

Charleston, South Carolina

NATIONAL READING CONFERENCE

43rd Annual Meeting Program

December 1-4, 1993

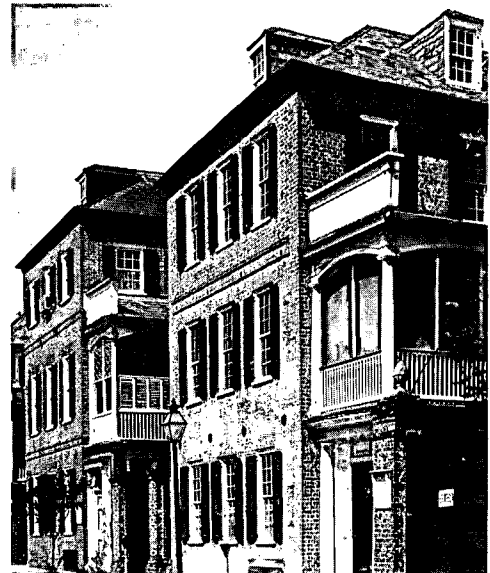


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GENERAL INFORMATION

ABOUT NRC

The National Reading Conference is a professional organization composed of individuals who share an interest in research and dissemination of information on literacy. **NRC** sponsors a conference each year during the first week in December. The program consists of keynote addresses by distinguished speakers, symposia, paper sessions, research reviews of current trends and issues, and alternative format sessions. During the first plenary session, in conjunction with the presidential address on Wednesday, **NRC** confers the Oscar S. Causey Award for distinguished research, the Student Outstanding Research Award, and the Albert J. Kingston Award for outstanding service to **NRC**.

In addition to sponsoring the annual conference, **NRC** publishes the quarterly *JRB: A Journal of Literacy* and the **NRC Yearbook**, which contains selected papers from the previous year's conference. To support these activities, **NRC** maintains a full-time administrative staff and office in Chicago, Illinois. **For more information about NRC, ask any member or contact Headquarters at:**

200 N. Michigan Ave., Suite 300, Chicago, IL 60601, (312)541-1272 phone or (312)541-1271 by fax.

CANCELLATION POLICY

Refunds on conference registration fees, less \$25, will be made provided a written notice of cancellation is received by mail or fax (312-541-1271) by November 12, 1993. **NO REFUNDS AFTER NOVEMBER 12.**

CAR RENTAL

Alamo Rent A Car has been appointed the official car rental company for the National Reading Conference. Special discounted rates have been extended to members attending the conference. These rates are available one week before and after the meeting dates and include unlimited mileage. To make reservations call Alamo at 800/732-3232 and request group I.D. # 85909 - code GR.

When driving from CHS International Airport ... I-26 has its eastern terminus in Charleston. Exit Meeting Street/Visitors Center ... the exit ramp feeds traffic onto Meeting Street in the direction of The Omni. Proceed south on Meeting to Hasnell Street. Turn right on Hasnell, then left into the Charleston Place driveway.

CHARLESTON, SOUTH CAROLINA

Being a seacoast, sun-belt city, Charleston offers a surprising combination of progressive, cosmopolitan features along with true resort qualities. The caliber of unique shopping as well as its immediate accessibility is impressive -- Over 100 restaurants of high quality are within walking distance to the historic downtown area. In December the daily temperature will range between 50 and 60 degrees.

CONFERENCE PROGRAM

You must bring your copy of the conference program with you to Charleston, whether or not you have preregistered. This is the final version of the conference program. Replacement copies may be purchased at the conference registration desk for \$5.00 each.

GROUND TRANSPORTATION

Airport shuttle service is available from the airport to The Omni at Charleston Place through Low Country Limousine Service, Inc. Currently the shuttle fares are \$9 each way or \$16 round-trip. Be sure to look in your registration confirmation for additional information. Taxi fare from the airport to the Omni is approximately \$24 one way.

HOTEL ACCOMODATIONS

NRC's headquarters hotel is The Omni Hotel at Charleston Place. All functions and sessions will be held at the Omni. To ensure accommodations at the Omni, you must reserve by November 5, 1993. After this date, reservations at the special \$99 NRC room rate will be honored on a space available basis only.

Please mail the hotel reservation form promptly to The Omni Hotel at Charleston Place. **Do not send the form to NRC's Headquarters Office** as it will delay the processing of your housing request.

The Omni rests on the most regal corner of the historic area of Charleston and offers instant access to beautifully preserved antebellum homes and gardens, sites, scenes and experiences. The interior design of the hotel captures the spirit of a grand old era yet retains its state-of-the-art efficiency.

MEMBERSHIP

You are encouraged to pay your membership dues with your conference registration. Members who do not renew their membership may do so at the conference. Otherwise, you will be billed for your dues renewal immediately after the conference.

PAYMENT

All registrations must be accompanied by payment in full in U.S. funds. At the low rates charged for registration, we cannot honor either purchase orders or requests for invoicing. Please do not ask for exceptions. You may use Visa, Mastercard, or American Express to pay for membership dues and conference registration. Please fill out that portion of the form if you wish to pay in this manner.

REGISTRATION

Advanced registration, at reduced rates, is urged, both to save you money and for convenience when you arrive in Charleston. Use the form in the center of this program (form may be photocopied for multiple registrations.) Daily registration will be available on site for those attending only one or two days.

All attendees, including all program participants, must register and must wear their badges for admission to sessions. Door monitors will assure compliance.

SMOKING POLICY

To ensure the comfort of everyone, smoking will not be permitted during any of the sessions or meal functions. Smoking will be permitted outside the function rooms during break periods.

SPECIAL AIRFARES

The National Reading Conference has arranged for participants to receive special conference air travel discounts on American Airlines. You can qualify for a 5% savings off of published discounted round-trip fares and a 10% discount off of American's unrestricted non-discounted, round-trip fares. These special fares, as well as other promotional fares on other airlines, are only available through **Getz International Travel**, our official conference airline agency. Call Getz toll-free at **800/777-4720** 24 hours a day. You may use a credit card or a check to pay for tickets and Getz will mail your tickets to you.

INFORMATION ABOUT THE CONFERENCE

PROGRAM FEATURES

The **NRC** Conference Program is filled with opportunities for participants to engage in a dialogue about research. The feedback from attendees at last year's conference indicated interest in two types of sessions: those that allow for greater audience participation and those that focus on research theory and methodology. In response to that feedback, this year's program includes:

ABSTRACTS

The abstracts of all papers and symposia will be available for perusal and photocopying in the Reading Room, Hampton/Gadsden/Fenwick Rooms.

ALTERNATIVE FORMAT SESSIONS

These sessions feature diversity in participation structures (e.g. panel discussions, small/large group discussions, and built-in audience reaction time). Joint round table sessions with facilitated discussion will also be featured Wednesday, Thursday, Friday and Saturday.

BIRDS OF A FEATHER

In the late afternoon on Thursday and Friday in the Jenkins/King Charles Room, "Birds of a Feather" organized by Karen Feathers, Wayne State University, and Wendy Kasten, University of South Florida, provides opportunities to engage in more dialogue. Particular themes and discussion facilitators are listed in the program.

BREAKFAST AND LUNCH BUFFETS

To expedite breakfast and lunch lines, cash buffets will be set up in the Grand Hall.

BUSINESS MEETING

The annual Business Meeting is mandated in the *NRC* by-laws as part of the governance procedures for the organization and is open to all members. Officers, Board Members, and Committee Chairs will report on *NRC* activities (past and planned). Issues central to the future of the *NRC* will be discussed, and all members are urged to attend, Friday 6:10 p.m. - 7:30 p.m. in the Grand Ballroom.

DAILY NEWSLETTER

Joanne Odenthal and Wendy Ranck-Buhr have volunteered to keep us informed of all the news. See them at the conference if you have ideas to share.

EVALUATIONS

Your evaluation of the conference, features, and sessions will be greatly appreciated. Please use the evaluation form included in this program. Leave your comments at the *NRC* registration desk or mail them to *NRC* Headquarters.

GRADUATE STUDENTS

To introduce graduate students to the organization and afford them an opportunity to meet one another, a reception will be held Wednesday from 7:45 p.m. - 8:45 p.m. in the Willow Room.

HOST PROGRAM

The *NRC*, through its Ad Hoc Committee on Multicultural Issues (co-chaired by Margaret Gallego and Kathryn Au), provides a HOST PROGRAM, organized by Deborah Tidwell and Connie Ulmer, University of Northern Iowa. The purpose of the HOST PROGRAM is to help new participants experience a successful conference. Each person who requests a host will be paired with a more experienced *NRC* member holding similar research and teaching interests. The host will provide personal assistance in selecting sessions from the program, clarifying the purposes of different types of session (e.g. Birds of a Feather, Vital Issues), and assuring that the newcomer gains knowledge and enjoyment from the conference through full participation.

Would you like to have a host meet with you at the conference? If so, check "yes" on The registration form.

JRB AND NRC YEARBOOK

There will be a reception, Thursday 5:15 p.m. - 6:05 p.m. in the Willow Room.

THE LIGHTER SIDE OF NRC

Join conference participants on Friday evening, 9:00 p.m. - 10:00 p.m. in the Grand Ballroom for a pre-Vital Issues look at research. John Konopak, Louisiana State University promises an hour of fun-filled entertainment. Don't miss this opportunity to share in the "real" lives of *NRC* members.

NEWCOMERS TO NRC AND INTERNATIONAL MEMBERS

To welcome newcomers to the organization and international members, a reception will be held on Thursday evening 8:00 p.m.- 9:00 p.m. in the Willow Room.

PAST PRESIDENTS' BREAKFAST

A breakfast will be held in the Presidential Suite on Friday at 7:00 a.m. - 8:30 a.m.

PRESIDENTIAL AWARDS RECEPTION

To honor our current President and award winners, there will be a reception with cash bars in the Grand Hall immediately following the first plenary session on Wednesday afternoon.

PROGRAM PREVIEW

On Wednesday from 8:00 a.m. - 8:25 a.m. in the Willow Room, Diane Schallert will provide a brief and lively overview of this year's program. New and long-time conference participants are welcome!

READING ROOM

To offer respite from the conference hustle and bustle, a Reading Room has been established in the Hampton/Gadsden/Fenwick Rooms under the direction of Linda Kucan, University of Pittsburgh, with a library of recently published books on literacy and literacy-related issues as well as conference abstracts, award winning children's trades books, and videos. A silent auction, supervised by Jim Barton, University of Rhode Island, will be held for the second year.

SILENT AUCTION

For Professional Books in the Conference Reading Room - Hampton/Gadsden/Fenwick Rooms

WHO?	All NRC participants are encouraged to participate.
WHAT?	A Silent Auction for bidding on the professional books in the Reading Room. Perhaps you'll "win" a book.
WHEN?	Beginning at 8:00 a.m., Wednesday, December 1 Ending at 12:00 noon, Saturday, December 4
WHERE?	The Reading Room - Hampton/Gadsden/Fenwick Rooms
WHY?	To enhance your professional library and to raise funds for NRC.
HOW?	As you browse through the books in the Reading Room, you can bid on any books that you would like. The bids will be kept on a running list so that you know the last bid (the one that you have to "beat") The last bidder is the winner. As you register, you will be given a bidding number.

For Example:

# 418	\$10
# 107	\$12
# 317	\$15
# 008	\$20
# 114	\$23
# 452	\$25

The winners will be posted by 1:00 p.m. outside the door of the Reading Room. Just go in, write your check, and the book will be yours.

RESEARCH WORKSHOPS

A series of informal workshops, hosted by literacy researchers, will provide conference participants with an opportunity to have individual and/or small group conversations about the procedures, difficulties, and issues involved in a particular style or focus of research. Participants should raise questions and ideas about research in progress or in the design stage. These sessions, organized by Jamie Myers, Dorie Deegan, Penn State University, and Dan Madigan, Bowling Green State University, will meet daily. Particular sessions, limited to 15 participants, are listed in the program. Bring your lunch if you wish (available in the Grand Hall).

SPECIAL SESSIONS

All conference participants are invited to attend three special sessions.

- **Experience Charleston: A Special Cultural Session**
Wednesday, December 1, 11:20 a.m. - 1:25 p.m., Willow Room
This sessions will provide conference participants with an opportunity to experience the living history of Charleston from a multicultural perspective.
- **Sociocultural Diversity, Schooling, and the NRC Research Community: Where Do We Stand? Where Are We Going?**
Wednesday, December 1, 8:45 p.m. - 10:00 p.m., Drayton Room
Conference participants are invited to a lively panel discussion in which the role that NRC should play in redefining literacy instruction for a diverse society will be critically examined.
- **Difference, Inclusion and the Ethical Community: Reaching Beyond Relativism**
Friday, December 3, 12:00 noon - 12:50 p.m., Magnolia Room
Conference participants are invited to this special session with Maxine Greene from Teachers College, Columbia University.

STUDY GROUPS

Study groups are informal groups of conferees who are interested in pursuing discussion on a specific topic. Each study group will determine its own format, agenda and meeting times. Meeting space will be provided at the beginning and end of the conference.

Coordinator(s)	Research Topic
Elizabeth Bernhardt, Ohio State	Second Language Learning
Linnea Ehri, CUNY Connie Juel, University of Virginia	Learning to Read and Spell: Alphabetic and Phonological Processing
Patricia Enciso, University of Wisconsin-Madison Christine Jenkins, University of Illinois	Literature and the Book
Beth Ann Herrmann, University of South Carolina	Teacher Development
Sharon Kletzien, West Chester University	Measuring Involvement in Literacy
David Koppenhaver, University of North Carolina Patricia Tefft Cousin, CSU, San Bernardino	Literacy Issues for Special Populations
Diane Lapp, San Diego State University	Integrated Curriculum: Theory and Practice
David Moore, Arizona State University, West	Reading That Occurs in Secondary School
Lorri Neilsen, Mount Saint Vincent University	Gender Issues in Literacy
Jeanne Paratore, Boston University	Intergenerational Literacy
P. David Pearson, University of Illinois	Assessment

NRC TOWN MEETING

For a third year, there will be an open forum in which members will have the opportunity to discuss their views on the National Reading Conference as a professional organization. The goal is to make this session highly interactive with a free flowing exchange of ideas on the **NRC** - its goals, mission, organization, operations, leadership, needs, and future directions. Notions of "who we are" and "what we want to be" are important to examine in an ever-changing social and political context. This session will provide a unique opportunity for the "voice" of the membership to be heard by those responsible for leading the organization. Please plan to attend, Thursday, 6:10 p.m. - 7:30 p.m. in the Grand Ballroom, facilitated by Rosary Lalik, Virginia Polytechnic Institute, and Jerome Harste, Indiana University.

COMMITTEE MEETINGS AT THE CONFERENCE

Committee meetings are open to all members except when in executive session.

COMMITTEE	CHAIR	DAY/TIME	ROOM
Ethics Committee <ul style="list-style-type: none"> • Subcommittee on Ethics Statement • Subcommittee on Program 	Marjorie Siegel Michael Kamil Connie Bridge	Wed. 7:00 - 7:45 a.m. Sat. 2:20 - 3:50 p.m.	Edmunds Suite 2M
Field Council	Martha Rapp Ruddell	Wed. 6:10 - 7:30 p.m.	Cypress
Policy and Legislative Committee	Samuel Miller Sheila Valencia	Fri. 7:30 - 8:25 a.m.	Suite 2L
Publications Committee	John Readence	Fri. 5:15 - 6:05 p.m.	Riley
Student Award	Jill Fitzgerald	Thurs. 7:00 - 8:25 a.m.	Suite 2K
Technology Committee	David Reinking	Thurs. 7:00 - 8:25 p.m.	Suite 2L
Ad Hoc Committee on Albert J. Kingston Award (1993)	Karen Feathers	Wed. 7:00 - 8:25 a.m.	Suite 2M
Ad Hoc Committee on Contributions and Donations	M. Trika Smith-Burke Kim Baker	Sat. 2:20 - 4:00 p.m.	Suite 2L
Ad Hoc Committee on Critical Spaces	Lorri Neilsen	Thurs. 7:00 - 8:25 a.m.	Suite 2G
Ad Hoc Committee Host Committee (1993-1995)	Connie Ulmer Deborah Tidwell	Thurs. 7:00 - 8:25 a.m.	Riley
Ad Hoc Committee on International Issues	Kurt Meredith Jeannie Steele	Thurs. 7:00 - 8:25 a.m.	Suite 2J
Ad Hoc Committee on Long Range Planning	Jerome Harste	Wed. 7:00 - 8:25 a.m.	Riley
Ad Hoc Committee on Multicultural Issues	Margaret Gallego Kathryn Au	Fri. 7:00 - 8:25 a.m.	Riley
Ad Hoc Committee on Nomination Advisory (1993)	Camille Blachowicz	Fri. 7:00 - 8:25 a.m.	Suite 2M
Ad Hoc Committee on Oscar Causey Award (1993)	Peter Winograd	Wed. 7:00 - 8:25 a.m.	Suite 2L
Journal Reading Behavior Editorial Advisory Board	Linda B. Gambrell Lesley Mandel Morrow Susan B. Neuman Michael Pressley	Thurs. 7:30 - 8:25 a.m.	Suite 2M
Joint Publications and Technology Committee Meeting	John Readence David Reinking	Sat. 7:00 - 8:25 a.m.	Riley

VITAL ISSUES

This is the place to initiate and/or follow up discussions with people who presented earlier in the day. The day's presenters will be in attendance, and you can informally discuss, clarify, and explore issues stimulated by the sessions. The dress is casual and a cash bar is available. Each evening will be chaired by a region of the Field Council.

CHAIRER BY THE FIELD COUNCIL	DAY	TIME	PLACE
Region 1	• Tuesday:	9:00 p.m. - Midnight	Suite 2H
Region 2	• Wednesday:	9:00 p.m. - Midnight	Lobby Bar
Region 3	• Thursday:	9:00 p.m. - Midnight	Lobby Bar
Region 4	• Friday:	10:00 p.m. - Midnight	Lobby Bar
	• Saturday:	9:00 p.m. - Midnight	Suite 2J

FUTURE NRC CONFERENCES

• **November 30 - December 3, 1994**
Hotel del Coronado, Coronado, California

• **November 29 - December 2, 1995**
Fairmont Hotel, New Orleans, Louisiana

SPECIAL THANKS TO THE 1993 Local Arrangements Committee

Beth Ann Herrmann, Co-chair, University of South Carolina, Columbia
Susan Moskow, Co-chair, University of South Carolina, Salkehatchie
Mary Blake, College of Charleston; Hattie Hunter, South Carolina State University
Kaye Ortiz, Whitesides Elementary School, Dan Auzts, The Citadel

DIRECTIONS TO SESSION CHAIRS

PAPER SESSIONS and SYMPOSIA

Serving as a Chair for one of the sessions at the conference is an important responsibility. Please consider the following guidelines:

1. You should work out with the presenters in your session a system for monitoring time. You should reserve at least 15 minutes for questions and discussion at the end. Divide the rest of the time equally between the presenters. Print 5 minute and 1 minute reminder cards. Use these to cue each presenter regarding time.
2. Start promptly. Announce that 15 minutes will be set aside at the end of the session for questions and discussion.
3. Introduce each of the presenters by name, affiliation, and paper title before each talk. Sometimes those presenting will ask to change the order of the papers. This is fine, but try to discourage changes as much as possible since some members move from one session to another to catch a paper they want to hear.
4. You are responsible for guiding the discussion at the end of the session. Recognize members of the audience and direct questions to presenters.

ROUND TABLES

1. Insure that session number cards are displayed on the tables.
2. Start promptly.
3. You announce the names of the presenters for the first part of the session, the paper numbers, the titles and the assigned locations in the room.
4. You remind the presenters when 5 minutes remain, one minute remains, and when time is up.
5. Five minutes before the second round is to begin, you announce the names of the presenters for the second part of the session, the paper numbers, the titles and the assigned location in the room. Announce that these sessions will begin in 5 minutes.
6. Insure that the new session card numbers are displayed at the tables.
7. When 5 minutes have elapsed, you briefly review the locations for the next round of papers.
8. Begin the second round promptly.
9. You remind the presenters when 5 minutes remain, one minute remains, and when time is up.
10. End on time so the next group can start.

