Dear NRC/LRA Colleagues and Friends of Literacy,

Greetings! May this be one of the best NRC conferences you have ever attended. Or if you are a new participant, be ready for an amazing experience—according to those of us who have come for many years, NRC is our scholarly home. The Executive Officers, Board of Directors, Headquarters Office (Christopher Roper and his capable crew), and many members have worked hard and thoughtfully to assure that the stage is set for a tremendous experience in Fort Worth, Texas at the 2010 Annual Meeting of the National Reading Conference.

This meeting marks our 60th Anniversary. Sixty years ago, professors of reading met here in Fort Worth with a sense of urgency to share ideas about college and adult reading. Their meeting was important because many first-generation students were coming to college because of the GI Bill. This huge uptick in the number and kinds of students forced colleges and universities to change instruction and presented new opportunities for research. Hence, the National Reading Conference was formed.

This year, 2010—60 years hence—we have returned to Fort Worth to invent our organization once again. Understanding of the reading process is no longer thought of as an autonomous phenomenon; rather, many in literacy see reading (and writing) as far more complex, involving and including social, historical, anthropological, linguistic, and other theoretical and paradigmatic constructs and orientations. Thus, at the end of this conference we will take the final steps toward officially being known as the Literacy Research Association, a decision made by the membership in 2008.

Welcome to the conference. Here you will find the most current, noteworthy and groundbreaking literacy research. Scholars are welcome to share their scholarship and respond to the work of others. Perhaps this invitation is best expressed by sharing the new Vision Statement of the Literacy Research Association:

“The Literacy Research Association (LRA) is a community of scholars dedicated to promoting research that enriches the knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA is committed to ethical research that is rigorous, methodologically diverse, and socially responsible. LRA is dedicated to disseminating such research broadly so as to promote generative theories, informed practices, and sound policies. Central to its mission, LRA mentors and supports future generations of literacy scholars.”

This particular program is very rich. We received 763 proposals, of which 541 were accepted for presentation. Each proposal underwent a rigorous review led by an amazing group of area chairs (find their names on page 77 of the program) and the review teams (find a list of all reviewers on pages 78 and 79 of the program).

In addition to presentations selected through the peer review process, two speakers are invited by the Program Chair to speak at Plenary Sessions. This year, Dean Lorrie A. Shepard of the University of Colorado is speaking on Thursday afternoon. Her title is: “Teaching with Integrity in the Face of High-Stakes Testing.”

On Friday, Professor Hilary Janks of the University of the Witwatersrand of South Africa is speaking on: “May You Live in Interesting Times”: Critical Literacy in South Africa. Both of these invited speakers bring perspectives and experience as outsiders to NRC. I encourage you to attend, as their presentations will be enlightening.

In addition to the invited non-member speakers, there are other all-attendee meetings with our members speaking. One such event is the Presidential Address to be presented by Dr. David Reinking (Clemson University) on Wednesday. The title of his talk is: “Beyond the Laboratory and Lens: New Metaphors for Literacy Research.” Another all-participant event is the Oscar S. Causey Address on Thursday morning. Dr. Barbara M. Taylor (Emerita, University of Minnesota), last year’s Oscar S. Causey award winner, will speak. Her title is: “The Power of Collaborative Teaching with Integrity.” Finally, on Saturday morning, an integrative research review is presented by Dr. Catherine Compton–Lilly (University of Wisconsin Madison). Her talk is titled: “Family Literacy across Time: The Field, Families, and Bradford Holt.”

Awards are given at each Plenary Session. I strongly encourage you to attend, indicating your support for the Plenary Sessions.

A new Program Area was added to the conference program this year. After the excellent leadership of Professors Marla H. Mallette and Nell Duke, who developed a special series of research training sessions, we created an Area so that members could propose to present sessions related to their research expertise. To bridge the development of this Program Area, Drs. Mallette and Duke served as chairs.

Also, the conference hotel was carefully selected by the Executive Committee to be easy to navigate and to facilitate talk with friends and colleagues.

Events you will appreciate attending include the Presidential Reception on Wednesday evening. Our anniversary celebration begins at that reception—be ready to raise a glass to toast the NRC. Then on Thursday early evening is the Annual Town Hall Meeting—a place for conference participants to speak about issues both within and outside of NRC that are meaningful to our professional lives. Be prepared to raise questions, listen to responses, and help to direct the organization. Friday evening, we will celebrate the beginnings of the Literacy Research Association with a complimentary dessert reception. Opportunities for brief comments about the meaning of the name change are invited. Hurry back from your dinner to enjoy this event.

Patricia A. Anders
2010 Program Chair and President–Elect
Edward Bernard Fry

Edward Bernard Fry, a friend and leader in NRC, passed away on September 2, 2010. World War II and service in the Merchant Marine in the Pacific Rim interrupted his college education at Occidental College. He then returned to complete his degree and went on to finish his doctorate at the University of Southern California. He wanted to know more about the flood of veterans returning to college who had difficulty reading and was persuaded by a colleague to attend his first session of NRC. His first academic job was at Loyola University, and from there he moved to Rutgers University, where he served as Chair of the Reading Program for 22 years.

A researcher, Ed Fry was driven by a curiosity that never faded. He was one of the first to develop and implement computer-assisted instruction and programmed learning. He even wrote a small research-based book on speed reading, an attempt to question the fortunes that people paid for Evelyn Wood’s speed-reading course. Ed also designed the diagnostic marking system, which was one of the reading techniques tested as part of the landmark First Grade Studies (Bond & Dykstra, 1967). His company, Drier Press, named after his mother’s family name, published many materials for teachers and tutors. Ed believed that if materials were “quick and easy” to use, teachers would never touch them! His Reading Teachers’ Book of Lists is still in publication today, as is the Fry Readability Graph, which he developed—not only to assist teachers to match students to texts—but for other uses such as aiding prisoners who unjustly had been forced to sign statements of guilt that they were unable to read.

Ed Fry was a formidable professor. He tested grad students on the footnotes because he believed that students should know the names of the researchers who did the studies being cited. Yet he also supported his students and helped them learn to join the professional ranks by encouraging them to attend and present at conferences, especially NRC and IRA. He gave P. David Pearson a friendly push to edit the NRC Yearbook and me to become NRC treasurer, early in our careers. At conferences, as Martha Rapp Ruddell recently reported, Ed challenged doctoral students at presentations but would sit after sessions or at “vital issues” answering their questions about research. He modeled for colleagues and doctoral students alike his belief that criticism was not meant to be personal but a means of delving deeper into an issue and definitely worthy of a drink at the bar. He spoke his mind, often with a sense of humor and a twinkle in his eye and always offered an interesting point of view, whether you agreed with him or not.

Ed Fry served as NRC president in 1974-1976 and sat on almost all the NRC committees. Early on when there was no support to edit the Yearbook, he became the editor for several years. He won the Oscar S. Causey Award in 1980 and the Albert J. Kingston Award in 1991. He suggested as NRC grew that a management company would be necessary. Subsequently, officers often relied on his good business sense to make sure that NRC had a healthy balance in its account. In recent years he was adamant that NRC should remain a small organization focused on research to promote dialogue amongst members. To him teacher education was the purview of IRA, an organization in which he was quite active. Within NRC he opposed the name change and passing any political resolutions. Ed lobbied against the presence of publishers at conferences because he worried about the potential influence they might have on the organization.

A champion for the underrepresented and poor, in a banquet address he asked us, as NRC members, “to look to the left, then look to the right” and realize that NRC needed to recruit a more diverse membership. One of his major accomplishments was helping to set up the university press in Zimbabwe. He also raised enough to support the building of a university staff residence at the university in Zimbabwe. In addition, he sponsored the Edward B. Fry Book Award presented annually by NRC.

NRC has benefited over so many years from his insights, tireless work, and generosity. As David Reinking put it, “He was an engaging, memorable personality that enriched our field… he was one of a kind.”

M. Trika Smith-Burke, Ed.D. (and friends)
Retired Professor of Educational Psychology
New York University

Helen J. Harper

Helen J. Harper passed away on August 7, 2010 at the untimely age of 53. A foundation established in her memory will help University of Nevada, Las Vegas Curriculum and Instruction doctoral students complete their dissertations. Donations can be made to the UNLV Foundation at 4505 Maryland Parkway, Box 451006, Las Vegas, NV 89154-1006. Note that the gift is in memory of Helen Harper.

Helen was born in Saskatoon, Canada. She taught secondary-school English Language Arts in two rural Alberta school districts before completing her Master’s degree at the University of Calgary with the guidance of Dr. John Willinsky, now at Stanford University. She earned her Ph.D. at the University of Toronto’s Ontario Institute for Studies in Education with the supervision of Dr. Roger Simon. Helen’s first faculty position was at the University of Western Ontario; she then moved to the University of Nevada, Las Vegas as a professor of Cultural Studies and English Education.

Over the years Helen collaborated on several major funded research projects. Her book publications include Wild Words/Dangerous Desires: High School Girls and Feminist Avant-Garde Writing and Advocacy Research in Literacy Education: Seeking Higher Ground. She was revising her book, Resident Aliens: Women Teachers in the Canadian North, and co-editing the Journal of Adolescent & Adult Literacy at the time of her death.

Helen was a high-energy scholar who enjoyed a rich and active intellectual life. She loved education, feminist scholarship, and social and political activism aimed at improving the world. She worked tirelessly to support worthy causes in Canada and the U.S. Her forthright inquiring manner served as a needed catalyst for more than one committee. She thrived on mentoring and talking theory and research with her numerous doctoral students, often doing this while eating lunch in the courtyard lawn outside her office. Helen presented regularly at national and international conferences and was widely sought internationally as a scholar who would raise the bar on students’ doctoral committees. She remained close to her former doctoral students and colleagues through e-mail and meetings at international comparative education conferences.

Helen Harper was a valued scholar, mentor, colleague, and friend. She will be deeply missed by her husband, Tom Bean, and her LRA/NRC colleagues.

David W. Moore
Arizona State University
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WELCOME

ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practice. LRA 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, LRA publishes a quarterly journal, Journal of Literacy Research, and the 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, LRA maintains a full-time administrative staff in Oak Creek, Wisconsin.

For more information, contact the LRA Headquarters Office at 7444 South 13th Street, Oak Creek, Wisconsin 53154, Phone: 414-908-4924, ext. 450, Fax: 414-768-8001, www.LiteracyResearchAssociation.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 LRA. Professional books authored by LRA 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 pm on Friday. Names of the highest bidders will be circled on the bidding sheet. You may purchase books on Friday from 4:00 pm–6:00 pm and Saturday from 7:00 am–11:00 am. Payment for books can be made via cash, credit card, or check (payable to LRA).

CYBER CAFÉ

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

SAVE THE DATES

2011 Annual Meeting
Jacksonville, Florida
November 30 - December 3, 2011
MAJOR ADDRESSES

Presidential Address – Wednesday, 4:45pm-6:00pm, Texas E & F

*Beyond the Laboratory and Lens: New Metaphors for Literacy Research*

David Reinking, Clemson University

Oscar S. Causey Address – Thursday, 10:15am-11:45am, Texas E & F

*The Power of Collaborative Teaching with Integrity*

Barbara M. Taylor, University of Minnesota

Plenary Address – Thursday, 4:45pm-6:00pm, Texas E & F

*Teaching with Integrity in the Face of High-Stakes Testing*

Lorrie A. Shepard, University of Colorado

Plenary Address – Friday, 4:45pm-6:00pm, Forth Worth 4-8

*“May You Live in Interesting Times”: Critical Literacy in South Africa*

Hilary Janks, University of the Witwatersrand

Integrative Research Review – Saturday, 10:15am-11:45am, Texas E & F

*Family Literacy across Time: The Field, Families, and Bradford Holt*

Catherine Compton-Lilly, University of Wisconsin Madison
STUDY GROUPS
WEDNESDAY-SATURDAY 7:30AM - 8:30AM

FORT WORTH 1—Approaches to Video Data Analysis: Exploring New Methods and Directions for Reading Research
Julie Coiro, University of Rhode Island
Lizabeth A. Guzniczak, Oakland University

FORT WORTH 2—Critical Content Analysis
Kathy G. Short, University of Arizona
Seemi Aziz, Oklahoma State University
Yoo Kyung Sung, The University of New Mexico
Melissa Wilson, University of West Indies

FORT WORTH 3—Word Study: Phonics, Vocabulary, and Spelling
Donald Bear, University of Nevada, Reno
Camille L. Z. Blachowicz, National-Louis University
Peter Fisher, National-Louis University
Kevin Flanigan, West Chester University of Pennsylvania
Kristin Gehsmann, Saint Michael's College
Lori Helman, University of Minnesota
Marcia Invernizzi, University of Virginia
Dianna R. Townsend, University of Nevada, Reno

FORT WORTH 6—Using Formative Experiments to Bridge the Gap Between Research and Practice
Barbara A. Bradley, The University of Kansas
David Reinking, Clemson University
Gay Ivey, James Madison University
Ana Taboada, George Mason University
Douglas Fisher, San Diego State University
Nancy Frey, San Diego State University

FORT WORTH 7—Literacy Coaching
Kristin N. Rainville, Manhattanville College
Nancy L. Shanklin, University of Colorado at Denver
Elizbirth G. Belcastro, Geneva College

FORT WORTH 8—Adult Literacy Research
Bill Muth, Virginia Commonwealth University
Erik Jacobson, Montclair State University

SUNDANCE 2—TEACHER EDUCATION RESEARCH
Cheryl A. Kreutter, State University of New York College at Geneseo
Elizabeth Dobler, Emporia State University

SUNDANCE 2—Online Literacy Teacher Education
Lane W. Clarke, Northern Kentucky University
Susan Watts-Taffe, University of Cincinnati

SUNDANCE 3—Living the Writerly Life in Academia
Robin R. Griffith, East Carolina University
Elizabeth A. Swaggerty, East Carolina University
Johna Faulconer, East Carolina University
Jan E. Blake, University of South Florida St. Petersburg

SUNDANCE 3—Creating Hope and Possibility: How Can We Help Diverse Groups of People Connect More Harmoniously?
Keonghee T. Han, University of Idaho
Donna King, Pennsylvania State University

SUNDANCE 4—Exploring Web 2.0 Spaces and Tools that Foster 21st Century Literacies
Jonathan T. Bartels, University of North Carolina at Chapel Hill
Todd B. Finley, East Carolina University

SUNDANCE 4—Integration of Technology and Literacy: The Good, the Bad, and the Ugly
David M. Lund, Southern Utah University

TEXAS A—Preschool Literacy: Issues and Challenges in Early Reading First
Renée M. Casbergue, Louisiana State University
April Whatley Bedford, The University of New Orleans

TEXAS B—Doctoral Students
Zoi A. Philippakos, University of Delaware
Jen Scott Curwood, University of Wisconsin Madison
Elizabeth M. Hughes, Clemson University

TEXAS C—History of Literacy
Dixie D. Massey, University of Washington
Lou Ann Sears, University of Pittsburgh at Greensburg
Diane Phelps, University of Buffalo, State University of New York
Peggy Semingson, The University of Texas at Arlington
TEXAS D—Approaches to Discourse Analysis
Christine A. Mallozzi, University of Kentucky
Julie Justice, University of North Carolina at Chapel Hill

TEXAS G—Opening Dialogue, Creating Space, and Applying Motifs from the Developmental Sciences to Conceptions of Reading and Literacy Learning
Mona W. Matthews, Georgia State University
George Hruby, University of Kentucky
David B. Yaden, University of Arizona
Debbie Golos, Utah State University
Annie M. Moses, University of Pennsylvania
Laura Sterponi, University of California, Berkeley

TEXAS H—Literacy Lab/Reading Clinic
Cheryl L. Dozier, University at Albany, State University of New York
B. P. Laster, Towson University
Theresa A. Deeney, University of Rhode Island

TEXAS I—Writing Instruction in the Primary Grades With Special Guests David L. Coker, Douglas Kaufman, and Charles A. MacArthur
Noreen S. Moore, The College of New Jersey
Zoi A. Philippakos, University of Delaware

TEXAS J—Response to Intervention: The Roles of Reading Researchers and Educators
Lois K. Haid, Barry University
Cynthia Fischer, Barry University
Nancy Masztal, Barry University
Joyce V. Warner, Barry University
Alice F. Snyder, Kennesaw State University
Joanna Marasco, Barry University
David Smith, Barry University
## EVENTS AT A GLANCE

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<th>Time</th>
<th>Event</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td><strong>TUESDAY, NOVEMBER 30, 2010</strong></td>
<td>Execute Committee Breakfast &amp; Meeting</td>
<td>Texas Boardroom</td>
</tr>
<tr>
<td>8:00am - 12:00pm</td>
<td>Board of Directors Lunch &amp; Meeting</td>
<td>Stockyards 1</td>
</tr>
<tr>
<td>3:00pm - 8:00pm</td>
<td>Attendee Registration Open</td>
<td>2nd Floor</td>
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<tr>
<td><strong>WEDNESDAY, DECEMBER 1, 2010</strong></td>
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<td>2nd Floor</td>
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<tr>
<td>7:00am – 6:00pm</td>
<td>Study Groups</td>
<td>Stockyards 3</td>
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<tr>
<td>8:00am – 6:00pm</td>
<td>Book Display/Silent Auction/Exhibits</td>
<td>Stockyards 3</td>
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<tr>
<td>8:00am – 6:00pm</td>
<td>Cyber Café Open</td>
<td>Stockyards 3</td>
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<tr>
<td>8:40am – 10:10am</td>
<td>Concurrent Sessions</td>
<td>See pages 11-14</td>
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<tr>
<td>10:20am – 11:50am</td>
<td>Concurrent Sessions</td>
<td>See pages 15-19</td>
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<tr>
<td>12:00pm – 1:00pm</td>
<td>Newcomers/Graduate Student Lunch</td>
<td>Fort Worth 4 &amp; 5</td>
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<td>(Advance Registration Required)</td>
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<tr>
<td>1:20pm – 2:50pm</td>
<td>Concurrent Sessions</td>
<td>See pages 19-23</td>
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<tr>
<td>3:00pm – 4:30pm</td>
<td>Concurrent Sessions</td>
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<tr>
<td>4:45pm – 6:00pm</td>
<td>Student Outstanding Research Award Presentation</td>
<td>Texas E &amp; F</td>
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<td>J. Michael Parker Award Presentation</td>
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<td>Presidential Address</td>
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<tr>
<td>6:00pm – 7:30pm</td>
<td>President’s Reception</td>
<td>Texas Ballroom Foyer</td>
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<tr>
<td><strong>THURSDAY, DECEMBER 2, 2010</strong></td>
<td>Yearbook Editorial Board Breakfast</td>
<td>Bob’s Restaurant</td>
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<tr>
<td>7:30am – 8:30am</td>
<td>Study Groups</td>
<td>See pages 6-7</td>
</tr>
<tr>
<td>8:00am – 6:00pm</td>
<td>Attendee Registration Open</td>
<td>2nd Floor</td>
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<tr>
<td>8:00am – 6:00pm</td>
<td>Book Display/Silent Auction/Exhibits</td>
<td>2nd Floor</td>
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<tr>
<td>8:00am – 6:00pm</td>
<td>Cyber Café Open</td>
<td>Stockyards 3</td>
</tr>
<tr>
<td>8:40am – 10:10am</td>
<td>Concurrent Sessions</td>
<td>See pages 31-35</td>
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<tr>
<td>10:15am – 11:45am</td>
<td>Oscar S. Causey Award Presentation &amp; Address</td>
<td>Texas E &amp; F</td>
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<td>12:00pm – 1:00pm</td>
<td>Writing for NRC Publications</td>
<td>Stockyards 1</td>
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<tr>
<td>12:00pm – 1:00pm</td>
<td>Ethnicity, Race, and Multilingualism Committee Brown Bag Lunch</td>
<td>Sundance 1</td>
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THURSDAY, DECEMBER 2, 2010 (CONT.)

12:00pm – 1:00pm  Committee Meetings:
Albert J. Kingston Award ........................................ Fort Worth 1
Distinguished Scholar Award ................................ Fort Worth 2
Early Career Achievement Award ............................... Fort Worth 3
Edward B. Fry Book Award .................................... Fort Worth 6
Ethics ICG .......................................................... Fort Worth 7
International ICG ................................................ Fort Worth 8
Dual and Multi-Language Literacy ICG ..................... Sundance 2
Doctoral Student ICG ............................................ Texas A
Field Council ...................................................... Texas B
Policy & Legislative ............................................. Texas C
Publications ........................................................ Texas D
Student Outstanding Research Award ..................... Texas G
Technology ....................................................... Texas H
J. Michael Parker Award ....................................... Texas I

1:20pm – 2:50pm Concurrent Sessions .......................... See pages 36-40
3:00pm – 4:30pm Concurrent Sessions .......................... See pages 41-45
4:45pm – 6:00pm Early Career Achievement Award Presentation .................................. Texas E & F
Plenary Address

FRIDAY, DECEMBER 3, 2010

7:30am – 8:30am  JLR Editorial Board Breakfast ....................... Bob's Restaurant
7:30am – 8:30am Study Groups .................................. See pages 6-7
7:30am – 8:30am Ethnicity, Race, and Multilingualism Committee Meeting ........ Sundance 1
8:00am – 3:30pm Book Display/Silent Auction/Exhibits ......................... 2nd Floor
8:00am – 6:00pm Attendee Registration Open ......................... 2nd Floor
8:00am – 6:00pm Cyber Café Open ................................. Stockyards 3
8:40am – 10:10am Concurrent Sessions ............................ See pages 49-53
10:20am – 11:50am Concurrent Sessions .......................... See pages 53-57
12:00pm – 1:00pm Annual Business Meeting ...................... Fort Worth 4-5
1:20pm – 2:50pm Concurrent Sessions ............................ See pages 57-61
3:00pm – 4:30pm Concurrent Sessions ............................ See pages 62-66
4:00pm – 6:00pm Purchase of Silent Auction Books ............... 2nd Floor
4:45pm – 6:00pm Edward B. Fry Book Award Presentation ........ Fort Worth 4-8
Plenary Address
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<th>Time</th>
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<tr>
<td>7:30am – 8:30am</td>
<td>2011 Program Area Chairs’ Breakfast</td>
<td>Bob’s Restaurant</td>
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<tr>
<td>7:30am – 8:30am</td>
<td>Study Groups</td>
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<td>8:00am – 1:00pm</td>
<td>Attendee Registration Open</td>
<td>2nd Floor</td>
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<tr>
<td>8:00am – 1:00pm</td>
<td>Purchase of Silent Auction Books</td>
<td>2nd Floor</td>
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<tr>
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<td>Concurrent Sessions</td>
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<tr>
<td>10:15am – 11:45am</td>
<td>Albert J. Kingston Award Presentation</td>
<td>Texas E &amp; F</td>
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<tr>
<td>12:00pm – 2:00pm</td>
<td>Executive Committee Lunch &amp; Meeting</td>
<td>Black Angus Boardroom</td>
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<tr>
<td>2:00pm – 6:00pm</td>
<td>Board of Directors Meeting</td>
<td>Stockyards 1</td>
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Why Study Literacy in the Rural U.S. South? A Life History Agenda
Chair: Michele Myers, University of South Carolina
Discussant: Amy S. Johnson Lachuk, University of South Carolina
In this symposium, the authors argue for literacy research focused on the rural Southeastern United States. “Historically considered the reservoir of African American culture in the nation” (Morris & Monroe, 2009, p. 21), the U.S. South is an under-researched region in sociocultural literacy research. The authors present life histories of 3 persons (European American and African American) who live in the region, in order to posit a life history research agenda.

1. The Intersection of Literacy and Racial Identity in the Rural South
   Amy S. Johnson Lachuk, University of South Carolina
2. The Crossroads of Literacy with Educational Opportunity
   Kerrie Ammons, University of South Carolina
3. The Intersection of Race and Family Relationships in the Rural South
   Michele Myers, University of South Carolina

8:40AM - 10:10AM
PAPER SESSION

Studies of Professional Development and Coaching on Literacy Practice
Chair: Michelle Anguiano, The University of Texas at San Antonio
Discussant: Kara Moloney, New Mexico Highlands University
1. Testing and Refining a Conceptual Framework of Expert Noticing Ability for Literacy Instruction
   Sharan A. Gibson, San Diego State University
2. Understanding the Relationship Between Literacy Coaching and Student Reading and Writing Achievement in Grades K-8
   Susan K. L’Allier, Northern Illinois University
3. Professional Learning Communities: Examining Teacher Talk about Balanced Literacy
   Susanna M. Steeg, Arizona State University

8:40AM - 10:10AM
PAPER SESSION

Scaffolding and Preparing Students for Careers and College
Chair: Richard M. Oldrieve, Bowling Green State University
Discussant: Carolyn Colvin, The University of Iowa
1. Teachers Prepare Students for Careers and College: “I See You,” Therefore I Can Teach You
   Leslie Patterson, University of North Texas
   Carol D. Wickstrom, University of North Texas
   Juan J. Araujo, University of North Texas
   Chieko Hoki, Texas Woman’s University
2. Shall the Last Be First? Indications that Slow RAN of Objects May Be a Benefit in College
   Richard M. Oldrieve, Bowling Green State University
   Mohammed Y. Darabie, Bowling Green State University
   Cynthia Bertelsen, Bowling Green State University

8:40AM - 10:10AM
PAPER SESSION

Parental Influence on Early Literacy
Chair: Ying Guo, The Ohio State University
Discussant: Donna Copsey Haydey, University of Winnipeg
1. Exploring the Relationship of Parental Beliefs, Motivation for Reading and Reading Achievement in Chinese First Graders
   Qiuying Wang, Oklahoma State University
2. Examining the Efficacy of Comprehension Strategy Instruction during Parent-Child Lap Reading
   Kathryn L. Roberts, Wayne State University
3. Explanation in Mother–Child Discourse Across Contexts: Shared Book Reading, Co-Viewing of Educational Television, Collaborative Block Play, and Mealtime
   Susan M. Dougherty, Rutgers University
I. Latino/a Literature Promotes Cultural Understanding among Spanish Language Learners in a Middle School Classroom
   Regina D. Shearer, University of North Texas
   Janelle Mathis, University of North Texas

II. Do We Prepare Students for Freshman College Literacy Expectations?
   Josephine Peyton Marsh, Arizona State University
   Jayne C. Lammers, Arizona State University
   Cynthia Kiefer, Arizona State University
   Donna Miller, Arizona State University
   Irene Tsoukatos, Arizona State University
   Shelly Shaffer, Arizona State University
   Jennifer Wojtulewicz, Arizona State University
   Amanda Gordenstein, Arizona State University

III. What Background Knowledge Do Pre-Service Teachers Bring to the Classroom: Infusing ELL Strategies in Elementary Literacy Courses
   Larkin Page, Texas A&M University - Commerce
   Margie Garcia, University of Houston - Clear Lake
   Leslie Haas, Texas A&M University - Commerce

IV. Examining the Role of Project-Based Learning in Pre-Service Teachers’ Beliefs and Practices for Disciplinary Literacy
   J. David Gallagher, Mount Saint Mary College
   Matt J. Hollibush, Mount Saint Mary College

V. “Spinning, Spinning, Spinning, Yeah”: One Expert Special Educator Engaging Students with Disabilities in Talking about Texts
   Amy Feiker Hollenbeck, DePaul University

8:40AM - 9:20AM SUNDANCE 1

ROUNDTABLE

8:40AM - 10:10AM SUNDANCE 2

ALTERNATIVE FORMAT

The ORCA Project: Developing And Evaluating Three Formats For Online Reading Comprehension Assessment

Chair: Donald J. Leu, University of Connecticut
Discussant: Peter Afflerbach, University of Maryland

This alternative, structured poster session, presents results from Year 1 of the ORCA Project. The goals of this IES-funded research grant are to: (a) develop assessments of online reading comprehension in three different formats; (b) evaluate each instrument’s internal assessment characteristics; (c) evaluate the extent to which performance on each format is associated with various student variables; and (d) evaluate the practicality of each assessment format in the eyes of key education decision makers.

1. Online Reading Comprehension Assessment (ORCA): An Overview of the ORCA Project
   Donald J. Leu, University of Connecticut

2. Results from an Initial Practicality Survey Designed to Inform Development of Online Reading Comprehension Assessments
   W. Ian O’Byrne, University of Connecticut
   Sally Drew, University of Connecticut

3. Using Cognitive Labs to Refine Item Design for Assessments of Online Reading Comprehension in Real-Time Unbounded Internet Environments
   Julie Coiro, University of Rhode Island
   Lisa Zawilinski, University of Connecticut
   Carita Kiili, University of Jyväskylä

4. The Challenges and Opportunities of a Closed Internet Environment for Assessing Online Reading Comprehension
   Michael Hillinger, Lexicon Systems

5. Using Cognitive Labs to Refine Item Design for Multiple Choice Assessments of Online Reading Comprehension
   Heidi Everett-Cacopardo, University of Connecticut
   J. Gregory McVerry, University of Connecticut

8:40AM - 10:10AM SUNDANCE 3

SYMPOSIUM SESSION

Assessing Specialized Knowledge for Text-Based Discussion: Multiple Methods and Measures

Chairs: Linda Kucan, University of Pittsburgh
   Annemarie Sullivan Palincsar, University of Michigan
Discussant: Ian A.G. Wilkinson, The Ohio State University

In this symposium we describe three assessments specific to leading text-based discussions as well as results from using the assessments with pre-service and in-service teachers. The measures include a video viewing task and two forms of a paper-and-pencil assessment (constructed response and a combination of constructed response and multiple choice). We situate our work within current efforts to describe teachers’ specialized domain knowledge and the development of assessments specific to that knowledge.

