



National Reading Conference
San Diego
Nov. 30 - Dec. 3, 1944

U.S. MAIL

L. Kathryn Staley '44

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GENERAL INFORMATION

ABOUT NRC

The National Reading Conference is a professional organization composed of individuals who share interest in research and dissemination of information on literacy. NRC's annual conference ends on the first Saturday in December. The program consists of round table discussions, sessions with non-traditional formats, symposia, paper sessions, and keynote addresses.

In addition to sponsoring the annual conference, NRC publishes a quarterly journal: *JRB: A Journal of Literacy* and the *NRC Yearbook*, which contains reviewed 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 North Michigan
Suite 300
Chicago, IL 60601
(312) 541-1272 - Phone
(312) 541-1271 - Fax**

SAN DIEGO, CALIFORNIA

As the second largest city in California, San Diego is both a modern metropolis and a popular year-round resort. Coronado, the location of the 1888 Victorian Hotel del Coronado, is a peninsula between San Diego Bay and the Pacific Ocean. This attractive residential town is both a beach resort and convention center. Excellent restaurants and shopping are available in Coronado and nearby San Diego. San Diego has an almost perfect climate. Winters are mild with average daytime temperatures in the mid-60's with nights about 20 degrees cooler.

HOTEL ACCOMMODATIONS

All NRC functions and sessions will be held at the beautiful seaside resort, the Hotel del Coronado. To ensure accommodations at the Del, you must reserve by October 24, 1994. After this date, reservations at the special room rate of \$109 will be honored on a space-available basis only.

Secure your reservation by calling the Del at 800/468-3533 or by mailing the NRC hotel reservation form in the center of this program directly to the Del. Do not send the form to NRC's Headquarters Office as it will delay the processing of your request.

/// UNITED AIRLINES

We encourage you to use United Airlines when travelling to and from San Diego. You, the participant, will benefit from the discounted fares, and NRC will benefit from the productivity tickets that are awarded. Call United toll-free at 800/521-4041 and reference I.D. #548FA to qualify for 5% savings on discounted round-trip fares and 10% off United's unrestricted, non-discounted round-trip fares. You or your travel agent should call today as seats may be limited. Mileage Plus members will receive full credit for all miles flown when attending this meeting.

CAR RENTAL

Alamo Rent-A-Car has been selected as the official car rental company for the National Reading Conference. Special discounted group rates will apply to those attending the conference. To make reservations, call Alamo's toll-free 24-hours number, 800/732-3232 and request group I.D. #85909 and rate code GR.

GROUND TRANSPORTATION

Airport shuttle service is available through SuperShuttle at the special rate of \$8 per person one-way. Advance reservations are not necessary from the airport. For your return to the airport from the Del, you'll need to contact SuperShuttle in advance to arrange a pick up time. A convenience phone is located in the hotel lobby. A coupon for SuperShuttle will be enclosed in your participant confirmation letter.

HOST PROGRAM

The purpose of the Host Program is to help new participants experience a successful conference. Newcomers who would like an explanation of the intricacies of the conference and/or who would like a host are invited to meet with the Field Council on Wednesday in the Lancaster/Cardiff Room for the second half of their meeting. Please come at 6:45 p.m. The meeting ends at 7:30 p.m. All experienced NRC attendees who would like to host a newcomer may do so by checking the appropriate box on the Registration Application. Hosts provide Newcomers with personal support in their efforts to untangle the NRC conference. The Cottage has been reserved for the Host Program from 11:20 a.m. -12:50 p.m. on Friday. Deborah Tidwell and Connie Ulmer co-chair the Host Program. Thank you!

REGISTRATION

Advanced registration at reduced rates is encouraged to save you additional time and money on site in San Diego. Complete and return the registration form in the center of this program. (Form may be photocopied for multiple registrants.) Daily rates are available for those attending only one or two days.

REGISTRATION HOURS:

Tuesday	5:00 - 8:00 p.m.
Wednesday	7:00 a.m. - 5:30 p.m.
Thursday	8:00 a.m. - 5:30 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	8:00 a.m. - 12:00 p.m.

PAYMENT

All registrations must be accompanied by payment in full. NRC cannot honor purchase orders or requests for invoicing.

REGISTRATION CANCELLATION POLICY

Refunds on conference registration fees, less \$25 administrative fee, will be made. A written notice of cancellation must be received by mail or fax (312/541-1271) by Friday, November 11, 1994. NO REFUNDS AFTER NOVEMBER 11.

MEMBERSHIP

We encourage you 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 after the conference.

THE PRINTED PROGRAM

Because this is the final version of the conference program, we ask that you bring your copy with you to San Diego, whether or not you have preregistered. Replacement programs may be purchased at the conference registration desk for \$5 each.

SMOKING POLICY

To ensure the comfort of everyone, smoking will not be permitted during sessions or meal functions.

INFORMATION ABOUT THE CONFERENCE

CONFERENCE RECEPTION

A brand new feature!!! We have combined the various small receptions we formerly held into one huge gathering for everyone on Wednesday evening, 5:00 - 6:15 p.m., on the Garden Patio, a beautiful setting. Color-coded name tags will identify newcomers, graduate students, and international members. Please join us in giving these participants a warm welcome to NRC.

Badge Color Key:

Newcomers - blue
International Members - yellow
Graduate Students - green

TO RESPOND TO THE PLENARIES

Conversations with the keynote speakers are a new feature, in response to membership suggestions. These will be held during the 12:50 - 2:10 p.m. time slot, in the Cottage, on Thursday with Sook Nyul Choi, and Friday with Anne Haas Dyson. After Dave Reinking's plenary, he and his technology will be available in the Empress Hall throughout the noon hour and during the first afternoon session. Responses to President Jim Flood's keynote can be made in the casual atmosphere of the Conference Reception!

ABSTRACTS

The abstracts of all presentations will be available for perusal and photocopying in the York Room.

STUDY GROUPS

Study groups, piloted last year, will be scheduled for daily meetings. Last year we scheduled the groups for only the first morning and left subsequent meeting times and places to the ingenuity of each group. This year's change is intended to facilitate recurrent meetings for the groups. The list of Study Groups is found only on Wednesday. Most are at 7:25 a.m., but the Teacher Education Research Group meets at 11:35 a.m. The time for the repeat meetings of the groups appears on each day of the program.

RESEARCH WORKSHOPS

Research workshops will be held during the noon hour, as last year. New options are listed in the program on each of the four days. These workshops break the lecture format and give participants an opportunity to discuss research issues.

BIRDS OF A FEATHER

These roundtable sessions are listed in the late afternoon on Thursday and Friday, and give participants an opportunity to discuss issues without anyone first presenting a paper. The conveners keep the discussion going.

PAPER SESSIONS

Paper sessions are occasions for three researchers to present information about their work. The three papers were submitted individually, and grouped by the conference chairs with other papers of similar content.

SYMPOSIA

In a symposia researchers also give individual presentations, but the entire session was submitted by one person who organized a coherent event to feature information on one topic.

ALTERNATIVE FORMAT SESSIONS

An alternative format session is similar to a symposium in that one person invited the various presenters to share research on a common topic. These sessions diverge from symposia in presentation style. The researchers do not simply deliver information; they also meet with participants in small groups or other alternatives they create.

BREAKFAST, COFFEE, and LUNCH

NRC has made no special arrangements for these repasts. The del Coronado has various delis, snack bars, and cafes.

NRC TOWN MEETING

We will continue our tradition of the open forum where members will have the opportunity to discuss their views on NRC. The goal is to make this session highly interactive, with a free flowing exchange of ideas on NRC, our goals, missions, organization, operations, needs, and future directions. Notions of "who we are" and "what we want to be" are important to examine in ever-changing social and political contexts. This session will provide a unique opportunity for the voices of the members to be heard by those responsible for leading the organization. Please plan to attend on Thursday, 6:10 - 7:30 p.m., in the Ballroom, facilitated by Rosary Lalik and Jerome C. Harste.

BUSINESS MEETING

Please attend the annual Business Meeting on Friday, 6:10 - 7:30 p.m., in the Crystal/Continental Room. Issues central to the future of NRC will be discussed, and all members are urged to attend.

AWARDS

This year we have a new award, the Ed Fry Book Award, in addition to the three awards we normally give. We will present one at each of the plenaries. This is a change from the past procedure of giving all awards at the Wednesday plenary, and is in response to membership suggestions. On Wednesday we will present the student award, on Thursday the Oscar Causey award, on Friday the Ed Fry award, and on Saturday the Albert J. Kingston award.

OSCAR CAUSEY SESSION

We have a new feature. The Oscar Causey award winner of the previous year will give a presentation of her/his research. This year, Ken Goodman will be the presenter.

DAILY NEWSLETTER

Editor Sue Ducharme will collect information and prepare the daily news. Information for Sue may be left at the conference registration desk.

CONFERENCE EVALUATIONS

We would appreciate your evaluation of the conference. Please use the evaluation form included in this program. You may leave your comments at the registration desk or mail them to next year's conference chair, Dick Allington.

SESSION EVALUATIONS

NRC will not provide forms for session evaluations. We provided forms last year, but members suggested we turn the responsibility for session evaluation over to the presenters. If you would like evaluations from the persons who attend your sessions, you may request feedback in the form of your choice.

GRADUATE STUDENTS

The Cottage will be reserved during the noon hour for the graduate students on Wednesday, Thursday and Saturday.

JRB and NRC YEARBOOK RECEPTION

There will be a reception on Thursday, 5:15 - 6:05 p.m., in the Cottage for all editors, members of the editorial advisory board, and reviewers.

THE LIGHTER SIDE OF NRC

Join everyone on Friday evening, 9:00 - 10:00 p.m., in the Ballroom for a non-talent show of song, dance, and laughter. Tri-chairs Patricia Anders, Patricia Alexander, and Diane Schallert promise 45 minutes of fun-filled entertainment. Lee Gunderson tops the evening with the T-Shirt auction.

BOOK DISPLAY ROOM

A book display will be established in the Hanover Room. This room will contain many books on literacy, several by NRC members. Also many children's literature books will be displayed.

SILENT AUCTION

Friday noon is the closing time of the Silent Auction this year!!! Supervised by Jim Barton, the silent auction brings revenue to NRC coffers. Everyone may bid in the Hanover Room on the displayed books, beginning at 8:00 a.m. Wednesday.

As you browse through the books, you may bid on any you would like to trek back with you for your own professional library. The bids will be kept on a running list so that you know the last bid. Each bid must surpass the previous bid by at least 50 cents. The last bidder is the buyer of the book. As you register, you will be given a bidding number.

The buyers' names will be posted at 1:00 p.m. on Friday in the Hanover Room. From Friday, 1:00 - 7:00 p.m., and Saturday, 8:00-10:00 a.m., you will purchase your books. Make your check payable to the NRC and hand it to the "auctioneer's clerk" in the Hanover Room, and your book(s) will be yours.

VITAL ISSUES

This is the late evening cash bar intended to foster conversation among everyone who attends NRC. Dress is casual.

Tuesday:	9:00 p.m. - Midnight	Cottage
Wednesday:	10:00 p.m. - Midnight	Cottage
Thursday:	9:00 p.m. - Midnight	Cottage
Friday:	10:00 p.m. - Midnight	Cottage
Saturday:	9:00 p.m. - Midnight	Cottage

MEETINGS

STANDING COMMITTEE MEETINGS are open to all members.

Ethics Committee

Chair: Marjorie Siegel

Subcommittee on Ethics Statement

Chair: Michael Kamil

Wednesday 7:00 - 8:25 a.m.
Executive Room

Subcommittee on Program

Chair: Connie Bridge

Saturday 2:20 - 3:40 p.m.
Pembroke/Leeds

Host Program and Field Council

Chair: Martha Rapp Ruddell

Wednesday 6:15 - 7:30 p.m.
Lancaster/Cardiff

Policy and Legislative

Chairs: Samuel Miller, Sheila Valencia

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

Publications

Chair: John E. Readence

Thursday 7:30 - 8:25 a.m.
Lancaster/Cardiff

Technology

Chairs: Mark Condon, Barbara Guzzetti,
David O'Brien

Thursday 7:00 - 8:25 p.m.
Stratford

Student Award

Chair: Cathy Roller

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

All AD HOC COMMITTEE MEETINGS are open to all members.

Albert J. Kingston Award

Chair: JoBeth Allen
Thursday 5:15 - 6:05 p.m.
Stratford

Oscar Causey Award

Chair: Camille Blachowicz
Thursday 5:15 - 6:05 p.m.
Executive Room

Ed Fry Book Award

Chair: John T. Guthrie
Friday 5:15 - 6:05 p.m.
Executive Room

Contributions and Donations

Chairs: Patricia Anders, Kim Baker
Saturday 2:20 - 3:40 p.m.
Cottage

Critical Spaces

Chair: Lorri Neilsen
Thursday 11:20 a.m. - 12:50 p.m.
Durham

Host Program

Chairs: Deborah Tidwell, Connie Ulmer
Wednesday 7:00 - 8:25 a.m.
Lancaster/Cardiff

International Issues

Chairs: Kurt Meredith, Jeannie Steele
Friday 11:20 a.m. - 12:50 p.m.
Executive Room

Long Range Planning

Chair: Jerome C. Harste
Wednesday 7:00 - 8:25 a.m.
Crystal

Multicultural Issues

Chair: Kathryn H. Au
Thursday 7:00 - 8:25 a.m.
Crystal

Advisory to Nominations Committee

Chair: Violet H. Harris
Friday 7:00 - 8:25 a.m.
Executive Room

MEETING OF THE JRB EDITORS AND EDITORIAL ADVISORY BOARD

All members of the JRB advisory board will meet with the editors, Linda Gambrell, Lesley Mandel Morrow, Susan Neuman and Michael Pressley.

Friday 7:30 - 8:25 a.m.
Lancaster/Cardiff

MEETING OF PROGRAM AREA CHAIRS FOR 1995 PROGRAM

Chair: Dick Allington
Saturday 7:00 - 8:25 a.m.
Lancaster/Cardiff

1994 PROGRAM COMMITTEE

Jane Hansen, Chair
Dick Allington, Assistant Chair

AREA CHAIRS:

Area I Patricia Enciso
Christine Jenkins

Area II Peter Mosenthal
Kathy Hinchman

Area III Cathy Roller

Area IV Victoria Chou

Area V Elizabeth Moje
Deborah Dillon
Valarie Hall
Susan Nierstheimer

Area VI Nancy Roser
Phil Gough

Area VII Barbara Michalove
Betty Shockley

Area VIII Patricia Edwards

Area IX Jeanne Shay Schumm

Area X Janice Dole
Gale Sinatra

Area XI Jane Hansen
Peg Murray

REVIEWERS:

A

Patricia A. Alexander
Susan All
JoBeth Allen
Debra Anders
Patricia Anders
Rebecca S. Anderson
Sharon Vincz Andrews
Bonnie Armbruster
James Armstron
Kathryn H. Au

B

Jean Babney
R. Scott Baldwin
Mary A. Barksdale-Ladd
John Barnitz
Diane Barone
Isabel Barrow
Jennifer F. Baumann
Sally Beach
Sara Ann Beach
Diane Beals
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Maryanne R. Bednar
Penny Beed
Betty S. Bergeron
Beth Berghoff
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Beverly Bruneau

C

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Xiaoguang Cheng
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Jann Pataray Ching
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Meei-Ling L. Chu
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Margaret T. Craig
Emily de la Cruz
JoAnn Curtis

D

Karin L. Dahl
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Laurie Desai
Nadine Rnich DiNuzzo
Mariam Jean Dreher
Mark Dressman
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S. Kay Dunlap
Janet Dynak
Joel Dworin

E

Ann Egan-Robertson
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Billie Enz
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F

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G

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Karen Gentsch
Russell Gersten
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Ernest Goetz
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Norma Linda Gonzalez

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Douglas M. Granier
S.G. Grant
Judith Green
Barbara Greybeck
Sammye Jane Guenther
Sherry Guice
Barbara Guzzetti

H

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Jean Hammons
Ovetta L. H. Harris
Jerome C. Harste
Roxanne Henkin
Margaret Hill
Jim Hoffman

I

Janet K. Isenhardt

J

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Robert Jiminex
Rhonda S. Johnson
Peter Johnston
Deneese L. Jones

K

George Kamberelis
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Eleni Katsarou
Judith M. Kelly
Patricia R. Kelly
Marsha Kemp
Ronald D. Kieffer
James R. King
Sharon Kletzin
Bonie Konopak

L

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Jay L. Lemke
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T. Lesesne
Lauren Leslie

Donald J. Leu
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Carol A. Lyons

M

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Sarah H. Martin
Miriam Martinez
Karen Embry Mayo
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Michael McKenna
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Jamie Myers

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O

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P

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Q

Gaoyin Qian

R

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S

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Diane M. Truscott
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U

Norman Unrau

V

Shelia Valencia
MaryEllen Vogt
Carol Vukelich

W

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Susan Watts
Judy Wedman
Sarah D. Weidler
Renee' Weisberg
Jane West
Jane White
Joyce Wierceck
J.M. Wile
Nancy C. Williams
Elizabeth K. Wilson
Pamela J.T. Winsor
Shelby Anne Wolf
Judith Wylie

XYZ

David Yaden
Nina Yochum

NRC STANDING COMMITTEES

ETHICS

Chair: Marjorie Siegel	(1992-1995)
Board Liaison: Rebecca Barr	
Peter Afflerbach	(1993-1995)
Patricia Tefft Cousin	(1992-1994)
Lee Indrisano	(1993-1995)
Mary Ann Jones	(1993-1994)
Michael Kamil	(1992-1994)
Pat Koskinen	(1993-1995)
Bill McGinley	(1992-1994)
Patricia Mulcahy-Ernt	(1993-1995)
Kathryn Meyer Reimer	(1992-1994)
Richard Robinson	(1992-1994)
Jerry Treadway	(1993-1995)
David Yaden	(1992-1994)

FIELD COUNCIL

Chair: Martha Rapp Ruddell	(1992-1994)
Board Liaison: Jane Hansen	

REGION ONE

Regional Representatives:

Patricia Koskinen, University of Maryland
Leslie Mandell Morrow, Rutgers University

State Representatives:

Connecticut:

Lois Dreyer, Southern Connecticut State University

Delaware:

Cynthia B. Leung, University of Delaware

District of Columbia:

Illinois:

Barbara Johnson, National-Louis University
Janet Gafney, University of Illinois-Urbana/Champaign

Indiana:

Maribeth Schmidt, Purdue University
Beverly Cox, Purdue University

Maine:

Maryland:

Barbara Kapinus, Maryland State Department of
Education

Massachusetts:

Rona Flippo, Fitchburg State College
Victoria Purcell-Gates, Harvard University

Michigan:

Mark Conley, Michigan State University
Jane Gordon, Eastern Michigan University

New Hampshire:

Hilda Andrews, Concord Public Schools

New Jersey:

Catherine Dorsey-Gaines, Kean College

New York:

Kim Baker, SUNY-Albany
Ellen Jampole, SUNY-Cortland

Rhode Island:

Susan Pasquarelli, Boston University
James Barton, University of Rhode Island

Vermont:

Joanne Calhoun, University of Texas-Austin

Ohio:

Elizabeth Bernhardt, Ohio State University
Carol Lyons, Ohio State University

Pennsylvania:

Sister Anne Marie Burton, Immaculate College
Irene Gaskins, Benchmark School

Wisconsin:

JoAnne Caldwell, Cardinal Stritch College
Brenda Shearer, University of Wisconsin-River Falls

REGION TWO

Regional Representatives:

Michael McKenna, Georgia Southern University
Kathy Short, University of Arizona

State Representatives:

Alabama:

Mary Piersma, University of Alabama-Huntsville

Arizona:

James Christie, Arizona State University
Barbara Guzzetti, Arizona State University

Arkansas:

James Ponder, Arkansas State University

Florida:

Wendy Kasten, University of South Florida-Sarasota

Georgia:

David Hayes, University of Georgia
Beth Roberts, Emory University

Kentucky:

Lowell (Randy) Embry, University of Louisville
Mark Condon, University of Louisville

Louisiana:

Mary Annette Duchein, Louisiana State University
Bonnie Konopak, Louisiana State University

Mississippi:

Dana Thomas, University of Southern Mississippi

New Mexico:

Laura Smolkin, University of New Mexico

North Carolina:

Sam Miller, University of North Carolina
Darrell Morris, Appalachian State University

Oklahoma:

Lye Kwee-Eng Lim
Kay Kincade, University of Oklahoma

South Carolina:

Shirley Ritter, Furman University
Martha Barry, Darlington County Schools

Tennessee:

Deborah Rowe, Vanderbilt University

Texas:

Alexander Leavell, University of North Texas
Mark Sadoski, Texas A&M University

Virginia:

Laurie Nelson-Gill, James Madison University
Betty Yarborough, Old Dominion University

West Virginia:

Janet Isenhardt, West Virginia University

REGION THREE

Regional Representatives:

Michael Meloth, University of Colorado-Boulder
Tom Bean, University of Hawaii-Hilo

State Representatives:

Alaska:
Nora White, University of Alaska-Fairbanks

California:
Bob Pritchard, California State University-Fresno
Greta Nagel, San Diego State University

Colorado:
Elfrieda Hiebert, University of Colorado-Boulder

Hawaii:
Marie Iding, University of Hawaii

Idaho:
Lee Dubert, Boise State University
Peter Denner, Idaho State University

Iowa:
Norma Linda Gonzales, University of Iowa
Carolyn Colvin, University of Iowa

Kansas:
Dennis Kear, Wichita State University
Nita Sundbye, University of Kansas

Minnesota:
Richard Beach, University of Minnesota

Missouri:
Kathryn Carr, Central Missouri State University

Montana:
Carol Santa, School District #5-Kalispell

Nebraska:
Joan Rankin, University of Nebraska-Lincoln

Nevada:
Diane Barone, University of Nevada-Reno

North Dakota:

Oregon:
Emily de la Cruz, Portland State University
Robert Jimenez, Eugene Research Institute

South Dakota:

Utah:
Janice Dole, University of Utah
Ralph Reynolds, University of Utah

Washington:
Marcy Stein, Washington Research Institute
Dannelle Stevens, Whitman College

Wyoming:
LaVonne Lee, CCSD, Gillette
Roger Stewart, University of Wyoming

REGION FOUR

Regional Representatives

Linda Phillips, Memorial University of Newfoundland

Country/State/Province Representatives

Canada:

Alberta:
Pamela Winsor, University of Lethbridge

British Columbia:
Judith Schott, Simon Fraser University
Jon Shapiro, University of British Columbia

Manitoba:
Barbara Wynes, University of Manitoba

Newfoundland:

Stephen Norris, Memorial University of Newfoundland

Nova Scotia:

Sonya Symons, Acadia University

Ontario:

Larry Miller, Queen's University
Harvey Houghton, Toronto Board of Education

Quebec:

Gilles Fortier, University of Quebec-Montreal

International:

Finland:
Riita Liisa Korkeamaki, University of Oulu Finland

Guam:
Graziella Conts, Guam School District
Joyce McCauley, University of Guam

Ireland:
Gerry Shiel, St. Patrick's College

Netherlands:
im H.J. Van Bon, Instituut voor Orthopedagogiek

New Zealand:
William Turner, Massey University

Peru:
Juana Pinzas, Catholic University of Peru

Virginia Islands:
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SPECIAL, WONDERFUL THANK YOU

Our 1994 Local Arrangements Chairs for this conference at the Del Coronado:

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

The Conference Chair's Assistant:

Sue Ducharme, University of New
Hampshire

The Cover Design:

Kathy Staley, University of New Hampshire

Joan Rankin found all the chairs for the Round
Table Sessions.

