

**National Reading Conference
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**National Reading
Conference Awards**

Oscar Causey

Arthur S. McDonald (1967)
Albert J. Kingston (1968)
George D. Spache (1969)
George B. Schick (1970)
Homer L.J. Carter (1971)
Al Lowe (1975)
Paul C. Berg (1978)
Earl F. Rankin (1979)
Edward B. Fry (1980)
George R. Klare (1981)
J. Jaap Tuinman (1982)
Joanna P. Williams (1983)
Harry Singer (1984)
S. Jay Samuels (1985)
Philip Gough (1986)
Richard C. Anderson (1987)
Monte Penney (Citation of Merit - 1987)
Isabel Beck (1988)
P. David Pearson (1989)
Ronald P. Carver (1990)
Linnea C. Ehri (1991)
John T. Guthrie (1992)
Kenneth S. Goodman (1993)
Shirley Brice Heath (1994)

Albert J. Kingston

Harry Singer (1985)
Irene Athey (1986)
Frank Greene (1987)
Thomas H. Estes (1988)
Michael L. Kamil (1989)
Trika Smith-Burke (1990)
Edward B. Fry (1991)
Patricia L. Anders (1992)
Jerome C. Harste (1993)
Jerome A. Niles (1994)

Student Research

Peter Afflerbach, (1985)
Deborah Rowe (1986)
Maribeth Schmitt (1987)
Sally Hague, (1988)
Joyce Many, (1989)
Douglas Hartman, (1990)
Joyce Holt Jennings, (1990)
J. McCarthy, (1991)
J. Michael Parker (1991)
Debra K. Meyer, (1992)
Janice F. Almasi, (1993)
Janet W. Bloodgood (1994)

NRC Past Presidents

Oscar Causey 1952-59
William Eller 1960-61
George Spache 1962-64
Albert Kingston 1964-65
Paul Berg 1967-68
Alton Raygor 1969-70
Wendell Weaver 1971
Earl Rankin 1972-74

Edward Fry 1974-76
Jaap Tuinman 1976-78
Harry Singer 1978-80
Frank Green 1980-82
Irene Athey 1982-84
Lenore H. Ringler 1984-85
P. David Pearson 1985-86
Jerome C. Harste 1986-87

M. Trika Smith-Burke 1987-88
James V. Hoffman 1988-89
Gerald G. Duffy 1989-90
Robert J. Tierney 1990-91
Donna E. Alvermann 1991-92
Rebecca Barr 1992-93
James Flood 1993-94

Welcome

Dear NRC Members

You are invited to NRC Conference '95. This is an exciting time, a challenging time. Literacy research presents us with new ways to learn and new ways to teach.

Opening the conference on Wednesday, NRC President Jane Hansen will examine how students can set their own goals for learning, thereby turning the classroom into a workshop of people who are learning about teaching. During this session, Cathy Roller, will present the Student Award. Newcomers, graduate students and international participants will be welcomed at the Conference Reception immediately following the presidential address on Wednesday.

Thursday brings us Virginia Richardson of the University of Arizona who will talk about the research that questions the ways in which we go about teacher education. Violet Harris will present this years winner with the Oscar Causey award. We invite all participants to come to the town meeting following Virginia Richardson's presentation to welcome newcomers, graduate students, and international members.

Friday's Annual Review of Research will feature David Moore from Arizona State University who will review and evaluate recent research on adolescents becoming literate in school. This presentation emphasizes multiple disciplinary, methodological, and theoretical orientations and underscores the contributions of new orientations to practical knowledge. John Guthrie will present the Ed Fry Book Award. Oscar Causey session winner, Shirley Brice Heath, will present her research entitled, "Reading, Writing, and Childhood: A Look Back to Beginnings". At the end of the day, all members are invited to the Business Meeting.

Saturday we will hear from Lisa Delpit whose talk will be on issues of language, culture, power, and teaching other people's children. Margie Gallego will present the Albert J. Kingston Award during this session.

In addition to the many types of sessions and activities that have been valued by attendees in prior years, we include opportunities for research workshops, student sessions, and special interest groups at which you are encouraged to meet with attendees of similar interests - an excellent way to establish contacts and share interests.

Finally, we are pleased to be in New Orleans with its colorful heritage and rich traditions. You will be busy there experiencing an array of sights, sounds, and tastes, guaranteed to enchant you. From sunrise to the next sunrise New Orleans will entertain you with activities which delight those of every age and background.

Please join us for an exciting four days of sharing and learning and playing together.

Dick Allington
Conference Chair

Kathryn Au
Assistant Chair

Kim Baker
Assistant Chair

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 *nontraditional formats*, symposia, paper sessions, and keynote addresses.

In addition to sponsoring the annual conference, NRC publishes a quarterly journal: A Journal of Literacy Research 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

Future NRC Conference

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

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Site Information

New Orleans, Louisiana

Long a favorite of travelers, New Orleans - with its colorful heritage and rich traditions remains one of the country's treasures. Located across from the French Quarter and in the center of the shopping district, the Fairmont is itself a historic treasure in a city that reveres its past. The varied delights of New Orleans are merely a carriage or taxi ride away.

Hotel Accommodations

All NRC functions will be held at the Fairmont New Orleans. To ensure accommodations at the Fairmont, you must reserve by October 27, 1995. After this date, reservations at the special room rate of \$110 will be honored on a space-available basis only.

Secure your reservation by calling 800/527-4727 or by mailing the NRC hotel reservation form in the center of this program directly to the Fairmont. Do not send the form to NRC's Headquarters as it will delay the processing of your request.

UNITED AIRLINES

United Airlines is the official carrier for the 1995 National Reading Conference. Refer to NRC's file # 590SJ to qualify for special discounts. Call United at 800/521-4041 or forward the discount I.D number to your travel agent. If you plan to fly United, PLEASE book your flight using the NRC file number; doing so helps defer the costs of invited guests.

Ground Transportation

Airport ground transportation is available through Airport Shuttle, Inc. at the rate of \$10 one-way or \$20 round trip. Advance reservations are not necessary when travelling from the airport but are required when returning to the airport from the hotel. Schedule your return shuttle when purchasing your ticket at the airport near baggage claim or at the Airport Shuttle desk, located in the lobby of the Fairmont.

Special Events

Vital/Final Issues

Time	Tuesday, 9:00 p.m. to midnight	Place	Lobby Bar
<p>Vital/Final Issues will be held Tuesday night from 9:00 p.m. to midnight in the Lobby bar. This is the late evening cash bar intended to foster conversation among everyone who attends NRC. Dress is casual. Jane Hansen will also host a Vital/Final Issues session from 10 -12 p.m. in the Columbia Suite. While Thursday and Saturday are scheduled as a formal meeting time, we invite you to continue these sessions at 9:00 p.m. on an informal basis at the Lobby Bar.</p>			

Book Display Room and Silent Auction

<p>The silent auction provides an excellent opportunity to add to your professional library while bringing revenue to the NRC coffers. Books will be displayed throughout the conference in the Gold Room beginning at 8:00 a.m. Wednesday. You will find a variety of literacy related topics represented as well as titles in children's literature.</p> <p>You will receive a bidding number at the time of registration. As you browse through the books place your number and bid price on the bid. Bids must be in increments of no less than 50 cents. The highest bid wins the book. Bidding will close at 12:00 p.m. on Friday. Names of the highest bidders will be posted.</p> <p>Please purchase books between Friday 1-7 p.m. and Saturday 8-10 a.m. Checks are to be made payable to N.R.C. An auctioneer clerk will be available in the Gold Room to assist you with your purchase. Our thanks to Richard and Jenny Speaker of the University of New Orleans for supervising this event.</p>

Special Events, cont.

Conference Reception

Time	<i>Wednesday, 5:00 - 6:15 p.m.</i>	Place	Explorers
<p>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., in the Explorers. Please join us in giving newcomers, graduate students, and international participants a warm welcome to NRC.</p>			

Host Program

Time	<i>Wednesday, 6:45 - 7:30 p.m.</i>	Place	<i>Bayou 3</i>
<p>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 Bayou 3 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. Thank you!</p>			

Response to the Plenaries

Time	<i>Thursday, Sat., 12:50 - 2:10 p.m.</i>	Place	<i>Mayors Chambers</i>
<p>Conversations with the keynote speakers will be held during the 12:50 - 2:10 p.m. time slot, in the Mayors Chambers.</p>			

JLR and NRC Yearbook Reception

Time	<i>Thursday, 5:15 - 6:05 p.m.</i>	Place	<i>Bayou 3</i>
<p>There will be a reception on Thursday, 5:15 - 6:05 p.m., in the Bayou 3. The reception is open for all JLR and Yearbook editors, members of the editorial advisory board, and reviewers.</p>			

NRC Town Meeting

Time	<i>Thursday, 6:10 - 7:30 p.m.</i>	Place	<i>International Ballroom</i>
<p>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 International Ballroom.</p>			

Business Meeting

Time	<i>Friday, 6:10 - 7:30 p.m.</i>	Place	<i>Bayou 3</i>
<p>Please attend the annual Business Meeting on Friday, 6:10 - 7:30 p.m., in the Bayou 3. Issues central to the future of NRC will be discussed, and all members are urged to attend.</p>			

Oscar Causey Session

Time:	<i>Friday, 12:50 - 2:10 p.m.</i>	Place:	<i>International Ballroom</i>
<p>The Oscar Causey award winner of the previous year will give a presentation of her/his research. This year, Shirley Brice Heath will give a presentation entitled "Reading, Writing and Childhood: A Look Back to Beginnings."</p>			

Special Events, cont.

Meeting

STANDING COMMITTEE
MEETINGS
(open to all members.)

Committee Name	Chair	Time	Room
Ethics Committee	David Yaden	Wednesday 5:15 - 6:05 p.m.	Rex
Field Council	Tom Bean	Wednesday, 6:15 - 7:30 p.m.	Rex
Policy and Legislative	Karen Wixson, Margie Lipson	Friday, 7:30 - 8:25 a.m.	Rex
Publications	Lea McGee	Thursday, 7:30 - 8:25 a.m.	Bayou 2
Technology	Mark Condon, Barbara Guzzetti	Thursday, 7:00 - 8:25 p.m.	Bayou 1
Student Research Award	Cathy Roller	Friday, 5:15 - 6:05 p.m.	Rex
Multicultural Issues	Barbara Diamond	Thursday, 7:00 - 8:25 a.m.	Bayou 4

Meeting, cont.

AD HOC COMMITTEE
MEETINGS
(open to all members)

Committee Name	Chair	Time	Room
Albert J. Kingston Award	Margie Gallego	Thursday, 5:15 - 6:05 p.m.	Bayou 3
Oscar Causey Award	Violet Harris	Thursday, 5:15 - 6:05 p.m.	Creole
Ed Fry Book Award	John T. Guthrie	Friday, 5:15 - 6:05 p.m.	Bayou 2
Critical Spaces	Lorri Neilsen	Thursday, 11:20 a.m. - 12:50 p.m.	Bayou 3
International Issues	John McEaney, Kurt Meredith, Jeannie Steele	Friday, 11:20 a.m. - 12:50 p.m.	Wildcatter
Long Range Planning	Rosemary Lalik, Dianne Schallert	Wednesday, 7:00 - 8:25 a.m.	Orleans
Advisory to Nominations Committee	Deborah Dillon	Friday, 7:00 - 8:25 a.m.	Creole

MEETING OF THE JLR EDITORS
AND EDITORIAL ADVISORY
BOARD

All members of the JLR Advisory Board will meet with the editor David Reinking and associate editors, Cyndie Hynd, Penny Oldfather.
Friday, 7:30 - 8:25 a.m. Room: Mayors Chambers

MEETING OF PROGRAM AREA
CHAIRS FOR 1996 PROGRAM

Chair: Kathryn Au
Saturday, 7:00 - 8:25 a.m. Room: Mayors Chambers

Conference Information

Registration Information

Important Dates

Early Registration Discounts	Register by Nov. 1, 1995 (all registration after Nov. 1 pay regular fees)
Hotel Reservations	Made by Oct. 27, 1995
Site Registration	Available on site from Nov 29 - Dec 2, 1995
Confirmation Letters	Mailed beginning Nov 1, 1995
Cancellations (\$25.00 fee will apply)	Accepted in writing by Nov 10, 1995

Registration Hours

Tuesday	5:00 p.m. - 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.



Mail-in Registration

Advanced registration at reduced rates is encouraged to save you additional time and money on site in New Orleans. 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.



Telephone Registration

Telephone (312) 541-1272
(9:00 - 5:00 p.m. Central Time)
Please complete the registration Form before calling. Pay by VISA, MC, AMEX



Fax Registration

Fax (312) 541-1271
Pay by VISA, MC, AMEX



On-line Registration

Request registration information at:
71005,1134@COMPUSERVE.COM

Payment

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

Registration Cancel 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 10, 1995.
NO REFUNDS AFTER NOVEMBER 10.

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.

Printed Program

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

Conference Information, cont.

Keynote Speakers

KEYNOTE SPEAKERS

Presidential Address - "Reading, Writing and Evaluation"

Wednesday, 3:50 - 5:00 p.m. International Ballroom

Jane Hansen - University of New Hampshire

Jane Hansen has been a Professor at The University of New Hampshire since 1979 where she directs The Writing Lab and coordinates the PhD program in Reading-Writing Instruction. Jane received her PhD from the University of Minnesota.

First Plenary Session - "Teacher Education: Research and Policy"

Thursday, 10:00 - 11:20 a.m. International Ballroom

Virginia Richardson - University of Arizona

Virginia Richardson is a Professor of Teaching and Teacher Education at the University of Arizona. Prior to this position, Dr. Richardson was responsible for the division at the National Institute of Education that funded research on teaching schooling, and teacher education. She recently edited a book titled "Teacher Change and the Staff Development Process: A Case in Reading Instruction."

Research Address - "Contexts for Literacy in Secondary Schools"

Friday, 10:00 - 11:20 a.m. International Ballroom.

David Moore - Arizona State University

David Moore is a Professor of Education and Coordinator of Secondary Teacher Education at Arizona State University West. He received a PhD in Reading Education at the University of Georgia. His research interests focus on classroom processes related to learning with text.

Second Plenary Session - "Other People's Children,"

Saturday, 10:00 - 11:20 a.m. International Ballroom

Lisa Delpit - Georgia State University, "Other Peoples Children,"

Lisa Delpit holds the Benjamin E. Mays Chair of Urban Educational Leadership at Georgia State University. A former MacArthur Fellow, Delpit received the award from the Harvard Graduate School of Education as a "visionary scholar and woman of courage."

Program Sessions



ROUNDTABLE SESSIONS

These roundtable sessions give participants an opportunity to discuss papers with authors after a brief and informal presentation of a research report.



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.



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.



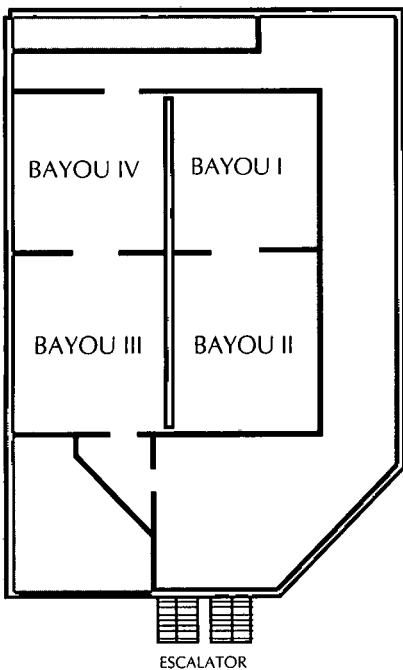
SYMPOSIUM

In a symposium 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.

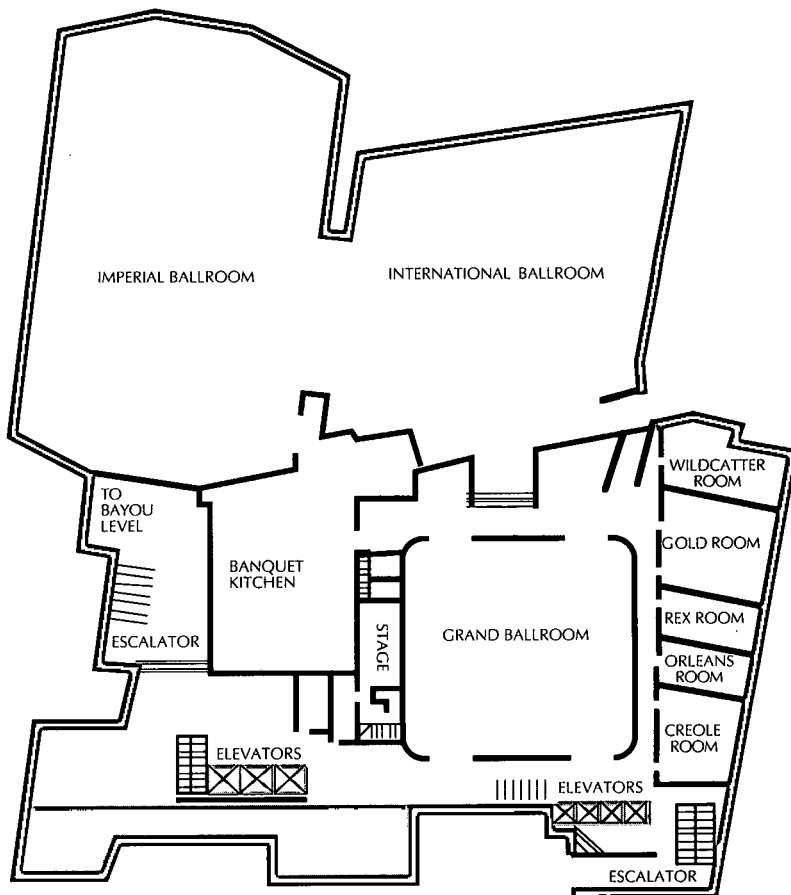
General Information

- Abstracts** The abstracts of all presentations will be available for perusal and photocopying in the Chancellors Room.
- Research Workshops** Research workshops will be held during the noon hour, as last year. New workshops are offered each day and 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. Workshop topics vary and some may focus primarily on methodological issues such as design decision and analytic methods.
- Study Groups** Study groups will be scheduled for daily meetings. The first study group meeting is scheduled for Wednesday at 7:25 a.m. - 8:25 a.m. It is up to the study group to decide what other days and times to meet. Go to the registration desk to sign up for a table in the Emerald Ballroom. Tables have been reserved in the Emerald Ballroom for additional meetings of study groups. Study groups who wish to meet during the conference should sign up for space in the round table area at the registration desk in the International Foyer. If you miss the Wednesday morning meeting you may want to check the schedule to see if your group has decided to meet another time.
- Breakfast, Coffee, and Lunch** NRC has made no special arrangements for these repasts. The Fairmont has various deli's, snack bars, and cafes.
- Smoking Policy** To ensure the comfort of everyone, smoking will not be permitted during sessions or meal functions.
- Awards** 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.
- Daily Newsletter** Information for the daily newsletter will be collected at the conference registration desk in the International Foyer.
- 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, Kathryn Au.
- Session Evaluations** NRC will not provide forms for session evaluations since 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 Mayors Chambers will be reserved during the noon hour for the graduate students on Wednesday, Thursday and Friday.