1993 PROGRAM COMMITTEE

James Flood, Chair Jane Hansen, Assistant Chair

AREA CHAIRS

Area I	Peter Mosenthal Kathy Hinchman	Maryanne Bednar Beth Berghoff Elizabeth Bernhardt Caroline Beverstock Susan Biggam Marilyn R. Binkley Tanjaa L. Bisesi Mary Bizar Camille Blachowicz William Blanton Mary Brandt Connie Bridge Susan Britsch Kathleen Broikou Beverly Bruneau Kathryn Button Robert Calfee Robert F. Carey Joanne Carlisle Ruth Caswell Marilyn Chambliss Paul Chandler Cheryl Christian Patricia Chrosniak Cathy Collins-Block Carolyn Colvin Michelle Commeyras Mark W.F. Condon Mark Conley Paula Cooper Patricia Tefft Cousin Alan Davis Dorothy Deegan Peter Dewitz David Dickinson Jan Dole Mary Anne Domico Maryanne Doyle Mariam Jean Dreher Lois G. Dreyer Pamela Dunston Robin Eanes Linnea Ehri Lloyd Eldredge John Elkins Charles Elster Patricia E. Enciso Billie Enz Carol Evans Alan E. Farstrup Nancy Farnan Teresa Faulkner Parker Fawson Karen M. Feathers Linda Fielding Nikki Filby Peter Fischer Jill Fitzgerald Michael Ford Dana Fox Sandra Fox Deidre Frazier Evelyn Freeman Ruth Freedman Penny Freppon Lucy S. Frontera Margaret Gallego Linda Gambrel Norma Gonzales Georgia Garcia Irene Gaskins	Russell Gersten Joan Gipe Ernest Goetz Elizabeth Gonsalves Jane Gordon Margaret M. Griffin Priscilla L. Griffith Dana Grisham Patricia Gross Sherry Guice Felisa Gulibert John Guthrie Barbara J. Guzzetti Diane Haager Ann Hall W. Dorsey Hammond Jean Hammons Eleanor Handherhan Richard Harlan June Harris Jerome Harste David A. Hayes Darwin Henderson Roxanne Henkin Marcia Henry Beth Ann Herrmann Nancy Hinchcliff Kathleen Hinchman Daniel Holm Susan Holman Carol Hopkins Mark Horney Rosalind Horowitz Cynthia R. Hynd Lee Indrisano Marcia Invernizz Ellen Jampole Jeanne Janson Elizabeth Jared Robert Jimenez Deneese Jones Rhonda S. Johnson Kathy Jongsma Edward Kameenui Barbara Kapinus Eleni Katsarou William A. Kealy Jill Keller Kay Kincade Irwin S. Kirsch James R. King Laura Klenk James Knable Ruth E. Knudson Mary Kooy David Koppenhauer Raylene Kos Diane Lapp Dorothy Leal Barbara Lehman Lauren Leslie Donald Leu Marjorie Lipson Linda Lippitt Norma Lopez-Reyna Anthony Manzo James Martin-Rehrmann Katherine Maria Miriam Martinez Sarah McCarthey Sandra McCormick	Anne McGill-Franzen William McGinley Michael C. McKenna Margaret G. McKeown Susan McMahon Laurie Meltzer Debra Meyer Sam Miller Molly Minus Ofelia Miramontes David Moore Sandra Moore Sharon Moore Darrell Morris Lesley Mandel Morrow James Mosenthal Peter Mosenthal Susan Moskow Patricia Mulcahy-Ernt Jamie Myers Greta Nagel William Nagy Sally Nathenson-Mejia Janet Navarro Susan Neuman William Nichols Jerome Niles Sherrie L. Nist Robert Nistler Eileen Oboler Joanne Odenthal Donna Ogle Susan Ohanian Marilyn Ohlhausen Penny Oldfather James R. Olson Mary W. Olson Nancy Padak Annemarie Palincsar Barbara Martin Palmer Patsy S. Palmer Carolyn Panofsky Jeanne Paratore Maureen Prenn Michael Pressley Robert Pritchard Elizabeth Pryor Lynne Putnam Cathleen Rafferty Jennie Rakestraw Tim Rasinski John E. Readence David Red JoyLynn Reed Kathryn Reimer D. Ray Reutzell Gary Rice Janet Richards Donald J. Richtigels Victoria Risko Beth Roberts Laura Roehler Cathy Roller Leonie Rose Kathy Roskos Francine Ross Pamela Ross Liz Rothlein Deborah Wells Rowe William H. Ruple Donna Ruttan	Mark Sadoski Rebecca Bell Sammons Patricia Scanlan David Scanlon Patricia Scharer Anthony Scheffler Maribeth Cassidy Schmitt Barbara Schmidt Gwen Schroth Jeanne Shay Schumm Karyn Schweiker Mary Shake Nancy Shanklin John Shefelbine Grace Shepperson Wayne H. Slater Lynne Smith Laura Swalkin Richard B. Speaker Dixie Lee Spiegel Steven Stahl Jeannie Steele Diane Stephens Jennifer Stevenson Jean Strait Dorothy Strickland Wally Strong Elizabeth G. Sturtevant Joseph Suina Jeanne Swafford Susan Tancock Barbara Taylor Lynne Ticke Teresa Karen Tillery Lynne Thrope Diane M. Truscott Julianne Turner Sheila Valencia Enedina Vasquez Joe Vaughan Sharon Vaughan Suzanne Wade Elizabeth Wadlington Dieter Waeltermann Barbara Walker Judy Wedman Renee Weisberg Deborah Wells Jane West Mary Ann Whum Ian Wilkinson Cheri Williams Arlette Willis Elizabeth Willis Elizabeth Wilson Karen Wixson Kenneth Wolf Shelby Anne Wolf Jo Worthy Monica Wyatt David Yaden Nina Yochum Jan Zulich
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Area III	Nancy Roser Phil Gough				
Area IV	Irene Gaskins				
Area V	Victoria Chou Eleni Katsarou Patricia Enciso				
Area VI	Deborah Dillon David O'Brien Elizabeth Moje Valerie Hall				
Area VII	Judy Mitchell Lyndon Searfoss Mirtha Hernandez-Miller				
Area VIII	Violet Harris Vivien Gadsden Jim Barton				
Area IX	D. Ray Reutzell Janice Dole				
Area X	James Flood Wendy Ranck-Buhr				
	Arlene Adams Peter Afflerbach Patricia A. Alexander JoBeth Allen Virginia Allen Marino Alvarez Donna Alvermann Richard Ambrose Patricia L. Anders Karen Armstrong Billie Askew Kathryn Au Isabel Baker Scott Baldwin Mary A. Barksdale-Ladd John Barnitz Jim Barton June E. Barnhart Diane Barone Martha Barry James Baumann Diane E. Beals Rita Bean Thomas W. Bean Isabel L. Beck Karen Becker				

NRC STANDING COMMITTEES

ETHICS

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Betty Yarborough

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Tom Bean
Barbara Walker

Region Three State Representatives

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Richard Beach
Lois Coleman
Carolyn Colvin
Peggy Leticia Daisey
Peter Denner
Donna Emery
John George
Diane Graham
Ula Manzo
Michael Meloth
Greta Nagel
Joan L. Rankin
Ralph E. Reynolds
Carol Santa
Helen Slaughter
Dannelle Stevens
Roger Stewart
Nita Sundbye
Debbie Tidwell
Sherry Curtis Vaughn
Suzanne Wade
Nora L. White

Region Four Regional Representative

Linda Phillips

Region Four State Representatives

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 Resalyn Burchel
 Brian Cambourne
 Desmond C. Clarke
 Gilles Fortier
 Christine Gordon
 Doris Hall
 Frances Elizabeth Halliday
 Harvey Houghton
 Riita Liisa Korkeamaki
 Joyce K. McCauley
 John McLaren
 Maria Cecilia Magalhaes
 Mohammad Migdadi
 Lorri Neilsen
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CO-chair: Sheila Valencia

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 Lesley Mandel Morrow
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NRC Yearbook

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NRC Newsletter

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NRC AD HOC COMMITTEES

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(1992-1994)

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CO-CHAIR: Kathryn Au
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CHAIR: Peter Winograd
BOARD LIAISON: Camille Blachowicz
Linnea Ehri
Deborah Dillon
Violet Harris
John Guthrie
Jamie Myers

Tuesday, November 30, 1993

3:00 p.m. - 5:00 p.m.	Board Meeting	Jenkins/King Charles
5:00 p.m. - 8:00 p.m.	Registration	2nd Floor Lobby
6:00 p.m. - 8:00 p.m.	Board Meeting	Jenkins/King Charles
9:00 p.m. - Midnight	VITAL ISSUES	Suite 2H

Wednesday, December 1, 1993

7:25 a.m. - 8:25 a.m. Study Groups Jenkins/King Charles

Coordinator(s)	Research Topic
Elizabeth Bernhardt, Ohio State	Second Language Learning
Linnea Ehri, CUNY Connie Juel, University of Virginia	Learning to Read and Spell: Alphabetic and Phonological Processing
Patricia Enciso, University of Wisconsin-Madison Christine Jenkins, University of Illinois	Literature and the Book
Beth Ann Hermann, University of South Carolina	Teacher Development
Sharon Kletzien, West Chester University	Measuring Involvement in Literacy
David Koppenhaver, University of North Carolina Patricia Tefft Cousin, CSU, San Bernardino	Literacy Issues for Special Populations
Diane Lapp, San Diego State University	Integrated Curriculum: Theory and Practice
David Moore, Arizona State University, West	Reading That Occurs in Secondary School
Lorri Nielsen, Mount Saint Vincent University	Gender Issues in Literacy
Jeanne Paratore, Boston University	Intergenerational Literacy
P. David Pearson, University of Illinois	Assessment
Kurt Meredith, Jeannie Steele, University of Northern Iowa	International Issues

7:00 a.m. - 7:45 a.m. Ethics Committee Meeting: Edmunds *Subcommittee on Ethics Statement*

Chair: Marjorie Siegel, University of Rochester
Subcommittee Chair: Michael Kamil, Ohio State University

7:00 a.m. - 8:25 a.m. Ad Hoc Committee on Suite 2L *Oscar Causey Award (1993) Meeting*

Chair: Peter Winograd, University of Kentucky

Wednesday, December 1, 1993

7:00 a.m. - 8:25 a.m.

**Ad Hoc Committee on
Long Range Planning Meeting**
Chair: Jerome Harste, Indiana University

Riley

7:00 a.m. - 8:25 a.m.

**Ad Hoc Committee on
Albert J. Kingston Award (1993) Meeting**
Chair: Karen Feathers, Wayne State University

Suite 2M

7:00 a.m. - 5:00 p.m.

Registration

2nd Floor Lobby

8:00 a.m. - 6:00 p.m.

**The Reading Room Will Be Open
Silent Auction Begins**

Hampton/Gadsden/Fenwick

8:00 a.m. - 8:25 a.m.

PROGRAM PREVIEW

Willow

A brief overview of this year's NRC Program with special attention to be given to several new features in the program.

Presenter: Diane L. Schallert, University of Texas-Austin

8:30 a.m. - 9:50 a.m.

Magnolia

1 SYMPOSIUM

Implementing Inquiry-Based Approaches to Literacy Learning in Early Childhood Classrooms: Descriptive Observations

Chair: Jerome C. Harste, Indiana University

Learning About Literacy and the World: Two-Year-Olds' and Teachers' Enactment of a Thematic Inquiry Curriculum
Deborah Wells Rowe, Vanderbilt University

Surface Features and Deep Structures: Observing Teachers' Planning for an Integrated Approach to Literacy Learning in Kindergarten
Kathleen Roskos, John Carroll University

Characteristics of Learning Tasks and Participation Structures in Two Curricular Approaches to Early Literacy Instruction
Susan B. Neuman, Temple University

Discussant: Jerome Harste, Indiana University

8:30 a.m. - 9:50 a.m.

Live Oak

2 PAPER SESSION

Readers' Own Change as a Result of Response to Literature

Chair: Sherry Guice, SUNY-Albany

Eight Fifth Grade Readers Responding to Literature Within the Zone of Proximal Development
Robert C. Perry, Houston County Schools, David A. Hayes, University of Georgia

Stories and Meanings: What Narrative Theory, Reader-Response Theory, and Critical Literacy Might Teach Us About Understanding Students' Reading and Responding to Literature
William McGinley, University of Colorado, George Kamberelis, University of Illinois, Urbana-Champaign

The Nature of Fourth Graders' Sociocognitive Conflicts in Peer-led Discussions of Literature
Janice F. Almasi, University of Maryland

No Smoking in any Session

Wednesday, December 1, 1993

8:30 a.m. - 9:50 a.m.

Dogwood

3 SYMPOSIUM

The Potential of Literacy Portfolios: Beyond Assessment

Chair: Betty Jane Wagner, National-Louis University

Ninja History, Dirt Bike Drawings and Family Photographs: Cultural Literacy Portfolios as an Organ of Social Study
Paula Salvio, University of New Hampshire

Constructing Knowledge and Expertise in Literacy Teaching: Portfolios in Undergraduate Teacher Education
James Mosenthal, University of Vermont

Teacher Portfolios: Self-Evaluation Tools to Promote Teachers' Growth
Jane Hansen, University of New Hampshire

Discussant: Betty Jane Wagner, National-Louis University

8:30 a.m. - 9:50 a.m.

Cypress

4 ALTERNATIVE FORMAT

***Constructing Literate Models in Classrooms:
Ethnographic Studies of Learning to Be Literate in Elementary Schools***

Chair: Carol N. Dixon, University of California-Santa Barbara

Literate Actions in First Grade: Toward a Model of Literacy Learning as a Community Process
Lois Brandts, Goleta Unified Schools, Emily de la Cruz, Portland State University

Literate Actions in Sixth Grade: Toward a Model of Literacy Learning in a Bilingual Classroom
Beth Yeager, Santa Barbara Unified Schools, Ana Floriani, University of California-Santa Barbara

Literacy Learning in Third Grade: Toward a Model of Literacy Learning in Content Areas
Sabrina Tuyay, Santa Barbara Unified Schools, Louise Jennings, University of California-Santa Barbara

Transforming the Literate Environment: Constructing and Reconstructing Literate Actions in the Classroom
Eileen Cravioto, Santa Barbara Unified Schools, Ana Ines Heras, Maria Franquiz, University of California-Santa Barbara

Discussant: Judith Green, University of California-Santa Barbara

This symposium focuses on a comparative approach to analysis of how teachers, defined as exemplary teachers of reading-writing processes by their colleagues and writing project directors, construct literate models in their classrooms. The ethnographic studies explore a common set of questions across four classrooms, first, third, fourth, and sixth grade classrooms with linguistically and culturally diverse students: What models of literate action are constructed by teachers in writing process classrooms? How does the incorporation of reading-writing processes transform opportunities for learning and what counts as learning in a classroom? What is the relationship between reading-writing processes and the overall activities that define learning in classrooms? These questions frame the panel presentations by three teacher-researcher teams. Each team will present findings about the nature of reading and writing in each of these classrooms. Presentations will be brief, and the audience will be asked to explore issues of commonality and difference across the classrooms and to begin to identify strategies and criteria for cross case comparison and theory development.

Wednesday, December 1, 1993

8:30 a.m. - 9:50 a.m.

Drayton

5 PAPER SESSION

Content Area Inquiry

Chair: Valerie Hall, Purdue University

Supporting Teacher Inquiry: Teachers Foster Responsibility in High School Language Arts
Sarah H. Martin, Eastern Michigan University, Deanna Birdyshaw, Ypsilanti Public Schools

Beliefs, Decisions, and Practices about Content Area Reading in Secondary Social Studies: Comparing Preservice and Inservice Teachers
Elizabeth K. Wilson, University of Alabama, Bonnie C. Konopak, Louisiana State University,
John E. Readence, University of Nevada-Las Vegas

Life Experiences and Teacher Knowledge: How a Content Teacher Decides to Use Literacy Strategies
Elizabeth B. Moje, Purdue University

8:30 a.m. - 9:50 a.m.

Colleton

6 PAPER SESSION

***Motivating Readers and Writers:
New Perspectives and Practices***

Chair: Cathy Collins-Block, Texas Christian University

Factors Mediating School Children's Self Perceptions of Becoming Literate: A Motivational Perspective
Maneesha P. Asundi, University of Oklahoma

How to Engage Resistant Learners in a Student-Led Book Club: A Case Study of a Teacher Providing Scaffolding for Five Students
Patricia Hauschildt, Susan L. McMahon, University of Wisconsin-Madison

Challenge and Choice in the Classroom: Examining Academic Risk-Taking in Project-Based Learning
Julianne C. Turner, Cynthia Spencer, Penn State University, Debra K. Meyer, University of Texas-Austin,

8:30 a.m. - 9:50 a.m.

Beauregard

7 PAPER SESSION

To Conceptualize, Research, and Publish New Ideas

Chair: Peter B. Mosenthal, Syracuse University

A Report on Young Children From a Whole Language Background in a Traditional Curriculum and in a Whole Language Curriculum
Penny A. Freppon, University of Cincinnati

A Paradigm Shift to Reading Around the Hermeneutic Circle
Elizabeth E. Sparks, University of Calgary

The Manuscript Review: Relationships Between Reviewers' Expertise and Experience, Manuscript Topic, Recommendations, Critical Comments, and Rating Scores on Manuscripts Submitted to the NRC Yearbook
Herbert D. Simons, University of California-Berkeley, Donald J. Leu, Syracuse University,
Charles K. Kinzer, Vanderbilt University

Wednesday, December 1, 1993

8:30 a.m. - 9:50 a.m.

Ashley Cooper

8 PAPER SESSION

The Contributions of Knowledge Factors on Reading Acquisition and Performance

Chair: Kathleen Hinchman, Syracuse University

The Role of Background Knowledge in the Simple View of Adult Reading Literacy
Cynthia L. Peterson, University of Texas-Austin

Vocabulary Knowledge and Comprehension: A Comprehension-Process View of Complex Literacy Relationships
Martha Rapp Ruddell, Sonoma State University

A Longitudinal Crosssectional Study of Relationship of Prior Knowledge, Strategy Knowledge and Phonemic Knowledge to Reading Comprehension
Victor Willson, William Rupley, Tamara Jetton, Texas A & M University

8:30 a.m. - 9:05 a.m.

Jenkins/King Charles

9 ROUND TABLE

- 9.1 Resolving Differences in Instructors' Beliefs in College Developmental Reading/Writing Education
Gary M. Padak, Kent State University
- 9.2 Preservice Teachers' Literacy Autobiographies and Teacher Development
Richard J. Meyer, University of Nebraska
- 9.3 Responses of First Graders to Information and Picture Storybooks Within a Classroom Context
Laura B. Smolkin, University of New Mexico, Carol Donovan, Petroglyph Elementary
- 9.4 Change: Implementing an Innovative Language Arts Program in an Elementary School; A Comparative Case Study
Judith M. Kelly, Vestavia Hills Board of Education

9:15 a.m. - 9:50 a.m.

Jenkins/King Charles

10 ROUND TABLE

- 10.1 Literacy, Black Self-representation and Cultural Practice: A Canadian Example
Annette M. Henry, University of Illinois-Chicago
- 10.2 Comparison of Informal Methods of Comprehension Assessment for Students With and Without Learning Disabilities
Joanne F. Carlisle, Northwestern University
- 10.3 A Study of Bilingual Fourth Graders' Acquired Comprehension Strategies and Vocabulary Knowledge in Spanish and English: The Role of Instructional Practices
Barbara J. Greybeck, University of California-Berkeley
- 10.4 The Reported Spontaneous Comprehension Monitoring Strategies of College Freshmen and College Seniors
Barbara Martin Palmer, University of Maryland/National Reading Research Center

Wednesday, December 1, 1993

8:30 a.m. - 9:50 a.m.

Jenkins/King Charles

11 JOINT ROUND TABLE

11.1 Issues in Reading Instruction: Implications for Policy of Three National Survey Studies:

Part I

Ray D. Reutzel, Paul Hollingsworth, Brigham Young University

Issues in Reading Instruction: Implications for Policy of Three National Surveys: Part II

Paul Hollingsworth, Ray Reutzel, Brigham Young University

11.2 Collaborative Authorship by Mature Learners: Preservice Teachers Learn About Literacy Through Literacy

Mark W.F. Condon, Jean Anne Clyde, University of Louisville

How Do Teachers Who Are Professionally Active Select, Read and Use Professional Journals?

Brenda A. Shearer, Mary A. Lundeborg, Carmen I. Coballes-Vega,
Rebecca A. Fowler, University of Wisconsin-River Falls

10:00 a.m. - 11:20 a.m.

Magnolia

12 SYMPOSIUM

Spelling Debate: The Importance of Invented Spelling, Phoneme-Grapheme Regularity or High Frequency Words

Chair: Robert Calfee, Stanford University

The Importance of Invented Spelling

W. Charles Read, University of Wisconsin-Madison

The Importance of Phoneme Grapheme Regularity

Richard Venezky, University of Delaware

The Importance of High Frequency Words

Edward Fry, Rutgers University

Wednesday, December 1, 1993

10:00 a.m. - 11:20 a.m.

Live Oak

13 ALTERNATIVE FORMAT

Ethical Dilemmas in School-University Collaborations: Are We Missionaries in the Colonies?

Chair: Mark W. Conley, Michigan State University

The Push and Pull Dilemma: Tensions in Teacher-Professor Voice During Collaboration
Janet Johnson, Michigan State University

Conflicts in Organizational Culture: Ethical Dilemmas in Creating Organizational Collaboration
Mark W. Conley, Michigan State University

Developing Shared Agendas Between Schools and Universities: Does the Rhetoric Match the Reality?
Linda Patriarca, Michigan State University

The Eternal Struggle of Structure and Learning
Laura Roehler, Michigan State University

Discussant: Peter B. Mosenthal, Syracuse University

This alternative session is organized around a single question: How do educators concerned with literacy find ways to deal with the tensions that arise from the ethical dilemmas that characterize school-university collaborations? This session is important because it represents an initial step in building shared understandings about how to deal with dilemmas that are inherent in collaborations but often are silenced. Rather than participants being told about dilemmas, the format for the symposium will interactively involve participants in examining ethical dilemmas and constructing ways to deal effectively with them. The format for this alternative session consists of four discussion groups, each organized around one of four ethical dilemmas: the push and pull of teacher-professor voices, conflicts in organizational culture, problems in developing shared agendas, and the tension between structure and learning.

10:00 a.m. - 11:20 a.m.

Dogwood

14 SYMPOSIUM

Literacy Portfolios for Classroom and District Decision-Making

Chair: Sheila W. Valencia, University of Washington

The Effects of Literacy Portfolios on Students, Teachers and Parents
Nancy Place, Bellevue Public Schools

Reliability and Validity of Literacy Portfolios Across Classrooms
Sheila A. Valencia, University of Washington

The Effects of Literacy Portfolios on Included Special Education Students and Their Teachers
Jane Wolz, University of Washington

Discussant: Kathryn H. Au, Kamehameha Schools

Wednesday, December 1, 1993

10:00 a.m. - 11:20 a.m.

Cypress

15 PAPER SESSION

Children and Adults Responding to Children's Literature

Chair: Ann Pace, University of Missouri-Kansas City

What Shall We Say When the Teacher's Away: A Look at a Second Grade Peer Response Group
Rachel L. McCormack, Boston University

Children's Responses to a Chapter Book
Miriam Martinez, University of Texas-San Antonio, Nancy Roser, University of Texas-Austin

Children and Adults Reading Children's Literature: A Comparison of Responses
Barbara A. Lehman, Patricia L. Scharer, Ohio State University

10:00 a.m. - 11:20 a.m.

Drayton

16 PAPER SESSION

Urban Programs for High-Risk Students

Chair: Raylene Kos

Literacy Development of Children Prenatally Exposed to Crack/Cocaine: Case Studies Which Exemplify Diversity
Diane M. Barone, University of Nevada-Las Vegas

Intergenerational Literacy: Strategies for Low-Income, Urban Populations
Laurie A. Elish-Piper, Patricia Linder, Martha D. Collins, University of Akron

The Impact of a Parent Involvement Program Designed to Support a First Grade Reading Intervention Program
Helene Rubert, Skokie School-District 68

10:00 a.m. - 11:20 a.m.

Colleton

17 SYMPOSIUM

The Role of Intertextuality in Emergent Literacy Learning

Chair: Christine C. Pappas, University of Illinois-Chicago

Two-Year Olds' Intertextual Connections to Information Books
Deborah Wells Rowe, Vanderbilt University

Links to Oral and Written Texts During Emergent Readings
Charles Elster, Purdue University

Urban First Graders' Intertextual Connections Around Information Books in Collaborative Talk and Teacher-Led Read-Alouds
Celia Oyler, University of Illinois-Chicago, Anne Barry, Jungman Elementary School

Discussant: Carolyn Panofsky, Rhode Island College

Wednesday, December 1, 1993

10:00 a.m. - 11:20 a.m.

Beauregard

18 ALTERNATIVE FORMAT

Action Research on Literacy at the Middle School Level: An Open Discussion of Pressing Issues, Areas of Conflict, Barriers, and Modest Successes

Chair: Russell Gersten, University of Oregon

Panelists: Jeanne Shay Schumm, University of Miami, Joseph Dimino, Eugene & Lane County Schools

Discussant: Scott Baldwin, University of Miami

The purpose of this session is to explore a series of issues related to teachers' professional development at the middle school level. The session is aimed at those currently conducting or contemplating such research. Panelists will briefly describe their ongoing research and raise a series of issues for general discussion. Issues include: observed problems in linking cognitive strategy instruction with thematic units in content area teaching, the realities of establishing and maintaining teacher-teacher support structures that focus on literacy and learning rather than behavior problems, and the sometimes semi-conscious tendency to revert to the familiarity of traditional skill-based instruction especially in periods of great conceptual change and debate on the nature of the middle school curriculum.

10:00 a.m. - 11:20 a.m.

Ashley Cooper

19 ALTERNATIVE FORMAT

Graduate Student Focus

Chairs: Judy Abbott, Angela Ferree, University of Texas-Austin
Organizers: Fenice Boyd, Virginia Goatley, Michigan State University

Graduate Student Focus: Discussion with NRC Student Research Award Winners
Sarah McCarthy, 1991 Winner, Debra Meyer, 1992 Winner

Graduate Student Focus: Discussion with Representatives of the National Centers on Trends in Reading Research
Donna Alvermann, University of Georgia, John T. Guthrie, University of Maryland

This session is intended for graduate students and people interested in graduate education. The session will focus on two recent doctoral dissertations and research being conducted at the national literacy centers.

10:00 a.m. - 10:35 a.m.