FUTURE NRC CONFERENCES

November 29 - December 2, 1995
Fairmont Hotel
New Orleans, LA

December 3 - 6, 1996
The Omni at Charleston Place
Charleston, SC

Tuesday November 29, 1994

EXECUTIVE BOARD MEETING

1:00 - 3:00 p.m.
Cottage

BOARD OF DIRECTORS MEETING

3:00 - 8:00 p.m.
Cottage

REGISTRATION

5:00 - 8:00 p.m.
Garden Room

VITAL ISSUES

9:00 p.m. - Midnight
Cottage

Wednesday November 30, 1994

REGISTRATION

7:00 a.m. - 5:30 p.m.
Garden Room

Meeting:

Subcommittee on Ethics Statement

7:00 - 8:25 a.m.

Executive Room

*Subcommittee Chair: Michael Kamil, Ohio State
University*

Ad Hoc Committee Meeting:

Host Program

7:00 - 8:25 a.m.

Lancaster/Cardiff

*Chairs: Deborah Tidwell, University of Northern
Iowa; Connie Ulmer, University of Illinois-
Urbana/Champaign*

**Ad Hoc Committee Meeting:
Long Range Planning**
7:00 - 8:25 a.m.
Crystal
Chair: Jerome C. Harste, Indiana University

1
STUDY GROUPS

7:25 - 8:25 a.m.
Dover
These study groups meet each morning at 7:25 - 8:25 a.m.

Second Language Learning
Coordinator(s): Elizabeth Bernhardt, Ohio State University

Learning to Read and Spell: Alphabetic and Phonological Processing
Coordinator(s): Linnea Ehri, CUNY; Connie Juel, University of Virginia

Literature Studies
Coordinator(s): Patricia E. Enciso, University of Wisconsin-Madison; Christine A. Jenkins, University of Illinois-Urbana/Champaign

Reader Engagement in Text
Coordinator(s): Sharon Benge Kletzien, West Chester University

Secondary School Reading
Coordinator(s): David Moore, Arizona State University

Gender Issues In Literacy
Lorri Neilsen, Mount Saint Vincent University

Intergenerational Issues
Coordinator(s): Jeanne R. Paratore, Boston University

International Issues
Coordinator(s): Jeannie L. Steele, Kurt Meredith, University of Northern Iowa

Response-Based Instruction
Coordinator(s): Nancy Farnan, San Diego State University

Semiotics & Instructional Implications
Coordinator(s): Jane White, East Texas State University

Teacher as Researcher
Coordinator(s): Brenda Power, University of Maine; Ruth Hubbard, Lewis & Clark

Silent Auction Bids Begin
8:00 a.m.
Hanover
Supervised by: James E. Barton, University of Rhode Island

2
Research Workshop
7:25 - 8:25 a.m.
Manchester
A Research Agenda for Early Intervention

Coordinator: Trika Smith-Burke, New York University; Darrell Morris, Appalachian State University



3
PAPER SESSION
8:30 - 9:50 a.m.

Bradford/Somerset
Multicultural Contexts
Chair: Amelia E. El-Hindi, Syracuse University

A Study of the Personal, Familial, Cultural, First- and-Second Language Literacy and Instructional Variables of Immigrant Students
Lee Gunderson, Jumin Hu, University of British Columbia

LaClase Magica: Knowledge Construction in Bilingual and Multicultural Contexts
Margaret Gallego, Michigan State University; Olga Vasquez, University of California-San Diego

4
SYMPOSIUM
8:30 - 9:50 a.m.
Durham
Improving Written Composition in Grades 1-8: A Multivariate Study of the Relative Effects of Research-Based Instructional Activities

Chair: William Dee Nichols, Texas A&M University

Review of Related Research and Methodology
Mark Sadoski, Texas A&M University

Analysis and Results
Victor L. Willson, Texas A&M University

Conclusions and Implications
Donna E. Norton, Texas A&M University

5

PAPER SESSION

8:30 - 9:50 a.m.

Pembroke/Leeds

**Preservice Teacher Education:
Reflection as a Tool for Learning How
to Teach**

*Chair: Michael Meloth, University of Colorado-
Boulder*

Infusing Features of the Reading Recovery Staff
Development Model into the Experiences of
Preservice Teachers at a University Training Site
*Carol J. Hopkins, Maribeth Cassidy Schmitt, Susan
L. Nierstheimer, Brenda P. Dixey, Tammy Younts,
Purdue University*

When Reform Meets Reality: Student Teachers'
Reflections on Bridging Methods Taught in
Education Courses and Those Adopted by
Practicing Teachers
*Susan McMahon, Susan Udelhofen, University of
Wisconsin-Madison*

Eight Elementary Preservice Teachers' Beliefs
About Literacy: A Longitudinal Study
Ann Watts-Pailliotet, Syracuse University

6

SYMPOSIUM

8:30 - 9:50 a.m.

Stratford

**Reading: Composure and the
Ecological Wisdom of Good Work**

Chair: David Jardine, University of Calgary

Decentering the Subject
James C. Field, University of Calgary

Gossip in the Classroom: Texts with Texture
*Rae Wyshynski, Robin Hulbert, Calgary Board of
Education*

The Power of Possibility and the Passion of the
Present
*Pat Clifford, Sharon Friesen, Calgary Board of
Education*

7

SYMPOSIUM

8:30 - 9:50 a.m.

Manchester

**Conceptualizing and Implementing
Single-Subject Experimental Designs in
Literacy Research**

Chair: Sandra McCormick, Ohio State University

The Ways and Hows of Using Single-Subject
Design: Investigating the Effectiveness of Strategy
Instruction
*Steve Graham, Karen Harris, University of
Maryland*

Use of Crossover Design to Evaluate Spelling
Treatment Effects
Maribeth Gettinger, University of Wisconsin

Use of the Alternating Treatments Design to
Examine Different Contexts for Literacy Learning
Susan B. Neuman, Temple University

Discussant: Michael Pressley, SUNY-Albany

8

SYMPOSIUM

8:30 - 9:50 a.m.

Lancaster/Cardiff

**Parental Involvement & Literacy
Instruction: A New Look at an Old
Relationship**

Chair: Charles Elster, Purdue University

Parent Involvement in Literacy Instruction:
Models and Practices
Richard D. McCallum, St. Mary's College

Parent-Teacher Relationships & Literacy Learning
in an Alternative School: Partnerships & Conflicts
Charles Elster, Purdue University

Beyond the Bakesale: Parents' Role in Literacy
Instruction within a Whole Language Program
Robert F. Whitlow, University of California-Berkeley

9

ROUND TABLES

8:30 - 9:05 a.m.

Dover

Chair: Joan Rankin, University of Nebraska-Lincoln

9.1

Adolescents' Comprehension Strategy Use for Expository and Narrative Text

Sharon Benge Kletzien, West Chester University

9.2

Self-Selection in Free Reading: Examining Book Difficulty and Factors Influencing Choice in Grade 2

Gay Ivey, Kathleen Heubach, University of Georgia

9.3

The Limits of Whole Language

Robert Gaskins, University of Kentucky

9.4

Innovating the English Classroom

Barbara E. Combs, Syracuse University



10

ALTERNATIVE FORMAT

10:00 - 11:20 a.m.

Continental

Awareness of Reading Anxiety in 7-13 Year Olds: A Multimedia Presentation with Anticipation Guide and Follow-up Discussion

Chair: Cara Garcia, Pepperdine University

This will be a multimedia presentation accompanied by an anticipation guide and followed by audience discussion. The content of the session will report case study research dealing with reading anxiety, a phenomenon which extends metacognitive awareness to include self-schemas and interpersonal issues. Specific excerpts of dialogues which identify the issues that emerge during reading and the interventions made will be reported.

11

ALTERNATIVE FORMAT

10:00 - 11:20 a.m.

Embassy/Windsor

The Tensions and Possibilities of Constructing Literate Environments for Professional Growth

Chair: Rosary Lalik, Virginia Tech

Facilitators: Sandy Moore, Judy Barylske, Edgar Morris, Ina Dunford, Ann Frazier, Jean Vengrin, Laurie Wenworth, Luther Kirk, Karen McLeod, Montgomery County Public Schools; Ann Potts, Virginia Tech

The purpose of this alternative session is two-fold: 1) to share the stories of how a community of teachers, principals, and system-wide instructional supervisors came together to rethink both assessment and traditional staff development models; and 2) to discuss these topics with other professionals, in order to envision new and different possibilities for both assessment and professional development. In this session, we will use Reader's Theater and Reader Response strategies to facilitate interaction between the audience and presenters.

12

PAPER SESSION

10:00 - 11:20 a.m.

Pembroke/Leeds

Test Scores, Word Sort and Difficult Texts

Chair: Flora Rodriguez-Brown, University of Illinois-Chicago

Exploring Children's Thinking During Spelling Word Sorts

Mary Jo Fresch, Royal Melbourne Institute of Technology; Aileen Wheaton, Dublin City Schools

Percentage of Unknown Vocabulary Words in Text as a Function of the Relative Difficulty of the Text: Implications for Instruction

Ronald P. Carver, University of Missouri-Kansas City

Item Component-Based Regression Modeling of Individuals: Fit and Cross-validation

Victor L. Willson, William M. Rupley, Texas A&M University

13

PAPER SESSION

10:00 - 11:20 a.m.

Stratford

Home Environments:

ESL, Parents as Teachers, A New Reader

Chair: David B. Yaden, Jr., University of Southern California

Captioned Television and the Incidental Learning of Word Meanings by Adults Who Speak English as a Second Language

Patricia S. Koskinen, University of Maryland; James Knable, Able Consultants; Paul Markham, University of Kansas; Margaret R. (Cookie) Moulton, University of Nevada

Impacts of The Family System on an Adult Learning to Read

Lynn Warren, University of North Carolina-Greensboro

Training Parents to Promote Children's Main-Idea and Detail Understanding in Expository Literature: Grade 3, Remedial Readers

Jill Fitzgerald, University of North Carolina-Chapel Hill

14

SYMPOSIUM

10:00 - 11:20 a.m.

Durham

Utilizing Portfolio Systems to Support Student Self-Evaluation and Reflection

Chair: Michael Ford, University of Wisconsin-Oshkosh

External Review of Portfolios in Preservice Education: A Pilot Project

Delores E. Heiden, Patricia A. Scanlan, University of Wisconsin-LaCrosse; Kate Pilmonas, Onalaska School District

Preservice Education Students' Reflections on Literacy Portfolios Developed to Describe Their Growth & Development as Literacy Teachers

Mary Jett-Simpson, University of Wisconsin-Milwaukee

Building Portfolios During the Student Teaching Semester: The Process of Reflection
Susan Udelhofen, Susan McMahon, University of Wisconsin-Madison

15

SYMPOSIUM

10:00 - 11:20 a.m.

Manchester

Frameworks for Conceptualizing Workplace Literacy

Chair: Sandra Katz, University of Pittsburgh

A Framework for Categorizing Job Literacy Skills

Judith Shaul Norback, Center for Skills Enhancement

A Framework for Operationalizing Job Literacy Complexity

Garlie A. Forehand, ETS

The New Standards-Applied Learning Framework: Tying Workplace Literacy to the Schools
Alan Lesgold, University of Pittsburgh

16

SYMPOSIUM

10:00 - 11:20 a.m.

Bradford/Somerset

Building a Community of Readers: An Early Intervention Collaboration Between Schools, Community and University

Chair: Marilyn Jaeger Adams, Bolt, Beranek & Newman, Inc.

Building a Community of Readers: An Overview
Connie Juel, University of Virginia

Changers and Non-Changers

Herbert Richards, University of Virginia

R U MI TOODR?

Marcia Invernizzi, University of Virginia

Influences of Home, School and Community on the Success of Tutored Children

Cathy Rosemary, University of Virginia

Discussant: Darrell Morris, Appalachian State University

17

ALTERNATIVE FORMAT

10:00 - 11:20 a.m.

Lancaster/Cardiff

Exploring Commonalities Among Classroom Contexts that Increase Self-Determination in Literacy and Learning

Chair: Cathy Collins-Block, Texas Christian University

Cognitively-Oriented Reading Instruction: A Student Centered Approach to Develop Motivations and Strategies for Self-Selected, Life-Long Literacy Use
Cathy Collins-Block, Texas Christian University

Concept-Oriented Reading Instruction: An Integrated Curriculum to Develop Motivations and Strategies for Self-Selected, Life-Long Literacy Use
John T. Guthrie, Ann Dacey, Peggy Van Meter, University of Maryland

Challenge-Oriented Instruction: Examining Academic Risk-Taking to Develop Motivations and Strategies for Self-selected, Life-Long Learning
Julianne C. Turner, Pennsylvania State University

Audience Interaction

Thinking With Us: Comparisons and Contrasts Among Contexts
Kathryn H. Au, Kamehameha Schools

This Session examines classroom contexts in which students become avid, interested, involved readers who choose to read frequently and broadly. Data from three distinct, long-term studies will be presented in the first half of the symposium. A common assessment tool was used in all three research programs so comparative data will be described. The last half is "Thinking With Us," in which three questions will be posed to audience members, who will be asked to relate their research to that reported in the session.

18

SYMPOSIUM

10:00 - 11:20 a.m.

Crystal

Writing and Latino Learners: Learning to Mean in Three Urban Classrooms

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

The Effect of Social Contexts on the Spanish Writing Development of Mexican-American Kindergartners
Margaret Mulhern, University of Illinois-Chicago

"What Should I Write?" Exploring the Generic Choices
Aurelia Darila de Salva, University of Texas

Creating Cultural Texts Among Fifth-Grade Latino Writers
Anne Barry, Jungman Elementary School

19

ROUND TABLES

10:00 - 10:35 a.m.

Dover

Chair: Richard Meyer, University of Nebraska-Lincoln

19.1

Using Jigsaw Teams to Help Preservice Teachers Learn Reading Strategies: What Do They Talk About?

Judy Wedman, Wilma Kuhlman, Sammye Guenther, University of Missouri

19.2

Talking About Stories as Crafted Objects
Miriam Martinez, Nancy Roser, University of Texas - San Antonio

19.3

Comparing Narrative and Expository Tests: Exploring Questions of Use and Student/Teacher Verbal Interactions in Fourth- and Fifth-Grade Classrooms

Patricia L. Scharer, Ohio State University-Lima; Donna Peters, Elida Middle School; Barbara A. Lehman, Ohio State University-Mansfield

19.4

Are We There Yet? On the Road from Recitation to Discussion

Mary Jo Worthy, University of Texas-Austin; Isabel L. Beck, University of Pittsburgh; Sherry Shadrach, Penn Hills School District



20

ROUND TABLES

10:45 - 11:20 a.m.

Dover

Chair: Richard Meyer, University of Nebraska-Lincoln

20.1

When Spanish Speakers Listen To and Talk About Stories Read Aloud in English: The Role of the Primary Language

Jennifer Battle, University of Texas-Austin

20.2

An Exploratory Study of Text Processing: Expository Text in Traditional and Nontraditional Tradebook Formats

Linda Kucan, Isabel L. Beck, University of Pittsburgh

20.3

Examination of a Teacher's Role in First Graders' Responses to Multicultural Literature

Leigh Courtney, Lea McGee, Boston College; Karen King, Boston Public Schools



GRADUATE STUDENTS

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

Cottage

21

SPECIAL SESSION

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

Ballroom

Experience San Diego: A Special Historical and Cultural Session

Co-chairs: Nancy Farnan, San Diego State University; Patricia Kelly, California State University-San Bernardino

Presenters: Larry Baza, Executive Director of Centro Cultural de la Raza; Ken Kramer, KSDO Radio Personality; Neil Morgan, Senior Columnist and Associate Editor, The San Diego Union

This session gives NRC members an opportunity to learn about the history and culture of San Diego. First, Larry Baza will tell us about the Chicanos' Contributions to the Cultural Fabric of San Diego. Second, Ken Kramer will show slides of San Diego's past and present. Finally, Neil Morgan will talk about "The Challenge of the Border."

The session will close with suggestions from the presenters and co-chairs of things to do to experience the local culture.

Have Fun!



22

STUDY GROUP

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

Crystal

Teacher Education Research

Coordinator: Beth Ann Herrmann, University of South Carolina-Columbia

This Study Group meets at this time every day.

RESEARCH WORKSHOPS

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

23

Research Issues in Adult Literacy

Stratford

Coordinator: Vivian Gadsden, University of Pennsylvania; Verna Haskins-Denny, Queens College-CUNY

24

The Study of Bi-literacy

Durham

Coordinator: Luis Moll, Joel Dworin, Ruth Saez, University of Arizona



25

SYMPOSIUM

12:50 - 2:10 p.m.

Pembroke/Leeds

The Role of Field-Based Learning in the Teaching of Literacy Methods

Chair: James V. Hoffman, University of Texas-Austin

Apprenticeship for At-Risk Readers

Laurie Nelson-Gill, Tom Gill, James Madison University

Modeling & Practice in Teaching the Use of Content Area Reading Strategies

Janet Dynak, Mary Jo Smith, Western Michigan University

Equity Between Practical & Domain Knowledge in Learning Literacy Methods

James Mosenthal, University of Vermont

26

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Embassy/Windsor

The Growth and Change of Teacher Beliefs: Constructing and Analyzing Process Models

Chair: Wayne M. Linek, East Texas State University

Leaders: Kathleen A. J. Mohr, East Texas University; Elizabeth B. Moje, University of Utah; Olga Nelson, Eastern Michigan University; Philip S. Riner, University of Nevada-Las Vegas; Donna Ruttan, Beverly Bruneau, Kent State University; Mary Beth Sampson, East Texas State University; Elizabeth G. Sturtevant, George Mason University

The purpose of this session is to bring together novice and seasoned researchers with divergent backgrounds who are currently investigating and formulating theoretical process models of the development and change of teacher beliefs.

Session attendees will fill out index cards with areas/levels of teaching, research, and experience as they enter the session.

Phase 1: The session will begin with the session leaders providing a short review of the meanings of the term "teacher beliefs".

Phase 2: Small groups of attendees will generate a process model of the growth and change of teacher beliefs.

Phase 3: Each small group will share their newly generated model with the large group. Each session leader will then present a model that has been developed from their own research in a short poster/handout session. Discussion will focus on comparing the newly generated process models with models generated from research.

Phase 4: Lists of process similarities and differences will be generated and critiqued. Rationales for the similarities and differences will be jointly constructed.

Phase 5: Reflections will be shared.

27

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Continental

**Self-Reflection in Teacher Education:
Using Introspective Methodologies--
Works, and Workers, in Progress**

*Chair: Camille L. Blachowicz, National-Louis
University*

*Presenters: Richard Meyer, University of
Nebraska-Lincoln; Thomas Bean, University of
Hawaii-Hilo; Kathryn Carr, Carol Mihalevaich,
Central Missouri State University; Rosary Lalik,
Virginia Tech; James Olson, Marti Singer, Georgia
State University; John E. Readence, University of
Nevada-Las Vegas; Martha Rapp Ruddell, Sonoma
State University; Camille L. Blachowicz, Cathryn
Wimett, National-Louis University; Jean Anne
Clyde, Mark Condon, University of Louisville*

*Facilitators: Carol Lloyd, University of Nebraska-
Omaha; Linda Labbo, University of Georgia; Ileana
Seda, Universidad de Monterrey; Carol Rhodes,
William Paterson College; Terrie Bridgman,
Charles Sentell, Pam Mayers, National-Louis
University; Claudia Katz, Libertyville Public Schools*

*Discussant: Rebecca Barr, National-Louis
University*

The purpose of this session is to open conversations about using introspective methodologies in research on teacher education. Each presenter will do a short small group presentation of work in progress. Participants, who are encouraged to bring their own work in progress, will then join small focus groups to further discuss some of the methodological and other issues that cut across form of inquiry. Lastly, technology options for data analysis will be shared, a discussant will sum up some of the observed trends in smaller group discussions and an electronic mailing list for participants will be compiled on-site for furthering the conversation.

28

PAPER SESSION

12:50 - 2:10 p.m.

Stratford

Word Recognition

Chair: Sara Ann Beach, University of Oklahoma

*Phonological Memory as a Component of Decoding
Ability in Reading: A Follow-up Study
Lois G. Dreyer, Southern Connecticut State
University*

*Enhancing Beginning Readers' Sight Word
Acquisition in Predictable Reading Materials
Francine R. Johnston, University of Virginia*

*Transfer Effects in Analogy Lists
Pieter Reitsma, Paedologisch Instituut Amsterdam*

29

SYMPOSIUM

12:50 - 2:10 p.m.

Bradford/Somerset

**How Chaos Theory Can Inform The
Study of Literacy: A Discussion of
Techniques in Dynamical Systems
Analysis**

*Chair: David B. Yaden, Jr., University of Southern
California*

*An Introduction To The Applications of Nonlinear
Dynamical Systems Theory To Education and
Literacy
Richard Robinson, University of Missouri -
Columbia*

*Nonlinear Avenues For Inquiry Into The
Development of Reading Engagement
John T. Guthrie, Ann Dacey, Peggy Van Meter,
University of Maryland*

*Understanding The Complexity and Nonlinearity of
Parent-Child Interaction During Storybook Reading
David B. Yaden, Jr., University of Southern
California*

30

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Durham

**Opportunities for Learning as Viewed
by Students, Teachers and Parents:
Particular Interactions Construct
Instructional Events**

*Chair: Carol Dixon, University of California-Santa
Barbara*

**Making Meaning With Text: Opportunities for
Learning in a Directed Reading Thinking Activity**
Anita Cruse, University of California-Santa Barbara

**Making a Clear Case: How Exemplary Students
and Their Teacher Align to Build Knowledge About
Text**

*Lesley A. Rex, Marcia Rech, University of
California-Santa Barbara; Dave McEachen, Santa
Barbara High School*

**Social Justice: Opportunities for Learning Through
an Integrated Thematic Unit**

*Irene Pattenaude, McKinley Elementary School;
Louise Jennings, University of California-Santa
Barbara*

**Padres Como Estudiantes: Literacy Connections
Between Home and School**

*LeAnn Putney, Beth Yeager, University of
California-Santa Barbara*

*Discussant: Judith Green, University of California-
Santa Barbara*

Three small groups of teacher-researcher and university-researcher teams will present findings from ethnographic studies of classrooms in four settings: a teacher education reading clinic, a 4th-5th grade bilingual classroom, two 5th grade bilingual classrooms, and an 11th grade GATE English Literature class. "Opportunities for learning occurred during clinical DRTA instruction. The small group interactions will be reconfigured into a large discussion so that participants can discuss topics generated in the small groups.

31

PAPER SESSION

12:50 - 2:10 p.m.

Manchester

Workplace Literacy

Chair: James T. Fleming, SUNY-Albany

**Literacy in the Workplace - An Australian
Perspective**

*Geraldine Castleton, Queensland University of
Technology*

Validating a Test of Workplace Literacy
*Peter Dewitz, Lois Burke, Carol Richman,
University of Toledo*

32

JOINT ROUND TABLES

12:50 - 2:10 p.m.