1. The Video Viewing Task (VVT)
   Tracy Humes-Busse, University of Pittsburgh
   Natalie Heisey, University of Pittsburgh
   Michelle Ciancosi-Rimbey, University of Pittsburgh
   Linda Kucan, University of Pittsburgh

2. The Comprehension and Learning from Text Survey (CoLTS)
   Kristine Schutz, University of Michigan
   Rachel Klingelhofer, University of Michigan
   Annemarie Sullivan Palincsar, University of Michigan

3. Knowledge Assessment for Pedagogy of Discussion (KAoD)
   Linda Kucan, University of Pittsburgh
   Annemarie Sullivan Palincsar, University of Michigan
2. Critical Discourse analysis (CDa)

1. Content analysis of Discourse reading, and literacy.

Discourse analysis) as the platforms to describe the literacy terms discourse, text, Reading, and Literacy in Four Discourse Analysis Methodologies (content analysis of discourse, Critical policy analysis methodologies (content analysis of discourse, Critical change according to those methodologies. Presenters will use four dis- nings of different discourse analyses and how important literacy terms

The purpose of this symposium is to examine several alternative mod- els of pre-service teacher learning in literacy aimed at transcending the well-documented gap between university course work and field-based experiences. Each of the studies reported here involved a “revisioning” of the “spaces” in which pre-service teachers learn and develop their understanding of literacy and literacy instruction.

1. “Some Things Kind of Came Together for Me There”: Literacy Teacher Education in Community-Based Field Placements
   Kate Brayko, University of Washington

2. Cross-Generational, Correlated Tutoring Experiences in Pre-Service Teacher Preparation
   Melissa Mosley, The University of Texas at Austin
   James V. Hoffman, The University of Texas at Austin
   Nancy L. Roser, The University of Texas at Austin
   Detra Price-Dennis, The University of Texas at Austin
   Ramon Martinez, The University of Texas at Austin
   Katharine Chamberlain, The University of Texas at Austin
   Katie E. Peterson, The University of Texas at Austin
   Kelly Laudenheimer, The University of Texas at Austin

3. Working on Puzzles of Practice: Contexts that Enhance Teacher Learning
   Sheila Valencia, University of Washington

8:40AM - 10:10AM TEXAS A SYMPOSIUM SESSION

A Comparison of Terms: Discourse, Text, Reading, and Literacy in Four Discourse Analysis Methodologies

Chair: Christine A. Mallozzi, University of Kentucky

Discussant: Catherine Compton-Lilly, University of Wisconsin Madison

The purpose of this symposium is to explore the theoretical underpin- nings of different discourse analyses and how important literacy terms change according to those methodologies. Presenters will use four dis- course analysis methodologies (content analysis of discourse, Critical Discourse Analysis, multimodal discourse analysis, and critical policy analysis) as the platforms to describe the literacy terms discourse, text, reading, and literacy.

1. Content Analysis of Discourse
   Christine A. Mallozzi, University of Kentucky

2. Critical Discourse Analysis (CDA)
   Anne Reece, University of Washington

3. Multimodal Discourse Analysis
   Amy Burke, The University of Texas at Austin

4. Critical Policy Analysis
   Julie Justice, University of North Carolina at Chapel Hill

8:40AM - 10:10AM TEXAS B SYMPOSIUM SESSION

Emerging Principles of Research, Teaching, and Learning for Translocal Literacies and Transcultural Citizenship

Chair: Maria E. Franquiz, The University of Texas at Austin

Discussant: Cynthia Lewis, University of Minnesota

We are interested in the translocal and transcultural literacies that become visible and meaningful for youth, researchers and educators, as we interpret our worlds within the specific locations of our shared lives and learning. What literacy repertoire we pay attention to, what research methods, and for what purposes in curricular redesign for teachers, students, and our communities?

1. Translocal and Colonial Landscapes: “Scripting” in Critical Literacy Engagements
   Carmen Medina, Indiana University – Bloomington

2. Mapping Symbolic Repertoires with Immigrant and Non-Immigrant Youth in Classroom and Informal Settings
   Patricia Enciso, The Ohio State University

3. Transforming Margins into Multiple Centers: Transcultural Citizenship as a Catalyst for Negotiating Multiple Communities
   Juan Guerra, University of Washington

8:40AM - 10:10AM TEXAS C PAPER SESSION

Tracing Trends and Histories: Understanding Literacy Development Over Time

Chair & Discussant: Corrine M. Wickens, Northern Illinois University

1. A Trend Analysis of Literacy Topics: A Discussion of Variation Over 15 Years
   Jack Cassidy, Texas A&M University – Corpus Christi
   Sherrye D. Garrett, Texas A&M University – Corpus Christi
   Corinne M. Valadez, Texas A&M University – Corpus Christi

2. A History of Early Literacy Development in China during 2500 Years
   Nancy Pine, Mount St. Mary’s College
   Zhenyou Yu, China Women’s University

8:40AM - 10:10AM TEXAS D PAPER SESSION

Pre-Service Teacher Learning Situated in Conversation

Chair: Catherine M. Kelly, St. Catherine University

Discussant: SuHua Huang, Midwestern State University

1. Be Your Own Teacher: The Complexities of the Cooperating Teacher–Teacher Candidate Relationship
   Janet D. Johnson, Rhode Island College

2. Examining Pre-Service Teachers’ Use of Conversation Scaffolds During Instructional Conversations
   Connie Buskist, Auburn University at Montgomery
   Edna Brabham, Auburn University
   Lorie Johnson, Auburn University
Celebrating 60 Years of Literacy Research

Wednesday

Angela Randall, Auburn University
Nancy Nix, Auburn University
Michelle Tharpe, Auburn University at Montgomery

3. Learning to Reflect: Novice Teachers’ Uses of Discursive Repertoires in Post-Observation Debrief Conversations
   Rachael Gabriel, University of Tennessee at Knoxville

8:40AM - 10:10AM
PAPER SESSION

Early Literacy of Preschoolers from Low-Income Homes

Chair: Tanya R. Flushman, Vanderbilt University
Discussant: Teddi Martin, University of North Texas

1. Patterns of Language and Literacy Learning among Low-Income Children: Evidence from the FACES Study
   Annemarie H. Hindman, Temple University

2. Examining the Long-Term Effects of an Early Reading First Intervention on Low-Income Children’s Early Literacy and Language Development
   Gary Bingham, Georgia State University
   Nicole Patton-Terry, Georgia State University
   Ray Hart, Georgia State University

3. Emergent Literacy Profiles among Preschoolers from Low-Income Backgrounds: Longitudinal Considerations
   Sonia Q. Cabell, University of Virginia
   Laura M. Justice, The Ohio State University
   Jessica Logan, The Ohio State University

8:40AM - 10:10AM
ALTERNATIVE FORMAT

Talking Back to Books

Chair: Jerome C. Harste, Indiana University
Discussant: Jamie Myers, Pennsylvania State University

A critical approach to children’s and adolescent literature encourages readers to talk back to texts and challenge the interpretations they and others make. Literature study provides an opportunity to disrupt students’ commonplace beliefs as they explore other ways of seeing and interpreting the world around them. The three studies in this alternative format session address the issue of how to help students unpack the power relations, intentions, and stereotypes embedded in children’s books.

1. Talking Back to Gender Bias in Children’s Literature
   Christine Leland, Indiana University-Purdue University Indianapolis

2. Outgrowing Ourselves
   Jerome C. Harste, Indiana University
   Vivian Vasquez, American University

3. Picturing Discourses
   Peggy Albers, Georgia State University

8:40AM - 10:10AM
TEXAS I
ALTERNATIVE FORMAT

A Legacy in Literacy: Generative Vocabulary

Chair: Judith A. Scott, University of California, Santa Cruz

This alternative session provides a forum for looking at the roots, impact and significance of research that informed, and continues to inform, the development of our understanding of generative vocabulary knowledge. In it, we acknowledge the legacy of research on this topic done at the Center for the Study of Reading (CSR) at the University of Illinois, Champaign-Urbana, provide an overview of current research, and an opportunity to discuss possible future developments.

1. Review of CSR Research On Generative Word Knowledge
   Judith A. Scott, University of California, Santa Cruz
   William Nagy, Seattle Pacific University

2. Research on Generative Vocabulary Knowledge beyond CSR
   James F. Baumann, University of Missouri - Columbia
   Maria Carlo, University of Miami
   Susan Watts-Taffe, University of Cincinnati

3. Discussion: Forecasting the Future
   Judith A. Scott, University of California, Santa Cruz
   William Nagy, Seattle Pacific University
   James F. Baumann, University of Missouri - Columbia
   Maria Carlo, University of Miami
   Susan Watts-Taffe, University of Cincinnati

9:30AM - 10:10AM
SUNDANCE 1
ROUNDTABLE

I. Creating Spaces For Critical Literacy within A Puerto Rican Classroom: An Ideological Model Of Literacy
   Aura E. Gonzalez-Robles, University of Arizona

II. Teachers’ Experiences Conducting Collaborative Action Research as an Approach to Ongoing Professional Learning
   Rhonda L. Nixon, University of Alberta

III. One Child Left Behind: A Case Study of an Adult Non-Reader
   Gwylene Ash, Texas State University - San Marcos

IV. Little Writers - Big Opinions: assessing the Quality of First Grade Students’ Book Reviews
   Sara B. McCraw, University of Delaware

V. Fostering Word Consciousness in Elementary Classrooms
   Jennifer D. Montgomery, Western Kentucky University

VI. Using Graphic Organizers to Support Comprehension in an Online Literacy Course
   Kathleen A. J. Mohr, University of North Texas
   Matthew Burnside, University of North Texas

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Celebrating 60 Years of Literacy Research
60th Annual Meeting • December 1 - December 4, 2010 • Fort Worth, TX
Wednesday

10:20AM - 11:50AM  FORT WORTH 1
PAPER SESSION

Interventions in Urban Schools: The Impact of Professional Development on Literacy Outcomes
Chair: Matt J. Hollibush, Mount Saint Mary College
Discussant: Sally F. Heineke, Sam Houston State University

1. The Impact of a Continuous and Supported Professional Development Program: Case Studies of Three Urban Teachers
   Maureen V. Spelman, Saint Xavier University
   Ruth L. Rohlwing, Saint Xavier University

2. Investigating the Impact of a Collaborative Professional Development Intervention on Literacy Outcomes in a High-Poverty Urban Elementary School
   Eithne Kennedy, St. Patrick's College
   Gerry Shiel, St. Patrick's College

3. Embedded Professional Development with Targeted Reading Intervention: Two Teachers' Experiences
   Steven J. Amendum, North Carolina State University

10:20AM - 11:50AM  FORT WORTH 2
PAPER SESSION

Issues in Large-Scale Assessment
Chair: Rebecca Shankland, Appalachian State University
Discussant: Janet R. Young, Brigham Young University

1. Gender Differences in Reading for Students in K-5th Grade
   Lory Haas, Sam Houston State University
   John R. Slate, Sam Houston State University

2. National and International Assessments of Reading Comprehension: Different Measures, Different Explanations of Achievement
   Luisa Araujo, Joint Research Center of the European Commission

3. Developing a Large-Scale Local ESL Reading Assessment
   Lee Gunderson, University of British Columbia
   Reginald D'Silva, University of British Columbia
   Dennis Murphy Odo, University of British Columbia

10:20AM - 11:50AM  FORT WORTH 3
PAPER SESSION

Reading Motivation and Perceptions amongELLs
Chair: Mary K. Kallus, Eastern New Mexico University
Discussant: Diane L. Schallert, The University of Texas at Austin

1. Examining Differences in Reading Motivation between Students Enrolled in Two-Way Dual Language Programs and Those in All-English Classrooms
   Susana E. Franco-Fuenmayor, Texas A&M University
   Brooke E. Kandel-Cisco, Butler University
   Yolanda N. Padron, Texas A&M University

2. Perceptions of First and Second Language Learning and Literacy Development of 3rd and 4th Grade Hmong Students
   Amy R. Frederick, University of Minnesota
   Megan C. Mahowald, University of Minnesota

10:20AM - 11:50AM  FORT WORTH 6
PAPER SESSION

Attitudes, Interest, and Recreational Reading
Chair: Laura M. Jiménez, Michigan State University
Discussant: Kathleen D. Moxley, Central Michigan University

1. Transformations in Young Children's Literacy Competency Beliefs and Attitudes and Motivation toward Literacy in a Summer Camp
   Janet C. Richards, University of South Florida Tampa
   Susan Bennett, The University of Mississippi

2. Fourth Graders' Interest Levels in Expository Text Topics: Highs, Lows, and Differences by Gender and Prior Knowledge
   Laura M. Jiménez, Michigan State University

3. Exploring Teachers' Concepts and Practices about Recreational Reading
   Pelusa Orellana, Universidad de los Andes

10:20AM - 11:50AM  FORT WORTH 7
PAPER SESSION

Middle and High School Literacy Programs: Coaches and Specialists
Chair: Karen F. Thomas, Western Michigan University
Discussant: Leigh A. Hall, University of North Carolina, Chapel Hill

1. The Balkanization of the High School Literacy Coach: Searching for an Identity
   Nancy L. Stevens, Marquette University

2. Influences Affecting the Work of Literacy Specialists in Middle and High Schools: The Views of Specialists and District-Level Supervisors
   Elizabeth Sturtevant, George Mason University
   Kimberly M. Kopfman, George Mason University

3. An Adolescent Literacy Initiative: Reading Next Providing Middle School Students' and Teachers' Voices and Choices
   Karen F. Thomas, Western Michigan University
   Lauren Freedman, Western Michigan University
   Donald Pearson, Benton Harbor Area Schools
10:20AM - 11:50AM  FORT WORTH 8
PAPER SESSION

Race Matters
Chair: Tisha Y. Lewis, Georgia State University
Discussant: W. Ian O’Byrne, University of Connecticut

1. Seeing the Strange in the Familiar: Unpacking Racialized Practices in Early Childhood Settings
   Sally Brown, Georgia Southern University
   Mariana Souto-Manning, Teachers College, Columbia University

2. “Did They Hang Him from a Tree?” Using Critical Literacy and Drama Pedagogy to Influence Children’s Consciousness of Race and Racism in an Early Childhood Classroom
   Terry Husband, Illinois State University

3. The Relevance of Malcolm X for Critical Literacy Theory and Practice
   Jairus Joaquin, The University of Georgia

10:20AM - 11:50AM  STOCKYARDS 1
ALTERNATIVE FORMAT

Going ‘Meta’ on Methodology: Drawing Attention to Four Important Approaches to Literacy Research
Chairs: Marla H. Mallette, Southern Illinois University
   Nell K. Duke, Michigan State University

An important focus in any field must be the methods scholars in that field use to conduct their work. It is incumbent upon us to ‘go meta’ about our methods, examining their appropriateness for the purposes to which they’re put, scrutinizing the quality of their implementation, and keeping abreast of developments in those methods. The purpose of this session is to engage in this process for methodologies that have received relatively little attention among literacy scholars.

1. Content Analysis
   James V. Hoffman, The University of Texas at Austin
   Melissa Wilson, The University of Texas at San Antonio
   Ramon Martinez, The University of Texas at Austin
   Misty Sailors, The University of Texas at San Antonio

2. Narrative Inquiry
   M. Kristiina Montero, Wilfrid Laurier University
   Rachelle D. Washington, Clemson University

3. Mixed Methodologies
   Anthony Onwuegbuzie, Sam Houston State University
   Marla H. Mallette, Southern Illinois University

4. Methods Unique to Digital Contexts
   Christine Greenhow, University of Maryland, College Park

10:20AM - 11:00AM  SUNDANCE 1
ROUNDTABLE

I. How Do Finnish Pre-Service Teachers View Instruction Recommended in Textbook Materials in Light of the National Core Curriculum?
   Riitta Liisa Korkeamäki, University of Oulu
   Mariam Jean Dreher, University of Maryland, College Park

II. An Introspective Look at Sustained Professional Development: Hearing Teachers’ Voices
   Victoria R. Gillis, Clemson University
   Kathy N. Headley, Clemson University
   Lisa Jones-Moore, Clemson University

III. Literacy as Leverage for School Improvement
   Mary Ann Poparad, National-Louis University
   Sharon Frost, National-Louis University

IV. Development of an Observational Instrument to Measure Reading Engagement During Independent Reading
   Lunetta Williams, University of North Florida
   Katrina Hall, University of North Florida
   Wanda B. Hedrick, University of North Florida

V. Examining Patterns of Growth in Vocabulary and Phonological Awareness in the Preschool and Kindergarten Years: An Individual Growth Modeling Approach
   Christina Cassano, Boston University

VI. Rising Above Risk: An Examination of the Literacy Practices and Factors Supporting the Resiliency of an “At-Risk” Adolescent
   Crystal Shelby-Caffey, Southern Illinois University
   Shannon Clapsaddle, Southern Illinois University

10:20AM - 11:50AM  SUNDANCE 2
SYMPOSIUM SESSION

Learning from Graphic Novels: Word and Images Meet
Chair: Thomas DeVere Wolsey, Walden University
Discussant: Kelly Chandler-Olcott, Syracuse University

Graphic novels and related forms may not be generally recognized in schools, but such graphica may offer entree into students’ lives and also promote valuable literacy practices. Research employing think-aloud protocols to explore students’ covert cognitive work with graphic-based texts, case study research exploring pedagogical practices in a school for the Deaf community and in fifth-grade classrooms, and survey research studying teacher perceptions of graphic novels as useful instructional media are presented.

1. What’s the Story? What Student Think-Alouds Reveal About Graphic Novel Reading
   Nancy Frey, San Diego State University

2. Using Comics to Build English Language Skills in Deaf Students
   Linda Smetana, California State University, East Bay
   Dana Grisham, California State University, East Bay

3. Teachers’ Perceptions of the Graphic Novel as an Instructional Tool
   Diane Lapp, San Diego State University
   Douglas Fisher, San Diego State University
   Thomas DeVere Wolsey, Walden University

4. Graphica: Boys’ Attitudes and Teachers’ Beliefs
   Cheryl Wozniak, San Lorenzo Unified School District
Enhancing Pre-Service Teachers’ Knowledge of Early Literacy Instruction

Chair: Virginia Goatley, University at Albany, State University of New York
Discussant: Marjorie Lipson, The University of Vermont

This symposium reports on the collaborative development of instructional materials for use in pre-service early literacy courses and an assessment of the materials’ impact on pre-service teachers’ knowledge. Teacher educators from ten colleges/universities collaborated and served as participants as they used the materials in their courses. Papers will report on the effects of the professional development, the impact of the course materials, and the experiences of the educators in developing and using the materials.

1. Impact of Professional Development for Teachers on Children’s Early Literacy Development
   Donna Scanlon, University at Albany, State University of New York
   Kimberly Anderson, University at Albany, State University of New York
   Lynn Gelzheiser, University at Albany, State University of New York

2. Impact of Changes in Literacy Course Content in Teacher Education Programs on Pre-Service Teachers’ Knowledge
   Kimberly Anderson, University at Albany, State University of New York
   Virginia Goatley, University at Albany, State University of New York
   Donna Scanlon, University at Albany, State University of New York
   Lynn Gelzheiser, University at Albany, State University of New York

3. Teacher Educators’ Perspectives on the Pre-Service Materials
   Jan Hartney-McChesney, St. Joseph’s College
   Mary Shea, Canisius College
   Maria Ceprano, Buffalo State College, State University of New York
   Cheryl A. Kreutter, State University of New York College at Fredonia
   Clara Beier, State University of New York College at Geneseo
   Elizabeth Tynan, University at Buffalo, State University of New York
   Catherine O’Callaghan, Iona College
   Kathleen Hinchman, Syracuse University

Mapping Multiple Literacies Across Transnational Spaces

Chair: Patricia Enciso, The Ohio State University
Discussant: Robert T. Jiménez, Vanderbilt University

The importance of mapping the literacy practices of students, teachers, and communities across transnational spaces has the potential for shaping how educators better serve an increasingly multilingual, multicultural student population. In this session, literacy researchers examine how social, cultural, textual and linguistic resources across transnational borders have the potential to disrupt deficit ideologies that shape how educators view children who engage in literacy practices often invisible in official literacy curriculum.

1. Mapping the Linguistic Landscape of Mexican Transnational Communities
   Patrick H. Smith, The University of Texas at El Paso
   Luz A. Murillo, The University of Texas Pan American

2. Neplantera Teachers: Mapping Pedagogical Challenges between Texas and Puerto Rico
   Maria E. Franquiz, The University of Texas at Austin

3. Mapping the Transnational Literacies of Latina Pre-Service Teachers
   Carol Brochin Ceballos, The University of Texas at El Paso

4. Mapping Multiple Literacies in Literary Engagement
   Carmen Medina, Indiana University – Bloomington
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3. Lift-Off: A Community-Based Collaboration to Support and Maintain Language and Literacy Learning
   Carin Neitzel, Vanderbilt University

4. Assessment of Project Effects on ELL Children’s Language and Literacy Development
   David K. Dickinson, Vanderbilt University

10:20AM - 11:50AM TExAS D

ALTERNATIVE FORMAT

The Reading Brain: Research-Based Questions and Related Classroom Practices
Chair: Kathleen A. J. Mohr, University of North Texas
This Alternative Format will enjoin attendees in a discussion of the “reading brain” and “brain-based” instructional methods and materials. While it is easy to use such terms, it is much more challenging to understand the functions of the brain during the reading process and how to facilitate cognitive processes to expedite literacy learning. Doctoral students will share selected research-to-practice questions and offer practical classroom applications related to: phonological processing, fluency, phonics, vocabulary, comprehension, and spelling.

Presenters:
Kathleen A. J. Mohr, University of North Texas
Rebecca Putman, University of North Texas
Chase Young, University of North Texas
Laura Slay, University of North Texas
Ragina D. Shearer, University of North Texas
Andrea Bailey, University of North Texas

10:20AM - 11:50AM TExAS G

PAPER SESSION

Sticky Problems in Research
Chair: Mark D. Vagle, The University of Georgia
Discussant: Kathryn Pole, Saint Louis University

1. “I Can’t Think of Anything Else to Say. Do You Have Any Questions?”: A Reflexive Look at the Interview in One Qualitative Research Study of Pre-Service Teachers
   Anne Swenson Ticknor, East Carolina University

2. Constrained Use of Constrained Measures
   Robert Calfee, Stanford University

3. Creating an Evidence Base for Practice
   Danielle R. Carnahan, Learning Point Associates
   Chris Rauscher, Learning Point Associates

10:20AM - 11:50AM TExAS H

ALTERNATIVE FORMAT

Point, Counter-Point, and Hyper-Point: Exploring Digital Literacies, Pedagogies, and Practices In British, Irish, and U.S. Classrooms
Chair: Bridget Dalton, Vanderbilt University
Discussant: Katina Zammit, University of Western Sydney
This alternative session brings together researchers from Ireland, the U.K., the U.S., and Australia to engage the audience in thinking about digital literacies. Our intent is to examine specific enactments of digital literacies instruction and student outcomes in each local context, and with the audience, look across the studies to identify commonalities and differences and generate implications for research and practice. Mishra & Koehler’s technology integration model (2006) will provide a unifying frame for discussion.

1. When Multimodal Readers become Multimodal Composers: Learning from 5th Grade Students and Their Teachers
   Bridget Dalton, Vanderbilt University
   Blaine Smith, Vanderbilt University

2. Exploring Instructional Activities, Pedagogies, and Scaffolds that Aided the Development of Online Literacies in Ireland and the U.S.
   Bernadette Dwyer, St. Patrick’s College
   Jill Castek, University of California, Berkeley

3. From ‘Death by PowerPoint’ to Collaborative Critique of Multimedia Hypertexts: How UK Teachers are Learning to Love the Interactive Whiteboard
   Colin Harrison, University of Nottingham

10:20AM - 11:50AM TExAS I

SYMPOSIUM SESSION

Approaches to Examining Depth of Word Knowledge of Elementary and Middle School Students
Chair: Dianna R. Townsend, University of Nevada, Reno
Discussant: William Nagy, Seattle Pacific University
In recent years there has been resurgence in research on vocabulary, particularly in relation to reading comprehension. To date, however, there have been far more studies on vocabulary breadth than vocabulary depth. The three studies in this proposal all offer new approaches for examining students’ depth of vocabulary knowledge and provide insights into the continua on which students’ word knowledge develops.

1. Looking at Gains Made by Word Generation Participants: Examining Stability and Depth of Vocabulary Knowledge
   Joshua F. Lawrence, Harvard University
   Lauren Capotosto, Harvard University
   Claire White, Strategic Educational Research Partnership
   Catherine E. Snow, Harvard University

2. Comprehension, Linguistic Acquisition, and Vocabulary in English and Spanish (CLAVES): Results from the First Year of a 2-Year Longitudinal Study
   Rebecca Silverman, University of Maryland
   Patrick Proctor, Boston College

3. The Relationship between Middle School Students’ Depth of Word Knowledge of Content-Area Words and Academic Achievement
   Dianna R. Townsend, University of Nevada, Reno
   Alexis Filippini, San Francisco State University
Wednesday

10:20AM - 11:50AM ALTERNATIVE FORMAT

**Adult Literacy Paradigms in Dialogue**
Chair: Erik Jacobson, Montclair State University

This alternate session will examine six different paradigms that help frame adult literacy research. Presenters will work in pairs to demonstrate how competing paradigms (e.g., sociocultural and psycholinguistic models) address key questions and to highlight the strengths and weaknesses of each approach. Making typically implicit discussions about these paradigms explicit will create an opportunity to explore the ways in which different approaches might be complementary and to identify where they are simply incommensurable.

1. **What is Literacy?**
   - Kristen H. Perry, University of Kentucky
   - Bill Muth, Virginia Commonwealth University

2. **How Do We Assess Literacy?**
   - Amy R. Trawick, Appalachian State University
   - Stephen Reder, Portland State University

3. **What are the Goals of Adult Literacy?**
   - Erik Jacobson, Montclair State University
   - Larry Mikulecky, Indiana University - Bloomington

11:10AM - 11:50AM SUNDANCE 1 ROUNDTABLE

**I. Testing Ecologies-Teacher Voices Disrupt the A Priori**
   - Jan E. Blake, University of South Florida St. Petersburg
   - Teaching in the Rural America: Lessons in Literacy Professional Development
   - Anne E. Gregory, Boise State University
   - Mary Ann Cahill, Boise State University

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

**III. Digital Literacy Practices among Young Children**
   - Emily Bigelow, Vanderbilt University

**IV. Using Insights from the Writer to Support Increased Understanding about Writing Competency**
   - Carole Janisch, Texas Tech University
   - Amma Akrofi, Texas Tech University
   - Mellinee Lesley, Texas Tech University

1:20PM - 2:50PM FORT WORTH 1 PAPER SESSION

**Attitudes Towards and Conceptions of Content Area Literacy**
Chair: Kendra M. Hall-Kenyon, Brigham Young University
Discussant: Julie W. Ankrum, University of Pittsburgh at Johnstown

1. **Teachers’ Attitudes toward Teaching Reading in Content Areas: Pre-Service vs. In-Service Teachers**
   - Kay K. Hong-Nam, Texas A&M University - Commerce
   - Mary Swanson, Northeastern State University

2. (Re)conceptualizing Content Area Literacy: Encouraging Pre-Service and In-Service Teachers to Explore Interdisciplinary Instruction
   - Charlotte Frambaugh-Kritzer, Arizona State University
   - Elizabeth Petroje Stolle, Grand Valley State University

3. Reading is NOT an Elective
   - Jacqueline Ferguson, Texas A&M University - San Antonio
   - Jenny C. Wilson, Texas A&M University - San Antonio
   - Anita C. Pickett, The University of Texas at San Antonio

1:20PM - 2:50PM FORT WORTH 2 SYMPOSIUM SESSION

**Explorations in Multimodal Digital Composing: Lessons from Students, Teachers, and Researchers**
Chair & Discussant: Mary McVee, University at Buffalo, State University of New York

This symposium provides portraits of teaching and learning through new literacies in three settings: high school English and Social Studies classes, a 5th grade science unit, and a university-level new literacies course. In particular, we will highlight digital multimodal composing practices within these classrooms. The symposium will also explore theoretical and pedagogical aspects of multimodality as we present a framework for multimodal literacy practices.