Jenkins/King Charles

20 ROUND TABLE

- 20.1 Celebrating the Legacy of Reading Pedagogy--Oral History Projects for the Profession
Norman A. Stahl, Northern Illinois University, James R. King, University of South Florida, Deborah Dillon, Purdue University
- 20.2 The Effects of an Intervention Program for Improving Reading Comprehension and Motivational Attitudes with Eighth Grade Social Studies Students
Lois R. Burke, Peter A. Dewitz, Eileen Carr, University of Toledo
- 20.3 "Seeking Sweet Water": Patterns of Meaning in the Development of Family Literacy
Bonnie Annicchiarico, University of Calgary
- 20.4 The Development of Pedagogical Concepts as Functional Tools: Observing Preservice Teachers' Thinking in Teaching Problem Readers
Kathleen A. Roskos, John Carroll University, Barbara Walker, Eastern Montana College
- 20.5 Teacher in Transition: A Case Study of the Change Process from Skills-Based to Whole Language Teaching
Sarah F. Mahurt, Purdue University

No Smoking in any Session

Wednesday, December 1, 1993

10:45 a.m. - 11:20 a.m.

Jenkins/King Charles

21 ROUND TABLE

- 21.1 Insiders and Outsiders in First Grade Writing Workshops: The Intersection of Gender, Race and Ethnicity with Literacy Development
Roxanne L. Henkin, National-Louis University
- 21.2 A Constructivist View of Preservice Teachers' Attitudes Toward Reading Through Case Study Analysis of Autobiographies
Thomas W. Bean, University of Hawaii-Hilo
- 21.3 Examining Cognitive Processes During Paired-Reading Sessions
Jean E. Hammons, University of Iowa
- 21.4 Using Multi-Ethnic Children's Literature: The Hows and Whys
Diane Graham Truscott, Melissa J. Rickey, Eastern Montana College
- 21.5 An Examination of Elaborative Verbal Rehearsals and Their Impact on College Freshmen's Cognitive and Metacognitive Performance
Michele L. Simpson, Alice Yu-Wen Tam, Suchada Supattathum, University of Georgia

10:00 a.m. - 11:20 a.m.

Jenkins/King Charles

22 JOINT ROUND TABLE

- Towards a Multidimensional Model for the Study of Reader Response to Multicultural Literature
Mingshui Cai, University of Northern Iowa
- Multicultural Students' Responses
Carole S. Rhodes, William Paterson College

11:20 a.m. - 12:50 p.m.

Lunch (Cash Buffet)

Grand Hall

11:20 a.m. - 1:25 p.m.

SPECIAL SESSION

Willow

23 ALTERNATIVE FORMAT

Experience Charleston: A Special Cultural Session

Co-Chairs: Beth Ann Herrmann, University of South Carolina-Columbia,
Susan Moskow, University of South Carolina-Salkehatchie

Facilitators: Chandra Richardson, Stacey Barber, LeRoy Kennedy, University of South Carolina, Dan Ouzts, Virginia Geraty, The Citadel, Edward Epps, University of South Carolina

This session is designed to provide NRC members with an opportunity to experience the living history of Charleston from a multicultural perspective. After a brief introduction of the presenters by the session co-chairs, three presentations will focus on (a) the role of Gospel music in literacy development and its historic role as a means of communication during the freeing of the slaves (features a singing demonstration), (b) a study of the Gullah people—lowcountry descendants of the African slaves—and their language (features a Gullah poetry reading), and (c) an ethnographic study of Pat Conroy's historic literacy work in lowcountry schools (features a photographic display). The session will close with suggestions from the co-chairs for experiencing more of the local culture.

Wednesday, December 1, 1993

11:35 a.m. - 12:40 p.m.

RESEARCH WORKSHOPS

Organizers: Jamie Myers and Dorie Deegan, Pennsylvania State University,
Dan Madigan, Bowling Green State University
(Workshops limited to 15 participants)

Using Single-Subject Experimental Research in Literacy Studies
Sandra McCormick, Ohio State University, Susan Neuman, Temple University

Suite 2M

Collaborations between School Based Researchers and University Based Researchers
JoBeth Allen, University of Georgia, Betty Shockley, Clark County School District

Suite 2L

Applying Theories of Narrative to Literacy Research: What Do Stories Tell Us
Dan Madigan, Bowling Green State University

Suite 2K

12:50 p.m. - 2:10 p.m.

Magnolia

24 SYMPOSIUM

Reading Recovery: An Inquiry-Oriented Model for Teacher Education

Chair: Diane Stevens, University of Hawaii

An Inquiry-Based Teacher Education Model
Gay Su Pinnell, Ohio State University

Theory Building in Reading Recovery: Teachers in Transition
Diane E. DeFord, Ohio State University

Developing Chains of Reasoning to Construct Collective Hypotheses
Carol A. Lyons, Ohio State University

School Contexts that Support and Sustain Transformation of Early Literacy Interventions
Janet S. Gaffney, University of Illinois, Urbana-Champaign

Discussant: Diane Stevens, University of Hawaii

Wednesday, December 1, 1993

12:50 p.m. - 2:10 p.m.

Live Oak

25 SYMPOSIUM

Bringing the Culture of Practice into the Culture of School: An Analysis of Book Club Discussions

Chair: Wendy Ranck-Buhr, San Diego State University

Considering the Culture of Readers: How Adults Talk When They Talk about Books
Michael W. Smith, Rutgers University

Bringing Book Clubs into School: A Study of One Eighth-Grade Classroom
Stephen Littell, University of Chicago

A Study of Teachers' and Preservice Teachers' Participation in Contemporary Multicultural Reading Discussion Groups
James Flood, Diane Lapp, Wendy Ranck-Buhr, San Diego State University, Doris Alvarez, Hoover High School,
Juel Moore, Oak Park Elementary School

Discussant: Victoria Chou, University of Illinois-Chicago

12:50 p.m. - 2:10 p.m.

Dogwood

26 PAPER SESSION

The Influence of Reading Speed and Content Knowledge on Reading Proficiency

Chair: Sheila Cohen, SUNY Cortland, School of Education

How Accurately Can Reading Ability be Predicted from Decoding Ability and Listening Ability Using Simple View II?
Ronald P. Carver, University of Missouri-Kansas City

Application of Reading Theory to Comprehension Abilities of Elementary-Age Children
William Dee Nichols, William H. Rupley, Victor L. Willson, Texas A & M University

Contributions of Content, Topical, and Word Knowledge to Children's Comprehension of Narrative and Expository Text
William H. Rupley, Victor L. Willson, Texas A & M University, John W. Logan, Wheeling School District

12:50 p.m. - 2:10 p.m.

Cypress

27 SYMPOSIUM

The Complexities of Change: Assessment Initiatives in Classrooms, Districts, and States

Chair: Carol L. Mack, Portland State University

Facilitator: Mary F. Roe, University of Delaware

Implementing a Portfolio Assessment System: Approaches Used By Exemplary Teachers
Kathryn H. Au, Kamehameha Schools

Portfolios to Support Classroom Practices: One District's Example
Paul G. LeMahieu, University of Delaware

Shifting to Portfolios: How Teachers Implement a State Initiative
Carol Vukelich, Mary F. Roe, University of Delaware

Discussant: Richard C. Anderson, University of Illinois, Urbana-Champaign

Wednesday, December 1, 1993

12:50 p.m. - 2:10 p.m.

Drayton

28 PAPER SESSION

***Exploring Social and Cultural Factors that
Influence How Pre-Adolescents and Adolescents Respond to Literature***

Chair: Nancy Farnan, San Diego State University

Experiencing a Novel: The Thoughts, Feelings and Motivation of Adolescent Readers
Pamela M. Mayers, National-Louis University

The Transaction of Reader and Text: What Role Does Culture Play?
Jennifer L. Altieri, Arkansas State University

Response-Based Instruction: Meaning Making as a Social Event
Jacqueline K. Gerla, Texas A & M University

Discussant: Nancy Farnan, San Diego State University

12:50 p.m. - 2:10 p.m.

Colleton

29 SYMPOSIUM

***Beyond Memorization, Lists and Trial Tests:
Exploring the Influence of Teacher Knowledge
of Developmental Spelling on Educational Decisions***

Chair: Donna Peters, Elida Local Schools

Developmental Spelling Research as a Basis for Generating Teacher Change in Word Study Instruction
Jerome B. Zutell, Ohio State University

A Study of the Influence of Teacher Knowledge of Developmental Spelling on Pedagogical Decisions
Hillal Gill, Patricia L. Scharer, Ohio State University-Lima

Integrating Developmental Spelling Research into a School-Wide Spelling Curriculum: Reflections on a Four-Year Project
Nancy G. Platt, Columbus School for Girls

We're Not Just Talking Spelling Anymore: The Ripple Effect of Collaborative Research
Mary Jo Fresch, Deakin University, Aileen Wheaton, Dublin City Schools

Discussant: Jerome B. Zutell, Ohio State University

Wednesday, December 1, 1993

12:50 p.m. - 2:10 p.m.

Beauregard

30 ALTERNATIVE FORMAT

Publishing in NRC Publications: Meet and Talk with the Editors

Chair: Lesley Mandel Morrow, Rutgers University

Part I: Presentations by the 'Yearbook' Editors:

Goals and Directions for the 'Yearbook'
Charles Kinzer, Vanderbilt University

Overview of the Manuscript Review Process
Donald Leu, Syracuse University

An Author's Recent Experience with Editorial Review
Jeanne R. Paratore, Boston University

Important Questions Asked of Editors
Charles Kinzer, Vanderbilt University, Donald Leu, Syracuse University

Audience Questions and Open Panel for the 'Yearbook' Editors and Author
Charles Kinzer, Vanderbilt University, Donald Leu, Syracuse University

Part II: Presentations by the 'Journal of Reading Behavior' Editors

Goals and Directions for the 'Journal of Reading Behavior'
Susan Neuman, Temple University

Overview of the Manuscript Review Process
Lesley Mandel Morrow, Diane Tracey, Rutgers University

An Author's Recent Experiences with Editorial Review
Karin Dahl, Ohio State University

Important Questions Asked of the Editors
Linda Gambrell, Michael Pressley, University of Maryland

Audience Questions and Open Panel for 'Journal of Reading Behavior' Editors, Editorial Assistant and Author
Linda Gambrell, University of Maryland, Lesley Mandel Morrow, Diane Tracey, Rutgers University, Susan Neuman, Temple University,
Karin Dahl, Ohio State University

This session is designed for conferees to have an open discussion with the editors of the NRC Yearbook and the Journal of Reading Behavior. -
Participants are encouraged to engage in an open exchange with the editors regarding the publishing process.

12:50 p.m. - 2:10 p.m.

Ashley Cooper

31 PAPER SESSION

Literacy Acquisition and Phonemic Awareness

Chair: Ann Hall, Southwest Texas State University

A Longitudinal Study of Initial Reading Development
Pieter Reitsma, Janwillem Bast, Paedologisch Instituut Amsterdam

Universal and Orthography-Specific Component Processes in the Development of Reading Skills
Esther Geva, Lesly Wade-Woolley, OISE, Department of IASE, Michael Shany, Beit Berl, Israel

Effects of Phonemic Awareness Training on Impoverished First and Second Graders
Susan Robinson Smith, Drake University, Linda Christensen, Dawn Goodale, Des Moines Public Schools

Wednesday, December 1, 1993

12:50 p.m. - 1:25 p.m.

Jenkins/King Charles

32 ROUND TABLE

- 32.1 Examining the Role of Evaluation in Literature Teaching and Learning: A Study in Two Classrooms
Mary H. Sawyer, SUNY-Albany
- 32.2 Self-assessment: Pupils' and Teachers' Views
Christina E. van Kraayenoord, University of Queensland, Scott G. Paris, University of Michigan
- 32.3 Readiness and Achievement of Normal and At-Risk Russian and American First Graders
John E. McEneaney, Indiana University
- 32.4 Exploring Children's Lives: Rethinking Instruction Through Student Research
Karen E. Broaddus, Isabel H. Barrow, University of Virginia
- 32.5 The Relationship Between Preservice Teachers' Beliefs About the Nature of Knowledge and Their Ability to Construct Meaning from Text
Jeanne Ehlinger, Winona State University, Randolph Schenkat, Winona Council for Quality

1:35 p.m. - 2:10 p.m.

Jenkins/King Charles

33 ROUND TABLE

- 33.1 Supporting College Literacy Learners: Relationships Between Metacognition, Reading Comprehension, Writing Performance and Locus of Control
Amelia E. El-Hindi, Syracuse University
- 33.2 The Effects of Response-Based Literature Instruction on Fourth-Grade Students' Cultural Awareness
James F. Barton, Ovetta Harris, University of Rhode Island
- 33.3 Preservice Teachers' Beliefs and Practice about Content Area Reading
Elizabeth K. Wilson, University of Alabama, Mary Mitchell Davis, University of Arkansas-Little Rock
- 33.4 Implications of the Images of Bodily Function and Sexuality in Danish Children's Picture Books
W. Gale Breedlove, University of South Carolina, Mary G. Blake, Charleston University

12:50 p.m. - 2:10 p.m.

Jenkins/King Charles

34 JOINT ROUND TABLE

- Reinforcements and Values for Avid and Non-Avid Readers
Jon Shapiro, Patricia Whitney, University of British Columbia
- Can School Make A Difference in the Development of Independent Readers for Pleasure?
Dawn E. Sheveland, University of California-Riverside

Wednesday, December 1, 1993

2:20 p.m. - 3:40 p.m.

Live Oak

35 PAPER SESSION

Sign, Genre, and Experiences in Children's Emerging Concepts of Literacy

Chair: Dorie Deegan, Pennsylvania State University

Language in the Larger Context: Observing Literacy and Learning from a Multiple Sign System Perspective
Beth A. Berghoff, Indiana University

Conceptions of Genre: Implications for New Directions in Literacy Research
Joanne Golden, University of Delaware, Christine Pappas, University of Illinois-Chicago

Self-Disclosed Autobiographical Reading Memories
Patricia I. Mulcahy-Ernt, Rutgers University

2:20 p.m. - 3:40 p.m.

Dogwood

36 ALTERNATIVE FORMAT

***Understanding Literacy Practices in Action:
Ethnographic Studies of Learning to be Literate in Secondary Classrooms***

Chair: Judith Green, University of California-Santa Barbara

Constructing Texts in Context: Examining Intertextuality as a Basis for Constructing Literate Models in Classrooms
Lichu Lin, University of California-Santa Barbara, Sandy Robertson, Santa Barbara Junior High School

Literate Actions in Ninth Grade: Constructing Norms and Expectations for Interpreting Text in Group
Tina Prentiss, University of California-Santa Barbara, Jack Phreaner, Santa Barbara Unified Schools

Composing Text: How Written Text is Talked into Being
Leslie Rex, University of California-Santa Barbara, David McEachen, Santa Barbara Junior High School

Discussant: Carol Dixon, University of California-Santa Barbara

This symposium examines findings from a series of linked ethnographic studies at the secondary level (i.e., seventh, ninth, and combined 10-12 college prep English) that explore how teachers, defined as exemplary teachers of reading-writing processes by their colleagues and writing project directors, establish interpretive communities and particular models of literacy. The studies explore a common set of questions across three classrooms: What models of literate actions are constructed by teachers and students in writing process classrooms? What counts as reading and writing (i.e., engaging with and producing text) in each classroom? These questions frame the panel presentations by three teacher-researcher teams. Each team will present findings about the nature of community development processes and the models of literate actions that define what counted as reading and writing in each of these classrooms. Presentations will be brief, and the audience will be asked to explore issues of commonality and difference across the classrooms and to begin to identify strategies and criteria for cross case comparison and theory development.

2:20 p.m. - 3:40 p.m.

Cypress

37 ALTERNATIVE FORMAT

Conditions for Working Together: Knowledge, Authority and Power in Collaborative Inquiry

Chair: Lorri Neilsen, Mount Saint Vincent University

Facilitators: Diane Kaye, Dartmouth High School, Emily Levy-Purdy, Uniacke District School, Susan Settle, George Bissett Elementary School, Patricia Whidden, East Hants Rural High School

Panelists: Allan Neilsen, Andy Manning, Mount Saint Vincent University

In this session we will offer for discussion multiple perspectives on a series of ethical and methodological issues that arose during our (putatively) collaborative inquiry into the nature and value of reflective teaching. Specifically, we are interested in raising issues around the nature, desirability and viability of collaboration.

Wednesday, December 1, 1993

2:20 p.m. - 3:40 p.m.

Drayton

38 SYMPOSIUM

***Envisionment Building:
Diverse Learners Constructing Meaning in a Variety of Contexts***

Chair: Carol Sue Englert, Michigan State University

Envisionment Building: Diverse Learners Constructing Meaning During Reading of Narrative and Expository Texts
Tanja L. Bisesi, Michigan State University

Envisionment Building: Special-Education Students Constructing Meaning Within Literature Response Groups
Joyce A. Urba, Carol Sue Englert, Michigan State University

Envisionment Building: A Second-Language Student Constructing Meaning During a Social Studies Unit
Cynthia H. Brock, Taffy E. Raphael, Michigan State University

Discussant: Susan I. McMahon, University of Wisconsin-Madison

2:20 p.m. - 3:40 p.m.

Colleton

39 SYMPOSIUM

***Teacher Beliefs and Conceptual Change in the Teaching of
Literature in Middle and Secondary Schools***

Chair: Deborah Tidwell, University of Northern Iowa

What is Literature? Four Preservice Teachers' Conceptions of Literature and of the Teaching of Literature
Rena Leith, Dana L. Fox, University of Arizona

The Relationship of Beginning Teachers' Conceptions of Literature to Their Classroom Practices
Dana L. Fox, University of Arizona

The Role and Nature of Literature in the Curriculum: A Case Study of Teacher Development and Conceptual Change
T. Gail Pritchard, University of Arizona

Discussant: Karen Evans, University of Arizona

2:20 p.m. - 3:40 p.m.

Beauregard

40 SYMPOSIUM

***A Qualitative Assessment of Students' and Teachers' Attitudes
Toward Reading: Understanding the Impact and Implications of
Research on Aliteracy***

Chair: David Yaden, University of Southern California

Teachers and Reading: Survey and Interviews of Teacher Personal Reading Habits and Literacy Activities in the Classroom
Margaret H. Hill, University of Houston-Clear Lake

Avid Readers' Attitudes, Concerns, Habits and Interests
Teri S. Lesesne, Sam Houston State University

Choosing Not to Read: An Ethnographic Study of Aliterate Students
Kylene Beers, University of Houston

No Smoking in any Session

Wednesday, December 1, 1993

2:20 p.m. - 3:40 p.m.

Ashley Cooper

41 PAPER SESSION

Elementary Educators' Use of and Opinions About Basal Reading Programs

Chair: Wendy Ranck-Buhr, San Diego State University

Two Hundred Years of Values Teaching in Reading Textbooks
Sharon Vincz Andrews, Indiana State University

Elementary Educator's Use of and Opinions About Basal Reading Programs
James F. Baumann, Kathleen M. Heubach, University of Georgia/National Reading Research Center

Reading Programs in Nationally Recognized Elementary Schools
Sharon B. Kletzien, West Chester University

2:20 p.m. - 3:40 p.m.

Edmunds

42 PAPER SESSION

***Non-traditional Adult Literacy:
Experiences of Seasoned and Developing Readers***

Chair: Ernest T. Goetz, Texas A & M University

Adult Book Club Discussions: Response as a Key
Ann A. Swanson, University of Minnesota

Motivation of Four Non-Traditional African-American Female Students to Persist in Developmental Studies Reading
Mary A. Murphy, University of Georgia

Roni and Goal Five: Considering Literacy for the 21st Century
Caroline Beverstock, Indiana University

2:20 p.m. - 2:55 p.m.

Jenkins/King Charles

43 ROUND TABLE

43.1 Preservice Teachers' Use of Content Area Literacy Practices
Karen L. Ford, Alexandra G. Leavell, University of North Texas

43.2 Learning to Teach Literacy by Creating Instructional Change During the Student Teaching Practicum
Elizabeth L. Strehle, Jerome A. Niles, Paula Hamby, Virginia Polytechnic Institute and State University

Facilitators: Rebecca Anderson, Dottie Shinpock, Monica Mitchell, Rebecca Makepeace, Lynette Hardin, Kristin Krug, Tiffany McElheney, Paula Hamby, Lynez Albert, Katherine Taylor, Lindsay Green, Carrie McClung, Patricia Philpott Williams, Cris Swendenborg, Marcella Sheaffer, Christine Roberts, Anne Beth Presson, Rebecca Patterson, Kelli Beck, Virginia Polytechnic Institute and State University

43.3 Word Comprehension and Word Learning in Second Language Reading
Carol A. Fraser, York University

43.4 The Effects of Postsecondary Learning Strategy Use on Performance
Janice Y. McWhorter, Texas Woman's University

No Smoking in any Session

Wednesday, December 1, 1993

3:05 p.m. - 3:40 p.m.

Jenkins/King Charles

44 ROUND TABLE

- 44.1 A Parental Literacy Support Program: Helping Parents to Help At-Risk Children
Joyce H. Jennings, Linda R. Chenault, Margaret A. Richek, Northeastern Illinois University, Susan L. Ali, Waukegan Public Schools
- 44.2 Through Students' Eyes: Views of Reading and Reform in Michigan
Nancy F. Knapp, Michigan State University
- 44.3 Preservice Teachers' Perceptions of Planning and Adaptations for Diverse Learners
Jane Gordon, Michael A. Martin, Eastern Michigan University
- 44.4 Learning Strategies of Nonnative Readers of Japanese: Effect of Complexity of Graphic Structure and Level of Familiarity
Yoshiko Saito, University of Texas-Austin
- 44.5 Effects of High and Low Imagery Texts on Below Grade Level Readers' Recall: An Extension of a Previous Study
Roger A. Stewart, Edward E. Paradis, University of Wyoming, Dina Davis, Cherry Creek Middle School

3:50 p.m. - 5:10 p.m.

Grand Ballroom

45 FIRST PLENARY SESSION

Presidential Address and Annual Awards Presentation

Chair: Jane Hansen, University of New Hampshire

Welcome: Paul Berg, University of South Carolina and Past President of NRC

Speaker: Rebecca Barr, National-Louis University and The Spencer Foundation

Comparative Perspectives on Literacy Instruction, Educational Research and Knowledge of Teaching

5:10 p.m. - 6:05 p.m. (Cash Bar)

Grand Hall

RECEPTION HONORING NRC PRESIDENT AND AWARD WINNERS

6:10 p.m. - 7:30 p.m.

Field Council Committee Meeting

Cypress

Chair: Martha Rapp Ruddell, Sonoma State University

7:45 p.m. - 8:45 p.m.

RECEPTION FOR GRADUATE STUDENTS

Willow

No Smoking in any Session

Wednesday, December 1, 1993

8:45 p.m. - 10:00 p.m.

SPECIAL SESSION

Drayton

Sociocultural Diversity, Schooling, and the NRC Research Community: Where Do We Stand? Where Are We Going?

Organizers: Eunice Greer, University of Illinois, Urbana-Champaign
John F. O'Flahavan, University of Maryland

Join us for a lively panel discussion, punctuated with audience participation, as we critically examine the role that NRC should play in redefining literacy instruction for a diverse society.

Moderator: Warren Simmons, The Annie E. Casey Foundation

Panelists: Verna Haskins Denny, Queens College-CUNY, Luis C. Moll, University of Arizona, Carol Lee, Northwestern University

9:00 p.m. - Midnight

VITAL ISSUES

Lobby Bar

Chaired by: Field Council, Region 1

Thursday, December 2, 1993

7:00 a.m. - 8:25 a.m.