Lancaster/Cardiff

Chair: Renee Weisberg, Beaver College

32.1

**A Comparison of Children's Written Responses to
Science-Related Information Tradebooks and
Information Storybooks**
*Barbara Moss, University of Akron; Dorothy J. Leal,
Moss Point Schools*

32.2

**Language Politics and the Teaching of Literacy in
Three Bilingual Schools (Spanish and English)**
Robert J. Johnson, Texas A&M University

32.3

**Performance-Based Assessment in Language
Arts Courses for Pre-Service Teachers**
*Barbara Stinnett, Mary Shake, Deneese Jones,
University of Kentucky*

32.4

**Seeking Common Ground: Teaching Word
Recognition in Integrated Language Arts
Classrooms**
Cheryl Rappart Lieblich, Rivier College

33

ROUND TABLES

12:50 - 1:25 p.m.

Dover

Chair: Ellen Jampole, SUNY-Cortland

33.1

From "At-Risk" to Strategic, Self-Regulated Learners: Reading Recovery from Vygotskian and Metacognitive Perspectives

Maribeth Cassidy Schmitt, Tammy Younts, Carol J. Hopkins, Purdue University

33.2

Are Graphic Organizers and Mental Modeling Useful Strategies for Teaching Text Structure to Upper Elementary Students?

Sandra J. Troyer, Saddleback Valley Unified School District

33.3

Teachers Disseminating Normal Discourse: Collaboration Around a Grant

Robert L. Smith, Michigan State University



34

ROUND TABLES

1:35 - 2:10 p.m.

Dover

Chair: Ellen Jampole, SUNY-Cortland

34.1

A Study to Examine Teacher Perceptions of The Change Process to Whole Language Instructional Practices - A School/University Collaborative Project

Linda Ellis, Stephen F. Austin State University; Jeanete Still, Kathy McEuen, Nacogdoches Intermediate School

34.2

Conceptions of Literacy in African-American Middle Class Families

Linda Leigh Wise, Montclair State University

34.3

The Effects of Rereading, Self-Selected Strategy Use, and Rehearsal on the Immediate and Delayed Understanding of Text

Sherrie L. Nist, Sandra Sharman, Jodi Holschuh, University of Georgia



35

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Embassy/Windsor

What's New to Know About Reading Strategies Instruction

Chair and Moderator: Michael Pressley, SUNY-Albany

Presenters: Cathy Collins-Block, Texas Christian University; Irene Gaskins, Margorie Downer, Benchmark School; Ann Loranger, University of New Hampshire; Mary Graham, Virginia Public Schools

Three short presentations by strategies instruction researchers with vast experience in classrooms, followed by a presentation covering constructivism versus cultural transmission in strategies instruction, transfer and long-term use of strategies, development of strategies teachers, and the breadth of impact of strategies instruction. Topics introduced by members of the audience will also be discussed.

36

PAPER SESSION

2:20 - 3:40 p.m.

Pembroke/Leeds

Social Construction of Literacy

Chair: Margaret Allen, University of Texas-Austin
The Process of Meaning Construction in Literature Study Groups: Stances and Strategies in the Processes of Understanding and Sharing
Anna E. Chee, University of Southern California

Differences Between Social Behaviors and Literacy Activities of First, Second, and Third Graders in Social Cooperative Settings
Lesley Mandel Morrow, Rutgers University

Facilitating Intertextuality Through Genre Study
Joyce Wienczek, University of Maryland

37

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Continental

Literature Discussions in Three Contexts: Methodology and Findings Worth Pursuing

Chair: Patricia Anders, University of Arizona

The Influences of a Literature Discussion Group: "Remedial" Readers and Teacher-Researcher
Daniel Holm, Indiana University

Just When You Thought It Was Complicated Enough: Literature Discussions Meet Critical Theory
Karen S. Evans, University of Arizona

Preservice Teachers' Perception of Themselves as Learners, Readers, and Teachers
Janelle Mathis, University of Arizona

The purpose of this session is to provide a forum for the presentation and discussion of two issues that emerged when conducting studies of literature discussion groups: (1) How do researchers collect, manage, and analyze literature discussion data, and (2) What are the relationships of the findings to perceived realities identified by critical theorists as social, political and economic.

Discussants: Barbara Thompson, Tucson Unified School District; Deborah Anders, University of Arizona

38

PAPER SESSION

2:20 - 3:40 p.m.

Stratford

Using Stories to Explore Metaphors for Teacher Thinking

Chair: Susan L. Nierstheimer, Purdue University

Towards a New Metaphor in Literacy Teachers' Thought Processes: Understanding Teachers' Spectra of Beliefs and the Chaos of Teaching
Richard B. Speaker, Jr., University of New Orleans; Susan Gomez Madison, University of South Florida

Mrs. Van's Story: An Exploration of the Meaning Changes in a Teacher's Professional Life
Roger A. Stewart, Edward E. Paradis, University of Wyoming; Minerva Van Arsdale, Linford Elementary School

Teaching Reading as Gendered Behavior: The Stories of Primary Males
James R. King, University of South Florida

39

PAPER SESSION

2:20 - 3:40 p.m.

Durham

Home-School Relationship: Parents, Portfolios & Story

Chair: Patricia A. Edwards, Michigan State University

Constructing Home/School Portfolios: Shifting Boundaries in Home/School Responsibilities
Jeanne R. Paratore, Anne Homza, Barbara Krol-Sinclair, Trinidad Lewis-Barrows, Gigliana Melzi, Rob Sturgis, Boston University

Constructing Multicultural Literacy Practices Through Parent Participation: An Intertextual Analysis

Judith Solsken, University of Massachusetts; Jo Anne Wilson Keenan, University of Massachusetts

Prescription for Living: Impact of Storybook Reading Instruction on The Lives of Two Hispanic Families
Deborah B. Eldridge-Hunter, Boston University

40

PAPER SESSION

2:20 - 3:40 p.m.

Crystal

Biliteracy: Spanish - English Contexts

Chair: Dolores Porter, University of Albany-SUNY

Word Meanings From English Contexts
William E. Nagy, Erica F. McClure, University of Illinois-Urbana/Champaign

Cross-Cultural Appropriation of Literacy in English and Spanish Perspectives from a One-Year Study of Biliteracy Development: Grades 2-3
Joel Dworin, University of Arizona

Biliteracy and Meaning Making: Case Studies of the Development of Reading Strategies in Spanish and English, Grades 5 and 6
Barbara Creybeck, University of California-Berkeley

41

SYMPOSIUM

2:20 - 3:40 p.m.

Manchester

Alternative Strategies for Assessing Literacy Practice Skills, and Knowledge

Chair: Carolyn Huie, CWELL Action Research Center

Overview of the CWELL Projects: Theory and Practice, Applied Behavior and Cognitive Sciences
Thomas Sticht, CWELL Action Research Center

Assessing Literacy by Telephone
Richard Hofstetter, San Diego State University

Assessing Literacy Practices of English as a Second Language
Amy Studor, San Diego Community College District

Discussant: Barbara McDonald, CWELL Action Research

42

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Lancaster/Cardiff

Technology and Adult Literacy Improvement: Social and Cognitive Outcomes

Chair: Ludo C.P. Scheffer, University of Pennsylvania

Integrated Learning Systems
John Kruidenier, University of Pennsylvania

SHELCOM: A Computer Communication Network of Homeless Shelters
Ludo C. P. Scheffer, University of Pennsylvania

This session will consist of (1) a discussion based on results from two of the first quantitative studies of adult literacy programs using specific computer technologies to assist adult learners in improving their reading and writing skills, and (2) live, hands-on participation in the two technologies being investigated, including a computer communication network of homeless shelters in the Philadelphia area and a large, computer-based Integrated Learning Systems (ILS) used in adult basic education programs.

Attendees will have the opportunity to be connected to SHELCOM and communicate with the learners through the bulletin board system.

43

SYMPOSIUM

2:20 - 3:40 p.m.

Bradford/Somerset

Reading Nancy Drew: Of Literature, Story, and Cultural Exchange

Chair: Cathy Roller, University of Iowa

The Nancy Drew Conference: On "Reading" a Public Event

Bonnie Sunstein, University of Iowa

I Owe It All to Nancy: An Ethnographic Study of Testimonials at the Nancy Drew Conference
Jeanne Janson, University of Iowa

Nancy Drew: The Impact of Girls' Literature on Women's Sense of Self, and the Transmission of Cultural Literacy
Norma Linda Gonzalez, University of Iowa

Discussant: Julie Cheville, University of Iowa

44

ROUND TABLES

2:20 - 2:55 p.m.

Dover

Chair: Carol Rhodes, William Paterson College

44.2

Student Teacher Thought Process and Decisions about Beginning Literacy Instruction in Culturally and Linguistically Diverse Settings
Barbara Merino, University of California-Davis; John Shefelbine, California State University

44.3

Silence to Outcry: Using a Collaborative Colleague Model to Negotiate Mandated Curriculum Changes
Maryanne R. Bednar, La Salle University

44.4

University Students as Readers of Literature Within a Response-Centered Composition Classroom
Evangeline V. Newton, John Carroll University

44.5

A Computer-Based Multiple-Architectures Model of Reading Acquisition
John E. McEaney, Indiana University-South Bend



45

ROUND TABLES

3:05 - 3:40 p.m.

Dover

Chair: Carol Rhodes, William Paterson College

45.1

**Creating Teacher Research Inquiry Groups:
Extending the Role of the University in Collaboration
Efforts**

*Taffy E. Raphael, Virginia J. Goatley, Michigan
State University*

45.2

**A Profile of Intermediate Students' Selections
of Recreational Reading Materials**

*Timothy Rasinski, Kent State University; Kathleen
A. J. Mohr, Wayne M. Linek, East Texas State
University*

45.3

**The Effects of an Interactive Reading and Writing
Program on Fifteen "At Risk" Kindergarten Students**
*V. Helgren-Lempesis, California State University-
Hayward; Lynn H. Gurnee, Newark Unified School
District*



46

FIRST PLENARY SESSION

3:50 - 5:00 p.m.

Ballroom

Presidential Address:

**James Flood, San Diego State
University**

**Broadening the Lens: Toward an
Expanded Conceptualization of
Literacy**

*Chair: Dick Allington, SUNY-Albany,
Vice President, NRC*

Presentation of Student Award:

*Cathy Roller, University of Iowa, Chair,
Student Award Committee*



NEW CONFERENCE FEATURE

Conference Reception

5:00 - 6:15 p.m.

Garden Patio

**Please come! Welcome our Newcomers,
Graduate Students, and International
Participants.**



Committee Meeting:

Host Program and Field Council

6:15 - 7:30 p.m.

Lancaster/Cardiff

*Chair: Martha Rapp Ruddell, Sonoma State
University*



47

SPECIAL SESSION

8:45 - 10:00 p.m.

Dover

**Adult Literacy: One of our
Greatest National Issues**

Chair: Larry Mikulecky, Indiana University

The National Adult Literacy Survey is the largest, most expensive literacy evaluation performed this decade. Interviewers went to over 26,000 homes with packages of realistic materials in an attempt to determine adult literacy abilities.

The results are beginning to shape policy decisions about literacy from state and national legislatures to local school boards. However, the survey has striking limitations. For example, a significant number of minority adults never finished the survey, but their data were used anyway. Also, the prose, document, and quantitative scales supposedly used to analyze the results may not really exist!

Brief (7-10 minute presentations)

Adult Literacy Changes Since 1986, Across Age Groups

Carl Kaestle, University of Wisconsin

Scoring in the Lowest Levels of the NALS: What Does it Mean and Not Mean?

Sylvia Johnson, Howard University

What's Really Going on with Literacy in the Workplace?

Larry Mikulecky, Indiana University

Prose, Document and Quantitative Literacy: Questions about Scale Validity

Stephen Reder, N.W. Regional Educational Laboratory

These presentations will be followed by open discussion, dialogue, and perhaps debate among researchers in the audience about what the NALS is and isn't, says and doesn't say, means and doesn't mean.



Vital Issues

10:00 p.m. - Midnight

Cottage

**Thursday
December 1, 1994**

**Ad Hoc Committee Meeting:
Multicultural Issues**

7:00 - 8:25 a.m.

Crystal

Chair: Kathryn H. Au, Kamehameha Schools

STUDY GROUPS

7:25 - 8:25 a.m.

Dover

List of Study Groups can be found at 7:30 a.m. time on Wednesday, Session #1.

**Committee Meeting:
Publications**

7:30 - 8:25 a.m.

Lancaster/Cardiff

Chair: John E. Readence, University of Nevada-Las Vegas

REGISTRATION

8:00 a.m. - 5:30 p.m.

Garden Room

48

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Embassy

Crosscultural Literacy for Teachers of Reading: A Cross-group Comparison of the Building of Community in University Classrooms

Chair: Armin R. Schultz, California State University

Participants: Mimi Bradley, Pamela Russ, Janet Towell, Joan Wink, California State University-Stanislaus; Ana Floriani, University of California-Santa Barbara

We examine how teachers of university reading classes constructed crossculturally literate communities of preservice and inservice teachers who planned on or were teaching reading to culturally and linguistically diverse K-12 students. The audience will participate in cross-case analysis of data to identify and interpret similarities and differences in patterns across the four classrooms.

49

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Windsor

Family Literacy Programs: Research Review and Research Agenda

Chair: Nancy D. Padak, Timothy Rasinski, Kent State University

First, results of an extensive research review will be presented. It identified empirically supported benefits of family literacy programs, and is organized according to major "beneficiaries": children, parents, families, and society. Benefits for each of these groups will be identified.

Second, we focus on future research efforts in family literacy. Participants will discuss key questions: a) What sort of crossdisciplinary research should be encouraged? b) How can/should work within particular disciplines (e.g., emergent literacy) be disseminated to those in other disciplines (e.g., adult literacy)? and c) What empirical and theoretical frameworks hold most promise for future study of family literacy programs? These questions, which arose in the process of locating and evaluating extant family literacy research, seem to be critical to the establishment of a research agenda for this relatively new education effort.

50

PAPER SESSION

8:30 - 9:50 a.m.

Continental

Assessment: Observation, Feedback & Portfolios

Chair: Georgia Earnest Garcia, University of Illinois-Urbana/Champaign

The Intended and Interpreted Meanings of Teachers' Evaluation Feedback to Students During Reading Lessons

Peter Afflerbach, Karen Moni, University of Maryland

Literacy Portfolios Across Sites and Cultural Contexts

Shelia W. Valencia, University of Washington; Kathryn H. Au, Kamehameha Schools

Dynamic Classroom Observations: Assessing the Interaction of Individual Learner Characteristics and Classroom Literacy Instruction for Young Children Referred to Special Education

Laura Klenk, Annemarie Sullivan Palincsar, University of Michigan

51

PAPER SESSION

8:30 - 9:50 a.m.

Stratford

Qualitative Studies of Teachers' Beliefs, Decisions, and Practices of Literacy in Content Areas

Chair: David G. O'Brien, Purdue University

Conversations About Literature, Culture, and Planning in a Community of Urban High School Teachers

Steven Z. Athanases, Stanford University; Marean Jordan, University of California-Berkeley

A Comparative Study of Content Area Literacy Students' Attitudes Toward Reading Through Autobiography Case Study Analysis

Thomas Bean, University of Hawaii-Hilo; John E. Readence, University of Nevada-Las Vegas

Beliefs About Content Literacy Meet "Reality" in Secondary School Mathematics: Non-Traditional Teachers Share Their Experiences

Elizabeth G. Sturtevant, George Mason University

52

SYMPOSIUM

8:30 - 9:50 a.m.

Bradford/Somerset

**Positioning in Literacy Activities:
Examining the Dynamic Relationships
Between Adults and Children**

Chair: Carol Sue Englert, Michigan State University

Positioning and Authority: An Investigation of
Adult/Child Collaborative Writing in a Non-School
Setting

*C. Raphael Brock, Victoria Chou, Michigan State
University*

Positioning and Students' Voices: Learning from
Students about Learning to Read

*K. Grattan, Michigan State University; Nancy
Knapp, University of Georgia*

Positioning and Self Regulation: Meeting Diverse
Students' Needs in Writing Instruction

Mary S. Rozendal, Michigan State University

Positioning and Student Understanding:
Reconceptualizing Reading Instruction for Diverse
Learners

*Joyce Urba, Carol Sue Englert, Michigan State
University*

*Discussant: James Mosenthal, University of
Vermont*

53

SYMPOSIUM

8:30 - 9:50 a.m.

Durham

**What Case Studies Tell Us About the
Transition to Conventional Literacy**

Chair: Lauren Desai, Ohio State University

What Children Tell Us About Connected Discourse:
Three Cases

Elizabeth Sulzby, University of Michigan

What Systems of Support are Used By Transitional
Learners

Karin Dahl, Ohio State University

What Concerns and Concepts are Held By a Young
Writer

Larry Sipe, Ohio State University

*Discussant: Deborah Wells Rowe, Vanderbilt
University*

54

SYMPOSIUM

8:30 - 9:50 a.m.

Manchester

**The Social Construction of Literacy:
The State of the Art from Three
Perspectives**

Chair: Carolyn Campbell, Harvard University

On the Dialogic Nature of Discourse in Learning
Martin Nystrand, University of Wisconsin-Madison

Integrating Society and Self to Understand
Beginning Writing

Colette Daiute, City University of New York

Cultural Constructions of Written Language

Sarah Freedman, University of California-Berkeley

55

SYMPOSIUM

8:30 - 9:50 a.m.

Pembroke

**The Importance of Morphological
Awareness in Learning to Read and
Spell**

Chair: Linnea Ehri, CUNY

How Morphological Knowledge Might Be Related to
Learning to Read and Spell

Joanne F. Carlisle, Northwestern University

Morphological Awareness and Early Writing Ability
Hyla Rubin, Haskins Laboratories

Latin and Greek Root Words as Code Strategies for
Middle School Students with Learning Disabilities

Marcia Henry, San Jose State University

*Discussant: William E. Nagy, University of Illinois-
Urbana/Champaign*

56

SYMPOSIUM

8:30 - 9:50 a.m.

Crystal

College Reading Programs and Strategic Learning: Multiple Perspectives

Chair: Jeanne Shay Schumm, University of Miami

Lost to the Times: Rediscovering Postsecondary Learning Strategies

Norman A. Stahl, Northern Illinois University; James R. King, University of South Florida

An Examination of Students' Perceptions and Beliefs about Learning in Relation to Academic Achievement

Michele L. Simpson, Sherri L. Nist, Karen Burrell, University of Georgia

College Developmental Reading Students' Perceptions of Reading and Study Strategies: Implications for Transfer to Other Contexts

Linda Saumell, Jeanne Shay Schumm, University of Miami

Comprehension Calibration of College Freshmen and College Seniors

Barbara Martin Palmer, Mount Saint Mary's College

Discussant: Patricia I. Mulcahy-Ernt, West Connecticut State University

57

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Lancaster/Cardiff

Portfolios in Teacher Education: Issues, Implementation and Inquiry

Chair: MaryEllen Vogt, California State University-Long Beach

Alternative Ways of Knowing: The Role of Portfolio Assessment in Students' Individual Constructions of Meaning

Martha Rapp Ruddell, Sonoma State University

Institutional Concerns in Implementing Portfolios in Teacher Education

Marilyn M. Ohlhausen-McKinney, University of Nevada-Las Vegas

Individual Goal-Setting: Preservice Teachers Developing the Agenda

Mary Ellen Vogt, California State University-Long Beach

Self-Reflection, Literacy Histories and Teacher Education Portfolios

Maureen McLaughlin, East Stroudsburg State University

Rubrics and Portfolios: Teachers' Close Encounters with Self-Evaluation as Learners in Teacher Education Courses

Michael Ford, University of Wisconsin-Oshkosh

Each of the presenters teaches undergraduate or graduate reading/language arts courses which rely on student portfolios for evaluation and grading.

The purpose of the session is to explore the portfolio process from implementation through evaluation and to share research findings as to its effectiveness. Following a brief overview by each panelist, we will address audience questions and concerns.

58

ROUND TABLES

8:30 - 9:05 a.m.

Dover

Chair: Margaret Steffensen, Illinois State University

58.1

Transmediation Ten Years After: A Conceptual Map of Research on the Use of Drawing to Mediate Reading & Writing

Marjorie Siegel, Columbia University

58.2

Reading and Writing in Second Grade: Aspects of Social Semiotics

Davis Landis, University of Massachusetts-Amherst

58.3

The Influence of Cultural Change on Pueblo Indian Grandparents' versus Parents' Presentation of In My Mother's House

Laura B. Smolkin, Joseph H. Suina, University of New Mexico

58.4

The Value and Use of Trade Books Across The Curriculum: A Comparison of Attitudes toward and Use of Trade Books by University Content/Method Instructors and Content Area Preservice Teachers

Peggy Daisey, Kansas State University



59

ROUND TABLES

9:15 - 9:50 a.m.

Dover

Chair: Margaret Steffensen, Illinois State University

59.1

A Study of Meaning Negotiation and Meaning Construction Strategies Used by Influential Teachers in Content Area Instruction
Robert B. Ruddell, University of California- Berkeley

59.2

Challenging the Text: Case Studies of Young Children Responding to Literature
Carole Cox, California State University-Long Beach

59.3

Exploring the Development and Change of Preservice Teacher's Beliefs about Literacy Teaching and Learning in Site-Based Professional Development Centers
Mary Beth Sampson, Wayne M. Linek, Linda Hughes, East Texas State University

59.4

Spelling Development and Strategy: A Follow-up Study of Reading Recovery Students at Fourth Grade
Jerry Zutell, Diane DeFord, Ohio State University



60

SECOND PLENARY SESSION

10:00 - 11:20 a.m.

Ballroom

Keynote Address:

Sook Nyul Choi

A Writers Life Story: Beyond Fiction

Author of the Children's Trilogy: *Year of Impossible Good-Byes, Echoes of the White Giraffe, Gathering of Pearls*

Sookie escaped from North Korea at the age of ten, lived in South Korea, came to the U.S., taught for several years in New York City, and now is a full-time writer.

She has won the Judy Lopez Children's Book Award from the Women's National Book Association and the American Library Association's Young Adult Book Award.

Presentation of the Oscar Causey

Award:

Camille L. Blachowicz, National-Louis University, Chair, Oscar Causey Committee



Ad Hoc Committee Meeting:

Critical Spaces

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

Durham

Chair: Lorri Neilsen, Mount.St. Vincent University

GRADUATE STUDENTS

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

Cottage

STUDY GROUP

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

Crystal

The Teacher Education Research study group meets at this time every day.

RESEARCH WORKSHOPS

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

61

Inside/Outside: Talking and Questioning our Teaching Selves

Lancaster/Cardiff

Coordinator: James R. King, University of South Florida; Laurie MacGillivray, University of Southern California

62

Visions for Electronic Communication

Bradford/Somerset

Coordinator: Sue MacIntyre, University of Southern California

63

Post-Secondary Autobiography As Data

Manchester

Coordinator: Lenore Ringler, New York University; Pat Mulcahy-Ernt, West Connecticut State University

64

Graduate Students Following Research Paths

Stratford

Judy Abbott, University of Texas-Austin; Amelia E. El-Hindi, Syracuse University; Deborah R. Dillion, Purdue University

65

What is the Question: Formulating Research Questions

Continental

Suzanne Wade, William Buxton, University of Utah



66

PAPER SESSION

12:50 - 2:10 p.m.