1. **Digital Video Composing as Student Learning Tool: Findings from a Two-Year Study in Urban Schools**
   - Suzanne Miller, University at Buffalo, State University of New York

2. **Narrative Analysis of Multimodal Digital Stories**
   - Mary McVee, University at Buffalo, State University of New York

3. **Communicating Multimodally: the Influence of Teacher and Student Interactions in the Context of a Science Unit**
   - Lynn Shanahan, University at Buffalo, State University of New York

1:20PM - 2:50PM FORT WORTH 3 PAPER SESSION

**Engaging Adolescents in Relevant Literacies**
Chair: Dea Conrad-Curry, Illinois State University
Discussant: Theresa Rogers, University of British Columbia

1. **The Images are the Context: A Content Analysis of the Usefulness of Graphic Novels for Teaching Disciplinary Literacy Skills for High School History Instruction**
   - William Boerman-Cornell, University of Illinois at Chicago

2. **Distinguishing LGBTQ Literature for Middle Grades**
   - Corrine M. Wickens, Northern Illinois University
   - Linda Wedwick, Illinois State University

3. **Using Blogs to Teach the Tools of Progressive Literary Pedagogy**
   - Amanda Haertling Thein, University of Pittsburgh
   - Tim Oldakowski, University of Pittsburgh
   - DeAnn Long Sloan, University of Pittsburgh
Creating Literacy Leaders: Elementary Principal as Chief Literacy Officer

Chair: Margaret-Mary Sulentic Dowell, Louisiana State University
Discussant: Bonnie L. Hoewing, Gateway Community College

Traversing the fields of literacy and leadership research, the purpose of these two intertwined studies was to highlight literacy leadership among elementary principals. Creating literacy leaders has not been a primary goal of traditional principal preparation programs; school districts struggle with the multifarious issues equipping elementary principals to lead literacy initiatives and supervise literacy instruction. The purpose of these two intertwined studies was to highlight the essential nature of literacy leadership regarding elementary principals.

1. Purpose
Margaret-Mary Sulentic Dowell, Louisiana State University
Bonnie L. Hoewing, Gateway Community College

2. Theoretical Frame
Margaret-Mary Sulentic Dowell, Louisiana State University

3. Inventing the Elementary Principal as Chief Literacy Officer: Study 1 Methods
Margaret-Mary Sulentic Dowell, Louisiana State University

4. Results and Findings
Margaret-Mary Sulentic Dowell, Louisiana State University

5. Characteristics of Elementary Principal as Chief Literacy Officer: Study 2 Methods
Bonnie L. Hoewing, Gateway Community College

6. Preliminary Results and Findings
Bonnie L. Hoewing, Gateway Community College

7. Significance to the Field and Implications
Margaret-Mary Sulentic Dowell, Louisiana State University

8. Audience Interactions
Bonnie L. Hoewing, Gateway Community College

Knowledge Shaping Literacy Practices

Chair: Kathryn Ciechanowski, Oregon State University
Discussant: Alanna Rochelle Dail, Syracuse University

1. Responding to Jamie Burke: Utilizing a Funds of Knowledge Framework to Reconceptualize the Literacies of Adolescents Diagnosed with Autism
Beverly L. Schieman, University of North Carolina at Chapel Hill

2. A Study of Academic Language and Literacy: Exploring What Counts as Knowledge in Bilingual Third Grade Content Area Classes
Kathryn Ciechanowski, Oregon State University

3. Perspectives of African Male English Language Learners on Their Writing In and Out of High School English Classrooms
Bryan R. Crandall, Syracuse University

Expository Texts in Early Childhood and the Primary Grades

Chair: Vicki McQuitty, Syracuse University
Discussant: Peter Dewitz, Educational Consultant

1. An Examination of Third Graders’ Use of Strategies to Read Narrative and Expository Texts
Linda E. Martin, Ball State University
Sherry Kragler, University of South Florida Polytechnic

2. Getting the Bigger Picture: Children’s Utilization of Graphics in Text
Rebecca R. Norman, Mount Saint Mary College
Kathryn L. Roberts, Wayne State University

3. An Integrated Literacy/Science Framework in Early Childhood
Tanya R. Flushman, Vanderbilt University

Informational Text: Why is it Still Missing from Elementary Classrooms?

Marim Jean Dreher, University of Maryland, College Park
Sarah B. Zelinke, University of Maryland, College Park

Negotiating the Demands of High-Stakes Testing: Graduate Students’ Experiences as Teachers Preparing Students for Standardized Assessments
Andrew P. Huddleston, The University of Georgia

Adolescent ELL Characteristics and Needs
Mary Jane Boynton, George Mason University
Ana Taboada, George Mason University
4. When Engagement with Literacy Becomes Matters of Desire

3. "You Don't Even Realize You're Learning": Literate Play in an

2. Literacy Engagement and Play for adolescents: "It's a Break from

1. "I'm Bored! We Had More Fun in School Today!": Pleasurable

Substantial time is reserved for interaction with session attendees.

Implications for analyzing pleasure, literate practice, and engagement.

Building from work with affect (Boldt and Salvio, 2006), we focus on desire and pleasure. The presenters share insights from ethnographic studies examining the convergence of in- and out-of-school learning for children, adolescents, young adults, and adults. Following brief presentations, a youth literacies scholar considers implications for analyzing pleasure, literate practice, and engagement. Substantial time is reserved for interaction with session attendees.

1. “I’m Bored! We Had More Fun in School Today!”: Pleasurable Literacy Learning in Multiple Spaces
   Lindsay Laurich, The University of Iowa

2. Literacy Engagement and Play for Adolescents: “It’s a Break from School even though We’re in School”
   Stacy R. Peterson, The University of Iowa

   Aimee Mapes, Duke University

4. When Engagement with Literacy Becomes Matters of Desire
   Carolyn Colvin, The University of Iowa

Our symposium responds to conversations about literacy’s affective qualities in sociocultural research. Building from work with affect (Boldt and Salvio, 2006), we focus on desire and pleasure. The presenters share insights from ethnographic studies examining the convergence of in- and out-of-school learning for children, adolescents, young adults, and adults. Following brief presentations, a youth literacies scholar considers implications for analyzing pleasure, literate practice, and engagement. Substantial time is reserved for interaction with session attendees.

1. Investigating Elements of Science Text: Can We Propose a Model of Informational Text Accessibility for Beginning Readers?
   Alison K. Billman, University of California, Berkeley
   Carrie Strohl, University of California, Berkeley

   Heidi A. Mesmer, Virginia Polytechnic Institute and State University
   James W. Cunningham, University of North Carolina at Chapel Hill

3. Examining the Constructs of Text Readability and Text Difficulty, in Research and in Practice
   Juliet L. Halladay, The University of Vermont

1. Coffee with a Side of Semiotics
   Rebecca G. Harper, University of South Carolina

2. A Mandate for Community Literacy
   Tracy Swinton Bailey, University of South Carolina

3. 100 People Project: Lifeworld-Grounded English Instruction
   Michelle Lloyd-Peay, University of South Carolina
Toward Technology in Teacher Education: Literacy Innovations, Questions, and Opportunities

Chair: Christopher S. Keyes, Vanderbilt University

This symposium’s purpose is to demonstrate forms of technology integrated into teacher education. Challenges associated with online teaching, methods for creating robust instruction and dynamic collaborations, a design process for implementing web-based professional development for literacy instruction, methods for capturing teachers’ generative learning, and the use of electronic transactions to support faculty development at the college level will be shared. Participants will be able to share their own experiences and research.

1. Q&As about Online Teaching and Learning: Seven Experienced Instructors’ Answers
   Rebecca S. Anderson, University of Memphis
   John P. Bauer, University of Memphis
   Janna S. Robertson, University of North Carolina at Wilmington

2. The Design and Implementation of a Professional Development Website for Literacy Teachers
   Charles K. Kinzer, Teachers College, Columbia University
   Herbert J. Rieth, The University of Texas at Austin
   Cathy N. Thomas, University of Missouri

3. Learning to Teach across Digital and Face-to-Face Communities: Examining Discourse and Participatory Practices
   Victoria J. Risko, Vanderbilt University

4. STEM Faculty Reorienting Teaching Practices Electronically
   Mariano C. Alvarez, Tennessee State University

Making Meaning through Meaningful Tasks: Literacy Instruction that Matters

Chair & Discussant: Leah Calvert, Indiana University of Pennsylvania

This symposium highlights research focused on guiding students to make meaning of literacy events through involvement in meaningful tasks. Meaningful tasks include those that are designed to be authentic or personally relevant. Research suggests that instruction that is personally and culturally relevant can positively influence engagement and achievement. The three studies included in this symposium Incorporated open and/or authentic tasks to engage elementary and middle school students in making meaning during literacy instruction.

1. Students’ Engagement in Literacy Tasks
   Seth Parsons, George Mason University
   Sarah Cohen, Lynbrook Elementary School
   Allison E. Ward, Wintonrop University

2. Real Audiences: Sharing Texts with Adult Pen Pals
   Jacqueyln A. Malloy, George Mason University
   Elizabeth M. Hughes, Clemson University

3. Creating Tasks to Enhance Strategic Online Reading with 7th Graders
   Angela M. Rogers, University of South Florida
   Kathy R. Robbins, Southern Indiana University
   Amos O. Simms-Smith, George Mason University
   Jacqueyln A. Malloy, George Mason University

Orthographic Knowledge in Multiple Languages: The Spelling Development in English of Chinese and Korean Foreign Language Learners, and the Development of Spanish among Chilean Spanish Speakers

Chair: Donald Bear, University of Nevada, Reno

Discusant: Karen L. Ford, University of Virginia

This symposium explores orthographic development in multiple literacies. Two studies examine orthographic development of Chinese and Korean-speaking English foreign language learners to understand the sequence of orthographic development, crosslinguistic transfer, and the influence of instruction in learning English orthography. The third study examines the orthographic development of Spanish speakers from Chile to examine orthographic development and to support the validation of a Spanish spelling inventory.

1. The Orthographic Knowledge of Mandarin Chinese Speakers Learning English as a Foreign Language
   Wei Xu, University of Nevada, Reno
   Donald Bear, University of Nevada, Reno
   Clairin DeMartini, Nevada State College

2. The Orthographic Knowledge of Korean Speakers Learning English as a Foreign Language
   Keonghee T. Han, University of Idaho
   Donald Bear, University of Nevada, Reno
   Clairin DeMartini, Nevada State College
Wednesday

3. Word Study Connections: Exploring a Model of Orthographic Development in Spanish
   Lori Helman, University of Minnesota
   David Parker, University of Minnesota

1:20PM - 2:50PM  TEXAS H
ALTERNATIVE FORMAT

Issues in Writing and Using Latino Children’s Literature: Developing a Research Agenda
Chair & Discussant: Kathy G. Short, University of Arizona

While the growing Latino student population has been accompanied by increasing research into educational issues that affect Latinos, there is still a lack of quality research to guide theory and instruction. In this session, sponsored by Ethnicity, Race, and Multilingualism Committee, the presenters will discuss major research that has been conducted in the areas of Latino literature and literacies and will then invite the audience to break into small groups to discuss and begin to develop an agenda of future research that will expand our knowledge base.

1. Bilingual Literature and Linguistic Issues
   Julia M. Lopez-Robertson, University of South Carolina

2. Teacher Knowledge about Latino Literature
   Jeanne Fain, Middle Tennessee State University

3. Children’s Responses to Latino Literature in the Classroom
   Janine Schall, The University of Texas - Pan American

1:20PM - 2:50PM  TEXAS I
PAPER SESSION

The Role of Professional Development on Content Teachers’ and Literacy Teachers’ Developing Understandings and Actions
Chair: Mark W. Conley, University of Memphis
Discussant: Tamby Allman, Texas Woman’s University

1. The Role of Texts/Readings in Shaping and Changing In-Service Teachers’ Conceptions of Literacy
   Patricia A. Edwards, Michigan State University
   Nicole M. Martin, Michigan State University
   Maria Selena O. Protacio, Michigan State University
   Abu Bakar M. Razali, Michigan State University

2. “Crossing Borders”: Science Teachers Learning to Teach the Language of Science
   Jennifer D. Patrick, University of Florida
   Zhihui Fang, University of Florida

3. Content Area and English Teacher Adaptive Actions During Literacy Instruction: Their Reasons and Their Relation to Student Tasks
   Gail E. Musante, Binghamton University, State University of New York
   Kathy Kear, Binghamton University, State University of New York
   Marianne Lawson, Binghamton University, State University of New York

1:20PM - 2:50PM  TEXAS J
SYMPOSIUM SESSION

Understanding Pictures and Words: Insights into Reading Graphic Narratives
Chair: Stergios Botzakis, University of Tennessee
Discussant: Melissa B. Schieble, Hunter College, City University of New York

Many educators advocate reading graphic narratives, but few studies about actual reading practices currently exist. These presentations consist of empirical research done with students and adults who read graphic narratives and move toward theorizing and portraying their readings. They focus on different groups of readers, from middle school males in a graphic novel book club, to high school students in an after-school reading group, to adults who regularly read comic books.

1. Examining Adolescent Males’ Responses to Graphic Novels: A Multiple Case Study of Eighth-Grade Males in a Graphic Novel Book Club
   Karen Gavigan, University of North Carolina at Greensboro

2. Scatterbrained Reading: A Case Study of Six Students in a Graphic Novel Reading Group
   Sean Connors, University of Arkansas at Fayetteville

3. Learning about Literacy from Adult Comic Book Readers
   Stergios Botzakis, University of Tennessee

2:10PM - 2:50PM  SUNDANCE 1
ROUNDTABLE

I. A Differentiation Model: Exploring Its Use by Middle-Level Language Arts Teachers and Its Benefits for Students
   Mary F. Roe, Washington State University
   Jane E. Kelley, Washington State University

II. Intertextuality and Reading Comprehension
   Jong-Yun Kim, University of Maryland

III. Closing the Curriculum Gap: An Audit of Academic Text Readiness at One Community College
   Sonya L. Armstrong, Northern Illinois University
   Joanne Kantner, Joliet Junior College
   Norman A. Stahl, Northern Illinois University

IV. Elementary School Children’s Written Scientific Explanations
   Carol A. Donovan, University of Alabama
   Laura B. Smolkin, University of Virginia

V. A Study of Writing Instruction in Exemplary and Recognized Schools Identified by the Texas High Stakes Test (TAKS)
   Melinda Miller, Sam Houston State University
   Helen Berg, Sam Houston State University

VI. Reading the Heart: Love, Literacies, and the Pre-Service Teacher
   Sarah Bridges-Rhoads, The University of Georgia
3:00PM - 4:30PM  
PAPER SESSION  
FORT WORTH 1

Teaching Teacher Talk: Studies of Professional Development on Classroom Discourse

Chair: Alysia D. Roehrig, Florida State University
Discussant: Carolyn Ann Walker, Ball State University

1. The Process of Socially Constructing and Negotiating Meaning through Video Case Study Conversations
   Poonam Arya, Wayne State University
   Tanya Christ, Oakland University

2. Fostering the Language of Coaching While Debriefing Video-Recorded Strategy Lessons
   JoAnne Vazzano, Northeastern Illinois University
   Janet L. Pariza, Northeastern Illinois University

3:00PM - 4:30PM  
PAPER SESSION  
FORT WORTH 2

Literacy Learning in Kindergarten

Chair: Kathryn Pole, Saint Louis University
Discussant: Mary C. Shake, University of Kentucky

1. Investigating Kindergarteners' Listening Comprehension Skills: Fictional Stories and Informational Texts
   Doga Sonmez, Clark University

2. The Effect of Focused Instruction Delivered by the Classroom Teacher on the Vocabulary and Narrative Development of Kindergarten Children
   Diane C. Nielsen, The University of Kansas
   Lisa D. Friesen, The University of Kansas

3. Dialogic Inquiry in a Shared Reading Experience: Emergent Minds at Work
   Jennifer A. Schiller, University at Buffalo, State University of New York

3:00PM - 4:30PM  
PAPER SESSION  
FORT WORTH 6

Adolescent Literacy and Teacher Knowledge and Development

Chair: Jennifer D. Patrick, University of Florida
Discussant: Judy M. Parr, University of Auckland

1. Literacy Coaching in an Urban High School: The Gradual Release of Responsibility Model
   Barbara Moss, San Diego State University
   Diane Lapp, San Diego State University
   Douglas Fisher, San Diego State University
   Nancy Frey, San Diego State University
   Maria Grant, California State University, Fullerton
   Aida Allen, Health Sciences High School and Middle College
   Heather Anderson, Health Sciences High School and Middle College
   Dina Burow, Health Sciences High School and Middle College

2. Developing a Literacy Knowledge Measure for Teachers of Adolescents
   Carla K. Meyer, Appalachian State University
   Sharon Walpole, University of Delaware

3:00PM - 4:30PM  
PAPER SESSION  
FORT WORTH 7

Teachers' Critical Literacy: Reading and Being Read

Chair: Mindy Legard Larson, Linfield College
Discussant: Lane W. Clarke, Northern Kentucky University

1. Pre-Service Teachers Respond to And Tango Makes Three: Deconstructing Disciplinary Power and the Heteronormative in Teacher Education
   Mindy Legard Larson, Linfield College
   Donna Kalmbach Phillips, Pacific University

2. Locating Heteronormativity: A Critical Discourse Analysis of Pre-Service Teachers' Views on Teaching LGBT Literature
   Melissa B. Schieble, Hunter College, City University of New York

3. Body Texts: Reading Tattooed Teachers in Context
   Christine A. Mallozzi, University of Kentucky

3:00PM - 4:30PM  
PAPER SESSION  
FORT WORTH 8

Studies of Technology Use for Effective Professional Development

Chair: Jen Scott Curwood, University of Wisconsin Madison
Discussant: Robin R. Griffith, East Carolina University

1. Studying the Online Implementation of a Course in Literacy Coaching
   Mark W. Conley, University of Memphis
   Linda Kennard, Memphis City Schools

2. A Synergy that Closes the Early Reading Gap: Webcam-Coaching Targeting Both Professional Learning and Struggling Readers—A Targeted Reading Intervention
   Marnie C. Ginsberg, University of North Carolina at Chapel Hill
   Lynne Vernon-Feagans, University of North Carolina at Chapel Hill
   Steven J. Amendum, North Carolina State University
   Kirsten Kainz, University of North Carolina at Chapel Hill
   Amy M. Hedrick, University of North Carolina at Chapel Hill

3. Raising the Bar: Technology Professional Development for Preschools
   Jennifer G. Lisy, University of Illinois at Chicago
   Kathleen A. Paciga, University of Illinois at Chicago

3:00PM - 4:30PM  
PAPER SESSION  
STOCKYARDS 1

Technology in the Literacy Classroom

Chair: Stacy Haynes-Moore, The University of Iowa
Discussant: Carol J. Delaney, Texas State University

1. Results from a National Survey on Teacher Characteristics Associated with the Integration of ICT in Literacy Classrooms
   Amy C. Hutchinson, Iowa State University

2. Using Web 2.0 to Engage Induction Teachers in Online Professional Learning Communities
   Amy C. Hutchinson, Iowa State University
   Jamie Colwell, Clemson University
Wednesday

3:00PM - 3:40PM

SUNDANCE 1

ROUND TABLE

I. Teacher Practices and Student Writing Engagement in K-6 Classrooms in Eight Western School Districts
   Stan V. Harward, Utah Valley University
   Nancy Peterson, Utah Valley University
   Susan Zimmerman, Utah Valley University
   Linda E. Pierce, Utah Valley University
   Brad Wilcox, Brigham Young University
   Timothy Morrison, Brigham Young University
   Bryan Korth, Brigham Young University
   Jill Shumway, Brigham Young University
   Monica Thomas, Brigham Young University

II. The Voices Behind the Statistics: Struggling Male Readers Talk about Reading
   Lynn Rudd, Kent State University
   Kathleen Dunn, Kent State University
   Taher Shawsh, Kent State University
   Mary Nolan, Kent State University
   Amal Laba, Kent State University

III. Understanding Teacher Agency During Literacy Instruction
   Margaret Vaughn, University of North Carolina at Greensboro
   Beverly Faircloth, University of North Carolina at Greensboro
   Scott Howerton, University of North Carolina at Greensboro

IV. Comprehension Instruction for Elementary and English-Language Learners: A Content Analysis of Professional Literacy Texts
   Margie Garcia, University of Houston – Clear Lake
   Mary Beth Sampson, Texas A&M University – Commerce

V. Case by Case: Expanding Our Understanding of Reflexivity and the Role of Research in Contributing to Teacher Practice
   Ann D. David, The University of Texas at Austin
   Melody Zoch, The University of Texas at Austin
   Amber Futch Funderburgh, Del Valle Independent School District
   Diana Garcia, San Marcos Independent School District

VI. "It's All about the Kinds of Questions I Ask Kids!": Literacy Coaching and the Metacognitive Development of Classroom Reading Teachers
   Misty Sailors, The University of Texas at San Antonio
   Dennis Davis, The University of Texas at San Antonio
   Michelle Anguiano, The University of Texas at San Antonio

3:00PM - 4:30PM

SUNDANCE 2

PAPER SESSION

Content Area Literacy: Learning, Connections, and Identity
Chair: Thomas DeVerle Wolsley, Walden University
Discussant: Roni Jo Draper, Brigham Young University

1. Mathematics Teacher Education in Content Area Reading
   Elizabeth Friese, The University of Georgia
   Donna E. Alvermann, The University of Georgia

2. Linking Literacy and Science: Making Natural and Authentic Connections through Instruction and Assessment
   Kendra M. Hall-Kenyon, Brigham Young University
   Leigh K. Smith, Brigham Young University
   Beth Borup, Brigham Young University

3. The Transformative Pathways of Secondary Teacher Literacy Identity: Pre-Service Coursework, Student Teaching, and Induction
   Ellen Spiteri, Dowling College

3:00PM - 4:30PM

SUNDANCE 3

PAPER SESSION

Social and Cognitive Strategies for Using Standard English
Chair: Amanda Godley, University of Pittsburgh
Discussant: Ellen McIntyre, North Carolina State University

   Amanda Godley, University of Pittsburgh
   Allison Escher, University of Pittsburgh

2. Why Bilingual Environments Should Facilitate Learning for Second Language Learners: A Cognitive Load Perspective
   Robert Rueda, University of Southern California
   Icela Pelayo, University of Southern California

3:00PM - 4:30PM

TEXAS A

SYMPOSIUM SESSION

Problematicizing What is "Appropriate": Trauma Narratives in School Spaces
Chair: Elizabeth Dutro, University of Colorado at Boulder
Discussant: April Whatley Bedford, The University of New Orleans

Drawing on scholarship of critical literacy and trauma studies, this presentation describes a conceptual framework to illuminate what happens when stories of trauma surface in classroom contexts. The researchers will present qualitative case studies from middle school classrooms and teacher education courses and demonstrate how multimodal literacies opened up new sociopolitical spaces and how both youth and teacher education students began to reconsider what topics are "appropriate" for school.

1. A Framework for Analyzing Trauma Narratives in the Classroom
   Angela M. Wiseman, North Carolina State University

2. Telling Stories of Trauma through Poetry: Two Middle School Girls Claim "Narrative Control"
   Kelly Wissman, University at Albany, State University of New York

3. Learning through Trauma Narratives in Teacher Education
   Stephanie Jones, The University of Georgia
Assessment Issues in the Preparation of Pre-Service Teachers

Chair: Danielle V. Dennis, University of South Florida
Discussant: Lois K. Haid, Barry University

1. **Response to Intervention (RtI): Comparing the Involvement of Faculty in Three States**
   - Latisha Hayes, University of Virginia
   - Jodi Welsch, Frostburg State University
   - Jennifer Jones, Radford University
   - Valerie Robnolt, Virginia Commonwealth University
   - Sharon Green, Fairleigh Dickinson University

2. **Evolution of an Undergraduate Reading Clinical Experience**
   - Mary K. Kallus, Eastern New Mexico University

3. **Students’ Perceptions of Reading Assessments Designed Where Choice of Passage and Motivating Reading Topics are Offered**
   - Deborah R. Dillon, University of Minnesota
   - Catherine M. Kelly, St. Catherine University
   - Megan C. Mahowald, University of Minnesota
   - David G. O’Brien, University of Minnesota

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Language Development

Chair: Maria Cahill, Texas Woman’s University
Discussant: Sheila Benson, West Virginia University

1. **The Writing Development of Three Young Chinese-Speaking ELLs**
   - Xun Zheng, University of Illinois at Urbana-Champaign
   - Sarah McCarthy, University of Illinois at Urbana-Champaign

2. **Family Literacy on the Defensive: Is There Life After Even Start?**
   - David B. Yaden, University of Arizona
   - Jeanne R. Paratore, Boston University

3. **Discussions Accelerate the Language Development of English Language Learners**
   - Jie Zhang, University of Illinois at Urbana-Champaign
   - Richard C. Anderson, University of Illinois at Urbana-Champaign
   - Kim Nguyen-Jahiel, University of Illinois at Urbana-Champaign

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Transforming Teacher Preparation with Digital Pedagogies: Outcomes and Lessons Learned

Chair: Peggy Semingson, The University of Texas at Arlington
Discussant: Jeanne Gerlach, The University of Texas at Arlington

This symposium shares research on the use of digital pedagogies in teacher preparation in literacy methods courses at a large public university. Understanding the context and outcomes of incorporating digital pedagogies warrants our attention because of the increasing presence of online instruction as well as the desire of many instructors to learn about effectively incorporating technology. The researchers will present findings from studies that examine both online coursework and “hybrid” coursework (online and on campus).

1. **Advantages of Blogging for Pre-Service Elementary Teachers in a Literacy Assessment Course**
   - Peggy Semingson, The University of Texas at Arlington

2. **Learning from our Mistakes: What Matters when Incorporating Blogging as Active Learning in the Content Literacy Classroom**
   - Joy Wiggins, The University of Texas at Arlington
   - Holly Hungerford-Kresser, The University of Texas at Arlington

3. **“We Need to Blog with Them?”: Using Blogging as a Tool for Fostering Cross-Disciplinary Collaboration in a Teacher Preparation Program**
   - Kim Ruebel, The University of Texas at Arlington
   - Carla Amaro-Jiménez, The University of Texas at Arlington

4. **Online Writing Groups as a Forum for Teachers’ Learning**
   - Kathleen Tice, The University of Texas at Arlington

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Examining Biliteracy in Classrooms and Communities

Chair: Joel E. Dworin, The University of Texas at El Paso
Discussant: Patrick H. Smith, The University of Texas at El Paso

This symposium will examine biliteracy through three different studies that have been influenced by sociocultural perspectives. The main goal of the session is to demonstrate the importance of research in biliteracy and its significance for researchers, teachers and students, both within and outside of classroom contexts.

1. **Writing in Two Languages in an Elementary Classroom: Implications for Bilingual Teachers**
   - Joel E. Dworin, The University of Texas at El Paso

2. **Bilingual Graduate Students Negotiating Academic Literacies on the U.S.-Mexico Border**
   - Erika Mein, The University of Texas at El Paso

3. **Developing Biliteracy as Social Capital Within and Without Schooling**
   - Patrick H. Smith, The University of Texas at El Paso
Wednesday

3:00PM - 4:30PM  TExAS H
ALTERNATIVE FORMAT

Chronicling the History of NRC through the Voices of Past Presidents
Chair: Patricia A. Edwards, Michigan State University
In this alternative session, we present the history of NRC through a video presentation entitled, “Chronicling the History of NRC through the Voices of Past Presidents.” The video is then followed by a panel session with 14 past presidents of the organization. Our hope is that this session will facilitate better understandings of where we are as an organization by understanding the history of NRC and its development.

Video Presentation:
Patricia A. Edwards, Michigan State University
Maria Selena O. Protacio, Michigan State University
Rebecca R. Norman, Mount Saint Mary College
Nicole M. Martin, Michigan State University
Lisa K. Hawkins, Michigan State University
Abu Bakar M. Razali, Michigan State University

3:00PM - 4:30PM  TExAS I
PAPER SESSION

Understanding Adolescent Perceptions of Digital Literacy Spaces
Chair: Paige Ware, Southern Methodist University
Discussant: Kristen H. Perry, University of Kentucky
1. Problematizing Internet Access: Use and Perceptions of Low-Income Youth in Argentina, Chile, and Brazil
   Eliane Rubinstein-Avila, University of Arizona
2. “My Teachers and Parents Just Don’t Get It”: Understanding Youth Digital Literacy Spaces in Home and at School
   Hannah R. Gerber, Sam Houston State University
3. Collaborative Literacies: Studying Sims Fan Fiction from a Design Perspective
   Jayne C. Lammers, Arizona State University

3:00PM - 4:30PM  TExAS J
ALTERNATIVE FORMAT

Reading for Information in Online Text
Chair: John E. McEnaney, 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 texts. Results are presented from two studies, followed by a small group break-out session. The alternative format is designed to prompt conversation around complex cognitive and social processes of online reading comprehension gleaned from video data collection and analysis.