Ad Hoc Committee

Riley

Host Committee (1993-1995) Meeting

Chairs: Connie Ulmer, Debra Tidwell, University of Northern Iowa

7:00 a.m. - 8:25 a.m.

Ad Hoc Committee on International Issues Meeting

Suite 2J

Chairs: Kurt Meredith, University of Iowa
Jeannie Steele, University of Northern Iowa

7:00 a.m. - 8:25 a.m.

Ad Hoc Committee on Critical Spaces Meeting

Suite 2G

Chair: Lorri Neilsen, Mentor Seminars and Mt. St. Vincent University

7:00 a.m. - 8:25 a.m.

Student Award Committee Meeting

Suite 2K

Chair: Jill Fitzgerald, University of North Carolina-Chapel Hill

7:00 a.m. - 8:25 a.m.

Technology Committee Meeting

Suite 2L

Chair: David Reinking, University of Georgia

7:30 a.m. - 8:25 a.m.

Journal of Reading Behavior Editorial Advisory Board Meeting

Suite 2M

Editors: Linda B. Gambrell, Michael Pressley, University of Maryland
Lesley Mandel Morrow, Rutgers University, Susan B. Neuman, Temple University

No Smoking in any Session

Thursday, December 2, 1993

7:45 a.m. - 9:00 a.m.	Breakfast (Cash Buffet)	Grand Hall
8:00 a.m. - 5:00 p.m.	Registration	2nd Floor Lobby
8:30 a.m. - 9:50 a.m.		Magnolia

46 SYMPOSIUM

Teacher Research as Risky Business: Confronting Issues of Race and Gender with Urban Adolescents and Adults

Chair: Susan L. Lytle, University of Pennsylvania

Text, Talk and Classroom Taboos

Margo Ackerman, Harding Middle School, School District of Philadelphia

Making Gender and Race Problematic in Secondary Classrooms

Diane Waff, Olney High School, School District of Philadelphia

Co-Constructing Literacy in a Community of Women

Elizabeth J. Cantafio, University of Pennsylvania

Discussants: Lorri Neilsen, Mount Saint Vincent University, Pata Suyemoto, University of Pennsylvania

8:30 a.m. - 9:50 a.m.

Live Oak

47 SYMPOSIUM

Fluency: Folk-term, Theoretical Concept and Reality

Chair: Patricia Anders, University of Arizona

A Socio-Psycholinguistic View of "Fluency"

Kenneth S. Goodman, University of Arizona

Case Study of a Proficient Reader: Fluent or Nonfluent?

Prisca Martens, University of Arizona

Instructional Issues: Fluency or Meaning Construction

Yetta M. Goodman, University of Arizona

Discussant: Timothy Rasinski, Kent State University

Thursday, December 2, 1993

8:30 a.m. - 9:50 a.m.

Dogwood

48 SYMPOSIUM

Culturally and Linguistically Diverse Children and La Clase Magica Programs: Using Multiple Data Sources to Analyze Pre-Service Teachers' Perceptions of Literacy in a Multicultural Setting

Chair: Margaret A. Gallego, Michigan State University

Field Observations and Interviews: Pre-Service Teachers' Interpretations of Self-Selected Literacy Events
Margaret Malenka, Margaret A. Gallego, Michigan State University

Student Generated Field Notes: Windows into Pre-Service Teachers' Understanding of Self and Linguistically and Culturally Different Children
Margaret A. Gallego, Anita Lapp, Michigan State University

Debriefings as Conversations: Talking about Diversity and Teaching
Margaret A. Gallego, Glenn DeVoogd, Michigan State University

Electronic Mail Dialogue: Telecommunications as an Instructional Method for Learning about Diversity
Margaret A. Gallego, Michigan State University, Olga A. Vasquez, University of California-San Diego

8:30 a.m. - 9:50 a.m.

Cypress

49 SYMPOSIUM

**Emic Lenses on Literacy:
Contributions to Research, Teaching and Assessment**

Chair: JoBeth Allen, University of Georgia

The Relevance of Emic Perspectives for Research on Motivation for Literacy Learning
Penny Oldfather, University of Georgia

The Importance of Being Emic
Karin Dahl, Ohio State University

Emic Perspectives and Assessment: Self-Evaluation and the Construct of "Literacy"
Peter Johnston, Sherry Guice, SUNY-Albany

Discussant: JoBeth Allen, University of Georgia

8:30 a.m. - 9:50 a.m.

Drayton

50 ALTERNATIVE FORMAT

***Philosophical Perspectives and Reading Research:
From Positivism to Poststructuralism***

Chair: Patricia M. Cunningham, Wake Forest University

Facilitators: James W. Cunningham, Jill Fitzgerald, University of North Carolina-Chapel Hill

The symposium is designed to provide the reading research community with a framework for understanding various philosophical perspectives and for placing them in relation to one another on a map. By acting out exemplative monologues and role-playing classroom vignettes, we will show the importance of a philosophical framework for understanding prominent views of reading and classroom reading instruction.

Thursday, December 2, 1993

8:30 a.m. - 9:50 a.m.

Colleton

51 ALTERNATIVE FORMAT

***Multiple Selves in Literary Interpretation:
Engagement and the Language of Drama***

Chair: Shelby A. Wolf, University of Colorado-Boulder

Facilitators: Shelby A. Wolf, University of Colorado-Boulder, Patricia E. Enciso, University of Wisconsin-Madison

The purpose of this alternative symposium is to involve educational researchers in the process and products of a drama-based literacy inquiry curriculum. The symposium is designed not only for the presenters to explain dramatic possibilities, but also for the participants to enact individual and group interpretations. Participants will meet in small groups to integrate their individual responses to the short story "Eleven" (Cisneros, 1991) into an agreed-upon group scene. Metacommentary by the two facilitators will focus on the educational importance of drama. The first facilitator will focus on issues of moving a private experience into a public domain, and the second facilitator will discuss language in and around the dramatic curriculum.

8:30 a.m. - 9:50 a.m.

Beauregard

52 PAPER SESSION

Perspectives on Parents and the Emergence of Literacy

Chair: Connie Juel, University of Virginia

What Goes Home?: Messages About Literacy that Low-Income Mexican-American Kindergartners Took Home from School
Margaret M. Mulhern, University of Illinois-Chicago

Reading Educators' Changing Attitudes Toward the Role of Parents and Families: An Historical Overview of the Last Century
Elizabeth G. Sturtevant, Marymount University, Wayne M. Linek, East Texas State University

How Do Parents View Emergent Literacy
Shobha Sinha, Jana M. Mason, University of Illinois, Urbana-Champaign

8:30 a.m. - 9:50 a.m.

Ashley Cooper

53 PAPER SESSION

Enhancing Poor Readers Growth in Literary Skills (K-8)

Chair: Sandra McCormick, Ohio State University

Literacy Growth of Urban "At-Risk" Children Taught by University Students Using Literature-Based Instruction
Joan P. Gipe, University of New Orleans, Janet C. Richards, University of Southern Mississippi,
John G. Barnitz, University of New Orleans

Integrating Reading Comprehension and Writing Instruction for All Learners
Edward J. Kameenui, Deborah C. Simmons, David Chard, University of Oregon

A Psychosocial Model for Addressing the Literacy Needs of the Disenchanted
Samuel R. Mathews, ERDC-The University of W. Florida, Josephine P. Young, Beggs Educational Center

Thursday, December 2, 1993

8:30 a.m. - 9:05 a.m.

Jenkins/King Charles

54 ROUND TABLE

- 54.1 Learning Disabled Students and the Keyword Method
Barry Wallen, Ellen Jampole, SUNY-Cortland
- 54.2 Incorporating Reading and Writing into Content Area Instruction? A Comparison of Perspectives of Content and Content Methods
Instructors with Preservice Content Area Teachers
Peggy L. Daisey, Kansas State University
- 54.3 In Defense of Their Own Literacy: The Voices of Students
James R. Olson, Georgia State University, Donna E. Alvermann, University of Georgia, Richard Umpleby, Rosezetta Scott,
Antonio Bush, Burke County Comprehensive High School
- 54.4 Uses of Technology and Educational Materials in Literacy Instruction for Children with Developmental Disabilities
Amy H. Staples, David A. Koppenhaver, University of North Carolina-Chapel Hill
- 54.5 Bicultural Perspectives and Reader Response: Three Young Readers Respond to Jean Fritz's 'Homesick'
Cynthia B. Leung, University of Delaware
- 54.6 The Development of Phonologic and Orthographic Knowledge in Kindergarten Children: Relationship to Emerging Word Reading Ability
Lois G. Dreyer, Southern Connecticut State University and Haskins Laboratories

9:15 a.m. - 9:50 a.m.

Jenkins/King Charles

55 ROUND TABLE

- 55.1 What Constitutes Whole Language Classrooms: Interviewing and Observing Ten Teachers in Transmission and Transactional Classrooms
Karen F. Thomas, Chatham College, Mary Alice Barksdale-Ladd, West Virginia University
- 55.2 Meaningful Writing Tasks About Mathematical Concepts for At-Risk Children
Carol V. Lloyd, Neal Grand Genet, University of Nebraska-Omaha
- 55.3 Adding Service Learning and Critical Literacy to Preservice and Student Teachers' Content Area Literacy Teaching and Learning Strategies
Gerald H. Maring, Peggy Grant, Washington State University
- 55.4 Teachers' Beliefs and Practices: Dissonance or Contextual Reality?
Maryanne R. Bednar, La Salle University
- 55.5 Preservice Teachers' Studies of Their Own Literacy Histories: Implications for Literacy Teacher Education
John C. Stansell, Texas A & M University
- 55.6 Interactions, Affect and Emotions in the Classroom: Social Influences on Discussions of Reading Assignments
Diane Schallert, Laura Fowler, University of Texas-Austin, JoyLynn H. Reed, St. Edward's University

8:30 a.m. - 9:50 a.m.

Jenkins/King Charles

56 JOINT ROUND TABLE

- A Study of the Transferability of (Metacognitive) Processing Strategies
Christine J. Gordon, University of Calgary
- Students' Ability to Apply and Reflect on Organizational Structures Used in Composing
Rebecca A. Kaminski, Clemson University, Meryl K. Lazar, Rita M. Bean, University of Pittsburgh

Thursday, December 2, 1993

9:00 a.m. - 6:00 p.m.

The Reading Room Will Be Open
Silent Auction Continues

Hampton/Gadsden/Fenwick

10:00 a.m. - 11:20 a.m.

57 SECOND PLENARY SESSION

Grand Ballroom

Keynote Address

Chair: James Flood, San Diego State University

Speakers: Shirley Brice Heath, Stanford University and Elspeth Stuckey, South Carolina
Department of Education

Cross-Age Tutoring and Research: Before or After Policy?

11:20 a.m. - 12:50 p.m.

Lunch (Cash Buffet)

Grand Hall

11:35 a.m. - 12:40 p.m.

RESEARCH WORKSHOPS

Organizers: Jamie Myers and Dorie Deegan, Pennsylvania State University,
Dan Madigan, Bowling Green State University
(Workshops limited to 15 participants)

Researching Adult and Workplace Literacy

Larry Mikulecky, Caroline Beverstock, Indiana University, Lori Ann Forlizzi, Pennsylvania State University

Suite 2M

Researching Multiple Literacies

Marjorie Siegel, University of Rochester, Darlene Bressler, Houghton College

Suite 2L

Designing Outcome-Based Assessments

Peter Mosenthal, Syracuse University, Irwin Kirsch, Educational Testing Service

Suite 2K

Pervasive (But Hidden) Role of Gender in Literacy Research

Donna Alvermann, Michelle Commeyras, University of Georgia

Suite 2G

A Discussion on Research in Bilingual Reading and Instruction

Georgia Garcia, University of Illinois, Robert Jimenez, University of Oregon

Suite 2J

12:50 p.m. - 2:10 p.m.

Magnolia

58 SYMPOSIUM

Examining Relationships Between Readers and Writers

Chair: Timothy Shanahan, University of Illinois-Chicago

Relevant for Whom? A Study of Audience-based Transformations

Cynthia A. Cochran, Skidmore College

Writing the Critique, a Text about a Text

Maureen A. Mathison, University of Utah

Reading and Writing: Blurring the Boundaries

Nancy Nelson Spivey, College of William and Mary

Discussant: Donald L. Rubin, University of Georgia

No Smoking in any Session

Thursday, December 2, 1993

12:50 p.m. - 2:10 p.m.

Live Oak

59 SYMPOSIUM

Qualitative Perspectives on Conceptual Change in Science

Chair: Nancy Marshall, Florida International University

Classroom Influences on Students' Learning of Counterintuitive Information from Physics Texts
Cynthia R. Hynd, University of Georgia/National Reading Research Center, Mark Keith,
Kim Lay, Clarke Central High School, Mindi McNish, Gaoyin Qian, Lehman College-CUNY

The Development of Scientific Concepts: A Follow-Up Case Study
Katherine Maria, College of New Rochelle

Critical Review of the Qualitative Intervention Research in Conceptual Change from Science Education
Barbara J. Guzzetti, Arizona State University

Discussant: Judith Green, University of California-Santa Barbara

12:50 p.m. - 2:10 p.m.

Dogwood

60 ALTERNATIVE FORMAT

At-Risk Students and Literature-Based Instruction

Chair: Richard Allington, SUNY-Albany

The Nature of Literature-Based Instruction in Six Elementary Schools Serving Children from Low-Income Families
Richard Allington, Sherry Guice, SUNY-Albany

Wanderers: Low-Achieving Students and Self-Selected Reading Time
Kim Baker, SUNY-Albany

Mandating Whole Language: Teacher and Community Resistance
Nancy Michaelson, SUNY-Albany

Contrastive Case Studies of the Development of Literacy and Literary Understandings: From Preschool Through Kindergarten
Anne McGill-Franzen, Cynthia Lanford, Jackie Killian, SUNY-Albany

The purpose of this session is to examine some of the issues associated with literature-based instruction and at-risk students. Presentations will focus on model programs, student behavior, and teacher and community resistance to change.

12:50 p.m. - 2:10 p.m.

Cypress

61 SYMPOSIUM

Early Literacy Research: Interventions and Issues Across School and Home Contexts

Chair: Linda B. Gambrell, University of Maryland/National Reading Research Center

Enhancing Young Children's Instructional Conversations During Storybook Reading
Susan B. Neuman, Temple University

Developing Young Children's Fluency Through Shared Reading
Patricia S. Koskinen, University of Maryland/National Reading Research Center,
Irene H. Blum, Fairfax County Public Schools

Increasing Young Children's Access to Books: A School, Home, and Community Involvement Project
Linda B. Gambrell, University of Maryland/National Reading Research Center, Vicki H. Heland, Reading Is Fundamental, Inc.

The Impact of a Literature-Based Program Emphasizing Science on Young Children's School and Home Literacy Learning
Lesley Mandel Morrow, Rutgers University

Discussant: Elfrieda H. Hiebert, University of Colorado-Boulder

No Smoking in any Session

Thursday, December 2, 1993

12:50 p.m. - 2:10 p.m.

Drayton

62 SYMPOSIUM

Multiple Views of Portfolio Assessment

Chair: Marjorie Y. Lipson, University of Vermont

Facilitator: Peter A. Dewitz, University of Toledo

The Power of Portfolio Use: The Teachers' Perspective
Alexa L. Sandmann, University of Toledo

Portfolios: Students' Self Portraits
Eileen M. Carr, University of Toledo

Portfolios: How They Communicate Beyond the Classroom
Peter Dewitz, University of Toledo, Lois Burke, University of Toledo

Discussant: Marjorie Y. Lipson, University of Vermont

12:50 p.m. - 2:10 p.m.

Colleton

63 ALTERNATIVE FORMAT

***Developing Expertise in Our Own Classrooms: A Year-Long
Collaborative School- Based Literacy Teaching/Research Project***

Chair: Jeri Sarracino, University of South Carolina

Facilitators: Beth Ann Herrmann, University of South Carolina, Helen Brown, Ranie Vernon, Northside Middle School, Leah Roof, Saxe Gotha Elementary School, Wendy Elliott, Bernadette Malamug, Sharon Vanbibber, Crane Creek Elementary School, Kristy Cook, Julie Thomas, Wood Elementary School

Discussant: Jerome Niles, Virginia Polytechnic Institute and State University

The purpose of this session is to explore the research surrounding a year long study on collaborative school-based literacy research.

12:50 p.m. - 2:10 p.m.

Beauregard

64 SYMPOSIUM

Women's Literacies: Culture, Context, and Community

Chair: Judy Buchanan, University of Pennsylvania

Women, Literacy and Agency in Institutions
Lorri Neilsen, Mount Saint Vincent University

I Don't Want to Be a Statistic: Literacy Among Pregnant and Parenting Teens
Shirley Brown, School District of Philadelphia

Negotiating Borders: Women's Literacies in Contrasting Communities
Susan L. Lytle, Elizabeth J. Cantafio, University of Pennsylvania

Discussant: Vivian Gadsden, University of Pennsylvania

No Smoking in any Session

Thursday, December 2, 1993

12:50 p.m. - 2:10 p.m.

Ashley Cooper

65 PAPER SESSION

Strategies to Enhance Literacy Learning for Multicultural Students

Chair: Yoshiko Saito, University of Texas-Austin

Deaf Readers' Retellings: Pronominal Reference Preferences
Patricia N. Chrosniak, Western Illinois University

Students Helping Students: Scaffolded Cross-Age Tutoring in Comprehension Strategies for Students with Learning Disabilities Who Speak English as a Second Language
Janette K. Klinger, University of Miami

Invented Spelling in Third and Fourth Grades: A Multilingual Perspective
Gail E. Thompkins, Shareen Abramson, Robert H. Pritchard, California State University-Fresno

Discussant: Joanne Odenthal, Jostens Corporation

12:50 p.m. - 1:25 p.m.

Jenkins/King Charles

66 ROUND TABLE

66.1 Uncovering Cognitive Processes in Reading
Linda L. Kucan, University of Pittsburgh

66.2 A Fluency-Based Classroom Reading Program: Initial Results
Steven A. Stahl, Kathleen Heubach, University of Georgia

66.3 A Culturally Compatible Curriculum for African American Students: Effects and Implications
Barbara J. Diamond, Eastern Michigan University, Patricia A. Edwards, Michigan State University

66.4 Implementing State Reading Policy: The Paradox of Constructing Meaning
James P. Spillane, Scott G. Grant, Nancy E. Jennings, Michigan State University

1:35 p.m. - 2:10 p.m.

Jenkins/King Charles

67 ROUND TABLE

67.1 Matching the Student to the Program: Refining the Selection Process for Early Intervention Programs
Barbara J. Frye, Ruth A. Short, Susan P. Homan, University of South Florida,
Elizabeth Bright, District School Board of Pasco County

67.2 Teachers' Concerns About Curriculum Change: Adapting to the "Reading Workshop"
Cindi A. Rucinski, Georgia Earnest Garcia, Kathleen A. Copeland, University of Illinois, Urbana-Champaign

67.3 Friends for a Semester: Preservice Teachers Use Dialogue Journals to Learn About Sixth-Grade Students, Themselves, and Teaching
Robert J. Nistler, University of North Texas

67.4 Relationships Between L1 and L2 Literacies: Consolidating the Linguistic Threshold and the Linguistic Interdependence Hypothesis
Elizabeth B. Bernhardt, Michael L. Kamil, Ohio State University

67.5 Do As I Do: Using Portfolios to Evaluate Students in Reading Methods Courses
Mary Ellen Vogt, California State University-Long Beach, Martha Rapp Ruddell, Sonoma State University,
Maureen McLaughlin, East Stroudsburg State University

67.6 Interviewing Student Teachers About Selected Multicultural Readings
Janice Van Dyke, San Diego State University/Claremont Graduate School, James Flood, Diane Lapp, San Diego State University

No Smoking in any Session

Thursday, December 2, 1993

12:50 p.m. - 2:10 p.m.

Jenkins/King Charles

68 JOINT ROUND TABLE

Why Strategies Fail: Students' Perspectives
Michele L Simpson, University of Georgia

Why Strategies Fail: Theoretical and Research Perspectives
Sherrie L. Nist, University of Georgia

2:20 p.m. - 3:40 p.m.

Magnolia

69 SYMPOSIUM

***The Role of the Portfolio in Empowering and Precipitating Change
in Teachers: A Multi-Voiced, Multi-Perspective, Multi-Site Analysis***

Chair: Robert J. Tierney, Ohio State University

Adapting Portfolios to a History Academy: Revealing Roots of Change
Robert J. Tierney, Ohio State University, Jim Wile, Miami University

Portfolio Process and Teacher Change: Elementary, Secondary, and University Teachers Reflect Upon Their Initial Experiences
with Portfolio Assessment
Ronald D. Kieffer, Mark A. Faust, University of Georgia

A Team Approach to Teacher Portfolios in Teacher Education
Laura P. Stowell, California State University-San Marcos

Portfolio Assessment in the Pre-Service Classroom: A Plethora of Possibilities
Laura E. Desai, Ohio State University

Discussant: Peter Afflerbach, University of Maryland

2:20 p.m. - 3:40 p.m.

Live Oak

70 ALTERNATIVE FORMAT

Three New Approaches for Improving the Literacy of Young Adolescents

Chair: Richard C. Anderson, University of Illinois, Urbana-Champaign/
Center for the Study of Reading

Collaborative, Integrated Reading and Writing Strategy Instruction
Valerie Anderson, Richard Henne, University of Illinois, Urbana-Champaign/Center for the Study of Reading

Computer-Aided Reading: Facilitating Independent Strategic Literacy
David Zola, University of Illinois, Urbana-Champaign/Center for the Study of Reading

Teachers Engaged in Tutoring Young Adolescents
Jeannette Methven, University of Illinois, Urbana-Champaign/ Center for the Study of Reading

Discussants: Richard C. Anderson, University of Illinois, Urbana-Champaign/Center for the Study of Reading, Isabel L. Beck, University of
Pittsburgh/Learning Research and Development Center

This session will focus on three innovative approaches for improving the literacy of adolescents with special focus on collaboration and
multi-media instruction.

Thursday, December 2, 1993

2:20 p.m. - 3:40 p.m.

Dogwood

71 PAPER SESSION

Teaching Poor Readers in the Primary Grades

Chair: Renee Weisberg, Beaver College

Long-Term Effects of Early Intervention in Reading: Examining Literacy Behaviors, Student Perceptions, and Classroom Teacher Perceptions
Billie J. Askew, Dianne F. Frasier, Texas Woman's University

A Study of Teacher's and Students' Participation During Book Sharing Sessions in a Chapter 1 Classroom
Penny L. Beed, University of Northern Iowa

The Effects of Transactional Strategies Instruction on 'At-Risk' Readers
Rachel Brown, Michael Pressley, University of Maryland, Ted Schuder, Montgomery County Public Schools

2:20 p.m. - 3:40 p.m.

Cypress

72 PAPER SESSION

Reciprocal Influences of Reading and Writing

Chair: Jeanne Shay Schumm, University of Miami

Reading and Writing Connections: Exploring Relationships From an Actualization Model
Joyce E. Many, Texas A & M University

Reading About Writing to Improve Writing for Readers
Xiaoguang Cheng, Margaret S. Steffensen, Illinois State University

Effects of Direct Instruction on University Students' Ability to Summarize Educational Journal Articles
Janet W. Dynak, MaryJo Smith, Western Michigan University

2:20 p.m. - 3:40 p.m.