Pembroke

Multicultural Literature

Chair: Eleni Katsarou, University of Illinois-Chicago

High School Students' Responses to Multicultural Literature

Richard Beach, University of Minnesota

The Influence of Culturally Based Literature Instruction On Reader Stance: Grade 4
James E. Barton, University of Rhode Island

An Examination of Multiethnic Readers' Preference for Literature Portraying Diverse Cultures
Jennifer L. Altieri, Arkansas State University

67

PAPER SESSION

12:50 - 2:10 p.m.

Durham

Instructional Practices: Primary and Transitional

Chair: Ann Watts-Pailliotet, Syracuse University

National Surveys of Outstanding Primary Reading Teachers (Regular & Special Education):

Final Report

Michael Pressley, SUNY-Albany; Joan Rankin, University of Nebraska-Lincoln

Literacy in the Transition Years: An Investigation of Literacy Practices Across the Elementary/Secondary School Divide
Trevor H. Cairney, Kaye Lowe, University of Western Sydney

Literacy Instructional Practices in Selected Preschool and Primary/Kindergarten Classrooms
Beverly A. Reitsma, Indiana Department of Education

68

PAPER SESSION

12:50 - 2:10 a.m.

Crystal

Diverse Learners in Literate Classrooms

Chair: Penny Beed, University of Northern Iowa

Lower Socioeconomic Status Kindergarten Children Join the Literacy Club
Beth Roberts, Emory University

The Effects of Teacher Use of a Multicultural Literacy Program on Student Reading

Performance: Grades 4-5

Margaret A. Moore, Barbara Diamond, Eastern Michigan University

Diverse Learners, Diverse Texts: Urban Tenth Graders' Reports of Memorable Literacy Works
Steven Z. Athanases, Stanford University

69

PAPER SESSION

12:50 - 2:10 p.m.

Embassy

Family Literacy and Parent Involvement

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

Reading and Writing Texts, Selves, and Worlds:
School, Family and Community Reactions
George Kamberelis, Gred Waddoups, University of Illinois-Urbana/Champaign

CHILD*: The Home-School Connection
*Communicative Homework Instruction for Literacy Development
Mary Beth Seaborg, Molly Durkin Bohan, East Texas State University

Family Literacy: Research Synthesis
Diane H. Tracey, Kean College-New Jersey

70

ALTERNATIVE FORMAT

12:50 - 2:10 a.m.

Windsor

Content Area Literacy and Classroom Inquiry: Questioning the Fit

Chair: Mark Condon, University of Louisville

Participants: Jean Anne Clyde, Laura Westburg, University of Louisville; Jeff Davidson, Terry Hazelip, Rhonda Putt, Theresa Schell, Julianne Tuell, Theresa Jensen, Engelhard Elementary School

There will be a tag-team presentation of our project, the research questions, the data which we have collected, and our results/conclusions. We will then invite the participants to move into groups to discuss questions which we have posed, or those raised for them in our presentation. These groups will then discuss with the intention of sharing back with the larger group the essence of their discussions. All of the questions will revolve around the notion of the match, or mismatch between content area literacy practices and materials and the growing practices of individual inquiry and workshop classrooms which tend to be content focussed in name only. The whole group will then discuss this large issue using the group focus questions for perspectives.

71

SYMPOSIUM

12:50 - 2:10 p.m.

Leeds

Collaborative Inquiry in Literacy

Instruction: Approaches and Issues

Chair: Lauren Desai, Ohio State University

Topic and Turns in Study Group Deliberations
Karin Dahl, Ohio State University

The Nature of Tests in Collaborative Study Group Deliberations
Theresa Rogers, Ohio State University

Exploring Changes in the Reading-Aloud Curriculum Genre WITH Teachers
Christine C. Pappas, University of Illinois-Chicago

72

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Stratford

Taking It Up/Taking It Seriously: Critical Literacy in Pre-Service Teacher Education

Chair: Patrick Shannon, Pennsylvania State University

Facilitator: Dorothy Deegan, Pennsylvania State University

Presenters: Judith Fueyo, Jamie Myers, Ladislaus Semali, Pennsylvania State University

Discussant: Jane White, East Texas State University

We invite teachers of pre-service teachers to participate in the beginnings of what we hope to be a year-long discussion of how critical literacy, critical pedagogy, and critical research can become central to our work. We have put together an exhibition of classroom artifacts to initiate our discussion and will move into small groups. By the end of the session we hope to have identified lines of communication and an agenda for further dialogue.

73

FOLLOW-UP TO PLENARY

12:50 - 2:10 p.m.

Cottage

A Conversation with Sook Nyul Choi

74

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Continental

Problems, Possibilities, and Paradoxes: Reflections on the Nature of Literature-Based Instruction For At-Risk Children

Chair: Dick Allington, SUNY-Albany

Fitting Students to Texts: Consequences of Limited Access to Books

Sherry Guice, SUNY-Albany

A Teacher Learning to Learn in the Context of Mandated Language Arts Change

Nancy Michelson, SUNY-Albany

This is Mi Jernl: An Analysis and Description of Three Special-Education Students' Invented Spelling and Writing

Kim Baker, SUNY-Albany

This session offers a series of research reports from the third year of a longitudinal study of literacy experiences and the implementation of literature-based instruction in schools that serve substantial numbers of economically-disadvantaged students. The session is organized so that each study is sketched initially in a 7-10 minute presentation. After this overview presenters will move to three corners of the room to provide the opportunity for extended discussions of the studies (about 45 minutes). Participants will elect one of the three smaller group sessions to attend. There will be no traditional summary discussion.

75

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Bradford/Somerset

Bringing Literacy Perspectives to Electronic Learning Environments: The Opportunities and Challenges of Hypermedia

Chair: Donald J. Leu, Syracuse University

Evaluating Reading Response Within Hypermedia and Traditional Journal Experiences: Seeking New Connections Between Reading and Writing.

Phil Loseby, Laurie Ayre, Donald J. Leu, Syracuse University

Exploring the New Literacy: Strategy and Guidance in a Hypermedia Environment

Michael L. Hillinger, Lexicon Systems

This session will provide an opportunity for the NRC community to consider the potential and the challenges of literacy transactions within hypermedia environments. To help accomplish this, each paper will demonstrate the non-commercial software developed for the study as well as present the results of its investigation. We expect to have extensive audience discussion and conversation after each presentation.

76

JOINT ROUND TABLES

12:50 - 2:10 p.m.

Lancaster/Cardiff

Chair: Linda Kucan, University of Pittsburgh

76.1

"If You Want to Play Here On Mondays, ask Margaret, Jean, Carrie, Mark and Torii": School-age Children's Interpretations of Reading and Writing During Play in an After-School Care Center
Margot Fadoo, Penny A. Freppon, University of Cincinnati

76.2

"There's No Laws That Say You Have to Have Fun": Third-Grade Children's Interpretations of Adults' Messages about Literacy Learning
Jane West, University of Georgia

76.3

Parent-Child Scaffolding in a Family Literacy Program
Barbara Walker, Judy Peterson, Montana State University-Billings; Diane M. Truscott, Central Connecticut State University

76.4

A Child Adjusts: A Case Study of a Child Who Was Prenatally Exposed to Crack/Cocaine
Diane Barone, University of Nevada-Reno

77

ROUND TABLES

12:50 - 1:25 p.m.

Dover

Chair: Barbara Schweiger, Omaha Public Schools

77.1

Anglo and Pueblo Indian Parents' Presentation of Information Books versus Storybooks for Preschoolers

Laura B. Smolkin, Joseph H. Suina, University of New Mexico

77.2

Collaborative Literacy: Exploring Informal Scaffolding in a Primary Multiage Classroom (K-2) within a Sociodramatic Play Context

*Sandra J. Stone, Northern Arizona University
James F. Christie, Arizona State University*

77.3

Negotiating Ownership of Writing Assessment Portfolios: The Students, the Teacher, and the State

Susan H. Gooden, University of Kentucky

77.4

Establishing the Reliability of Alternate Forms of The Qualitative Inventory of Word Knowledge

Jerry Zutell, Ohio State University



78

ROUND TABLES

1:35 - 2:10 P.M.

Dover

Chair: Barbara Schweiger, Omaha Public Schools

78.1

The Contrasting Knowledge Construction in Integrated and Separate Reading and Language Arts Methods Course

Alexandra G. Leavell, Madge T. Craig, University of North Texas; Jane S. Gordon, Eastern Michigan University

78.2

Prospective Teachers' Perceptions of Teaching in Diverse Settings

Kathryn Meyer Reimer, Anita Stalter Lapp, Goshen College

78.3

The Influence of Teacher Self-Assessment on Strategy-Based Reading Comprehension and Instructional Planning

Susan Pasquarelli, Boston University

78.4

Effects of a Parent Program on Young Children's Literacy Development

Jane Kornfeind, Edison Elementary; Carol Lloyd, University of Nebraska-Omaha

79

SYMPOSIUM

12:50 - 2:10 p.m.

Manchester

Promoting Motivation in Contexts for Literacy Learning (Preschool through Fifth Grade)

Chair: Diane H. Tracey, Kean College-New Jersey

What Motivates Elementary Students to Read and Write? Insights from Interview Studies

Linda Gambrell, University of Maryland

Motivating Children's Interest in Science by Integrating Literature about Science into the Science and Literature Programs

Lesley Mandel Morrow, Rutgers University; Michael Pressley, SUNY-Albany

Children's Literature Hour: A Social Constructivist Approach to Family Literacy

Susan B. Neuman, Temple University

Discussant: P. David Pearson, University of Illinois-Urbana/Champaign



80

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Stratford

A Colloquium on Teacher-Researcher Portfolios

Chair: Mark A. Faust, University of Georgia

Presenters: Jane Hansen, University of New Hampshire; Ronald D. Kieffer, Mark A. Faust University of Georgia

This colloquium will bring together teacher-researchers who have created their own portfolios to document and reflect upon their own learning. We will then invite all participants to briefly summarize their portfolios and to select one or two items to highlight for the group. Then participants will discuss the overall benefit of a portfolio to encourage self-evaluation. In closing, we will invite participants to exchange names for correspondence.

81

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Embassy

**Teacher Education Inside the School
Restructuring Movement: The Promise
and the Dilemmas**

Chair: Mark W. Conley, Michigan State University

Constructing a Vision of Teacher Education Within
Restructured Schools

Linda Patriarca, Michigan State University

Seeking Common Ground in Teacher Education
with Restructured Schools

Robert L. Smith, Michigan State University

Thriving on Tensions Between Vision and Reality

Laura Roehler, Michigan State University

Connecting Vision With Enactment

Mark W. Conley, Michigan State University

The purpose of this alternative session is to explore the promise and dilemmas of teacher education inside the school restructuring movement. The session reflects a synthesis of research we have conducted over the past five years describing school/university collaboration around literacy reform and its implications for teacher education. Our experience tells us that the successful integration of teacher education into restructured schools is contingent on four initiatives: constructing a vision of teacher education, seeking common ground, thriving on tensions between vision and reality, and connecting visions of teacher education with enactment. Four discussion groups will be created, each focused on one of these four initiatives.

82

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Continental

**Sociocultural Diversity, Literacy
Research, and the NRC: Continuing
the Conversation**

Chair: Eunice Greer, Harvard University

*Organizers: Eunice Greer, Harvard University;
John F. O'Flahavan, University of Maryland*

Moderator: Kathryn H. Au, Kamehameha Schools

Panelists: Doris Alvarez, San Diego Unified School District; Linda Carstens, Greater San Diego Area Consortium; Arlette Willis, University of Illinois-Urbana/Champaign; John Ogbu, University of California-Berkeley

Roundtable 1:

Populations and the Theories and Practices We Construct

Jule Moore, Oak Park Elementary School

Roundtable 2:

Inclusion of NRC and the Broader Research Community

Karen Volz Bachofer, San Diego City Schools

Roundtable 3:

Setting our Priorities for Research and Action

Clyde Yoshida, O'Farrell Middle School

Open Forum:

"What are the challenges, goals and plans that will help us influence the future?"

83

SYMPOSIUM

2:20 - 3:40 p.m.

Durham

**Rewriting the Literacies of Women:
Learning from History, Technology and
Pedagogy**

Chair: Susan L. Lytle, University of Pennsylvania

Freedom's Song: African American Women
Learning & Teaching Literacy for Emancipation
Vivian Gadsden, University of Pennsylvania

You Shouldn't Have to Bring Your Dad: Women,
Literacy, and the Politics of Technology
Lorri Neilsen, Mount Saint Vincent University

"To Invent What We Desire": Women, Writing and
the Academy

Elizabeth J. Cantafio, Susan L. Lytle, University of Pennsylvania

84

PAPER SESSION

2:20 - 3:40 p.m.

Leeds

**Literacy in the Content Areas:
Integration, Engagement, and
Effectiveness**

Chair: Robert T. Jiminez, University of Oregon

An Investigation of the Effectiveness of an Integrated Reading & Writing Instructional Approach on Ability to Comprehend and Produce Compare/Contrast Prose
Shirley Dickson, University of Oregon

A Field Test of Marginal Gloss Study Guides With Intermediate Grade Students
Bradley R. Wilcox, University of Wyoming-Brigham Young; Roger A. Stewart, University of Wyoming

The Nature of Engagement When Reading In and Out of One's Discipline
Diane L. Schallert, Debra K. Meyer, Laura A. Fowler, University of Texas-Austin

85

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Windsor

**Reading/Writing, Performance, and the
Art of Critical Pedagogy - or -Where's
the Action?**

Chair: Judith Fueyo, Pennsylvania State University

"The Play's the Thing: Setting the Rhetorical Stage"
Judith Fueyo, Pennsylvania State University

"'Secreted Writings:' The Politics of Expression
Among Women Who Teach Writing"
Paula Salvio, University of New Hampshire

"The Body As Agent to Critical Literacy"
Stefani Relles, University of New Hampshire

This forum examines meaning making in the aesthetic domains of theatre and child play, and its potential relationships to reading and writing processes. Insights from three naturalistic studies in literacy settings including a first grade, a ninth grade, and a university graduate class will argue for adding the human body-in-motion and at play to our conceptions of literate behavior. Questions to be explored include:

How might playing/performing in imaginary worlds invite crucial inquiry through lenses of culture, class, race and gender?

How might literacy classrooms invite everybody to come to meanings/words?

How might teachers read play and gesture as rehearsal, even curriculum, for reading and writing?

How might student gesture and movement inspire, even necessitate critical reflection on printed texts and the contexts in which we interpret them?

Finally, participants will be involved in theatre work by "playing out" a text and critiquing it for critical possibilities in literacy classrooms.

86

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Manchester

**Meet the Experts: Curriculum as
Conversations about Knowledge, Sign
Systems and Inquiry**

Chair: Karen Smith, National Council of Teachers of English

Facilitators: Cynthia Brabson, Hanover College; Jean Anne Clyde, University of Louisville; Christine Leland, Indiana University-Purdue University

Experts: Jerome C. Harste, Bennet B. Brabson, Indiana University

Educationally, the shift toward viewing curriculum as inquiry has far-ranging implications. By using what it is language researchers know about the role that language plays in learning, this session is designed to identify a candidate list of underlying processes around which an inquiry curriculum might be anchored. Participants will see videotaped interviews of experts from art and writing, hear from an expert in experimental physics, form groups to discuss and identify commonalities and tensions, and discuss methodological and research issues. Language educators who are presently involved in implementing a multiple-ways-of-knowing, inquiry-based curriculum in schools will act as facilitators.

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SYMPOSIUM

2:20 - 3:40 p.m.

Crystal

Epistemologies Underlying Literacy Educational Practices

Chair: James Cunningham, University of North Carolina-Chapel Hill

ESL Instructional Practice: A Reflection of Epistemological Views

Ann Ramsbotham, University of North Carolina-Chapel Hill

Epistemological Underpinnings of a New Statewide Reading Test

Joanne Dowdy, University of North Carolina-Chapel Hill

Epistemology of Instruction for Children With Severe Disabilities

Karen Erickson, University of North Carolina-Chapel Hill

Epistemological Foundations of a Poststructuralist Writing Course

Marlene Meisels, University of North Carolina-Chapel Hill

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

88

SYMPOSIUM

2:20 - 3:40 p.m.

Lancaster/Cardiff

Storybook Reading in the Emergent Literacy Classroom

Chair: William H. Teale, University of Texas-San Antonio

Teacher Performance and Child Engagement: Reading Books in Preschool and Kindergarten
David K. Dickinson, Clark University

Teacher Storybook Reading Style: A Case Study in Change

William H. Teale, Miriam Martinez, University of Texas-San Antonio

Emergent and Conventional Reading of Storybooks in Literature-Based Classrooms

D.M. Branz, Elizabeth Sulzby, University of Michigan

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SYMPOSIUM

2:20 - 3:40 p.m.

Pembroke

Three Classroom Inquiries: Multiple Layers of Analysis

Chair: P. Joanne Jennings, Ohio State University

Layers of Analysis in a Graduate Class Inquiry
Sheila G. Cohen, SUNY-Cortland

Layer of Analysis Via Inquiry in a Foreign Language Class

Sue Constable, Ohio State University

Layers of Analysis in a Fifth Grade Classroom Inquiry

Janet Faigel, Skaneateles School District

90

SYMPOSIUM

2:20 - 3:40 p.m.

Bradford/Somerset

The Literature-Based Basals: Savior, Satan, or Same-Old-Same-Old?

Chair: Susan McMahon, University of Wisconsin-Madison

Overview of First Grade Reading Instruction: Teachers and Student Transitions

Judy Abbott, Debra Stahle, Mark Dressman, University of Texas-Austin

I Can't Wait to Tell You About the Series from Hell
James V. Hoffman, Bonnie Elliott, Sylvia Rehders, University of Texas-Austin

Pay-off or Penalty? What's in it for the Students?

Sarah J. McCarthey, Debbie Matherne, Angela Ferree, University of Texas-Austin

Discussant: Rebecca Barr, National-Louis University



91

ROUND TABLES

2:20 - 2:55 p.m.

Dover

Chair: Roger Bruning, University of Nebraska-Lincoln

91.1

Readers' Development of Metacognitive Knowledge: Insights from Reader Response Journals of College Students
Amelia E. El-Hindi, Syracuse University

91.2

Critical Issues in Reform: Changing the Way Teachers Teach
Nola F. Newsome, University of Kentucky

91.3

Developing an Inner Voice: Practical Argument for Instruction
Deborah L. Tidwell, University of Northern Iowa

91.4

What is Missing in This Picture? Teachers' Facilitation of Students' Recreational Reading Selections
Kathleen A.J. Mohr, Wayne M. Linek, East Texas State University

92

ROUND TABLES

3:05 - 3:40 p.m.

Dover

Chair: Roger Bruning, University of Nebraska-Lincoln

92.1

How Portfolios Develop Reflective Thinking in Teacher Education
Barbara Walker, Montana State University-Billings; Diane M. Truscott, Central Connecticut State University

92.2

Pairing Up To Read: An Examination of What Happens During Partner Reading Sessions
Jean E. Hammons, University of Iowa

92.3

Student Teachers and Content Literacy: Time and Socio-Political Influences
Yvette McWhorter, Texas Woman's University

92.4

A Comparison of Thinking Processes Elicited by Multiple-Choice Versus Constructed-Response Item Types on an Assessment of Reading Comprehension
Jay R. Campbell, Temple University



93

ALTERNATIVE FORMAT

3:50 - 5:10 p.m.

Embassy

Talk About Text as a Social Language: Looking Across Contexts for the Language of "School Literacy"

Chair: Carolyn Panofsky, Rhode Island College

Discussant: Judith Green, University of California - Santa Barbara

Presenters: Celia Oyler, Syracuse University; Anne Barry, Jungman Elementary School; Eleanor Handerhan, Diane Buchana, Old Dominion University

Data from each of the studies will be shared among the researchers and will also be shared with the audience in groups organized for participatory activity. The session will be organized into 3 phases: The first phase will last approximately 30 minutes. Each presenter will speak briefly about each of the three data sets; each of the classroom studies, both the teacher of the class and the researcher will be presenting. These initial presentations will provide some orientation to the data as an overview/preparation for later audience activity. The audience will be divided into three groups to discuss example transcripts from each of the studies; the presenters will function as facilitators for each of the groups, using overhead projectors to collect the perspectives of the participants. The third phase will include both the response of a discussant who will observe the three groups and discuss their "results" and a question/answer between audience and participants.

94

ALTERNATIVE FORMAT

3:50- 5:10 p.m.

Windsor

Considering Considerateness: The Readability of Expository Texts for Pre-Adolescent, Adolescent, and Adult Populations

Chair: Patricia Cunningham, Wake Forest University

Variables Affecting the Readability of Health Education Materials

Judy Singh, Virginia Commonwealth University

The Effects of Four Different Text Structures on the Retelling of Fourth and Sixth Grade Students

Carol Van Evera, Fairfax County Public Schools

Adolescent Students' Use of Text Structure in Reading and Writing Tasks

Barbara Bellows, Virginia Polytechnic & State University

95

SYMPOSIUM

3:50 - 5:10 p.m.

Bradford/Somerset

From Word to Text: Topics in Emerging Biliteracy

Chair: Barry McLaughlin, University of California

Bilingual Development in Divergent Ethnic Communities

Ludo Verhoeven, Tilburg University

The role of L1 in L2 Reading Processes

Aydin Durgunoglu, Monserrat Mir, Sofia Arino-Marti, University of Minnesota-Duluth

The Development of Reading Efficiency in L1 and L2

Esther Geva, Lesly Wade-Wooley, OISE

"Elementary School Students Reading Science Texts in Spanish"

Thomas Destino, Elizabeth Bernhardt, Ohio State University

Discussant: Barry McLaughlin, University of California

96

ALTERNATIVE FORMAT

3:50 - 5:10 p.m.

Continental

Publishing in NRC Publications: Meet and Talk with the Editors

Chair: John E. Readence, University of Nevada-Las Vegas

Presentations by the Yearbook Editors

Goals and Directions for the Yearbook

Kathleen Hinchman, Syracuse University

Overview of the Manuscript Review Process

Donald J. Leu, Syracuse University

An Author's Recent Experience with Editorial Review

Sherry Guice, SUNY-Albany

Important Questions Asked of Editors

Charles Kinzer, Vanderbilt University

Audience Questions and Open Panel for the

Yearbook Editors: *Kathleen Hinchman, Donald J.*

Leu, Syracuse University; Charles Kinzer,

Vanderbilt University

Presentations by the JRB Editors

Goals and Directions for JRB

Susan B. Neuman, Temple University

Overview of the Manuscript Review Process

Lesley Mandel Morrow, Rutgers University; Diane

H. Tracey, Kean College-New Jersey

An Author's Recent Experience with Editorial Review

Suzanne Weiner, University of Washington

Important Questions Asked by Editors

Linda Gambrell, University of Maryland, Michael

Pressley, SUNY-Albany

Audience Questions and Open Panel for the JRB

Editors and Editorial Assistant: *Linda Gambrell,*

University of Maryland; Lesley Mandel Morrow,

Diane H. Tracey, Kean College of New Jersey;

Susan B. Neuman, Temple University; Michael

Pressley, SUNY-Albany

97

PAPER SESSION

3:50 - 5:10 p.m.