BAYOU LEVEL

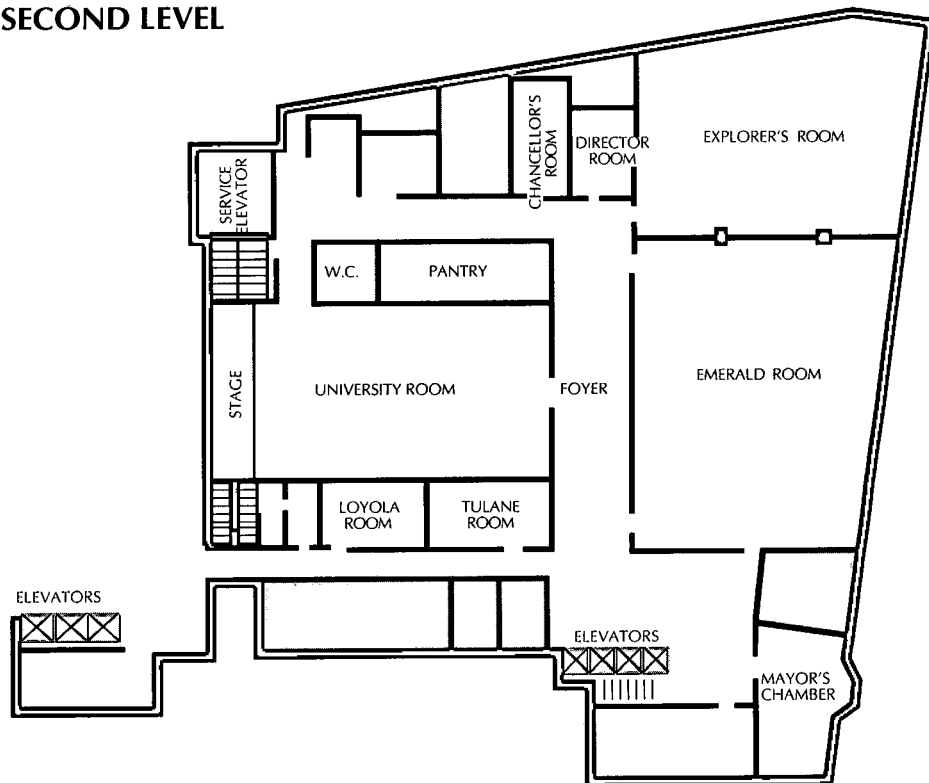


MEZZANINE LEVEL



INFORMATION

SECOND LEVEL



Fairmont Hotel At University Place

Notes

TIME	EVENT	PLACE

Wednesday *Special Events of the Day*

Time	Event	Room
8:00 a.m. - 5:30 p.m.	Registration	International Foyer
7:00 - 8:25 a.m.	Meeting - Long Range Planning (open to all members) <i>Co-Chairs: Rosary Lalik - Virginia Tech, Diane Schallert - University of Texas/Austin</i>	Creole
7:25 - 8:25 a.m.	Study Groups This is the only formal study group session. It is up to the study group to decide what other days and times to meet. Go to the registration desk to sign up for a table in the Emerald Ballroom. Tables have been reserved in the Emerald Ballroom for additional meetings of study groups. Study groups who wish to meet during the conference should sign up for space in the round table area at the registration desk in the International Foyer. If you miss the Wednesday morning meeting you may want to check the schedule to see if your group has decided to meet another time.	Emerald Ballroom
Begin 8:00 a.m.	Silent Auction Bids <i>Supervised by : Jenny and Richard Speaker - University of New Orleans</i>	Gold Room
11:20 a.m. - 12:40 p.m.	Meeting - Graduate Students	Mayors Chambers
11:30 - 12:40 p.m.	Research Workshops Inclusion: Meeting the Literacy Needs of All Children <i>Eileen Carr, Martha Cole, and Elaine Roberts - University of Toledo</i> Performance Theory <i>Julie Cheville - University of Iowa</i>	Orleans Rex
11:35 - 12:40 p.m	Lunch	on your own
3:50 - 5:00 p.m.	<div style="border: 2px solid black; padding: 10px;"> <p>President's Address Reading, Writing and Evaluation <i>Jane Hansen, University of New Hampshire</i></p> <p>Jane Hansen has been a Professor at The University of New Hampshire since 1979 where she directs The Writing Lab and coordinates the PhD program in Reading-Writing Instruction. Jane received her PhD from the University of Minnesota.</p> </div>	International Ballroom
3:50 - 5:00 p.m.	Presentation of the Student Research Award <i>Chair: Cathy Roller - University of Iowa</i>	International Ballroom
5:00 - 6:15 p.m.	Conference Reception Join us to welcome newcomers, graduate students, and international participants	Explorers
5:15 - 6:05 p.m.	Meeting - Ethics Committee (open to all members) <i>David Yaden -University of Southern California</i>	Rex
6:15 - 7:30 p.m	Meeting - Field Council (open to all members) <i>Tom Bean - University of Nevada/Las Vegas</i>	Rex

Conference at a Glance Wednesday November 29, 1995

Time	Room	Emerald Ballroom	Bayou 1	Bayou 2	Bayou 3	Bayou 4	Creole	Explorer's	Orleans	Rex	Wildcatter	
7:25 - 8:25 am		Study Groups										
8:30 - 9:50 am			4 Alternative Format Diverse Applications of Case Methods in Literacy Teacher Education	10 Paper Session Students Working Collaboratively	6 Alternative Format Changing Literacy Instruction: Using Cohort Groups to Promote Professional Growth	7 Symposium A Multi-Dimensional Perspective On Adult-Child Book Reading and Emergent Readings:	8 Paper Session Reform in the Education of Teachers of Literacy	5 Alternative Format Junior Faculty's Struggle to Develop Professional Portfolios.	9 Paper Session Teachers Thinking about Teaching	2 Paper Session Promoting Early Literacy	3 Symposium Author-Reader-Text: Different Theories, Different Roles	
10:00 - 11:20 am	10:00 - 10:35 am	19 Round Tables	16 Symposium Learning Opportunities for Diverse Students Participating in Literature-Based Reading Instruction.	12 Symposium Change: Teachers as Agents, Teachers as Targets	14 Alternative Format Relating Teacher Development and Effects on Children's Learning in Cognitive Approaches to Teaching Reading	15 Alternative Format Past, Present, and Future Questions Concerning the Influence of Interest on Learning	17 Symposium Life in a Rural Place: Literacy, Living and Community	13 Paper Session Verbal Interaction in Literacy Learning Contexts	11 Paper Session Social Context in Literacy Learning: Young Diverse Learners	18 Joint Round Tables		
	10:45 - 11:20 am	20 Round Tables										
11:35 - 12:40 pm	Lunch on your own											
12:50 - 2:10 pm	12:50 - 1:25 pm	21 Round Tables	23 Symposium Children's Story Reading Experiences	28 Alternative Format Multimedia/Hypermedia Authoring as Critical Literacy/Pedagogy	29 Alternative Format Literacy Programs: Dilemmas in Redesign	30 Alternative Format What Do We Have to Lose?	25 Paper Session Teaching to Teach Literacy in the Content Areas	22 Symposium Alternative Literacy Assessment: Representing Participant's Views	26 Paper Session Literacy Learning: Negotiating Meaning in Multiple Contexts	27 Paper Session Understanding Older Readers	24 Joint Round Tables	
	1:35 - 2:10 pm											
2:20 - 3:40 pm	2:20 - 2:55 pm	31 Round Tables	33 Paper Session Policy Issues: State and Federal Programs	37 Alternative Format The Road to Hell: Intentions and Actualities in Collaborative Inquiry	38 Alternative Format Increasing Student Engagement: The Interaction Between Instruction, Assessment, and Motivation	39 Symposium Reading Across Cultures: Extending Reader Theories to Address Issues of Power, Race, Identity, Cannon and Community	34 Paper Session Issues in Adult Literacy	32 Symposium Text Matters: What do Beginning Readers Read?	36 Alternative Format Single-Subject Experiment Research: Using Multiple-Baseline and Alternating-Treatments Designs	35 Paper Session Young Readers Development		
	3:05 - 3:40 pm	40 Round Tables										
3:50 - 5:00 pm	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px;"> President's Address </div> <div style="text-align: center;"> Reading, Writing and Evaluation Jane Hansen, University of New Hampshire </div> <div style="border: 1px solid black; padding: 5px;"> International Ballroom </div> </div>											
3:50 - 5:00 pm	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> Presentation of the Student Research Award Chair: Cathy Roller - University of Iowa </div> <div style="text-align: center;"> International Ballroom </div> </div>											
5:15 - 6:05 pm	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Conference Reception </div> <div style="text-align: center;"> Explorers </div> </div>											

Paper Session

Joint Round Tables

Symposium

Study Groups

Round Tables

Alternative Format

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Tuesday November 28, 1995

EXECUTIVE BOARD MEETING

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

BOARD OF DIRECTORS MEETING

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

REGISTRATION

5:00 p.m. - 8:00 p.m. International Foyer

VITAL ISSUES

9:00 p.m. - Midnight, Lobby Bar

Wednesday November 29, 1995

1



Study Groups

7:25 - 8:25 a.m. • Emerald Ballroom

This is the only formal study group session. Tables have been reserved in the Emerald Ballroom for additional meetings of study groups. Study groups who wish to meet during the conference should sign up for space in the Emerald Ballroom at the conference registration area.

Second Language Learning

Elizabeth Bernhardt - Ohio State University

Learning to Read and Spell: Lexical, Alphabetical, and Phonological Processes

Linnea Ehri/CUNY, Irene Gaskins - Benchmark School

Reader Engagement with Text

Sharen Bengtson Kletzien - West Chester University

Intergenerational Issues

Jeanne Paratore - Boston University

Response-Based Instruction

Nancy Farnan - San Diego State University

Literacy Issue and Individuals with Disabilities

David Koppenhaver - University of North Carolina

Teacher Education Research

Beth Ann Herrmann - University of South Carolina

Secondary Reading

David Moore - Arizona State University

Literature Studies - *Pat Enciso - University of Wisconsin,*

Christine Jenkins - University of Illinois

Gender Issues in Literacy

Lorri Neilsen - Mt. St. Vincent University

2



Paper Session

8:30 - 9:50 a.m. • Rex

Promoting Early Literacy

Chair: Susan Mazzoni - University of Maryland

Using Repeated Reading to Promote Reading Success in Heterogeneously-grouped second-grade classrooms
Joy J. Turpie - Boston University

An Exploration of Relationships Between Reading and Writing Acquisition Behaviors of Young Literacy Learners
Billie J. Askew, Dianne F. Frasier - Texas Woman's University

The Influence of Embedded Word Study Instruction on Children's Independent Reading and Writing: A Case Study of 1st Graders
Emily Anderson, John F. O'Flahavan - University of Maryland

3



Symposium

8:30 - 9:50 a.m. • Wildcatter

Author-Reader-Text: Different Theories, Different Roles

Chair: Richard Beach - University of Minnesota

Theory as Metaphor

Nancy Nelson Spivey - Louisiana State University

Postmodernism and Critical Reading: Deconstruction as an Analytic Device for Reading Critically

Douglas K Hartman - University of Pittsburgh

The Text, the Author, and the Reader: Who's in Charge Here?
Margaret G. McKeown, Isabel L. Beck - University of Pittsburgh

Discussant: Richard Beach - University of Minnesota, Timothy E. Shanahan - University of Illinois/Chicago

4



Alternative Format

8:30 - 9:50 a.m. • Bayou 1

Diverse Applications of Case Methods in Literacy Teacher Education

*Chair: Janet Richards, The University of Southern Mississippi
Joan P Gipe, Ramona C. Moore - University of New Orleans*

The session will begin with a brief overview of the traditional use of teaching cases, including where to purchase published case materials and how to use teaching cases to stimulate preservice and experienced teachers' abilities to

discern, interpret, reflect upon, and problem solve a given teaching situation. Following this overview, the session organizers will share examples of the diverse ways they have employed case methods in their own practices (e.g., research; self-reflection; accountability and evaluation; information dissemination; and faculty development) The presenters will also guide participants in constructing teaching cases that could become part of a case volume currently being developed.



5 Alternative Format

8:30 - 9:50 a.m. • Explorers
Junior Faculty's Struggle to Develop Professional Portfolios. What Your Major Professor Forgot to Tell You and What Your New Employer Won't
 Chair: Pamela Dunston - Clemson University
 Victoria Ridgeway - Clemson University

This paper will examine the concerns of junior faculty members who are working to build a professional portfolio for the purpose of reappointment, annual review, and/or tenure and promotion. We will address three objectives. First, we will examine concerns surrounding the use of professional portfolios for reappointment, annual review, and/or tenure and promotion. Second, we will discuss the reflective and decision making processes used in portfolio construction and the selection of artifacts for inclusion in portfolios. Third, as a basis for discussion, we will provide examples of professional portfolios constructed by two junior faculty members. Finally, we will use the examples to discuss our own personal reflection, decision making, and reasoning. We will ask participants to assist us in generating a list of artifacts, records, and paper trails that junior faculty members may need.



6 Alternative Format

8:30 - 9:50 a.m. • Bayou 3
Changing Literacy Instruction: Using Cohort Groups to Promote Professional Growth
 Chairs: Jane White - Austin College, Karen Feathers - Wayne State University

Certified Teachers of Primary-Age Children
 Carol Reinhard - Perrin Elementary School;
 Pat Coffman - Jefferson Elementary School,
 Glenna Cromer - Wakefield Elementary School

Certified and Non-Certified teachers in Adult Literacy Programs.
 Irene Sinclair, Leslie Heslip, Merriel Cobb - Detroit Public Schools

This session begins with a brainstorming of significant changes made in philosophies and pedagogy as educators. A list of factors will be generated. Then a

panel from two different cohort groups will highlight their professional changes which occurred through being a part of their group. One group is made up of teachers of primary-age children; the other, of teachers in adult literacy programs. One organizer will outline factors which emerged as important to growth from interviews with cohort members and the other will outline ways in which the end-of-course shares exemplified growth. We'll return to the original brainstormed list of factors, continue our discussion as a group and check matches.



7 Symposium

8:30 - 9:50 a.m. • Bayou 4
A Multi-Dimensional Perspective On Adult-Child Book Reading and Emergent Readings: Notions of Intertextuality, "Weaving" and Complexity Theory
 Chair: David Yaden - University of Southern California

The Intertextual Nature of Adult-Child Book Reading:
 Socio-Cognitive and Cultural Perspectives
 Deborah Wells Rowe - Vanderbilt University

Complexity Theory and Parent-Child Storybook Reading:
 Exploring the Topology of Conversation
 David Yaden - University of Southern California

Importations Used by Emergent Readers:
 Multi-Dimensional Links to Shared Book Readings
 Charles Elster - Purdue University

Discussant: Shane Templeton - University of Nevada



8 Paper Session

8:30 - 9:50 a.m. • Creole
Reform in the Education of Teachers of Literacy
 Chair: Patricia Schmidt - LeMoyné College

A Literature Analysis of Trends in Literacy Education
 Jeanne Swafford, Valerie Chapman, Mary Kallus - Amarillo Ind. School District, Robyn Rhodes - St. Ann's Catholic School.

School and Community Based Field Placements: Pre-Service Teachers Learn to Teach
 Margaret A. Gallego, Margaret Malenka - Michigan State University

Changes in Literacy Instruction as a Result of Shifting Meanings of Integrated Curriculum in an Integrated Elementary Methods Block
 Jarene Fluckiger, Edward Paradis, Audrey Kleinsasser - University of Wyoming



9 Paper Session

8:30 - 9:50 a.m. • Orleans
Teachers Thinking about Teaching
 Chair: Kim Baker - SUNY/Albany

Inclusion and Literacy: Perspectives from Teachers
Elizabeth Rudenga, Trinity Christian College, Bette S. Bergeron, Purdue University/Calumet

"At risk" in Second Grade: Can We All Learn When the Teacher is in the Racial, Cultural, Economic, Linguistic, and Gender Minority?
James F. Baumann, University of Georgia

Tina: A Case Study of Reflective Thinking and Collegiality in the Preparation of Reading Teachers
Norma Linda Gonzalez - University of Iowa



10 Paper Session

8:30 - 9:50 a.m. • Bayou 2
Students Working Collaboratively
 Chair: *Kathy Fear - Albion College*

Cooperation in the Language Arts Classroom: A Question of Structure
Dana L. Grisham - Washington State University/Vancouver

How Coherence is Socially Constructed in Oral and Written Classroom Discussion of Reading Assignments
Diane L. Schallert, Maria R. Lissi - University of Texas, Joy Lynn H. Reed - St. Edwards University, Laura A Fowler, Melissa M. Dodson, Ronald E. Benton - University of Texas

Why Can't my Fourth Graders Discuss Like That? A Comparative Analysis of More and Less Proficient Peer Discussions
Janice F. Almasi, Poonam Arya - SUNY/Buffalo



11 Paper Session

10:00 - 11:20 a.m. • Rex
Social Context in Literacy Learning: Young Diverse Learners.
 Chair: *Georgia Garcia - University of Illinois/Urbana-Champaign*

Use of Story book Reading to Enhance Children's Attitudes Toward Multicultural Diversity: Patterns Across Grades
June E. Barnhart - Northern Illinois University, Mary Ann Wham - University of Wisconsin/Whitewater

Creative Drama: Using Story Enactments to Promote Narrative Competence and Participation in a Multicultural First Grade Classroom
Claudia Haag - Texas Woman's University

Whose Language? Learning from Bilingual Learners in a Developmental First Grade Classroom
Diane Barone - University of Nevada/Reno



12 Symposium

10:00 - 11:20 a.m. • Bayou 2
Change: Teachers as Agents, Teachers as Targets: A Statewide Assessment Mandate and its Influences
 Chair: *Connie Bridge - University of Kentucky*

Symposium Overview and Description of the Contexts
Jane Mekkelsen - University of Vermont

Multiple Perspectives and Differing Knowledge Bases: A survey of Teachers
Marjorie Y. Lipson, Jaley Woodside - University of Vermont

Meaning and Use of Portfolios Different Literacy Contexts: Making Sense of the Mandate.
James Mosenthal and Lorna Jimerson - University of Vermont

The Meaning and Use of Portfolios in the Classrooms of a More Conservative and more Adventurous Teacher
Pat Daniels - University of Vermont

Discussant: *Sheila Valencia - University of Washington*



13 Paper Session

10:00 - 11:20 a.m. • Orleans
Verbal Interaction in Literacy Learning Contexts
 Chair: *Rob Gaskins - University of Kentucky*

Individual Reading Conferences: Instantiations of Socio-Cognitive Theory
Sylvia Forsyth, Cathy M. Roller - University of Iowa

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

Getting Help When You Need It: Social Status and Third-Graders' Helping Interactions During Literacy Events
Jane West - Agnes Scott College



14 Alternative Format

10:00 - 11:20 a.m. • Bayou 3
Relating Teacher Development and Effects on Children's Learning in Cognitive Approaches to Teaching Reading
 Chairs: *Valerie Anderson - Ontario Institute for Studies in Education (CACS)*

Helping Teachers to Improve the Literacy of Ethnically-Diverse Adolescents through Collaborative Strategy Instruction
Valerie Anderson - Ontario Institute for Studies in Education (CACS)

Issues in Supporting Teachers' Pedagogical Change
Isabel Beck, Margaret McKeown - University of Pittsburgh

Training Teachers to Teach Strategies
Irene Gaskins - Benchmark School

Connecting Teacher Development and Student Effects with Preservice Teachers
Ann Loranger - University of New Hampshire

Discussants: *Barak Rosenshine - University of Illinois - Urbana/Champaign, Ruth Howard - Cummer Valley Middle School*

Symposium assistant: Elizabeth Lee - Ontario Institute for Studies in Education

This session includes guided audience participation, four presenters, and two discussants. First, the audience will be asked, as they listen to presentations, to write questions and make suggestions for how the connection between teacher development in cognitive approaches to reading and effects on children engaged in those approaches might be strengthened. Presentations by four researchers on their efforts to make this connection will follow. Discussants include an evaluator of teacher development and a teacher who practices cognitive instruction. Questions and suggestions from audience contributions will constitute a final open discussion.