Drayton

73 SYMPOSIUM

***Conversations in Context:
Reading and Talking About Stories in School and Out***

Chair: Diane H. Tracey, Rutgers University

Teacher-Student Interactions During Storybook Reading: Grades Preschool-6
Lesley Mandel Morrow, Muriel K. Rand, Rutgers University

Mother-Child Interactions During Children's Oral Reading at Home
Diane H. Tracey, Rutgers University

Conversations Outside Class: Sixteen Eighth Graders Talk to Their Student Teacher
Michael W. Smith, Rutgers University

Discussant: Dorothy S. Strickland, Rutgers University

Thursday, December 2, 1993

2:20 p.m. - 3:40 p.m.

Colleton

74 ALTERNATIVE FORMAT

Reading, Writing and Reform: Stories from Kentucky

Chair: Peter N. Winograd, University of Kentucky

Facilitator: Robert Gaskins, University of Kentucky

Panelists: Connie Bridge, Susan Gooden, Deneese Jones, Beverly Reitsma, Mary Shake, Karen Webb, University of Kentucky

Discussants: Richard Allington, SUNY-Albany, Scott Paris, University of Michigan

This symposium will focus on the conceptualization and implementation of a variety of literacy-related dimensions of the Kentucky Education Reform Act of 1990 (KERA). Each panelist will briefly share the results of her research dealing with literacy and KERA. Following the panel presentation, the audience will engage in an open forum--a town meeting--to discuss issues related to reading, writing, and reform. At the end of the town meeting, the two discussants will respond to critical issues that have surfaced during the symposium.

2:20 p.m. - 3:40 p.m.

Beauregard

75 ALTERNATIVE FORMAT

Reading, the Voice of the Young, and the Crisis of Authority

Chair: Christine Gordon, University of Calgary

Facilitator: David W. Jardine, University of Calgary

Hermeneutics, Reading, and the Authority of Tradition
David W. Jardine, University of Calgary

Teaching Reader Response in the Elementary School: Why Intervene?
Rae Wyshynski, University Elementary School

The Teacher as Nervous Host: Reading and Assessing Children's Work
James C. Field, University of Calgary

The focus of this symposium is the issue of authority in reading. The first presentation will explore the hermeneutic response to the issue of the child's authority to read text, through an exploration of the inherent ambiguity and difficulty in the relations between the individual and tradition. The second presentation focuses on the issue of the teacher's authority to intervene in the child's reading of the text through a critical examination of reader response. The third presentation will take up the notion of the authority of the teacher to read children's responses (to read children's "readings,") and the authority of the child to "read" their own work critically.

2:20 p.m. - 3:40 p.m.

Ashley Cooper

76 SYMPOSIUM

Controlling Diversity and Enlarging Cultural Space: Problems of the Production and Reception of Multicultural Literature for Children

Chair: Kathryn Meyer-Reimer, Goshen College

Multicultural Issues in Children's Literature: Controlled Diversity in the Baby-Sitters Club Series
Christine Jenkins, University of Illinois, Urbana-Champaign

Aren't I an American Girl?: The Integration of the American Girl Series
Violet Harris, University of Illinois, Urbana-Champaign

Interpreting Identity and Transforming Cultural Resources: Children's Response to 'Maniac Magee'
Patricia Enciso, University of Wisconsin-Madison

Discussant: Kathryn Meyer-Reimer, Goshen College

No Smoking in any Session

Thursday, December 2, 1993

2:20 p.m. - 2:55 p.m.

Jenkins/King Charles

77 ROUND TABLE

- 77.1 Participation in Literature Discussions in a Whole Language Classroom
Jeanne E. Janson, Linda Fielding, University of Iowa
- 77.2 Teacher Responses in Fifth-Graders' Dialogue Journals: Words That Empower, Words That Silence
April D. Nauman, University of Illinois-Chicago
- 77.3 Examining the Comprehension and Expression of Logical Relationships Between Propositions in Reading Disabled and Normally-Achieving Children
Lesly A. Wade-Woolley, Esther Geva, O.I.S.E.
- 77.4 Limited English Language Proficient Children's Literary Responses Toward Computer-Based Literature
Meei-Ling Chu, Texas A & M University
- 77.5 Becoming Literate Together: Literacy Learning in a Multi-Age Primary Classroom
Marilyn L. Chapman, University of British Columbia
- 77.6 Continuing the Conversation with...
Shirley Brice Heath, Stanford University and Elspeth Stuckey, South Carolina Department of Education

3:05 p.m. - 3:40 p.m.

Jenkins/King Charles

78 ROUND TABLE

- 78.1 Explaining Item Difficulty of Functional Reading Tasks
Wendy C. DeGeus, Pieter Reitsma, Paedologisch Instituut, The Netherlands
- 78.2 Enhancing Literacy Learning Through the Use of Child-Parent-Teacher Conferences
Nina Yochum, University of Michigan-Flint, Anita Bosky, Oakland Community Schools,
Samuel Miller, University of North Carolina-Greensboro
- 78.3 Preservice Teachers' Reactions to Immersion in an Interactive Approach to Literacy Instruction
Madge T. Craig, University of North Texas
- 78.4 Reader Response and Computer Networking: A New Venue for the Development of Literacy
Marion H. Fey, SUNY Geneseo
- 78.5 "Very Sweet, but Very Very Slow": Teachers' Perceptions and First Graders' Reading Performance
Sarah J. McCarthy, James V. Hoffman, Judy Abbott, Cheryl Christian, Laura Corman, Mark Dressman, Bonnie Elliott,
Debra Metherne, Debra Stahle, University of Texas-Austin
- 78.6 Negotiating a Mandate: Secondary Teachers' Understandings and Implementations of Multicultural Education in the Language Arts
Deborah L. Tidwell, Carmen Montecinos, University of Northern Iowa

Thursday, December 2, 1993

3:50 p.m. - 5:10 p.m.

Magnolia

79 SYMPOSIUM

***The National Assessment of Educational Progress:
Findings and Interpretations***

Chair: Ina V. S. Mullis, National Assessment of Educational Progress

Facilitator: Susan B. Neuman, Temple University

The 1992 Reading Report Card

Alan Farstrup, International Reading Association, Susan B. Neuman, Temple University

Special Studies: The "NAEP" Reader

Barbara Kapinus, Council of Chief State School Officers, Claudia Gentile, National Assessment of Educational Progress

Special Studies: The Integrated Reading Performance Record

Jay Campbell, National Assessment of Educational Progress, Barbara Kapinus, Council of Chief State School Officers

Discussant: Elfrieda H. Hiebert, University of Colorado-Boulder

3:50 p.m. - 5:10 p.m.

Live Oak

80 PAPER SESSION

Thematic Instruction and Integrated Language Arts Programs

Chair: Susan Nierstheimer, Purdue University

Integrating Literature, Language Arts and Science Instruction: Teachers' Beliefs and Concerns

Diane Lapp, James Flood, San Diego State University, Juel Moore, Oak Park Elementary-San Diego

The Integrated Language Arts: Curriculum Enactments in Whole Language and Traditional Fourth-Grade Classrooms

Dana L. Grisham, University of California-Riverside

Delineating and Undefined Thematic Instruction

Bette S. Bergeron, Purdue University-Calumet, Elizabeth A. Rudenga, Trinity Christian College

Discussant: Donna Ogle, National-Louis University

3:50 p.m. - 5:10 p.m.

Dogwood

81 SYMPOSIUM

Whole Language and Effective Instruction

Chair: Michael C. McKenna, Georgia Southern University

National Survey of Outstanding Primary Reading Teachers: Whole Language Experiences and More

Michael Pressley, University of Maryland, Joan Rankin, University of Nebraska-Lincoln

An Examination of Whole Language Research

Steven A. Stahl, Joan Pagnucco, University of Georgia, Michael C. McKenna, Georgia Southern University

Bringing Language and Basic Reading Skills Together: Some Observations on Acquiring and Using Reading Skill in Elementary Schools

Andrew Biemiller, University of Toronto

Discussants: Marilyn J. Adams, Bolt, Beranek and Newman, Betty Shockley, Georgia Public Schools

No Smoking in any Session

Thursday, December 2, 1993

3:50 p.m. - 5:10 p.m.

Cypress

82 SYMPOSIUM

Looking Critically at Our Own Teaching: Sharing Power in Undergraduate Literacy Classes

Chair: Jerome Niles, Virginia Polytechnic Institute and State University

Studying My Teaching Together: Using Dialogue Journals for Teacher Research
Suzanne Reid, Virginia Polytechnic Institute and State University, Rebecca Anderson, Memphis State University

Critical Literacy and Teaching Teachers: Reflexivity, Resistance and the "Gag Reflex"
James R. King, University of South Florida

Teaching and Learning Critical Literacy: An Instructor Rethinks Her Own Assumptions
Laurie MacGillivray, University of Southern California

Discussant: Jerome Niles, Virginia Polytechnic Institute and State University

3:50 p.m. - 5:10 p.m.

Drayton

83 SYMPOSIUM

Reading Literature in Multicultural Settings/Readings of Multicultural Literature

Chair: Laura B. Smolkin, University of New Mexico

When Multicultural Literature is Not Enough: Addressing the Cultural Gap in Literature-Based Literacy Instruction
Rosalinda Barrera, New Mexico State University, Leroy Ortiz, University of New Mexico

Arrows, Art, and Anger: Perspectives on a Caldecott-Winning "Multicultural" Book
Laura Smolkin, Joseph Suina, University of New Mexico

Adolescents' Conceptions of Literature and the Literary Experience: Looking Across Three Cultures
Donald Zancanella, University of New Mexico

Discussant: Richard Van Dongen, University of New Mexico

3:50 p.m. - 5:10 p.m.

Colleton

84 PAPER SESSION

Instruction/Interactive Diagnosis in Chapter 1 and Clinics

Chair: Elizabeth L. Willis, Westdale Middle School

Understanding Reading Disability Through Interactive Diagnosis: Profiles of Disabled Readers
Sally E. Lipa, Kathleen A. Broikou, SUNY Geneseo

Shifting the Focus: Verbal Interaction Patterns Between Less-Proficient Readers and Their Teachers
Cathy M. Roller, University of Iowa

Classroom Teachers and Reading Specialists Evaluate Chapter 1: Two Case Studies
Susan M. Tancock, Ball State University

No Smoking in any Session

Thursday, December 2, 1993

3:50 p.m. - 5:10 p.m.

Beauregard

85 PAPER SESSION

***Qualitative and Quantitative Factors
Affecting Literacy Performance***

Chair: Lynda Markham, Alma College

Age and Grade Effects in the 1991 IEA Reading Literacy Study
Victor Froese, Robert F. Conry, University of British Columbia

Quantitative and Qualitative Validation of the Reader Self-Perception Scale (RSPS)
William A. Henk, Steven A. Melnick, Pennsylvania State-Harrisburg

The Test-taking Behaviors, Knowledge and Perceptions of Adult Basic Education Students on a Standardized Reading Comprehension Test
Jane A. Schierloh, Ohio Literacy Resource Center

3:50 p.m. - 5:10 p.m.

Ashley Cooper

86 PAPER SESSION

Factors That Make Learning from Text More Effective

Chair: Bonnie Armbruster, University of Illinois, Urbana-Champaign

Memory for Text: Effects of Prior Knowledge and Text Structure
Judith M. Wylie, Carol McGuinness, Queen's University

Concreteness Effects in Free Recall: Dual Coding or Context Availability?
Mark Sadoski, Ernest T. Goetz, Enrique Avila, Texas A & M University

Critical Reading of Textbooks Via Annotating
David B. McConiga, Avon G. Crismore, Indiana University, Purdue University-Ft. Wayne

3:50 p.m. - 4:25 p.m.

Jenkins/King Charles

87 ROUND TABLE

87.1 Learning to Collaborate in a Literacy Discussion Group
Mary Alice Barksdale-Ladd, Jane Rudden, West Virginia University, Anita Nedeff, Ruth Oaks, Central Elementary School

87.2 Identifying Students with Reading Disabilities: Evidence That We Can Do Without IQ
Alexandra G. Leavell, University of North Texas, Scott Baldwin, University of Miami

87.3 Examining the Participation of Young, Linguistically Different Children at the Writing Center
Jeanne A. Peter, Vanderbilt University

87.4 Reading Mathematics: Mathematics Teachers' Beliefs and Practices
Jane Lehmann, University of Arizona

87.5 Parents Reading Aloud to Their Children: An Investigation of Strategies
Barbara Come, Georgia Southern University

No Smoking in any Session

Thursday, December 2, 1993

4:35 p.m. - 5:10 p.m.

Jenkins/King Charles

88 ROUND TABLE

- 88.1 Middle-Grade Students' Strategies in Searching for Information in a Textbook
Mariam Jean Dreher, University of Maryland
- 88.2 Let Me Show You My Portfolio: Preservice Teachers as Language Learners, Users and Teachers
Pamela J. T. Winsor, University of Lethbridge
- 88.3 Preservice Teachers' Field Experience: The Match Between Beliefs and "First Practice"
Rhonda S. Johnson, Nancy E. Hoffman, West Virginia University
- 88.4 Reading Rehabilitation: Integration of Reading Assessment and Educational Practice
Patricia N. Chrosniak, Western Illinois University

3:50 p.m. - 5:10 p.m.

Jenkins/King Charles

89 JOINT ROUND TABLE

- A Longitudinal Study of Daily Journal Writing: The Spiral of Narratives
MaryJo Fresch, Deakin University
- The Effects of Process Journal Writing on Learning in Mathematics: A Study of Metacognitive Processes
Patricia L. Waggoner-Human, Stephan F. Austin University

5:15 p.m. - 6:05 p.m.

BIRDS OF A FEATHER

Jenkins/King Charles

Organizers: Karen M. Feathers, Wayne State University
Wendy Kasten, University of Southern Florida

- College Developmental Programs
Amelia El-Hindi, Syracuse University, Janice Y. McWhorter, Texas Woman's University
- Portfolios
Jane Woltz, University of Washington, Ronald Kieffer, University of Georgia
- At Risk
Laurie A. Elish-Piper, University of Akron, Diane M. Barone, University of Nevada-Las Vegas
- Reading Process Comprehension
Linda L. Kucan, University of Pittsburgh, Teri S. Lesesne, Sam Houston State University
- Literature Groups
Michael W. Smith, Rutgers University, Jeanne E. Janson, Linda Fielding, University of Iowa
- Growth/Change
Sarah F. Mahurt, Purdue University, T. Gail Pritchard, University of Arizona
- Teacher Beliefs
Sylvia P. Mayson, University of Nevada, Marjorie Y. Lipson, Jeanne Goldhaber, University of Vermont

Thursday, December 2, 1993

5:15 p.m. - 6:05 p.m.

RECEPTION

Willow

*Reception hosted by the Journal of Reading Behavior and NRC Yearbook editors
for the Journal and Yearbook review boards.*

6:10 p.m. - 7:30 p.m.

TOWN MEETING

Magnolia

*Facilitators: Rosary Lalik, Virginia Polytechnic Institute,
Jerome C. Harste, Indiana University*

8:00 p.m. - 9:00 p.m.

RECEPTION

Willow

Reception for International Members and NRC Newcomers

9:00 p.m. - Midnight

VITAL ISSUES

Lobby Bar

Chaired by: Field Council, Region 2

Friday, December 3, 1993

7:00 a.m. - 8:30 a.m.

PAST PRESIDENTS' BREAKFAST

Presidential Suite

7:00 a.m. - 8:25 a.m.

Ad Hoc Committee on Multicultural Issues Meeting

Riley

Chairs: Margaret A. Gallego, Michigan State University,
Kathryn H. Au, Kamehameha Schools

7:00 a.m. - 8:25 a.m.

Ad Hoc Committee on

Suite 2M

Nomination Advisory (1993) Meeting

Chair: Camille Blachowicz, National-Louis University

7:30 a.m. - 8:25 a.m.

Policy and Legislative Committee Meeting

Suite 2L

Chairs: Samuel D. Miller, University of North Carolina-Greensboro
Shelia Valencia, University of Washington

7:45 a.m. - 9:00 a.m.

Breakfast (Cash Buffet)

Grand Hall

8:00 a.m. - 4:00 p.m.

Registration

2nd Floor Lobby

9:00 a.m. - 6:00 p.m.

The Reading Room Will Be Open
Silent Auction Continues

Hampton/Gadsden/Fenwick

Friday, December 3, 1993

8:30 a.m. - 9:50 a.m.

Magnolia

90 ALTERNATIVE FORMAT

Multiple Perspectives on Research in Classroom Settings

Chair: Karen Feathers, Wayne State University

Facilitators: James Baumann, University of Georgia, Jerome Harste, Indiana University, Susan Lytle, University of Pennsylvania, Allan Neilsen, Lorri Neilsen, Mount Saint Vincent University, Marjorie Siegel, University of Rochester

Discussant: Carolyn Colvin, University of Iowa

This session will focus on the purposes and uses of literacy research from a variety of perspectives. Participants will view an unedited tape of classroom literacy activities, discuss the research perspectives the vignette illuminates, and in small groups engage in a discussion of the research issues such literacy activities generate. To allow ample time for discussion and re-viewing the videotape, this session will be three hours in length.

8:30 a.m. - 9:50 a.m.

Live Oak

91 SYMPOSIUM

Multiple Approaches to Analyzing Thoughtful Story Discussions

Chair: Richard C. Anderson, University of Illinois, Urbana-Champaign

An Analysis of Critical Thinking Dispositions and Abilities
Michelle Commeyras, Jodie Guy, University of Georgia

An Analysis of the Language Patterns in Discussions Designed to Promote Reflective Thinking
Martha Waggoner, University of Illinois, Urbana-Champaign

An Analysis of the Effects of Reflective Thinking on Discourse Structure
Clark Chinn, University of Illinois, Urbana-Champaign

Discussant: Richard C. Anderson, University of Illinois, Urbana-Champaign

8:30 a.m. - 9:50 a.m.

Dogwood

92 ALTERNATIVE FORMAT

Can We Talk?

Chair: Jane White, East Texas State University

Facilitators: Jean Bahney, Jody Covey, Karen Mayo, Mary Beth Seaborg, East Texas State University, Kathleen A. J. Mohr, Ambassador College, Molly Durkin Bohan, Garland Independent School District, Cynthia Peterson, Royse City Independent School District, David W. Holland, Carol Nash, Dallas Independent School District, Carla Huffman, Marshall Independent School District

This symposium will focus on a specific problem or challenge that novice researchers faced as they were involved in their first research projects. The format will encourage dialogue--first, through the participants' sharing of a particular difficulty encountered, secondly by participants' brainstorming solutions, and finally, by recounting how the challenge was met, with resulting positives and negatives of that decision.

Friday, December 3, 1993

8:30 a.m. - 9:50 a.m.

Cypress

93 SYMPOSIUM

***Text and Science Instruction:
Not Necessarily the Traditional Textbook***

Chair: Christine Gordon, University of Calgary

A Comparison of Third Grade Children's Comprehension and Retention of Scientific Information Using an Information Book and an Informational Storybook

Dorothy Leal, University of South Alabama

A Comparison of Fifth Grader's Comprehension and Retention of Scientific Information Using a Science Textbook and an Informational Storybook

Katherine Maria, College of New Rochelle, Kathleen Junge, Scarsdale School District

Conceptually-Oriented Science Instruction with Vidoedisc as Text

Ruth Caswell, Texas Woman's University

Discussant: Bonnie Armbruster, University of Illinois, Urbana-Champaign

8:30 a.m. - 9:50 a.m.

Drayton

94 PAPER SESSION

The Invented Spelling of Emergent Readers

Chair: Linnea Ehri, CUNY Graduate School

Tracing the Development of Word Concept and Spelling Across the First Grade Year

Beth Roberts, Agnes Scott College

Decoding by Analogy: Promoting Independent Strategies for Inventing Spellings During Writing

Janiel M. Wagstaff, Bennion Elementary, Gale M. Sinatra, Kathleen J. Brown, University of Utah

Invented Spelling Ability and Printed Word Learning in Kindergarten

Donald J. Richgels, Northern Illinois University

8:30 a.m. - 9:50 a.m.

Colleton

95 SYMPOSIUM

***Multiple Perspectives in Comprehension Instruction for Language Minority
Students in the Intermediate Grades***

Chair: Georgia E. Garcia, University of Illinois, Urbana-Champaign

From the Teacher's Perspective

Russell M. Gersten, University of Oregon

From the Student's Perspective

Robert T. Jimenez, University of Oregon

Discussant: Kathryn Au, Kamehameha Schools

Friday, December 3, 1993

8:30 a.m. - 9:50 a.m.

Beauregard

96 SYMPOSIUM

***Chapter I School-Wide Project Implementation: Success or Failure
With Multi- Perspectives - Principal, Teacher, Student***

Chair: Susan Moskow, University of South Carolina-Salkehatchie

Facilitators: Mamie DuPree, Judy McFarland, Martha H. Barry, Spaulding Elementary

Will It Work?

Mamie DuPree, Spaulding Elementary School

How Will It Work?

Judy McFarland, Spaulding Elementary School

Yes, It Worked?

Martha H. Barry, Spaulding Elementary School

Good and Bad

Elementary School Students

Discussant: Susan Moskow, University of South Carolina-Salkehatchie

8:30 a.m. - 9:50 a.m.

Ashley Cooper

97 SYMPOSIUM

***Employing Multi-Layer Designs to Study Teacher Beliefs
and Practices about Literacy***

Chair: Mary B. Dunn, Tennessee State University

Identifying Teachers' Orientations

Carole F. Stice, Tennessee State University

Teachers' Beliefs and Classroom Practices

Nancy P. Bertrand, Middle Tennessee State University

A Factor Analytic Study of Teachers' Responses to the TORP

David McCargar, Tennessee State University

Discussant: John E. Bertrand, Westminster School

Friday, December 3, 1993

8:30 a.m. - 9:05 a.m.

Jenkins/King Charles

98 ROUND TABLE

- 98.1 A Second Cross Cultural Perspective on Reading Comprehension: Imagery in L1 and L2 Reading
Margaret S. Steffensen, Illinois State University, Ernest Goetz, Texas A&M University, Chitra Joag-dev
- 98.2 "Sometimes I Think We're Expected to Cover Too Much..." An Inspection and Reflection on First Grade Reading Instruction
James V. Hoffman, Sarah McCarthey, Judy Abbot, Cheryl Christian, Laura Corman, Mark Dressman, Bonnie Elliott, Debra Metherne, Debra Stahle, University of Texas-Austin
- 98.3 Bias or Balance? Impact of Teachers' Literacy Coursework and Experience on Portfolio Document Utilization
Rebecca Potter Harlin, SUNY-Buffalo, Sally E. Lipa, SUNY-Geneseo
- 98.4 Chapter I Students' Reading Across Multiple Performance Variables: Profiles of At-Risk Readers
Timothy V. Rasinski, Nancy Padak, Kent State University
- 98.5 Teachers' Theoretical Beliefs and Practices: A Case Study of Literacy and Biliteracy in a Bilingual Classroom
Elizabeth K. Noll, University of Arizona
- 98.6 Reflections on Cultural Conflict: One Teacher's Struggle for Change
Patricia R. Schmidt, Syracuse University

9:15 a.m. - 9:50 a.m.