1. Making Meaning with Money: Efferent Reading at Amazon.com
   John E. McEnaney, Oakland University
   Carmela A. Romano Gillette, Oakland University
   Yeaton Clifton, Oakland University
   Wendy A. Farkas, Oakland University
2. Exploring Comprehension Processes and Dialogic Interactions among Three Dyads of Adolescents Reading Online to Solve Information Problems
   Lizabeth A. Guznizcak, Oakland University
   Julie Coiro, University of Rhode Island
   Jill Castek, University of California, Berkeley
3. Break-Out Gallery Walk
   John E. McEnaney, Oakland University
   Carmela A. Gillette, Oakland University
   Yeaton Clifton, Oakland University
   Lizabeth A. Guznizcak, Oakland University
   Julie Coiro, University of Rhode Island
   Jill Castek, University of California, Berkeley

3:50PM - 4:30PM  SUNDANCE 1
ROUNDTABLE

I. Constructing Meaning with Informational Texts: Teacher Supports and Student Responses in Primary Grade Informational Text Read-Alouds
   Jessica L. Hoffman, Miami University

II. Negotiating Competing Discourses: How Teachers Take Up Multimodal Literacies in School Curricula
   Ting Yuan, Teachers College, Columbia University
   Mei Ying Tan, Teachers College, Columbia University
   Marjorie Siegel, Teachers College, Columbia University

III. Creating a Space: A Critical Review of Literacy Research on African American Adolescent Females
   Gholdy Muhammad, University of Illinois at Chicago

IV. Pre-Service Secondary Teachers’ Reading Knowledge Change in a Reading Education Course
   Ting Shen, University of Florida
   Jiahang Li, University of Maryland, College Park

NEXT ANNUAL MEETING
JACKSONVILLE, FL
NOV. 30-DEC. 3, 2011
Wednesday

V. The Cognitive Processes of Sixth-Grade Students of
Varying Spanish and English Proficiencies while Writing
Persuasive Letters
Christine Leighton, Emmanuel College

VI. Mispronouncing Haute Couture: A Teacher's Journey
through the Literacies of Fashion
Maria T. Leos, Texas Tech University

4:45PM - 6:00PM T E X A S  E & F
PRESIDENTIAL ADDRESS

Chair: Patricia A. Anders, University of Arizona

I. Welcome
   Patricia A. Anders, University of Arizona

II. Student Outstanding Research Award Presentation
    Marla Mallette, Southern Illinois University Carbondale

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

IV. Introduction of Speaker
    Donna E. Alvermann, University of Georgia

V. 2010 Presidential Address—Beyond the Laboratory and
   Lens: New Metaphors for Literacy Research
    David Reinking, Clemson University
Preparing and Submitting a Paper for the Student Outstanding Research Award

Chair: Marla H. Mallette, Southern Illinois University

One of the purposes of the Student Outstanding Research Award Committee is to increase graduate student participation in LRA through mentoring, recruitment, and retention strategies. The purpose of this symposium session is to reveal how student researchers can submit their work for consideration for the Student Outstanding Research Award. The members of the Student Outstanding Research Award Committee would like to increase the number of students participating at LRA and the number of applicants for the award.

1. Preparing and Submitting a Student Research Paper
   Alanna Rochelle Dail, Syracuse University

2. What Reviewers are Looking for in an Outstanding Student Research Paper
   Antony Smith, University of Washington Bothell

3. Advice for Preparing an Outstanding Student Research Paper from Past Recipients
   Elizabeth Petroelje Stolle, Grand Valley State University

Studies of Data-Driven School Reform in Literacy

Chair: Maureen V. Spelman, Saint Xavier University
Discussant: Tamie Pratt-Fartro, University of Mary Washington

1. Practitioner Inquiry and Large-Scale Educational Reform
   Mary Beth Hines, Indiana University
   Jenny Conner, Indiana University
   Jim Morrison, Indiana University
   Rani Park, Indiana University

2. Using School-Based Assessment Data to Inform Professional Development and Enhance Students' Literacy Development
   Susan L. McMahon, National-Louis University
   Elizabeth Cardenas-Lopez, National-Louis University

3. Exploring the Role of Data-Driven Decision-Making in Whole-School Reform Implementation
   Alysa D. Roehrig, Florida State University
   Jeannine Turner, Florida State University
   Sarah McElhaney, Florida State University

New Literacies Studies: Teachers' Practices and Perspectives

Chair: Janet L. Pariza, Northeastern Illinois University
Discussant: Nancy Brynelson, California State University, Sacramento

1. Between Continuity and Change: Fostering New Literacy Practices through Professional Development
   Jen Scott Curwood, University of Wisconsin Madison

2. Juxtaposing Words and Images: Using Digital Narratives to Capture Teachers' Conceptions of Literacy
   Catherine M. Weber, Arizona State University

3. "It Makes Me Feel Empowered, Capable, and Stupid": Teachers' Lived Experiences of New Literacies Integration
   Jennifer Wimmer, Brigham Young University

Three Digital Games that Support Middle Grade Reading

Chair: Naomi Hupert, Education Development Center/Center for Children and Technology

This session will introduce attendees to digital tools developed by three different projects using gaming technology to support middle-grade reading. Each project draws on research to inform the development of digital games and targets a different content area. The presentation will include a brief large-group presentation covering the theoretical foundations for this work followed by a small-group rotation through each project station where participants can try games and hear about pilot testing and development.

1. Possible Worlds
   Naomi Hupert, Education Development Center/Center for Children and Technology
   Cornelia Brunner, Education Development Center, Inc.

2. Mission U.S.
   Bill Tally, Education Development Center, Inc.
   Jim Diamond, Education Development Center, Inc.

3. Gates Games for Literacy
   Katie Culp, Education Development Center, Inc.
I. A Synthesis of Research on Word Study for Adult Learners
   Donita Massengill Shaw, The University of Kansas

II. Dictation, Transcription, and Reflection: Prompting English Language Learner Metalinguistic Awareness
   Ondine Gage Serio, University of California, Santa Cruz

III. A Penguin, a Pony, and a Part: An Examination of Pre-Service Teachers’ Views on Banned and Challenged Books
   Carolyn L. Carlson, Washburn University

IV. Conceptualization of Multicultural Literature: Two Inquiries into Elementary and Secondary Pre-Service Teachers’ Beliefs
   Pamela Segal, University of Maryland, College Park
   Jiahang Li, University of Maryland, College Park

V. “Finally...I Get to Be Me: I Can Finally Be Myself”: GLBT Girls Using Self-Sponsored Literacies in Socially Collaborative Ways to Explore Ways of Being Gendered and Female
   Candice Moench, Wayne State University
   Kattie Hogan, Wayne State University

VI. Choice or Concession: Middle School Teachers’ Perceptions and Practice in Selecting and Sharing Adolescent Literature
   Johna Faulconer, East Carolina University

8:40AM - 10:10AM  FORT WORTH 8
PAPER SESSION

College Reading and Writing
Chair: Yuanzhong Zhang, University of Arizona
Discussant: Holly Hungerford-Kresser, The University of Texas at Arlington

1. A Longitudinal Study of the Effects of College Reading Instruction and Academic Performance
   Elene S. Demos, Central Connecticut State University
   Helen Abadiano, Central Connecticut State University

2. Does Accuracy Matter? Examining the Miscues of Proficient and Less than Proficient Adult Readers
   Joan L. Theurer, California State University, Long Beach

3. The Locus of Agency in a College Developmental Reading and Writing Class: A Metaphor Analysis Study
   Eric J. Paulson, Texas State University – San Marcos

8:40AM - 10:10AM  STOCKYARDS 1
ALTERNATIVE FORMAT

Systemic Change to Organize Schools for Improvement
Chair: Lesley M. Morrow, Rutgers University
Discussant: Yetta Goodman, University of Arizona

This Alternative Format Symposium is presented by the Reading Hall of Fame (RHF). RHF members will present topics that reflect their research over the years within the framework of Systematic Change to Organize Schools for Improvement. Different from other discussions of school improvement, this symposium will focus on the rationale that it is the interactivity of many elements for meaningful improvement to occur.

1. Paper Presentations
   P. David Pearson, University of California, Berkeley
   Diane Lapp, San Diego State University
   Rita Bean, University of Pittsburgh
   Linda Gambrell, Clemson University
   Robert Calfee, Stanford University
   Kenneth Goodman, University of Arizona
   Lesley M. Morrow, Rutgers University

2. Discussion Groups with a Facilitator
   Donna E. Alvermann, The University of Georgia

8:40AM - 9:20AM  SUNDANCE 3
SYMPHONY SESSION

A Legacy in Literacy: Variations on Collaborative Reasoning Across Context, Text Type, and Academic Level
Chair: Diane L. Schallert, The University of Texas at Austin
Discussant: Patricia A. Alexander, University of Maryland, College Park

This symposium includes studies that have been influenced by Richard C. Anderson’s work on collaborative reasoning, an approach to classroom discussion that moves away from the traditional teacher-directed recitation lesson and encourages students to grapple with ideas together. These papers are linked by a focus on student-centered discussions and yet are meant to show the breadth of influences that Anderson has had.
on literacy research. The discussant will offer a perspective highlighting Anderson’s legacy.

1. **Teachers’ Scaffolding of Children’s Collaborative Reasoning Discussions**
   - May Jadallah, Illinois State University
   - Richard C. Anderson, University of Illinois at Urbana-Champaign
   - Brian W. Miller, University of Illinois at Urbana-Champaign
   - Tzu-Jung Lin, University of Illinois at Urbana-Champaign
   - Kim Nguyen-Jahiel, University of Illinois at Urbana-Champaign
   - Kay Grabow, Urbana School District

2. **How Third-Graders Make the Newspaper Meaningful through Student-Led Discussions**
   - Michelle E. Jordan, The University of Texas at Austin

3. **Resistance Phenomena in Collaborative Online Discussions**
   - Soonah Lee, The University of Texas at Austin
   - The D-Team, The University of Texas at Austin

**8:40AM - 10:10AM**  **SUNDANCE 4**

**ALTERNATIVE FORMAT**

*At the Intersection of Literacy and Technology: Research and Developments from the Literacy Achievement Research Center*

**Chairs:** Douglas K. Hartman, Michigan State University
            Nell K. Duke, Michigan State University

The words literacy and technology are increasingly paired in today’s world of research, practice, and policy. The nature of this pairing can vary considerably from one study to another. In this alternative format session, we juxtapose eight studies that represent varying ways literacy and technology have been paired. This alternative format session begins with overviews of the eight studies, followed by poster sessions with multimedia elements, and concludes with an open discussion.

1. **The Transformation of Reading and Writing: From Offline to Online Conceptions**
   - Paul Mark Morsink, Michigan State University
   - Jinjie Zheng, Michigan State University
   - Douglas K. Hartman, Michigan State University

2. **Teaching EFL through New Technologies in Chinese Elementary School**
   - Guofang Li, Michigan State University
   - Alan Wu, Michigan State University
   - Jung Jin Kang, Michigan State University

3. **Fourth- and Fifth-Grade Students Tutoring Younger Students to Evaluate Websites**
   - Shenglan Zhang, Winona State University
   - Nell K. Duke, Michigan State University

4. **Implementing and Evaluating a Web-Based Technology to Support Expository Reading and Writing Performance in Middle School**
   - Troy Mariage, Michigan State University
   - Carol Sue Englert, Michigan State University
   - Paul Mark Morsink, Michigan State University
   - Nicole M. Martin, Michigan State University
   - Kara Sevensma, Michigan State University
   - Kimberly Fitzmer, Michigan State University
   - Cynthia M. Okolo, Michigan State University

5. **Writing about History: Effects of a Web-Based History-Learning Environment in Middle School**
   - Cynthia M. Okolo, Michigan State University
   - Andrew VanEngmond, Michigan State University
   - Emily Bouck, Purdue University
   - Carrie Anna Courrad, Illinois State University
   - Carol Sue Englert, Michigan State University
   - Anne M. Heutsche, Michigan State University

6. **Exploring New Literacies in a Teacher Education Course: Developing Conceptions and Instructional Approaches**
   - Cheryl Rosan, Michigan State University
   - Marjorie Terpstra, Calvin College

7. **Video-Based Response and Revision: Pre-Service Teachers Using Web-Based, Social Networking Tools**
   - Samantha Caughlan, Michigan State University
   - Mary M. Juzwik, Michigan State University

8. **Advanced Cognitive and Metacognitive Processes for Deep Learning on the Web**
   - Rand J. Spiro, Michigan State University
   - Michael DeSchryver, Michigan State University

**8:40AM - 10:10AM**  **TEXAS A**

**SYMPOSIUM SESSION**

*Harnessing the Power of Qualitative Work: Coordinating Analysis across Sites*

**Chair:** Enid M. Rosario Ramos, University of Michigan
**Discussant:** Elizabeth Moje, University of Michigan

Three researchers coordinated analysis across individual sites of investigation. We explore the power of increasing our sample sizes, looking for unifying variables and analyzing similar data with similar frames across different study sites.

1. **Rationales for Multisite Coordination**
   - Malaya Bernstein, West Virginia University

2. **Challenges of Multisite Coordination**
   - Megan Guise, California Polytechnic State University, San Luis Obispo

3. **Affordances of Multisite Coordination**
   - Kimberley Gomez, University of Pittsburgh

**8:40AM - 10:10AM**  **TEXAS B**

**SYMPOSIUM SESSION**

*Making Teaching Real: Authentic Experiences in Literacy Teacher Education*

**Chair:** Elizabeth M. Hughes, Clemson University
**Discussant:** Michael C. McKenna, University of Virginia

Recent critiques of teacher education question the role of education programs in effectively preparing teachers. Researchers have called for systematic studies to provide evidence of the efficacy of teacher education programs. The purpose of this symposium is to present four studies that investigate our own practice as teacher educators. The university courses involved in these research studies used authentic tasks to develop a deeper understanding of essential skills and dispositions.
1. Resolve and Resiliency: Visioning as a Means of Enhancing Pre-Service Teachers’ Adaptability
   Seth Parsons, George Mason University
   Jacquelyn A. Malloy, George Mason University
   Roya Qualls Scales, Western Carolina University
   Margaret Vaughan, University of North Carolina at Greensboro
   Beverly Faircloth, University of North Carolina at Greensboro

2. Developing Adaptive Teachers in Online, Graduate-Level Literacy Courses: Transfer to Classroom Teaching
   Dixie D. Massey, University of Washington
   Terry Atkinson, East Carolina University
   Robin R. Griffith, East Carolina University

3. Helping Pre-Service Teachers Understand Autism through Fiction Book Reading
   Elizabeth M. Hughes, Clemson University
   Sarah Hunt-Baron, Clemson University

4. The Memoir Project: Discovering the Writing Teacher Within
   Leah Calvert, Indiana University of Pennsylvania

8:40AM - 10:10AM ALTERNATIVE FORMAT

Learning to See: Literacy Researchers as Practicing Artists
Chair: Jerome C. Harste, Indiana University
Discussant: Nicole Pourcher, Georgia State University

In this alternative session, three literacy researchers explore why we became interested in the practices of art-making, and discuss the insights that art as one of the language systems used to communicate gives us about research, teaching and learning. We argue that significance of studying art as a language system in an important approach to literacy education that supports multiple forms of expression and increases educational accessibility to greater numbers of students.

1. Break-Out Sessions
   Jerome C. Harste, Indiana University

2. Framework
   Peggy Albers, Georgia State University

3. Demonstration
   Teri Peitso-Holbrook, Georgia State University

8:40AM - 10:10AM SYMPOSIUM SESSION

In Many Languages: Literacy Learning and Practices in Diverse Language Communities
Chair: Jesse S. Gainer, Texas State University - San Marcos
Discussant: Minda M. López, Texas State University - San Marcos

The United States is home to over 600 languages; teaching, learning, and maintaining them complex. Three papers address the needs of various communities to pass on their language/literacy/culture while maintaining family and community connections in formal/informal learning settings. Study one maximizes literacy opportunities offered by Vietnamese and Korean community-based heritage language programs. Study two presents efforts building bilingual pre-service teachers’ Spanish written proficiency. Study three focuses on intergenerational literacy between Latino teenagers and their parents.

1. Maintaining Our Languages: Teachers’ Literacy Practices in Community Heritage Language Programs
   Veronica E. Valdez, The University of Utah

2. “My Written Spanish is Good But Not Great...” Using Mini-Lessons to Improve the Spanish Written Proficiency of Pre-Service Bilingual Teachers
   Kimberley Cuero, The University of Texas at San Antonio

3. Intergenerational Reading: Latino Parents and Their Teenage Children Constructing Knowledge through Dialogue and Language Negotiation
   Clarena Larrotta, Texas State University - San Marcos

8:40AM - 10:10AM ALTERNATIVE FORMAT

Film School: Technology as Provocation for Oral Reading Fluency
Chair: Danielle V. Dennis, University of South Florida

In this session, researchers share two classroom-based case studies exploring the use of digital movie-making technology as a provocation for the development of oral reading fluency. In what ways do specific digital movie-making tools lend themselves to the development of oral reading fluency strategies and skills? How is the oral reading work embedded in these projects influenced by students’ experiences with and expectations for the sound of language in television and film?

1. “Take Three!”: Photo Story Fluency
   Carrie Blosser Scheckelhoff, Otterbein University
   Susan Constable, Otterbein University

2. Fairy Tale Films: Using Stop Motion Animation to Build Visual and Oral Fluency
   Jennifer Jasinski Schneider, University of South Florida Tampa
   Diedre Allen, University of South Florida Tampa

8:40AM - 10:10AM ALTERNATIVE FORMAT

Meaningful and Significant Texts for Adolescents in Middle and High School: Mediating Tensions between Students’ Needs and Gatekeeping Texts
Chair: Gwynne Ash, Texas State University - San Marcos

In this alternative format session, we will discuss and debate the merits of different types of texts for literary and literacy instruction in the secondary (middle and high school) classroom. We see this discussion as a way to mediate varied viewpoints and work toward a more effective solution for both text selection and literacy instruction. How do we mediate these tensions, through text selection and instruction, is crucial to guide students in becoming critical text users and analysts.

1. Meaningful and Significant to Whom?
   Gwynne 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
   Jodi Holschuh, Texas State University - San Marcos

2. State of the States
   Jessica Ford, University of Wyoming

34 Celebrating 60 Years of Literacy Research
60th Annual Meeting • December 1 - December 4, 2010 • Fort Worth, TX
Thursday

8:40AM - 10:10AM  TEXAS I
SYMPOSIUM SESSION
Chair & Discussant: Nancy Rankie Shelton, University of Maryland, Baltimore County
This symposium shares findings from a year-long study at an urban school. Findings illuminate the disconnect between federally mandated literacy initiatives and 21st century literacy standards (NCTE, 208) that schools face. Classroom observation and interview data reveal complexities related to power, agency, and control with regard to literacy instruction and assessment. The data from this school illuminates a larger issue related to fostering the development of 21st century competencies equitably.
1. 21st Century Literacy Curriculum and Assessment in an Era of Federal Mandates
   Bess Altwerger, Towson University
2. Power, Agency, and Control across the 21st Century Literacy Continuum
   Jessica V. Palladino, Towson University
3. Issues of Power, Agency, and Control in Urban Literacy Classrooms
   Janese Daniels, Towson University
   Cheryl North-Coleman, University of Maryland, Baltimore County

8:40AM - 10:10AM  TEXAS J
SYMPOSIUM SESSION
Writing in Early Childhood: Social, Embodied, and Multimodal Aspects of Composing
Chair: Deborah Wells Rowe, Vanderbilt University
Discussant: Maria Ghiso, Teachers College, Columbia University
This symposium explores how young children strategically appropriate social, linguistic, visual, material, and embodied resources to compose multimodal texts. Paper 1 analyzes 2-year-olds’ construction of written genres through social, bodily and material interactions with adults and siblings. Paper 2 analyzes how preschoolers use multimodal and embodied strategies to respond to adult invitations to write. Paper 3 explores how kindergarteners strategically used design to enact popular media themes in multimodal texts.
1. The Early Construction of Genres
   Lesley Lancaster, Manchester Metropolitan University
2. The Social Negotiation of Invitations to Write in Preschool
   Deborah Wells Rowe, Vanderbilt University
3. Light Sabers and Electric Eels: Mediation, Modes, and Discourses in Kindergarten Design Activity
   Karen Wohlwend, Indiana University

9:30AM - 10:10AM  SUNDANCE 1
ROUNDTABLE
I. A Case Study of a Teacher’s Developing Pedagogical Understandings of Metacognition
   Nance S. Wilson, University of Central Florida
   Tammy Stafford, University of Central Florida
II. Exploration of Cultural Authenticity in International Children’s Literature
   Mi-Kyoung Chang, University of Arizona
III. Unintended Connections and Unanticipated Thinking: Forging Socially Constructed Identities as Readers and Writers during Teacher Read-Alouds in an Eighth-Grade Classroom
   Lettie K. Albright, Texas Woman’s University
   Cheryl Tallaferrao, University of North Texas
   Margaret Compton, Texas Woman’s University
IV. Considering Different Models of Course/Practicum Experiences on Pre-Service Teacher Learning
   Sally F. Heincke, University of Alabama
   Charlotte Mundy, University of Alabama
   Carol A. Donovan, University of Alabama
   Lee Freeman, University of Alabama
V. The “Other” Immigrant: Unaccompanied Children and Their Need for Access to Literacy—A Critical Review of Literature
   Alexis Cullerton, University of Illinois at Chicago
VI. Incidental Learning through Moving Picture Books
   Maria Cahill, Texas Woman’s University
   Anne McGill-Franzen, University of Tennessee
   Jennifer Lubke, University of Tennessee

10:15AM-11:45AM  TEXAS E & F
OSCAR S. CAUSEY ADDRESS
Chair: Robert T. Jiménez, Vanderbilt University
I. Oscar S. Causey Award Introduction
   Deborah R. Dillon, University of Minnesota
II. Oscar S. Causey Award Presentation for the 2010 Awardee
   Barbara M. Taylor, University of Minnesota
III. Introduction of Speaker
   Kathryn H. Au, SchoolRise, LLC
IV. 2010 Oscar S. Causey Address—The Power of Collaborative Teaching with Integrity
   Barbara M. Taylor, University of Minnesota
Thursday

1:20PM - 2:50PM FORT WORTH 1
PAPER SESSION

**Theorizing Literacy Teacher Education: Policy, Relationships, and Social Class**

**Chair:** Janet D. Johnson, Rhode Island College  
**Discussant:** Kristin Gehsmann, Saint Michael's College

1. **Teachers' Transactions with Policy: Reconceptualizing the Discourse of Policy**  
   Trevor T. Stewart, Appalachian State University

2. **"Coauthoring a Chapter in an Anthology having 30 Editors": The Relational Dimensions of Learning to Teach**  
   Rob Simons, University of Toronto

3. **Class-Sensitive Literacy Pedagogies: Theorizing the Precarious**  
   Mark D. Vagle, The University of Georgia  
   Stephanie Jones, The University of Georgia

1:20PM - 2:50PM FORT WORTH 2
SYMPOSIUM SESSION

**Exploring the Past from a New Perspective: Using a Multigenre Approach for Historical Research about Pioneers in the Reading Field**

**Chair:** Virginia Hall, University of Pittsburgh  
**Discussant:** Douglas K. Hartman, Michigan State University

Many doctoral programs include a course that focuses on the historical development of reading research. In this symposium, we present a unique assignment designed to engage students in historical research about reading pioneers and to report the results in a multigenre project. Topics cover the legacies of prominent figures including William S. Gray, Samuel T. Orton, and Arthur I. Gates. Experiences with the multigenre project provide evidence that such projects create a context for deep learning and engagement.

1. **William S. Gray**  
   Virginia Hall, University of Pittsburgh

2. **Samuel T. Orton**  
   Michelle Rimby, University of Pittsburgh

3. **Arthur I. Gates**  
   Elissa Shoaf, University of Pittsburgh

1:20PM - 2:50PM FORT WORTH 3
PAPER SESSION

**Development of Literacy Teacher Beliefs in Practice Over Time**

**Chair:** Rhonda Goolsby, Texas A&M University  
**Discussant:** Lane Roy Gauthier, University of Mississippi

1. **The Importance of Practice: Impacting Pre-Service Teachers’ Beliefs about the Teaching of Writing through a Practice-Based Approach**  
   Stephanie S. Kane-Mainier, University of Pittsburgh  
   Susanna L. Benko, University of Pittsburgh

2. **The Transition to Teaching Reading: Knowledge, Beliefs, and Identities of Novice Teachers of Reading**  
   Catherine M. Kelly, St. Catherine University

1:20PM - 2:50PM FORT WORTH 6
PAPER SESSION

**Case Studies of Professional Development: Perspectives and Impacts**

**Chair:** Ruth L. Rohlwing, Saint Xavier University  
**Discussant:** Judy A. Abbott, Stephen F. Austin State University

1. **Relationships of Power and Resistance in Three Literacy Coaching Programs**  
   Kristen A. Ferguson, Nipissing University

2. **Helping First Grade Teachers Focus on Reading Comprehension: A Case Study of a Professional Development Initiative**  
   Linda Griffin, Rutgers University

3. **Teachers’ Perceptions of an Alternative Form of Professional Development**  
   Kimberly Anderson, University at Albany, State University of New York

1:20PM - 2:50PM FORT WORTH 7
PAPER SESSION

**Cognition and Self-Efficacy in Reading and Writing**

**Chair:** Jen Scott Curwood, University of Wisconsin Madison  
**Discussant:** Amy Vetter, University of North Carolina at Greensboro

1. **Distributed Cognition: A Promising Framework for Critical Research in English Education**  
   Mary Louise Gomez, University of Wisconsin Madison  
   Melissa B. Schieble, Hunter College, City University of New York  
   Jen Scott Curwood, University of Wisconsin Madison

2. **A New Measure of Writing Self-Efficacy**  
   Roger Bruning, University of Nebraska, Lincoln  
   Michael Dempsey, University of Nebraska, Lincoln  
   Douglas Kauffman, University of Nebraska, Lincoln  
   Sharon Zumbrunn, University of Nebraska, Lincoln

3. **What Students Think They Do and What They Actually Do When They Read**  
   Monica S. Yoo, University of California, Berkeley

1:20PM - 2:50PM FORT WORTH 8
SYMPOSIUM SESSION

**Cultivating New Teachers for Diverse Classrooms**

**Chair:** Mariana Souto-Manning, Teachers College, Columbia University  
**Discussant:** Rachelle D. Washington, Clemson University

In this symposium, three teacher educators of color present ways to prepare early childhood to secondary literacy educators from a diversities perspective (Genishi & Goodwin, 208). We share ways in which literacy teacher education programs can prepare teachers to embrace diverse classrooms as they take up critical perspectives with literature to promote alternative reading positions and practices for analyzing texts.
1. **The Critical Role of Realistic Fiction Books in Preparing Teachers for Diverse Classrooms**  
Mariana Souto-Manning, Teachers College, Columbia University

2. **“Who Else Will Address These Issues If We Don’t?” Pre-Service Teachers Learn to Develop Critical Perspectives in Literacy Education**  
Detra Price-Dennis, The University of Texas at Austin

3. **“You Hafta PUSH”: Using Urban Fiction to Move English Education Pre-Service Teachers Beyond Critical Pedagogy as Method but Toward Action**  
Marcelle Haddix, Syracuse University

### SYMPOSIUM SESSION

**Research on the Work of Literacy Coaches and Changes in Teacher Practice**

Chair: Nancy L. Shanklin, University of Colorado at Denver  
Discussant: Deborah R. Dillon, University of Minnesota

This set of papers explores research on the nature of coaches’ work and whether they are able to make differences in teachers’ practices. As such, these papers add to the development of a model(s) of effective coaching. The papers also demonstrate for researchers, policymakers, and state or school district personnel the range of methodologies being used to explore the work of coaches: statistical analyses, mixed-method designs, and qualitative methods to analyze coaching in school reform.

1. **The Relationships between Coaching and Instruction in the Primary Grades: Evidence from High-Poverty Schools**  
Sharon Walpole, University of Delaware  
Michael C. McKenna, University of Virginia

2. **Performance-Based Assessment of Literacy Coaching: Development and Pilot Results**  
Gina Biancarosa, University of Oregon  
Anthony S. Bryk, Carnegie Foundation for the Advancement of Teaching  
Sharon Greenberg, Education Consultant  
Ken Cor, Stanford University  
Edward Haertel, Stanford University  
Irene Fountas, Lesley University  
GaySu Pinnell, The Ohio State University  
Patricia Scharer, The Ohio State University  
Emily Dexter, Lesley University

3. **Discussion-Based Protocols and Literacy Coaching: Exploring Methods for Balancing Responsive and Directive Coaching Work**  
Jacy Ippolito, Salem State College

### SYMPOSIUM SESSION

**Critical Reflection: Beyond the 4 Fs (Food, Fun, Fiesta, and Fashion)**

Chair: Mary A. Petron, Sam Houston State University  
Discussant: Debra Price, Sam Houston State University

This symposium proposes four presentations addressing pre-service teachers’ perceptions on diversity in their teacher preparation programs. Each of the four presentations represents a different stage in the teacher preparation program at one Southwestern University: an introductory multicultural education course, the field-based literacy methods, the field-based content methods, and student teaching.