15 **Alternative format**

10:00 - 11:20 a.m. • Bayou 4
Past, Present, and Future Questions Concerning the Influence of Interest on Learning
Chair: Ralph Reynolds, University of Utah

Introduction Short Synopses of Research Focusing on Past and Present Questions
Ralph Reynolds - University of Utah

A. The Role of Interest and Importance in the Processing of Text
Patricia A. Alexander - Texas A&M University

B. Toward a Model of Situational Interest in Prose Learning
Gregory Schraw - University of Nebraska/Lincoln

C. Differential Contributions of Individual and Text-Based Interest on Text-Processing
Tamara Jetton - University of Utah,
Jonna M. Kulikowich - University of Connecticut

Open Discussion with Audience
Richard C. Anderson - University of Illinois/Urbana/Champaign, Suzanne Wade - University of Utah

This session offers an interactive discussion in order to talk about past, present, and future questions that investigate the impact of interest on learning. To facilitate this discussion, a brief introduction and three short synopses (10 min. each) of investigations that have attempted to explore past and present questions regarding the role of interest will be presented. These serve as catalysts for an ensuing discussion. The facilitators will guide a discussion of questions about interest that can be explored through future research. The discussion will include both new theories and methods for exploring interest as it affects student learning.



Symposium
10:00 - 11:20 a.m. • Bayou 1

Learning Opportunities for Diverse Students Participating in Literature-Based Reading Instruction
Chair: Taffy E. Raphael - Michigan State University

Learning Opportunities in a Cross-Aged Literacy Project

Fenice B. Boyd - The University of Georgia

Exploring a Bilingual Student's Opportunities for Literacy Learning in a Mainstream Classroom
Cynthia H. Brock, Mary McVee - Michigan State University

Following Chapter 1 First and Second Graders Across the School Day
Virginia J. Goatley - SUNY/Albany

Discussant: JoBeth Allen - The University of Georgia



17 **Symposium**

10:00 - 11:20 a.m. • Explorers
Life in a Rural Place: Literacy, Living and Community
Chair: Cynthia Lewis - Grinnell College

Children's Literature in One Rural School: What Purpose Do Trade Books Serve?
Jennifer Altieri - Arkansas State University

Negotiating a Sense of Place: Mexican Families in the Rural Midwest
Carolyn Colvin - University of Iowa

Reading for Affirmation: Rural Youth in Community Life
Shirley Brice Heath - Stanford University

Discussant: Richard Allington - SUNY/Albany



18 **Joint Round Table**

10:00 - 11:20 a.m. • Wildcatter
Studying the Instruments Used to Study Teacher Beliefs / Change
Marilyn McKinney, Maria J. Meyerson - University of Nevada/Las Vegas

Problem Solving Toward Effective Practice: Is There More Than One Way to Teach Reading Effectively?
James Hoffman, Sarah McCarthey, Judy Abbot, Bonnie Elliot, Debra Price, Debra Stahle, Angela Feree, Sylvia Rehders - University of Texas



Round Tables
10:00 - 10:35 a.m. • Emerald Ballroom

19.1 The Effect of a Small Group Model of Intervention on the Reading Achievement of At-Risk First Grade Students
Diane Corcoran Nielsen - University of Kansas

19.2 Storybook Reading in Small-Group Settings
Ludo Verhoeven, Willy van Elsacker - Tilburg University

19.3 Looking Out For Each Other: Learning Together in First Grade
Janice M. Fisher - SUNY/Geneseo

19.4 Reading Aloud to Students: An Opportunity for Strategies-Based Instruction
Rachel Brown - SUNY/Buffalo



Round Tables

10:45 - 11:20 a.m. • Emerald Ballroom

20.1 The Quiet Canon: African-American Books for Young Readers in the Decades Before the Modern Civil Rights Movement.

Christine Jenkins-University of Illinois, Champaign/Urbana

20.2 Opening Our Eyes to the Transforming Powers of Literature Discussion

Janelle B. Mathis - University of Arizona

20.3 Fourth Grade Researchers: Helping Children Develop Independent, Flexible Strategies for Finding and Using Information

Mariam Jean Dreher - University of Maryland, Suzanne F. Clewell - Montgomery County Public Schools, Kathryn Davis - Cashell Elementary School, Priscilla Waynant - Rolling Terrace Elementary School

20.4 The Impact of Reading Recovery on Chapter 1: One District's Story

Doreen Blackburn - Sioux Falls Schools



Round Tables

12:50 - 1:25 p.m. • Emerald Ballroom

21.1 Do Students Learn More Word Meanings Incidentally or Through Meaning Vocabulary Instruction?

James W. Cunningham - University of North Carolina/Chapel Hill

21.2 Social-Contextual Factors of Participating Families in Family Literacy Programs: A Qualitative Analysis

Laurie Elish-Piper - The University of Akron

21.3 What is the Effect of Children's Orthographic Knowledge on Their Ability to Learn & Retain New Orthographic Structures?

Woodrow Trathen, Darrell Morris, Bob Schlagal - Appalachian State University

21.4 The Tensions of Supporting Participatory Learning in a First Grade Classroom: "The Day I gave up My Stapler"

Ann Potts - Virginia Tech., Peggy Shrader - Montgomery County Schools



Symposium

12:50 - 2:10 p.m. • Explorers

Alternative Literacy Assessment: Representing Participant's Views

Chair: P. David Pearson - Michigan State University

Students' Views of English Language Arts Performance Assessment Tasks

Amber Olsen Walker - University of Illinois/Urbana-Champaign

Teachers' Views of English Language Arts Performance Assessment Tasks

Elizabeth Spaulding - National Council of Teachers of English

Connections Between Reading and Writing in Performance Assessment

Mary Lou Adams - University of Illinois/Urbana-Champaign

Discussant: Sheila Valencia - University of Washington



Symposium

12:50 - 2:10 p.m. • Bayou 1

Children's Story Reading Experiences: Looking Through the Lenses of Narrative Theories, Reader-Response Theories, and Sociocultural Theories

Chair: Deborah Holloway - University of Colorado

"Once Upon a Time..." Meaning Making Within Emergent Storybook Reading Events

Kate Cumbo - University of Colorado

Story Books and Storied Lives: Functions of Oral Story Reading in an Elementary School Classroom

William McGinley, Timothy Mahoney - University of Colorado, Jeff Oliver - University Hill Elementary School

Integrating Narrative Theory, Reader Response, and Culturally Relevant Pedagogy: Signifying on the Basal

George Kamberelis, Saori Sadoshima - University of Illinois/Urbana-Champaign, Betty Rowell - Columbia Elementary School

Discussant: Theresa Rogers - Ohio State University



Joint Round Table

12:50 - 2:10 p.m. • Wildcatter

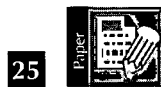
Little by Little, We Forget: Performance and Literacy Beliefs for Latino Adults

Carolyn Colvin - The University of Iowa

Literacy as Performance: Playing the Game

Julie Cheville - The University of Iowa

Discussant: Jeanne Jansen - The University of Iowa



Paper Session

12:50 - 2:10 p.m. • Creole

Teaching to Teach Literacy in the Content Areas

Chair: Vienna K. Volante - Oglethorpe University

Improving the Likelihood of Content Literacy Strategy Use

James O. Armstrong, Lee A. Dubert, Mary R. Drabik - Boise State University

Criss-Crossing the Content Literacy Landscape: A Cross-Case Analysis of Pre- and Inservice Teachers' Experiences with Teaching Cases

Elizabeth B. Moje, Suzanne E. Wade - University of Utah

The Developing Literacy-Related Instructional Beliefs of Beginning Mathematics and Science Teachers: A Longitudinal Study from Preservice through the First Teaching Year
Elizabeth G. Sturtevant - George Mason University



26 Paper Session

12:50 - 2:10 p.m. • Orleans

Literacy Learning: Negotiating Meaning in Multiple Contexts
 Chair: *Yolanda Padron - University of Houston/ Clear Lake*

Beliefs About Knowledge and Motivational Goals: How Do They Affect Ethnically Diverse Secondary Students' Learning from Science Text?
Gaiygn Qian - CUNY/Lehman College

Fields of Cultural Contact: Multiple Forms of Literacy and Culture for the Multicultural Classroom
Shuaib J. Meacham - University of Illinois/Urbana-Champaign

Literacy Use and Power: A Case Study of a Teenager Negotiating the Boundaries Between Two Cultures
Von-Mooi Choo, Taffy E. Raphael - Michigan State University



27 Paper Session

12:50 - 2:10 p.m. • Rex

Understanding Older Readers
 Chair: *Gary Rice, Louisiana State University*

A Follow up Interview Study of Teachers Involved in Cognitive Strategy Instruction with Reading-Delayed Adolescents
Valerie Anderson, Elizabeth Lee - OISE/CACS, Carol Chan - St. Mary's University

Illusion of Knowing in Adult Readers: Effects of Reading Skill and Passage Length
Nanette Commander, Douglas Stanwyck - Georgia State University

Older Readers' Use of Orthographic Knowledge
Judith Anne Calhoon - Marquette University



28 Alternative Format

12:50 - 2:10 p.m. • Bayou 2

Multimedia/Hypermedia Authoring as Critical Literacy/ Pedagogy

Chair: *Jamie Myers - Penn State University, Ann Margaret McKillip, Jamie Meyers, Roberta Hammett, Patrick Shannon - Penn State University, Dan Madigan - Bowling Green University*

This session will critique the possibilities of multimedia/hypermedia technology for supporting a critical literacy and critical pedagogy. In Part 1, using video, we will illustrate the composing processes and classroom contexts of students' use of multimedia authoring tools to bring together images, sounds, and words to construct knowledge, and in some cases, to critique cultural beliefs, forms,

and values by organizing their projects to examine how these ideas are represented in multimedia texts. In Part II, we will lead an audience critique on aspects of critical literacy and pedagogy which seem present or absent from these particular uses of multimedia technology.



29 Alternative format

12:50 - 2:10 p.m. • Bayou 3

Literacy Programs: Dilemmas in Redesign
 Co-Chairs: *Victoria J. Risko - Vanderbilt University, Karen Bromley - Binghamton University/SUNY*

Early Intervention
Jack Pikulski - University of Delaware

Feasibility and Desirability of Inclusion
Jeanne Shay Schumm - University of Massachusetts

Restructuring Special Education Services
Doug Fuchs - Vanderbilt University

Collaboration and Cooperation Among Specialists
Susan Mandel Glazer - Rider University

Socio-Cultural Relations as Contexts for Redesign
David Bloome - University of Miami

Instructional Program Redesign
Sharon Vaughn - University of Miami

Summary of Issues and Conclusions
Victoria Risko - Vanderbilt University, Karen Bromley - Binghamton University/SUNY

In this forum for discussion, each panel member panel will synthesize their area of expertise in a brief response to the question "What interventions and instructional program designs best address the learning needs of students with diverse capabilities?" Followed by questions from attendees and an open dialogue, this session hopes to provide new directions for redesigning future literacy programs.



30 Alternative Format

12:50 - 2:10 p.m. • Bayou 4

What Do We Have to Lose? A Panel Discussion About the Deemphasis of University-Based Clinical Training Programs and its Effect on the Knowledge Base of Reading.
 Chair: *Dorothy Deegan - Penn State University*

Camille L. Blachowicz - National-Louis University, Kathleen Hinchman - Syracuse University, Marge Lipson - University of Vermont, Sandra McCormick - Ohio State University, Pamela A. Michel - SUNY/Oswego, Darrel Morris - Appalachian State University, Steve A. Stahl - University of Georgia

Directors of a university-based clinical programs discuss among with themselves and with the audience the causes and particular ramifications of the diminished role of clinical training programs within literacy education. Of specific concern is the effect of decreasing program

participation on the development of knowledge about reading processes and instructional decision-making. It is our intention that through open dialogue we can break the silence that has surrounded this issue and raise questions about the importance and future of university-based clinical programs.

Discussant: Charles Temple - Hobart & William Smith Colleges



Round Tables

2:20 - 2:55 p.m. • Emerald Ballroom

31.1 The Effects of a Cross Age Tutoring Program on the Development of Kindergartners' Phoneme Awareness
Eileen Carr, Cathy Ertman, Elaine Roberts - University of Toledo

31.2 A Bedtime Storybook Reading Intervention With Deaf Children
Catherine Wilson Gillespie, Sandra Twardosz - University of Tennessee, Knoxville

31.3 Do Models of Expert Reading Strategies Facilitate Graduate Students' Reading of Research?
Brenda A. Shearer, Mary A. Lundeborg - University of Wisconsin/River Falls

31.4 Four Case Histories of Literacy Learning in a Third World, Freirean Literacy Program
Victoria Purcell-Gates - Harvard University



Symposium

2:20 - 3:40 p.m. • Explorers
Text Matters: What do Beginning Readers Read?
Chair: Elfrieda H. Hiebert - University of Michigan

Words Matter: Words Children See in Text and Words They Hear About
Connie Juel - University of Virginia

First Graders Reading the New First-Grade Readers
Melissa Barnes, Karin Chung, Anne Huxley, Lori Levin, Gloria Liu, Elfrieda H. Hiebert - University of Michigan

What Words do Children Remember From Predictable Text?
Francine R. Johnson - University of Virginia

Discussants: Isabel Beck - University of Pittsburgh, Shelby Wolf - University of Colorado/Boulder



Paper Session

2:20 - 3:40 p.m. • Bayou 1
Policy Issues: State and Federal Programs
Chair: Marguerite Radencich - University of South Florida

Using the International Reading Literacy Study as a Basis for Understanding the Constructs of Multiple-Choice Items
Peter B. Mosenthal - Syracuse University, Irwin S. Kirsch - Educational Testing Service

Chapter 1 Reading Programs and the Pre-referral Process: Collaboration or Collision
Rita M. Bean, Charlene A. Trovato - University of Pittsburgh

Implementing Large Scale Change in Literacy Instruction:

A Second Look
Connie A. Bridge, Susan Gooden, Margaret Compton-Hall - University of Kentucky



Paper Session

2:20 - 3:40 p.m. • Creole
Issues in Adult Literacy
Chair: James T. Fleming - SUNY/Albany

The Interaction of Family Systems and Literacy Acquisition in Adults Learning to Read
Margaret "Cookie" Moulton - University of Nevada/Las Vegas

Individual Differences in Component Skills in Adult Reading Acquisition
John P. Sabatini, Richard L. Venezky, Chris Brooks - University of Delaware

Standards Adult Literacy Educators Use to Select Screening and Intervention Practices
David Scanlon, Daryl Mellard, Keith Lenz - University of Kansas



35 Paper Session

2:20 - 3:40 p.m. • Rex
Young Readers Development
Chair: Mary Abouzeid - University of Virginia

Ecological Context of Emergent Literacy: Two and Three Year old Children in Day Care
Laurelle Phillips, Sandra Twardosz - University of Tennessee/Knoxville

"Can I Say 'Once Upon a Time'?: Kindergarten Children's Knowledge of Linguistic Features of Expository Text in the Written Register
Nell K Duke - Harvard University, Jane Kays - Boston Public Schools

The Effects of Teachers' Reading Aloud and Primary Students' Sustained Silent Reading at School and at Home on Reading Achievement
Alexa Sandmann, Nancy Fordham - University of Toledo, Peter A. Dewitz - University of Virginia



Alternative Format

2:20 - 3:40 p.m. • Orleans
Single-Subject Experiment Research: Using Multiple-Baseline and Alternating-Treatments Designs
Chair: Evelyn Becker - Ohio State University

In an interactive format, participants will plan and carry through hypothetical literacy experiments using these designs. Step-by-step guidance will be provided

Multiple-Baseline Designs
Sandra McCormick - Ohio State University

Alternating-treatments Designs
Susan Neumann - Temple University



Alternative Format

2:20 - 3:40 p.m. • Bayou 2

The Road to Hell: Intentions and Actualities in Collaborative Inquiry

Co-Chairs: Allan Neilsen - Mount Saint Vincent University, Roy Graham - University of Manitoba

We will raise a series of dilemmas that have emerged during the planning and initial stages of our three-year life history inquiry into the nature of narrative identity and teachers' work. Ethical caveats attendant to life history, in particular, and collaborative inquiry, in general, are intended to help clarify *intentions and actualities*, safeguard rights, and establish trust. Ironically, they also lead often, if not inevitably, to a variety of ethical and epistemological dilemmas grounded in tensions between the avowed intentions of working together. However, rather than being seen as "problems" to be "solved" or "chaos" to be "controlled for," they need to be seen as part of "the territory" of collaborative work and conceptualized as sites for negotiating a variety of understandings around power, meaning and representation. Participants in this session will have the opportunity to explore these issues through large and small-group discussions.



Alternative Format

2:20 - 3:40 p.m. • Bayou 3

Increasing Student Engagement: The Interaction Between Instruction, Assessment, and Motivation

Chair: Cathy Collins Block - Texas Christian University

An Overview: How Instruction and Assessment are Tied to Motivation:

Scott Paris - University of Michigan

Engaging Students as Teacher-Readers and Standard-Bearers: Effect of Instruction and Self-evaluation Upon Achievement and Motivation

Cathy Collins Block - Texas Christian University

How Do Observational Experiences in Integrated Language Arts/Science Instruction Enhance Literacy Engagement?

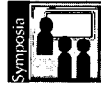
John T. Guthrie, Ann D. McCann - University of Maryland/College Park

What Contributes to Students' Involvement in Literacy? A Study of Fifth Grade Students in a Literature Based Classroom
Julianne C. Turner, Kathleen E. Cox - Pennsylvania State University

Fostering Engagement in a Reading Clinic: Involving Students in Assessing Their Reading
Peter Afflerbach - University of Maryland/College Park

This session presents research concerning the interaction between instruction, assessment, and intrinsic motivation. Symposium members wish to engage a discussion of different perspectives concerning student engagement. All panel members are involved in ongoing studies of how students move from passively absorbing information to taking charge of their own learning in coherent, authentic, sensible, purposeful environments in which reading and writing are used to reach self-motivated intentions. Each panel member is

examining student engagement from a different perspective. There will be a brief presentation by panel members followed by interactions with the audience. The format is designed to initiate a discussion that advances our understanding of the nature of student engagement.



Symposium

2:20 - 3:40 p.m. • Bayou 4

Reading Across Cultures: Extending Reader Theories to Address Issues of Power, Race, Identity, Canon and Community

Chair: Ann Soter - Ohio State University

No Imagined Peaceful Place: Culture, Text, and Community
Theresa Rogers - Ohio State University

Narrative Theory and the Promise of Multicultural Literature
William McGinley - University of Colorado/Boulder

Teaching and Using Multicultural Literature
Arlette Ingram Willis - University of Illinois/Urbana-Champaign

Stances in Engagement and Resistance in Responding to Multicultural Literature
Richard Beach - University of Minnesota

Discussant: Patricia Enciso - University of Wisconsin, Mingshu Cai - University of Northern Iowa



Round Tables

3:05 - 3:40 p.m. • Emerald Ballroom

40.1 A National Teachers' Survey on Young Adult Literature
Sandra Krickeberg - Indian Prairie District 204

40.2 Differences in Naturally Occurring Imagery Between Proficient and Less-Proficient College Readers
Kathleen McCarville, Kendall College

40.3 A Study of Middle School Literacy: Implementing and Understanding Instructional Change
Carole Janisch - Texas Tech University, Georgia Earnest Garcia - University of Illinois

40.4 Keeping The Status Quo: The Culture in the Classroom and the Implementation of Constructivist Innovations
Barbara Combs - Syracuse University

President's Address

Reading, Writing and Evaluation

3:50 - 5:00 p.m. • International Ballroom
Jane Hansen, University of New Hampshire

In our effort to create classrooms in which students learn something that makes a difference, we might look anew at "What is content?" If what we want is for students to become learners, then they can set their own goals for what they want to learn about "How to teach reading," and the class becomes a workshop of people learning about teaching. They can evaluate themselves in terms of goals and plans they create.