Pembroke

Change in Preservice Teachers' Beliefs and Knowledge Structure

Chair: Sally Ann Beach, University of Oklahoma

A Group Case Study of Student Teachers and Their Reactions to Multicultural Book Club Readings
Jane VanDyke, Dianne Lapp, James Flood, San Diego State University

Change Process in Preservice Teachers' Beliefs About Teaching and Learning During a Literacy Methods Course
Linda Hughes, East Texas State University

Preservice Teachers of Language and Literacy: The Journey from Illusion to Insight
Janet Finke, Beth Marr, Karen Wood, University of North Carolina-Charlotte

98

ALTERNATIVE FORMAT

3:50 - 5:10 p.m.

Stratford

Continuing the Dialogue: Conversations about Changes in Teacher Education Programs

Chair: Michael Ford, University of Wisconsin-Oshkosh

Presenter/Facilitator: Rebecca Anderson, Memphis State University; Mary Alice Barksdale-Ladd, University of South Florida; Madge T. Craig, University of North Texas; Billie Enz, Arizona State University; Beth Ann Herrmann, University of South Carolina-Columbia; Rosemary Lonberger, Sarah Weidler, Buffalo State College; Lynda Markham, Alma College; Marilyn M. Ohlhausen-McKinney, University of Nevada-Las Vegas; Carol Rhodes, William Patterson College; Patricia A. Scanlan, University of Wisconsin-LaCrosse

Discussant: Beverly Bruneau, Kent State University

This session is sponsored by the Teacher Education Study Group to develop further the network of NRC teacher educators who are now working together to improve the programs in which they work. During the 1993 NRC, six major issues were identified: shifting teacher education instruction to a constructivist perspective, promoting collaboration within and beyond the campus community, exploring alternative forms of assessment and evaluation, effectively supporting and supervising preservice teachers as they work in the field, and increasing the opportunities for teacher education-focused scholarship, as well as the value of such scholarship (and teaching in general) within the university community.

The 1994 session will invite participants to explore these issues. Two rounds of interaction will be scheduled. During each round, participants will be invited to join a small group based on an area of interest. In these groups members of the Teacher Education Study Group will serve as catalysts sharing stories of efforts that address these issues within their teacher education programs. Following this, additional insights and understandings from participants will be shared. Abstracts from the work of all small group presenters will be made available to participants to review in advance of the session.

99

SYMPOSIUM

3:50 - 5:10 p.m.

Durham

Texts and Intertextuality as Lived Experience: Ethnographic Studies of the Social Construction of Literate Practices

Chair: Carol Dixon, University of California-Santa Barbara

Common Texts, Uncommon Interpretations: How Texts and Social Interactions Shape Performance
Mimi Bradley, California State University-Stanislaus

Social Science as a Process of Intertextuality: Learning to Use Texts as a Basis for Becoming Historians
Beth Yeager, Ana Floriani, University of California-Santa Barbara

Ethnography as a Way of Exploring Personhood: Composing Ethnographic and Historical Texts
Ann Egan-Robertson, University of Massachusetts-Amherst

100

SYMPOSIUM

3:50 - 5:10 p.m.

Manchester

Social Interaction of Emergent Literacy Learners and Teachers

Chair: Gay Su Pinnell, Ohio State University

Collaboration and Authorship in First Grade Writing

Ronald D. Kieffer, University of Georgia; Mary Jo

Fresch, Royal Melbourne Institute of Technology;

Kathryn Button, Texas Tech University

Two Heads are Better Than One: First Grade

Buddy Reading

Mary Jo Fresch, Royal Melbourne Institute of

Technology

Teacher/Student Teacher Collaboration in the

Teaching of an Emergent Literacy Tool: Interactive

Writing

Kathryn Button, Texas Tech University

101

ALTERNATIVE FORMAT

3:50 - 5:10 p.m.

Lancaster/Cardiff

Literacy in Oregon's Educational Reform Agenda: Dialogue from Multiple Perspectives

Chair: Carol L. Mack, Portland State University

Panelists: Jane Braunger, Northwest Regional

Educational Laboratory; Ron Hutchison, Diane

Brown, Donna Shier, Jackson School; Rosalind

Curry, Brookwood School; Cheryl Livneh, Portland

State University

Oregon's Educational Act for the 21st Century

Carol L. Mack, Portland State University

Authentic Assessment: The Gap Between Theory and Practice

Sandra Wilde, Portland State University

Learning the Language of School Reform in Pre-Service Teacher Education

Emily de la Cruz, Portland State University

Promoting Literacy through Partnership: A Preservice and Inservice Program

M. Carrol Tama, Portland State University

This session will begin with a brief overview of the content and delivery of literacy instruction as impacted by Oregon's Educational Act for the 21st Century. This overview will be followed by three brief presentations of initiatives dealing with issues of reform: 1) the gap between theory and practice in statewide literacy assessment 2) findings from a study of a preservice teacher education courses and how classroom literacy is linked with becoming literate about the issues of school reform, and 3) findings from a Professional Development partnership program and how the program affected both inservice and preservice teachers' perceptions of literacy and literacy activities in their classrooms.

Following the presentations, five additional panel members will respond to predetermined and audience-generated questions. These members include a parent, student teacher, teacher, principal, and community research associate.

For the remainder of the session, audience members will have an opportunity to discuss their own experiences in small groups with the presenters.

102

PAPER SESSION

3:50 - 5:10 p.m.

Crystal

Special Populations: Friendship, Collaboration, and Holistic Approaches to Literacy

Chair: Carolyn Baberstock, Consultant

Friendship and Literacy through Thematic Instruction with Students Identified as Learning

Disabled: Upper Elementary

Andrea DeBruin Parecki, Jean McPhail, Annemarie Sullivan Palincsar, University of Michigan

The Effects of Collaborative, Integrated Reading and Writing Strategy Instruction on Middle School Students with Delayed Literacy

Valarie Anderson, Carol Chan, Ontario Institute for Studies in Education; Richard Henne, University of Illinois-Urbana/Champaign

Responses of Special-Needs Students to the Literacy Tasks in a Grade 3 Whole-Language Classroom

Carol E. Sharp, University of Texas-Austin

103
ROUND TABLES

3:50 - 4:25 p.m.

Dover

Chair: Cathy Collins-Block, Texas Christian University

103.1

On Knowing and Teaching from an Activity Theory Perspective

Debra Stahle, James V. Hoffman, University of Texas-Austin

103.2

Gender, Friendship and Literacy Development, The Art in Storytelling: Girls Inform Secondary Curriculum

Peggy Albers, Indiana University

103.3

Validating the "Experts" and Specifying Agreement

Rona F. Flippo, Fitchburg State College

103.4

Parents' Interpretation of Reading Assessment Information About Second-Grade Students Identified as Poor Readers

Rebecca Bell Sammons, University of Maryland

103.5

Portfolio Assessment in Teacher Education: Research Update

Maureen McLaughlin, East Stroudsburg State University; Mary Ellen Vogt, California State University-Long Beach

103.6

Classroom Observations of Reading Instruction for Limited English Proficient Students in Inter-City Schools

Hershail C. Waxman, Shwu-Yong L. Huang, Yolonda N. Padron, University of Houston



JRB and NRC Yearbook Reception

5:15 - 6:05 p.m.

Cottage

Ad Hoc Committee Meeting:

Albert J. Kingston Award

5:15 - 6:05 p.m.

Stratford

Chair: JoBeth Allen, University of Georgia

Ad Hoc Committee Meeting:

Oscar Causey Award

5:15 - 6:05 p.m.

Executive Room

Chair: Camille Blachowicz, National-Louis University

104

BIRDS OF A FEATHER

5:15 - 6:05 p.m.

Dover

Chairs: Wendy C. Kasten, University of South Florida-Sarasota; Diane E. Beals, Washington University

Literature Discussions, Critical Theory, and Social Construction of Literacy

Karen S. Evans, University of Arizona; Sarah Freedman, University of California-Berkeley; Jamie Myers, Pennsylvania State University

Bilingual Literacy Issues

Robert J. Johnson, Texas A&M University; William E. Nagy, University of Illinois-Urbana/Champaign

Family Literacy and Home/School Connections

Barbara Walker, Judy Peterson, Montana State University-Billings; Judith Solsken, Jerri Willett, Jo Anne Wilson Keenan, University of Massachusetts

Teacher Attitudes, Perceptions, and Change

Susan Gomez Madison, University of South Florida; Richard B. Speaker, Jr., University of New Orleans

Issues in Literacy for the Very Young

Beverly A. Reitsma, Indiana Department of Education; Carole Cox, California State University-Long Beach

Assessment

Rebecca Bell Sammons, Peter Afflerbach, University of Maryland

Preservice Teacher Education

Linda Hughes, East Texas State University; Laurie Nelson-Gill, Tom Gill, James Madison University

Literacy Issues with Native American Education

Laura B. Smolkin, University of New Mexico

NRC TOWN MEETING**6:10 - 7:30 p.m.****Ballroom***Facilitators: Rosary Lalik, Virginia Tech;
Jerome C. Harste, University of Indiana***Committee Meeting:****Technology****7:00 - 8:25 p.m.****Stratford***Chairs: Mark Condon, University of Louisville;
Barbara Guzzetti, Arizona State University; David
O'Brien, Purdue University***Vital Issues****9:00 p.m. - Midnight****Cottage**

Friday**December 2, 1994**

PAST PRESIDENTS' BREAKFAST**7:00 - 8:30 a.m.****Presidential Suite****Ad Hoc Committee Meeting:****Advisory to Nominations Committee****7:00 - 8:25 a.m.****Executive Room***Chair: Violet H. Harris, University of Illinois-
Urbana/Champaign***STUDY GROUPS****7:25 - 8:25 a.m.****Dover***List of Study Groups can be found at 7:30 a.m. on
Wednesday, Session #1.***Committee Meeting:****Policy and Legislative****7:30 - 8:25 a.m.****Crystal***Chair: Samuel Miller, University of North Carolina-
Greensboro; Sheila Valencia, University of
Washington***Meeting of the JRB Editors and
Editorial Advisory Board****7:30 - 8:25 a.m.****Lancaster/Cardiff***All members of the JRB advisory board will meet
with the editors: Linda Gambrell, Lesley Mandel
Morrow, Susan Neuman, Michael Pressley***REGISTRATION****8:00 a.m. - 5:00 p.m.****Garden Room****105****ROUND TABLES****8:30 - 9:05 a.m.****Dover***Chair: Michael Meloth, University of Colorado***105.1***Hispanic Parents' Perceptions and Practices with
Respect to Home Literacy Instruction
Marie Tejero Hughes, Jeanne Shay Schumm,
Sharon Vaughn, University of Miami***105.2***Reader-Response Theory: What It Is and What It
Does
April D. Nauman, University of Illinois-Chicago***105.3***The Relationships Between Mandated Portfolios
and Teachers' Attitudes, Beliefs and Practices
Christy Wise, Picotte Elementary School***105.4***Learning about Literacy: The Impact of Tutoring in
Adult Literacy Programs on College Student Tutors
Elisabeth Hayes, Debra Wilcox-Johnson, University
of Wisconsin-Madison*



106

ROUND TABLES

9:15 - 9:50 a.m.

Dover

Chair: *Michael Meloth, University of Colorado*

106.1

Towards Analyzing College Students'
Epistemological Reliefs

*Sherrie L. Nist, Michele L. Simpson, Karen Burrell,
University of Georgia*

106.2

The Relationship Between Reading Teachers'
Beliefs and Instructional Practices and Rural
Students' Reading Interests

Janet K. Isenhardt, West Virginia University

106.3

Meaning-Based Instruction in a Finnish
Kindergarten

*Riitta-Liisa Korkeamaki, University of Oulu; Mariam
Jean Dreher, University of Maryland*

106.4

Multilevel Spelling Instruction in Third Grade
Classrooms

*Patricia Cunningham, Wake Forest University;
Dorothy P. Hall, Winston-Salem/Forsyth County
Schools*

107

PAPER SESSION

8:30 - 9:50 a.m.

Leeds

**Readers & Writers: Reading
Specialists, Students, Teachers &
Librarians**

Chair: *Valerie Hall, De Pauw University*

A Descriptive Analysis of Preservice Reading
Specialists' Perceptions of Themselves as Readers
and Writers

Jacqueline Parten Gerla, Texas A&M University

Friendship's Effect on the Writing Processes and
Products of Four Fourth-Graders During Their
Classroom Writing Workshop

Alexa Sandmann, University of Toledo

The Teacher-Librarian Partnership in a Literature-
Based Approach

Jonna R. Jones, Grand Canyon University

108

SYMPOSIUM

8:30 - 9:50 a.m.

Bradford/Somerset

**Retrospective Miscue Analysis and
Revaluing Readers**

Chair: *Richard Meyer, University of Nebraska-
Lincoln*

RMA: History, Research, & Instructional Procedure
Yetta Goodman, University of Arizona

Joseph: An RMA Case Study

Prisca Martens, University of Arizona

Andrew: An RMA Case Study

Alan Flurkey, University of Arizona

Discussant: *Denny Taylor, University of Arizona*

109

SYMPOSIUM

8:30 - 9:50 a.m.

Durham

**Prospective Teachers' Beliefs and
Conceptual Change: The Role of
Professional Course Work in Teacher
Education**

Chair: *Sally Hudson-Ross, University of Georgia*

Learning to Teach Literature in the Secondary
School: Four Preservice Teachers' Conceptions of
Literature and of the Teaching of Literature
Dana L. Fox, Elizabeth Noll, University of Arizona

Two Preservice Teachers' Perceptions of
Themselves as Learners and Readers in a
Children's Literature Classroom
Janelle Mathis, University of Arizona

Two Preservice Teachers' Perceptions of Whole
Language and of Teaching in a Whole Language
Classroom
Terry Greene, University of Arizona

110
SYMPOSIUM

8:30 - 9:50 a.m.

Pembroke

**Participation Structures During
Secondary Students' Talk About Text**

Chair: Donna E. Alvermann, University of Georgia

"I Learn Better in Groups": Peer Led Discussions
Help Students Understand What They Read
*Josephine Young, University of Georgia; Dera
Weaver, Hilman Middle School*

Influence of Tasks and Topic on Student
Participation in Discussion
Stephen Phelps, State University College-Buffalo

Do Your Part: Students Know Conditions That Are
Conducive to Discussion
Kathleen Hinchman, Syracuse University

*Discussant: Ester Thrash, Sylvan Hills Middle
School; David Moore, Arizona State University*

111
ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Embassy/ Windsor

**A Technology Museum: Examining
Assumptions and Directions**

Chair: Jamie Myers, Pennsylvania State University

Exhibits:

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

Multimedia Authoring in Response to Literature
*Ann Margaret McKillop, Pennsylvania State
University*

Elementary School Teacher-University Researcher
Collaboration Via E-Mail
*Vicki Rybicki, Bowling Green University; Dan
Madigan, Bowling Green State University*

Young Authors with Internet Tutors and Audiences
Jamie Myers, Pennsylvania State University

A Bulletin Board Virtual Classroom
Rich Gibson, Pennsylvania State University

Middle School Readers Become Book Character
Keypals
Kim McCollum-Clark, Pennsylvania State University

The Changing Dimensions of Literacy: The Waning
of the Print Legacy
Ladislaus Semali, Pennsylvania State University

A museum of seven exhibits provides an opportunity
to examine the underlying assumptions about
literacy, knowledge, and pedagogy which support a
greater integration of technology into curricular
experiences. The session begins at the door with a
museum guide, continues with ongoing discussions
at each exhibit as participants move on their own
timing, and culminates in a 25 minute whole group
synthesis of connections underlying the various
uses of technology exhibited.

112

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Continental

The Standards Project for English Language Arts: Perspectives or Post Mortem?

Chair: Joan Irwin, International Reading Association

Processes for Conceptualizing Standard and Building Consensus

P. David Pearson, University of Illinois-Urbana/Champaign

Reactions to the Standards from the Professional and from the Funding Agency

Alan Farstrup, International Reading Association

Contents of the Standards

Jean Osborn, University of Illinois-Urbana/Champaign

Presenting the Standards to the Public

Terry Salinger, International Reading Association

Opportunity to Learn Standards for English Language Arts

Linda Gambrell, University of Maryland

The Standards Project for English Language Arts has won support from the profession and has at the same time encountered numerous, obstacles thrown down by its federal funding agency.

Participants in this session will learn about the successes and tribulations of developing language arts content standards, will be asked to join in focused, small group discussions, will hear about the political agendas that threatened the project, and will be invited to join SPELA staff in speculating about the language arts opportunity-to-learn standards that should accompany the development of content standards.

113

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Manchester

Constructing a Professional Perspective: Placing Problem-solving, Inquiry, and Reflection at the Heart of Teacher Education

Chair: Nancy Farnan, San Diego State University

Panelists: Nancy Farnan, Leif Fearn, San Diego State University; Patricia Kelly, California State University-San Bernardino; Diane Rocha-Hill, Vista Unified School District

We will explore situations in which preservice teachers engage in classroom research in order to study real problems, collect data, and draw conclusions. Four panelists, three teacher educators and a recent graduate of a credential program, will briefly describe the student-teacher-as-researcher (STAR) concept, research conducted in the context of teacher preparation programs, and the results and conclusions. Participants will then take part in small-group brainstorming sessions to generate ideas for incorporating STAR processes into a variety of courses and situations in teacher education programs. These ideas will be shared with the whole group. A possible result of this session might be the development of a collegial network of participants interested in exploring further the notion of student-teacher-as-researcher.

114

PAPER SESSION

8:30 - 9:50 a.m.

Stratford

Writing for Young Students

Chair: Cheryl Rappaport Liebling, Rivier College

A Kindergarten Sign-In Routine: Meanings and Forms in a Functional Writing Activity

Donald J. Richgels, Northern Illinois University

Emergent Writing On and Off the Computer: A Final Report on Project CIEL (Computers in Early Literacy)

Elizabeth Sulzby, University of Michigan

Writing Within the Reading Recovery Setting: Exploring Gains in Literacy and Self-Regulation Across Time

Dianne F. Frasier, Billie J. Askew, Texas Woman's University

115

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Lancaster/Cardiff

Cases as Texts: Researching their Role in Teacher Education

Chair: Suzanne Wade, University of Utah

Producing Video Cases in Teacher Education Courses

Virginia Richardson, University of Arizona

A Case-Based Curriculum to Promote Inclusive Education

Suzanne Wade, University of Utah

Case Writing in Reading Assessment

Judy Zone, University of Utah

The purpose of this session is to critically discuss the role that cases might play in teacher education. By "cases," we mean both the use of existing cases and cases that students develop themselves, using various media such as print and/or video. This discussion will contribute to our understanding of both the theory underlying the use of cases and the research methods that might be most helpful in evaluating its impact on the goals of teacher education programs. After short presentations that will provide examples of how cases are being used in teacher education, the session will be devoted to engaging the audience in a critical discussion.

116

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Crystal

Word Sort: An Alternative to Phonics, Spelling, and Vocabulary Study

Chair: Shane Templeton, University of Nevada-Reno

Stage Assessment

Kathy Ganske, University of Virginia

Picture Sorting

Marcia Invernizzi, University of Virginia

Word Sorting

Donald Bear, University of Nevada

Word Hunts and Writing Sorts

Mary Pyman Abouzeid, University of Virginia



117

THIRD PLENARY SESSION

10:00 - 11:20 a.m.

Ballroom

Keynote Address:

Anne Haas Dyson, University of California-Berkeley

Children Out of Bounds: A Case Study of the Power of Case Studies For Expanding the Vision of Literacy

Presentation of the Edward Fry Book Award:

John T. Guthrie, University of Maryland, Chair, Ed Fry Book Award Committee



Ad Hoc Committee Meeting: International Issues

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

Executive Room

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

HOST PROGRAM

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

Cottage

STUDY GROUP:

Teacher Education Research

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

Crystal

The Teacher Education Research study group meets at this time every day.

RESEARCH WORKSHOPS

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

118

Issues of Literacy in Rural Communities

Lancaster/Cardiff

Coordinator: Carolyn Colvin, University of Iowa

119

Making Sense of Peer Group Discussions

Bradford/Somerset

Coordinator: John F. O'Flahavan, University of Maryland

120

Methodological Issues Concerning Verbal Protocols

Manchester

Coordinators: Davida Charney, Dorothy Deegan, Pennsylvania State University

121

Play and Writing Development

Durham

Coordinator: Judith Fueyo, Pennsylvania State University

122

Multicultural Issues in Research in Children's Literature

Stratford

Coordinator: Kathy Meyer Reimer, Goshen College



123

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Stratford

Critical Issues in the Teaching and Research of School Literacy: The Need for a Multicultural Perspective

Chair: Eurydice Bouchereau Bauer, University of Illinois

Presenters: Georgia Earnest Garcia, Violet H. Harris, Arlette Willis, University of Illinois-Urbana/Champaign

The session is aimed at researchers and teacher educators interested in literacy from a multicultural perspective. The session begins with a short presentation on the theoretical perspective undergirding the session. Then, three brief research presentations will introduce discussion topics around which three discussion groups will be organized: process and content aspects of literacy instruction (print awareness, communication differences, differential instruction, and/or assessment); historical and current publication and use of multicultural literature in the elementary classroom; and the use of multicultural literature in the middle-school, high school, and teacher education classroom. The session will end with recorders from the small groups reporting to the whole group.

124

SYMPOSIUM

12:50 - 2:10 p.m.

Pembroke

The Impact of Literacy on Learning in the Professions for "At Risk" Students: The Case of Medical Education

Chair: Elfrieda H. Hiebert, University of Colorado

Using Literacy as a Tool for Learning Medicine
Elaine Chin, University of Michigan; Michael McLeod, Michigan State University-Kalamazoo

The Road Taken in Medical School Literacy
Jean McPhail, John G. Freeman, University of Michigan; Michael McLeod, Michigan State University-Kalamazoo

Note Taking in the Construction of Knowledge about Medicine
Alice Frohna, University of Michigan; Michael McLeod, Michigan State University-Kalamazoo

Discussant: Stephen P. Witte, Kent State University

125

FOLLOW UP TO PLENARY

12:50 - 2:10 p.m.

Cottage

A Visit with Anne Haas Dyson

126

PAPER SESSION

12:50 - 2:10 p.m.

Bradford/Somerset

Teachers as Decision Makers

Chair: Anne McGill-Franzen, SUNY-Albany

Will it Work With My Kids: Teachers' Practical Concept of Effective Reading Instruction
Martha A. Waggoner, University of Illinois-Urbana/Champaign

Beginning Kindergarten Teachers' Planning Strategies for Integrated Literacy Instruction
Kathy Roskos, John Carroll University

Teaching for "Everyone's Strongest Self": The Selection and Use of Literature and Cultural Knowledge by Five Exemplary 1-6 Grade Teachers
Patricia E. Enciso, University of Wisconsin-Madison

127

PAPER SESSION

12:50 - 2:10 p.m.