1. **Pre-Service Teachers’ Reflections on Cultural Diversity**  
Ivy Haoyin Hsieh, Sam Houston State University  
Helen Berg, Sam Houston State University

2. **Using Diversity as a Lens for Reflection with Literacy Pre-Service Teachers**  
Debra Price, Sam Houston State University  
Donna Cox, Sam Houston State University  
Mary Robbins, Sam Houston State University

3. **Multietnic Books: Catalyst for Reflection**  
Joyce McCauley, Sam Houston State University  
Joan Williams, Sam Houston State University

4. **TWS: Capstone Reflection**  
Melinda Miller, Sam Houston State University  
Nancy Votteler, Sam Houston State University
1. **Presuming Competence in Inclusive Literacy Pedagogy: Theorizing Connections between Multiple Literacies and Disability Studies Perspectives**
   - Kelly Chandler-Olcott, Syracuse University
   - Chris Kliwer, University of Northern Iowa
   - Amy Petersen, University of Northern Iowa

2. **RTI and Students with Disabilities: A Research Synthesis and Qualitative Exploration**
   - Nancy Frey, San Diego State University
   - Richard Allington, University of Tennessee at Knoxville
   - Douglas Fisher, San Diego State University

3. **Literacy Development for Students with Significant Developmental Disabilities: A Comprehensive Conceptual Model**
   - Chris Kliwer, University of Northern Iowa
   - Amy Petersen, University of Northern Iowa
   - Amy Staples, University of Northern Iowa
   - Evette Edmister, University of Northern Iowa
   - Jennifer Garrett, University of Northern Iowa

**Assessment of Vocabulary and Word Recognition**

**Chair:** Jennifer Jones, Radford University

**Discussant:** Peter Dewitz, Educational Consultant

1. **Investigating the Reliability and Validity of the Core Phonics Survey**
   - D. Ray Reutzel, Utah State University
   - Parker C. Fawson, Utah State University
   - Lori Brandt, Utah Valley University

2. **Adequacy of Standardized Vocabulary Measures with Diverse Preschool Populations: A Review of the Literature**
   - Barbara J. Peterson, University of South Florida Tampa

3. **Vocabulary Assessment in Early Childhood: How Does Format Impact Children’s Expressions of Word Meaning Knowledge?**
   - Tanya Christ, Oakland University
   - Ashelin Currie, Oakland University
   - James Cipielewski, Oakland University

**21st Century Literacy Tools in the Bilingual Classroom**

**Chair:** Linda Prieto, Midwestern State University

**Discussant:** Enid M. Rosario Ramos, University of Michigan

Two approaches for developing visual literacy skills (Heinrich et al., 1999) involves learners reading or decoding visuals. Decoding requires interpreting and creating meaning from visual stimuli such as are provided in children’s illustrated books. Another approach is to help learners write or encode visuals as a tool for communication such as in illustrating of self- or class-authored texts. Presenters show how bilingual (Spanish/English) learners appropriated the authoring craft to create their own authored/illustrated texts.

1. **Traveling on the Biliteracy Highway: Educators Paving a Road Toward Conocimiento**
   - Maria E. Franquiz, The University of Texas at Austin

2. **Nepantla: Writing and Visually Representing in the Space Between Ideas**
   - Toni Avila, The University of Texas at Austin

3. **Powerful Literature and Powerful Connections**
   - Angie Zapata, The University of Texas at Austin

4. **A Blog Encounter: Students Authoring Digital Posters**
   - Linda Pachicano, Taylor Independent School District

5. **21st Century Literacy Tools in the Bilingual Classroom**
   - Enid M. Rosario Ramos, University of Michigan

**What are the Benefits of a Multi-Faceted Professional Development Program?**

**Chair:** Lesley M. Morrow, Rutgers University

**Discussant:** Rita Bean, University of Pittsburgh

This symposium will begin with a description of the professional development plan. This plan was a multi-faceted professional development initiative to enhance guided reading instruction and center activities. The program includes weekly study groups, peer observations, workshops, individual coaching sessions, and a University literacy course taught on site for those who chose to take it. The setting is a low-SES northeast community with 75% African-American and 25% Hispanic children. The project was initiated by one of the principals in this elementary school and designed with the administration, reading coaches, teachers, three professors, and one Ph.D. student. Qualitative data were collected and will be discussed in the session.

1. **Literacy Study Groups and Upper Elementary Classroom Practice**
   - Jeanine M. Beatty, Rutgers University

2. **What Benefits Exist from Primary Teachers Observing and Discussing Their Guided Reading and Center Practices**
   - Lesley M. Morrow, Rutgers University
   - Jennifer DeNero, Rutgers University

3. **Creating Connections: The Power of Reflective Conversations**
   - Heather Casey, Rider University

4. **Literacy Coaching as a Vehicle for Professional Development Integration**
   - Diane Tracey, Kean University
Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Bridge Theory to Practice

Chair: Deborah G. Litt, Trinity University
Discussant: Victoria J. Risko, Vanderbilt University

During three rounds of concurrent small group sessions, members of the Teacher Education Research Study Group will describe an assignment, activity, or structure they have found to be particularly effective in developing strong literacy teachers. They will also share the findings of their research on the practice.

Presenters:
- Kathy Ganske, Vanderbilt University
- Leigh A. Hall, University of North Carolina at Chapel Hill
- Julie Kidd, George Mason University
- Karen J. Kindle, University of Missouri - Kansas City
- Diane Lapp, San Diego State University
- Lotta Larson, Kansas State University
- Deborah G. Litt, Trinity University
- Susan Martin, Boise State University
- Leah McKeeman, Kansas State University
- Nancy Place, University of Washington Bothell
- Victoria J. Risko, Vanderbilt University
- Cynthia M. Schmidt, University of Missouri - Kansas City
- Antony Smith, University of Washington Bothell
- Karen Smith, University of Manitoba
- Patience Sowa, Zayed University
- Carolyn Ann Walker, Ball State University
- Linda Wold, Loyola University Chicago
- Thomas Devere Wolsey, Walden University

Transfer and Transformation: What Reading Clinic/Literacy Lab Graduates’ Current Practices and Contexts Mean for Clinic/Lab Instruction

Chair: Theresa A. Deeney, University of Rhode Island

This alternative session first engages participants in discussions focused on: (1) understanding the range of ways reading clinic/literacy lab graduates transfer clinic/lab instructional practices and transform their school contexts, and (2) characteristics and elements of clinical preparation that support transfer and transformation. Following these discussions, in small work groups, participants will examine disjunctures graduates face between clinics/labs and their educational contexts to design clinical experiences/practices that assist graduates in developing transferring and transformative practices.

1. Transfer and Transformation
   Theresa A. Deeney, University of Rhode Island
   Cheryl L. Dozier, University at Albany, State University of New York
   B. P. Laster, Towson University

2. Clinic/Lab Tools that Promote Transfer and Transformation
   Mary DeKonty Applegate, Saint Joseph’s University
   Lee Dubert, Boise State University
   Dolores Gaunt-Porter, Vanguard University
   Debra Gurvitz, National-Louis University
   Stephanie McAndrews, Southern Illinois University Edwardsville
   Stephan Sargent, Northeastern State University

3. Preparing Lab/Clinic Graduates to Work through Disjunctures
   Jeanne Cobb, Coastal Carolina University
   Meagan Eeg, Northeastern State University
   Tammy Milby, Virginia Commonwealth University
   Tammy Ryan, Jacksonville University
   Aimee L. Morewood, West Virginia University
   Mary Swanson, Northeastern State University

Librarians and Stories

Chair: Amanda Haertling Thein, University of Pittsburgh
Discussant: JoAnne Vazzano, Northern Illinois University

1. The Portrayal of Deaf Characters in Children’s Picture Books
   Debbie Golos, Utah State University
   Annie M. Moses, John Carroll University

2. Analysis of Award-Winning Multicultural Literature through the Lens of Multicultural Education
   Bogum Yoon, Binghamton University, State University of New York
   Claudia Haag, Texas Woman’s University
   Anne Simpson, Texas Woman's University
   Sabrina Izbrand, Texas Woman’s University

3. Concierges, Sherpas, and Cruise Directors: The Unrecognized, Underused Role(s) of School Librarians in Literacy Learning
   Nancy F. Knapp, The University of Georgia
   Mary Ann Fitzgerald, The University of Georgia

Perspectives on Professional Development in Adult Literacy

Chair: Bill Muth, Virginia Commonwealth University

We investigate the preparedness of adult literacy practitioners from multiple perspectives, including literacy learners, program administrators at State and local levels, and the practitioners themselves. Complex technical, pedagogical, cultural, and ethical issues are examined in four contexts—refugee programs, on-line delivery systems, LGBT learners, and pre-service credentialing. After researchers present, leaders from local literacy councils and others in the audience will engage in a practitioner-researcher dialogue.

1. Literacy and ESL Programs for Adult Refugees: How Prepared Are Tutors and Instructors?
   Kristen H. Perry, University of Kentucky
   Susan J. Hart, University of Kentucky
2. Preparing for the GED Online: Lessons Learned from Experienced Teachers and Adult Learners  
Larry Mikulecky, Indiana University – Bloomington  
Donita Massengill Shaw, The University of Kansas

3. LGBT Students in Adult Literacy: Practitioner and Student Perceptions and Implications for Professional Development  
Daphne Greenberg, Georgia State University  
Krista Hilton, Georgia State University

4. The (Mis)alignment of Credentialing Standards, Position Requirements, and Professional Development in Adult Literacy  
Bill Muth, Virginia Commonwealth University  
Adam Nathanson, Virginia Commonwealth University  
Sarah Lane, Virginia Commonwealth University

1:20PM - 2:50PM  TEXAS I
ALTERNATIVE FORMAT

Response to Intervention: Collaborative Efforts among Multiple Stakeholders  
Chair: Valerie Robnolt, Virginia Commonwealth University

Response to Intervention (RTI) is a problem-solving framework used to assess, identify, instruct, and monitor students’ progress in an effort to address students’ needs based upon data-driven decision making. Key to successful implementation of RTI is collaboration among various stakeholders in the change process. Stakeholders often include state-level Department of Education staff, college faculty, and district- and school-level personnel. This alternative format session examines the RTI process through the various stakeholders involved with RTI change processes.

1. Case Studies of Department of Education Stakeholders  
Valerie Robnolt, Virginia Commonwealth University  
Jennifer Jones, Radford University  
Latisha Hayes, University of Virginia

2. Bridging Theory into Practice: College Faculty Collaboration  
Jodi Welsch, Frostburg State University  
Sharon Green, Fairleigh Dickinson University  
Kevin Flanigan, West Chester University of Pennsylvania  
Sue Leathy, University of Richmond

3. RTI in the Primary Grades: Consequences of RTI in an Urban Setting  
Katherine Stahl, New York University  
Annette Keane, New York University

4. RTI in the Intermediate Grades: Teaching for Achievement in Two Urban Schools  
Heidi A. Mesmer, Virginia Polytechnic Institute and State University  
Jennifer Jones, Radford University  
Eric Mesmer, Radford University  
Lynn Jacomen, Roanoke City Public Schools  
Lauren Elizabeth Catherwood, Virginia Polytechnic Institute and State University  
Jennifer Dean, Roanoke City Public Schools  
Joseph Salmon, Roanoke City Public Schools  
Ashleigh Fisher, Roanoke City Public Schools  
Lorna Myers, Roanoke City Public Schools

1:20PM - 2:50PM  TEXAS J
PAPER SESSION

Writing Experiences for Adolescent ELLs

Chair: Lori C. Assaf, Texas State University – San Marcos  
Discussant: Mary A. Avalos, University of Miami

1. Mediated Writing Instruction for Adolescent English Learners: Examining Three Secondary Teachers  
Lori C. Assaf, Texas State University – San Marcos  
Gwynne Ash, Texas State University – San Marcos

2. Unsung Voices: Adolescent Korean ESL Students’ Experiences with Academic Writing and Identity (Re)construction  
Cheonghwa Cheong, University at Albany, State University of New York

Faryl Kander, Arizona State University

2:10PM - 2:50PM  SUNDANCE 1
ROUNDTABLE

1. Negotiating the Art of Collaboration in a Summer Reading Practicum  
Keli A. Garas-York, Buffalo State College, State University of New York  
Myrtle I. Welch, Buffalo State College, State University of New York

II. Exploring the Role of the Teacher in Scaffolding Striving Readers’ Participation and Discourse in Discussions about Text  
Kristin Bourdage Reninger, Otterbein University  
Debbie Delozier, Southwestern City Schools  
Ian A.G. Wilkinson, The Ohio State University

III. Teachers as First Responders in Selecting Literature for Classroom Use: Rosenblatt Invites Understandings into Literature Selections for Contemporary Classrooms  
Janelle Mathis, University of North Texas  
Andrea Bailey, University of North Texas  
Lois Knezek, University of North Texas  
Tami Morton, University of North Texas  
April Sanders, University of North Texas  
Ragina Schearer, University of North Texas  
Mandy Stewart, University of North Texas

IV. Literacy Experiences in the Homes of Students Diagnosed with Mild Intellectual Disabilities and Their Relation to Reading Comprehension Outcomes  
Endia J. Lindo, University of North Texas

V. The Implementation of a Literacy Coach: One Teacher’s Obstacles and Successes with Moving into the Role of a Coach  
Aimee Gallagher, University of Nevada, Reno  
Julie Pennington, University of Nevada, Reno

VI. Digital Natives?: Interviews with Primary Grade Students  
Jennifer G. Lisy, University of Illinois at Chicago
**Thursday**

### FORT WORTH 1

**ALTERNATIVE FORMAT**

**Teachers’ Voices in the Use of Literacy Practices in Secondary Schools**

**Chair:** Sharon M. Pitcher, Towson University

IRA (1999), NRC (Alvermann, 2001) and NCTE (2007) defined what type of instruction adolescents need. Researchers suggest that instead of these practices, many teachers are being forced to use mandated curriculum, which disengages students. Other recommendations include involving parents, use of reading coaches, and content area literacy instruction. The presenters will share the results from a survey to find out from teachers in five diverse sites the progress of these recommendations.

1. **Pilot Study Overview**
   - Elizabeth Dicembre, Towson University

2. **What Was Learned from the Pilot Study**
   - Gilda Martinez, Towson University

3. **Revision of the Survey**
   - Victoria R. Gillis, Clemson University
   - Carol J. Delaney, Texas State University - San Marcos

4. **Data from Multiple Sites**
   - Sharon M. Pitcher, Towson University
   - Victoria R. Gillis, Clemson University
   - Carol J. Delaney, Texas State University - San Marcos
   - Nancy T. Walker, University of La Verne
   - Krishna Seunarinesingh, University of West Indies

5. **Conclusions and Invitation for Involvement**
   - Victoria R. Gillis, Clemson University

### FORT WORTH 2

**PAPER SESSION**

**Innovative Teacher Education Practices Using Digital Environments and Literature**

**Chair:** Michael L. Manderino, University of Illinois at Chicago

**Discussant:** Audra K. Roach, The University of Texas at Austin

1. **Digital Storytelling as Reflective Practice in Teacher Education:** Examining the Double Bind that Occurs for Pre-Service Teachers in Literacy Methods Courses
   - Lori A. Norton-Meier, University of Louisville
   - Corey Drake, Iowa State University

2. **Building Pre-Service Teachers’ Awareness and Understanding of Diversity through Adolescent Literature**
   - Deborah J. Augsburger, Lewis University
   - Dorene Huvaere, Lewis University
   - Christopher Palmi, Lewis University
   - Jackie White, Lewis University
   - Jennifer Woods, Lewis University

3. **Becoming Critical: Investigating Critical Talk between Pre-Service English Teachers and Middle School Students in Online Literature Discussions**
   - Joellen Maples, St. John Fisher College
   - Susan L. Groenke, University of Tennessee at Knoxville

### FORT WORTH 3

**PAPER SESSION**

**Instruction and Intervention: Influences on Reading Development**

**Chair:** Beth Maloch, The University of Texas at Austin

**Discussant:** Amy Feiker Hollenbeck, DePaul University

1. **The Influence of Kindergarten and First-Grade Literacy Instruction on the Third- and Fifth-Grade Students’ Reading Achievement: Findings from the Early Childhood Longitudinal Study—Kindergarten Class, 1998-1999**
   - Sophia S. Y. Huang, University of San Francisco

2. **A Comparison of Skills vs. Strategies Instruction in First Grade**
   - Sharon Walpole, University of Delaware
   - Michael C. McKenna, University of Virginia
   - Zoi A. Philippakos, University of Delaware
   - David L. Coker, University of Delaware

3. **The Role of Teaching Assistants in Supporting At-Risk Readers: A UK Perspective**
   - Gill E. Johnson, University of Nottingham
   - Colin Harrison, University of Nottingham

### FORT WORTH 6

**PAPER SESSION**

**The Social and Cultural Contexts of Education**

**Chair:** Sara Ann Beach, The University of Oklahoma

**Discussant:** Jane Hansen, University of Virginia

1. **Towards a Theory of Opportunity for Engaged Literacy Learning**
   - Sara Ann Beach, The University of Oklahoma
   - Angela Ward, University of Saskatchewan
   - Julie Collins, University of Central Oklahoma
   - Allison Geary, The University of Oklahoma

2. **Wyoming’s Instructional Facilitator Program: Roles and Responsibilities of Secondary-Level Literacy Coaches**
   - Leslie S. Rush, University of Wyoming
   - Jessica Ford, University of Wyoming

3. **Addressing Academic, Social, and Affective Growth through Literacy Instruction**
   - Jo Worthy, The University of Texas at Austin
   - Anna Consalvo, The University of Texas at Austin
3:00PM - 4:30PM  FORT WORTH 7  
PAPER SESSION  

Literacy Instruction at the Secondary Level  
Chair: Francine C. Falk-Ross, Pace University  
Discussant: Melody Zoch, The University of Texas at Austin  
1. Problems with Fidelity: Translating REaD 180 into a Rural School Setting  
   Devon Brenner, Mississippi State University  
2. Stop, Drop, and Read: Comparing Scaffolded Silent Reading with Traditional SSR  
   Chandra West, Auburn University  
   Bruce Murray, Auburn University  
3. Pre-Service Teachers' Consideration of the Usefulness of Media Projects for Students' Literacy Development  
   Francine C. Falk-Ross, Pace University  
   Christine Clayton, Pace University  
   David Babicz, Pace University  

3:00PM - 4:30PM  FORT WORTH 8  
PAPER SESSION  

Environmental Influences on Early Literacy Learning  
Chair: Diane C. Nielsen, The University of Kansas  
Discussant: Joyce Jennings, Northeastern Illinois University  
1. Quality of the Preschool Literacy Environment and Children’s Literacy Development: Moderating Role of Child Characteristics  
   Ying Guo, The Ohio State University  
   Laura M. Justice, The Ohio State University  
   Joan Kaderavek, The University of Toledo  
2. Examining the Effects of Summer Break on the Early Literacy Skills of Preschoolers from Low SES  
   Andrea Molzhan, Virginia Commonwealth University  
   Maria Kuznetsova, Virginia Commonwealth University  
   Christopher Chin, Virginia Commonwealth University  
   Yaoying Xu, Virginia Commonwealth University  
3. Relationships between Preschoolers’ Interest, Background Knowledge, and Listening Comprehension in a Digital Storybook Environment  
   Kathleen A. Paciga, University of Illinois at Chicago  

3:00PM - 4:30PM  STOCKYARDS 1  
SYMPOSIUM SESSION  

Coaching, Teaching and Learning: Outcomes and Next Steps for Research on the Professional Development of Reading Teachers  
Chair: Misty Sailors, The University of Texas at San Antonio  
Discussant: William H. Teale, University of Illinois at Chicago  

Literacy coaching has been described as “hot” in recent international reports. However, until recently there has been little empirical evidence that demonstrated the relationship between coaching and the improvement in classroom practices of reading teachers. Additionally, there also has been a void in the literature that ties coaching to student reading achievement, especially reading achievement. In this symposium, three studies will be presented that make direct connections between coaching, teaching, and student reading achievement.

1. Coaches and Coaching in Reading First Schools: A Reality Check  
   Rita Bean, University of Pittsburgh  
   Jason A. Draper, University of Pittsburgh  
   Virginia Hall, University of Pittsburgh  
   Jill Vanderomolen, University of Pittsburgh  
   Naomi Zigmond, University of Pittsburgh  
2. Investigating the Effectiveness of a Comprehensive Literacy-Coaching Program in Schools with High Teacher Mobility  
   Lindsay Clare Matsumura, University of Pittsburgh  
   Susan B. Neuman, University of Michigan

3:00PM - 3:40PM  SUNDANCE 1  
ROUNDTABLE  

I. “A Different and Peaceful Way of Expressing Yourself through Something Educational”: Writing in the Middle Grades  
   Heather R. Schugar, West Chester University of Pennsylvania  
   Diane Santori, West Chester University of Pennsylvania  
II. A Center-Based Instructional Framework for Ninth Grade English Language Learners: A Formative Design in Progress  
   Athene C. Bell, George Mason University  
   Kristien Zenkov, George Mason University  
   Marriam Ewaida, Manassas City Schools  
   Megan Fell, Prince William County Schools  
III. Families Talking Over Literature with Preschoolers: A Close Examination of Parents'/Primary Caregivers' Talk during Read-Alouds in a Head Start Program in the Rural Southwest  
   Sharon F. O’Neal, Texas State University – San Marcos  
   Nancy L. Roser, The University of Texas at Austin  
   Abby Brady, The University of Texas at Austin  
   Angie Zapata, The University of Texas at Austin  
   Katie E. Peterson, The University of Texas at Austin  
   Kwangok Song, The University of Texas at Austin  
IV. Collaborative Teacher Talk: The Nature of Productive Meaning-Making and Decision-Making  
   Jacquelynn S. Popp, University of Illinois at Chicago  
V. Whose Knowledge Matters? White Teachers Teaching White Literacy to Children of Color  
   Mary C. Matern, Indiana University-Purdue University Indianapolis  
   Kelly Royster, Indiana University-Purdue University Indianapolis
Development of a Multi-Faceted, Comprehensive, Vocabulary Instructional Program for the Upper-Elementary Grades

Chair: James F. Baumann, University of Missouri - Columbia
Discussant: Michael F. Graves, University of Minnesota

This symposium presents findings from the first year of a large federal grant that explores the feasibility of implementing a multi-component vocabulary instruction program in Grade 4 and 5 classrooms of native-speaking and English-learning students. The papers address: (a) the process of engaging in long-term, intensive, site-based teacher professional development; (b) initial findings from observations of and interviews with the participating children and their teachers; and (c) the challenges of evaluating students’ word knowledge and growth.

1. Teacher Professional Development in a Long-Term Vocabulary Intervention
   Camille L. Z. Blachowicz, National-Louis University
   Ann Bates, National-Louis University
   Char Cieply, National-Louis University

2. Teaching Vocabulary to Fourth- and Fifth-Grade English Learners and Native Speakers: Qualitative Findings
   Patrick C. Manyak, University of Wyoming
   Heather Peterson, University of Wyoming
   Beau Bienvenu, University of Wyoming
   James F. Baumann, University of Missouri - Columbia

3. Evaluating the Vocabulary Growth and Word-Strategy Knowledge of Upper-Elementary-Grade Students
   James F. Baumann, University of Missouri - Columbia
   Camille L. Z. Blachowicz, National-Louis University
   Stephen Olejnik, The University of Georgia

Comprehension Challenges, Negotiations, and Meanings among Culturally and Linguistically Diverse Students

Chair: Marla H. Mallette, Southern Illinois University
Discussant: Amma Akrofi, Texas Tech University

1. Reading Comprehension Challenges of Intermediate-Level English Language Learners
   Sheila Valencia, University of Washington
   Audrey Lucero, University of Washington
   Leonard Alvarez, University of Washington

2. Negotiating Meaning about Text with Culturally and Linguistically Diverse Students
   Keith S. Wheeler, Southern Illinois University
   Marla H. Mallette, Southern Illinois University

3. Reading Comprehension Outcomes in Dual Language Programs: A Review of Current Research
   Susana E. Franco-Fuenmayor, Texas A&M University
   Yolanda N. Padron, Texas A&M University

Dialogical Book Engagements, Social Imagination, and Intellectual, Social and Moral Agency

Chair & Discussant: Peter Johnston, University at Albany, State University of New York

This symposium explores linkages among literacy instruction and children’s intellectual, social and moral development. It views reading as a relational, dialogic activity of the self and teaching reading as inherently about the development of the human being. It assumes that language events, like reading, and the conversations in which they are embedded, become the raw materials for self-construction including the capacity for social imagination. It explores the nature, process, conditions, and consequences of this construction.

1. Invitations to Become: Fiction Reading and Social Imagination
   Judith T. Lysaker, Butler University

2. Reading Engagement, Achievement, and Moral Development in Adolescence
   Gay Ivey, James Madison University
   Peter Johnston, University at Albany, State University of New York

3. Discursive Frames in Literacy Learning and Agentive Networks of Development
   Peter Johnston, University at Albany, State University of New York

Implementation Fidelity: What It is and How to Measure It

Chair: Terry Salinger, American Institutes for Research
Discussant: Danielle R. Carnahan, Learning Point Associates

This session addresses “fidelity of implementation” of reading interventions by drawing on qualitative data from a study that identified supports and obstacles to achieving this goal in the routine use of the one intervention in five districts and also on implementation data from two randomized control trials of other interventions. We will also discuss the tension between the quest of fidelity versus the practical realities of adapting a program to the needs of the students and teachers who experience it.

1. Descriptive Study of READ 180 Implementation
   Terry Salinger, American Institutes for Research

2. The Thinking Readers Software Intervention Study
   Kathryn Drummond, American Institutes for Research
   Teresa Duncan, American Institutes for Research

3. Collaborative Strategic Reading Intervention Study
   Monika Townsend, American Institutes for Research
   Anja Kurki, American Institutes for Research
   Joseph Dimino, Instructional Research Group
3:00PM - 4:30PM  TEXAS B

SYMPOSIUM SESSION

Analysis of Critical Engagement Mediated by Uses of Digital Media in an Urban High School Program

Chairs: Richard Beach, University of Minnesota
       Cynthia Lewis, University of Minnesota

Discussant: Gloria Jacobs, St. John Fisher College

This session revolves around the topic of student critical engagement through uses of digital media in an interdisciplinary, project-based English and Social Studies curriculum program in an urban high school. The first report examines critical engagement in students' media analysis and production. The second report analyzes students' uses of databases to critically examine issues in their urban neighborhoods while the third report examines students writing about and responses to issues facing urban neighborhoods.

1. Critical Engagement in a Media Analysis and Production Class: Critique, Audience, and Aesthetics
   Cynthia Lewis, University of Minnesota
   Lauren Causey, University of Minnesota

   Cassandra Scharber, University of Minnesota

3. Students' Critical Engagement in Writing about and Responding to Portrayals of Urban Neighborhoods
   Jessie Dockter, University of Minnesota
   Richard Beach, University of Minnesota

3:00PM - 4:30PM  TEXAS C

SYMPOSIUM SESSION

Enhancing Reading Comprehension Instruction: A Collaborative Project among Teacher Educators across Multiple Sites

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

This session focuses on collaboration of those participating in a Teacher Quality grant, funded by the IES. The purpose is to engage in an iterative design process to develop, investigate, and refine concrete resources that will support educators providing reading comprehension instruction to both pre-service and in-service teachers. Presenters will provide an overview of the project and findings related to changes in practices of the teacher educators and those related to pre-service and in-service teachers taking their courses.

1. An Iterative Design of Teacher Change
   Annemarie Palincsar, University of Michigan
   Linda Kucan, University of Pittsburgh
   Nancy DeFrance, Grand Valley State University
   Susanna Happgood, The University of Toledo

2. Implementing Text-Based Discussion Modules: Teacher Educator’s Reflections on Their Own Learning
   Susan I. McMahon, National-Louis University
   MariAnne George, University of Illinois at Chicago
   Janice Strop, Cardinal Stritch University
   Jennifer Berne, National-Louis University

3. Impact of Modules on Students’ Learning
   Theresa A. Deeney, University of Rhode Island
   Ellen L. Pesko, Appalachian State University

3:00PM - 4:30PM  TEXAS D

SYMPOSIUM SESSION

Supporting Discipline-Specific Literacies: (Re)imagining Content and Literacy Instruction

Chair: Marta Adair, Brigham Young University

Discussant: Thomas W. Bean, University of Nevada, Las Vegas

In this symposium, content-area educators describe the nature of the disciplines and how teachers can support content and literacy learning within those disciplines. These descriptions of instruction acknowledge an expanded notion of text and literacy that takes into account all the objects and activities central to learning, communicating, and participating within the disciplines. Moreover, these descriptions are consistent with the pedagogies valued by content-area educators.