Thursday *Special Events of the Day*

Time	Event	Room
7:00 a.m. - 5:30 p.m.	Registration	International Foyer
7:00 - 8:25 a.m.	Meeting - Multicultural Issues (open to all members) <i>Chair: JoBeth Allen - University of Georgia</i>	Creole
7:30 a.m. - 5:30 p.m.	Silent Auction	Gold
7:30 a.m. - 8:25 a.m.	Meeting - Publications Committee (open to all members) <i>Chair: Lea McGee - Boston College</i>	Bayou 2
10:00 a.m. - 11:20 a.m.	<p>First Plenary Session Teacher Education: Research and Policy <i>Speaker: Virginia Richardson, University of Arizona</i></p> <p>Virginia Richardson is a Professor of Teaching and Teacher Education at the University of Arizona. Prior to this position, Dr. Richardson was responsible for the division at the National Institute of Education that funded research on teaching, schooling, and teacher education. She has recently edited a book titled, "Teacher Change and the Staff Development Process: A Case in Reading Instruction"</p>	International Ballroom
10:00 a.m. - 11:20 a.m.	Presentation of the Oscar Causey Award <i>Chair: Violet Harris - University of Illinois/Champaign</i>	International Ballroom
11:20 a.m. - 12:40 p.m.	Meeting - Critical Spaces (open to all members) <i>Chair: Lorri Neilsen - Mount Saint Vincent University,</i>	Bayou 4
11:30 a.m. -12:50 p.m.	Meeting - Graduate Students	Mayors Chambers
11:35 a.m. - 12:40 p.m.	Research Workshops	
	Researching Early Intervention Programs <i>Elfrieda Hiebert - University of Colorado</i>	Wildcatter
	Narrative Inquiry in Teacher Research <i>Gary Knowles - University of Michigan</i>	Orleans
	Researching Teacher Reading Practices <i>Mary Lundberg, Brenda Shearer, and Carmen Coballes-Vega - University of Wisconsin at River Falls</i>	Rex
	Applying for a Spencer Postdoctoral Fellowship <i>Sarah McCarthy, University of Texas at Austin</i>	Creole
11:35 a.m. - 12:40 p.m.	Lunch	on your own
12:50 p.m. - 2:10 p.m.	Follow-up to the Plenary "A Conversation with Virginia Richardson"	Mayors Chambers
5:15 - 6:05 p.m.	Meeting - Albert J. Kingston Award (open to all members) <i>Chair: Margie Gallego - Michigan State University</i>	Bayou 3
5:15 - 6:05 p.m.	Meeting - Oscar Causey Award (open to all members) <i>Chair: Violet Harris - University of Illinois-Champaign</i>	Bayou 2
5:15 - 6:05 p.m.	Scholarly Writing <i>Chairs: Wendy Kasten and Tim Rasinski - Kent State University</i>	Orleans
5:15 - 6:05 p.m.	JLR and NRC Yearbook Reception <i>Chairs: David Reinking, Cyndie Hynd and Penny Oldfather - University of Georgia</i>	Explorers
6:10 - 7:30 p.m.	Town Meeting <i>Facilitator: Rosary Lalik - Virginia Tech.</i>	International Ballroom
7:30 - 8:25 p.m.	Meetings - Technology Committee (open to all members) <i>Co-Chairs: Barbara Guzzetti - Arizona State University, Mark Condon - University of Louisville</i>	Emerald Ballroom

Conference at a Glance Thursday November 30, 1995

Time	Room	Emerald Ballroom	Bayou 1	Bayou 2	Bayou 3	Bayou 4	Creole	Explorer's	Orleans	Rex	Wildcatter
8:30 - 9:50 am	8:30 - 9:05 am	41 Round Tables	45 Paper Session Supporting Literacy Development	49 Symposium Observing Children's Literacy Development	48 To Be Announced	43 Alternative Format Entering Other's Home and Lives: Literacy Researchers Reflect on Unexpected Conundrums	42 Alternative Format Making the Transition from Graduate Student to Faculty Member	50 Symposium Cross-Case Analysis of Teachers in Transition	46 Paper Session Literacy Problems and Practices: Helping Diverse Learners Construct Meaning	44 Alternative Format Critical Perspectives on Cultural Practice: Studies of Intertextuality, Semiotics, and Subjectivity	47 To Be Announced
	9:15 - 9:50 am	51 Round Tables									
10:00 - 11:20 am	First Plenary Session Teacher Education: Research and Policy Speaker: Virginia Richardson - University of Arizona International Ballroom										
10:00 - 11:20 am	Presentation of the Oscar Causey Award Chair: Violet Harris - University of Illinois/Champaign International Ballroom										
11:35 - 12:40 pm	Lunch on your own										
12:50 - 2:10 pm	12:50 - 1:25 pm	52 Round Tables	56 Paper Session Directions of Clinical/Tutorial Practice in Teacher Education		54 Alternative Format Reflexivity in Teacher Education: Critical Reflection on Pedagogy	59 Joint Round Tables Reflecting on Writing Qualitative Research	55 Alternative Format Teaching Skills in Holistic Environments: Studies of Effective Reading and Writing Instruction	60 Symposium The Role of Teacher Talk in Literature Discussions	57 Paper Session Changes in the Method of Teacher Education	53 Alternative Format Formulating Whole Research: Empowering Qualitative Researchers	58 Symposium Computer Applications with Young Readers: NRC Investigations
	1:35 - 2:10 pm	61 Round Tables									
2:20 - 3:40 pm	2:20 - 2:55 pm	63 Round Tables	69 Symposium Statewide Writing Assessments: Lessons from Kentucky, Indiana, and Vermont	70 Symposium Supporting Literacy Learning in a Multi-Graded School	65 Alternative Format Multiple Perspectives on Research in Literacy	71 Symposium Literacy Auto-biographies Adult Perspectives & Beliefs of Significant Reading and Writing Events	66 Alternative Format Literacy Education for a Democratic Society (LEADS)	64 Alternative Format Beyond the Classroom Door - The Impacts of Educational Policy-Making on Teaching with and Learning from Literature	68 Paper Session Traditional and Emerging Constructs of Literacy Assessment	67 Alternative Format Gender and Literacy: Representations of Educators' Beliefs and Knowledge	62 Symposium Multimedia Literacy: Applications and Implications
	3:05 - 3:40 pm	72 Round Tables									
3:50 - 5:10 pm	3:50 - 4:25 pm	73 Round Tables	78 Paper Session The Interaction of Context and Teacher Belief	74 Alternative Format Student and Teacher Educator Portfolios: Processes and Products in Five Contexts	81 Symposium Multi-Purpose Approaches to a Multicultural Curriculum	79 Symposium Exploring Discursive Practices in Classroom Discussion: Contradictions and Challenges	82 Symposium New Frameworks for Reading Assessment	80 Symposium New Approaches to Spelling Instruction: Beyond the Friday Quiz	77 Paper Session Social Aspects of Meaning Construction in Upper Grades	75 Alternative Format Literacy in a Straight Jacket: Constructing Gender Roles and Heterosexism in Education	76 Alternative Format Points of Agreement about the Role of Text in Conceptual Change in Science
	4:35 - 5:10 pm	83 Round Tables									
6:10 - 7:30 pm	Town Meeting Facilitator: Rosary Lalik - Virginia Tech International Ballroom										

Paper Session
 Joint Round Tables
 Symposium
 Study Groups
 Round Tables
 Alternative Format

Thursday November 30, 1995



41 Round Tables 8:30 - 9:05 a.m. • Emerald Ballroom

- 41.1** Reading Coyote Reading the World: Whole Language, Edgy Literacy and the Work of the World.
David W. Jardine - University of Calgary, Patricia Clifford, Sharon Friesen - Calgary Board of Education
- 41.2** Rearranging the Puzzle Pieces: Changing Teacher Perceptions of Response to Literature
Annette M. Osborne - Oakland University
- 41.3** Validating a Typology and Criteria for Selecting Multicultural Young Adult Novels
Thomas W. Bean, John E. Readence, Marla Mallette - University of Nevada/Las Vegas
- 41.4** Connecting Home and School Literacies: Immigrant Parents with Limited Formal Education as Classroom Storybook Readers
Barbara Krol-Sinclair - Boston University
- 41.5** Change in Literacy Instruction: School Culture Interventions
Anita Gordon Plasket-Virgin Islands Department of Education, Sarah F. Mahurt, Michael Mayo - University of the Virgin Islands



42 All-Form 8:30 - 9:50 a.m. • Creole

Making the Transition from Graduate Student to Faculty Member
*Chair: Judith Thompson - Michigan State University
Fenice Boyd - University of Georgia, Virginia Goatley - SUNY/Albany*

This session is intended for graduate students. The presenters will reflect upon their experiences during the job search process and as they made the transition from student to faculty member. Topics include: factors to consider during the job search process, "fitting in" as a new faculty member, mentoring, and setting priorities. The presentations will be followed by a question and answer period during which graduate students will have an opportunity to bring up their own concerns.



All-Form 8:30 - 9:50 a.m. • Bayou 4

Entering Other's Home and Lives: Literacy Researchers Reflect on Unexpected Conundrums
Chair: Laurie MacGillivray - University of Southern California.

To Gather or Not to Gather: Selective Data Collection During Home Literacy Observations
Laurie MacGillivray - University of Southern California

Outsider or Insider: Struggling to Understand Research Relationships
Margaret Mulhern - Washington State University

Issues Along the Way: Ethical Issues and Decisions as a Result of Longitudinal Research
Diane Barone - University of Nevada/Reno

Each presenter will share a specific decision/interaction with which she wrestled during her study. Three presenters and the discussant will shift into a more intense methodological reflection. The discussant will guide the interaction toward examinations of similar assumptions as well as differing, such as "bottom line the research is for the kids" or, "I can't solve their problems, but maybe I can change the future." By literally having a "fish bowl" discussion with participants "looking in" we aim to stay focused on the ethical dilemmas by looking across three specific home-school studies. For the final part of the session, the discussant will invite the audience to participate by sharing their own ethical dilemmas or ways they have resolved critical issues.

Discussant: Victoria Purcell Gates - Harvard University



All-Form 8:30 - 9:50 a.m. • Rex

Critical Perspectives on Cultural Practice: Studies of Intertextuality, Semiotics, and Subjectivity
Chair: John Ackerman - University of Utah

Marjorie Siegel - Columbia University, Douglas Hartman - University of Pittsburgh, Kathy Short - University of Arizona, Elizabeth Moje - University of Utah, Stuart Greene - University of Wisconsin, John Ackerman - University of Utah

This session will address "critical perspectives" in literacy research to include theoretical and methodological forays into intertextuality, semiotics, and subjectivity. Six participants, will discuss what they have tried to accomplish through their research along with reflections on the political, historical, educational and personal consequences. The goal is to open for discussion diverse methodological and interpretive standpoints within literacy and education.



45 Paper 8:30 - 9:50 a.m. • Bayou 1

Supporting Literacy Development
Chair: Delores Gaunt-Porter - SUNY/Albany

An Analysis of the Literacy Behaviors of Hard to Accelerate Reading Recovery Students
Carol A. Lyons - Ohio State University

Supporting Language Difficulties in Discourse: A Classroom-based Remediation Program
Francine Falk-Ross - University of Illinois/Chicago

Becoming Literate in First and Second Grades: Five Years of Multimethod, Multilevel Instruction
 Dorothy P. Hall - Winston-Salem Schools,
 Patricia Cunningham - Wake Forest University



Paper Session

8:30 - 9:50 a.m. • Orleans

Literacy Problems and Practices: Helping Diverse Learners Construct Meaning

Chair: Barbara Diamond - Eastern Michigan University

Effects of Cultural and Language Diversity on Reading Comprehension

Mienke Droop, Ludo Verhoeven - Tilburn University/Netherlands

Interracial Interactions in Basal Reading Materials
 Eilyn Clifford, Dixie Lee Spiegel - University of North Carolina/Chapel Hill

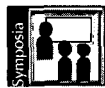
Who Gets to Join the Literacy Club? Issues of Race, Culture, and Discrimination for American Indian Adolescents
 Elizabeth Noll - University of Arizona

47 To Be Announced

8:30 - 9:50 a.m. • Wildcatter

48 To Be Announced

8:30 - 9:50 a.m. • Bayou 3



Symposium

8:30 - 9:50 a.m. • Bayou 2

Observing Children's Literacy Development: Three Models with Ecological Perspectives Based on the Work of U. Bronfenbrenner, J.J. Gibson, and C.E. Snow

Chair: Donald Bear - University of Nevada/Reno

Literacy in the Social Environment: An Ecological Approach
 Catherine Rosemary - University of Virginia

An Ecological Model of Text Perception: The Development of Perceptual Invariants of the Orthography.
 Donald Bear - University of Nevada/Reno

A Model of Reading Proficiency: Word Knowledge, Background Knowledge, Support and Voice
 Janet W. Bloodgood - University of Virginia

Discussant: Marcia Invernizzi - University of Virginia



Symposium

8:30 - 9:50 a.m. • Explorers

Cross-Case Analysis of Teachers in Transition

Chair: Nancy Anderson - Ohio State University

Transitions as Teachers Learn to Conference with Young Writers
 Karin L. Dahl - Ohio State University

Guess Who's Talking Now: Analyzing Teacher Transitions During Book Discussion
 Patricia L. Scharer - Ohio State University

Cross-Case Analysis: A Dialogue
 Karin Dahl, Patricia Scharer - Ohio State University

Discussant: Donna Alvermann - University of Georgia



Round Tables

9:15 - 9:50 a.m. • Emerald Ballroom

51.1 People in Language: Understanding Characters, Selves, and Others

April D. Nauman - University of Illinois/Chicago

51.2 Metaphorical Children's Writing in a Whole-Language Classroom

Heriberto Godina - University of Illinois/Urbana-Champaign

51.3 A Study of Theoretical Orientation, Self-perceptions, Teaching Effectiveness of Elementary Reading Teachers
 Robert B. Ruddell - University of California/Berkeley

51.4 Grouping for Reading Instruction: Teachers' Perceptions and Practices

This study employed a method of analyzing data in which categories were constructed in a manner that not only reflected the data itself but also accounted for the experience and expertise the multiple researchers brought to the data. The methodology prompted the researchers to redefine validity and reliability.

Jeanne Shay Schumm, Sharon Vaughn, Sally Watson
 Moody - University of Miami

Plenary Session

Teacher Education: Research and Policy

10:00 - 11:20 a.m. • International Ballroom

Speaker: Virginia Richardson - University of Arizona

Current policy trends in teacher education reflect research aspects that focus on practical knowledge; how it is acquired in learning to teach, and how different types of students learn.

Questions are raised in the research regarding the ways in which we go about teacher education - including our difficulty in recruiting teachers of color in our programs.

Presentation of the Oscar Causey Award

Chair: Violet Harris -
 University of Illinois/Champaign



Round Tables

12:50 - 1:25 a.m. • Emerald Ballroom

52.1 Biblical Hermeneutics and the Teaching of Reading
Pamela E. Adams - University of Iowa

52.2 The Influence of the Sociocontext on Children's Literacy Development in Two Languages
Barbara Greybeck - University of California/Berkeley

52.3 Federal Funding for Literacy Research: Where Are We Headed?
Anne P. Sweet - U.S. Dept. of Education

52.4 Fostering Cross Cultural Competence: An exploration of Interaction Patterns Among Characters from Different Cultural Groups in Young Children's books
Dale Allender, Patricia Adams - University of Iowa



Alternative Format

12:50 - 2:10 p.m. • Rex

Formulating Whole Research: Empowering Qualitative Researchers

Chair: Terry Woods Fowler - East Texas University

The session highlights innovative methodologies in qualitative research. Approaches to data collection and analysis will be examined and discussed in regard to research questions and contexts. Participants will analyze sample data using techniques employed by the presenters in the various studies reported in the session.

An Analytical Procedure for Triangulating Data Sources from Observational Research
Stephen Phelps - State University College, Buffalo

This session presents an analytical device for triangulating data sources in observational research projects involving multiple researchers. The device enabled the researchers to analyze data as it was gathered so that key linkages emerged throughout the process.

Children As Literacy Researchers.
Linda Burkey - Mount Union College

The researchers investigated the power of design by involving children as co-researchers. The children assumed an active role by questioning, gathering, and analyzing data and drawing conclusions.

Exploring the Development and Change of Preservice Teachers' Beliefs About Literacy Teaching and Learning in Site-Based Professional Development Centers.
Wayne M. Linek, Linda Hughes - East Texas State University

This study employed a method of analyzing data in which categories were constructed in a manner that not only reflected the data itself but also accounted for the experience and expertise the multiple researchers brought to the data. The methodology prompted the researchers to redefine validity and reliability.



Alternative Format

12:50 - 2:10 p.m. • Bayou 3

Reflexivity in Teacher Education: Critical Reflection on Pedagogy

Jane White - Austin College, Allan Neilsen - Mount St. Vincent University, Jamie Myers - Pennsylvania State University

Three presenters will begin the conversation with vignettes highlighting a teaching strategy or organizational pattern which exemplifies their teaching philosophy and explain how that strategy has informed their practice through reflection or research. The rest of the session will be devoted to small group or informal large group exchanges. Participants are invited to bring a strategy which has been productive in their classes and any research - either conducted, in progress, or in the planning stages - which has informed that practice. We will generate reflective possibilities within our own classroom through informal conversations, mapping that talk as we go.



Alternative Format

12:50 - 2:10 p.m. • Creole

Teaching Skills in Holistic Environments: Studies of Effective Reading and Writing Instruction

Chairs: Ellen McIntyre - University of Louisville, Michael Pressley - SUNY/Albany

Kathryn Au - University of Hawaii, Jean Anne Clyde - University of Louisville, Curt Dudley-Marling - York University, Penny Freppon - University of Cincinnati, Steve Graham - University of Maryland, Laura Klenk - SUNY/Buffalo, Leslie Morrow - Rutgers University, Annemarie Palincsar - University of Michigan, Victoria Purcell-Gates - Harvard University, Laura Roehler - Michigan State University

This session explores how effective teachers integrate explicit skill and strategy instruction in holistic instructional settings. The goal is to integrate knowledge from a variety of literacy subfields in order to understand effective classroom practice. Participants with extensive research experience in the areas of whole language, strategy instruction, special education, emergent literacy, metacognition, and diverse cultures will gather to share vignettes and bibliographies of studies of classroom-based research on effective skill and strategy instruction in settings with a constructivist perspective. Audience members will be invited to share additional vignettes from their own research in an attempt to explore the range of ways teachers integrate skills instruction in these environments. Following the vignette sharing, small groups will discuss three questions: 1) What do we know about effective skills instruction? 2) What do we still need to know? and 3) Where do we go from here?

