical Tool for Acts of Agency in Teacher Education**
   Maria Fránquez, University of Texas at Austin

2. **Mapping Latina Pre-Service Teachers’ Literacies through Digital and Visual Texts**
   Carol Brochin Ceballos, The University of Texas at El Paso

3. **Unveiling Ideologies: Using Literacy Development Timelines and Critical Reflection with Pre-Service Teachers**
   Minda Lopez, Texas State University - San Marcos

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**MULTIMODAL MULTILITERACIES AND DISCUSSION**

**Chair:** Mark Dressman, University of Illinois at Urbana-Champaign

1. **One Sign Fits All? Interrogating the Theoretical Framework of “New,” “Visual,” and “Multiliteracies”**
   Mark Dressman, University of Illinois at Urbana-Champaign

2. **Reading Across Multimodal Texts: Expanding Notions of Disciplinary Literacy**
   Michael Manderino, University of Illinois at Chicago

3. **Impact of Moodle Literature Discussions on Student Literacy Motivation and Achievement**
   Steven Hart, California State University, Fresno

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**LITERACY LEARNING LIVE: NEW METHODS FOR UNDERSTANDING LEARNING PATHWAYS ACROSS SPACE AND TIME**

**Chair:** Kevin Leander, Vanderbilt University

This project contributes cutting-edge methods and theories for investigating literacy learning as people move across space and time and in and out of formal and informal educational settings. We use the 2009 NRC meeting itself as a site for data collection and analysis, developing “mobility case studies” of faculty and graduate student learning. We will report initial analyses and facilitate conversations about the distributions of learning across the conference and the possibilities of new methods for recording and analyzing lived literacy practices that extend across specific contexts.

**Presenters:**
Katherine H. Taylor, Vanderbilt University
Nathan Phillips, Vanderbilt University
Kevin Leander, Vanderbilt University

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**MULTIPLE PATHWAYS TO LEARNING TO BE CULTURALLY RESPONSIVE LITERACY TEACHERS**

**Chair:** Pamela Mason, Harvard University

This symposium focuses on the experiences of three teacher education programs designed to prepare prospective literacy teachers to work with diverse students. Each program included literacy courses that have a strong social justice orientation and focus on issues of race, culture, and language variations. Collectively, these papers give teacher educators an opportunity to learn from multiple perspectives—pre-service teachers, families, and graduates—how to better prepare pre-service teachers to be culturally responsive literacy teachers.

1. **Preparing Pre-Service Teachers to Be Culturally Responsive Literacy Teachers**
   Julie K. Kidd, George Mason University
   Leah Muccio, George Mason University

2. **We Can Talk—We Can Learn: Families and Teachers Educate**
   Patricia Ruggiano-Schmidt, Le Moyne College

3. **Beliefs and Practices of Teachers Transitioning from a Diverse-Constructivist Graduate Program to Real Classrooms**
   Alither M. Lazar, Saint Joseph’s University
   Kathryn Pegler, Saint Joseph’s University
8:30AM - 10:00AM  
**PAPER SESSION**

**SANDIA**

**Use of Multimodal Texts in Primary and Elementary Classrooms**

Chair: Jennifer L. Garrette Lisy, University of Illinois at Chicago

1. **Digital Readers: Advancing eBook Reading and Response**
   Lotta C. Larson, Kansas State University

2. **Digital Writing in the Primary Grades: A Synthesis of Research**
   Jennifer L. Garrette Lisy, University of Illinois at Chicago

3. **Pedagogies of Multiliteracies: Using Multimodal Texts in Elementary Classrooms**
   Dawnene D. Hassett, University of Wisconsin – Madison
   Jen Scott Curwood, University of Wisconsin – Madison

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

**SANTANA**

**The Handbook of Reading Disability Research**

Chair: Maria Cahill, Texas Women's University

In this session the co-editors and section editors will discuss the contributions of researchers whose theoretical and applied perspectives on reading disability appear in the recently published Handbook of Reading Disability Research (Routledge) with an emphasis on summary and synthesis.