1. (Re)imagining Texts, Literacies, and Content-Area Literacy Instruction
   Roni Jo Draper, Brigham Young University

2. (Re)imagining Literacies and Instruction in Mathematics Classrooms
   Daniel Siebert, Brigham Young University

3. (Re)imagining Literacies and Instruction in Music Classrooms
   Paul Broomhead, Brigham Young University

4. (Re)imagining Literacies and Instruction in History Classrooms
   Jeffery D. Nokes, Brigham Young University

3:00PM - 4:30PM  TEXAS G

ALTERNATIVE FORMAT

Talk about Racial Identities: Personal Narratives and Hope for the Future in Literacy Research

Chair & Discussant: Cynthia H. Brock, University of Nevada, Reno

The purpose of this session is to provide space to talk about race and to create possible hope and possibility working with racial Others. The audience will break into five groups to interact with the presenters about personal experiences with racism. The group will reconvene to hear about two research projects regarding successful ways of dealing with race in teacher education. Final discussion will help other educators apply the CRT and inter-racial understandings in their educational settings.

Presenters:
Donna King, Pennsylvania State University
Judson Laughter, University of Tennessee at Knoxville
Rohany Nayan, University of Wisconsin Madison
Toni Willimas, University of North Carolina at Greensboro
Marga Madhuri, University of La Verne
1. Family and School Influences in Pre-Conventional Readers’ Symbolic Development
   Mona W. Matthews, Georgia State University
   Caitlin McMunn Dooley, Georgia State University

2. Parents and Preschoolers Negotiating Social Contracts for Writing
   Carin Neitzel, Vanderbilt University

3. Teaching Young English Learners: Building on Cultural and Linguistic Strengths
   Mariana Souto-Manning, Teachers College, Columbia University

4. Fostering Word Consciousness through Metacognitive Awareness
   Tatiana F. Miller, University of California, Santa Cruz
   Judith A. Scott, University of California, Santa Cruz

5. Cognate Connections: Another Dimension of Word Consciousness
   Tatiana F. Miller, University of California, Santa Cruz
   Judith A. Scott, University of California, Santa Cruz

6. Vocabulary Growth in Fourth Grade Classrooms: A Quantitative Analysis
   Judith A. Scott, University of California, Santa Cruz
   Jack L. Vevea, University of California, Merced
   Susan Leigh Flinspach, University of California, Santa Cruz

7. Comparative Case Studies: Raising Word Consciousness in Classrooms
   Susan Leigh Flinspach, University of California, Santa Cruz
   Tatiana F. Miller, University of California, Santa Cruz
   Charlotte Zeamer, University of California, Santa Cruz
   Ondine Gage Serio, University of California, Santa Cruz
   Judith A. Scott, University of California, Santa Cruz

8. Literacy Centers in a First Grade Classroom: the Contextual Analysis of Two First Year Literacy Teachers
   Celeste C. Bates, Clemson University

9. Teaching Young English Learners: Building on Cultural and Linguistic Strengths
   Mariana Souto-Manning, Teachers College, Columbia University

10. Reflection as a Roadmap for Teaching
    Lydia Criss Mays, Georgia State University
    Diane Truscott, Georgia State University

11. Literacy Centers in a First Grade Classroom: the Contextual Elements that Support Small Group Differentiated Reading Instruction
    Celeste C. Bates, Clemson University

12. Fostering Word Consciousness through Metacognitive Awareness
    Tatiana F. Miller, University of California, Santa Cruz
    Judith A. Scott, University of California, Santa Cruz

13. Vocabulary Growth in Fourth Grade Classrooms: A Quantitative Analysis
    Judith A. Scott, University of California, Santa Cruz
    Jack L. Vevea, University of California, Merced
    Susan Leigh Flinspach, University of California, Santa Cruz

14. Comparative Case Studies: Raising Word Consciousness in Classrooms
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    Tatiana F. Miller, University of California, Santa Cruz
    Charlotte Zeamer, University of California, Santa Cruz
    Ondine Gage Serio, University of California, Santa Cruz
    Judith A. Scott, University of California, Santa Cruz

15. Cognate Connections: Another Dimension of Word Consciousness
    Ondine Gage Serio, University of California, Santa Cruz
    Tatiana F. Miller, University of California, Santa Cruz
    Susan Leigh Flinspach, University of California, Santa Cruz
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    Tatiana F. Miller, University of California, Santa Cruz
    Judith A. Scott, University of California, Santa Cruz
### Thursday, December 3, 2010

#### 4:45PM - 6:00PM

**TEXAS E & F**

**PLENARY ADDRESS**

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

1. **Early Career Achievement Award Presentation**
   - David O’Brien, *University of Minnesota*

2. **Introduction of Speaker**
   - Sheila W. Valencia, *University of Washington*

3. **Teaching with Integrity in the Face of High-Stakes Testing**
   - Lorrie A. Shepard, *University of Colorado*
### Learning to Meet Students' Language Needs

**Chair:** Deanna M. Stoube, St. Ambrose University  
**Discussant:** V. Susan Bennett-Armistead, University of Maine

1. **Developing Pre-Service Early Childhood Teachers' Language Support Skills**  
   Jill B. Freiberg, Vanderbilt University
2. **"And, if You Have a Class Like That, I'd Like to Sign Up!": Beginning Teachers Navigating the Constraints of Teaching Literacy in a Culturally and Linguistically Diverse Professional Development School**  
   Katie Simon Kurumada, Georgia State University
3. **Using Community Literacies to Help Teachers Build Meaningful Relationships with Students Learning English**  
   Brian C. Rose, Vanderbilt University  
   Robert T. Jiménez, Vanderbilt University

### The Power of Words: Exploring Vocabulary Instruction

**Chair:** Nancy Williams, University of South Florida  
**Discussant:** Kathleen Hinchman, Syracuse University

1. **Interactive Vocabulary Instruction with At-Risk Elementary Students**  
   Brenda J. Overturf, University of Louisville
2. **Examining Middle School Teachers’ Talk During Vocabulary Instruction**  
   Evelyn Ford-Connors, Boston University
3. **Vocabulary Instruction in Intermediate Classrooms: A Discourse Analysis of Direct and Indirect Teaching and Learning**  
   Nancy Williams, University of South Florida

### Writing and Learning In and Out of School

**Chair:** Jenifer Jasinski Schneider, University of South Florida Tampa  
**Discussant:** Donita Massengill Shaw, The University of Kansas

1. **Narratives of English Literacy Learning: Perspectives from Adult Immigrants in a Community-Based ESL Writing Class**  
   Heather B. Finn, New York University
2. **“Read Strunk and White”: Results from a Survey of Successful Adult Writing Practices in the Workplace**  
   Jenifer Jasinski Schneider, University of South Florida Tampa
3. **Linking Learning and Writing in Mathematics Instruction**  
   Daniel Siebert, Brigham Young University  
   Amy Jeppsen, Brigham Young University

### The Intersection of Identity and Literacy Development

**Chair:** Kathleen M. Wilson, University of Nebraska, Lincoln  
**Discussant:** Ted Kesler, Queens College, City University of New York

1. **Identity Performances During Literacy Practices in Multiple Settings Within a High School**  
   Mary Beth Ressler, The Ohio State University
2. **Adolescents’ Literate Identity Online: Individuals and the Discourse of a Class Wiki**  
   Amanda J. McCollum, Brigham Young University  
   Janet R. Young, Brigham Young University
3. **Embodied “Struggles”: (Mis)Reading the Everyday Performances and Identities of Adolescent Readers in an Urban English Language Arts Classroom**  
   Grace Enríquez, Lesley University

### Impacting Literacy Instruction in K-12 Settings

**Chair:** Corrine M. Wickens, Northern Illinois University  
**Discussant:** Katina Zammit, University of Western Sydney

1. **Pre-Service Teachers’ Engagement with Author Studies: Exploring How Children’s and Young Adult Authors’ Work and Words Can Partner with Novice Teachers to Expand and Improve Writing Pedagogy**  
   Marie A. LeJeune, Western Oregon University
2. **Teacher-Aauthored Supplementary Reading Materials in South Africa: A Content and Thematic Analysis**  
   Miriam G. Martinez, The University of Texas at San Antonio  
   Courtney Holmes, The University of Texas at San Antonio
3. **Roy, Nancy, and the Real, Textual, and Televisual Spaces of Early Literacy**  
   Margaret Mackey, University of Alberta

### Novice Teachers Reflecting on Practices with Culturally and Linguistically Diverse Students: Studies that Inform Teacher Education Programs

**Chair:** Althier Lazar, Saint Joseph’s University  
**Discussant:** Pamela Mason, Harvard Graduate School of Education

This symposium focuses on novice teachers and how they serve the literacy needs of children in culturally and linguistically nondominant groups. Presenters will share findings about these teachers’ dispositions and practices, and their reflections of their practices. These findings can be used to strengthen teacher education programs around a social equity agenda.

1. **Novice Teachers Reflect on their Culturally Responsive Literacy Dispositions and Practices**  
   Leah Muccio, George Mason University  
   Julie Kidd, George Mason University
2. Novice Teachers Enacting Social Equity Stances in Urban Classrooms: Factors that Shape Teacher Agency
   Althier Lazar, Saint Joseph’s University

3. Through the Lens of a Video Camera: What Reading Specialist Interns Learned about Teaching Culturally and Linguistically Diverse Students
   Barbara Steckel, Lesley University

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8:40AM - 9:20AM  SUNDANCE 1

ROUNDTABLE

I. Case Study of a Struggling Comprehender: Strategies to Improve Inferential Comprehension
   Yi-Fen Y. Yeh, Texas A&M University
   Erin McTigue, Texas A&M University
   R. Malatesha Joshi, Texas A&M University

II. Text Analysis: A Critical Component of Specialized Content Knowledge for Comprehension Instruction
   Natalie Heisey, University of Pittsburgh
   Linda Kucan, University of Pittsburgh
   Michelle Ciancosi-Rimbey, University of Pittsburgh
   Annemarie Sullivan Palincsar, University of Michigan

III. Availability of Literary Research Reports in Open Access Education Journals
   Richard Beach, University of Minnesota
   Jamie Colwell, Clemson University
   Debbie East, Ivy Tech Community College
   M. Trika Smith-Burke, New York University
   Norman A. Stahl, Northern Illinois University

IV. Responding through Memory: A Poststructural Approach to Reading Response
   Kinga Varga-Dobai, The University of Georgia

V. Efforts and Struggles to Embrace Linguistic Diversity: Approaches Taken by Pre-Service Teachers
   Eurydice Bauer, University of Illinois at Urbana-Champaign
   Gabriela Romero, University of Illinois at Urbana-Champaign
   Andy Halvorsen, University of Illinois at Urbana-Champaign
   Jiin Yap, University of Illinois at Urbana-Champaign
   Jennifer Hixson, University of Illinois at Urbana-Champaign
   Georgia E. Garcia, University of Illinois at Urbana-Champaign
   Christina Denicolo, University of Illinois at Urbana-Champaign

VI. The Promise of PLANKS: Imbedding Authentic Problem-Solving Scenarios throughout a Pre-Service English Education Program to Position Pre-Service Teachers as Literacy Leaders
   Sharilyn C. Steadman, East Carolina University
   Todd B. Finley, East Carolina University

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8:40AM - 10:10AM  SUNDANCE 2

ALTERNATIVE FORMAT

The Impact of Teacher Education Programs on the Instructional Practices of Novice Teachers

Chair: Elizabeth Dobler, Emporia State University

This alternative session explores the link between teacher preparation, teacher effectiveness, and student achievement. Presenters will describe the current state of teacher accountability at a national level, then provide a rationale and description of a study involving novice teachers representing 10 teacher education programs. Small group discussions will then focus on issues surrounding the ways data from different teacher preparation programs can shed light on teacher candidate learning and student learning.

Presenters:
   Elizabeth Dobler, Emporia State University
   Dana Grisham, California State University, East Bay
   Thomas DeVere Wolsey, Walden University
   Janet R. Young, Brigham Young University
   Roya Qualls Scales, Western Carolina University
   Linda Wold, Loyola University Chicago
   Susan Lenski, Portland State University
   Sandy Chambers, Kutztown University of Pennsylvania
   Linda Smetana, California State University, East Bay
   Cristina Alfaro, San Diego State University
   David Scales, University of North Carolina at Greensboro
   Kathy Ganske, Vanderbilt University

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8:40AM - 10:10AM  SUNDANCE 3

SYMPOSIUM SESSION

Reading Policy in the Era of Accountability

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

Discussants: Karen K. Wixson, University of Michigan
            Sheila Valencia, University of Washington

The three co-authors of the 210 chapter on policy in the 4th edition of the Handbook of Reading Research (HRR4) will summarize key findings and implications from their extensive review of policy research over the last decade, after which the two co-authors of the comparable chapter in HRR3 (2000) will respond. At that point, the 5 presenters will constitute a panel to field questions and comments from the audience and discuss future policy research initiatives.

1. The Dynamics of Policy Making in Reading Instruction
   Cynthia E. Coburn, University of California, Berkeley

2. The Process of Policy Implementation
   Sarah L. Woulfin, University of California, Berkeley

3. The Impact of Policy on Student Achievement
   P. David Pearson, University of California, Berkeley
Inference: Why Study It?

1. Disrupting the Commonplace: Student Reflection as a Tool of Social Change
   Liza Speece, University of South Carolina

2. Building Humanist–Dialogic Pedagogy from Students’ Stories in a College Classroom
   Lisa Ianni Reid, University of South Carolina

The study investigates inference over the past 25 years (1984–2009) to understand what we, as a reading community, have done in this area. Data collection include: how state-wide tests evaluate students on inference; how professional literature addresses the teaching of inference; interviews of practicing reading teachers about the teaching of inference. Implications of these outcomes will be discussed with symposia participants as to directions for teacher education, issues with English language learners, and college classrooms.

1. Inference: Why Study It?
   William P. Bintz, Kent State University
   Wendy C. Kasten, Kent State University

2. How state Tests Assessing Students on Inference?
   Petra Moran, Kent State University
   Rochelle M. Berndt, Kent State University

3. How Has Our Professional Literature Addressed Inference?
   Elizabeth Ritz, Kent State University
   William P. Bintz, Kent State University

4. What Do Reading Teachers Say about the Teaching Of Inference?
   Julie Skilton, Kent State University
   Lisa Bircher, Kent State University
   Rochelle M. Berndt, Kent State University

5. Implications and Discussion
   Wendy C. Kasten, Kent State University
   William P. Bintz, Kent State University

This symposium presents independent research studies of teacher education classes that explored issues of literacy and culture. Whereas previous research from these studies focused on positive learning outcomes, this session raises two contentious issues. First, in our role as teacher educators, how should we address learners who appear resistant to exploring important literacy issues? And, second, in our role as researchers, how do we construct trustworthy, but ethically framed, portraits of learners in our research?

1. “Some are Way Left, Like This Guy, Gloria Ladson–Billings”: The Limits of Cultural Exploration in a Literacy Graduate Course
   Mary McVee, University at Buffalo, State University of New York

2. Exploring Teachers’ Learning about Racial, Cultural, and Linguistic Diversity: What Happens When We Can’t Figure Out How to Help Them to “Get It”?
   Cynthia H. Brock, University of Nevada, Reno
   Julie Pennington, University of Nevada, Reno

3. “I Haven’t Lived This at All”: Life Texts as Obstacles to Understanding Privilege
   Maria Hopkins, Nazareth College


Chair: Julia M. Lopez-Robertson, University of South Carolina
Discussant: Amy S. Johnson Lachuk, University of South Carolina

In this symposium, we seek to join the conversation on Critical Sociocultural Literacy Theory by drawing on the work of members of the Frankfurt School and the Critical Theory of language proposed by Russian linguist Vladimir Volosinov. Specifically, the symposium highlights how the Critical Theory proposed by such theorists opens up new insights into sociocultural literacy practice across contexts—elementary, community college, and college classrooms.

1. Becoming Strategic Readers: A Case Study of College ESL Students’ Reading Experiences
   Yuko Iwai, University of Wisconsin – La Crosse

2. Effects of Rhetorical Reading Interventions on the Reading and Writing Performances of ELL and Dominant English–Speaking Students Enrolled in College Composition Classes
   Bernice Sanchez-Perez, Texas A&M International University
   Jack Helfeldt, Texas A&M University

3. Predicting Asian Immigrant Students’ Likelihood of Qualifying for College
   Dennis Murphy Odo, University of British Columbia
   Reginald D’Silva, University of British Columbia
   Lee Gunderson, University of British Columbia
Leveraging “Traditional” and “New” Literacies to Inform Policy, Research, and Practice across Learning Spaces

Chair: Dana J. Wilber, Montclair State University
Discussant: Elizabeth (Betsy) A. Baker, University of Missouri

This alternative symposium presents a panel and moderated discussion about the ways new and “traditional” literacies inform one another in practice and policy. The papers and discussion are organized around the following questions: How can new and “traditional” literacies be leveraged in different learning situations, including gaming, social networking, critical digital literacies, and new literacies as linguistic resources? How do new and traditional forms of literacy continue to re-define one another as they evolve through policy, research, and practice?

1. Redefining College Literacy: Using New Literacies and Social Networking with College Reading Students
   Dana J. Wilber, Montclair State University

2. Reflection in Action: Using Inquiry Groups to Explore Critical Digital Literacy with Pre-Service Teachers
   Sarah Lohnes Wanulak, Towson University

3. Understanding Narrative Elements in Digital and Traditional Texts
   Charles K. Kinzer, Teachers College, Columbia University
   Daniel Hoffman, Teachers College, Columbia University
   Selen Turkay, Teachers College, Columbia University
   Nilgun Gunbas, Teachers College, Columbia University
   Caitlin Nagle, Teachers College, Columbia University

4. Linguistic Mappings and Tracings: Using Rhizoanalysis to Explore College Freshmen Text Production
   Gloria Jacobs, St. John Fisher College

Exploring Text and Reader Interactions in Online Reading Environments

Chair: Bridget Dalton, Vanderbilt University
Discussant: Tammy Ryan, Jacksonville University

1. Advanced New Literacies and Knowledge Synthesis on the Web
   Michael DeSchryver, Michigan State University

2. Twelve Adolescents’ Strategies for Seeking and Reading Health Information Online: An Exploratory Study
   Jinjie Zheng, Michigan State University
   Paul Mark Morsink, Michigan State University
   Douglas K. Hartman, Michigan State University

3. Text as Agent: Empirical Evidence for Agency Effects in Online Literacy
   John E. McEnaney, Oakland University

Reading Comprehension Professional Development

Chairs: Susan E. Israel, Coronation Institute
Kelly B. Cartwright, Christopher Newport University

Discussants: Lesley M. Morrow, Rutgers University
Kristin Gehsmann, Saint Michael’s College

Participants and panel members converse about: (1) national assessment of exemplary comprehension professional development programs, (2) trends and issues related to comprehension professional development, (3) understanding the central issues related to comprehension instruction in relationship to reading achievement that need to be addressed in the future, and (4) what are or ought to be effective measures of comprehension programs with pre-service and in-service programs?

1. Assessing Teacher Beliefs about Reading Comprehension and Effective Professional Development Programs: Historical Analysis
   Susan E. Israel, Coronation Institute
   Katherine Stahl, New York University

2. The Journey Continues: In-Service Professional Development that Promotes the Teaching of Transactional Strategies Instruction (TSI)
   Rachel Brown, Syracuse University

3. Conveying Comprehension through Metaphor-Based Scholarly Narratives
   George Hruby, University of Kentucky

4. Teachers’ Perceptions of Effectiveness in a Year-Long Comprehension Instruction Professional Development Program
   Kelly B. Cartwright, Christopher Newport University
ALTERNATIVE FORMAT

8:40AM - 10:10AM

Literacy Research in International Settings

Chair: Carole Janisch, Texas Tech University

Discussants: Xiaoming Liu, Towson University
            Amma Akrofi, Texas Tech University

In this alternative format session of eight posters sponsored by the LRA International Innovative Community Group, researchers examine various aspects of literacy relative to six different countries: China, India, Botswana, Ethiopia, United Arab Emirates, Ghana, and the U.S. The session invites the audience to interact with the authors and further discuss the research findings and issues raised.

1. Shifting Views of Early Literacy Education in China: 1980 to the Present
   Zhenyou Yu, China Women's University
   Nancy Pine, Mount St. Mary's College

2. Chinese Children's Perspectives on Bilingual Books
   Xiaoning Chen, State University of New York College at Fredonia
   Ran Hu, East Carolina University

3. Reading Strategies of Chinese First Graders
   Jiening Ruan, The University of Oklahoma
   Lijun Jin, Towson University

4. Literacy Experiences of Indian Children from Minimal or Non-Literate Backgrounds in Their First Year in School
   Shobha Sinha, University of Delhi

5. On Teachers as Readers in Botswana
   Michelle Commeyras, The University of Georgia
   Bontshetse M. Mzalile, University of Botswana

6. “Inside People are All the Same.” Emirati and U.S. Students Discuss Aliki's Painted Words, Spoken Memories, and Learn about Each Other
   Patience Sowa, Zayed University
   Cynthia M. Schmidt, University of Missouri - Kansas City

7. Culturally Relevant Dual-Language Texts Used to Facilitate Literacy in Ethiopia
   Laurie J. Curtis, Kansas State University

8. Examining Multi-National Children’s Literary Understanding of Wordless Picture Books
   Xiaoming Liu, Towson University
   Amma Akrofi, Texas Tech University
   Mary Napoli, Penn State Harrisburg
   Carole Janisch, Texas Tech University

9:30AM - 10:10AM

ROUND TABLE

I. It's All about Image: An Examination of the Visual in Elementary Science Textbooks
   Ryan Angus, Purdue University
   Beverly Cox, Purdue University

II. Starting from Ground Zero: Embedded Research of a Community-Based Volunteer Literacy Tutoring Program for Preschoolers
   Linda G. Williams, Eastern Michigan University
   Toni Stokes Jones, Eastern Michigan University

III. Exploring Language and Culture in a Reader and Writer’s Workshop
   Katie E. Peterson, The University of Texas at Austin
   Melissa Mosley, The University of Texas at Austin
   Nicholas Solis, The University of Texas at Austin

IV. Re-Envisioning Relationships and Literacy through Texting
   Alison Villanueva, Teachers College, Columbia University
   Robin R. Collins, Teachers College, Columbia University

V. “Pre-Service Teachers’ Interactions with Culturally and Racially Diverse Elementary Students in Peer-Led Literature Discussions”
   Jamie Colwell, Clemson University
   Susan K. Fullerton, Clemson University

10:20AM - 11:50AM

PAPER SESSION

Response to Literacy Interventions

Chair: Maria Selena O. Proctacio, Michigan State University

Discussant: Juliet L. Halladay, University of Vermont

1. Students’ Response to a Comprehensive Approach to Literacy Intervention
   Shannon C. Henderson, University of Arkansas at Little Rock
   Linda J. Dorn, University of Arkansas at Little Rock

2. Beyond the Five Pillars of Reading Instruction: Secondary Students’ Conceptualizations of Reading in a Scripted Intervention Program
   Hope Smith Davis, Indiana University South Bend
   Eric J. Paulson, Texas State University - San Marcos

3. Response to Intervention: An Ethnography of Implementation
   Kandy C. Smith, University of Tennessee
Celebrating 60 Years of Literacy Research
60th Annual Meeting • December 1 - December 4, 2010 • Fort Worth, TX

Friday

10:20AM - 11:50AM  FORT WORTH 2
PAPER SESSION

Exploring Writing Instruction
Chair: Sharon Zumbrunn, University of Nebraska, Lincoln
Discussant: Elizabeth A. Swaggerty, East Carolina University

1. Does it Take a Village to Teach Children to Write? Canadian Teachers' Views of Parental and Community Involvement in Their Writing Programs
   Jill McClay, University of Alberta
   Shelley Stagg Peterson, University of Toronto

2. Conversations with Leading Writing Authorities: Principles of Effective Writing Instruction
   Sharon Zumbrunn, University of Nebraska, Lincoln

3. Comparing Participation and Social Practices across Print and Multimedia Composition Classrooms
   Tara L. Alvey, Vanderbilt University

10:20AM - 11:50AM  FORT WORTH 3
PAPER SESSION

Socialization through Literacy Acts and Practices
Chair: Silvia C. Nogueron, Arizona State University
Discussant: Patrick H. Smith, The University of Texas at El Paso

1. Restorying: Fostering Academic and Interpersonal Growth in Students with Negative Reputations
   Jo Worthy, The University of Texas at Austin
   Anna Consalvo, The University of Texas at Austin

2. “You Can Be a Good Child like Komdol”: Korean Young Child’s Socialization of Morality through Shared Book Reading
   Ji Eun Kim, University of British Columbia
   Bong-gi Sohn, University of British Columbia

3. Negotiating the Codes of Power of Technology: Complexities in Immigrant Women's Digital Literacy Socialization Trajectories
   Silvia C. Nogueron, Arizona State University

10:20AM - 11:50AM  FORT WORTH 6
PAPER SESSION

Text Encounters in Secondary Classrooms
Chair: William Boerman-Cornell, University of Illinois at Chicago
Discussant: Frank Serafini, Arizona State University

1. More than Literature: Lack of Informational Text in Adolescent Literature Anthologies
   Naomi Watkins, The University of Texas at Austin
   Lauren A. Liang, The University of Utah

2. Opportunities to Develop and Defend Multiple Interpretations in 10th Grade Literature Textbooks
   Vivian Mihalakis, University of Pittsburgh

3. Peering Toward the Horizon: Reconciling Teacher and Student Perspectives on Studied Literature Texts in Anticipation of Common Core Standards
   Kierstin H. Thompson, University of Illinois at Chicago

10:20AM - 11:50AM  FORT WORTH 7
PAPER SESSION

Learning to Write in L1 and L2
Chair: David B. Yaden, University of Arizona
Discussant: Lori Helman, University of Minnesota

1. Pathways to Oral and Written English Language Competence for Young Vietnamese English Language Learners
   Thao Duong, University of California, Berkeley

2. Presence of L1 Features in Second Language Writing and the Impact of Strategic and Interactive Writing Instruction (SIWI)
   Kimberly A. Wolbers, University of Tennessee at Knoxville
   Hannah M. Dostal, University of Tennessee at Knoxville
   Lisa M. DeLozier, University of Tennessee at Knoxville
   Shannon Graham, University of Tennessee at Knoxville

3. Learning to Write in English and Chinese
   David B. Yaden, University of Arizona
   Tina Tsai, The Literacy Guild

10:20AM - 11:50AM  FORT WORTH 8
PAPER SESSION

Emerging Practices in Multimodal Composition
Chair: Cassandra Scharber, University of Minnesota
Discussant: Nathan Phillips, Vanderbilt University

1. 5th Grade Students Compose and Reflect on their Multimodal Stories
   Bridget Dalton, Vanderbilt University
   Blaine Smith, Vanderbilt University
   Tara L. Alvey, Vanderbilt University

2. Literacy Through Photography: Multimodal and Visual Literacy in a Third Grade Classroom
   Angela M. Wiseman, North Carolina State University

3. Designing Reel Literacies: Investigating Influential Performances of Multiliteracies of Filmmaking Collaborative Composition
   Deborah Kozdras, University of South Florida Tampa

10:20AM - 11:00AM  SUNDANCE 1
ROUNDTABLE

I. Teachers’ Perceptions and Use of Interactive Word Walls
   Janis M. Harmon, The University of Texas at San Antonio
   Karen D. Wood, University of North Carolina at Charlotte

II. “Friends from the Other Side”: An Examination of Literature Discussions across Two Socio–Cultural and Socio–Economic Contexts
   Julia M. Lopez-Robertson, University of South Carolina
   Tracy Lynn Smiles, Western Oregon University

III. When Vision Gets Tested: Literacy Teacher Transition from a University-Based Pre-Service Program into the First Year of Teaching
   Katie Russell, The University of Texas at Austin
   Audra K. Roach, The University of Texas at Austin
1. Can Behaviorist and Constructivist Applications Coexist in the New Literacies?
   Michael C. McKenna, University of Virginia
   Kristin Conradi, University of Virginia

2. The Evolution of Cognitive Conceptions of Reading Comprehension: From Print to Pixels
   Douglas K. Hartman, Michigan State University
   Jinjie Zheng, Michigan State University
   Paul Mark Morsink, Michigan State University

3. Screens and Scrapbooking: Sociocultural Perspectives on New Literacies
   Kelly Chandler-Olcott, Syracuse University
   Elizabeth Lewis, Dickinson College

4. Traversing Time and Space: An Ontological Analysis of Traditional and New Literacies
   Elizabeth (Betsy) A. Baker, University of Missouri

10:20AM - 11:50AM  SUNDANCE 3
PAPER SESSION

Public and Academic Policy Issues in Assessment
Chair: Mary K. Kallus, Eastern New Mexico University
Discussant: Richard M. Oldrieve, Bowling Green State University

1. The Road Thus Far: Long-Term Academic Outcomes of Florida's Third-Grade Retention Policy
   Danielle V. Dennis, University of South Florida
   Diane C. Kroeger, University of South Florida
   James Welsh, University of South Florida

2. From Reading to Literacy: A Critical Analysis of Current Federal Literacy Policy Discourse
   Julie Justice, University of North Carolina at Chapel Hill
   Kathryn Ohle, University of North Carolina at Chapel Hill
   Elizabeth Cutrer, University of North Carolina at Chapel Hill

3. The Differential Effects of Preschool: Evidence from Virginia
   Francis L. Huang, University of Virginia
   Marcia Invernizzi, University of Virginia
   Allison Drake, University of Virginia

10:20AM - 11:50AM  TEXAS A
SYMPOSIUM SESSION

High Potential Literacy Teachers’ Adaptive Instructional Actions and Their Impact on Student Outcomes
Chair: Samuel D. Miller, University of North Carolina at Greensboro
Discussant: Seth Parsons, George Mason University

The research reported in this symposium: (a) documents the adaptations literacy teachers make in different instructional contexts, and (b) explores whether their students’ learning outcomes support the contention that adaptive instruction is an important aspect of teacher effectiveness. Multiple researchers in four different settings used common data collection and analysis procedures to study these topics. These four studies comprise the symposium.