Discussant: P. David Pearson - Michigan State University

56  **Paper Session**

12:50 - 2:10 p.m. • Bayou 1
Directions of Clinical/Tutorial Practice in Teacher Education: Argumentation, Parents and Culture
 Chair: Elizabeth K. Wilson - University of Alabama

Developing Reading Specialists' Sensitivity To Parent Communication through Dialogue Journals
 Renee Weisberg - Beaver College, Althier Lazar - West Chester University

Scratching the Surface: Researching the Cultural Contexts of Literacy as a Preservice Teacher
 Karen Broaddus - University of Virginia

Reasoning Through Practice: Practical Argument in Teacher Training
 Deborah L. Tidwell - University of Northern Iowa


57  **Paper Session**

12:50 - 2:10 p.m. • Orleans
Changes in the Method of Teacher Education: Literature Study Groups, Portfolios, and PDS's
 Chair: Patricia Daniels - University of Vermont

Literature Study Groups in a Teacher Education Course
 Maria Rascon-Briones, Lyndon W. Searfoss - Arizona State University

Effects of Instruction on Preservice Teachers' Early Comprehension of the Portfolio Process
 Sue Weiner - University of Washington

Considering the PDS Potential: Implications for Literacy Inservice and Teacher Education
 Bette S. Bergeron - Purdue University/Calumet, Elizabeth A. Rudenga - Trinity Christian College

58  **Symposium**

12:50 - 2:10 p.m. • Wildcatter
Computer Applications with Young Readers: NRRC Investigations
 Chair: Ronald D. Kieffer - University of Georgia

Young Children's Computer-Related Literacy Development in Thematic Sociodramatic Play Centers
 Linda D. Labbo, Janet Watkins, Melanie Kuhn - University of Georgia

Increasing Elementary Students' Independent Reading Through Multimedia Book Reviews: Findings From a Formative Experiment
 Janet Watkins, David Reinking - University of Georgia

Effects of Computer-Mediated Books on the Development of Beginning Readers
 Michael C. McKenna, Janet Watkins - University of Georgia
 Discussant: Pieter Reitsma - Paedologisch Instituut/Amersterdam

59  **Joint Round Table**

12:50 - 2:10 p.m. • Bayou 4
Reflections on Writing Qualitative Research
 Chair: Deborah Dillon - Purdue University

David O'Brien - Purdue University,
 Donna E. Alvermann - University of Georgia

Discussant: John Readence - University of Nevada/Las Vegas

60  **Symposium**

12:50 - 2:10 p.m. - Explorers
The Role of Teacher Talk in Literature Discussions
 Chair: Pat Tefft Cousin - California State University/San Bernadino

Facilitating Young Children's Book Discussions: The Impact of Teacher Talk
 Deborah Wells Rowe - Vanderbilt University

"So What Do I Do?" The Role of the Teacher in Literature Circles
 Gloria Kauffman - Tucson Unified School District

Examining the Roles of Teachers in Literature Circles Across Classroom Contexts
 Kathy G. Short - University of Arizona

Discussant: Betty Shockley - University of Georgia

61  **Round Tables**

1:35 - 2:10 p.m. • Emerald Ballroom

61.1 Reading and Writing Activities at Home: Perception of Hispanic Families
 Maria Tejero Hughes, Jeanne Shay Schumm, Sharon Vaughn - University of Miami

61.2 Validating the "Experts" and Specifying Agreement: Diverse Paradigms and Consensus Items
 Rona F. Flippo - Fitchburg State College

61.3 Reading Incentives: The Effect of Incentive Paths on Third Graders' Decisions About Reading
 Parker C. Fawson, D. Ray Reutzell, Sharon A. Moore - Arizona State University

61.4 Looking Out For Each Other: Learning Together in First Grade
 Janice M. Fisher - SUNY/Geneseo

62  **Symposium**

2:20 - 3:40 p.m. • Wildcatter
Multimedia Literacy: Applications and Implications
 Chair: Michael C. McKenna - Georgia Southern University

Old Artifacts, New Artifacts and Emerging Multimedia Literacy: Views from a Fifth-grade Social Studies Class

Elizabeth Sulzby - University of Michigan, David Halcs - Hillside Elementary School

Classroom-Centered Design Principles for Multimedia Software: Supporting Reading Comprehension in Social Studies and Response to Children's Literature

Donald J. Leu, Phil Loseby - Syracuse University, Michael Hillinger - Lexicon Systems, Mary Lou Balcom, Jonathan Dinkin, Kathleen Mathews, Jackie Johnson, Ruth Raegler, Mary Lou Eckles - Syracuse City School District

Using Multimedia Cases to Enhance Preservice Instruction in Reading Education: Issues of Case Structure and User Interface Design

Chuck Kinzer, Victoria J. Risko, Elizabeth A. Baker, Gordon Brewer, Vanderbilt University

Discussant: David O'Brien - Purdue University



Round Tables

2:20 - 2:55 p.m. • Emerald Ballroom

63.1 Definitions of Literacy: Connections to the Context
Janet R. Young - University of Oklahoma

63.2 Adult Literacy Teachers as Researchers: A Report on Statewide Research and Development Sites
Gary M. Padak, Sarah Nixon-Ponder - Kent State University

63.3 A Study of the Effectiveness of Self-Selection on Fourth Graders' Learning of Spelling and Vocabulary Words
Peter J. Fisher - National-Louis University, Donna Danielsen - Pleviak School

63.4 Coo Coo Goes Fishing: An Examination of the Imaginative Language of a Reluctant Writer
Nancy L. Williams - University of Houston



Alternative Format

2:20 - 3:40 p.m. • Explorers

Beyond the Classroom Door - The Impacts of Educational Policy-Making on Teaching with and Learning from Literature
Chair: Richard Allington - SUNY/Albany

The Role of Literature in the School Experiences of Children in Grades 5-7

Sean Walmsley, Irene Rosenthal, Michelle Whipple - SUNY/Albany

A Multilevel Perspective on the Elementary Literature Curriculum

Dick Allington, Sherry Guice, Greg Brooks, Kim Baker, Nancy Michelson - SUNY/Albany

Teaching the Process of Literary Understanding
Judith Langer, Eija Rougle - SUNY/Albany

The Role of Literature in the School Experiences of 4-7 Year Olds

Anne McGill-Franzen, Barbara Gioia, Cindy Lanford, Marla Blustein - SUNY/Albany



Alternative Format

2:20 - 3:40 p.m. • Bayou 3

Multiple Perspectives on Research in Literacy

Chair: Carolyn Colvin - University of Iowa

Michael Kamil - Ohio State University, Susan Lytle - University of Pennsylvania, Allan Neilsen and Lorri Neilsen - Mount Saint Vincent University, Marjorie Siegel - Columbia University

This alternative session provides an opportunity for participants to see and discuss a variety of research perspectives through the lens of a single literacy event. Participants will view a videotape of a literacy event, discuss its research possibilities, and explore the many research perspectives that might be taken in studying it. The perspectives in the session will necessarily be multiple: they can range from perspectives on the research stance (interventionist, observation, participatory) to perspectives on the event itself: individual, social political, to the differing perspectives of the participants (child, teacher, other children, and so on.) The purpose is to recognize and generate discussion about the many stances and approaches literacy researchers can take on the same event. This session, sponsored by the Critical Spaces Committee, intends to open the conversation about the many ways in which we do research and the rationale underlying these perspectives. The format of the session will be straight-forward: After viewing the videotape, discussion groups will write responses to the tape and compare research insights and observations. After discussion, the videotape will be replayed to clarify details and resolve any questions. Each group will report on the research perspectives they took and the implications and constraints of those perspectives. The participants, most of whom are members of the Critical Spaces Committee, will serve as discussion group leaders.

Discussant: Sarah McCarthey - University of Texas



Alternative Format

2:20 - 3:40 p.m. • Creole

Literacy Education for a Democratic Society (LEADS)

Chair: Betty Shockley - University of Georgia

JoBeth Allen - University of Georgia, Barbara Michalove - Fourth Street Elementary School, Jane West - Agnes Scott College, Holly Ward - Benton Elementary School

We will summarize Carol Edelsky's call for literacy education for democracy, invite the audience to construct context-specific interpretations, and then each presenter will share an action research project within LEADS. The audience will then pose questions and offer suggestions based on their previous constructions. We hope to establish a network of literacy educators studying links between literacy and social justice at this session.



67 Alternative Format

2:20 - 3:40 p.m. • Rex
Gender and Literacy: Representations of Educators' Beliefs and Knowledge

Chair: Josephine Young - University of Georgia,
Patricia L. Anders - University of Arizona

Dana Fox, Catherine Fallona, Lauren Freedman, Terry Greene, Holly Johnson, Joanna Marasco, Monica Taylor, Mia Phillips, and Jean Schroeder - University of Arizona

We are involved in a collaborative, qualitative exploration of the socially-constructed nature of gender and literacy. Further, we are investigating how gender roles contribute to the nature of teaching and learning, particularly in the language arts. To facilitate our inquiry, we met weekly for one semester (August-December, 1994) in a graduate seminar. The research reported here focuses on a qualitative analysis of the seminar experiences on our beliefs and knowledge. Multiple data-gathering methods include a) participation observation field notes from each of the sixteen seminar meetings: b) the collection of written artifacts produced by participants: c) audiotaped exit interviews. Data are analyzed inductively. We will present this analysis in the format of a Readers Theater with accompanying art to highlight issues, themes, and implications for further research, practice, and policy in education.



Paper Session

2:20 - 3:40 p.m. • Orleans
Traditional and Emerging Constructs of Literacy Assessment

Chair: Jim Barton - University of Rhode Island

Exploring Emerging Paradigms in Reading Assessment
P.J. Hallam - University of California/Berkeley

Do Readers Engage in Meaning Construction on an Assessment of Reading Comprehension?
Jay Campbell - Temple University

Upper-Elementary Students' Written Responses to Text: A Holistic Scoring Rubric for Evaluating Journal Entries.
Tanja L. Bisesi - Michigan State University



69 Symposium

2:20 - 3:40 p.m. • Bayou 1
Statewide Writing Assessments: Lessons from Kentucky, Indiana, and Vermont

Chair: Peter Winograd - University of Kentucky

A Comparison of Writing Assessment in Two States: Implication for Large Scale Writing Assessment
Susan Gooden - University of Kentucky

An Evolving Frontier: Vermont's Network Leaders Reflect on Supporting Teachers Learning to Assess Writing
Susan Carey Biggam - Vermont Department of Education

Writing Assessment in Indiana: The Role of Writing Rubrics
Beverly Reitsma - Indiana Department of Education

Classroom Writing Practices Revisited: The Effects of Statewide Reform on Classroom Writing Practices
Connie Bridge and Margaret Compton-Hall - University of Kentucky

Discussant: Peter Johnston - SUNY/Albany



Symposium

2:20 - 3:40 p.m. • Bayou 2
Supporting Literacy Learning in a Multi-Graded School

Chair: Diane Barone - University of Nevada/Reno

Multi-Age Grouping: Social Interactions and Instructional Strategies
Francine Mayfield - Clark County School District

Moving Towards Independence and Responsibility: Cross Age Tutoring
Rebecca Barone - Clark County School District

Oscar: The Story of a Developing Reader and Writer
Cheri Paladino - Clark County School District

Discussant: Diane Barone - University of Nevada/Reno



71 Symposium

2:20 - 3:40 p.m. • Bayou 4
Literacy Autobiographies: Adult Perspectives & Beliefs of Significant Reading and Writing Events

Stories Teachers Tell Us: Literacy Autobiographies
Lenore H. Ringler - New York University

Voices of Developmental College Students in Life-Long Literacy Events
Patricia Mulcahy-Ernt - Western Connecticut State University

Interviews with Adults Who Became Avid Recreational Readers in Late Adolescence
Steve Simonson - College of the Desert/ California

Literacy Autobiographies Across the Lifespan of Senior Citizens
Helen S. Comba - Rutgers University

Discussant: Bruce Dow - Oakland University



72 Round Tables

3:05 - 3:40 p.m. • Emerald Ballroom

72.1 Preservice Teachers and Beginning Readers: Emerging Together in an Early Field Experience
Marie T. Warchol, Kathleen M. Beney, Kathleen Hinchman - Syracuse University

72.2 Literacy Programs in African-Centered Schools: The Promises and Possibilities

Barbara J. Diamond - Eastern Michigan University

72.3 How Students Interpret Strategy Instruction: Sociocognitive Mediation

Kathleen J. Brown, Janice A. Dole, Gale M. Sinatra - University of Utah



73

Round Tables

3:50 - 4:25 p.m. • Emerald Ballroom

73.1 A View of the Theoretical Significance of Aesthetic Reading Stance Within the Meaning Construction Process

Paul Molinelli - University of California/Berkeley

73.2 Portfolios as Ways For Teachers to Know About Their Instructional Practices

Ronald D. Kieffer - University of Georgia,
Linda S. Morrison - South Jackson Elementary School

73.3 Perceptions, Potential and Procedures of Preservice Professional Portfolios: A Preliminary Peak

Pamela J. T. Winsor - University of Lethbridge

73.4 Who's Teaching Whom? The Impact of a Cross-age Tutoring Program on At-Risk High Schoolers' and Preservice Secondary Education Teachers

Alexandra G. Leavell, Patricia Leek - University of North Texas



74

Alternative Format

3:50 - 5:10 p.m. • Bayou 2

Student and Teacher Educator Portfolios: Processes and Products in Five Contexts

Chair: Jerome Niles - Virginia Tech. University

This session provides a forum for sharing and discussing student portfolios developed in five teacher education programs. The session will focus on: 1) how these teacher educators are currently using portfolios, and 2) how each came to use portfolios in this way. The presenters will address the following questions: 1) How do teacher educators introduce students to using portfolios? 2) What frameworks/processes are used to guide the development of categories and criteria? 3) How are they evaluated and used in determining the final grade? and, 4) How does using portfolios effect teaching and learning in these contexts and what processes of inquiry have been used to document these effects? The session will provide opportunities for viewing student and faculty portfolios, and networking with interested colleagues beyond the conference. Participants are also encouraged to bring their own portfolios and/or examples of their students' portfolios to share.

Encouraging All Voices to be Heard:

Constructing Collaborative Student Teacher Portfolios

Rebecca S. Anderson - University of Memphis

Studying Student Work to Inform Decisions
About Portfolio Assessment in Preservice
Developmental Literacy Courses
Beverly Bruneau - Kent State University

Begin with the End in Sight: Student Negotiated Evaluation in a Preservice Literacy Education Course
Michael Ford - The University of Wisconsin/Oshkosh

Growing and Evolving with Portfolios
Laura Roehler - Michigan State University

Inviting Preservice Teachers to Become Insiders in Portfolio Assessment
Patricia A. Scanlan - University of Wisconsin/LaCrosse



75

Alternative Format

3:50 - 5:10 p.m. • Rex

Literacy in a Straight Jacket: Constructing Gender Roles and Heterosexism in Education

Chair: Lorri Neilsen - Mount St. Vincent University

Laurie MacGillivray - University of Southern California,
Ann Vibert - Mount St. Vincent University, James R. King -
University of South Florida, Patricia Clifford - Ernest
Morrow School/Calgary

This session provides a forum to discuss the effect of gender and sexuality on research and teaching in literacy. Four speakers will address a critical issue in literacy research and teaching in which gender and sexuality play a role in the speaker's life. Each of the four speakers will present her/his issue in 5-10 minutes and then, following these presentations, will lead a discussion group on the issue outlined. Each discussion group is then responsible for returning to the whole.



76

Alternative Format

3:50 - 5:10 p.m. • Wildcatter

Points of Agreement About the Role of Text in Conceptual Change in Science

Chair: Marge Lipson - University of Vermont

Cynthia Hynd - University of Georgia, Barbara Guzzetti - Arizona State University, Kate Maria - College of New Rochelle

The research in conceptual change in science has been continuing for over a decade. While new directions in research are always evident, at times, it is important take stock of what is agreed upon. In this session, the presenters describe the conclusions they have derived about conceptual change over the course of their research. Points of agreement, disagreement, and divergence are noted and the implications for these points are discussed. group with further questions. The purpose of the discussion is to point to further issues and questions about gender and sexuality as forces underlying our teaching and learning of literacy in schools.



77 Paper Session

3:50 - 5:10 p.m. • Orleans
Social Aspects of Meaning Construction in Upper Grades
 Chair: Cynthia Brock - Michigan State University

The Role of Social Interaction in Fifth Grade Students' Meaning Construction in Reading Hypertext
 Victor T. C. Shen - University of California/Berkeley

How Fifth-Grade Students' and Their Teacher's Views of the Purposes of "Book Club" Time are Reflected in Their Conversations.
 Laura A. Fowler, Diane L. Schallert - University of Texas
 Jeneen Jellison - Austin Independent School District

What Does it Mean to Respond to Literature?
 Sarah J. McCarthey, Laura Corman - The University of Texas/Austin



81 Paper Session

3:50 - 5:10 p.m. • Bayou 1
The Interaction of Context and Teacher Belief
 Chair: Emily de la Cruz - Portland State University

A Case Study of the Context Factors Affecting Teacher Initiated Change in One Sixth Grade Language Arts Program
 Michele M. Whipple - SUNY/Albany

How the Environmental Realities of a School District Influenced a Chapter 1 Teacher's Ability to Implement Her Reader-Based Belief About Reading
 Mary Mitchell Davis, Elizabeth Wilson - University of Alabama

Changing Kindergarten Teacher Perceptions and Practices: Letter of the Week
 Linda U. Mott - Grapevine/Colleyville I.S.D.



82 Symposium

3:50 - 5:10 p.m. • Bayou 4
Exploring Discursive Practices in Classroom Discussion: Contradictions and Challenges
 Chair: Patricia Anders - University of Arizona

Straddling the Contradictory Worlds of Feminisms and Patriarchy
 Donna Alvermann - University of Georgia

The Challenges and Complexities in Using Gender as a Category of Analysis
 Michelle Commeyras - University of Georgia

Interrupting Power Relations in the Classroom
 Josephine Peyton Young - University of Georgia

Discussant: Sally Randall - Oconee County Middle School



80 Symposium

3:50 - 5:10 p.m. • Explorers
New Approaches to Spelling Instruction: Beyond the Friday Quiz
 Chair: Janiel Wagstaff - University of Utah

The Developmental Validity of One Published Spelling Program
 Darrell Morris - Appalachian State University

The Directed Spelling Thinking Activity: Applying Concepts from Research and Theory to Spelling Instruction
 Jerome B. Zutell - Ohio State University

A Strategic Approach to Writing Unfamiliar Words
 Gale M. Sinatra, Kathleen Brown - University of Utah

Discussant: Linnea Ehri - CUNY



81 Symposium

3:50 - 5:10 p.m. • Bayou 3
Multi-Purpose Approaches to a Multicultural Curriculum: Juxtaposing Africentricity, Reader-Response Theory, and Literature-Based Instruction
 Chair: Frances Howard - Georgia State University

Using Multicultural Literature in the Classroom: Case Studies of One Rural and One Suburban Elementary School
 Jennifer Altieri - Arkansas State University

Cultural Curator of Multicultural Literature: Thinking With Culture
 Lea McGee - Boston College, Karen King - Mather Elementary School, Leigh Courtney - Skyline Elementary School

Critical Literacy: African-Descent Students' Responses to African-Centered Texts
 Cecilia Myrick - Atlanta Metropolitan College

Discussant: Joyce E. Many - Georgia State University



82 Symposium

3:50 - 5:10 p.m. • Creole
New Frameworks for Reading Assessment: An International Collaborative Study on the Assessment of Reading
 Chair: P. David Pearson - Michigan State University

Evaluating the Effectiveness of Non-Traditional Assessments to Inform Both Teachers and Policy-Makers: A Study of an Independent School District in Texas
 Jim Hoffman, Jo Worthy, Sharon McKool - University of Texas/Austin

Assessment as Part of Teaching Within the Framework of the Scottish National Curriculum
 Louise Hayward - St. Andrews College

Balancing the Priorities of the Classroom Teacher with the Imperatives of High-stakes Assessment: An English Perspective
Colin Harrison - Nottingham University/England

Discussants: P. David Pearson - Michigan State University
Terry Salinger - International Reading Association



Round Tables

4:35 - 5:10 p.m. • Emerald Ballroom

83.1 The Paradox of Gender and Literacy Learning: Perception of Primary Children, Parents, and Teachers
Isabel Barrow - University of Virginia

83.2 Teachers' Judgment of Students' Literacy Development and Achievement as Influenced by a Multidimensional Literacy Profile
Susan Carey Biggam - Vermont Department of Education,
Patricia Daniels - University of Vermont

83.3 Reflections Overtime: Preservice Teachers' Images of Their First Year of Teaching
Laurie MacGillivray - University of Southern California,
Penny Freppon - University of Cincinnati

83.4 Literacy and Inclusion for a Student with Severe Speech and Physical Impairments
Karen Erickson - University of North Carolina/Chapel Hill

83.5 Children's Acquisition and Retention of Word Spellings Taught Through a School Instructional Program
Lois G. Dreyer - Southern Connecticut State University,
Stephen D. Luke - Harvard University, Eileen K. Melican - Lewisboro Elementary School

83.6 Instruction for Conceptual Change: The Role of Different Types of Texts
Katherine Maria - College of New Rochelle,
Gaiyoin Qian - Lehman College,
Peter McHugh - White Plains School District



Special Session

5:15 - 6:05 p.m. • Orleans

Scholarly Writing

Chair: Wendy Kasten and Tim Rasinski - Kent State University

In this session participants will have the opportunity to meet with editors of professional and commercial publications to discuss, in an informal roundtable atmosphere, issues related to writing for scholarly publication. Each roundtable will focus on a specific type of publication or topic and will be hosted by an editor or other person knowledgeable within that particular area. Roundtable topics will include:

- Writing for Research Journals
- Writing for Practitioner Journals
- Collaboration in your Writing
- Writing a Book Proposal
- Writing Proposals for Conferences
- Finding the Right Publication for your Article
- Writing for Interdisciplinary Journals

Participants may also bring their own unpublished manuscripts for formative feedback from a reader during the conference. Please submit your manuscripts to one of the session chairs who will arrange for a reading and response.