1. **The Handbook of Reading Disabilities Research: Overview**
   Anne McGill-Franzen, University of Tennessee at Knoxville
   Richard L. Allington, University of Tennessee at Knoxville
   Maria Cahill, Texas Woman's University

2. **Section Synopsis: Theoretical Paradigms and Study Methodology; and Development, Assessment, and Intervention Perspectives**
   Bill Rupley, Texas A&M University - Commerce
   Peter Johnston, University at Albany, State University of New York
   John Elkins, The University of Queensland
   Jay Samuels, University of Minnesota
   George Hruby, Utah State University
   Victoria Risko, Vanderbilt University
   Susan Hupp, University of Minnesota
   Patricia Anders, University of Arizona

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

**SANTO DOMINGO**

**Voice and Visions of Yuyi Morales: Award Winning Illustrator Discusses Her Art**

Chair: Jesse S. Gainer, Texas State University - San Marcos
Discussant: Mary Esther Huerta, Texas State University - San Marcos

This multimodal and interactive session will include an ethnographic interview of Yuyi Morales, an award-winning children’s literature illustrator, providing a “lived-through experience” for session attendees to explore the intersections of art, culture, history, and politics as manifested in her art. This session will feature the illustrator talking about her art while showing it. Facilitators will foreground connections relating to research methodology and data analysis in regard to scholarship pertaining to artwork in multicultural children's literature.

**Interview and Discussion**

Jesse S. Gainer, Texas State University - San Marcos
Mary Esther Huerta, Texas State University - San Marcos
Jennifer Battle, Texas State University - San Marcos
Yuyi Morales, Roaring Book Press

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

**TAOS**

**Reading Picturebooks: Past and Present Research, Implications for the Future**

Chair: Prisca Martens, Towson University
Discussant: Jerome Harste, Indiana University

This symposium examines the findings of a study in which art and reading instruction in a first grade and third grade classroom were integrated in particular ways to learn how the students' understandings of the Elements of Art and Principles of Design and their experience with art materials and techniques used by illustrators related to those students' meaning construction while reading picturebooks. Past research and future implications for instruction will also be presented.

1. **Understanding Picturebooks**
   Ray Martens, Towson University

2. **Reading Picturebooks in First Grade**
   Catherine Maderazo, Towson University

3. **Reading Picturebooks in Third Grade**
   Keri Croce, Towson University

4. **Reading Picturebooks: Present Learnings, Implications for the Future**
   Prisca Martens, Towson University
Saturday December 5, 2009

8:30AM - 10:00AM

PAPER SESSION

Readers and Learners with Special Needs
Chair: Kimberly A. Wolbers, University of Tennessee

1. New Paths to a Better World for Deaf Readers: A Reading Intervention Model for Deaf and Hard-of-Hearing Children and Adolescents
Rachel L. McCormack, Roger Williams University
Bruce Marlowe, Roger Williams University
Pam Rush, READS Collaborative
Evelyn Rankin, READS Collaborative

2. Predicting Young Immigrant Students’ Academic Success
Lee Gunderson, University of British Columbia
Dennis Murphy Odo, University of British Columbia

3. Interactions with ELL Students that Mediate Language and Literacy Learning
Kimberly A. Wolbers, University of Tennessee
Hannah Dostal, University of Tennessee

8:30AM - 10:00AM

ALTERNATIVE FORMAT

Standing for Literacy: Teaching in the Context of Change
Chair & Discussant: Susan Florio-Ruane, Michigan State University

This session discusses five case studies of teachers who are enacting innovative literacy pedagogy in the tumultuous time of school-based reform. Researchers drew from activity theory and communities of practice to observe teachers and teaching in the local settings of their classrooms as they work in wider contexts of change (i.e. mandated curriculum, changing demographics). We use the metaphor of the “bricoleur” to capture the teacher’s identity of strategic, opportunistic problem solver and creative user of resources available in the changing work environment.

Roundtables
Laura Pardo, Hope College
Kathy Highfield, University of Michigan - Flint
Jodene Kersten, California State Polytechnic University, Pomona
Dara Bacher, University of Michigan - Dearborn
Jennifer Berne, National-Louis University

10:15AM - 11:45AM

INTEGRATIVE RESEARCH REVIEW

A Debate with Ourselves about the Contributions of Literacy Research to Practice and Policy
Chair: Robert T. Jimenez, Vanderbilt University

Two teams of prominent literacy scholars* will debate the following proposition: Literacy researchers have not produced a base of knowledge that provides practitioners and policy makers with explicit guidance for improving literacy and literacy instruction. Each team will make an opening statement, offer examples supporting their respective positions followed by a rebuttal from the other team, and then make a closing statement. After each example and rebuttal and after the closing arguments, audience members will use electronic devices to vote for the position they believe to be more convincing. Results will be displayed digitally on a screen in the front of the room. After the debate and voting, audience members will be invited to make comments.