Jenkins/King Charles

99 ROUND TABLE

- 99.1 The Validity and Reliability of Literacy Portfolios in Differentiating Levels of Students Reading Performance
Sylvia A. Forsyth, University of Iowa
- 99.2 Using Cooperative Learning to Help Preservice Teachers Learn Reading Strategies: Achievement, Attitudes and Concerns
Judy M. Wedman, Wilma Kuhlman, University of Missouri, Sammye Gunther, University of Mississippi-Columbia
- 99.3 An Examination of the Spelling of Special Education Students (Grades 2-5)
Mary P. Abouzeid, Joyce R. Shatzer, University of Virginia
- 99.4 Individual Student Profiles: Saliency of Components of Word Identification and Their Relationship to Comprehension
Victor L. Willson, William H. Rupley, William Dee Nichols, Texas A&M University,
John W. Logan, Wheeling School District
- 99.5 The Influence of Teachers' Beliefs on Literacy Instruction for At-Risk First Graders
Sylvia P. Mayson, University of Nevada-Las Vegas
- 99.6 High-Risk Emergent Readers' Use of Cueing Systems
Patricia R. Kelly, Adria Klein, California State University-San Bernardino
Judith C. Neil, California State University-Fresno

8:30 a.m. - 9:50 a.m.

Jenkins/King Charles

100 JOINT ROUND TABLE

- A Study of Classroom Meaning Negotiation in Action: The Reader, the Text, the Context and the Teacher
Norman J. Unrau, St. Mary's College
- Meaning Negotiation and the Comprehension Process: A Constructivist Perspective
Robert B. Ruddell, University of California

No Smoking in any Session

Friday, December 3, 1993

10:00 a.m. - 11:20 a.m.

Grand Ballroom

101 THIRD PLENARY SESSION

Keynote Address

Chair: Rebecca Barr, National Louis University

Speaker: Quincy Troupe, University of California-San Diego

Reeling in the Big One: Tales of Fishing and Literacy

11:20 a.m. - 12:50 p.m.

Lunch (Cash Buffet)

Grand Hall

11:35 a.m. - 12:40 p.m.

RESEARCH WORKSHOPS

Organizers: Jamie Myers and Dorie Deegan, Pennsylvania State University,
Dan Madigan, Bowling Green State University
(Workshops limited to 15 participants)

Experiment on the Emergence of Word Reading in Beginners: Issues and Methods
Linnea C. Ehri, CUNY Graduate School

Suite 2M

Measuring Motivation in Classroom Contexts
Julianne Turner, Pennsylvania State University

Suite 2L

Protocol Data: What Can Be Done
Peter Afflerbach, University of Maryland

Suite 2K

12:00 p.m. - 12:50 p.m.

SPECIAL SESSION

Willow

102 SPECIAL

*Difference, Inclusion and the Ethical Community:
Reaching Beyond Relativism*

Chair: Marjorie Siegel, University of Rochester

Presenter: Maxine Greene, Teachers College, Columbia University

Friday, December 3, 1993

12:50 p.m. - 2:10 p.m.

Magnolia

103 ALTERNATIVE FORMAT

Unpacking Our Discourse: Conversations About Ideology and Purpose in Literacy Research

Chair: Marjorie Siegel, University of Rochester

Facilitators: Darlene Bressler, Houghton College, Barbara Flores, Patricia Tefft Cousin, California State University-San Bernardino, George Kamberelis, University of Illinois, Urbana-Champaign, William McGinley, University of Colorado-Boulder, Jamie Myers, Pennsylvania State University, Carolyn Panofsky, Rhode Island College

Discussants: Bess Altwerger, Towson State University, Judith L. Green, University of California-Santa Barbara, Jerome C. Harste, Indiana University

The purpose of this symposium is to initiate conversations that examine the social and political consequences of our discourse on so-called progressive developments in the field of literacy education: authentic assessment, multiculturalism, process writing, reader response, emergent literacy and literacy instruction for at-risk populations. Let's talk about sacred cows, new wave literacy, and the contradictions we live! The session will open with a statement of purpose, followed by a 5 minute overview of each facilitator's position on a particular topic. Participants will then join a small group discussion (20 minutes) facilitated by researchers who are raising questions about the discourse in their own areas of expertise. Three discussants will comment on the themes that cut across the conversations.

Participants should write to Marjorie Siegel to receive an abstract of the symposium prior to the conference.

12:50 p.m. - 2:10 p.m.

Live Oak

104 SYMPOSIUM

Working with Teachers Working for Change

Chair: Michael S. Meloth, University of Colorado-Boulder

Facilitators: Paul D. Deering, University of Colorado, Karen S. Evans, University of Arizona, Kathi L. Tarrant, Michigan State University

Changing Conversations about Reading Comprehension Instruction
Patricia L. Anders, Karen S. Evans, University of Arizona

The Evolution of a Community of Teachers and Researchers: A Multi-Year Examination of Educational Change
Carol Sue Englert, Michigan State University

Changes in Teacher Thinking About Assessment
Elfrieda H. Hiebert, CRESST/University of Colorado-Boulder

Some Dilemmas Researchers Face When Working with Teachers for Change
Michael S. Meloth, University of Colorado-Boulder

Discussants: Martha Rapp Ruddell, Sonoma State University, Robert B. Ruddell, University of California-Berkeley

12:50 p.m. - 2:10 p.m.

Dogwood

105 PAPER SESSION

Beliefs, Knowledge, and Attitudes: Their Role in Learning From Text

Chair: JoyLynn H. Reed, St. Edward's University

Prior Knowledge, Text Features, and Idea Maps
James O. Armstrong, Boise State University

Social Psychology Research on Beliefs and Attitudes: Implications for Research on Learning from Text
Janice A. Dole, Gale M. Sinatra, University of Utah

Overcoming Naive Theories About Science Concepts: The Role of Learned Helplessness and Immature Epistemological Beliefs in Secondary School Students' Learning a Science Concept From Text
Gaoyin Quian, Lehman College-CUNY

No Smoking in any Session

Friday, December 3, 1993

12:50 p.m. - 2:10 p.m.

Cypress

106 SYMPOSIUM

Teacher/Child Interactions: Multiple Perspectives of Cognitive Apprenticeships with First-Grade Children

Chair: Billie J. Askew, Texas Woman's University

Pedagogical Reasoning: Understanding the Decision Making of Teachers in a Cognitive Apprenticeship Setting
Cynthia B. Elliott, East Baton Rouge Parish Schools

A Vygotskian Perspective on Literacy Acquisition: Teacher/Child Interaction Within the Literacy Context of 'Roaming Around the Known'
Linda J. Dorn, University of Arkansas-Little Rock

An Exploration of Teacher Decisions: Cognitive Apprenticeships During Writing Events in English and Spanish
Yvonne Rodriguez, Texas Woman's University

Discussant: Gay Su Pinnell, Ohio State University

12:50 p.m. - 2:10 p.m.

Drayton

107 ALTERNATIVE FORMAT

Confronting Dilemmas in Teacher Education: An Invitation to Develop New Insights and Understandings

Chair: Joyce Hood Boettcher, University of Wisconsin-Oshkosh

Facilitators: Mary Alice Barksdale-Ladd, University of West Virginia, Beverly Bruneau, Kent State University, Madge T. Craig, University of North Texas, Michael P. Ford, University of Wisconsin-Oshkosh, Joan Gipe, University of New Orleans, Delores Heiden, Patricia Scanlan, University of Wisconsin-LaCrosse, Beth Ann Herrmann, University of South Carolina, Rosemary Lonberger, Sarah Weilder, Buffalo State College, Donna Merkley, Mary Strong, Iowa State University, Marilyn Ohlhausen, University of Nevada-Las Vegas, Leslie Patterson, Joan Livingston Pouty, Mary Rotheius, Sam Houston State University, Janet Richards, University of Southern Mississippi, Ann Swanson, University of Minnesota

Discussant: Maria Meyerson, University of Nevada-Las Vegas

This session will examine issues surrounding teacher education. Participants will be encouraged to engage in discussions that focus on new developments in the field of teacher education, sharing insights and approaches.

12:50 p.m. - 2:10 p.m.

Colleton

108 SYMPOSIUM

A Nine Country Comparison of Reading Achievement

Chair: Barbara Kapinus, CCSSO

A Working Model for the International Comparative Analyses of IEA Reading Literacy Data in Nine Countries
Trevor Williams, Westat, Inc.

Reading Programs in Nine Countries
Marilyn Binkley, NCES, Pirjo Linnakyla, University of Jyväskylä

Comparisons of Reading Literacy Across Languages in Spanish Fourth Graders
Keith Rust, Westat, Inc.

Discussants: Ramsay Selden, CCSSO, Alan Farstrup, IRA

No Smoking in any Session

**REGISTRATION FORM
1993 NATIONAL READING CONFERENCE**

Tear Out and Return to: **National Reading Conference P.O. Box 809130 Chicago, IL 60680-9130**

Name & Affiliation (Please print name and affiliation as you wish them to appear on your conference badge.)

Mailing Address (Full address for confirmation and mailing purposes)

City _____ State/Province/Country _____ Postal Code _____
 Office Phone: (____) _____ Home Phone: (____) _____

Fax: (____) _____ Electronic Mail: (____) _____

Include my name/address on mailing lists which may be provided/sold to members or other organizations. () YES () NO
 I am a new NRC member () YES () NO
HOST PROGRAM: Would you like to have a host meet with you at the conference (see pg. 3)? If so, Check "yes" () YES

CONFERENCE REGISTRATION

(Full registration includes the yearbook) #43

CATEGORY	ADVANCED	ON SITE	DAILY	AMOUNT
	Received by Nov. 12	After Nov. 12	Specify Day: _____	
Regular Member	\$ 80.00	\$ 105.00	\$ 45.00	\$ _____
Student or Emeritus	\$ 55.00	\$ 65.00	\$ 35.00	\$ _____
Non-Member	\$ 115.00	\$ 140.00	\$ 50.00	\$ _____

MEMBERSHIP

You may take this opportunity to **join NRC** or to **renew** your membership. I wish to () **join NRC** or () **renew** my **NRC** membership.
 Membership includes a subscription of the **JRB (one per family)** and **voting rights** for all members but students. Consider the following categories with the understanding that a range of variables will account for where you place yourself in this **voluntary or regular structure**.
 Please **choose one** out of the following categories.

TYPE	ANNUAL DUES	AMOUNT
Regular No voluntary contribution	\$ 70.00	\$ _____
Regular Including voluntary contribution:		\$ _____
• Well established in field	\$ 170.00	\$ _____
• Average to above average earnings	\$ 130.00	\$ _____
• Entry level position	\$ 100.00	\$ _____
Second Family Member	\$ 45.00	\$ _____
Student	\$ 35.00	\$ _____
Emeritus	\$ 50.00	\$ _____
Additional Voluntary Contribution	\$ _____	\$ _____

TOTAL AMOUNT

(Conference/Membership) (U.S. Funds Please) \$ _____

Student status, which may be held for four years, is open to graduate students in literacy studies. To obtain such status, an appropriate individual at your institution must attest to your current status by signing in the signature space on the next line.

Signed: _____ School: _____

Yes, you may charge it on: VISA, MASTERCARD, OR AMERICAN EXPRESS (circle one)

Credit card number _____ Exp. date _____ / _____ (month/year)

Signature of Card Holder _____

Note: You may copy this form for multiple registrations.

NRC membership dues are not tax-deductible as a charitable contribution, but they may be deductible as a business expense.

NRC Hotel Reservation Form

December 1-4, 1993

Room Rates \$99 single*
 \$99 double* *Rate is exclusive of 8% tax.

Reservations at Omni will be filled on a first-come, first-serve basis. To secure your reservation, you must respond before **November 5, 1993**. You will be mailed a confirmation of your reservation by the hotel.

Please complete the following and return to:

The Omni Hotel
at Charleston Place
Reservations
130 Market Street
Charleston, SC 29401-3133
Phone: 800/THE-OMNI, or 803/722-4900

Please include one night's deposit with check, money order or charge card number. Deposits will be refunded only if cancellation notification is given by 4:00 pm 72 hours prior to the date of arrival. Please retain your cancellation number.

Please charge my:

American Express Carte Blanche Discover Diners Club MasterCard VISA

Credit Card Number _____ Exp. _____

Signature _____

Name _____ Phone _____

Address _____ Arrival _____

City/State/Zip _____ Departure _____

of Rooms _____ # of People _____

Room Type

Single Double Double/Double (2 double beds) Smoking Non-Smoking

Special Requests/Access Needs

Name(s) of Person(s) Sharing Accommodations

Reservations requested after November 5, 1993 are subject to availability. Rooms may still be available after the cut off date but not necessarily at the group rate.

1993 CONFERENCE EVALUATION FORM

NATIONAL READING CONFERENCE

Tear Out and Return to: *National Reading Conference*, 2nd Floor Lobby

Please use this form to evaluate the conference. Your reactions and suggestions will help us to plan subsequent conferences. Please complete and return to the **NRC conference desk** or to **NRC Headquarters at 200 N. Michigan Avenue, Suite 300, Chicago, Illinois 60601**. We appreciate your help.

1. What is your impression of the conference program overall?
(For example, you might consider features such as balance, numbers of strands, Alternative Format sessions, etc.)

2. What did you like/not like about special functions?
(e.g., Vital Issues, Awards presentations, Town Meeting, Business Meeting, Local Arrangements, Committee Presentation)

3. What would you suggest be done to improve future **NRC** conferences?

4. Who are some keynote speakers you would like to hear at **NRC**?

5. Are there special topics and/or session formats you would like to see at future **NRC** conferences?

6. What is your impression of the hotel accommodations, travel, local arrangements, etc.?

7. Other comments? (Use back if necessary.)

1993 MEMBERSHIP PARTICIPATION NATIONAL READING CONFERENCE

Tear Out and Return to: *National Reading Conference, 2nd Floor Lobby*

Nomination of Officers

Nominations for Vice-President-Elect

Nominations for Board Members



Are you interested in serving on a committee or assisting on the conference program? New members are selected for committees in the months prior to each conference. If you are interested in being considered for membership on one of **NRC's** standing committees, please fill in the following information and leave at the **NRC** registration desk.

Name: _____

Institution: _____

Address: _____

Phone Number: Work () _____ Home () _____ E-Mail () _____

If you are especially interested in serving on one of the standing committees, circle your preference below.

- Ethics
- Field Council
- Policy and Legislative Committee
- Publications Committee
- Student Award Committee
- Technology

If you are interested in serving on the Conference Program Committee as chair of a session, please check below.

_____ Chair Session

Conference at a Glance Wednesday, December 1

Magnolia Live Oak Dogwood Cypress Drayton Colleton Beaufort Ashley Cooper Jenkins/
King Charles

8:00-8:25am		Program Preview				Willow				
8:30-9:05am										9 RT
8:30-9:50am	1 S-Implementing Inquiry-Based Approaches to Literacy Learning in Early Childhood...	2 PS-Readers' Own Change as a Result of Response to Literature	3 S-The Potential of Literacy Portfolios: Beyond Assessment.	4 AF-Constructing Literate Models in Classrooms: Ethnographic Studies...	5 PS-Content Area Inquiry	6 PS-Motivating Readers and Writers: New Perspectives and Practices	7 PS-To Conceptualize, Research and Publish New Ideas	8 PS-The Contributions of Knowledge Factors on Reading Acquisition...		11 JRT
9:15-9:50am										10 RT
10:00-10:35am										20 RT
10:00-11:20am	12 S-Spelling Debate: The Importance of Invented Spelling...	13 AF-Ethical Dilemmas in School-University Collaborations: Are We Missionaries...	14 S-Literacy Portfolios for Classroom and District Decision...	15 PS-Children and Adults Responding to Children's Literature	16 PS-Urban Programs for High-Risk Students	17 S-The Role of Intertextuality in Emergent Literacy Learning	18 AF-Action Research on Literacy at the Middle School Level: an Open Discussion...	19 AF-Graduate Student Focus		22 JRT
10:45-11:20am										21 RT
11:20am-12:50pm		Lunch (Cash Buffet)				Grand Hall				
11:35am-12:40pm		Research Workshops				Suite 2M, Suite 2L, Suite 2K				
11:20am-1:25pm		23 AF-Experience Charleston: A Special Cultural Session				Willow				
12:50-1:25pm										32 RT
12:50-2:10pm	24 S-Reading Recovery: An Inquiry-Oriented Model for Teacher Education	25 S-Bringing the Culture of Practice into the Culture of School: An Analysis of Book Club...	26 PS-The Influence of Reading Speed and Content Knowledge on Reading Proficiency	27 S-The Complexities of Change: Assessment Initiatives...	28 PS-Exploring Social and Cultural Factors that Influence how Pre-Adolescents...	29 S-Beyond Memorization, Lists, and Trial Tests...	30 AF-Publishing in NRC Publications: Meet and Talk with the NRC Editors	31 PS-Literacy Acquisition and Phonemic Awareness		34 JRT
1:35-2:10pm										33 RT
2:20-2:55pm										43 RT
2:20-3:40pm		35 PS-Sign, Genre, and Experiences in Children's Emerging Concepts of Literacy	36 AF-Understanding Literacy Practices in Action: Ethnographic Studies of Learning to be Literate...	37 AF-Conditions for Working Together: Knowledge, Authority and Power in Collaborative Inquiry	38 S-Envisionment Building: Diverse Learners Constructing Meaning...	39 S-Teacher Beliefs and Conceptual Change in the Teaching of Literature...	40 S-A Qualitative Assessment of Students' and Teachers' Attitudes Toward Reading...	41 PS-Elementary Educators' Use of and Opinions About Basal Reading Programs		44 RT
3:05-3:40pm										
2:20-3:40pm		42 PS Non-Traditional Adult Literacy: Experiences...				Edmunds				
3:50-5:10pm		45 First Plenary Session - Presidential Address				Grand Ballroom				
5:10-6:05pm		Reception Honoring NRC President & Award Winners				Grand Hall				
6:10-7:30pm		Field Council Committee Meeting				Cypress				
7:45-8:45pm		Reception for Graduate Students				Willow				
8:45-10:00pm		Special Session				Drayton				
9:00-Midnight		Vital Issues				Lobby Bar				

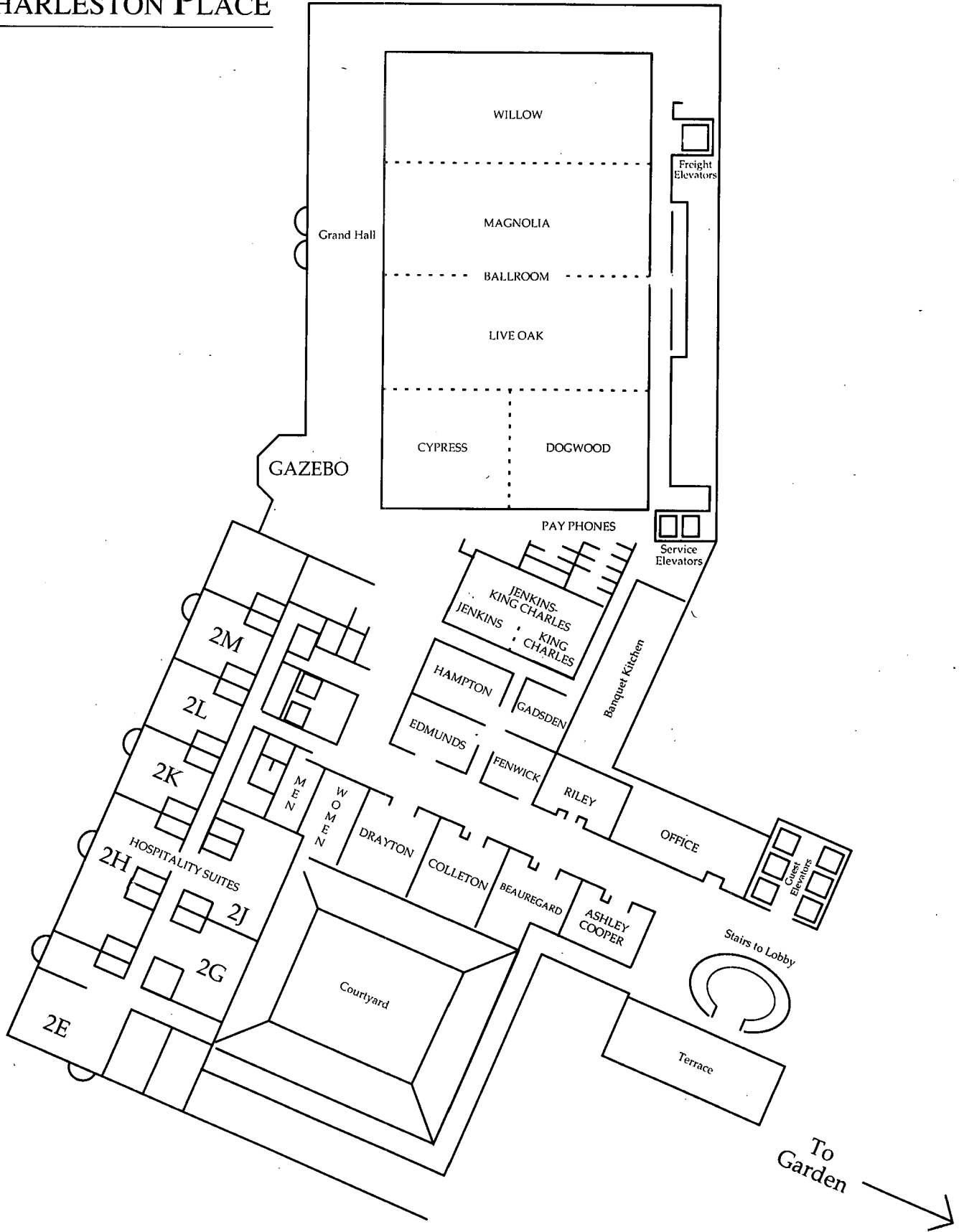
AF: Alternative Format, JRT: Joint Round Table, PS: Paper Session, RT: Round Table, SP: Special, S: Symposium



THE OMNI HOTEL

 AT

CHARLESTON PLACE



Thursday, December 2

	Magnolia	Live Oak	Dogwood	Cypress	Drayton	Colleton	Beauregard	Ashley Cooper	Jenkins/ King Charles
8:30-9:05am									54 RT
8:30-9:50am	46 S-Teacher Research as Risky Business: Confronting Issues of Race and Gender...	47 S-Fluency: Folk-term, Theoretical Concept and Reality	48 S-Culturally and Linguistically Diverse Children and La Classe Magica Programs...	49 S-Emic Lessons on Literacy: Contributions to Research, Teaching, and Assessment	50 AF-Philosophical Perspectives and Reading Research: From Positivism to Poststructuralism	51 AF-Multiple Selves in Literacy Interpretation: Engagement and the Language of Drama	52 PS- Perspectives on Parents and the Emergence of Literacy	53 PS-Enhancing Poor Readers Growth in Literacy Skills (K-8)	56 JRT
9:15-9:50am									55 RT
10:00-11:20am	57 Second Plenary Session - Keynote Address				••	Grand Ballroom			
11:20am-12:50pm	Lunch (Cash Buffet)				••	Grand Hall			
11:35am-12:40pm	Research Workshops				••	Suite 2M, Suite 2L, Suite 2K, Suite 2G, Suite 2J			
12:50-1:25pm									66 RT
12:50-2:10pm	58 S-Examining Relationships Between Readers and Writers	59 S-Qualitative Perspectives on Conceptual Change in Science	60 AF-At-Risk Students and Literature-Based Instruction	61 S-Early Literacy Research: Interventions and Issues Across School and Home...	62 S-Multiple Views of Portfolio Assessment	63 AF-Developing Expertise in Our Own Classrooms...	64 S-Women's Literacies: Culture, Context, and Community	65 PS-Strategies to Enhance Literacy Learning for Multicultural Students	68 JRT
1:35-2:10pm									67 RT
2:20-2:55pm									77 RT
2:20-3:40pm	69 S-The Role of the Portfolio in Empowering and Precipitating Change...	70 AF-Three New Approaches for Improving the Literacy of Young Adolescents	71 PS-Teaching Poor Readers in the Primary Grades	72 PS-Reciprocal Influences of Reading and Writing	73 S-Conversations in Context: Reading and Talking About Stories in School and Out	74 AF-Reading, Writing and Reform: Stories from Kentucky	75 AF-Reading, the Voice of the Young, and the Crisis of Authority	76 S-Controlling Diversity and Enlarging Cultural Space...	78 RT
3:05-3:40pm									77 RT
3:50-4:25pm									87 RT
3:50-5:10pm	79 S-The National Assessment of Educational Progress: Findings and Interpretations	80 PS-Thematic Instruction and Integrated Language Arts Program	81 S-Whole Language and Effective Instruction	82 S-Looking Critically at Our Own Teaching: Sharing Power...	83 S-Reading Literature in Multicultural Settings/ Readings of Multicultural Literature	84 PS-Instruction/ Interactive Diagnosis in Chapter I and Clinics	85 PS-Qualitative and Quantitative Factors Affecting Literacy Performance	86 PS-Factors that Make Learning from Text More Effective	89 JRT
4:35-5:10pm									88 RT
5:15-6:05pm	Birds of a Feather				••	Jenkins/King Charles			
5:15-6:05pm	Reception - Hosted by the JRB and NRC Yearbook Editors				••	Willow			
6:10-7:30pm	Town Meeting				••	Magnolia			
8:00-9:00pm	Reception For International Members and Newcomers				••	Willow			
9:00-Midnight	Vital Issues				••	Lobby Bar			