Notes

TIME	EVENT	PLACE

Registration/Membership Application

1995 National Reading Conference

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

Name _____

Address _____

City _____ State _____ Zip _____ Country _____

Office Phone _____ Home Phone _____

Fax Number _____ E-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 <input type="checkbox"/> TH <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>	
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 JLR (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 they may be deductible as a business expense.

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Hotel Reservation Form

National Reading Conference • November 29 - December 2, 1995

Fairmont Hotel
At University Place
123 Baronne Street, New Orleans, Louisiana 70140
(800) 527-4727 • (504) 529-7111

Name _____

Institution _____

Address _____

PLEASE PRINT

City _____ State _____ Zip _____ Country _____

Departure Date _____ Arrival Date _____

Daytime Phone _____ # in Party _____

ROOM TYPE

Single \$110

Smoking

Double (2 beds) \$110

Non-Smoking

PAYMENT

American Express

Diners Club

Discover

Carte Blanche

Master Card

Visa

Check

Name(s) Appearing on Card _____

Card Number _____ Expiration Date _____

Your credit card number and expiration date or a check for one night's deposit must accompany this reservation form.

DON'T BE A NO SHOW! Reservations are subject to cancellation unless guaranteed by deposit or by one of the credit cards listed above. If you are unable to keep your guaranteed reservation, please cancel prior to 6:00 p.m. on arrival day and obtain a cancellation number to avoid being billed for one night's accommodations. If a room at the rate requested is unavailable, one at the nearest available rate will be reserved.

All rooms are subject to 11% state sales tax and \$2 per night city occupancy tax.

Reservations must be received by October 27, 1995. After this date, reservations at the special room rate of \$110 will be honored on a space-available basis only.

Return reservation form to:

Fairmont Hotel at University Place
Reservations Department
123 Baronne Street, New Orleans, LA 70140

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1995 Conference Evaluation Form

National Reading Conference

Tear Out and Return to: National Reading Conference, International Foyer, Mezzanine Level

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/Final Issues, Awards presentations, Town Meeting, Business Meeting, Local Arrangements, Committee Presentation)

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

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

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

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

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

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1995 Membership Participation

National Reading Conference

Tear Out and Return to: National Reading Conference, International Foyer, Mezzanine Level

NOMINATION OF OFFICERS

Nominations for Vice-President-Elect

Nominations for Vice-President-Elect

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

Name _____

Institution _____

Address _____

City _____ State _____ Zip _____ Country _____

Work Phone _____ Home Phone _____ E-mail _____

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

- | | | |
|---|---|---|
| <input type="checkbox"/> Ethics | <input type="checkbox"/> Multicultural Issues | <input type="checkbox"/> Field Council |
| <input type="checkbox"/> Policy and legislative Committee | | <input type="checkbox"/> Publications Committee |
| <input type="checkbox"/> Student Award Committee | | <input type="checkbox"/> Technology |

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

- Chair Session

please tear out along the dotted line

Time	Event	Room
7:00- 8:30 a.m.	Past President's Breakfast	Columbia Suite
7:00 - 5:30 p.m.	Registration	International Foyer
7:00 - 8:25 a.m.	Meeting-Advisory to Nominations Committee (open to all members) <i>Chair: Deborah Dillon - Purdue University</i>	Orleans
7:30 a.m. - 5:30 p.m.	Silent Auction	Gold
7:30 a.m. - 8:25 a.m.	Meeting - Policy and Legislative (open to all members) <i>Co-Chairs: Karen Wixson - University of Michigan, Margie Lipson - University of Vermont</i>	Rex
7:30 a.m. - 8:25 a.m.	Meeting of the JLR Editors and Editorial Advisory Board. All members of the JLR Advisory Board will meet with the editors. <i>Editors: David Reinking, Cynthia Hynd, Penny Oldfather - University of Georgia</i>	Mayors Chambers
10:00 a.m. - 11:20 a.m.	<p>Plenary Session Annual Review of Research Contexts for Literacy in Secondary Schools <i>David Moore, Arizona State University</i></p> <p>David Moore reviews and evaluates recent research on adolescents becoming literate in school. He emphasizes multiple disciplinary, methodological, and theoretical orientations, and underscores the contributions of new orientations to practical knowledge.</p>	International Ballroom
10:00 a.m. - 11:20 a.m.	Presentation of the Ed Fry Award: <i>Chair: John Guthrie - University of Maryland</i>	International Ballroom
11:20 a.m. - 12:40 p.m.	Meeting - International Issues (open to all members) <i>Co-Chairs: John McEneaney - Indiana University/ South Bend, Jeannie Steele, Kurt Meredith - University of Northern Iowa</i>	Wildcatter
11:20 a.m. - 12:40 p.m.	Meeting - Graduate Students	Mayors Chambers
11:35 - 12:40 p.m.	Research Workshops Changing Role of Faculty in the Tech World <i>Sue McIntyre - University of Wisconsin, Mark Conley - Michigan State University</i> Researching Family Literacy Issues <i>Denny Taylor - Tuscon, AZ</i> Visual Literacy and the Potential of Picture Books <i>Barbara Keifer - Teachers College/ Columbia University</i>	Creole Orleans Rex
11:35 a.m. - 12:40 p.m.	Lunch	on your own
12:00 p.m.	Deadline for Placing Bids -Silent Auction Books	Gold Room
12:50 p.m. - 2:10 p.m.	Follow-Up to the Research Address - "A Conversation with David Moore"	Mayors Chambers
1:00 p.m. - 7:00 p.m.	Silent Auction Buyer's Names Posted for Purchase of Books	Gold Room
2:20 p.m. - 3:40 p.m.	<p>Oscar Causey Session <i>Speaker: Shirley Brice Heath, 1994 Award Recipient</i> "Reading, Writing, and Childhood: A look Back to Beginnings"</p>	International Ballroom
5:15 p.m. - 6:05 p.m.	Meeting - Student Research Award <i>Chair: Cathy Roller - University of Iowa</i>	Rex
5:15 p.m. - 6:05 p.m.	Meeting - Ed Fry Book Award <i>Chair: John Guthrie - University of Maryland</i>	Orleans
6:10 p.m. - 7:30 p.m.	NRC Business Meeting - open to all members	International Ballroom

Conference at a Glance Friday December 1, 1995

Time	Room	Emerald Ballroom	Bayou 1	Bayou 2	Bayou 3	Bayou 4	Creole	Explorer's	Mayors Chambers	Orleans	Rex	Wildcatter
8:30 - 9:50 am	8:30 - 9:05 am	84 Round Tables	86 Alternative Format Multiple Methodologies for Self Inquiry in Literacy Teacher Education	87 Alternative Format The Silenced Dialogue Revisited: What Literacy Approaches Work with Diverse Populations	91 Symposium Teacher-Researchers and Student Perspectives on a Comprehensive High School Literacy Program	88 Alternative Format Thriving with Tensions in Transforming Teacher Education	89 Paper Session Home Influences on Literacy Development	90 Paper Session Literacy Strategies Development		93 Alternative Format Ownership and Dissemination of Electronic Texts: Is a New Ethic Needed?	92 Symposium Organic Restructuring of a Teacher Education Program	85 Symposium Literacy Factors Affecting Performance in Biology: Three Perspectives
	9:15 - 9:50 am	94 Round Tables										
10:00 - 11:20 am	Plenary Session Annual Review of Research Contexts for Literacy in Secondary Schools David Moore - Arizona State University International Ballroom											
10:00 - 11:20 am	Presentation of the Ed Fry Award Chair: John Guthrie - University of Maryland International Ballroom											
11:35 - 12:40 pm	Lunch on your own											
12:50 - 2:10 pm	12:50 - 1:25 pm	96 Round Tables	104 Symposium Diverse Communities of Literacy Learners	101 Symposium The Social Work of Symbolic Worlds: Research, Theory and Practice in Multimedia Literacy Events	102 Symposium Investigating the Impact and Implications of an Americorps Service Program for At Risk Primary Children	97 Alternative Format Field-Based Teacher Education	99 Paper Session Students' Choices? What do They Mean?	100 Symposium What "Works" in Preventing Reading and Writing Difficulties?		98 Paper Session Reading Informational Texts	103 Symposium Retrospective Miscue Analysis: Three Case Studies	95 Joint Round Tables
	1:35 - 2:10 pm	105 Round Tables										
2:20 - 3:40 pm	2:20 - 2:55 pm	107 Round Tables	106 Paper Session Technology, Media, and Literacy Practices	111 Alternative Format Using Email as a Tool to Connect Reading Methods Courses Across Universities	108 Alternative Format The Infusion of Multiculturalism into Literacy Curricula in Teacher Education Programs	115 Alternative Format Constructing Grounded Theories of Reading Instruction	112 Symposium Parents and Children Together	109 Alternative Format Critical Issues in Emergent Literacy: Research Synthesis, Implications for Practice, and Future Directions		114 Paper Session Reading Research: Basic Issues	113 Symposium Applications of Complexity theory to reading, writing and teacher research	110 Alternative Format Publishing in the NRC Journal and Yearbook: Potential Authors and Editors Interact
	3:05 - 3:40 pm	116 Round Tables										
2:20 - 3:40 pm	Oscar Causey Session "Reading, Writing, and Childhood: A look Back to Beginnings" Speaker: Shirley Brice Heath, 1994 Award Recipient International Ballroom											
3:50 - 5:10 pm	3:50 - 4:25 pm	117 Round Tables	118 Alternative Format The Impact of Field-Based Teacher Education on Literacy Instruction: Public School Perspectives	119 Alternative Format Becoming a Community of Researchers: Evolution of the University of Georgia School Research Consortium	123 Symposium Beyond a Privileged View of Literacy: Examining Goals 2000 from a Cross-Cultural Perspective	124 Symposium Multiple Perspectives in Program Evaluation: Follow-up Studies of an Early Intervention Program	122 Paper Session First Grade Children's Literacy Responses	126 Alternative Format Perspectives on Literacy and Literacy Research	120 Joint Round Tables	121 Paper Session Innovative Methods in Teacher Education	127 Alternative Format Points of Agreement About the Role of Text in Conceptual Change in Science	125 Symposium Self-Evaluation Portfolios: Learners Reflect and Set Goals
	4:35 - 5:10 pm	128 Round Tables										
6:10 - 7:30 pm	Business Meeting International Ballroom											



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Friday December 1, 1995

84



Round Tables

8:30 - 9:05 a.m. • Emerald Ballroom

84.1 Inquiry Into the Use of Science Experiment-Based Activity to Facilitate Predicting, Confirming, and Integrating Behaviors in Two 8-Year-Olds Considered "At Risk" by Their Classroom Teachers.

Judith A. Cadou - Kent State University

84.2 Effects of Implicit Models of the Reading Process on Text Understanding and Appreciation

Gregory Schraw - University of Nebraska

84.3 The Languages of Story in Kindergarten Journals

Beth Roberts - Emory University

84.4 "What I Wanna Know Is Why Sam Houston's Mom Named Him After a City": Moving (Slowly) Toward Inquiry in Fourth Grade

Nancy L. Roser, Susan Strecker, and Tamara Ward - University of Texas/Austin

85



Symposium

8:30 - 9:50 a.m. • Wildcatter

Literacy Factors Affecting Performance in Biology: Three Perspectives

Chair: Cynthia Hynd - University of Georgia

Literacy Factors that Discriminate Between High and Low Performers in Introductory Biology Courses

Sherrie Nist - University of Georgia

Do What I Say, Not What I Do: Studying Behaviors and Recommendations by High and Low Performers

Sandra Sharman - University of Georgia

"It All Sort of Gets Cloudy": Voices of High and Low Performers in College Biology Courses

Jodi Holschuh - University of Georgia

Discussant: Barbara Guzzetti - Arizona State University

86



Alternative format

8:30 - 9:50 a.m. • Bayou 1

Multiple Methodologies for Self Inquiry in Literacy Teacher Education

Chairs: Beverly Bruneau - Kent State University, Carol Rhodes - William Patterson College

This session will focus on research methodologies which facilitate the systematic study of teaching in literacy preservice and inservice methods classes. The session will begin with a brief overview of the teacher-as-researcher

literature and how this literature relates to self-study of literacy courses. Each of the research teams will provide a brief description of their teacher/research project, identifying questions and methodologies. Participants will have an opportunity to select two small group sessions which best match their own interests. These sessions will provide for an in-depth focus of the research project as well as for questions and interactions.

Self-Inquiry Through On-Line Collegial Dialogue:

Rebecca S. Andersen, John M. Johnston, Lisa DeMuelle - University of Memphis

Self-Inquiry Through Conversations, Visual Representations, & Teaching Cases:

Janet Richards, Ramona Moore - University of Southern Mississippi

Are You Listening? Honoring the Voices of Inservice and Preservice Teachers in a Learning Community

Michael P. Ford - University of Wisconsin/Oshkosh

Children's Literature Class Goes to 4th and 5th Grade:

Reflections on a Collaborative Project

Linda R. Markham - Alma College, Barb Low, Heidi Lobl, Art Faustman, Mark Mahan - Alma Public Schools

Attitudes of Preservice Students Toward the Use of Technology in a Reading Methods Class

Mary Strong - Iowa State University

The Case of Self: Applying Case Methodology to Self Inquiry

Joan P. Gipe - University of New Orleans

Developing a Class Text: Reflecting on Changes in Group Discussion

Karen Niles - Kent State University



Alternative Format

8:30 - 9:50 a.m. • Bayou 2

The Silenced Dialogue Revisited: What Literacy Approaches Work with Diverse Populations

Chairs: Barbara Diamond and Patricia Schmidt - Eastern Michigan University.

Vignettes

Patricia Edwards - Michigan State University, Marilyn Bizar - National-Louis University, Gloria Kauffman - Maldonado Elementary School

Perspectives

Jean Osborn - University of Illinois/Urbana-Champaign, P. David Pearson - Michigan State University, Yetta Goodman - University of Arizona

Reactors

Kathryn Au - University of Hawaii, Flora Rodrigues Brown - University of Illinois/Chicago

This symposium, organized by the ad-hoc committee on multicultural issues, provides a forum for discussion, reactions, and challenging debate about implications for diverse student populations from three perspectives on literacy (whole language, traditional/skills-based, and interactive) Speakers will provide vignettes to illustrate success with one of the three approaches. Following each presentation Osborne, Pearson and Goodman will discuss and interpret the vignettes from the perspective of his/her research on literacy. Reactors provide critical discussions of the presentation, setting the stage for audience participation.



88 Alternative Format

8:30 - 9:50 a.m. • Bayou 4

Thriving with Tensions in Transforming Teacher Education

Chair: Mark W. Conley - Michigan State University

This is a continuation of a set of alternative session presentations dealing with literacy instruction within the context of relationships between universities and schools, collaboration between teacher educators and teachers, and, in this session, transforming teacher education. The theme concerns thriving with tensions, or balancing the need to grow and move forward while, at the same time, managing dilemmas and constraints. The session starts with a general discussion about a longitudinal case of change in a reading education program. This will provide a broad context for the four breakout discussion sessions that follow, concerning (1) teacher candidates' conceptions of literacy instruction, (2) the integration of special education and literacy content in teacher education, (3) transforming teacher educators' conceptions of literacy instruction and (4) transforming content while redefining roles and relationships. A wrap-up discussion will conclude the session with sharing across the groups.

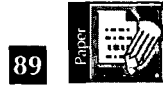
An Historical Context for Programmatic Change:
Rosary Lalik, Jerome Niles - Virginia Tech University

The Influence of Teacher Candidates' Constructs About Literacy Instruction
Laura R. Roehler - Michigan State University

Integrating Literacy and Special Education Content in a Teacher Education Program:
Linda Patriarca - Michigan State University

Transforming Teacher Educators' Conceptions of Literacy Instruction
Mark W. Conley - Michigan State University

Transforming Content While Redefining Roles and Relationships
Nina Yokum - University of Michigan/Flint



89 Paper Session

8:30 - 9:50 a.m. • Creole

Home Influences on Literacy Development

Chair: Jennifer Mistretta - SUNY/Albany

A Four Year Study: Reading and Spelling Development of Three Impoverished Preschoolers with Advanced Literacy Knowledge
Susan Sidney Smith - Drake University

Affirming Diversity in Family Literacy
Margaret Humadi Genisio - University of Wisconsin/Oshkosh

The Influence of Parents' Participation in an Intergenerational Literacy Project on the School Experiences of their Children
Jeanne R. Paratore, Jane Jackson, Cigliana Melzi, Katherine Stankard - Boston University



90 Paper Session

8:30 - 9:50 a.m. • Explorers

Literacy Strategies Development

Chair: Linda Wise - Montclair State College

The Development of Word Identification Strategies Among Culturally and Linguistically Diverse First Graders Using Practice Reading Materials that Represent a Hybrid of Approaches to Making Beginning Reading Text Easier
John Shefelbine - California State University Sacramento

Fostering Strategic Reading in Heterogeneous Culturally and Linguistically Diverse Classrooms
Janette Kettmann Klingner - University of Miami

The Impact of Social Cooperative Literacy Activities on Literacy Achievement and Social Behaviors of Children in Inner-City Schools
Leslie Mandel Morrow - Rutgers University



91 Symposium

8:30 - 9:50 a.m. • Bayou 3

Teacher-Researchers' and Student Perspectives on a Comprehensive High School Literacy Program

Chair: Marianne Sebok - Northeastern Illinois University

Theoretical Perspectives Undergirding a Comprehensive High School Literacy Program
David O'Brien - Purdue University

Program Components in Action: Teacher-Researcher Perspectives on Instruction and Assessment
Rebecca Springs, David Stith - Lafayette Jefferson High School

The Program from the Inside Out: Student Academic and Life Histories
Deborah Dillon, Heather R. Mills - Purdue University

Discussant: Marianne Sebok - Northeastern Illinois University

92



Symposium

8:30 - 9:50 a.m. • Rex

Organic Restructuring of a Teacher Education Program

Chair: Sue Constable - Ohio State University

Preparing the Garden - History, Philosophy, Design of a Program
Shiela Cohen - SUNY/Cortland

Sowing the Seeds - A Truly Collaborative Approach
Ellen Jampole - SUNY/Cortland

Tending the Garden - Supporting Students' Growth
Wendy Kopley - State Street Elementary

Growing and Blossoming in a Fertile Garden
Melissa Ray - SUNY/Cortland

Emerging as a Teacher and Researcher
David Richardson - SUNY/Cortland



Alternative Format

8:30 - 9:50 a.m. • Orleans

Ownership and Dissemination of Electronic Texts: Is a New Ethic Needed?