Durham

Mothers, Literacy & Young Children

Chair: Shelia G. Cohen, SUNY-Cortland

Identifiable Roles Low-Income Mothers Play During Book-Sharing Time
Patricia A. Edwards, Michigan State University

Styles & Strategies of Interaction During a Book Reading Task: Implications for Literacy Intervention with Low-Income Families
Jeanne DeTemple, Patton O. Tabors, Harvard University

Maternal Employment During the First Year of Life: Effects Related to Reading Development in Seven-Year-Old Children
Andrea B. Smith, Western Michigan University

128

SYMPOSIUM

12:50 - 2:10 p.m.

Manchester

Piecing a Patchwork Quilt: A Critical Review of the Research on Children's Literature

Chair: Violet H. Harris, University of Illinois-Urbana/Champaign

The Frustrating Search Across Disciplines for the Research on Children's Literature

Major Trends, Issues, and Types of Research on Children's Literature

Children's Literature Truly Become an Interdisciplinary Field of Study?

Presenters: Margaret Ferguson, Lauren Freedman, Sandy Kaser, Tucson Unified School District; Cyndi Giorgis, Rena Leith, Prisca Martens, Janelle Mathis, University of Arizona; Gail Pritchard, University of Arizona; Betsy Brown, Sierra Vista School

Discussant: Violet H. Harris, University of Illinois-Urbana/Champaign

129

JOINT ROUND TABLES

12:50 - 2:10 p.m.

Lancaster/Cardiff

Chair: Renee Weisberg, Beaver College

129.1

"I Teach Students, Not Subjects": A Cross-Case Analysis of Teacher-Student Relationships as Foundation for Literacy Practices in High School
Elizabeth B. Moje, University of Utah; Deborah R. Dillon, Purdue University

129.2

Continuing an Innovation or Not: Stories of Teacher Change
Marilyn M. Ohlhausen-McKinney, Maria J. Meyerson, University of Nevada-Las Vegas

129.3

Marcus Willson (1813-1905): The Author of Three Reading Series
Peter J.L. Fisher, National-Louis University; Shelia Shapiro, Northeastern Illinois University

129.4

Relationship Between Workplace Literacy Outcomes and Student Characteristics
Delores Perin, City University-New York

130

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Crystal

Profiling the Five Levels of Adult Literacy Proficiency in the U.S.: A New Approach to Defining Standards

Chair: Peter Mosenthal, Syracuse University

I. Overview

Peter Mosenthal, Syracuse University

II. From Anthropometry to Literary Measurement

Peter Mosenthal, Syracuse University

III. Defining the 5 Levels of Adult Literacy

Irwin Kirsch, Educational Testing Service

IV. Comparing Approaches to Standards Setting:

Comparability, Interpretability, Relevance

Irwin Kirsch, Educational Testing Service

V. Invited Discussion/Critique by Audience

131

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Dover

An NRC Debate: Does Schema Theory or Dual Coding Theory Provide a Better Explanation for Cognition in Reading?

Chair: Mark Sadoski, Texas A&M University

Moderator: Robert B. Ruddell, University of California-Berkeley

The Schema Position

Richard Anderson, University of Illinois-Urbana/Champaign

The Dual Coding Position

Mark Sadoski, Texas A&M University

This session will take a debate/discussion format. The moderator will allot time for opening statements on the central question. The moderator will then ask a short series of questions of each of the principals. The remaining time will be for rejoinders or for questions from the audience.

132

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Continental

How to Use NRC E-MAIL

Chair: Michael Kamil, Ohio State University

Workshop Leaders: Mark Condon, University of Louisville; David G. O'Brien, Purdue University; Barbara Guzzetti, Arizona State University

This session is sponsored by the Technology Committee and is designed to acquaint NRC members with how to use NRC E-MAIL.

133

PAPER SESSION

12:50 - 2:10 p.m.

Leeds

Paradigm Shifts, Teachers' Beliefs, and Children's Development

Chair: Linda Saumell, University of Miami

On Paradigm Shifts in Reading Research

Zhihui Fang, Louisiana State University

"I Just Can't Read So Good," A Student's Self-Assessment: Reflections of Teachers' Beliefs
Pamela J. Simpson, Virginia Tech

A Model of Kindergartners' Development of Literacy Resources Across Classroom Contexts
Janet Young, University of Oklahoma

134

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Embassy/Windsor

Graduate Student Focus

*Organizers: Virginia J. Goatley, Fenice B. Boyd,
Michigan State University*

Discussion with the Co-Directors of the National Research Center on Literature Teaching and Learning

Co-Chairs: Angela Ferree, University of Texas-Austin; Fenice B. Boyd, Michigan State University

*Presenters: Judith Langer, Arthur Applebee,
SUNY-Albany*

Discussion with recent graduates about "The Job Search" Process

Co-Chairs: Kathryn Davinory, University of Colorado-Boulder; Cynthia Brock, Michigan State University

Presenters: Shelby Wolf, University of Colorado-Boulder; Mark Fressman, University of Texas-Austin

This session is intended for graduate students. The first part of this session will focus on research being conducted at the Center for the Teaching and Learning of Literature. The center has many studies underway that are of interest to graduate students who are in the process of writing their dissertation. The format will be a brief outline by the directors of the center followed by an informal discussion with the graduate students attending. For the second part of the session presenters will discuss key areas to consider in relation to finding a job and stories from their own job search process.

**Silent Auction Buyers' Names Posted
for Purchase of Books**

1:00 - 7:00 p.m.

Hanover



135

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Bradford/Somerset

**More than a Feeling: How Gender
Influences our Academic Work**

Chair: Ann Vibert, Mount Saint Vincent University

Research in Her Own Voice: Inquiry Challenges of the Graduate Student

Joyce Wienczek, University of Maryland

The Relationship Between Feminism and Teaching in the Academy

Laurie MacGillivray, University of Southern California

Feminist Perspectives on Publishing Within the Academy

Donna E. Alvermann, University of Georgia

Pink Tweed: On Being Part of the Solution and Part of the Problems

Lorri Neilsen, Mount Saint Vincent University

Discussant: Michelle Commeyras, University of Georgia

Four speakers will each address a critical issue in literacy research and teaching in which gender may play a role, or has played a role in her academic life. The four speakers will summarize this issue in 5-10 minutes each (total 30 minutes), and following these presentations, will each lead a discussion group about the issue they outline (30) minutes. Each discussion group is then responsible for returning to the whole group with further questions arising from the issues (30 minutes). The purpose of the discussion will be to point to further issues and questions, not to summarize or reach closure on the ideas.

136

PAPER SESSION

2:20 - 3:40 p.m.

Pembroke

Emergent Literacy

Chair: Alison Black, Syracuse University

Segmentation or Identify? Reconceptualizing
Phonemic Awareness

Bruce A. Murray, University of Georgia

The Relationship Between Writing Forms and
Emergent Reading Behaviors: Patterns Across 3-,
4-, and 5-year-olds

June E. Barnhart, Northern Illinois University

Development of Early Literacy Skills in Varying
Sociolinguistic Contexts

Ludo Verhoeven, Tilburg University

137

PAPER SESSION

2:20 - 3:40 p.m.

Leeds

**Multi-Cultural Literature: Authenticity,
Inclusion and Imagination**

Chair: Bondie Hankin, Syracuse University

Accuracy and Authenticity in Native American
Children's Literature: The Social Responsibility of
Authors and Illustrators

Elizabeth Noll, University of Arizona

A Cautious Inclusion: Books with African-American
Content Enter the Children's Canon, 1941-1967

*Christine A. Jenkins, University of Illinois-
Urbana/Champaign*

Ethnicity and Imagination: Reconceptualizing the
Insider vs. Outsider Issue

Mingshui Cai, University of Northern Iowa

138

PAPER SESSION

2:20 - 3:40 p.m.

Durham

**Children's Responses to Literature:
Gender and Guidance**

*Chair: Laura Stowell, California State University-
San Marcos*

What is this Literachurch Stuff Anyway?":
Preservice Teachers Learning to Guide and
Interpret Children's Response to Literature
*Shelby Wolf, Angela Carey, Erikka Mieras,
University of Colorado-Boulder*

Three Cheers for "Girl Talk": The Role of Grade 5
Gendered Talk in Literature Discussions
Karen S. Evans, University of Arizona

Gender Differences in Third Graders' Oral
Discourse During Literature Discussion Groups
Tracey A. Marks, University of Maryland

139

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Stratford

**Inquiry Learning and Multiple Sign
Systems in Elementary and Post-
Secondary Classrooms**

*Chair: Beth Berghoff, Indiana Department of
Education*

Negotiating Curriculum: From Transmission to
Transaction in Teacher Education
Marie Elaine Boozer, Indiana University

Multiple Perspectives Transmediated through
Multiple Sign Systems
*Jann Pataray Ching, Deborah Kavanaugh, Indiana
University*

Beyond Passive Reception: The Bumpy Road of
Research
Esther N. Gray, Indiana University

Questions and Possibilities: Elementary Students'
Multiple Ways of Knowing
Mary F. Roberson, Indiana University

The session will have four parts: (1) Introduction.
(2) Participants will choose among one of four
presentations. (3) The presenters will repeat their
presentations, and participants will join another
mini-session. (4) The discussant will facilitate
discussion.

140

OSCAR CAUSEY SESSION

2:20 - 3:40 p.m.

Continental

Miscue Analysis as Scientific Realism

Speaker: Ken Goodman, 1993 Award Recipient

Chair: Camille L. Blachowicz, National-Louis University

141

SYMPOSIUM

2:20 - 3:40 p.m.

Manchester

Theory into Print: Literacy Scholars and the Development of Instructional Texts

Chair: Renee Weisberg, Beaver College

Identifying Factors Which Affect the Disposition of Research-based Innovations in the Development of a Basal Reading Program: A Case Analysis
James M. Wile, Miami University

Collaboration in Creating a Commercial Reading and Language Arts Program: One Basal Author's Experience

James F. Baumann, University of Georgia

Spanning the Chasm Between Research and Practice in the Development of Early Reading Instructional Texts

Connie A. Bridge, University of Kentucky

Do Ethical Concerns Play a Role in What Gets Into Commercial Materials?

Michael Kamil, Ohio State University

142

SYMPOSIUM

2:20 - 3:40 p.m. (and)

3:50 - 5:10 p.m.

Embassy/Windsor

Researching New Applications of Technology in Literacy: Examples in Early Reading

Chair: David Reinking, University of Georgia

Effects of a Program of Computer-Mediated Books on the Progress of Beginning Readers
Mike McKenna, Georgia Southern University

The Young Children's Literacy Project: Video and Software Tools for Accelerating Literacy in At-risk Kindergarten Children
Diane Sharp, Vanderbilt University

Examining the Influence of Computers on Young Children's Opportunities for Literacy Development
Linda Labbo, University of Georgia

Discussant: John E. McEaney, Indiana University-South Bend

143

PAPER SESSION

2:20 - 3:40 p.m.

Crystal

Reading and Writing in the Upper Elementary Years: Texts, Strategies and Cooperation

Chair: Paula Salvio, University of New Hampshire

Exploring Pupils Self-Directed Reading and Writing Engagements with Informational and Literary Texts: Eleven/Twelve Year-Olds
Joyce E. Many, Texas A&M University; Ron Eyfe, Geoff Lewis, Evelyn Mitchell, Northern College

An Investigation of Cohesion Strategies in Grade 6 Urban Students' Expository Writing and Their Models for Writing
Helen R. Abadiano, Central Connecticut State University

Cooperative Learning and the Acquisition of Declarative and Procedural Knowledge: Grade 4
Sylvia M. Rojas-Drummond, Maricela Velez, Gerardo Hernandez, Gabina Villagran, National Autonomus University of Mexico

144

PAPER SESSION

2:20 - 3:40 p.m.

Lancaster/Cardiff

**Teachers' Beliefs About Strategies
Instruction**

Chair: Jane Lehman, Elgin Community College

A Tale of Ten Teachers: Beliefs and Practices of Strategies-Based and Nonstrategies-Based Teachers of Reading
Rachel Brown, SUNY-Buffalo; Michael Pressley, SUNY-Albany; Ted Schunder, Maryland State Department of Education

Teacher Beliefs and Thematic Instruction: Implications for Teacher Education and Inservice
Bette S. Bergeron, Purdue University-Calumet; Elizabeth Rudenga, Trinity Christian College

Encouraging Engagement with Text and Reflection on Practice through Response/Dialogue Journals in Reading Methods Courses
Vienna K. Volante, Oglethorpe University

145

ROUND TABLES

2:20 - 2:55 p.m.

Dover

Chair: Brenda Shearer, University of Wisconsin-River Falls

145.1
The Evolution of Portfolio Assessment in Elementary Classrooms
Peter Dewitz, Eileen Carr, Alexa Sandmann, University of Toledo

145.3
Self Confidence in Literacy Learners: Can Cultural Interaction Help?
James E. Barton, University of Rhode Island

145.4
Preservice Teachers' Literacy Life Histories: Exploring the Influence of Personal Experience on Beliefs about Reading and Instruction
Mary A. Duchein, Deidra W. Frazier, Bonnie C. Konopak, Louisiana State University

145.5
Christian Missions and Adult Literacy in Nigeria: A Study of their Roles and Constraints
Chuwuemeke Eze Onukaogu, M. Obafemi Ejeh, Awolowo University

145.6

A Study of Press Coverage of Adult Literacy
Dennis G. Mike, SUNY-Buffalo



146

ROUND TABLES

3:05 - 3:40 p.m.

Dover

Chair: Brenda Shearer, University of Wisconsin-River Falls

146.1
Children's Research Questions and Information Search As They Read for Report Writing
Mariam Jean Dreher, University of Maryland

146.2
Cognitive Strategy Instruction for Latino Students with Learning Disabilities
Robert T. Jimenez, Russell Gersten, University of Oregon

146.3
Metaphor in Teacher Education: A Way to Examine and Reorder Experience
Mary Kay Rummel, University of Minnesota

146.4
The Nature of Engaged Reading in Classroom Discussions of Literature
Janice F. Almasi, Isabel L. Beck, Margaret G. McKeown, University of Pittsburgh

146.5
Advancing Literacy in Schools: An Alternative Approach to Staff Development
Shelia Shapiro, Joyce H. Jennings, Joyce A. Hieshima, Northeastern Illinois University



147

SYMPOSIUM

3:50 - 5:10 p.m.

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

Embassy/Windsor

**Researching New Applications for
Technology in Literacy: Examples in
the Area of Hypermedia**

Chair: David Reinking, University of Georgia

Reading Comprehension in Hypermedia:
Supporting Changes to Children's Conception of a
Scientific Principle

*Donald J. Leu, Syracuse University; Michael L.
Hillinger, Lexicon Systems*

Multimedia Tools to Enhance Preservice, Reading-
Teacher Preparation

*Laurie Meltzer, Janice Carson, Fred Bigenho,
Jeanne Peter, Alice Henley, Vanderbilt University*

Project Literacy: Hypermedia for Hearing-Impaired
Readers

Mark Horney, University of Oregon

*Discussant: Bill McGinley, University of Colorado-
Boulder*

148

ALTERNATIVE FORMAT

3:50 - 5:10 p.m.

Dover

Scholarly Writing and Publishing

*Co-Chairs: Wendy C. Kasten, Barbara K. Clarke,
University of South Florida-Sarasota*

Writing for Juried Journals: Review of Educational
Research (AERA)

Dick Allington, SUNY-Albany

Writing for Juried Journals: The Reading Teacher
(IRA)

*Nancy D. Padak, Timothy Rasinski, Kent State
University*

Writing for Juried Journals: Journal of Reading
(IRA)

Janet R. Binkley, International Reading Association

Writing for Juried Journals: Language Arts (NCTE)
William H. Teale, University of Texas-San Antonio

Proposing Your First Book: The Prospectus
Diane DeFord, Ohio State University

Writing Textbooks and Other Professional Books
Jacqueline Comas, University of Florida

Writing Textbooks and Other Professional Books
Lenore Ringler, New York University

Collaborating with Teachers on Articles
JoBeth Allen, Betty Shockley, University of Georgia

Writing Your First Article
Karin Dahl, Ohio State University

Writing Proposals for the NRC Conference
Jane Hansen, University of New Hampshire

Ten Small groups will each meet twice, from 3:50 -
4:25 and from 4:35 - 5:10. Attendees will attend a
different group during each time slot.

There is a second component to this. A list of
"readers" will be available who are experienced
writers. Participants attending this session may bring
a manuscript for feedback from a reader. We will
match readers and manuscript writers. This will be
advertised in advance in the NRC newsletter. The
list of readers will be far more extensive than the
number of presenters at this session.

149

ALTERNATIVE FORMAT

3:50 - 5:10 p.m.

Continental

Diverse Perspectives on Conceptual Change: Stories, Interpretations and Conversations

Chairs: Barbara Guzzetti, Patricia Anders, Arizona State University

Vignettes: Self-Confidence and the Process of Conceptual Change
Katherine Maria, College of New Rochelle

Cognitive Conflict About Concepts of Motion in High School Physics
Cynthia R. Hynd, University of Georgia

Case Studies in Conceptual Change: Cognitive and Contextual Influences on Learning from Text
Barbara J. Guzzetti, Arizona State University

Change in Children's Frameworks for Understanding Electric Circuits
Daniel P. Shepardson, Elizabeth B. Moje, University of Utah

Reactors:
Social Constructivist Perspective
Clark Chinn, University of Illinois

Interactional Sociolinguistic Perspective
Judith Green, University of California-Santa Barbara

Interactional Sociolinguistic Perspective
John Konopak, Louisiana State University

Feminist Perspective
Michelle Commeyras, University of Georgia

Cognitive Constructivism
Patricia Alexander, Texas A&M University

Panelists: Richard Anderson, Barak Rosenshine, University of Illinois; Janice Dole, University of Utah; Christine Gordon, University of Calgary; Colin Harrison, University of Nottingham; Marge Lipson, University of Vermont; Nancy Marshall, Florida International University

150

SYMPOSIUM

3:50 - 5:10 p.m.

Bradford/Somerset

Inquiry, Reflection and Change in an Adult Education System: Findings from Teacher and Student Action Research

Chair: William Grimes, San Diego California Community College District

Student Update of GED Curriculum
Michael Ireton, San Diego CCD

Studying Retention in the Hispanic Community
Rosa Limon, San Diego CCD

Study of Life Skills Program at St. Vincent de Paul
Maxine Patrick Williams, San Diego CCD

Discussant: Barbara McDonald, CWELL Action Research Center

151

PAPER SESSION

3:50 - 5:10 p.m.

Lancaster/Cardiff

Primary Reading Programs

Chair: Norma Lopez-Reyna, University of Illinois-Chicago

A Fluency-Based Reading Program: Second Year
Steven A. Stahl, Kathleen Heuback, Bonnie Cramond, University of Georgia

Effects of Repeated Reading of Alphabet Books on Kindergartners' Letter Naming Knowledge
M. Jane Greenewald, University of Wisconsin-LaCrosse; Rose Kulig, Northwoods School

Using Repeated Reading to Promote Reading Success in a Heterogeneously-Grouped First Grade
Joy J. Turpie, Boston University

152

SYMPOSIUM

3:50 - 5:10 p.m.

Stratford

Summer Explorers: Developing Engaged Reading Through Observation, Text Use Strategies, and Classroom Talk

Chair: Carol Lloyd, University of Nebraska-Omaha

Using Observation Activities in Literacy Development

Christy Horn, University of Nebraska-Lincoln

Using Text Materials and Writing in Literacy Development

Roger Bruning, University of Nebraska-Lincoln

Using Classroom Discourse in Literacy Development

Barbara Schweiger, Omaha Public Schools

153

SYMPOSIUM

3:50 - 5:10 p.m.

Durham

Reconsidering Self and Context: A Performative View of Literacy Research and Classroom Discourse

Chair: Linda Fielding, University of Iowa

The Idealized Classroom Community: A Critique from a Performance Perspective
Cynthia Lewis, Grinnell College

Verbal Performance in Fifth-Grade Literature Discussions

Jeanne Janson, University of Iowa

The Ethnographer as Performer: Staging Self and Other in Text

Julie Cheville, University of Iowa

Discussant: Bonnie Sunstein, University of Iowa

154

SYMPOSIUM

3:50 - 5:10 p.m.

Manchester

Critical Literacy as a Foundation for Critical Democracy

Chair: Rebecca Barr, National-Louis University

Pedagogical Practice and the Ethic of Democracy
Jeannie L. Steele, University of Northern Iowa

More Than a Literate Democracy

Patrick Shannon, Pennsylvania State University

Critical Pedagogy and the Construction of Civil Society

Kurt S. Meredith, University of Northern Iowa

Discussant: Donna Ogle, National Louis University

155

ALTERNATIVE FORMAT

3:50 - 5:10 p.m.

Pembroke

The Female Voice in Children's Literature: Revealing Personal Connections

Chair: Patricia Crook, University of Virginia

Facilitators: Isabel Barrow, Karen Broadus, McGuffey Reading Center

This alternative format presentation will open with the audience viewing a film of a children's picture book which retells an old legend. In small groups, participants will share their reactions to the resolution of this tale with a view toward connections between their own personal experiences and the heroine's choice. In closing, the facilitator will share their research on the personal contexts of response to the female voice across age and gender.

REGISTRATION/MEMBERSHIP APPLICATION

1994 NATIONAL READING CONFERENCE

Complete and Return to: NATIONAL READING CONFERENCE, P.O. Box 809130, Chicago, IL 60680-9130

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

Mailing Address (Full address for confirmation and mailing purposes.)

City _____ State/Province/County _____ Zip Code _____

OFFICE PHONE: ☎ (____) _____ HOME PHONE: ☎ (____) _____

FAX NUMBER: (____) _____ ELECTRONIC MAIL: (____) _____

- YES NO Include my name/address on mailing lists which may be provided/sold to members or other organizations
- YES NO This is my first NRC conference.
- YES NO HOST PROGRAM: I am interested in greeting a newcomer.
- YES NO HOST PROGRAM: I am interested in attending a newcomer event.

CONFERENCE REGISTRATION

(Full registration includes the yearbook #44.)

CATEGORY	ADVANCED	ON SITE	DAILY (Specify Days)	AMOUNT
	Received by 11/1/94	After 11/1/94	W TH F S	\$ _____
Regular Member	\$ 95.00	\$120.00	\$ 45.00	\$ _____
Student or Emeritus	\$ 60.00	\$ 85.00	\$ 35.00	\$ _____
Non-Member	\$130.00	\$155.00	\$ 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 of the following categories:

MEMBERSHIP TYPE	ANNUAL DUES	AMOUNT
Regular member with no voluntary contribution	\$ 70.00	\$ _____
Regular member with voluntary contribution (select one)		
> Well established in field	\$170.00	\$ _____
> Average to about 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, may be held for four years. 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 _____

VISA MC AMEX Credit card number _____ Exp. Date ____ \ ____

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 thy may be deductible as a business expense.

NRC HOTEL RESERVATION FORM

November 29 - December 3, 1994

Name _____

Phone _____

Address _____

Arrival Date _____

Departure Date _____

City/State/ZIP _____

in Party _____

Type of Payment

American Express Carte Blanche Discover Diners Club Master Card VISA

Credit Card Number _____ Exp. Date _____

Signature _____

Room Preference

Victoria Building

Modern Complex

- Guest Room Single/Double \$109*
- Guest Room Triple \$119*
- Guest Room Quad \$129*

- Guest Room Single/Double \$109*
- Guest Room Triple \$119*
- Guest Room Quad \$129*

Alternate Preference

Special Requests/Access Needs

Name(s) of Person(s) Sharing Accommodations

* Rate is exclusive of 7% per room/per night occupancy tax.