1. Two Elementary Teachers’ Instructional Adaptations and Their Impact on Student Agency in Reading
   Margaret Vaughn, University of North Carolina at Greensboro
   Beverly Faircloth, University of North Carolina at Greensboro

2. Two Elementary Teachers’ Adaptive Actions in Different Instructional Contexts and the Impact on Students’ Understanding of How Comprehension Works
   Scott Howerton, University of North Carolina at Greensboro
   Beverly Faircloth, University of North Carolina at Greensboro

3. Four Fourth Grade Teachers’ Adaptations When Teaching Science and the Impact on Students’ Comprehension of Science Content
   Melony Allen, University of North Carolina at Greensboro
   Catherine Matthews, University of North Carolina at Greensboro

4. The Adaptive Teaching of Two Lower- and Two Higher-Potential Middle School Language Arts Teachers and the Impact on Students’ Ability to Summarize Text
   Baxter Williams, University of North Carolina at Pembroke

10:20AM - 11:50AM  TEXAS B
ALTERNATIVE FORMAT

A Legacy in Literacy: Tracing the History of Current Emphases in Multilingual/Multicultural Research
Chair: Georgia E. Garcia, University of Illinois at Urbana-Champaign

Four researchers present papers that show how their earlier participation in the Center for the Study of Reading (CSR) has influenced their current research agendas in multilingual/multicultural literacy. The researchers describe their current research and indicate how they were affected by CSR’s emphasis on developing a community of scholars and conducting and disseminating research. Participants will discuss the
papers presented and the role of research centers and communities in facilitating research.

1.  From Colonial Mexican Reading Instruction to Mexican-U.S. Transnational Literacies
    Robert T. Jiménez, Vanderbilt University

2.  Using Professional Staff Development to Improve the Instruction of English Language Learners and African-American Students
    Eurydice Bauer, University of Illinois at Urbana-Champaign

3.  The Role of the Home Language on English Literacy Development
    Aydin Y. Durgunoglu, University of Minnesota Duluth

4.  From Culturally Responsive Instruction to Whole School Reform in Literacy
    Kathryn H. Au, University of Hawaii

**10:20AM - 11:50AM**

**TEXAS C**

**PAPER SESSION**

**Early Literacy and English Language Learners**
Chair: Sonia Q. Cabell, University of Virginia
Discussant: Deborah G. Litt, Trinity University

1.  A Comparison of Order of Word Learning and Difficulty of Vocabulary in First-Grade Basal Readers for Preschool Dual-Language Learners and Monolingual English Learners
    Cynthia B. Leung, University of South Florida St. Petersburg
    Rebecca Silverman, University of Maryland
    Ratna Nandakumar, University of Delaware
    Xiaoyu Qian, University of Delaware
    Sara Hines, Hunter College, City University of New York

2.  Relationships between Sophisticated Vocabulary and General Vocabulary Development: Effects of a Storybook Reading Intervention on ELL Preschoolers' English Vocabulary Growth
    Molly F. Collins, Erikson Institute

3.  Relationships among Vocabulary, Overall English Proficiency, and Early Literacy Skills in Preschool English Learners in the Context of Literacy-Focused Instruction
    Theresa Roberts, California State University, Sacramento

**10:20AM - 11:50AM**

**TEXAS D**

**SYMPOSIUM SESSION**

**Culture and Portrayal: Critical Multicultural Perspectives on African Children's Literature**
Chair: Donna Sayers Adomat, Indiana University
Discussant: Lawrence R. Sipe, University of Pennsylvania

This symposium presents three papers at the intersections of critical multicultural analysis of texts and international literature. Through diverse critical lenses, the presenters examine closely children's and young adult books from Nigeria and South Africa for: issues of race, injustice, and oppression in South Africa and the theme of ubuntu; themes in Nigerian traditional literature that are used to promote cultural awareness; and images and historical perspectives of how black children are portrayed in South African picture books.

1.  Critical Perspectives in African Children's Literature
    Donna Sayers Adomat, Indiana University

2.  The Representation of Black South African Children in Picture Books
    Jim Morrison, Indiana University

3.  Traditional Nigerian Children's Literature: Teaching a Nation of Children Their Cultural Values
    Alfreda Clegg, Indiana University

4.  Cultivating a Culture of Peace
    Rebecca Hoke-McCall, Indiana University

**10:20AM - 11:50AM**

**TEXAS G**

**PAPER SESSION**

**Studies of Professional Development on Writing Instruction**
Chair: JoAnne Vazzano, Northeastern Illinois University
Discussant: John O'Flahavan, University of Maryland

1.  Teachers' Perceptions of Professional Development in Writing
    Sarah McCarthy, University of Illinois at Urbana-Champaign
    Grace Kang, University of Illinois at Urbana-Champaign

2.  Teachers Writing: Using Literary Criticism to Inform Writing Conferences
    Monette C. McIver, University of Colorado at Boulder

3.  Elements of Professional Development that Influenced Change in Elementary Teachers' Writing Instruction
    Jill Shumway, Brigham Young University

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10:20AM - 11:50AM  
**TEXAS I**

**ALTERNATIVE FORMAT**

**Ethical Issues in Teaching and Researching in a Virtual World**

**Chair:** Lois K. Haid, Barry University  
**Discussant:** Kelly B. Cartwright, Christopher Newport University

The purpose of this alternative session is to provide a venue for LRA members to explore ethical issues that have emerged as a result of the new research and teaching environments. Panelists will introduce and discuss broad ethical issues such as ownership, confidentiality, role relationships, and security that cut across multiple online research and teaching environments.

1. **Teacher Candidates Using Social Networks, Posting Blogs, and Posting Responses Online**  
   Kenneth J. Weiss, Central Connecticut State University

2. **Conducting Online Surveys**  
   Cynthia B. Leung, University of South Florida St. Petersburg

3. **Online Teaching and Learning**  
   Carol S. Rhodes, Queens College, City University of New York  
   B. P. Laster, Towson University

4. **Researching and Teaching in Virtual Worlds**  
   Barbara Guzzetti, Arizona State University  
   Carol J. Delaney, Texas State University - San Marcos

5. **Students in Literacy Methods Courses Corresponding through Asynchronous E-Mail**  
   Janet C. Richards, University of South Florida Tampa

10:20AM - 11:50AM  
**TEXAS J**

**PAPER SESSION**

**Power of the Written Word**

**Chair:** Suzanne Porath, University of Wisconsin Madison  
**Discussant:** Judson Laughter, University of Tennessee, Knoxville

1. **Negotiating a Definition: Peer Construction of Social Order during a Vocabulary Exercise**  
   Margaret C. Grigorenko, Cedarville University

2. **Taking Something from Sally's Struggles: Working against Barriers to Student Success in a Writing Workshop**  
   Angie Madden, Eastern Kentucky University

3. **Enhancing and Displacing Literacy Practices: Examining Publishing in the Writer's Workshop through the Literacy-In-Action Model**  
   Kimberly Lenters, University of British Columbia

11:10AM - 11:50AM  
**SUNDANCE 1**

**ROUNDTABLE**

**I. Transitions to Biliteracy: A Journey of Two Older Salvadoran Adopted Children**  
   Mary A. Petron, Sam Houston State University  
   Barbara J. Greybeck, Sam Houston State University

**II. Exploring Digital Video as a Tool for Reader Response**  
   Jesse S. Gainer, Texas State University - San Marcos  
   Natascha Barreto-Romero, Blazier Elementary  
   Dora Fabelo, Blazier Elementary  
   Nancy Valdez-Gainer, Blazier Elementary  
   John Vasquez, Blazier Elementary

**III. Teacher Decision-Making and Reflection: The Intersection of Assessments, Texts, Tasks, and Talk**  
   Susan K. Fullerton, Clemson University  
   Pamela J. Dunston, Clemson University

**IV. Challenges, Choices, and Curricular Leeway: Issues of Inclusion/Exclusion of Controversial Materials in Greater Chicago Middle and High Schools**  
   Corrine M. Wickens, Northern Illinois University  
   Melanie D. Koss, Northern Illinois University  
   Carol S. Walther, Northern Illinois University

**V. Using Teachers’ Talk to Expand Understanding of Their Beliefs: Considering New Methodological Tools for the Study of Teachers’ Beliefs**  
   Jennifer I. Hathaway, University of North Carolina at Charlotte

1:20PM - 2:50PM  
**FORT WORTH 1**

**PAPER SESSION**

**Literacy = Reading Between the Lines**

**Chair:** Amy Alexandra Wilson, The University of Georgia  
**Discussant:** Pamela Mason, Harvard Graduate School of Education

1. **Reading the Socio-Political: The Interaction between Comprehension and Critical Literacy**  
   Enid M. Rosario Ramos, University of Michigan

2. **Deconstructing the Social, Cultural, and Political Narratives in Texas Literacy Curriculum Policy**  
   Katrina Jansky, The University of Texas at Austin  
   Allison Skerrett, The University of Texas at Austin  
   Deborah Horan, The University of Texas at Austin

3. **“From the Koran and Family Guy”: The Expression of Identities in English Language Learners’ Digital Podcasts**  
   Amy Alexandra Wilson, The University of Georgia  
   Kathryn Chavez, Tucson Unified School District
Friday

1:20PM - 2:50PM
FORT WORTH 2
PAPER SESSION

Examining Digital Literacy Practices in the Elementary Grades
Chair: Heidi Everett-Cacopardo, University of Connecticut
Discussant: Hannah R. Gerber, Sam Houston State University

1. Twinkle, Twitter Little Stars: Exploring Young Children’s Digital Literacy Practices Using Nexus and Rhizomatic Analyses
   Lara J. Handsfield, Illinois State University
   Karen Wohlwend, Indiana University

2. Affordances and Constraints for Early Childhood Literacy in Online Virtual Worlds
   Rebecca W. Black, University of California, Irvine

3. e-Book Readers: The Next Chapter in Differentiated Reading Instruction
   Lotta Larson, Kansas State University
   Marilyn Kaff, Kansas State University

1:20PM - 2:50PM
FORT WORTH 3
PAPER SESSION

Representations of Korean Culture in Children’s Literature
Chair: Eun Hye Son, Boise State University
Discussant: Barbara A. Marinak, Penn State Harrisburg

1. Representations of Korean and Pakistani Cultures in Picture Books
   Seemi Aziz, Oklahoma State University
   Eun Hye Son, Boise State University

2. Reader Response Study: How Might Korean/Korean American Youth Cope with Everyday Life?
   Eunhyun Kim, University of Illinois at Urbana-Champaign

3. Critically Analyzing and Responding to My Name Is Yoon and Its Sequels
   Yoo Kyung Sung, The University of New Mexico
   Eun Hye Son, Boise State University

1:20PM - 2:50PM
FORT WORTH 6
PAPER SESSION

Trends in Digital Education: EBooks, Distance Education, and Social Learning
Chair: Rachel Karchmer-Klein, University of Delaware
Discussant: Dana Grisham, California State University, East Bay

1. The Challenges of Using eBooks in the Classroom
   Kathryn I. Matthew, University of Houston - Clear Lake
   Emese Felvegi, University of Houston - Clear Lake

2. Cutting the Distance in Distance Education: A Model for Interactive Online Learning
   Érica C. Boling, Rutgers University
   Mary Hough, Rutgers University
   Hindi Krinsky, Rutgers University
   Hafiz Saleem, Rutgers University
   Maggie Stevens, Rutgers University

3. The Internet as a Social Learning Tool
   Maryam Moayeri, University of British Columbia

1:20PM - 2:50PM
FORT WORTH 7
PAPER SESSION

Assessment Issues for English-Language-Learners
Chair: Luisa Araujo, Joint Research Center of the European Commission
Discussant: Colleen P. Gilrane, University of Tennessee at Knoxville

1. Reading Differences between Hispanic Students and Students Who are Limited-English-Proficient: A Lack of Equity
   Ana M. Rojas-LeBouef, Sam Houston State University
   John R. Slate, Sam Houston State University

2. Reading Differences Between Hispanic and White Students in Texas: A Multi-Year Analysis
   Ana M. Rojas-LeBouef, Sam Houston State University
   John R. Slate, Sam Houston State University

3. Assessment of Emerging Reading Skills in Young Native Speakers and Language Learners
   Thao Duong, University of California, Berkeley
   P. David Pearson, University of California, Berkeley
   Patti Price, University of California, Berkeley

1:20PM - 2:50PM
FORT WORTH 8
PAPER SESSION

Early Literacy Learning in L1 and L2
Chair: Amanda P. Goodwin, Vanderbilt University
Discussant: Theresa Roberts, California State University, Sacramento

1. Korean Mothers’ Behaviors and Beliefs in Shared Reading of Korean and English Picture Books
   SooJoung Kim, University of Maine
   V. Susan Bennett-Armistead, University of Maine

2. Untangling the Role of Phonological and Morphological Awareness in Predicting Components of Reading Achievement for Spanish-Speaking ELLs: Analysis of Word Decoding, Reading Vocabulary, and Reading Comprehension
   Amanda P. Goodwin, Vanderbilt University

3. Language Predictors of Reading in Bilingual English-Arabic Children
   Lama K. Farran, Georgia State University
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1:20PM - 2:00PM
SUNDANCE 1
ROUND TABLE

I. On the Endangered Species List: The Scarcity of Secondary Reading Specialists
   Carolyn L. Carlson, Washburn University
II. Writing Conferences and Relationships: Talking, Teaching, and Learning in High School English Classrooms
   Anna Consalvo, The University of Texas at Austin
III. Multicultural Text in Internet Literacy Environments: Pre-Service Teachers’ Conceptualization
   Jiayang Li, University of Maryland, College Park
IV. A Certain Kind of Person: Literacy Transactions and Identity Work in Adolescents
   Gretchen Price, The University of Iowa
V. Peer-Mediated Learning for English Language Learners: Meta-Analysis Meets Theory
   Mikel W. Cole, Vanderbilt University
VI. Activating a Disciplinary Focus in Content Area Reading: A Case Study of Secondary Teaching Candidates
   Sandra M. Webb, Georgia College & State University

1:20PM - 2:50PM
SUNDANCE 2
ALTERNATIVE FORMAT

Then and Now: Historical Research on the Foundations of the Literacy Research Association

Chair: Dixie D. Massey, University of Washington
Our purpose for this session is to present the history of our organization. Additionally, we will share results of historical analysis of the theoretical movements identifiable within the history of our organization. This session will educate members about our organization and examine the way our history has shaped and continues to shape the research and teaching in the field of literacy. It will also suggest areas for further historical research.

1. The Importance of Organizational History, NRC as Case
   Douglas K. Hartman, Michigan State University
2. Founding Fathers: Oscar S. Causey and Albert J. Kingston
   Richard Robinson, University of Missouri
3. College Reading: Beginnings of NRC
   Norman A. Stahl, Northern Illinois University
4. The Birth and Maturity of the Center Moment
   M. Trika Smith-Burke, New York University
5. Historical Research for the Future
   Dixie D. Massey, University of Washington

1:20PM - 2:50PM
SUNDANCE 3
SYMPOSIUM SESSION

Literacy Researchers from the Developed World and the Development of African Endogenous Research Cultures

Chair: Jon Shapiro, University of British Columbia
Discussant: Victoria J. Risko, Vanderbilt University
As literacy researchers in the developed world expand the global contexts for their research and seek funding from donor-based sources, numerous issues must be taken into consideration. This symposium will explore tensions regarding goals and objectives that can develop in projects that hope to develop locally empowered and internationally known endogenous scholarship. The views of researchers who have current projects in Africa and of donor-based funding agencies of these projects will be presented.

1. Background
   Marlene M. Asselin, University of British Columbia
2. Promoting Evidence-Based Practices in Literacy Development Projects in South Africa, Malawi, and Tanzania
   James V. Hoffman, The University of Texas at Austin
3. Collaborations with Local Scholars to Develop Endogenous Research Capacity: A Case in Botswana
   Theresa Rogers, University of British Columbia
   Rob Tierney, University of Sydney
4. Perspectives of an NGO in Promoting Educational Reform in Partnership with Academics from around the World
   Scott Walter, Canadian Organization for Development through Education

1:20PM - 2:50PM
TEXAS A
ALTERNATIVE FORMAT

Exploring Methods of Discourse Analysis in Literacy Research

Chairs: Amy Vetter, University of North Carolina at Greensboro
   Melissa Mosley, The University of Texas at Austin
Discussant: Melissa Mosley, The University of Texas at Austin
In this alternative session, attendees will explore four approaches to discourse analysis alongside researchers. Researchers will share detailed accounts of their analytic choices and work with attendees around a small data set. The data comes from a case study of a Secondary English pre-service teacher and focuses on how she positions herself in her student teaching and in her reflections on teaching. Participants will be invited to explore methods and to compare findings of different analytical tools.

1. Multimodal Discourse Analysis
   F. Blake Tenore, Vanderbilt University
2. Critical Discourse Analysis
   Amy Burke, The University of Texas at Austin
   Melody Zoch, The University of Texas at Austin
3. Gee’s Building Tasks
   Elizabeth Years Stevens, Syracuse University
4. Conversation Analysis
   Amy Vetter, University of North Carolina at Greensboro
**Reform in Motion: An Iterative Cycle of Professional Development and Inquiry**

**Chair & Discussant:** Judy M. Parr, University of Auckland

We examine how professional development (PD) and inquiry inform each other in an iterative cycle. Through the formation of a developmental model of whole-school reform, we identify schools’ capacity and progress along dimensions of change, providing a framework for PD. Feedback from school leaders participating in cross-site and on-site meetings helps shape foci of subsequent PD. This symposium provides insight into contexts of examining PD inquiry and planning as an iterative relationship.

1. **The Developmental Model: Gauging and Guiding Progress**
   Susan R. Goldman, University of Illinois at Chicago
   Mary Pat Sullivan, University of Illinois at Chicago
   Taffy E. Raphael, University of Illinois at Chicago

2. **Professional Development for Educational Leaders**
   MariAnne George, University of Illinois at Chicago
   Jacquelynn S. Popp, University of Illinois at Chicago
   Catherine M. Weber, Arizona State University

3. **Gallery Walk: The Ultimate Indicator of Progress**
   Susan I. McMahon, National-Louis University

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**A Legacy in Literacy: Practice, Policies, and Research in Early Reading**

**Chair:** Elfrieda H. Hiebert, University of California, Berkeley

**Discussants:** Marilyn Jager Adams, Brown University
   Elfrieda H. Hiebert, University of California, Berkeley

The nation’s first reading research center, the Center for the Study of Reading (CSR), focused initially on comprehension of texts. It was not until the 198th of CSR’s 600+ technical reports that a report addressed early reading. Despite this inauspicious beginning, many of CSR’s highest visibility projects pertain to beginning reading. Many of these projects will be represented in this session as researchers reflect on past, present, and future of research on early reading.

1. **A Researcher-Practitioner Collaboration: Supporting Decoding Within a Comprehension-Rich Process**
   Irene Gaskins, Benchmark School

2. **Inferential Strategies, Early Literacy Concepts, and Family Literacy: The Reach of the Centre for the Study of Reading into Canada**
   Linda Phillips, University of Alberta
   Stephen Norris, University of Alberta

3. **Reading Recovery: Influences of the Center for the Study of Reading Then, Now, and Future**
   Janet S. Gaffney, University of Illinois at Urbana-Champaign
   Robert M. Schwartz, Oakland University

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**Comprehension Instruction**

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

**Discussant:** Rosalind Horowitz, The University of Texas – San Antonio

1. **Accelerating Reading Comprehension in Grades 1-2 by Enhancing Reading Instruction with Content-Area Learning in Science: Effects of a Year-Long Study**
   Michael R. Vitale, East Carolina University
   Nancy R. Romance, Florida Atlantic University

2. **Leveled Reading in the Elementary Grades: Teacher Beliefs, Classroom Practices, and Student Responses**
   Juliet L. Halladay, The University of Vermont

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**Coaching for Change: A Dialogue about Teachers’ and Students’ Powerful Literacies**

**Chair:** Kristin N. Rainville, Manhattanville College

**Discussant:** Stephanie Jones, The University of Georgia

Literacy coaches, in theory, are positioned to enact sustained professional development that has the potential for both teachers and students to experience and live literacy differently. This symposium calls for deeper professionalization and intellectualization of teachers and teaching, processes that might be provoked and informed by literacy coaches, but certainly not technocrats working on behalf of ideological institutions that have a long history of marginalizing many students and families.

1. **Flowing with Resistance: Suffering, Humility, and Compassion in Literacy Coaching**
   Kristin N. Rainville, Manhattanville College
   Stephanie Jones, The University of Georgia

2. **Coaching as Inquiry**
   Diane Stephens, University of South Carolina
   Heidi Mills, University of South Carolina

3. **Creating a New Literacies Coaching Ethos**
   Emily N. Skinner, College of Charleston
   Margaret Haddock, College of Charleston
   Mary Provost, College of Charleston
### Content Area Texts and Instructional Grouping

**Chair:** Bryan R. Crandall, Syracuse University  
**Discussant:** Stephanie McAndrews, Southern Illinois University Edwardsville

1. **A Survey of Primary Teachers’ Uses of Content Area Textbooks**  
   Barbara Moss, San Diego State University  
   Kymberly Karras, San Diego State University

2. **The Effect of Within-Class Grouping on Reading: A Meta-Analytic Review**  
   Kelly Puzio, Vanderbilt University

3. **Quantity and Quality of Preschool Teachers’ Whole-Group Shared Reading: Associations with Children’s Literacy and Language Skills**  
   Tricia A. Zucker, University of Texas Health Science Center at Houston  
   Sonia Q. Cabell, University of Virginia  
   Laura M. Justice, The Ohio State University  
   Jill Pentimonti, The Ohio State University  
   Joan Kaderavek, The University of Toledo

### Understanding Beginning Readers

**Chair:** Gary Bingham, Georgia State University  
**Discussant:** Wendy M. Smith-D’Arezzo, Loyola University Maryland

1. **Perceptions of Beginning Readers: The Voices of Those Who Struggle and Those Who Succeed**  
   Tammy B.H. Brown, Marywood University

2. **Development of Children’s Problem-Solving Activities at Point of Difficulty in Beginning Reading**  
   Lea M. McGee, The Ohio State University  
   Mary Fried, The Ohio State University  
   Kate Nelson, The Ohio State University

3. **“It’s Me. I’m Fixin’ to Know the Hard Words.” Children’s Perceptions of “Good Readers” as Portrayed in their Representational Drawings**  
   Jeanne Cobb, Coastal Carolina University

### Under Construction: Reading, Writing, and Learning in Online Spaces

**Chair:** Nadeza Pimenova, Purdue University  
**Discussant:** Laurie A. Henry, University of Kentucky

1. **A Descriptive Study on Adolescents’ Strategy Use in an Internet Reading Task: Using the Analytical Model That Reflects the Knowledge of Both New and Traditional Forms of Reading**  
   Byeong-Young Cho, University of Maryland

2. **Writing Habits and Attitudes of Adolescents: A Look at the Roles of Technology-Enhanced and Traditional Writing in Adolescents’ Lives**  
   Mary G. Zeleny, University of Nebraska, Lincoln  
   Meryem Yilmaz Soylu, University of Nebraska, Lincoln

3. **Construction Zone Ahead: Where Reading, Thinking, and Writing Intermingle in a Classroom Discussion Taking Place Online**  
   Jane S. Vogler, The University of Texas at Austin  
   The D-Team, The University of Texas at Austin

### Analyzing Pre-Service Teachers’ Self-Portraits to Determine Their Developing Understanding about Content Reading

**Janet C. Richards, University of South Florida Tampa**

**First and Fourth Grade Boys’ and Girls’ Preferences for and Perceptions about Narrative and Expository Text**  
**Lisa Repaskey, University of Miami**  
**Jeanne S. Schumm, University of Miami**

**An Analysis of the Trends Emerging from a Ten-Year Review of the Research Literature on Early Childhood Literacy and Technology**  
**Kristine L. Still, Cleveland State University**  
**Jacki P. Gordon, University of Akron**

**Understanding the Fabric of Classroom Literacy Experiences: Interlacing Explicit Instruction and Literacy Immersion**  
**Joyce Many, Georgia State University**  
**Mona W. Matthews, Georgia State University**

**The 39 Clues: A Hybrid World of Text and Hypermedia**  
**Diane Sekeres, University of Alabama**  
**Christopher Watson, University of Alabama**

**Bodytalk: Seven Adolescent Girls of Color Move Toward Being Enough**  
**Hilary E. Hughes, The University of Georgia**
Friday

3:00PM - 4:30PM
PAPER SESSION

Family-School-Community Literacies: Connections and Disconnections
Chair: Ramona Morin Aguilar, Texas A&M University - Commerce 
Discussant: Rosalind Horowitz, The University of Texas - San Antonio

1. Hispanic Teachers, Hispanic Students, and Literacy Achievement
Ramona Morin Aguilar, Texas A&M University - Commerce 
Wayne Linek, Texas A&M University - Commerce 
Larkin Page, Texas A&M University - Commerce

2. School-Based Parental Involvement of Disenfranchised Families: Addressing the Affordances and Obstacles Noted by Administrators, Teachers, and Parents
Kim D. Pemberton, University of North Carolina at Greensboro

3. “Hidden Literacies” in the Home: Examining the Narratives of Marginalized Families
Peggy Semingson, The University of Texas at Arlington

3:00PM - 4:30PM
PAPER SESSION

Culturally and Linguistically Diverse Students Learning through Story, Skills, and Inquiry
Chair: L. Quentin Dixon, Texas A&M University
Discussant: Cheongwa Cheong, The University at Albany, State University of New York

1. Designing Vocabulary Instruction in Science for Culturally and Linguistically Diverse Students
Stephanie Wessels, University of Nebraska, Lincoln

2. Process and Product: Creating Stories through Multiple Literacies
Charlotte J. Enns, University of Manitoba

3. First-Grade Inquiry with English Language Learners
Lindsey M. Guccione, University of Northern Colorado

3:00PM - 4:30PM
PAPER SESSION

Literacy Models and Coaching
Chair: Leslie S. Rush, University of Wyoming
Discussant: Roya Qualls Scales, Western Carolina University

1. The Development and Feasibility of a Research-Based, Culturally Responsive Model of Elementary Reading Instruction
Ellen McIntyre, North Carolina State University 
Nancy Hulan, University of Louisville

2. The Agency and Role of the Literacy Consultant in School Improvement
James H. Mosenthal, The University of Vermont 
Mary Beth Monahan, Vermont Reads Institutes 
Kathleen Harrington, Vermont Reads Institutes

3. Internal and External Factors Related to Literacy Professionals’ Collective Efficacy
Kathleen M. Wilson, University of Nebraska, Lincoln 
Guy Trainin, University of Nebraska, Lincoln 
Kathleen Wasserman, The University of Scranton

3:00PM - 4:30PM
SYMPHONIUM SESSION

Responding with a Question: Contingency, Positioning and Knowing in the Classroom
Chair & Discussant: Maureen P. Boyd, University at Buffalo, State University of New York

We learn through and from classroom talk. For decades, researchers and practitioners have been encouraged to critically examine classroom discourse as a tool for learning and teaching. In spite of that call, we are still in need of more research within the live classroom. This research, which looks closely at dialogue in two classrooms, examines how contingent questioning creates a third space for students to enact their identities as knowers.