Chair: David Reinking - University of Georgia

David Reinking - University of Georgia,
Michael Kamil - Ohio State University

The increasing use of electronic texts has created unique circumstances that raise difficult questions about legal and ethical matters such as intellectual property, fair use, copyrights, and plagiarism. This session is aimed at clarifying the issues relevant to such matters through a point-counterpoint discussion. One presenter will argue that current legal and ethical positions governing the ownership and dissemination of printed texts are not viable or necessary when applied to electronic texts. Further, he will argue that caution should be exercised before discarding current views because of potentially harmful outcomes. Approximately half of the session will be devoted to audience participation.



Round Tables

9:15 - 9:50 a.m. • Emerald Ballroom

94.1 Students' Reading Choices: What Do They Mean?
Children's Periodical Reading in England: A Replication of Whitehead's 1974 National Survey.
Martin Coles, Christine Hall - University of Nottingham

94.2 Three Scaffolding Behaviors Mothers Use While Reading to Children
Linda E. Squier - Ball State University, D. Ray Reutzler - Brigham Young University

94.3 Student Portfolios: A View from Inside the Classroom
Linda J. Fenner - Ohio State University

94.4 Shared Responsibility for Reflective Inquiry Within a Field-Based Methods Course

Leslie Patterson - University of Houston, Frances Mallow, Mary Robbins - Sam Houston State University

Annual Review of Research

"Contexts for Literacy in Secondary Schools"

10:00 - 11:20 a.m. • International Ballroom

Speaker: David Moore, Arizona State University

David Moore will review and evaluate recent research on adolescents becoming literate in school. He will emphasize multiple disciplinary, methodological, and theoretical orientations, underscoring the contributions of new orientations to practical knowledge. Moore's research interests focus on classroom processes related to learning with text.



Joint Round Table

12:50 - 2:10 p.m. • Wildcatter

Reflections on Writing Qualitative Research

Chair: Deborah Dillon - Purdue University

Deborah Dillon, David G. O'Brien - Purdue University
Donna E. Alvermann - University of Georgia

Discussant: John E. Readence - University of Nevada/Las Vegas



Round Tables

12:50 - 1:25 p.m. • Emerald Ballroom

96.1 Voices of Students Who Hate to Read
Jo Worthy, Sharon McKool - University of Texas/Austin

96.2 Literacy Instruction in a Multiage Primary Classroom: A Case Study of Teacher Beliefs and Decision Making
Marilyn L. Chapman - University of British Columbia

96.3 Drama Worlds: Responding to Literature at the Center and at the Edges of Text.
Shelby Wolf - University of Colorado, Brian Edmiston, Patricia E. Enciso - University of Wisconsin/Madison

96.4 The Metalinguistic Capabilities of Hispanic High School Students
Joanne F. Carlisle, Margaret Beeman - Northwestern University



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Alternative Format

12:50 - 2:10 p.m. • Bayou 4

Field-Based Teacher Education: The Process of Change and its Impact on University Faculty and Literacy Instruction in the University and Public School

Chair: *Mary Beth Sampson - East Texas State University*

This session will explore issues and present a realistic portrayal of the of the critical components of the implementation and evolution of a national award winning field-based teacher education program. The change process will be examined from numerous perspectives including: elementary education and secondary faculty involved from initial implementation, elementary and secondary education faculty who became involved during the third year of implementation, public school faculty who became involved as university employees, and a university dean who has coordinated the program. Presenters will share their various perspectives and experiences and then the audience will participate in an interactive panel discussion in order to clarify content and extend discussion of areas of interest.

The Impetus for Change (Let's go somewhere new!)

Donald Coker - East Texas State University

The Initial Collaboration: An Elementary Perspective (Where are we going and how do we know when we get there?)

Mary Beth Sampson - East Texas State University. Sharon Anderson - Northeast Texas Center for Professional Development and Technology

The Initial Collaboration: A Secondary Perspective (We're going faster and faster!)

Madeline Justice - East Texas State University

The Process Continues (Jumping aboard a speeding train/Elementary)

Lea Ann Barton, LaVerne Raine - East Texas State University

Where We Are Now (It's not a destination, but a journey)

Wayne Linek - East Texas State University



98

Paper Session

12:50 - 2:10 p.m. • Orleans

Reading Informational Texts

Chair: *Deneese L. Jones - University of Kentucky*

Kids Around Town: Integrating Language and Civics

Sharon Benge Kletzien - West Chester University

The Effects of Phenomenological Marginal Glosses on Expository Comprehension of Second Language Readers

Brad Wilcox, Eileen Newton - Brigham Young University, Roger A. Stewart - University of Wyoming

Potentially Productive and Counter-Productive Elaborations of a

Fourth Grader Thinking Aloud While Reading Expository Texts
Linda Kucan, Isabel L. Beck - University of Pittsburgh



99

Paper Session

12:50 - 2:10 p.m. • Creole

Students' Choices: What Do They Mean?

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

Children Who Choose to Read: Home, Personal, and School Factors Related to Self Sponsored Reading

Susan K. L'Allier - Harvard University

An Evaluation of Students' Preferences for Completing Various Literacy Assignments

Sam Miller, Judith L. Meece - University of North Carolina/Chapel Hill



100

Symposium

12:50 - 2:10 p.m. • Explorers

What "Works" in Preventing Reading and Writing Difficulties: Identifying Key Factors in Providing Successful Early Literacy Instruction to Students

Chair: *Phyllis Coulter - Eastern Mennonite University*

Successful Tutoring Strategies

Marsha Invernizzi - University of Virginia

System Intervention to Prevent Reading Failure in Primary Classrooms

Justina Henry, Andrea McCarrier, Ann James - Ohio State University

Improving Early Intervention in an Urban District

M. Trika Smith-Burke - New York University

Discussant: *Anne McGill-Franzen-SUNY/Albany*



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Symposium

12:50 - 2:10 p.m. • Bayou 2

The Social Work of Symbolic Worlds: Research, Theory and Practice in Multimedia Literacy Events

Chair: *Jane White - East Texas University*

Patricia Enciso - University of Wisconsin/Madison, Jeffrey D. Wilhelm - Beaver Dam, Robert J. Tierney - Ohio State University

Discussant: *Marjorie Siegel - Columbia University*



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Symposium

12:50 - 2:10 p.m. • Bayou 3

Investigating the Impact and Implications of an Americorps Service Program for At Risk Primary Children

Chair: *Uri Treisman - University of Texas/Austin*

Americorps for Math and Literacy: A Federal and Private Partnership

Gay Su Pinnell - Ohio State University

Assessing the Impact of AmeriCorps for Math and Literacy in Two Urban Schools
Gay Su Pinnell, Colleen Griffiths - Ohio State University

AmeriCorps Members' Responses to Participation in a National Service Program to Promote Math and Literacy for Young Children
Carol Lyons, Sue Constable - Ohio State University

Discussant: *Uri Treisman - University of Texas/Austin*



Symposium

12:50 - 2:10 p.m. • Rex

Retrospective Miscue Analysis: Three Case Studies

Chair: *Richard Meyer - University of Nebraska*

Zachary's Story: An RMA Case Study of a Fourth Grader
Alan Flurkey - University of Arizona

Lucas's Story: An RMA Case Study of a Third Grader
Prisca Martens - Indiana University

Patrick's Story: An RMA Case Study of a Fourth Grader
Pam Rossi - University of Arizona



Symposium

12:50 - 2:10 p.m. • Bayou 1

Diverse Communities of Literacy Learners

Chair: *Arlette Ingram Willis - University of Illinois*

Facilitating the Emergent Literacy Development of Bilingual Preschool Children enrolled in a Multilingual Setting
Georgia E. Garcia - University of Illinois

The Concept of Community: A Qualitative Study
Shuaib Meacham - University of Illinois

Literacy Alarming Environments and Characteristics of Latina/o Students at Risk for Placement in Special Education and those With Learning Disabilities
Robert Jimenez - University of Illinois

Discussant: *Arlette Ingram Willis - University of Illinois*



Round Tables

1:35 - 2:10 p.m. • Emerald Ballroom

105.1 Literacy Attitudes and Behaviors as Described in Dialogue Journals of Parents in a Family Literacy Program
Patricia Linder - University of Akron

105.2 Literacy Learning of Latino First Graders: Stories from Two Teacher Researchers
Christine Pappas - University of Illinois/Chicago, Anne Barry - Jungman Elementary School, Pamela Wolfer - Hans Christian Andersen Elementary School

105.3 College Students' Self Reports of Comprehension Monitoring

Barbara Martin Palmer - Mount St. Mary's College

105.4 Teachers' and Students' Understandings and Uses of New Reading Assessments in a New Concept-Oriented Curriculum
Peter Afflerbach, Debbie Litt - University of Maryland/NRRC



Paper Session

2:20 - 3:40 p.m. • Bayou 1

Technology, Media, and Literacy Practices

Chair: *Lee Gunderson - University of British Columbia*

Reading Television and Other Media: An Investigation of Children's Habits, Choices and Knowledge
James Flood, Diane Lapp, Richard Hoffstetter - San Diego State University

New Roles and Routines for Elementary Teachers and Students: A Staff Development Project Using Computers to Teach the Revision of Writing
Glenn deVoogd - Michigan State University

Multimodal Nature of Literacy Activities in a Technology Rich 4th Grade Classroom from a Meaning Making Perspective
Elizabeth Baker - Vanderbilt University



Round Tables

2:20 - 2:55 p.m. • Emerald Ballroom

107.1 Interactions: A Window to the Beginning Literacy Learning Experience of a Tagalog-Speaking Kindergartner in Chapter 1
Hong Xu - University of Nevada/Las Vegas

107.2 Multiple Perspectives on Students' Understanding of Information Books and Informational Storybooks: Peer Group Discussions, Written Responses, and Reading Comprehension Tests
Dorothy J. Leal - Ohio University

107.3 Studying Adults' Reading Practices Over Time
M. Cecil Smith, Kenneth Elliot, Kim Hutchinson, Susan Locke - Northern Illinois University

107.4 The Impact of Portfolio Development on Preservice Educators' Knowledge Construction of Literacy Instruction and Assessment
Jane Gordon - Eastern Michigan, Alexandra Leavell, University of North Texas, Madge T. Craig, Michael Martin - Georgia College



Alternative Format

2:20 - 3:40 p.m. • Bayou 3

The Infusion of Multiculturalism into Literacy Curricula in Teacher Education Programs

Chair: *M. Trika Smith-Burke - New York University*

Greta Nagel - California Polytech, Margaret Moore - Eastern Michigan University



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Alternative Format

2:20 - 3:40 p.m. • Explorers
Critical Issues in Emergent Literacy: Research Synthesis, Implications for Practice, and Future Directions
 Chair: James Christie - Arizona State University

The session begins with an overview of an emergent literary theoretical perspective on literacy acquisition. Next, four brief presentations will synthesize research findings on: (a) classroom environments, (b) teacher roles, (c) assessment, and (d) parent involvement. Four discussion groups that develop recommendations for practice and new directions for research relating to each issue. Recorders from each discussion group will report to the whole group. A synopsis of each group's recommendations will be disseminated on Internet via the NRCEMAIL discussion forum

Teacher roles
 Billie Enz - Arizona State University

Theoretical Overview
 Leslie Morrow - Rutgers University

Parental Involvement
 Susan Neuman - Temple University

Classroom Environments
 Kathy Roskos - John Carroll University

Assessment
 Carol Vukelich - University of Delaware

ing their similarities and differences. In two breakout sessions, the editors, associate editors, editorial assistants and authors from the two publications will team up (e.g. Yearbook representative with a JLR representative) and have the audience in small groups join them for discussion. Former Yearbook and JLR contributors, potential authors, and current editors and staff will discuss issues and questions about publishing. The audience will have a chance to attend two sessions of their choice. There will be an Open Discussion with Lea M. McGee as Facilitator. The purpose of this thirty minute session will be primarily for the editorial staffs to gather information rather than present it. The audience is welcome to address any issue or concern related to publication of the Yearbook and the Journal of Literacy Research.

Goals and Procedures of the NRC Yearbook and the Journal of Literacy Research
 Kathleen Hinchman - Editor NRC Yearbook

Going Through the Review Process
 Jodi Holschuh - University of Georgia, Jeanne A. Peter and two contributors - Vanderbilt University

Becoming a Reviewer
 Kathleen Hinchman - Syracuse University, David Reinking - University of Georgia

Preparing a Publishable Manuscript
 Donald Leu - Syracuse University, Penny Oldfather - University of Georgia

Meeting Reader's Concerns
 Chuck Kinzer, Cyndie Hynd - Vanderbilt University

Oscar Causey Session
"Reading, Writing, and Childhood: A Look Back to Beginnings"
 2:20 - 3:40 a.m. • International Ballroom
 Speaker: Shirley Brice Heath, 1994 Award Recipient



Alternative Format

2:20 - 3:40 p.m. • Bayou 2
Using Email as a Tool to Connect Reading Methods Courses Across Universities
 Chair: William Blanton - Appalachian State University

Gary Moorman, Woodrow Trathen - Appalachian State University, Elizabeth Moje - University of Utah, Donna Alvermann - University of Georgia, Kay Camperell - Utah State University, Tom Estes - University of Virginia, Barbara Guzzetti - Arizona State University

This presentation will discuss an Email network of students and professors at six geographically diverse universities. Students are enrolled in "Content Area Reading" or a similarly titled course, converse on Email about issues of instruction, literacy, and professional concerns. Instructors at these sites also participate in conversations about course philosophy, content, methodology, and technology. The panel will discuss this project - foibles and successes - and the possibility of expanding the community of participants. Audience participation will be encouraged.

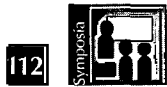


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Alternative Format

2:20 - 3:40 p.m. • Wildcatter
Publishing in the NRC Journal and Yearbook: Potential Authors and Editors Interact
 Chair: Lea McGee - Boston College

This joint session will allow authors, potential authors, editors, and editorial assistants to discuss informally, issues and questions about publishing in the Journal of Literacy Research and NRC Yearbook. The editors will review the purposes and procedures for their publications, highlight-

**Symposium****2:20 - 3:40 p.m. • Creole****Parents and Children Together**

Chair: Patricia Edwards - Michigan State University

Standing in the Gap: Parents Reading With Children
Veda McClain, Steve Stahl - University of Georgia

Parent-Child Language During Emergent Literacy and Toy Play Contexts: Normal and Specific Language Impaired (SLI) Children

Joan Kaderavek, Elizabeth Sulzby - University of Michigan

**Symposium****2:20 - 3:40 p.m. • Rex****Applications of Complexity theory to reading, writing and teacher research: A Discussion of Metaphors and Methodologies in Dynamical Systems Analysis**

Chair: David Yaden - University of Southern California

Focusing on the "outliers:" Capturing the Complexity, Variability, and Irregularity in Literal Learning
David Yaden - University of Southern California

High School Educated Mothers: How They Help Their Children with Reading at Home

Diane H. Tracey - Kean College, John W. Young - Rutgers University

Bi- Directional Variables in Process Writing: Chaos and Composite

Bob Kahn - University of Missouri

Teacher Research as a Dynamical System: Applications of Chaos Theory to Case Study Methods at the High School Level

Leslie Patterson - University of Houston

Discussant: William E. Doll, Jr. - Louisiana State University

**Paper Session****2:20-3:40 p.m. • Orleans****Reading Research: Basic Issues**

Chair: Greg Brooks - SUNY/Albany

Which Better Defines Phoneme Awareness: Segmentation Skill or Identify Knowledge?

Bruce A. Murray, Melanie Kuhn - Georgia University

Developmental Dyslexia in a Computational Model of Reading

John E. McEneaney - Indiana University South Bend

Relating Reading Achievement to Intelligence and Memory Capacity

Ronald P. Carver - University of Missouri Kansas

**Alternative Format****2:20 - 3:40 p.m. • Bayou 4****Constructing Grounded Theories of Reading Instruction**

Chair: Cathy Collins Block - Texas Christian University

The purpose of this session is to engage a discussion of constructing grounded theories of reading instruction. Symposium members wish to engage a discussion of methods by which new understandings of literacy can be developed through data obtained by classrooms in action. After presentations, symposium members and participants in the audience will explore benefits and limitations of constructing grounded theories of reading instruction.

Ethnographic Investigation of Outstanding and More Typical Grade 1 Literacy Teachers

Ruth Wharton-McDonald, Michael Pressley, Jennifer Mistretta - SUNY/Albany

Ethnographic Investigation of Vocabulary Instruction During Reading Lessons in Six Classrooms

Susan Watts - University of Minnesota

Ethnographic Investigation of Engagement for Students Who Teach Reading Strategies to Peers and Get Their Own Standards for Success

Cathy Collins Block - Texas Christian University

**Round Tables****3:05 - 3:40 p.m. • Emerald Ballroom**

116.1 Congruent Angles: Assumptions and Practice of Humanistic Inquiry and Content Area Literacy Regarding Secondary Mathematics Instruction

Peggy Daisey - Eastern Michigan University

116.2 Alternative Assessment Approaches and the Use of a National Reporting Framework: An Australian Perspective

Christina E. van Kraayenoord, Karen B. Moni - The University of Queensland, Mike Dilena - University of South Australia

116.3 The Development of Literacy Through School-College Collaboration and Computer Communication: A Feminist Research Project

Marion H. Fey - SUNY/Geneseo

116.4 Finding Gender in Secondary School Students' Talk About Text: Girls Take Notes Because They Spell Better, and Some Researchers Make More of This Than is There.

Kathleen Hinchman - Syracuse University, Donna Alvermann, Josephine Young, Dera Weaver - University of Georgia, David Moore - Arizona State University West, Stephen Phelps - SUNY/Buffalo, Patricia Zalewski - Liverpool Schools



Round Tables

3:50 - 4:25 p.m. • Emerald Ballroom

117.1 Kindergarten Children's Use of Oral Language and Social Interaction in Literacy that Occur Spontaneously During Unstructured Play.
Jan Bryan - Texas Tech University

117.2 What Do We Know About Email - An Existing and Emerging Literacy Vehicle?
Liqing Tao - University of Georgia

117.3 To Become a Teacher: Latino Pre-Service Teachers Share Their Insights
Jennifer Battle - Southwest Texas State University

117.4 Literacy Histories: Categories of Influence
Mary F. Roe, Carol Yukelich - University of Delaware



Alternative Format

3:50 - 5:10 p.m. • Bayou 1

The Impact of Field-Based Teacher Education on Literacy Instruction: Public School Perspectives
Chair: Wayne M. Linek, East Texas State University

Chris Kanouse, Mary Beth Sampson - East Texas State University, Myra Beadles, Christy McCasland - Commerce Elementary School, Cathy Beane, Sherry Rector - A. C. Williams Intermediate School, Isela Montes - Crocket Elementary School, Kathy Goodlett - Mesquite Independent School District, Patti Bodenhamer, Sharon Anderson, NETCPDT, Jean Bahney - Fifteenth Street School, Teri Fowler - ETSU/Texarkana

This session is designed to give classroom teachers, public school administrators, and university liaisons representing five school districts and two universities an opportunity to share and discuss how participation in a nationally award winning field-based teacher education program has impacted literacy in their schools, students, and communities.



Alternative Format

3:50 - 5:10 p.m. • Bayou 2

Becoming a Community of Researchers: Evolution of the University of Georgia School Research Consortium
Chair: Buddy Wiltcher - Cedar Shoals High School

Betty Shockley - University of Georgia, Patti McWhorter - Cedar Shoals High School, Tina Allen - Fowler Drive Elementary School, Jim Baumann - University of Georgia

The session will provide an opportunity for two University-based researchers to offer their outsider's perspective on the evolution of the School Research Consortium to two school-based researchers who are members of the SRC Community. This public member-check will lead to audience participation in a concluding discussion on perspectivity and the potential of insider and outsider viewpoints to enhance our level of satisfaction with literacy research.