AF: Alternative Format, JRT: Joint Round Table, PS Paper Session, RT: Round Table, SP: Special, S: Symposium

Friday, December 3

Magnolia Live Oak Dogwood Cypress Drayton Colleton Beaufort Ashley Cooper Jenkins/
King Charles

7:00-8:30am		Past Presidents' Breakfast				••	Presidential Suite			
8:30-9:05am										98 RT
8:30-9:50am	90 AF-Multiple Perspectives on Research in Classroom Settings	91 S-Multiple Approaches to Analyzing Thoughtful Story Discussions	92 AF-Can We Talk?	93 S-Text and Science Instruction: Not Necessarily the Traditional Textbook	94 PS-The Invented Spelling of Emergent Readers	95 S-Multiple Perspectives in Comprehension Instruction for Language Minority...	96 S-Chapter I School-Wide Project Implementation...	97 S-Employing Multi-Layer Designs to Study Teachers Beliefs and Practices...		100 JRT
9:15-9:50am										99 RT
10:00-11:20am		101 Third Plenary Session - Keynote Address				••	Grand Ballroom			
11:20am-12:50pm		Lunch (Cash Buffet)				••	Grand Hall			
11:35am-12:40pm		Research Workshops				••	Suite 2M, Suite 2L, Suite 2K			
12:00am-12:50pm		102 Special Session				••	Willow			
12:50-1:25pm										111 RT
12:50-2:10pm	103 AF-Unpacking Our Discourse: Conversations About Ideology and Purpose...	104 S-Working with Teachers Working for Change	105 PS-Beliefs, Knowledge, and Attitudes: Their Role in Learning From Text	106 S-Teacher/Child Interactions: Multiple Perspectives...	107 AF-Confronting Dilemmas in Teacher Education: An Invitation...	108 S-A Nine Country Comparison of Reading Achievement	109 PS-Interpretation and Intertextuality	110 PS-Sociocultural Issues in Literacy		
1:35-2:10pm										112 RT
2:20-2:55pm										121 RT
2:20-3:40pm	113 S-Emerging Images: Developing Procedures for Portfolio Analysis	114 PS-Aspects of Emergent Literacy Classrooms: Play, Language, and Books	115 PS-Teacher/Researcher Collaboration	116 S-More Than Words Can Say: Composition, Semiotics, and Multi-Media Texts	117 S-Supporting Students' Responses to Literature and Content...	118 AF-Virtual Reality: Extending Metaphors for the Contexts of Secondary School...	119 S-Dynamics of Identity and Community: Considering the Context...	120 PS-Home and Cultural Literacy Issues		
3:05-3:40pm										122 RT
3:50-4:25pm										131 RT
3:50-5:10pm	123 S-Expanding the Possibilities: How Feminist Theories Inform Traditions...	124 AF-The Power of Collaborative Learning	125 PS-Policy, Reform, and Restructuring	126 PS-Teacher Reflections on Their Practice	127 PS-Strategic Approaches to Learning Content From Reading	128 PS-Developing Our Notions About Diversity, Literacy, Language and Learning	129 PS-Influences on Literacy Acquisition	130 PS-Deconstructing Literacy Practices		133 JRT
4:35-5:10pm										132 RT
5:15-6:05pm		Birds of a Feather				••	Jenkins/King Charles			
6:10-7:30pm		Business Meeting				••	Grand Ballroom			
9:00-10:00pm		The Lighter Side of <i>NRC</i>				••	Grand Ballroom			
10:00-Midnight		Vital Issues				••	Lobby Bar			

AF: Alternative Format, JRT: Joint Round Table, PS Paper Session, RT: Round Table, SP: Special, S: Symposium

Saturday, December 4

	Magnolia	Live Oak	Dogwood	Cypress	Drayton	Colleton	Beaufort	Ashley Cooper	Jenkins/ King Charles
8:30-9:05am									142 RT
8:30-9:50am	134 S-Developing and Implementing an Approach to Student Engagement...	135 PS-Assessing Young Children's Responses to Their Reading	136 PS-Social Contexts for Literacy Assessment	137 AF-Multiple Ways of Knowing: Curriculum in a New Key	138 PS-Children's Literature and Phonemic Awareness	139 PS-Reform Efforts in Preservice Teacher Education	140 AF-Researchers as Readers	141 PS-Social Constructions of Literacy: Teachers' and Students' Practices	144 JRT
9:15-9:50am									143 RT
10:00-11:20am	145 Fourth Plenary Session - Research Address				••	Grand Ballroom			
11:20am-12:50pm	Lunch (Cash Buffet)				••	Grand Hall			
11:35am-12:40pm	Research Workshops				••	Suite 2M, Suite 2L, Suite 2K, Suite 2J, Suite 2G			
12:50-1:25pm									154 RT
12:50-2:10pm	146 S-Technology, Literacy, and Teacher Education: Demonstrating and Describing...	147 AF-Reflections on Research as Process...	148 S-Re-Thinking the Potential for Special Education: Community as a Metaphor...	149 PS-Learning From Text	150 S-Alternative Approaches to Literacy Instruction: Defining and Understanding...	151 PS-Strategies-Based Instruction	152 S-Changing Conceptions of Literacy Teacher Education...	153 PS-Talk, Stories, and Emergent Literacy	156 JRT
1:35-2:10pm									155 RT
2:20-3:40pm	157 S-Producing Generalized Improvement in Literacy...								
2:20-4:00pm		158 PS-Outgrowing Ourselves							
4:00-8:00pm	Board Meeting				••	Jenkins/King Charles			
9:00-Midnight	Vital Issues				••	Suite 2J			

AF: Alternative Format, JRT: Joint Round Table, PS Paper Session, RT: Round Table, SP: Special, S: Symposium

Friday, December 3, 1993

12:50 p.m. - 2:10 p.m.

Beauregard

109 PAPER SESSION

Interpretation and Intertextuality

Chair: Patricia Enciso, University of Wisconsin-Madison

What Goes on During Partner Reading
Kathleen M. Heubach, University of Georgia

Patterns of Selectivity in Drawing on Sources: Examining Students' Use of Intertextuality Across Literacy Events
Joyce E. Many, Texas A&M University

Social and Interpretive Development in Third Grade Teacher-Led and Peer Discussions about Literature
John F. O'Flahavan, B. Joyce Wienczek, Tracey Marks, University of Maryland/National Reading Research Center

12:50 p.m. - 2:10 p.m.

Ashley Cooper

110 PAPER SESSION

Sociocultural Issues in Literacy

Chair: Hal Adams, University of Illinois-Chicago

Students as Ethnographers: Researching and Writing to Dismantle Racism and Sexism
Ann Egan-Robertson, University of Massachusetts

Is Gender Related to Classroom Discourse Across Content Areas?
Debra K. Meyer, Laura Fowler-Lum, University of Texas-Austin

Reading, Writing and Talking Our Way In: The Social Construction of Literacy Communities in Three Urban Classrooms.
Theresa Rogers, Elizabeth Smith, Ohio State University, Mari M. McLean, Columbus City Schools

12:50 p.m. - 1:25 p.m.

Jenkins/King Charles

111 ROUND TABLE

111.1 Interpreting Relationships: The Function of Writing Group Talk
Neal D. Lerner, Boston University

111.2 Reading the Word in Women's Worlds: The Literacy Life Histories of Three Elderly Women
Mary A. Duchein, Louisiana State University

111.3 Profiling Changing States of Knowledge in Content-Area Domains
Peter B. Mosenthal, Syracuse University

111.4 Causes and Feelings of Interest
Gregory J. Schraw, Carla Svoboda, Roger H. Bruning, University of Nebraska-Lincoln

111.5 The Role of Guided Imagery Procedure on Narrative Writing: The Impact on Achievement and Attitudes of At-Risk Third Graders
Nancy L. Williams, University of Houston

111.6 Legislators, the News Media and Reading Assessment
Peter P. Afflerbach, Karen Moni, University of Maryland

No Smoking in any Session

Friday, December 3, 1993

1:35 p.m. - 2:10 p.m.

Jenkins/King Charles

112 ROUND TABLE

- 112.1 The Effects of the K-W-L Plus Comprehension Strategy on the Achievement of Preservice Teachers
Elizabeth J. Jared, Utah State University
- 112.2 The Dynamics of ABE Social Networks
Jacqueline K. Peck, Kent State University
- 112.3 Written Expression, Listening Comprehension, and Reading Comprehension of Students with Learning Difficulties: A Longitudinal Study
Christina E. van Kraayenoord, John Elkins, Adrian F. Ashman, University of Queensland
- 112.4 Transactional Processes of Young Readers of Narrative Text
George D. Labercane, University of Calgary
- 112.5 Exploring Student Self-Assessment in a Reading Methods Class: A Democratic Instructional Approach
Rebecca S. Anderson, Jerome A. Niles, Virginia Polytechnic Institute and State University
- 112.6 Portfolio Assessment - Can and Will Teachers, Students and Parents Buy It?
Martha H. Barry, Darlington County Schools

2:20 p.m. - 3:40 p.m.

Magnolia

113 SYMPOSIUM

Emerging Images: Developing Procedures for Portfolio Analysis

Chair: Judith L. Green, University of California-Santa Barbara

Facilitator: Robert J. Tierney, Ohio State University

Introduction to the Issues: Portfolios As Interpretive Texts
Scott Paris, University of Michigan, Robert J. Tierney, Ohio State University

If Portfolios Could Talk: Analyzing Complexity with Portfolio Techniques
Robert J. Tierney, Antonia Gale Moss, Ohio State University, Jim Wile, Miami University

Alternative Ways of Interpreting Portfolios: Different Strokes 4 Different Fokes
Scott Paris, University of Michigan, Kenneth Wolf, University of Northern Colorado

Discussants: Judith L. Green, University of California-Santa Barbara

2:20 p.m. - 3:40 p.m.

Live Oak

114 PAPER SESSION

Aspects of Emergent Literacy Classrooms: Play, Language and Books

Chair: Dorothy Strickland, Rutgers University

Learning New Words From Books: Context or Conversation
Patton O. Tabors, Harvard Graduate School of Education, Diane E. Beals, Washington University

Preschoolers Doing "Code-Switching"
Beverly E. Cox, Brenda P. Dixey, Purdue University

Teacher Play Style Interactions and Their Impact on Children's Language and Emergent Literacy
Billie J. Enz, Jim F. Christie, Arizona State University

Friday, December 3, 1993

2:20 p.m. - 3:40 p.m.

Dogwood

115 PAPER SESSION

Teacher/Researcher Collaboration

Chair: Carol J. Hopkins, Purdue University

Relationships for Learning: The Evolution of a Literacy Research Partnership

Josephine P. Young, Beggs Education Center, Samuel R. Mathews, Frank Wittwer, University of West Florida

Questions Teachers Ask: A Report from the NRRRC School Research Center Project

Betty Shockley, Barbara Michalove, Fowler Drive Elementary School/National Reading Research Center,
Valerie Garfield, Cumming Elementary School and National Reading Research Center,
James F. Baumann, JoBeth Allen, University of Georgia/National Reading Research Center

Literacy Teacher as Transformative Intellectual: An Examination of Practice

Rosary Lalik, Linda C. Pacifici, Virginia Polytechnic Institute and State University,
Nyanne Jenkins Hicks, Montgomery County Public Schools

2:20 p.m. - 3:40 p.m.

Cypress

116 SYMPOSIUM

***More Than Words Can Say: Composition, Semiotics and
Multi-Media Texts***

Chair: Elaine Chin, University of Michigan

Making Meaning: Composing Composite Texts

Jay Lemke, CUNY-Brooklyn College

The Composition of Artistic Texts in Response to Literature

Peter Smagorinsky, John Coppock, University of Oklahoma

Semiotics and the Politics of Space in Architecture

John Ackerman, University of Utah

Discussant: Elaine Chin, University of Michigan

2:20 p.m. - 3:40 p.m.

Drayton

117 SYMPOSIUM

***Supporting Students' Responses to Literature and Content:
The Influence of Instructional Context***

Chair: Richard G. Lomax, Northern Illinois University

Response-Based Instruction and Social Studies: A Middle Grade Study

Nancy Farnan, San Diego State University, Patricia R. Kelly, California State University-San Bernardino

What's Happening Here? A Comparison of Two Literature Discussion Groups

Susan McMahan, Jane L. Meyers, University of Wisconsin-Madison

Supporting First Graders' Responses to Literature: An Analysis of Teachers' Roles in Grand Conversations

Lea M. McGee, Leigh Courtney, Boston College, Richard G. Lomax, Northern Illinois University

Discussant: Joyce E. Many, Texas A&M University

No Smoking in any Session

Friday, December 3, 1993

2:20 p.m. - 3:40 p.m.

Colleton

118 ALTERNATIVE FORMAT

***Virtual Reality: Extending Metaphors
for the Contexts of Secondary School Reading***

Chair: Kathleen Hinchman, Syracuse University

Audio/Visual Overview:

John Konopak, Gary Rice, Louisiana State University

Teacher as Warden

Roger Stewart, University of Wyoming

ACRONYMS and the Structuralist Logjam

David O'Brien, Purdue University

Teachers as Dilemma Managers

David Moore, Arizona State University

From Virtually Real to Virtual Reality: Understanding Artifices and Artifacts in Content Area Text

John Konopak, Louisiana State University

School as Citadel

Mark Conley, Michigan State University

Discussant: Donna Alvermann, University of Georgia

This alternative format symposium is designed to follow Alvermann and Moore's (1991) suggestion to bring together what we know about the realities of secondary schools to form coherent ongoing research agendas and thus ground our discussions of what could be. The session will include rationale and audio/visual overview of metaphors, four poster stations depicting particular metaphors, and a large group discussion to consider how the metaphors enhance our understandings and impact what we do and what we think is possible.

2:20 p.m. - 3:40 p.m.

Beauregard

119 SYMPOSIUM

***Dynamics of Identity and Community:
Considering the Context of Literacy Learning for Mexican American Students***

Chair: Steven Z. Athanases, Stanford University

Changing Minds: Mexican-American Students in the Rural Midwest

Cynthia Lewis, University of Iowa

Negotiating School in Rural America: Issues of Confidence and Literacy for Mexican American Adolescents

Carolyn Colvin, University of Iowa

Family Language Transmission: Choices and Efforts by Mexican American Adolescents

Carol Evans, University of Arizona

Discussant: Steven Z. Athanases, Stanford University

Friday, December 3, 1993

2:20 p.m. - 3:40 p.m.

Ashley Cooper

120 PAPER SESSION

Home and Cultural Literacy Issues

Chair: Tina Jacobowitz, Montclair State University

Shared Stories and Shared Communities: Recognizing a Literacy Link Between Home and School
Dan Madigan, Bowling Green State University

The Intergenerational Effects of Adult Education Programs: An Exploratory Study
Carolyn J. Huie, San Diego State University

The Social and Political Context of Literacy Education for Pastoral Societies: The Case of the Maasi of Tanzania
Ladislav M. Semali, Pennsylvania State University

2:20 p.m. - 2:55 p.m.

Jenkins/King Charles

121 ROUND TABLE

121.1 Seeing Students as Readers in the Lower Elementary Grades Using Assessment Portfolios
Pamela J. Dunston, Clemson University

121.2 Elementary Teachers' Beliefs and Decisions about Vocabulary Learning and Instruction
Bonnie Konopak, Louisiana State University, Nancy Williams, University of Houston

121.3 Exploring Readers' Response Strategies on Different Assessment Item Formats
Barbara A. Kapinus, CCSSO

121.4 Learning to Put Beliefs into Practice: Influences Which Affect Nontraditional Student Teachers' Uses of Content Reading
and Writing Strategies in the Secondary Classroom
Elizabeth G. Sturtevant, Marymount University

121.5 Continuing the Conversation with...
Quincy Troupe, University of California-San Diego

3:05 p.m. - 3:40 p.m.

Jenkins/King Charles

122 ROUND TABLE

122.1 Summarization Strategies and Writing Performance
Sharon C. Anderson, Gilman County High School, Janet K. Isenhardt, West Virginia University

122.2 Pre-service Teachers' Responses to Multicultural Children's Literature
Kathryn Meyer Reimer, Goshen College

122.3 A Comparison of Semantic Mapping and Definition Plus Context for Teaching Vocabulary in Fifth Grade
Susan M. Watts, Walter Wenda, University of Minnesota

122.4 "Roaming Around the Known": A Case Study of Two First Grade Teachers Assessing What Their Students Know About Print
Tracey A. Marks, John F. O'Flahavan, University of Maryland, Larry Pennington, Chris Sutton, Glencarlyn

122.5 Assessing Self-Assessment Portfolios in a Literacy Methods Course
Marilyn M. Ohlhausen, Peggy G. Perkins, Paul Jones, University of Nevada-Las Vegas

Friday, December 3, 1993

3:50 p.m. - 5:10 p.m.

Magnolia

123 SYMPOSIUM

Expanding the Possibilities: How Feminist Theories Inform Traditions and Positions in Reader Response, Classroom Discussion and Critical Thinking

Chair: Jamie Myers, Pennsylvania State University

Exploring Reader-Response: From Texts to Readings to Readers
Bertram C. Bruce, University of Illinois, Urbana-Champaign/Center for the Study of Reading

"Interrupting" Discursive Practices: Feminist Research Possibilities
Donna E. Alvermann, University of Georgia/National Reading Research Center

Critical Thinking: Limitations and Potential
Michelle Commeyras, University of Georgia/National Reading Research Center

Discussant: Jamie Myers, Pennsylvania State University

3:50 p.m. - 5:10 p.m.

Live Oak

124 ALTERNATIVE FORMAT

The Power of Collaborative Learning

Chair: Michael R. Sampson, East Texas State University

The Power of Self-Generated Conferencing Behavior
Mary Beth Sampson, East Texas State University

Changes Over Time in Both First and Second Grade Collaborative Comments
Teri Fowler, Mary Beth Seaborg, East Texas State University

Teacher Intervention in Collaborative Groups
Jane White, East Texas State University, Marsha Kemp, Wakefield Elementary School

The Power of Grade Six Portfolio Groups
Jane Hansen, University of New Hampshire

Discussant: Michael R. Sampson, East Texas State University

The purpose of this session will be to explore collaborative learning with a special focus on teachers and students.

3:50 p.m. - 5:10 p.m.

Dogwood

125 PAPER SESSION

Policy, Reform and Restructuring

Chair: Nadine DiNuzzo, Purdue University

The Orava Project: A Collaborative National Education Restructuring Program
Kurt S. Meredith, Counseling/Assessment Services, Jeannie L. Steele, Thomas J. Switzer, University of Northern Iowa

Developing and Sustaining a Context for Teacher Growth: A Study of Community
Rosary Lalik, Linda C. Pacifici, Virginia Polytechnic Institute and State University,
Nyanne Jenkins Hicks, Montgomery County Public Schools,

Learning to Read: Teachers Learning from Policy
Nancy E. Jennings, Scott G. Grant, Michigan State University

Friday, December 3, 1993

3:50 p.m. - 5:10 p.m.

Cypress

126 PAPER SESSION

Teacher Reflections on Their Practice

Chair: David Lund, Purdue University

Kindergarten Teachers' Current Practices and Perceptions in Reading/Language Arts
Linda C. Frerichs, University of North Texas

Reflective Practice, E-Mail and Computer-Mediated Discourse
Susan R. McIntyre, University of Wisconsin-Eau Claire

Teachers Collaboratively Writing About Their Curricular Activism
Robert L. Smith, Michigan State University

Discussant: Greta Nagel, California Polytechnic University-Pomona

3:50 p.m. - 5:10 p.m.

Drayton

127 PAPER SESSION

Strategic Approaches to Learning Content From Reading

Chair: Rhonda S. Johnson, West Virginia University

An Investigation into the Effects of Teaching Content-Specific Question Generation to Ninth-Grade History Students as a Means of Increasing Comprehension, Retention and Efficacy
Vivien R. Schlozman, Shawnee Mission, Ann J. Pace, University of Missouri-Kansas City

Do Analogies Really Help? What Happens When Competent Readers Encounter or Construct Analogies in Scientific Exposition
Tamara L. Jetton, Patricia A. Alexander, Texas A&M University

Beyond Generic and Domain Specific Strategies: Understanding the Complexities of Situated Tasks, Concepts, and Strategies
Sherrie L. Nist, Cynthia R. Hynd, University of Georgia

3:50 p.m. - 5:10 p.m.

Colleton

128 PAPER SESSION

Developing Our Notions About Diversity, Literacy, Language, and Learning

Chair: Wendy Kasten, University of Southern Florida-Sarasota

A Preservice Teacher's Developing Conceptions of Multiple Literacies and Literacy Instruction: The Case of Sarah
Margaret M. Malenka, Michigan State University

Preparing Teacher Educators and Prospective Teachers to Meet the Challenge of Diversity
Pamela Ross, Nathalie Kuhlman, San Diego State University

A Study of the English Abilities of Immigrant Students: A Three-Year Study
Lee Gunderson, University of British Columbia

Friday, December 3, 1993

3:50 p.m. - 5:10 p.m.

Beauregard

129 PAPER SESSION

Influences on Literary Acquisition

Chair: Priscilla Griffith, University of South Florida

Acquiring Literacy: Patterns of Individual Differences Among Emergent Readers
Catherine R. Watson, Toronto Board of Education, Dale M. Willows, OISE, University of Toronto

The Role of Memory in Early Literacy Acquisition
Sandra J. Stone, Indiana State University

Ability Grouping in Primary Reading Instruction: Effects and Alternatives
Nancy F. Knapp, Michigan State University

3:50 p.m. - 5:10 p.m.

Ashley Cooper

130 PAPER SESSION

Deconstructing Literacy Practices

Chair: Meg Gallagher, National-Louis University

Teacher Beliefs and Literacy Practices in Kindergarten: Competing Interests and Multiple Practices
Marjorie Y. Lipson, Jeanne Goldhaber, University of Vermont, James Squires, State Department of Education

Teaching and Learning Skills in an Urban Whole Language Nongraded Primary Classroom: How Effective Is It?
Ellen McIntyre, University of Louisville

A Comparison of Cooperative Learning and Reciprocal Teaching
Michael S. Meloth, University of Colorado-Boulder

3:50 p.m. - 4:25 p.m.