(*Note. All debaters agreed to participate before knowing who would be on their team or what position their team would be assigned. Thus, in the spirit of competitive debates, the positions taken and the arguments made do not necessarily reflect the personal or professional opinions of the respective debaters.)

I. Albert J. Kingston Award Presentation
Diane Corcoran Nielsen, University of Kansas

II. Moderator
Diane L. Schallert, University of Texas at Austin

III. Team 1—Arguing the “Pro” Position (i.e., there is NOT a knowledge base that provides explicit guidance)
Donna E. Alvermann, The University of Georgia
Gerald G. Duffy, University of North Carolina at Greensboro
Ernest Morrell, University of California, Los Angeles
Marjorie Siegel, Teachers College, Columbia University

IV. Team 2—Arguing the “Con” Position (i.e., there IS a knowledge base that provides explicit guidance)
Richard W. Beach, University of Minnesota
John Guthrie, University of Maryland
Kris Gutierrez, University of California, Los Angeles
Elfrieda Hiebert, University of California, Berkeley
## Appendix I: NRC Leadership and Honorees

### 2009 Board of Directors

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Kathleen A. Hinchman  
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kahinchm@syr.edu

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stahl@niu.edu

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  University of Missouri - St. Louis  
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- **Marjorie Siegel (2008-2010)**  
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  Chair: Jennifer Danridge Turner (2006-2009)  
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- **Technology Committee Chair**  
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  mjdreher@umd.edu

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- **Parliamentarian**  
  Eurydice B. Bauer (2006-2009)  
  University of Illinois at Urbana-Champaign  
  ebbauer@uiuc.edu

### NRC Editors

- **JLR Editors**  
  Michigan State University  
  dhartman@msu.edu

  Susan Florio-Ruane (2006-2009)  
  Michigan State University  
  susanfr@msu.edu

  Michigan State University  
  nkduke@msu.edu

- **Mary Anne Doyle (2006-2009)**  
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  University of Connecticut  
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- **Laura Apol (2006-2009)**  
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  apol@msu.edu

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  mgort@miami.edu

- **John Irizarry (2006-2009)**  
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- **NRC Newsletter Editor**  
  Jacqueline Lynch (2006-2009)  
  York University  
  jlynch@edu.yorku.ca

- **Co-E-Editors**  
  Richard Speaker (2006-2009)  
  University of New Orleans  
  rspeaker@uno.edu

- **Mark Condon (2006-2009)**  
  Realebooks  
  condon@realebooks.com

- **NRC Yearbook Co-Editors (2006-2010)**  
  Kevin M. Leander  
  Vanderbilt University  
  kevin.leander@vanderbilt.edu

  Deborah Wells Rowe  
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  David K. Dickinson  
  Vanderbilt University  
  david.dickinson@vanderbilt.edu
Appendix I: NRC Leadership and Honorees

2009 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: Lea McGee (2008-2011)
The Ohio State University
mcgee.148@osu.edu

Early Career Achievement Award Committee
Chair: Mark Dressman (2006-2009)
University of Illinois at Urbana-Champaign
mdressma@illinois.edu

Edward B. Fry Book Award Committee
University of Tennessee
amcgingllf@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
- St. Petersburg
leung@stpt.usf.edu

International Innovative Community Group
Co-Chair: Jiening Ruan (2008 – 2009)
University of Oklahoma
jruan@ou.edu

Co-Chair: Kristen Perry (2008 – 2009)
University of Kentucky
kristen.perry@uky.edu

J. Michael Parker Award Committee
Chair: Erik Jacobson (2007-2010)
ejonline@comcast.net

Oscar S. Causey Award Committee
Chair: Deborah Dillon (2007-2010)
University of Minnesota
dillon@umn.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)
Lea M. McGee (2005)
Lee Gunderson (2006)
Linda B. Gambrell (2007)
P. David Pearson (2008)

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)
Lawrence R. Sipe (2008)

J. Michael Parker Award
Robin Waterman (2006)
Amy Johnson (2007)
Kristin Perry (2007)
Tisha Y. Lewis (2008)
Amy Trawick (2008)

George Kamberelis (2002)
Rebecca Rogers (2004)
Melanie R. Kuhn (2005)
Beth Maloch (2006)
Sharon Walpole (2007)
Nancy Frey (2008)

Distinguished Scholar Lifetime Achievement Award
Louise Rosenblatt (2002)
Marie Clay (2003)
Courtney B. Cazden (2004)
Jerome Bruner (2007)
Brian V. Street (2008)