If first room of preference is not available, the next available category will be confirmed.

Room reservation block will be held until **October 24, 1994**. Otherwise, reservations will be accepted as space availability permits.

Reservations must include one night's advance deposit, by check or credit card that will be charged upon receipt, which is applicable to the first and last night, should you fail to arrive or depart as scheduled.

Advance deposits unaccompanied by this form must be received within 10 days of our receipt of the form or the reservation is subject to cancellation.

Notice of cancellation is required 72 hours prior to your arrival date to obtain a refund of deposit.

Please return this form to:

**Reservations Manager
Hotel del Coronado
1500 Orange Avenue
Coronado, CA 92118
☎Phone: (800) 468-3533
☎Fax: (619) 522-8238**

1994 CONFERENCE EVALUATION FORM

NATIONAL READING CONFERENCE

Detach and Return to: *National Reading Conference, Garden Room*

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, Conference Reception)

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.)

1994 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 the NRC's standing committees, please fill in the following information and leave at the NRC registration desk.

Name: _____

Institution: _____

Address: _____

☎ Phone Number(s):

Work () _____ Home () _____
E-Mail () _____ Fax () _____

If you are especially interested in serving on one of the standing committees, check the appropriate box.

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

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

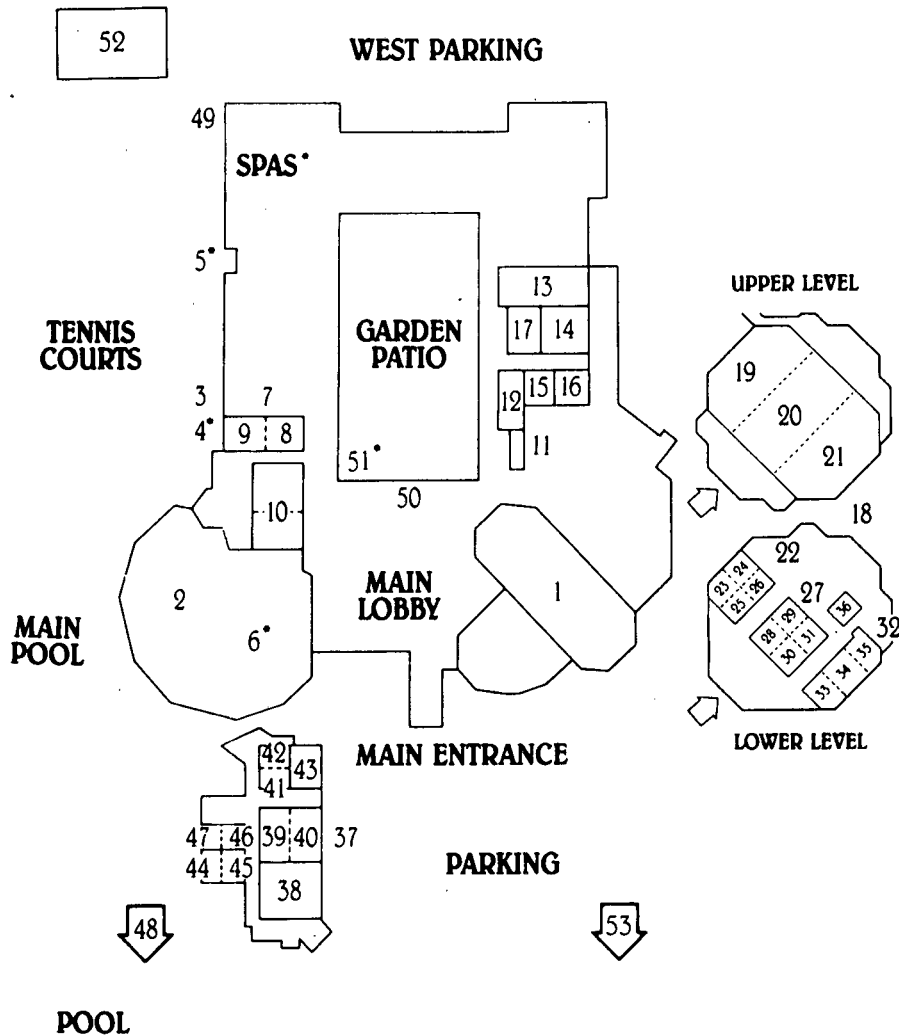
- Chair Session

**Conference at a Glance
Wednesday, November 30, 1994**

	Embassy/ Windsor	Continental	Pembroke/ Leeds	Stratford	Durham	Manchester	Bradford/ Somerset	Lancaster/ Cardiff	Crystal	Dover
7:00-8:25 am						2 RW				1 SG
8:30-9:50 am			5 PS-Preservice Teacher Education...	6 S-Reading: Composure and the Ecological Wisdom of Good Work	4 S-Improving Written Composition in Grades 1-8...	7 S-Conceptualizing & Implementing Single-Subject Experimental Designs in Literacy Research	3 PS-Multicultural Contexts	8 S-Parental Involvement & Literacy Instruction...		
8:30-9:05 am										9 RT
10:00-11:20 am	11 AF-The Tensions and Possibilities of Constructing Literature Environments for Professional Growth...	10 AF-Awareness of Reading Anxiety in 7-13 Years Old...	12 PS-Test Scores, Word Sort and Difficult Texts	13 PS-Home Environments: ESL, Parents as Teachers, A New Reader	14 S-Utilizing Portfolio Systems to Support Student Self-Evaluation and Reflection	15 S-Frameworks for Conceptualizing Workplace Literacy	16 S-Building a Community of Readers...	17 AF-Exploring Commonalities Among Classroom Contexts...	18 S-Writing and Latino Learners: Learning to Mean in Three Urban Classrooms	
10:00-10:35 am										19 RT
10:45 am-11:20 am										20 RT
11:20 am.-1:25 pm	21 Special Session - Experience San Diego: A Special Historical and Cultural Session ♦ Ballroom									
11:20 am- 12:40 pm	Graduate Students ♦ Cottage									
11:35 am-12:40 pm	22 - Study Group ♦ Crystal									
11:35 am-12:40 pm	23 RW ♦ Stratford 24 RW ♦ Durham									
12:50-2:10 pm	26 AF-The Growth and Change of Teacher Beliefs...	27 AF-Self-Reflection in Teach Education...	25 S-The Role of Field-Based Learning in the Teaching of Literacy Methods	28 PS Word Recognition	30 AF-Opportunities for Learning as Viewed by Students, Teachers and Parents...	31 PS-Workplace Literacy	29 S-How Chaos Theory Can Inform The Study of Literacy...	32 JRT		
12:50- 2:10 pm	33 RT/34 RT ♦ Dover									
2:30-3:40 pm	35 AF-What's New to Know About Reading Strategies Instruction	37 AF- Literature Discussions in Three Contexts: Methodology and Findings Worth Pursuing	36 PS - Social Construction of Literacy	38 PS-Using Stories to Explore Metaphors for Teacher Thinking	39 PS - Home-School Relationship: Parents, Portfolios & Story	41 S- Alternative Strategies for Assessing Literacy Practice Skills and Knowledge	43 S - Reading Nancy Drew. Of Literature, Story, and Cultural Exchange	42 AF-Technology and Adult Literacy Improvement...	40 PS - Bilingual: Spanish-English Contexts	
2:20-2:44 pm										44RT
3:05-3:40 pm										45 RT
3:50-5:00 pm	46 First Plenary Session - Presidential Address ♦ Ballroom									
5:00-6:15 pm	Conference Reception ♦ Garden Patio									
8:45-10:00 pm	47 Special Session - Adult Literacy: One of our Greatest Nation Issues ♦ Dover									
10:00-Midnight	Vital Issues ♦ Cottage									

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

- | | |
|--|---|
| 2 Ballroom | 38 Dover Room |
| 8 Windsor Room (<i>seating limited to 40 persons</i>) | 39 Stratford Room |
| 9 Embassy Room | 40 Durham Room |
| 10 Crystal Room (<i>seating limited to 45 persons</i>) | 41 Somerset Room |
| 10 Continental Room | 42 Bradford Room |
| 11 Executive Room | 43 Manchester Room |
| 12 Garden Room | 44 Cardiff Room |
| 13 Hanover Room | 45 Lancaster Room |
| 16 Kent Room | 46 Pembroke Room (<i>seating limited to 30 persons</i>) |
| 17 Tudor Room | 47 Leeds Room (<i>seating limited to 25 persons</i>) |
| 19 Empress Hall | 52 The Cottage |



**Conference at a Glance
Thursday, December 1, 1994**

	Embassy/ Windsor	Continental	Pembroke/ Leeds	Stratford	Durham	Manchester	Bradford/ Somerset	Lancaster/ Cardiff	Crystal	Dover
7:00-8:25 am										SG
8:30-9:50 am	48 Embassy AF-Crosscultural Literacy for Teachers of Reaing... 49 Windsor AF-Family Literacy Programs	50 PS-Assessment Observation, Feedback & Portfolios	55 S-The Importance of Morphological Awareness in Learning to Read and Spell	51 PS-Qualitative Studies of Teachers' Beliefs, Decisions, and Practices of Literacy in Content Areas	53 S-What Case Studies Tell Us About the Transition to Conventional Literacy	54 S-The Social Construction of Literacy...	52 S-Positioning in Literacy Activities...	57 AF-Portfolios in Teacher Eduation...	56 S-College Reading Programs and Strategic Learning...	
8:30-9:05 am 9:15-9:50 am										58 RT 59 RT
10:00-11:20 am	60 Second Plenary Session - Keynote Address: Sook Nyul choi ♦ Ballroom									
11:20 am-12:50 pm	Graduate Students ♦ Cottage									
11:35 am-12:40 pm		65 RW		64 RW		63 RW	62 RW	61 RW		1 SG
12:50-2:10 pm	69 Embassy PS-Family Literacy and Parent Involvement 70 Windsor AF-Content Area Literacy and Classroom Inquiry...	74 AF-Problems, Possibilities, and Paradoxes...	66 Pembroke PS-Multicultural Literature 71 Leeds S-Collaborative Inquiry in Literacy Instruction	72 AF-Taking It Up/Taking It Seriously: Critical Literacy in Pre- Service Teacher Education	67 PS-Instructional Practices: Primary and Transitional	79 S-Promoting Motivation in Contexts for Literacy Learning...	75 AF-Bringing Literacy Perspectives to Electronic Learning Environments...	76 JRT	68 PS-Diverse Learners in Literature Classrooms	
12:50-2:10 pm	73 Follow-Up To Plenary - A Conversation with Sook Nyul Choi ♦ Cottage									
12:50-1:25 pm 1:35-2:10 pm										77 RT 78 RT
2:20-3:30 pm	81 Embassy AF-Teacher Education Inside the School Restructuring Movement... 85 Windsor AF-Reading/Writing, Performance, and the ART of Critical Pedagogy -or- Where's the Action?	82 AF-Sociocultural Diversity, Literacy Research, and the NRC: Continuing the Conversation	89 Pembroke S-Three Classroom Inquiries: Multiple Layers of Analysis 84 Leeds PS-Literacy in the Content Areas...	80 AF-A Colloquium on Teacher- Researcher Portfolios	83 S-Rewriting the Literacies of Women...	86 AF-Meet the Experts: Curriculum as Conversations about Knowledge, Sign Systems and Inquiry	90 S-The Literature- Based Basals: Savior, Satan, or Same-Old-Same-Old?	88 S-Storybook Reading in the Emergent Literacy Classroom	87 S-Epistemologies Underlying Literacy Educational Practices	
2:20-2:55 pm 3:05-3:40 pm										91 RT 92 RT
3:50-5:10 pm	93 Embassy AF-Talk About Text as a Social Language... 94 Windsor Considering Considerateness: The Readability of Expository Texts...	96 AF-Publishing in NRC Publications	97 Pembroke PS-Change in Preservice Teachers' Beliefs and Knowledge Structure	98 AF-Continuing the Dialogue: Conversations about Changes in Teacher Education Programs	99 S-Texts and Intertextuality as Lived Experience: Ethnographic Studies...	100 S-Social Interaction of Emergent Literacy Learners and Teachers	95 S-From Word to Text: Topics in Emerging Biliteracy	101 AF-Literacy in Oregon's Educational Reform Agenda...	102 PS-Special Populations: Friendship, Collaboration, Holistic Approaches to Literacy	
3:50-4:25 pm										103 RT
5:15-6:06 pm	JRB and NRC Yearbook Reception ♦Cottage									
5:15-6:05 pm	Birds of a Feather ♦ Dover									
8:10-7:30 pm	NRC Town Meeting ♦ Ballroom									
9:00-Midnight	Vital Issues ♦Cottage									

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

**Conference at a Glance
Friday, December 2, 1994**

	Embassy/ Windsor	Continental	Pembroke/ Leeds	Stratford	Durham	Manchester	Bradford/ Somerset	Lancaster/ Cardiff	Crystal	Dover
7:00-8:30 am	Past President's Breakfast		◆ Presidential Suite							
7:25-8:25 am										SG
8:30-9:05 am 9:15-9:50 am										105 RT 106 RT
8:30-9:50 am	111 AF-A Technology Museum: Examining Assumptions and Directions	112 AF-The Standards Project for English Language Arts...	110 Pembroke S-Participation Structures During Secondary Students' Talk About Text 107 Leeds PS-Readers & Writers: Reading Specialists, Students, Teachers & Librarians	114 PS-Writing for Young Students	109 S-Prospective Teachers' Beliefs and Conceptual Change..	113 AF-Constructing a Professional Perspective...	108 S-Retrospective Miscue Analysis and Revaluing Readers	115 AF-Cases as Texts: Researching their Role in Teacher Education	116 AF-Word Sort: An Alternative to Phonics, Spelling, and Vocabulary Study	
10:00-11:20 am	Third Plenary Session - Keynote Address: Anne Haas Dyson		◆ Ballroom							
11:20-12:50 pm	Host Program		◆ Cottage							
11:35-12:40 pm				122 RW	121 RW	120 RW	119 RW	118 RW	SG	
12:50-2:10 pm	134 AF-Graduate Student Focus	132 AF-How to Use NRC E-Mail	133 Leeds PS-Paradigm Shifts, Teachers' Beliefs, and Children Development 124 Pembroke The Impact of Literacy on Learning in the Professional for "At Risk"Students...	123 AF-Critical Issues in the Teaching and Research of School Literacy...	127 PS-Mothers, Literacy & Young Children	128 S-Piecing a Patchwork Quilt: A Critical Review of the Research on Children's Literature	126 PS-Teachers as Decision Makers	129 JRT	130 AF-Profiling the Five Levels of Adult Literacy Proficiency in the U.S...	131 AF A NRC Debate:
2:20-3:40 pm	142 S-Researching New Applications of Technology in Literacy...	140 Oscar Causey Session	136 PS Pembroke Emergent Literacy 137 PS Leeds Multi-Cultural Literature: Authenticity, Inclusion and Imagination	139 AF-Inquiry Learning and Multiple Sign Systems in Elementary and Post-Secondary Classroom	138 PS Children's Responses to Literature...	141 S-Theory into Print: Literacy Scholars and the Development of Instruction Texts...	135 AF-More Than a Feeling: How Gender Influences Our Academic Work...	144 PS-Teachers' Beliefs About Strategies Instruction	143 PS-Reading and Writing in the Upper Elementary Years...	
2:20-2:55 pm 3:05-3:40 pm										145 RT 146 RT
3:50-5:10 pm	147 S-Researching New Applications for Technology in Literacy...	149 AF-Diverse Perspectives on Conceptual Change: Stories, Interpretations and Conversations	155 Pembroke AF-The Female Voice in Children's Literature...	152 S-Summer Explorers: Developing Engaged Reading Through Observation, Text Use Strategies, and Classroom Talk	153 S-Reconsidering Self and Context...	154 S-Critical Literacy as a Foundation for Critical Democracy	150 S-Inquiry, Reflection and Change in an Adult Education System...	151 PS-Primary Reading Programs...	156 AF-Consultants for Free: Teacher Educators Restructure Their Teaching..	148 AF Scholarly Writing and Publishing
5:15-6:06 pm	157 Birds of a Feather		◆ Dover							
6:10-7:30 pm	Business Meeting		◆ Crystal/Continental							
9:00-10:00 pm	The Lighter Side		◆ Ballroom							
10:00-Midnight	Vital Issues		● Cottage							

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

**Conference at a Glance
Saturday, December 3, 1994**

	Embassy/ Windsor	Continental	Pembroke/ Leeds	Stratford	Durham	Manchester	Bradford/ Somerset	Lancaster/ Cardiff	Crystal	Dover
7:25-8:25 am										SG
8:30-9:50 am	158 AF-Literacy Professionals' Ways of Knowing: A Research Strand in the National Reading Center	159 AF-Exploring the Connections Between Cognition and Culture...	160 PS-Reader Response: Questions and Discourse	161 PS-Strategy Training, Strategy Knowledge, and Strategy Development	162 PS-Critical Literacy	163 S-Collaboration Pays Off: An Advance Program for At-Risk College Freshman...	166 S-The Vital Factor in Bilingual, Ethnic-Minority Literacy Learning	164 AF-Learning From Teaching...	165 AF-Minority Students: How to Increase the Amount of Research on College Reading	
8:30-9:05 am 9:15-9:50 am										167 RT 168 RT
10:00-11:20 am	Fourth Plenary Session - Reading and Writing with Computers: Literacy Research in a Post-Typographic World ♦ Ballroom									
11:35 am-12:40 pm				172 RW	171RW	170 RW			SG	
12:50-2:10 pm	173 AF-Multiple Perspectives on Research in Literacy		177 AF-The School Research Consortium	175 PS-Pre-School Knowledge & Culture	178 S-Making Connections With Life: Semiotic Perspectives on Multiple Literacies	179 S-Applying and Evaluation Model for Adult Literacy Programs	178 S-Universities and Schools in the Real World of Educational Reform...	180 JRT	174 PS-Understanding the Change Processes of Whole Language Teachers	
12:50-1:25 pm										181 RT
2:20-3:40 pm		182 AF-Engagement in Conceptual Domains...		185 Outgrowing Ourselves: Reflections & Extensions	183 S-Teacher Development Across Individual and School Wide Literacy Projects	187 S-Multiple Stakeholders' Perspectives on Engagement and Disengagement	184 S-Theoretical Implications of a Study of Text Processing in Adult Aspic Readers	186 AF-Exploring the Conceptual and Ethical Issues of Family Literacy	188 PS-ESL:Think-Aloud, Processing Differences, and Assessment	
9:00 pm-Midnight	Vital Issues	♦Cottage								

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

156

ALTERNATIVE FORMAT

3:50 - 5:10 p.m.

Crystal

Consultants for Free: Teacher Educators Restructure Their Teaching

Chair: Joan P. Gipe, University of New Orleans

A University/Public School Faculty Collaboration Effort to Redesign University Literacy Courses
Mary Alice Barksdale-Ladd, University of South Florida

Building Professional Contexts for Learning
Beth Ann Herrmann, University of South Carolina-Columbia

A Constructivist Pedagogy for the Teaching of Literacy Methods in Undergraduate Preservice Teacher Education
James Mosenthal, University of Vermont

Teacher Inquiry as a Basis for Changes in Literacy Curriculum and Instruction
Jerome Niles, Virginia Polytechnic Institute and State University; Rosay Lalik, Virginia Tech

Holistic Reading Practices in a Successful Clinical Reading Program
Janet C. Richards, University of Southern Mississippi-Gulf Park

The focus of this session is on sharing the nuts and bolts of structuring teacher education courses to achieve particular goals related to: 1) constructivist teaching, 2) facilitating school/university/community partnerships, and 3) alternative forms of assessment and evaluation (e.g., portfolios) in traditional, school-based, and/or community-oriented settings. Following a brief introductory presentation by each panel member, participants will each choose a small group to learn how panel members structured their projects/courses to achieve a particular goal. After twenty minutes, participants will choose a second strand. Participants will share highlights of their small groups.



157

BIRDS OF A FEATHER

5:15 - 6:05 p.m.

Dover

Teacher Education and Restructuring Education
Mary Alice Barksdale-Ladd, University of South Florida; Robert L. Smith, Michigan State University

Children's Literature and Multicultural Literature
Elizabeth Noll, University of Arizona; Mingshui Cai, University of Northern Iowa

Issues and Practices in Reading Strategy Instruction
Bette S. Bergeron, Purdue University-Calumet; Elizabeth Rudenga, Trinity Christian College; Ann Loranger, University of New Hampshire

Gender Issues and Women's Literacy
Tracey A. Marks, Joyce Wiencek, University of Maryland

English and Secondary Education
Kathleen Hinchman, Barbara E. Combs, Syracuse University

Word Recognition, Knowledge, Phonemic Awareness, and Spelling
Donald Bear, University of Nevada-Reno; Joanne F. Carlisle, Northwestern University

Technology in Education
Linda Labbo, University of Georgia; John E. McEaney, Indiana University-South Bend

Committee Meeting:

Student Award

5:15 - 6:05 p.m.

Stratford

Chair: Cathy Roller, University of Iowa

Ad Hoc Committee Meeting:

Ed Fry Book Award

5:15 - 6:05 p.m.

Executive Room

Chair: John T. Guthrie, University of Maryland

BUSINESS MEETING

6:10 - 7:30 p.m.
Crystal/Continental

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.



158

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Embassy/ Windsor

Literacy Professionals' Ways of Knowing: A Research Strand in the National Reading Research Center

Chair: Michelle Commeyras, University of Georgia

Sabbatical in a Primary-Grade Classroom: Self Study of a Professor's Return to Teaching
James F. Baumann, University of Georgia

The Role of Libraries in Reading Instruction and Voluntary Reading

Linda DeGross, University of Georgia

Student-Initiated Research with Teachers and Peers on Motivation for Literacy Learning in High School Classrooms

Penny Oldfather, University of Georgia

Becoming a Community of Researchers: Evolution of a School Consortium

Betty Shockley, JoBeth Allen, James F. Baumann, University of Georgia

Response: Anne Sweet, Department of Education, Office of Educational Research and Improvement

This alternative format will begin with a fifty-five minute panel presentation. The remaining twenty-five minutes will be spent in small groups where participants will share how their research interests and experiences generate knowledge that affects their practice.

The Lighter Side

9:00 - 10:00 p.m.

Ballroom

Tri-Chairs: Patricia Anders, University of Arizona; Patricia Alexander, Texas A&M University; Diane Schallert, University of Texas-Austin

Vital Issues

10:00 p.m. - Midnight

Cottage

Saturday

December 3, 1994

REGISTRATION

8:00 - 12:00 p.m.

Garden Room

Meeting of Program Area Chairs for 1995 Program

7:00 - 8:25 a.m.

Lancaster/Cardiff

Chair: Dick Allington, SUNY-Albany

Purchase of Books from Silent Auction

8:00 - 10:00 a.m.

Hanover

STUDY GROUPS

7:25 - 8:25 a.m.

Dover

List of Study Groups can be found at 7:30 a.m. on Wednesday, Session #1.