1. 90 Degrees, 2 Visitors, and an Inch Worm: Teaching to the Standards, Not the Test
Sylvia A. Smyntek-Gworek, University at Buffalo, State University of New York

Sunshine R. Sullivan, Houghton College

3. Positioning Students as Knowers: Using the Third Turn to Create a Third Space
Brenna D. Towle, University at Buffalo, State University of New York

4. The Student-Generated Question: Support, Benefits and Drawbacks
Kayla S. Zimmer, St. Bonaventure University

3:00PM - 4:30PM
PAPER SESSION

Engaging Readers with Blogs, Online Book Clubs, and Collaborative Projects
Chair: Julia Kara-Soteriou, Central Connecticut State University
Discussant: Kenneth J. Weiss, Central Connecticut State University

1. “I think You Can Teach Comments”: Case Studies of Online Social Networking in Eighth Grade English Classes
Paige Ware, Southern Methodist University 
Brenna Rivas, Southern Methodist University

2. Summer Online Book Clubs for Kids
Cassandra Scharber, University of Minnesota

3. Exploring Effective Literacy and Learning Practices Associated with Online, Collaborative Projects between Classrooms in Different Countries
Heidi Everett-Cacopardo, University of Connecticut
Symposium Session: Preschool Writing Trajectories: The Impact of Classroom and Family Interactions

Chair & Discussant: Emily Bigelow, Vanderbilt University

Papers in this symposium report patterns in 2- to 5-year-olds’ writing and connections to classroom and family interactions. Paper 1 reports on 2- and 3-year-olds’ conceptions of the temporal and spatial features of writing in teacher-child composing events. Paper 2 reports developmental progressions in writing when 3- to 5-year-olds participate in Scaffolded Writing. Paper 3 reports connections between parent interaction patterns and preschoolers’ approaches to writing in standard writing tasks in the preschool classroom.

1. Preschool Writers’ Perspectives on Print and the Page: Emerging Concepts about Linguistic, Temporal, and Spatial Features of Writing
   Deborah Wells Rowe, Vanderbilt University

2. Scaffolded Writing: Teaching Children How to Write Using a Vygotskian-Based Method of Mediation and Dynamic Assessment
   Elena Bodrova, Mid-continent Research for Education and Learning
   Deborah Leong, Metropolitan State College of Denver

3. Parental-Contextual Influences on Young Children’s Early Approaches to Standard Writing Tasks in Preschool
   Carin Neitzel, Vanderbilt University

Roundtable:

I. Vocabulary Assessments for Preschool Dual-Language Learners
   Melissa M. Brydon, University of Pittsburgh

II. Strategy Instruction in the Content Areas: Supporting Students with Disabilities
   Marie Tejero Hughes, University of Illinois at Chicago
   Michelle Parker-Katz, University of Illinois at Chicago

III. Places for Literacy, Literacies for Place
   Marie E. Gernes, The University of Iowa

IV. Japanese and American Educators on Hiroshima No Piika
   Junko Yokota, National-Louis University
   Sachiko Adachi, Niigata University
   William H. Teale, University of Illinois at Chicago

V. Responding to Text: Investigating the Impact of the Teacher, Literature, and Websites on Student Discussion
   Sophie M. Ladd, University of Nevada, Las Vegas

VI. The Instruction and Assessment of Expository Text: A Content Analysis of Fifth Grade Reading and Science State-Adopted Teachers’ Manuals
   Alison A. Jones, Texas A&M University - Commerce
   Mary Beth Sampson, Texas A&M University - Commerce

Symposium Session: The Literacy Research Association: Old Wine/New Bottles? Or, a New Direction

Chair & Discussant: Jerome C. Harste, Indiana University

Through this symposium, we explore the envisioned community and broadened focus for the Literacy Research Association with some new voices and some fairly radical conceptions of literacy and research. Two of the three presenters are from outside North America. All offer broad conceptions of “what counts as literacy,” attention to contexts for the study of literacy that have not been common in the context of the old NRC, and consideration of such factors as globalization on literacy.

1. Re-Framing Literacy
   Dominic Wyse, Cambridge University

2. Literacy Beyond Reason
   Hilary Janks, University of Witwatersrand

3. Literacy as Opposed to What? Loose Ends in the Orality - Literacy Technology Line of Inquiry
   Randy Bomer, The University of Texas at Austin

Symposium Session: A Legacy in Literacy: Policy and Assessment

Chair: Elfrieda H. Hiebert, University of California, Berkeley

Discussants: Jan Dole, The University of Utah
   Sheila Valencia, University of Washington

LRA members have grappled with the relationship between research and policy, as was evident in the debate that culminated the 2009 national meeting. Graduate students, postdoctoral fellows, and visiting professors, who were at CSR during the period when policy connections became of increasing importance, will describe how their past experiences connect to their present work in research and practice. These scholars represent projects at international, national, state, and local educational agency levels.

1. Literacy Assessment: Extending the Past into the Present
   Peter Johnston, University at Albany, State University of New York

2. Using Data to Drive Educational Policy: Asking the Questions That Make a Difference
   Peter Winograd, New Mexico Department of Education

3. RTI: The Challenges (and Successes) of Tier Two Intervention
   Diane Stephens, University of South Carolina

4. Unwalking the Path to Find the Path to Return
   Ileana Seda-Santana, JILCED/Universidad Nacional Autonoma de Mexico
Celebrating 60 Years of Literacy Research
60th Annual Meeting • December 1 - December 4, 2010 • Fort Worth, TX

3:00PM - 4:30PM
SUNDANCE 4
SYMPOSIUM SESSION

Media for and by Adolescents: Emerging Social, Modal, and Spatial Practices of Production and Interpretation

Chair: Bridget Dalton, Vanderbilt University
Discussant: A. Jonathan Eakle, The Johns Hopkins University

We present three studies examining emerging sets of social, modal, and spatial practices related to adolescents’ engagements with media “on their own.” Collectively, these studies exhibit an expansive notion of media literacy that views adolescents as purposeful and experienced media producers and interpreters. The first paper follows the production of a student-made documentary film. The second analyzes student-produced videos created for a national contest. And the final paper examines complex representations in media for adolescents.

1. Composers of Cultural Change: A Case of Adolescents Producing Documentary Film for Social Justice
   Christian Ehret, Vanderbilt University

2. Multimodal Persuasion: An Examination of Media, Gender, and Self-Presentation in Adolescents’ Videos
   Blaine Smith, Vanderbilt University

3. Mapping New Semiotic Landscapes: An Analysis of Thematic Map Use in Broadcast Media for Adolescents
   Nathan Phillips, Vanderbilt University

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

Measuring Knowledge-for-Teaching In Grade 4-9 English Language Arts: Investigating What, Why, and How

Chair: Drew Gitomer, Educational Testing Service
Discussant: P. David Pearson, University of California, Berkeley

In this session we present and discuss an assessment instrument designed to measure the knowledge used in teaching English language arts in grades 4-9. This assessment was designed as part of the Gates Foundation’s Measures of Effective Teaching project. The session, which is organized into three strands, will address the theoretical principals that have guided item development and use example items and results from pilot data to illustrate characteristics of item design and the knowledge measured by the assessments.

Presenters:
Samantha Caughlan, Michigan State University
Susan Dasch, Educational Testing Service
Jenny Demonte, University of Michigan
Geoffrey Phelps, Educational Testing Service
Sarah E. Scott, University of Pittsburgh

3:00PM - 4:30PM
TEXAS B
SYMPOSIUM SESSION

Stories of Teacher Change: Three Case Studies

Chair & Discussant: Beth Maloch, The University of Texas at Austin

Lasting change in teacher practice is difficult because it expects that educators challenge and reconstruct deeply embedded practices and beliefs. The three studies that make up this symposium draw upon qualitative ethnographic and case study research methods to better understand how teacher change does or does not occur in different professional development contexts. Implications from the three studies suggest that issues of self-knowledge and agency impact teacher change and recommend the need for more expansive understandings of professional development.

1. Change through Collaboration: A Case Study of a Practitioner Researcher Group
   Amy Vetter, University of North Carolina at Greensboro

   Colleen Fairbanks, University of North Carolina at Greensboro

3. Struggling to Change: One Teacher’s Story of Powerlessness
   Lynn Masterson, Texas State University – San Marcos

3:00PM - 4:30PM
TEXAS C
SYMPOSIUM SESSION

Preparing Teachers for Multiple Literacies

Chair: Kristin N. Rainville, Manhattanville College
Discussant: Ted Kesler, Queens College, City University of New York

Using sociocultural theories of literacy, the five presenters in this panel will present the deliberate ways that they prepare pre- and in-service teachers to provide more expansive and inclusive practices to support the needs of their diverse students. Across the four presentations, participants will come away with insightful ways to prepare teachers to truly support multiple literacies in school settings.

1. Exploring Funds of Knowledge
   Ted Kesler, Queens College, City University of New York

2. Understanding Situated Literacy through Site-Based Learning
   Kristin N. Rainville, Manhattanville College
   Courtney R. Kelly, Manhattanville College

3. The Power of Reading Identities
   Margaret A. McNamara, Bank Street College of Education

4. Becoming Literacy Leaders in High-Poverty Schools:
   Jane Bean-Folkes, Teachers College, Columbia University
Friday

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

**Digital Learning Tools in Elementary Grades**

**Chair:** Caitlin McMunn Dooley, Georgia State University  
**Discussant:** Teri Peitso-Holbrook, Georgia State University

Presenters will provide information and research findings regarding: (a) how to evaluate technological and instructional quality as well as the developmental appropriateness of digital tools that enhance early comprehension development; (b) how to select digital learning tools for English Language Learners; and (c) how to engage teachers in "electronic field trips" as a means for enhancing curricular frameworks. These presentations will be conducted using both traditional presentation style as well as interactive/non-linear multimedia presentations.

   Caitlin McMunn Dooley, Georgia State University  
   Meghan Welch, Georgia State University  
   Jennifer Barrett-Mynes, Georgia State University

2. **Digital Tools for English Language Learners**  
   Laura May, Georgia State University  
   Amy Cain, Georgia State University

3. **Electronic Field Trips**  
   Lydia Criss Mays, Georgia State University

3:00PM - 4:30PM  TEXAS G
PAPER SESSION

**Using Imagination, Materials, and Engagement to Support Literacy Learners**

**Chair:** Erin McTigue, Texas A&M University  
**Discussant:** Kathy Ganske, Vanderbilt University

1. **Imagination in Story Response of Middle School Readers: Relationship between Imagery, Emotion, and Structural Importance**  
   Rhonda Goolsby, Texas A&M University  
   Erin McTigue, Texas A&M University  
   Mark Sadoski, Texas A&M University

2. **Leveling Magazines: Considerations for Selecting and Using Magazines in Middle School Classroom and School Libraries**  
   Richard Allington, University of Tennessee at Knoxville  
   Rachael Gabriel, University of Tennessee at Knoxville

3. **Reading Engagement as a Mediator of the Reading Comprehension of Struggling English-Language Learners**  
   Ana Taboada, George Mason University  
   Mary Jane Boynton, George Mason University

3:00PM - 4:30PM  TEXAS H
SYMPOSIUM SESSION

**Examining Preschool Teachers’ Vocabulary Instruction while Bookreading**

**Chair:** David K. Dickinson, Vanderbilt University  
**Discussant:** Susan B. Neuman, University of Michigan

This symposium examines teachers’ vocabulary teaching practices during storybook reading in Head Start classrooms. Preschool curriculum interventions often seek to improve teachers’ methods for supporting children’s word-learning during book reading. The papers presented here examine the instructional practices preschool teachers employed when implementing two different preschool curricula. Each paper utilizes a different lens to capture and describe teachers’ language support in the shared context of book reading.

1. **Head Start Teachers’ Vocabulary Instruction during Storybook Reading: Predicting Vocabulary Outcomes of Students in Linguistically Diverse Classrooms**  
   Miriam G. Lipsky, University of Miami

2. **Curriculum Effects on Vocabulary Instruction during Preschool Book Reading**  
   Jill B. Freiberg, Vanderbilt University  
   Catherine L. Darrow, Vanderbilt University

3. **Fine-Grained Analysis of Teacher Talk in Preschool Classrooms**  
   Erica Barnes, Vanderbilt University

3:00PM - 4:30PM  TEXAS I
PAPER SESSION

**Science and Literacy in the Primary Grades**

**Chair:** Seth Parsons, George Mason University  
**Discussant:** Sara Ann Beach, University of Oklahoma

1. **Scientific Vocabulary Knowledge of Primary Grade Children: Writing about Plants**  
   Sheryl L. Honig, Northern Illinois University

2. **The Role of Science Information Text Genre in the Primary Classroom: A Framework of Instructional Practices**  
   Barbara J. Peterson, University of South Florida Tampa

3. **Writing to Learn and Learning to Write: First Graders Writing Science**  
   Vicki McQuitty, Syracuse University  
   Sharon Dotger, Syracuse University
Adolescent Literacy: Attitudes, Strategies, and Funds of Knowledge
Chair: Leslie D. Burns, University of Kentucky
Discussant: Mark D. Vagle, The University of Georgia
1. Adolescent Literacy: Relatedness of Ability and Attitudes
   Kim McDowell, Wichita State University
   Robyn A. Ziolkowski, The Ohio State University
   Renee Sweeney, Boys and Girls Club of South Central Kansas
2. Using Funds of Knowledge to Support Struggling Readers’ Success in School
   Leslie D. Burns, University of Kentucky
   Leigh A. Hall, University of North Carolina at Chapel Hill
3. Variations in the Strategic Processing of Expository Text by Proficient and Struggling Sixth Grade Readers Over Time
   Janice F. Almasi, University of Kentucky
   Susan C. Cantrell, University of Kentucky
   Janis C. Carter, Collaborative Center for Literacy Development
   Margaret Rintamaa, Collaborative Center for Literacy Development
   Jessica Grewe, University of Kentucky

I. Online Gaming: The Motivational Value for Literacy in English Language Learners
   Leslie Haas, Texas A&M University – Commerce
   Susan Glaeser, Texas A&M University – Commerce
II. Fostering Reading Comprehension through Science in Middle and Upper Elementary Classrooms: A Pilot Professional Development Program
   Tara S. Gibney, Adelphi University
   Emily Kang, Adelphi University
   Maryjean McCarthy, Adelphi University
III. Change It Up: Reconceptualizing the Engagement of Sixth Grade Students in Reading, Thinking, and Talking about Books
   Elizabeth A. Swaggerty, East Carolina University
   Kristin E. Davis, East Carolina University
   Amy D. Broemmel, University of Tennessee
IV. Pre-Service Teachers’ Experience Teaching Writing During Student Teaching
   Belinda S. Zimmerman, Kent State University
   Denise N. Morgan, Kent State University
   Melanie Kidder, Kent State University
V. Idiom Comprehension Strategies: A Russian Language Learners’ Perspective
   Nadezda Pimenova, Purdue University
   Beverly Cox, Purdue University
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<th>Time</th>
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<td>8:40AM - 10:10AM</td>
<td>FORT WORTH 1</td>
<td>Exploring Classroom Literature Use</td>
<td>Angie Zapata, The University of Texas at Austin</td>
<td>Marjorie Siegel, Teachers College, Columbia University</td>
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<td>1. An Exploration of Teachers’ and Students’ Uses of Informational Texts</td>
<td>Beth Maloch, The University of Texas at Austin</td>
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<td>2. A Profile of Three High School Students’ Talk about Literature during Multimodal Instructional Activities and Whole Class Text-Based Discussions</td>
<td>James S. Chisholm, Morehead State University</td>
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<td>8:40AM - 10:10AM</td>
<td>FORT WORTH 2</td>
<td>Academic Literacies</td>
<td>Kelly Puzio, Vanderbilt University</td>
<td>Carla K. Meyer, Appalachian State University</td>
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<td>1. Adaptation of the Academic Word List to Make It More Appropriate for Students in Grades 1-12: An Ongoing Exploratory Study</td>
<td>Thomas G. Gunning, Central Connecticut State University</td>
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<td>2. Writing about Mathematics Learning: The Impact of a Journal-Writing Intervention on Undergraduate Math Students</td>
<td>Mary G. Zeleny, University of Nebraska, Lincoln</td>
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<td>3. Adolescent Literacies across School Contexts: Teachers and Students Negotiate Communal School Activities</td>
<td>Kara L. Lycke, Illinois State University</td>
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<td>8:40AM - 10:10AM</td>
<td>FORT WORTH 3</td>
<td>Composing and Responding to Digital Texts</td>
<td>Deborah Kozdra, University of South Florida Tampa</td>
<td>David M. Lund, Southern Utah University</td>
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<td>1. Examining Proficient Fourth-Grade Writers’ Decisions When Composing Electronic Text</td>
<td>Rachel Karchmer-Klein, University of Delaware</td>
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<td>2. Digital Technologies and Writing Instruction in Grades 4-8 Classrooms across Canada</td>
<td>Shelley Stagg Peterson, University of Toronto</td>
<td>Jill McClay, University of Alberta</td>
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<td>3. Multimodal Intertextuality: Multiple Text Comprehension in Online Historical Inquiry</td>
<td>Michael L. Mandelino, University of Illinois at Chicago</td>
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Celebrating 60 Years of Literacy Research

Saturday

8:40AM - 10:10AM  PAPER SESSION  FORT WORTH 8

**Learning and Implementing Teaching Strategies that Work**

Chair: Angie Madden, Eastern Kentucky University  
Discussant: Colleen P. Gilrane, University of Tennessee

1. **Pre-Service Teachers' Developing Understandings about Writing Philosophy and Instruction and Culturally Responsive Teaching in a Field-Based Experience**  
   Susan Bennett, The University of Mississippi

2. **The Construction of Readers During Interactive Read-Alouds and Response to Reading: A Critical Discourse Analysis**  
   Ted Kesler, Queens College, City University of New York

3. **Teachers’ Use of Gestures across the Content Areas**  
   Amy Alexandra Wilson, The University of Georgia  
   Michael Boatright, The University of Georgia

8:40AM - 10:10AM  SUNDANCE 1

**I. Learning to Write by Being a Reader: A Review of Literature**  
   Noreen S. Moore, The College of New Jersey

**II. Scandalous! Situating Urban Literature within a Black Feminist Literacy Tradition**  
   Erica Newhouse, University of Wisconsin Madison

**III. A Comparison of Education, Business, and Engineering Undergraduate Students’ Internet Use and Their Awareness, Confidence, and Competence in Using New Literacies**  
   Suyeon Kim, Texas A&M University  
   Erin McTigue, Texas A&M University  
   Jack Helfeldt, Texas A&M University

**IV. Gender: Main Characters Fifty Years Ago and Today**  
   Wendy M. Smith-D’Arezzo, Loyola College in Maryland  
   Elizabeth Walter, Harford County Public School System

**V. Cross-Generational, Correlated Tutoring Experiences in Pre-Service Teacher Preparation**  
   James V. Hoffman, The University of Texas at Austin  
   Nancy L. Roser, The University of Texas at Austin  
   Ramon Martinez, The University of Texas at Austin  
   Melody Zoch, The University of Texas at Austin  
   Katharine Chamberlain, The University of Texas at Austin  
   Katie E. Peterson, The University of Texas at Austin  
   Kelly Laudenheimer, The University of Texas at Austin

**VI. Repositioning Young Children as Knowers: What Really Matters in Early Literacy Pedagogy**  
   Martille R. Elias, University of Missouri - St. Louis

8:40AM - 10:10AM  SUNDANCE 2

**What is Reading Achievement the Achievement of?**

Chair: Tony Applegate, Holy Family University

Virtual no credible experts in the field of literacy would define reading comprehension as the mere ability to faithfully reproduce the factual information embedded in text. Instead, they insist that readers must combine their unique life experiences with text and respond thoughtfully to the ideas generated. This session examines the role of thoughtful literacy in the assessment of reading comprehension in research and demonstrates how that assessment opens new vistas for literacy researchers.

1. **Reading Comprehension: Thoughtful Response or Accurate Reproduction**  
   Jeanne Cobb, Coastal Carolina University

2. **Reading Fluency and Thoughtful Response to Text**  
   Mary Applegate, St. Joseph’s University

3. **Motivation to Read and Thoughtful Response to Text**  
   Tony Applegate, Holy Family University

8:40AM - 10:10AM  SUNDANCE 4

**SYMPOSIUM SESSION**

**Considering Time and Space with Immigrant Families**

Chair: Catherine Compton-Lilly, University of Wisconsin Madison  
Discussants: Anika Paaren-Stano, University of Wisconsin Madison  
Mary Guay, University of Wisconsin Madison

This symposium reports on the first year of a ten-year longitudinal study that strives to recognize immigrant families as being within time and space. Specifically, we examine how immigrant children and their family members make sense of relocation to the United States and how these experiences interface with children's school experiences. The project addresses identity construction relative to literacy and schooling over multiple spaces and across time. Three case studies will be presented.

1. **Contextual Temporality in Muslim Immigrant Identity Construction, Reconstruction, and Resistance**  
   Rohany Nayan, University of Wisconsin Madison

2. **Negotiating the “Proleptic Space”**  
   Yonne Pek, University of Wisconsin Madison

3. **Time, Identity Formation, and Americanization**  
   Dana Hagerman, University of Wisconsin Madison
### Saturday

#### 8:40AM - 10:10AM

**PAPER SESSION**

**TEXAS A**

**Early Literacy Learning: Influences of Dialect and Languages on Spelling and Literacy**

**Chair:** Erika Feinauer, Brigham Young University  
**Discussant:** Susan K. L’Allier, Northern Illinois University

1. *Cross-Language Transfer of Early Literacy Skills: An Examination of Young Learners*  
   Erika Feinauer, Brigham Young University  
   Kendra M. Hall-Kenyon, Brigham Young University  
   Kimberlee Davison, Brigham Young University

2. *Spelling Skills of Chinese Students Learning English as a Foreign Language*  
   Jing Zhao, Texas A&M University  
   L. Quentin Dixon, Texas A&M University

3. *Dialectal Influence on the Formation of English Plurals as Revealed by Spelling*  
   L. Quentin Dixon, Texas A&M University  
   Jing Zhao, Texas A&M University  
   R. Malatesha Joshi, Texas A&M University

#### 8:40AM - 10:10AM

**PAPER SESSION**

**TEXAS C**

**Literature around the Globe**

**Chair:** Yoo Kyung Sung, The University of New Mexico  
**Discussant:** Priscilla L. Griffith, The University of Oklahoma

1. *Resistance and Consensus: Text, Context and Discourses in an After-School Play*  
   Mary-Virginia Feger, University of South Florida Tampa

2. *Developing Intercultural Understanding through Responses to Global Children’s Literature*  
   Kathy G. Short, University of Arizona

3. *Understanding Female Representation in Supplementary Reading Materials Written by South African Teachers for South African Learners*  
   Misty Sailors, The University of Texas at San Antonio  
   Courtney Holmes, The University of Texas at San Antonio

#### 8:40AM - 10:10AM

**PAPER SESSION**

**TEXAS B**

**Literacy Methods and Materials that Motivate and Affect Elementary Teachers**

**Chair & Discussant:** Cathy M. Roller, Retired

Many elementary teachers use a variety of structures for reading instruction: read-aloud, guided reading, whole class instruction, partner reading, shared reading, and independent reading to name several. Teachers and literacy researchers define these structures in different ways, however, and this symposium explores how these different structures and teacher decision-making about literacy instruction impact and shape their identities as teachers.

1. *Navigating the Tension: Conflicting Discourses of Literacy Instruction in Teacher Education*  
   Anne Swenson Ticknor, East Carolina University

   Leslie Cavendish, The University of Iowa

3. *Literacy Methods and Materials: How Teachers Define and Use Them in Elementary Classrooms*  
   Renita Schmidt, Furman University

#### 8:40AM - 10:10AM

**PAPER SESSION**

**TEXAS D**

**Family Literacy Development**

**Chair:** Sally Brown, Georgia Southern University  
**Discussant:** Susan V. Piazza, Western Michigan University

1. *Supporting and Promoting Bilingualism and Biliteracy in a Family Literacy Program with Immigrant and Refugee Families*  
   Jim Anderson, University of British Columbia  
   Fiona Morrison, LegaciesNow 2010  
   Nicola Friedrich, University of British Columbia

2. *“[Without Literacy]...the Women are Just Doing Time”: Literacy Practices in a Shelter for Homeless Families*  
   Laurie MacGillivray, University of Memphis  
   Margaret S. Curwen, Chapman University  
   Amy L. Ardell, Chapman University

3. *Agency, Awareness, and Apprenticeship: How an African American Mother Manages Disease through Digital Literacies*  
   Tisha Y. Lewis, Georgia State University
8:40AM - 10:10AM  TEXAS G

PAPER SESSION

Comprehension in the Elementary Grades
Chair: James A. Erekson, University of Northern Colorado
Discussant: Barbara A. Bradley, University of Kansas

1. Poetry Discussion: Guiding Students with Disabilities toward Comprehension
Georgette Lee, University of Illinois at Chicago

2. Assessing Primary Students’ Reading Engagement and its Unique Role in Reading Comprehension: Reconsidering the Simple View of Reading
Kelly B. Cartwright, Christopher Newport University
Erica Oliver, Christopher Newport University
Timothy R. Marshall, Christopher Newport University

3. The Contributions of Vocabulary Knowledge and Syntactic Awareness to 5th Grade Students’ Reading Comprehension
Kouider Mokhtari, Iowa State University
Dale Niederhauser, Iowa State University

8:40AM - 10:10AM  TEXAS J

SYMPHONIUM SESSION

Examining Self to Improve Teaching: Four Self-Studies of University Professors on Teacher Identity, Cultural Perspectives, and Instructional Practices
Chair: Ran Hu, East Carolina University
Discussant: Terry Atkinson, East Carolina University

This symposium is composed of four self-studies. We will explore how exchanging the cultural perspectives of teaching and learning supported teaching practice. We will explore how instructors’ behaviors facilitate students’ identity development. Then we will examine the researchers’ understandings of critical literacy between the program vision and the contexts of teachers’ daily practices. Finally, we will investigate how university instructors teaching a common online course establish a literacy learning community to support each other through online collaboration.

1. The Views of Teaching and Learning: A Collaborative Self-Study of Two Professors’ First-Year Teaching Experiences
Ran Hu, East Carolina University
Judith Smith, East Carolina University

2. Developing Teacher Identity in Pre-Service Teachers: A Self-Study of Instructor Scaffolding
Karen J. Kindle, University of Missouri - Kansas City
Cynthia M. Schmidt, University of Missouri - Kansas City

3. What’s the Use of a “Reflection Tool”? How Teachers Resisted and Reinvented What Counts as Reflection in a Critical Literacy Master’s Program
Patricia Paugh, University of Massachusetts Boston
Elizabeth Robinson, Suffolk University

4. Teaching and Learning Together: A Collaborative Self-Study of Building an Online Literacy Learning Community
Ran Hu, East Carolina University
Tom Caron, East Carolina University
Faye Deters, Eastern Kentucky University
Lanette Moret, East Carolina University
Elizabeth A. Swaggerty, East Carolina University

8:40AM - 10:10AM  TEXAS H & I

ALTERNATIVE FORMAT

A Legacy in Literacy: Schema Theory Revisited

Chairs & Discussants:
P. David Pearson, University of California, Berkeley
Rand J. Spiro, Michigan State University

Leading schema theory researchers examine the legacy of the theory as it stands today, at the 35th anniversary of the inception of the Center for the Study of Reading, where the study of the role of prior knowledge in comprehension was featured. Additionally, contemporary scholars of online reading comprehension consider how schema theory has to be modified to accommodate the ready availability of information online.

Presenters:
Richard C. Anderson, University of Illinois at Urbana-Champaign
John D. Bransford, University of Washington
William F. Brewer, University of Illinois at Urbana-Champaign
Julie Coiro, University of Rhode Island
Michael DeSchryver, Michigan State University
P. David Pearson, University of California, Berkeley
Rand J. Spiro, Michigan State University
Saturday

9:30AM - 10:10AM  SUNDANCE 1

ROUNDTABLE

I. Differentiated Reading Instruction in the Classrooms of Exemplary Primary Teachers
   Julie W. Ankrum, University of Pittsburgh at Johnstown
   Elizabeth G. Belcastro, Geneva College
   Aimee L. Morewood, West Virginia University
   Judith McMahon, Independent Consultant

II. Investigating Middle School Teachers' Perceptions of Reading Comprehension Instruction with English Language Learners
   Brooke E. Kandel-Cisco, Butler University
   Susana E. Franco-Fuenmayor, Texas A&M University
   Yolanda N. Padron, Texas A&M University

III. Exploring Young Children’s Processing of Narrative Texts
    Karen M. Feathers, Wayne State University
    Poonam Arya, Wayne State University

IV. Examining Intercultural Learning in Global Children's Literature
    Yu-Ying Hou, University of Arizona

V. Transferring Learning into Practice: Comparison of Current Classroom Literacy Practices of Beginning Teachers to Pre-Service Instruction
    Kathy E. Stephens, LeTourneau University

VI. Beyond Readability Formulae: Using Functional Language Analysis to Evaluate FCAT Reading Difficulty
    Chu-Chuan Chiu, University of Florida

10:15AM - 11:45AM  TEXAS E & F

INTEGRATIVE RESEARCH REVIEW

Chair: Richard Beach, University of Minnesota

I. Albert J. Kingston Award Presentation
   Diane Corcoran Nielsen, University of Kansas

II. Introduction of Speaker
    Marjorie Siegel, Teachers College, Columbia University

III. 2010 Integrative Research Address—Family Literacy across Time: The Field, Families, and Bradford Holt
    Catherine Compton-Lilly, University of Wisconsin Madison
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