Jenkins/King Charles

131 ROUND TABLE

131.1 The Effect of Wide Reading in Listening Comprehension of Written Text
Wanda B. Hedrick, James W. Cunningham, University of North Carolina-Chapel Hill

131.2 Mind Reading: Writing About Writing/Reading Relations in NRC Scholarship
John P. Konopak, Bonnie C. Konopak, Louisiana State University

131.3 Theoretical and Technical Considerations in Extending One-to-One Intervention to Group Settings
Lyndon W. Searfoss, Billie J. Enz, Arizona State University

131.4 "Off the Rug": Exploring Design of Story Extension Tasks and Young Children's Literacy Development
Linda D. Labbo, University of Texas-Austin

131.5 Portfolio Assessment: An Empowerment to Teachers, Students and Parents
Shelley R. Herron, Pamela K. Peak, University of North Texas

Friday, December 3, 1993

4:35 p.m. - 5:10 p.m.

Jenkins/King Charles

132 ROUND TABLE

- 132.1 Validating the "Experts" and Specifying Agreement
Rona F. Flippo, Fitchburg State
- 132.2 The Effects of Multicultural Links on Reading and Writing Performance of Fourth and Fifth Graders
Margaret A. Moore, Eastern Michigan University
- 132.3 The Role of Imagery in Children's Inferential Story Comprehension
Linda B. Gambrell, University of Maryland
- 132.4 Investigation of Reading Strategies in Learning to Read in a Finnish First-Grade Classroom
Riita-Liisa, Korkeamaki, University of Oulu
- 132.5 The Teaching of Reading and Writing to At-Risk and Developmental Students in College
Judith Entes, Baruch Colley, CUNY, Richard Lareson, Lehman College, CUNY

3:50 p.m. - 5:10 p.m.

Jenkins/King Charles

133 JOINT ROUND TABLE

- Exploring Relationships Between Phonics Knowledge and Other Reading Related Variables
J. Lloyd Eldredge, Brigham Young University
- Orthographic Knowledge in Beginning Readers
Lauren Leslie, Judith Calhoon, Marquette University

5:15 p.m. - 6:05 p.m.

BIRDS OF A FEATHER

Jenkins/King Charles

Organizers: Karen M. Feathers, Wayne State University,
Wendy Kasten, University of Southern Florida

Content Reading

Dorothy Leal, University of South Alabama, Katherine Marie, College of New Rochelle

Writing

Janet W. Dynak, Mary Jo Smith, Western Michigan University, MaryBeth Sampson, East Texas State University

Phonics/Spelling/Vocabulary

Mary Jo Fresch, Deakin University, Ellen Jampole, State University of New York-Cortland

Adult Learning

Jane A. Schierloh, Ohio Literacy Resource Center, Jacqueline K. Peck, Kent State University

Culture/Gender/Ethnicity

Diane Graham Truscott, Eastern Montana College, Carole S. Rhodes, William Patterson College

Methods/Approaches

Edward Kameenui, Deborah Simmons, University of Oregon, Lea McGee, Boston College

Assessment

Mary H. Sawyer, State University of New York-Albany, Tracey A. Marks, University of Maryland

Preservice Education

Richard J. Meyer, University of Nebraska, Elizabeth K. Wilson, University of Alabama

No Smoking in any Session

Friday, December 3, 1993

5:15 p.m. - 6:05 p.m.

Publication Committee Meeting

Riley

Chair: John Readence, University of Nevada-Las Vegas

6:10 p.m. - 7:30 p.m.

BUSINESS MEETING

Grand Ballroom

*The Annual Business Meeting is open to all NRC members.
Issues central to the future of NRC will be discussed, and all members are urged to attend.*

9:00 p.m. -10:00 p.m.

THE LIGHTER SIDE OF NRC

Grand Ballroom

Chair: John Konopak, Louisiana State University,

10:00 p.m. - Midnight

VITAL ISSUES

Lobby Bar

Chaired by: Field Council, Region 3

Saturday, December 4, 1993

7:00 a.m. - 8:25 a.m.

**Joint Publications and Technology
Committee Meeting**

Riley

Chairs: John Readence, University of Nevada-Las Vegas,
David Reinking, University of Georgia

7:15 a.m. - 9:00 a.m.

Breakfast (Cash Buffet)

Grand Hall

8:00 a.m. - 10:00 a.m.

Registration

2nd Floor Lobby

8:30 a.m. - 9:50 a.m.

Magnolia

134 SYMPOSIUM

***Developing and Implementing an Approach to Student
Engagement: Questioning the Author***

Chair: Margaret G. McKeown, University of Pittsburgh/
Learning Research and Development Center

Identifying Obstacles to Student Engagement: Roots of Questioning the Author
Isabel L. Beck, University of Pittsburgh/Learning Research and Development Center

Development of Questioning the Author with Students
Jo Worthy, Margaret G. McKeown, University of Pittsburgh/Learning Research and Development Center

The Impact of Questioning the Author on Learning and Teaching
Isabel L. Beck, Margaret G. McKeown, University of Pittsburgh/Learning Research and Development Center
Rebecca Hamilton, Pittsburgh Public Schools, Cheryl Sandora, Linda Kucan, University of Pittsburgh/Learning Research
and Development Center

Discussant: Patricia L. Anders, University of Arizona

Saturday, December 4, 1993

8:30 a.m. - 9:50 a.m.

Live Oak

135 PAPER SESSION

Assessing Young Children's Responses to Their Reading

Chair: Miriam Martinez, University of Texas-San Antonio

Using Retellings to Assess Children's Comprehension of Expository Text
Barbara G. Moss, University of Akron

What Is Engagement With Literature to a First Grade Child?
Bonnie Elliott, Debra Stahle, University of Texas-Austin

Examining Pictorial/Oral and Written Responses of First Grade Students: Can Aesthetic Growth Be Measured?
Jennifer L. Altieri, Arkansas State University

8:30 a.m. - 9:50 a.m.

Dogwood

136 PAPER SESSION

Social Contexts for Literacy Assessment

Chair: Lauren Leslie, Marquette University

Teachers' Understanding of New State Literacy Tests: Who's On First?
Samuel D. Miller, Colleen Hayes, University of North Carolina-Greensboro

Learning from Home Literacies: Inviting Parents to Contribute to Literacy Portfolios
Jeanne R. Paratore, Joy J. Turpie, Boston University, Marie C. DiBiasio, Rhode Island Department of Education

The Texts of Reading Assessment in an Elementary School Community
Peter Afflerbach, Karen Moni, University of Maryland

8:30 a.m. - 9:50 a.m.

Cypress

137 ALTERNATIVE FORMAT

Multiple Ways of Knowing: Curriculum in a New Key

Chair: Jerome C. Harste, Indiana University

From Retellings to Transmediations: A Teacher Discovers the Potential of Children's Art
Vickie Wheatley

Using Alternate Ways of Knowing to Investigate Science and Mathematics
Deborah Kavanaugh, Indiana University

The "Art Workshop" as a Vehicle for Coming to Know
Elizabeth Rightmyer, The Chance School

Exploring Transmediations and Multiple Sign Systems in a High School English Classroom
Kathy Bussert, Indiana University

Exploring Alternate Ways of Knowing with Elementary Pre-Service Teachers
Jann Ching, Indiana University

Exploring the Impact of Teacher Beliefs on Mathematical Literacy
Heather Bland, Indiana University

Socio-Semiotics as a Way of Interrupting Teacher "Texts"
Kathy Egawa, Indiana University

Discussant: Jean Anne Clyde, University of Louisville

This session will focus on multiple ways of knowing with emphasis on curricular issues and social contexts of teaching and learning.

No Smoking in any Session

Saturday, December 4, 1993

8:30 a.m. - 9:50 a.m.

Drayton

138 PAPER SESSION

Children's Literature and Phonemic Awareness

Chair: Lois Dreyer, Southern Connecticut State University

Interactive Book Reading as the Context for a Kindergarten Intervention
Ellen C. Gury, Elfrieda H. Hiebert, University of Colorado-Boulder

First-Grade Reading Instruction: Combining a Code-Emphasis Approach with a Meaning-Emphasis Approach
in a Literature-Based Classroom
Diane L. Jenkins, National-Louis University

Developing Phonological Awareness Through Picture Books
Bruce A. Murray, Steven A. Stahl, University of Georgia

8:30 a.m. - 9:50 a.m.

Colleton

139 PAPER SESSION

Reform Efforts in Preservice Teacher Education

Chair: Brenda Dixey, Purdue University

Portfolios: Up Close and Personal with Preservice Teachers: A Comparative Analysis of the Impact
of Varied Experiences with Portfolios
Mary B. Seaborg, Teri J. Fowler, East Texas State University

Developing Collaboration and Teacher Reflection in a College Curriculum Class
Ann T. Bullion-Mears, Texas Woman's University

Using Group Dialogue Journals as a Means of Facilitating Change in Preservice Teachers' Beliefs about Content Area Literacy
Karen S. Evans, University of Arizona

8:30 a.m. - 9:50 a.m.

Beauregard

140 ALTERNATIVE FORMAT

Researchers As Readers

Facilitators: Cathy Roller, University of Iowa, Jane Hansen, University of New Hampshire, JoBeth Allen, University of Georgia

To participate in this session, bring either whatever you are reading or perhaps a favorite book, poem, essay, piece of nonfiction or whatever to Charleston. The session will be a book sharing session. Plan to share a piece or several pieces. You may wish to choose beforehand a short (1/2 page) passage to read to the group as a possible way to initiate response to your book. If you keep a response journal, you may want to read from it when you share. By participating in this experience, you will have the opportunity to act as a reader and responder, as well as collaborative researcher when you reflect with other participants on the multiple aspects of this process.

Saturday, December 4, 1993

8:30 a.m. - 9:50 a.m.

Ashley Cooper

141 PAPER SESSION

Social Constructions of Literacy: Teachers' and Students' Practices

Chair: Eleni Katsarou, University of Illinois-Chicago

Teachers Supporting Teachers in a Classroom Early Intervention Reading Program
Barbara M. Taylor, Jean Strait, Mary Medo, University of Minnesota

The Context of Read-Aloud Events in Second and Fifth Grade Classrooms
Karla Hawkins Wendelin, Sheri Everts Rogers, University of Nebraska-Lincoln

The Social Construction of Literacy in a Second/Third Grade Classroom
B. Joyce Wiencek, University of Maryland, Heidi B. Balter, Howard County Public Schools

8:30 a.m. - 9:05 a.m.

Jenkins/King Charles

142 ROUND TABLE

142.1 Differential Effects of Whole Language and Traditional Instruction on Reading Attitudes: A Classroom Study
Michael C. McKenna, Beverly D. Stratton, Martha C. Grindler, Georgia Southern University

142.2 Challenges in Whole Language Teaching and Learning: A View from Teachers
Nancy D. Padak, Kent State University, Jane L. Davidson, Northern Illinois University

142.3 Biliteracy Instruction and Teacher Expectation in Bilingual Education Settings
Robert J. Johnson, Texas A&M University

142.4 Alexis' Response to Australian Young Adult Fiction: An American Viewpoint
Mary Jo Fresch, Deakin University

142.5 First Grade Parents' Perspectives on Emergent Literacy: The Missing Voices
Patricia A. Edwards, Patricia J. Norman, Michigan State University

9:15 a.m. - 9:50 a.m.

Jenkins/King Charles

143 ROUND TABLE

143.1 Uses of Written Language for First Grade Writers
Richard J. Meyer, University of Nebraska-Lincoln

143.2 The Utility of Vowel Spelling-Sound Correspondences in Higher Frequency, Single-Syllable Words
John Shefelbine, California State University-Sacramento

143.3 Censorship or Citizenship: Two Views of the Textbook Adoption Process
Richard D. McCallum, St. Mary's College of California

143.4 Student Empowerment Through MI Theory and Story Character Conferences
Molly Durkin Bohan, East Texas State University

Saturday, December 4, 1993

8:30 a.m. - 9:50 a.m.

Jenkins/King Charles

144 JOINT ROUND TABLE

Exploring Preservice Teachers' Beliefs and Change Processes During a Literacy Methods Course With Field Experience
Olga G. Nelson, Mary White, Eastern Michigan University

Exploring Preservice Teachers' Beliefs and Change Processes During a Literacy Methods Course Without Field Experience
Wayne M. Linek, Mary Beth Sampson, East Texas State University

9:00 a.m. - 12:00 Noon

The Reading Room Will Be Open
Silent Auction Continues

Hampton/Gadsden/Fenwick

10:00 a.m. - 11:20 a.m.

Grand Ballroom

145 FOURTH PLENARY SESSION

Research Address

Chair: John E. Readence, University of Nevada-Las Vegas

Speaker: Violet Harris, University of Illinois, Urbana-Champaign

*Multiculturalism and Children's Literature: An Evaluation
of Ideology, Publishing, Curricula, and Research*

11:20 a.m. - 12:50 p.m.

Lunch (Cash Buffet)

Grand Hall

11:35 a.m. - 12:40 p.m.

RESEARCH WORKSHOPS

Organizers: Jamie Myers and Dorie Deegan, Pennsylvania State University,
Dan Madigan, Bowling Green State University
(Workshops limited to 15 participants)

Researching Children's Literature
Joel Taxel, University of Georgia

Suite 2M

Researching Early Intervention Programs
Trika Smith-Burke, New York University

Suite 2L

Qualitative and Quantitative Approaches to Understanding Readers' Use of Interest in Prose
Ralph Reynolds, Suzanne Wade, University of Utah

Suite 2K

Researching the Evolution of Literacy in Electronic Media
Elizabeth Sulzby, University of Michigan

Suite 2J

Literacy, Ethnicity, and Gender in Shaping Identity
Dulce M. Cruz, Indiana University

Suite 2G

Saturday, December 4, 1993

12:50 p.m. - 2:10 p.m.

Magnolia

146 SYMPOSIUM

Technology, Literacy and Teacher Education: Demonstrating and Describing Electronic Learning Environments

Chair: Donald J. Leu, Syracuse University

Pre-Service Teacher Education Through Anchored, Problem-solving Experiences: Using Videodisc-based Cases to Support the Development of Literacy Educators

V. J. Risko, C. K. Kinzer, L. Degler, D. Granier, J. Carson, F. Bigenho, L. Meltzer, Vanderbilt University

Increasing Middle-Grade Students' Independent Reading through Multimedia Book Reviews

David Reinking, University of Georgia/National Reading Research Center

Hypermedia: Designing Supportive Environments for Comprehension and Response

Donald J. Leu, Syracuse University

12:50 p.m. - 2:10 p.m.

Live Oak

147 ALTERNATIVE FORMAT

Reflections on Research as Process: Two Teams from National Research Centers Hold an Open Forum

Chair: Sherry Guice, SUNY-Albany/National Research Center on Literature Teaching

Facilitators: JoBeth Allen, Jane West, University of Georgia/National Reading Research Center, Richard L. Allington, Peter Johnston, SUNY-Albany/National Research Center on Literature Teaching, Lisa Delgado, South Jackson Elementary, Patsy Lentz, Benton Elementary School

Two teams from National Research Centers will hold an open forum in which participants will be encouraged to reflect on research as process and the implications of this perspective for National Research Center activities.

12:50 p.m. - 2:10 p.m.

Dogwood

148 SYMPOSIUM

Re-Thinking the Potential for Special Education: Community as a Metaphor for Research, Teaching and Instruction

Chair: Carol Sue Englert, Michigan State University

The Evolution of the Early Literacy Project: Examining the Teacher-Researcher Community over Four Years

Kathi L. Tarrant, Michigan State University

Negotiating the Teacher-Researcher Community: The Case of Three New Teachers' Entry into the Early Literacy Project

Whitney C. Hosmer, Kathi L. Tarrant, Carol Sue Englert, Michigan State University

"What Counts" as Community: Teachers' and Students' Perceptions of What it Means to be in an Early Literacy Project Classroom

Mary S. Rozendal, Michigan State University

The Systemic Influence of the Early Literacy Project Curriculum: A Four Year Longitudinal Study of Student Achievement from First to Fourth Grade

Troy V. Mariage, Michigan State University

Discussant: David Scanlon, University of Kansas

Saturday, December 4, 1993

12:50 p.m. - 2:10 p.m.

Cypress

149 PAPER SESSION

Learning from Text

Chair: Beverly E. Cox, Purdue University

Examining Instructional Importance Through Teacher-Made Tests and Teacher-Led Discussions
Tamara L. Jetton, Patricia Alexander, Texas A&M University

Problem-Solution Relationship Training: A Method for Enhancing Students' Comprehension of Word Problems
Carol A. Stevens, Buffalo State College

The Development of Content-Specific Orthographic Knowledge: A Look at Vocabulary in Geometry
Margaret E. McIntosh, Donald R. Bear, University of Nevada-Reno

12:50 p.m. - 2:10 p.m.

Drayton

150 SYMPOSIUM

Alternative Approaches to Literacy Instruction: Defining and Understanding the Roles of the "More Knowledgeable Other"

Chair: Kathryn H. Au, Kamehameha Schools

The Teacher as "More Knowledgeable Other": Changing Roles for Teachers in Alternative Reading Instruction Programs
Virginia J. Goatley, Taffy E. Raphael, Michigan State University

Cross-Age Peers as "More Knowledgeable Others": Who's Leading Whom, When and Why?
Fenice B. Boyd, Michigan State University

Peers as "More Knowledgeable Others": What Happens When Experienced and New Book Club Participants Meet in September?
Susan I. McMahon, University of Wisconsin-Madison

Discussant: Shelby A. Wolf, University of Colorado-Boulder

12:50 p.m. - 2:10 p.m.

Colleton

151 PAPER SESSION

Strategies-Based Instruction

Chair: Maribeth Cassidy Schmitt, Purdue University

Instruction in Reading Comprehension Strategies: Effects of a Training of Teachers
Sophie E. Sliepen, Pieter Reitsma, Paedologisch Instituut Amsterdam

The Effects of Length of Involvement on Teachers' Views of Reading Strategy Instruction as Reflected in Statements and Practice
Marsha L. Roit, Open Court Publishing, Valerie A. Anderson, University of Illinois, Urbana-Champaign

Teachers Developing Strategies-Based Instruction: A Teacher-Researcher Collaborative Interview Study of Salient Issues
Pamela B. El-Dinary, Michael Pressley, University of Maryland, Lynne Coy-Ogan, Montgomery County Public Schools, Strategies-based Teachers of Burnt Mills Elementary School

Saturday, December 4, 1993

12:50 p.m. - 2:10 p.m.

Beauregard

152 SYMPOSIUM

Changing Conceptions of Literacy Teacher Education: Reinventing Our Own Practice

Chair: Sally Hudson-Ross, University of Georgia

Reinventing the Teacher Educator's Role in a Children's Literature Course
Barbara Thompson, University of Arizona

Reinventing a Composition Methods Course in Secondary English Education
Dana L. Fox, University of Arizona

Reinventing the Elementary Language Arts Methods Course
Rick Meyer, University of Nebraska-Lincoln

Reinventing the Role of Field Experiences in Teacher Education
Deborah Anders, University of Nebraska-Lincoln

12:50 p.m. - 2:10 p.m.

Ashley Cooper

153 PAPER SESSION

Talk, Stories and Emergent Literacy

Chair: Lesa Kastler

First Graders' Use of Instructional Scaffolding During Paired Reading Sessions
Diane C. Nielson, University of Kansas, Kristie L. Becker, Shawnee Mission Schools

The Collaborative Nature of Meaning Making and Language Learning in Bilingual Kindergarten Storybook Discussions
Jennifer Battle, University of Texas-Austin

Emergent Readings of Three Storybooks: Content Analysis
Charles A. Elster, Purdue University

12:50 p.m. - 1:25 p.m.

Jenkins/King Charles

154 ROUND TABLE

154.1 Making Learning Easier: How Elementary Teachers Use Their Social Studies Textbook
Rita M. Bean, Naomi Zigmund, University of Pittsburgh

154.2 A Post Analysis of an Ethnographic Study of Literacy as Inquiry in a Fifth Grade Classroom
Jody Copenhaver, SUNY Geneseo

154.3 Bilingual Literacy: Developing the Natural Language Resources of Spanish Speaking Students
Joel E. Dworin, University of Arizona

154.4 An Examination of Gender Issues in Multicultural Reading Discussion Groups
James Flood, Diane Lapp, Wendy Ranck-Buhr, San Diego State University

Saturday, December 4, 1993

1:35 p.m. - 2:10 p.m.

Jenkins/King Charles

155 ROUND TABLE

- 155.1 Instruction in Metaphor and its Effects on the Revision Processes of Third- and Fifth-Graders
Jane F. Rudden, West Virginia University
- 155.2 The Use of Children's Literature in Teacher Preparation Programs in New York State
Alison Black, Syracuse University
- 155.3 Trade Books Used in the Teaching of Reading
Marie B. Koals, Eastern College
- 155.4 Inclusionary Programs for Children with Language and/or Learning Disabilities: Issues in Teacher Readiness
Francine C. Ross, University of Illinois-Chicago, Ilene L. Wax, West Halifax School
- 155.5 A Study of Reflective Thinking and Collegiality Among Reading Practicum Students
Norma Linda Gonzalez, University of Iowa

12:50 p.m. - 2:10 p.m.

Jenkins/King Charles

156 JOINT ROUND TABLE

- Exploring Preservice Students' Perceptions of Literacy Instruction: Listening to Students
Beverly Bruneau, Karen Niles, S. Kay Dunlap, Kent State University
- Exploring the Influence of Student Teaching on Preservice Teachers' Perspectives of Literacy Teaching and Learning
Donna Ruttan, Nancy Padak, Kent State University

2:20 p.m. - 3:40 p.m.

Live Oak

157 SYMPOSIUM

Producing Generalized Improvements in Literacy as a Function of Instruction

Chair: Cathy Collins-Block, Texas Christian University

- Promoting Maintenance and Generalization: Self-Regulated Strategy Development
Steve Graham, Karen R. Harris, University of Maryland
- What Happens in Classrooms That Teach Reading Comprehension Strategies That Are Used Generally and Well?
Michael Pressley, Rachel Brown, Pamela El-Dinary, University of Maryland
- Producing Generalization: Students as Co-Teachers and Co-Researchers
Cathy Collins-Block, Texas Christian University, Mary Graham, Arlington, VA, Public Schools
- Discussant: John T. Guthrie, University of Maryland

Saturday, December 4, 1993

2:20 p.m. - 3:50 p.m.	Ethics Committee: Subcommittee on Program Meeting Chair: Marjorie Siegel, University of Rochester Subcommittee Chair: Connie A. Bridge, University of Kentucky	Suite 2M
2:20 p.m. - 4:00 p.m.	Ad Hoc Committee on Contributions and Donations Meeting Chairs: M. Trika Smith-Burke, New York University, Kim Baker, SUNY-Albany	Suite 2L
2:20 p.m. - 4:00 p.m.	158 PAPER SESSION <i>Outgrowing Ourselves: Reflections and Extensions</i> Chairs: Camille Blachowicz, Donna Ogle, National Louis University This session is designed as an opportunity for reflections, evaluations and recommendations for future conferences.	Magnolia
4:00 p.m. - 5:30 p.m.	Study Groups	Willow
4:00 p.m. - 8:00 p.m.	Board Meeting	Jenkins/King Charles
9:00 p.m. - Midnight	VITAL ISSUES Chaired by: Field Council, Region 4	Suite 2J

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