Early Career Achievement Award
Cynthia Brock (1999)
Joyce Many (1999)
Elizabeth Birr Moje (2000)
Lawrence R. Sipe (2001)
### 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)
- 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 Heith (1994)
- Keith E. Stanovich (1996)
- Donna E. Alvermann (1997)
- Rebecca Barr (1999)
- Michael Pressley (2000)
- Patricia Ann Alexander (2001)
- Victoria Purcell-Gates (2004)
- Steven Stahl (2004)
- Annemarie Sullivan Palincsar (2005)
- Michael L. Kamil (2006)
- Scott G. Paris (2007)

### Student Outstanding Research Award
- Peter Afflerbach (1985)
- Deborah Wells Rowe (1986)
- Maribeth Cassidy Schmitt (1987)
- Sally Hague (1988)
- Joyce Many (1989)
- Douglas K. Hartman (1990)
- Joyce Holt Jennings (1990)
- Sarah J. McCarthey (1991)
- J. Michael Parker (1991)
- Debra K. Meyer (1992)
- Janice F. Almasi (1993)
- Janet W. Bloodgood (1994)
- Ann Watts Pailliotet (1994)
- Jane West (1995)
- Kathryn H. Davinroy (1996)
- Susan J. Dymock (1997)
- Lawrence R. Sipe (1997)
- Josephine Peyton Young (1998)
- Patrick Manyak (1999)
- Emily M. Rodgers (1999)
- Rebecca Rogers (2000)
- Nancy A. Place (2001)
- Kim Bobola (2002)
- Rebecca Deffes Silverman (2004)
- Megan Madigan Peercy (2005)
- Elizabeth Stolle (2007)
- Margarita Zisselsberger (2008)
- Gary Paul Moser (2008)

### 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 H. 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)
- Norman A. Stahl (2007-2008)

For a complete list of committee members, go online at nrconline.org
Appendix II: NRC 2009 Area Chairs

**Program Chair:** David Reinking, *Clemson University*

**Associate Chair:** Patricia L. Anders, *University of Arizona*

**Area 1: Pre-Service Teacher Education in Literacy**
- Julie Kidd, *George Mason University*
- Karen Spector, *University of Alabama*
- Kristien Zenkov, *George Mason University*

**Area 2: In-Service Teacher Education/Professional Development in Literacy**
- Cheryl Dozier, *SUNY Albany*
- Ellen McIntyre, *North Carolina State University*
- Katherine Stahl, *New York University*
- Ruth Wharton-McDonald, *University of New Hampshire*

**Area 3: Literacy Instruction and Literacy Learning**
- Valerie Robnolt, *Virginia Commonwealth University*
- Amy Seely Flint, *Georgia State University*
- Jennifer Jones, *Radford University*

**Area 4: Literacy Assessment, Evaluation, and Public Policy**
- Les Burns, *University of Kentucky*
- Mary Applegate, *Saint Joseph’s University*
- Courtney Zmach, *American Institutes for Research*

**Area 5: Early and Elementary Literacy Processes**
- Barbara Bradley, *University of Kansas*
- Kelly Cartwright, *Christopher Newport University*
- Kevin Flanagan, *West Chester University*

**Area 6: Adolescent, College, and Adult Literacy Processes**
- Stergios G. Botzakis, *University of Tennessee*
- Heidi Hallman, *University of Kansas*
- J. David Gallagher, *Mount Saint Mary College*

**Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School**
- Kristiina Montero, *Syracuse University*
- Gwendolyn McMillon, *Oakland University*
- Rachelle Washington, *Clemson University*

**Area 8: Literacy Learning and Practice in Multi-Lingual and Multi-Cultural Settings**
- Lori Assaf, *Texas State University - San Marcos*
- Xiufang Chen, *Rowan University*
- Julia Lopez-Robertson, *University of South Carolina*

**Area 9: Text Analysis/Children’s, Young Adult, and Adult Literature**
- Cyndi Giorgis, *University of Nevada Las Vegas*
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**Area 10: Literacy Technology and Media**
- Erica Boling, *Rutgers University*
- David Lund, *Southern Utah State University*
- Liqing Tao, *City University of New York*

**Area 11: Study Groups**
- Laura Henry, *University of Kentucky*
- Nina Nilsson, *Saint Joseph’s University*

**Area 12: Other Topics**
- Jackie Malloy, *George Mason University*
- Nadjwa Norton, *City University of New York*
- Lisa Simon, *City University of New York*
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