159

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Continental

Exploring the Connections Between Cognition and Culture: Incorporating Multiple Voices in Literacy Research

Chair: Rosa Gonzales, California State University-San Bernardino

Participants: Patricia Tefft Cousin, Esteban Diza, Barbara Flores, Jose Hernandez, California State University-San Bernardino; Bobbie Houtchins, Karen Kessinger, San Bernardino High School; Suzanne Soohoo, Chapman University

This session will focus on discussing the interaction of culture and cognition in literacy research emphasizing issues related to the study of diverse groups of individuals. A short introductory talk will frame the discussion and present the key issues in researching cultural perspectives as part of the study of reading and writing. Each facilitator will give a short precis of work which addresses or illustrates one of the issues. Participants will then have an opportunity to interact with facilitators in small groups to discuss these issues. The session will end with a short talk that considers new directions for research that incorporate cultural perspectives in the analysis of the research.

160

PAPER SESSION

8:30 - 9:50 a.m.

Pembroke/Leeds

Reader Response: Questions and Discourse

Chair: Michael Meloth, University of Colorado-Boulder

Interlinking of Reader Response and Constructivist Perspectives: Grade 7

Nancy Farnan, San Diego State University; Diane Rocha-Hill, Washington Middle School

Getting Inside Meaningful Classroom Discourse: Grade 4

Margaret G. McKeown, Isabel L. Beck, Cheryl A. Sandora, University of Pittsburgh; Mary Jo Worthy, University of Texas-Austin

Second Grade Children's Storybook Questions and Discussions: A Qualitative Analysis

Michelle Commeyras, University of Georgia

161

PAPER SESSION

8:30 - 9:50 a.m.

Stratford

Strategy Training, Strategy Knowledge, and Strategy Development

Chair: Sally Lipa, SUNY-Geneseo

Cross-grade Structural Equation Model of Background, Strategy, and Comprehension Knowledge Development

Victor L. Willson, William M. Rupley, William Dee Nicholas, Texas A&M University

Comprehension of Narrative and Expository Texts: The Role of Content, Discourse, and Strategy Knowledge

William M. Rupley, Victor L. Willson, Tamara Jetton, Texas A&M University

Effects of Reciprocal Strategy Training in Prediction, Clarification, Question Generating and Summarization on Fourth Graders' Reading Comprehension

Margaret M. Dermody, Our Lady of Holy Cross College; Richard B. Speaker, Jr., University of New Orleans

162

PAPER SESSION

8:30 - 9:50 a.m.

Durham

Critical Literacy

Chair: Ann Loranger, University of New Hampshire

Teaching Critical Media Literacy Across the Curriculum in Multimedia America

Ladislav Semali, Pennsylvania State University

Integrating Adult Learners into Urban Elementary Classrooms: A Critical Literacy Project

Andrea Davis, Dorcus Place Literacy Center

Writing for Critical Democracy: Student Voice and Teacher Practice in the Writing Workshop

Timothy J. Lensmire, Washington University-St. Louis

163

SYMPOSIUM

8:30 - 9:50 a.m.

Manchester

Collaboration Pays Off: An Advance Program for At-Risk College Freshmen Teaches a Few Lessons to Students, Faculty and the Institution

Chair: Cynthia R. Hynd, University of Georgia

The Collaboration of Two Professors from Two Disparate Disciplines: What It Taught Us
Phillip Davis Bowles, Point Loma Nazarene College

The Dream, the Proposal, the First Two Years of the Program
Darrel R. Falk, Point Loma Nazarene College

What the Institution Has Learned Thus Far
David L. Strawn, Point Loma Nazarene College

164

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Lancaster/Cardiff

Learning From Teaching: How Collaborative Ethnographic Research Informs Literacy Practices in Classrooms

Chair: Judith Green, University of California-Santa Barbara

Part 1: Framing the Session: Theory-Practice Relationships

Tina Prentiss, University of California-Santa Barbara

Part 2: Working Sessions

Working Session A: How Changes in Instructional Practices Influence the Nature of Literacy in a Bilingual Fourth Grade
Eileen Craviotto, McKinley-School; Maria Franquiz, Ana les Heras, University of California-Santa Barbara

Working Session B: Integrating the Language of Research Into The Classroom: Transforming Educational Practices

Sabrina Tuyay, University of California-Santa Barbara

Part 3: Audience Discussion

Discussants: James Heap, Ontario Institute for Studies in Education; Beth Yeager, University of California-Santa Barbara

The purpose of this session is to present a language of practice that grew out of research on literate actions in classrooms and that brings research and practice together in new ways. Members of the audience will interact with teacher-researcher teams to examine how participating in collaborative ethnographic research shaped students', teachers' and researchers' opportunities for learning about literacy practices in classrooms. The discussants will pose questions for discussion about the implications of this approach for the study of literacy in classrooms, and for the development of guidelines for collaborative research in classrooms.

165

ALTERNATIVE FORMAT

8:30 - 9:50 a.m.

Crystal

Minority Students: How to Increase the Amount of Research on College Reading

Chair: Judith Entes, Baruch College

Leaders: Judith Entes, Baruch College; Richard L. Larson, Lehman College

This session will consider the reasons for the dearth of published research on college reading, particularly developmental reading. Invitations to the session will be sent to those who attended the 1993 NRC "Birds of a Feather session" on college reading, and to the officers of NRC and the editors of NRC publications. All those invited will be encouraged to bring others who might be interested. The session will begin with brief presentations by the session leaders, but most of the time will be devoted to considering why there is so little published research on college reading, and what can be done to promote such research. Those attending will discuss in small groups, ways of encouraging such research, and will develop a research agenda for college reading, particularly developmental reading (where the students enrolled are mostly minority students). The session is intended to begin a dialogue about the research needed on college reading and about ways of evoking that research.

166

SYMPOSIUM

8:30 - 9:50 a.m.

Bradford/Somerset

The Vital Factor in Bilingual, Ethnic-Minority Literacy Learning

Chair: Elizabeth B. Bernhardt, Ohio State University

What Happens When Home/School Connections are Weak?

Patricia R. Schmidt, LeMoyne College

Journal Writings as a Vehicle for Home/School Connections: Linguistically Different Children in the Mainstream Classroom

Jeanne Peter, Vanderbilt University

The Struggle to Reconcile Home & School: A Case Study

Ann Watts-Pailliotet, Syracuse University

167

ROUND TABLES

8:30 - 9:05 a.m.

Dover

Chair: Peggy Hill, University of Houston-Clear Lake

167.1

What's In a Name? The Role of Name Writing in Children's Literacy Acquisition

Janet W. Bloodgood, University of Virginia

167.2

Formal and Practical Knowledge in Reading Education: Examining Preservice, Inservice, and University Teachers' Perspective on Classroom Instruction

Bonnie C. Konopak, Louisiana State University; Elizabeth Wilson, University of Alabama

167.3

Vocabulary Acquisition: The Effect of Four Instructional Strategies and Contexts

Teresa "Carry" Tillery, University of California-Riverside

167.4

Computer Technology and Literacy Development Differences in the Social Construction of Disciplinary Knowledge Through Oral and Written Classroom Conversations

Diane L. Schallert, Laura A. Fowler, University of Texas-Austin; Joylynn H. Reed, St. Edward's University

167.5

Research Meets Decision Making in the Language Arts: Collaborating with Preservice Teachers
Karen Broaddus, McGuffey Reading Center



168

ROUND TABLES

9:15 - 9:50 a.m.

Dover

Chair: Peggy Hill, University of Houston-Clear Lake

168.1

Predicting Voluntary Out-of-School Reading: Anxiety, Enjoyment, and Classroom Practices

Nancy Giles, University of Wisconsin-Madison; Samuel R. Mathews II, University of West Florida

168.2

Content Literacy Field Experience for Preservice Teachers

Lee A. Dubert, James O. Armstrong, Boise State University

168.3

Computer Technology and Literacy Development-Constructing Literacy and Personal Connections over E-Mail: A One-year Case Study of a Beginning Writer's Electronic Mail Conversations with Her Adult Pen-pal

Elizabeth G. Sturtevant, George Mason University; Nancy D. Padak, Kent State University

168.4

Considering Literacy in Tenth-Grade Social Studies
Kathleen Hinchman, Syracuse University; Patricia Zalewski, Liverpool High School

168.5

Bilingual Preschool Children's Participation in Classroom Literacy Activities: "Once upon a Time" and Its Alternative

Heriberto Godina, Georgia Earnest Garcia, University of Illinois-Urbana/Champaign



169

Fourth Plenary Session

Research Address

10:00 - 11:20 a.m.

Empress Hall

**Reading and Writing with
Computers: Literacy Research in
a Post-Typographic World**

**Speaker: David Reinking,
University of Georgia**

*Chair: John E. Readence
University of Nevada-Las Vegas, Chair,
Publications Committee*

Note: A display of technology for the
exploration of attendees will be available in
the Ballroom after this plenary until 2:10.

171

Durham

**Guarding Our Posts: Post-Fordism,
Post-Modernism, and Post-Colonial
Research in Literacy**

*Coordinator: Patrick Shannon, Pennsylvania State
University*

172

Stratford

Thirty Years of Miscue Research

Coordinator: Yetta Goodman, University of Arizona



173

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Embassy/ Windsor

**Multiple Perspectives on Research in
Literacy**

Chair: Carolyn Colvin, University of Iowa

*Participants: Michael Kamil, Ohio State University;
Susan L. Lytle, University of Pennsylvania; Allan
Neilsen, Lorri Neilsen, Mount Saint Vincent
University; Marjorie Siegel, Columbia University*

After viewing a video of a literacy event, participants
will break into discussion groups to write responses
to the tape and compare research insights and
observations about the event. After 20 - 30 minutes
of discussion, the videotape will be replayed to
clarify details and explore questions. Following the
replay, each group will report on the research
perspectives they took on the literacy event and the
implications and constraints of those perspectives.

GRADUATE STUDENTS

11:20 a.m. - 12:40 p.m.

Cottage

STUDY GROUP

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

Crystal

**RESEARCH TOPIC: Teacher Education
Research**

*Coordinator: Beth Ann Herrmann, University of
South Carolina-Columbia*

RESEARCH WORKSHOPS

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

170

Manchester

Qualitative/Quantitative Issues

*Coordinator: Patricia Alexander, Texas A&M
University*

174

PAPER SESSION

12:50 - 2:10 p.m.

Crystal

Understanding the Change Processes of Whole Language Teachers

Chair: Brenda P. Dixey, Purdue University

The Language of Whole Language: The Story of a Teacher in Transition

Maria J. Meyerson, University of Nevada-Las Vegas;

Anita A. Peterson, Kamehameha Schools

Practitioners' Beliefs about Whole Literacy, Portfolio Assessment, and Teacher Change Five Years into a Whole Literacy Curriculum

Anita A. Peterson, Kamehameha Schools

Teacher in Transition: A Model of One Teacher's Change Process

Sarah F. Mahurt, Purdue University

175

PAPER SESSION

12:50 - 2:10 p.m.

Stratford

Pre-School Knowledge & Culture

Chair: Ken Weiss, Nazareth College

Ignore, Play, or Direct? The Impact of Adult Play Styles on Preschoolers' Language and Literacy

Billie Enz, James F. Christie, Arizona State University

University

Use of Culturally Diverse Books in Daycare

Kathie Reid, University of Tennessee

Knowledge Pre-School Children Bring to Literacy Tasks: The Importance of "Not Holding Back"

Mary Pyman Abouzeid, Cathy Rosemary, University of Virginia

University

176

SYMPOSIUM

12:50 - 2:10 p.m.

Durham

Making Connections With Life: Semiotic Perspectives on Multiple Literacies

Chair: Jeanne Peter, Vanderbilt University

The Literate Potentials of Play: Young Children's Multimodal Connections to Literature

Deborah Wells Rowe, Vanderbilt University

Exploring Connections Across Sign Systems Within an Inquiry Perspective

Kathy G. Short, University of Arizona

Curriculum as Drama: Drama as Curriculum

Jerome C. Harste, Indiana University

177

ALTERNATIVE FORMAT

12:50 - 2:10 p.m.

Pembroke/Leeds

The School Research Consortium

Chair: Betty Shockley, University of Georgia

History of the School Research Consortium

Barbara Michalove, Fourth Street Elementary School

Creating Literate Relationships with Fetal-Alcohol and/or Crack Babies and Their Families

Karen Hankins, Whit Davis Elementary School

Developing the Language of Science: A Special Education Inclusion Model for Fourth Grade

Jodi Weber, Christine McKinney, Fourth Street Elementary School

Elementary School

Student Generated Curriculum and Student Motivation

Mindi Rhoades, Cedar Shoals High School

This session will begin with a 45 minute panel presentation and will conclude with opportunities for small group discussions that will be facilitated by SRC teacher researchers.

178

SYMPOSIUM

12:50 - 2:10 p.m.

Bradford/Somerset

Universities and Schools in the Real World of Educational Reform: Issues Not Answers

Chair: Peter Winograd, University of Kentucky

Lessons From the Boston University/Chelsea Public School Partnership

Jeanne R. Paratore, Boston University; Barbara Stobbs, Anita Mauro, Williams School South

Lessons from Kentucky State Reform Effort: University of Kentucky and Fayette County

Peter Winograd, University of Kentucky; Nawanna Fairchild, Fayette County Schools

Discussant: Connie A. Bridge, University of Kentucky

179

SYMPOSIUM

12:50 - 2:10 p.m.

Manchester

Applying an Evaluation Model for Adult Literacy Programs

Chair: Stephen Reder, N.W. Regional Educational Laboratory

Evaluating Workplace Literacy Programs
Larry Mikulecky, Paul Lloyd, Indiana University

Transfer of Learning in Workplace Literacy Programs
Paul Lloyd, Larry Mikulecky, Indiana University

Evaluating Parent/Child Interactions in Family Literacy Programs
Dianna Brannon, Paul Lloyd, Larry Mikulecky, Indiana University

180

JOINT ROUND TABLES

12:50 - 2:10 p.m.

Lancaster/Cardiff

Chair: Tamara Collins, San Diego State University

180.1
Semiotic Potential of the Teaching Strategies in Two University Classrooms
Jane White, East Texas State University; Jamie Myers, Pennsylvania State University

180.2
Portfolio Assessment in Preservice Courses: Scaffolding Learning Portfolios
Karen Niles, Kent State University

180.3
Reconceptualizing Adult Literacy: Mirando al futuro
Carolyn Colvin, Mary Jo Swartzendruber, University of Iowa

180.4
Using Picture books to Determine the Effects of Gender on Book Preference and Comprehension
Maria Warchol, Alison Black, Kate McKenna, Syracuse University

181

ROUND TABLES

12:50 - 1:25 p.m.

Dover

Chair: Cheryl Rappart Liebling, Rivier College

181.1
Using a Literacy Rubric to Help Primary-Level Teachers Pull Classroom-Based Assessment Together: A Pilot Study
Susan Carey Biggam, Vermont Department of Education; Patricia Daniels, University of Vermont

181.2
Literacy Classrooms That Make a Difference and the Different Teachers Who Make Them Work
Karen F. Thomas, Chatham College; Mary Alice Barksdale-Ladd, University of South Florida

181.3
Preservice Teachers and Sixth Graders: An Electronic Mail Dialogue
Karl Matz, Maureen C. Prenn, Mankato State University; Suzy Wiebold, Winnebago Elementary School

181.4
The Effects of Phonemic Awareness and Phonics Training on the Writing of First Grade Children
J. Lloyd Eldredge, James E. Baird, Brigham Young University



182

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Continental

Engagement in Conceptual Domains: Issues in Learning from Text

Chair: Cynthia R. Hynd, University of Georgia

Teachers' Perceptions and Students' Motivation to Read

Ann E. Sweet, Office of Research, OERI

Intrinsic Motivation for Conceptual Learning Through Text

John T. Guthrie, University of Maryland

Fifth Graders' Use of Strategies to Locate Information

Mariam Jean Dreher, University of Maryland

Analogy: A Strategy for Teachers and Textbook Authors

Shawn Glynn, University of Georgia

How to Read American History: The "Content-Form Problem" in Fifth-Grade Classrooms

Bruce A. VanSledright, University of Maryland

The Role of Text in the Construction of Counterintuitive Scientific Ideas

Barbara Guzzetti, Arizona State University; Cynthia R. Hynd, University of Georgia

The purpose of this alternative session is to provide a forum for and solicit discussion about research findings of the Engagement in Conceptual Domain's strand of the National Reading Research Center. The researchers in this session are investigating texts, readers, and environments for conceptual learning, and have focused their research on motivation, strategy use and textual constraints. The format calls for each researcher to present a brief summary of an intriguing finding, and to solicit discussion by asking a question generated by this finding.

183

SYMPOSIUM

2:20 - 3:40 p.m.

Durham

Teacher Development Across Individual and School Wide Literacy Projects

Chair: Diane DeFord, Ohio State University

Principles of Learning Emerging From Longitudinal Studies of Teacher Development

Carol A. Lyons, Ohio State University

The Impact of the Reading Recovery Staff Development Program on Teachers' Learning and Leadership Development

Carol A. Lyons, Gay Su Pinnell, Sue Constable, P. Joanne Jennings, Ohio State University

Constructing a Knowledge Base for In-School Leadership in a School-Wide Early Literacy Program

Andrea McCarrier, Gay Su Pinnell, Larry Sipe, Lynda Mudre, Ohio State University

Essential Principles for Achieving Systemic Change in Literacy Education

Gay Su Pinnell, Ohio State University

184

SYMPOSIUM

2:20 - 3:40 p.m.

Bradford/Somerset

Theoretical Implications of a Study of Text Processing in Adult Aphasic Readers

Chair: Yetta Goodman, University of Arizona

A "Spelling Aloud:" Reading Strategy in Adults with Receptive Aphasia

Steven L. Strauss, University of Maryland

A Social Constructionist Perspective on Acquired Dyslexia

Bess Altwerger, Towson State University

A Transactional Socio-psycholinguistic Perspective on Acquired Dyslexia

Kenneth Goodman, University of Arizona

Discussant: Carole Edelsky, Arizona State University

185

2:20 - 3:40 p.m.

Stratford

Outgrowing Ourselves: Reflections & Extensions

Discussion Leaders: Carolyn Hedley, Fordham University; Judith Entes, Baruch College

This session is an opportunity for NRC attendees to reflect, evaluate, and make recommendation for future conferences.

186

ALTERNATIVE FORMAT

2:20 - 3:40 p.m.

Lancaster/Cardiff

Exploring the Conceptual and Ethical Issues of Family Literacy

Chair: Susan B. Neuman, Temple University

Presenters: Timothy Shanahan, Flora Rodriguez-Brown, Margaret Mulhern, Ana Colomb, University of Illinois-Chicago

Discussant: Roger A. Stewart, University of Wyoming

This session will explore a series of conceptual and ethical issues inherent in family literacy. Although family literacy has been an increasingly popular idea—especially for families for whom English is a second language, its ramifications for program design and evaluation, intervention research, understandings of the nature of literacy, or the role of first language learning have not been explored adequately. Without such discussions it is doubtful that studies of family literacy programs will advance thinking much, or that successful family literacy programs will be widespread. This discussion will be grounded in the experiences of the presenters in carrying out a complex and successful family literacy research program in Chicago for 5 years.

187

SYMPOSIUM

2:20 - 3:40 p.m.

Manchester

Multiple Stakeholders' Perspectives on Engagement and Disengagement in a Comprehensive High School Literacy Program

Chair: Roger A. Stewart, University of Wyoming

Fostering Literacy Engagement: Teachers' Perspectives on an Innovative High School Literacy Program

Rebecca Springs, David Stith, Lafayette Jefferson High School

Benefits of School-University Collaboration in Constructing a School-Wide Literacy Program
Deborah R. Dillon, David G. O'Brien, Purdue University

The Role of Parents and Community Stakeholders in the Success of a High School Literacy Program
Brenda P. Dixey, Purdue University; Marianne Sebok, Wickes Lumber Company

188

PAPER SESSION

2:20 - 3:40 p.m.

Crystal

ESL: Think - Aloud, Processing Differences, and Assessment

Co-Chairs: Olga Vasquez, University of California-San Diego; Leslie Caspi, California State University-San Marcos

Think-Aloud Procedures: Do They Help L2 Readers?

Fukumi Matsubara, Toshihisa Kojima, Indiana University

Processing Differences Between Native English-Speaking and Non-Native English-Speaking College Readers

Albert R. Lewis, University of California

Are IEA Literacy Assessment Strategies Meaningful In ESL?

Robert Conry, Robert Chester, University of British Columbia

Committee Meeting:

Ethics Subcommittee on Program

2:20 - 3:40 p.m.

Pembroke/Leeds

Chair: Connie Bridge, University of Kentucky

Ad Hoc Committee Meeting:

Contributions and Donations

2:20 - 3:30 p.m.

Cottage

Chairs: Patricia Anders, University of Arizona; Kim Baker, SUNY-Albany

Board of Directors Meeting

4:00 - 8:00 p.m.

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Vital Issues

9:00 p.m. - Midnight

Cottage

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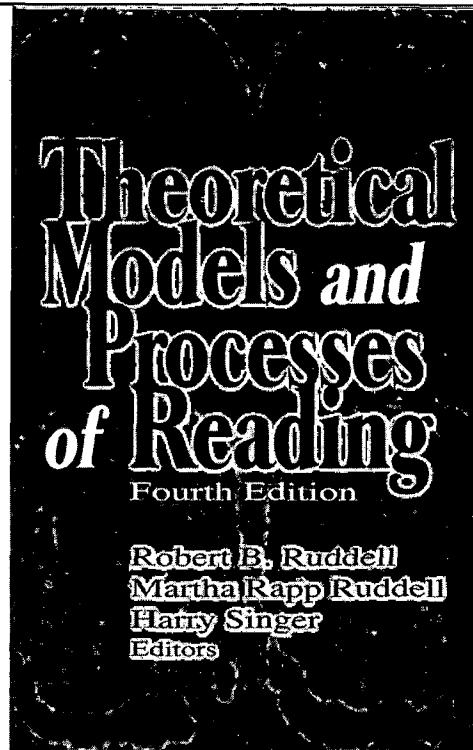
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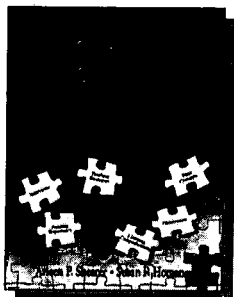
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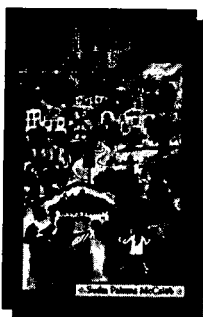
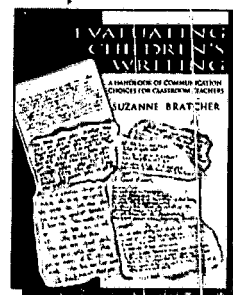


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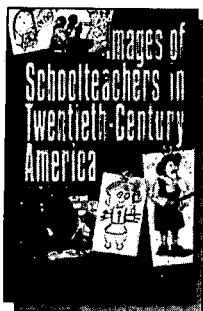
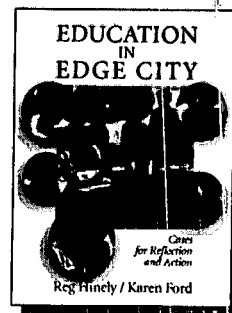


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