Joint Round Table

3:50 - 5:10 p.m. • Mayors Chambers

Models of Instruction for Content Area Reading
Monica Wyatt - Northern Illinois University

Exploring Literacy Through Telescopes and Student Inquiry
Marino C. Alvarez - Tennessee State University



Paper Session

3:50 - 5:10 p.m. • Orleans

Innovative Methods in Teacher Education
Chair: Carol Lloyd - University of Nebraska-Omaha

The Development of Comprehension Instruction Skills in Preservice Teachers
Donna Emery - California State University/Northridge

The Art of Literary Interpretation: Preservice Teachers Learning about the Arts in Language Arts
Shelby Wolf, Angela Carey, Erikka Mieras - University of Colorado/Boulder

Writing Attitudes and Development in Preservice Teachers from Diverse Language Backgrounds
Sarah F. Mahurt - University of the Virgin Islands.



Paper Session

3:50 - 5:10 p.m. • Creole

First Grade Childrens' Literacy Responses
Chair: Nancy Michelson - Salisbury State

In-Forming Literate Practices: An Examination of First Graders' Letters to Adults
Sara Ann Beach, Janet R. Young - University of Oklahoma

First Graders' Impressions of Genre-Specific Elements in Writing Narrative and Expository Texts
Carol A. Donovan - University of New Mexico

Beyond Questioning: First Grade Children's Inquiry of Test During Classroom Read-Alouds
Madge T. Craig - University of North Texas



Symposium

3:50 - 5:10 p.m. • Bayou 3

Beyond a Privileged View of Literacy: Examining Goals 2000 from a Cross-Cultural Perspective

Chair: Nora White - University of Alaska

Analysis of "Western" Constructs of Literacy: Resisting Deficit Models

Nora White - University of Alaska

Literacy in South Africa: Issues Awaiting Exploration in Home-School Relationships

P. J. Nomanthemba Seme - Old Dominion University

The Privileging of Parental Reading and Storytelling as Indicators of the Year 2000 Goal One - Ready to Learn: A Postmodern Analysis

Eleanor Handerhan - Old Dominion University



Symposium

3:50 - 5:10 p.m. • Bayou 4

Multiple Perspectives in Program Evaluation: Follow-up Studies of an Early Intervention Program

Chair: Billie Askew - Texas Woman's University

Arkansas Reading Recovery Project: Sustained Effects of Early Intervention on the Literacy Performance of Second Grade Students

Linda Dorn - University of Arkansas

East Baton Rouge Parish Reading Recovery Project: Third Grade Follow-up Study of Literacy Proficiency

Cynthia B. Elliot - Southeastern Louisiana University

Implications for Instruction: Program Evaluation and Response at the Local School Level

Linda Bates - LaPorte Independent School District

Discussant: Gay Su Pinnell - Ohio State University



Symposium

3:50 - 5:10 p.m. • Wildcatter

Self-Evaluation Portfolios: Learners Reflect and Set Goals for Excellence

Chair: Jane Hansen - University of New Hampshire

Learners Value and Interact With Each Other to Plan Curriculum

Kathryn Staley - University of New Hampshire

Learners Develop Inner Standards of Excellence

Julie Brooks - University of New Hampshire

Discussant: Jane Hansen - University of New Hampshire



Alternative Format

3:50 - 5:10 p.m. • Explorers

Perspectives on Literacy and Literacy Research

Chair: Kathryn Au - University of Hawaii

Literacy from a Whole Language Perspective

Jo Beth Allen - University of Georgia

An Engagement Perspective on Inquiry into Literacy

John Guthrie - University of Maryland

Literacy from a Multicultural Perspective

Violet Harris - University of Illinois/Urbana-Champaign

Researching the Whole of Literacy

Jay Lemke - City University of New York

Appropriating and Using the Literacy Toolkit

Gordon Wells, Ontario Institute for Studies in Education

Five presenters, chosen to represent a diversity of views about literacy and literacy research will speak in response to the following prompts. (1) Describe your definition of literacy, or the perspective you take on literacy (2) Given this definition or perspective, discuss the kinds of literacy research you regard as particularly significant. The presenters will then engage in crosstalk, comparing, contrasting, and clarifying their ideas. The session will conclude with an opportunity for audience participation in the discussion.



Round Tables

4:35 - 5:10 p.m. • Emerald Ballroom

127.1 Text-Factors in Content Reading: Using Hypertext with Preservice Teachers

Lee A. Dubert - Boise State University

127.2 "Solace and Salvation": Stories of Ludic Reading as Shaping Teachers' Lives and Practices,

Mary A. Duchein - Louisiana State University, Elizabeth L. Willis - University of Southwestern Louisiana, Bonnie A. Konopak - University of Oklahoma

127.3 Teachers as Writers: Utilizing Process in a Social Constructivist Context

Joyce Wienczek - Oakland University

127.4 Keeping the Status Quo: The Culture in the Classroom and the Implementation of Constructive Innovations

Barbara Combs - Syracuse University

127.5 Studying Job Practices and Texts to Identify Literacy Objectives for Workplace Distance Learning Instruction

Delores Perin - CUNY

Time	Event	Room
7:00 a.m. - 12:00 p.m.	Registration	International Foyer
7:00 - 8:25 a.m.	Meeting of Program Area Chairs for 1996 Program <i>Kathryn Au - University of Hawaii</i>	Mayors Chambers
8:00 a.m. - 10:00 a.m.	Purchase of Books from Silent Auction	Gold
10:00 a.m. - 11:20 a.m.	<div style="border: 2px solid black; padding: 10px;"> <p>Plenary Session "Other People's Children," <i>Speaker: Lisa Delpit - Georgia State University</i></p> <p>Lisa Delpit holds the Benjamin E. Mays Chair of Urban Educational Leadership at Georgia State University. A former MacArthur Fellow, Delpit received the award from the Harvard Graduate School of Education as a "visionary scholar and woman of courage."</p> </div>	International Ballroom
10:00 a.m. - 11:20 a.m.	Presentation of the Albert J. Kingston Award <i>Chair: Margie Gallego - Michigan State University</i>	International Ballroom
11:35 a.m. - 12:40 p.m.	Lunch	on your own
11:35 a.m. - 12:40 p.m.	<p>Research Workshops</p> <p>Six Tales on Critical Research <i>Pat Shannon, Mike Fogeisanger, Trish Crawford, Vivian Yenika-Agbaw, Kim McColium, and Ann Berger-Knoss - Penn State University</i></p> <p>Developing a Research Agenda for Family Literacy and Parent Involvement <i>Timothy Shanahan - University of Illinois</i></p> <p>An Open Meeting on NRC Research Workshops <i>Dan Madigan, Dorie Deegan, and Jamie Meyers - Penn State University</i></p>	<p>Rex</p> <p>Orleans</p> <p>Creole</p>
12:50 p.m. - 2:10 p.m.	Follow-up to the Plenary "A Conversation with Lisa Delpit"	Mayors Chambers
2:20 p.m. - 3:40 p.m.	Meeting - Contributions and Donations <i>Chairs: Patricia Anders, Kim Baker - SUNY/Albany</i>	Mayors Chambers
4:00 p.m. - 8:00 p.m.	Board of Directors Meeting	University
9:00 p.m. -midnight	Vital/Final Issues	Columbia Suite

Conference at a Glance Saturday December 2, 1995

Time	Room	Emerald Ballroom	Bayou 1	Bayou 2	Bayou 3	Bayou 4	Creole	Explorer's	Orleans	Rex	Wildcatter
8:30 - 9:50 am	8:30 - 9:05 am		136 To Be Announced	128 Alternative Format Switching Curricular Registers: Can We Operate from Two Perspectives at Once?	130 Alternative Format Call 1-800-ABCDEFG	131 Alternative Format Developing Beliefs about Literacy Instruction: A Discussion of Current Studies of PreService Teachers		132 Symposium What does Reading Recovery Contribute to Literacy Development?	133 Paper Session Fostering Independent Readers		129 Alternative Format An Update: The State of the State English Language Arts Standards Projects
	9:15 - 9:50 am	137 Round Tables									
9:00 - 9:50 am							135 Paper Session Influences of Literacy Assessment on Instruction			134 Paper Session Literacy as Cultural Practice	
10:00 - 11:20 am		<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> Plenary Session</div> <div style="text-align: center;">"Other People's Children"</div> <div style="text-align: center;">Speaker: Lisa Delpit - Georgia State University</div> <div style="text-align: center;">International Ballroom</div> </div>									
10:00 - 11:20 am		Presentation of the Albert J. Kingston Award Chair: Margie Gallego - Michigan State University International Ballroom									
11:35 - 12:40 pm		Lunch on your own									
12:50 - 2:10 pm	12:50 - 1:25 pm	138 Round Tables	139 Paper Session Writing Practices and Literacy Learning	146 Symposium Designing Instruction in Social Problem-Solving for the Language Arts Classroom	143 Symposium Analyzing Literacy Learning in the Integrated Curriculum	144 Symposium Listening to Student Voices: Implications of Students' Written Responses for Change in our Teaching Practice	140 Paper Session Teaching Comprehension Strategies	145 Symposium An Innovative Approach to Word Study: Using Think Aloud Procedures to Understand the Effects of Word Sorting Activities	142 Paper Session Comprehension of Textual Material	141 Paper Session Writing, Spelling, and the Special Needs Student	
	1:35 - 2:10 pm	147 Round Tables									
2:20 - 3:40 pm	2:20 - 2:55 pm		150 Alternative Format From Homophones to Roots: Word Study That Emphasized the Spelling-Meaning Connections	153 Symposium Access to Literacy: Interventions and Issues Across School and Home Contexts	155 Symposium Reading as Embodied Action	156 Symposium Literacy Autobiographies as Feminist Praxis	148 Paper Session Children's Literature in the Content Areas	154 Symposium Early Literacy Learning: A Sociolinguistic Perspective	152 Paper Session Perspectives on Perspectives	149 Alternative Format From White Elephant to Cutting Edge: The Transformation of the Reading Clinic	151 Alternative Format Portfolio Development and Impacts
	3:05 - 3:40 pm										

Paper Session

Joint Round Tables

Symposium

Study Groups

Round Tables

Alternative Format

tear out along the dotted line

Saturday December 2, 1995

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Alternative Format

8:30 - 9:50 a.m. • Bayou 2

Switching Curricular Registers: Can We Operate from Two Perspectives at Once?

Chair: Beth Berghoff, Indiana Department of Education

Jerry Harste - Indiana University,

Jean Anne Clyde - University of Louisville,

Beth Berghoff - Indiana Department of Education

Video taped learning engagements from multiple sign systems research studies will be used to foster a discussion about the merit of two alternative literacy frameworks: a standards-based perspective and a meiotic perspective. The presenters will outline the tenets of each framework, and then describe the literacy learning in the videos according to each perspective. Participants will be invited to discuss how these different perspectives inform literacy research and elementary school curriculum



Alternative Format

8:30 - 9:50 a.m. • Wildcatter

An Update: The State of the State English Language Arts Standards Projects

Barbara Kapinus - Council of Chief State School Officers

Through a panel discussion, representatives from various states will describe their states ongoing efforts to develop standards for the teaching and learning of the English/ Language Arts. Panelists will offer the audience drafts of their standards documents for comparison, questions, and comments. The audience will be involved throughout in informal conversation with the panel.



Alternative Format

8:30 - 9:50 a.m. • Bayou 3

Call 1-800-ABCDEFG: An Interim Report of the International Reading Association's Ad Hoc Committee to Evaluate Commercially Developed Phonics Programs

Chair: Terry Salinger - International Reading Association

Jean Osborn - University of Illinois Steven A. Stahl - University of Georgia, Marcy Stein - University of Washington/Tacoma, Irene Gaskins - Benchmark School, Patricia B. Cunningham - Wake Forest University, Terry Salinger - International Reading Association

131



Alternative Format

8:30 - 9:50 a.m. • Bayou 4

Developing Beliefs about Literacy Instruction: A Discussion of Current Studies of PreService Teachers

Chair: Wayne M. Linek - East Texas State University
Wayne M. Linek, Mary Beth Sampson, Linda Hughes - Kent State University, Olga Nelson - Eastern Michigan University

This alternative format session is designed to discuss and compare the results of five similar studies which described the development and change of preservice teacher beliefs in literacy methods courses. The settings of the studies include: a) university-based courses, b) university-based courses with field experiences, and c) field-based courses. The researchers will share their findings with the whole group. Small groups of researchers and participants will generate comparisons and share them with the whole group. Individuals will reflect in writing and synthesize overarching concepts about the development of beliefs about literacy instruction in preservice teacher education. Finally participants will share their reflections and the whole group will discuss implications for future research.

Discussants: Nancy D. Padak - Kent State University,
Elizabeth G. Sturtevant - George Mason University

132



Symposium

8:30 - 9:50 a.m. • Explorers

What Does Reading Recovery Contribute to Literacy Development?

Chair: Beverly Griffin Cox - Purdue University

Examining Changes in Structural Patterns Used by Children During Reading Recovery
Beverly Griffin Cox, Zhihui Fang - Purdue University

Tracking Changes in Metacognitive Control of Literacy Processes and Products During Reading Recovery
Beverly Cox, Maribeth Schmitt - Purdue University

Evidence of Becoming a Strategic Reader
Maribeth Schmitt, Brenda Williams - Purdue University

Discussant: Richard Speaker - University of New Orleans

133



Paper Session

8:30 - 9:50 a.m. • Orleans

Fostering Independent Readers

Chair: Elizabeth Quintero - University of Minnesota

The Merits of Teacher-Assisted and Independent Literacy Strategies for Content Comprehension
David Scanlon, Janis Bulgren - University of Kansas

Reading Flow: A Sociopsycholinguistic Transactional Perspective on Reading Fluency
Alan Flurkey - University of Arizona

Creating Fluent Readers: A Comparison of Two Strategies
Poonan Arya, Steven Kutno, Michael Kibby - SUNY/Buffalo

134



Paper Session

9:00 - 9:50 a.m. • Rex

Literacy as Cultural Practice

Chair: Dorrie Deegan - Penn State University

Children's Response to Culturally Familiar and Unfamiliar Texts
Shobha Sinha - Western Illinois University, Bertram C. Bruce - University of Illinois/Urbana-Champaign

The Quality of the Question: Literature as Cultural Practice in a Fifth/Sixth Grade Classroom
Cynthia Lewis - Grinnell College

Using Appalachian Literacies as a Basis for Literacy
Rosary M. Lalik, LaNette Dellinger - Virginia Tech

135  **Paper Session**

9:00 - 9:50 a.m. • Creole
Influences of Literacy Assessment on Instruction
Chair: Jane Domaracki - SUNY/Oneonta

Literature Circles and Assessment: Using Self and Peer - Evaluations to Facilitate Student Reflection and Self-Regulated Learning.
Karen S. Evans - National-Louis University


Implementing Mandated Performance Assessment in Literacy: Influences on the Teachers' Decisions About Informal Assessment and Subsequent Instruction.
Jeanne R. Paratore - Boston University, Nancy Birmingham, Sheila Garnick, Anita Mauro - Chelsea Public Schools

136 **To Be Announced**
8:30 - 9:50 a.m. • Bayou 1

Plenary Session
Other People's Children
 10:00 - 11:20 a.m. • International Ballroom
Speaker: Lisa Delpit - Georgia State University

Lisa Delpit holds the Benjamin E. Mays Chair of Urban Educational Leadership at Georgia State University. A former MacArthur Fellow, Delpit received the award from the Harvard Graduate School of Education as a "visionary scholar and woman of courage." Ms. Delpit will speak about the issues of language, culture, power, and teaching other people's children.


Presentation of the Albert J. Kingston Award
Chair: Margie Gallego - Michigan State University

137  **Round Tables**
9:15 - 9:50 a.m. • Emerald Ballroom

137.1 Using Large-Scale Assessments to Set Literacy Policy: An Agenda Analytic Approach
Peter B. Mosenthal - Syracuse University

137.2 An Alternate Model of Content Literacy Instruction
Christine J. Gordon, Mary Sheridan - University of Calgary

137.3 Graphemic Features of Single Word Recognition and Spelling Performance
William H. Rupley, Victor L. Willson, Robert Hall - Texas A&M University

138  **Round Tables**
12:50 - 1:25 p.m. • Emerald Ballroom

138.1 The Inside and Outside of Teacher Research
James F. Baumann - University of Georgia

138.2 Striving to Promote Slow-Progress First Grade Readers in the Regular Classroom: Comparative Case Study of Two Teachers' Small Group Instructional Practices
John F. O'Flahaven, Lois Groth - University of Maryland

138.3 Performance Portfolios for In-Service Literacy Teachers: A Collaborative Model
Maureen McLaughlin - University of Pennsylvania/East Stroudsburg, MaryEllen Vogt - California State/Long Beach

138.4 Literacy History Stories: Student Teachers Reflections on and Understandings of Their Own Literacy Development
Martha Rapp Ruddell - Sonoma State University

139  **Paper Session**

12:50 - 2:10 p.m. • Bayou 1
Writing Practices and Literacy Learning
Chair: Nancy Knapp - University of Georgia

Case Studies of Writing Workshops with Congruent Theories and Incongruent Practices
Judith Landrum - University of Minnesota

Being Motivated to Write: Influences of Motivational Beliefs on Writers' During Writing Cognition.
Duane F. Shell, Jenefer E. Husman, Deborah M. Drosch, Douglas D. Hamman, Yehsoon Park, Michael Handwerk - University of Texas/Austin

Using Response-Based Writing Strategies with Fiction and Non-Fiction Text: A Comparison of Student Meaning Construction
Evangeline V. Newton - John Carroll University, Gretchen Stegmeier - Kent City Schools

140  **Paper Session**

12:50 - 2:10 p.m. • Creole
 Teaching Comprehension Strategies
Chair: Virginia Goatley - SUNY/Albany

A Process of Responsive Teaching: A Vygotskian Perspective on Fostering Cognitive Strategy Use
Cynthia B. Elliot - Southeastern Louisiana University

Teaching Reading Comprehension to Learning Disabled Children: A Review
Malcolm B. Lively, Steven A. Stahl, Michael Pickle - University of Georgia



141

Paper Session

12:50 - 2:10 p.m. • Rex

Writing, Spelling, and the Special Needs Student

Chair: Mary Kay Rummel - University of Minnesota/Duluth

Special Needs Students and Email: An Interactive Approach to Literacy

*Peg Ballard - Mankato State University,
Suzy Wiebold - Winnebago Elementary,
Maureen Prenn - Mankato State University*

Impact of an Integrated Writing Curriculum for Students with Learning Disabilities on the Quality, Length, and Spelling of Compositions

*Steve Graham - University of Maryland,
Charles A. MacArthur - University of Delaware,
Shirley S. Schwartz - Trinity College*

Spelling Checkers and Students with Learning Disabilities: Performance Comparisons and Impact on Spelling

*Charles MacArthur - University of Delaware,
Steve Graham - University of Maryland,
Jacqueline Haynes - Intelligent Automation, Inc.*



142

Paper Session

12:50 - 2:10 p.m. • Orleans

Comprehension of Textual Material

Chair: John Logan - Northbrook Schools

Children's Main Idea Construction of Expository Text

Martha Ann McDevitt - Emory University

Exploring the Developmental Components of Children's Reading Comprehension Using Rauding Theory

William Dee Nichols, Victor Willson, William Rupley - Texas A&M University

Domain Knowledge, Domain Knowledge Organization, Interactive Knowledge and Comprehension Ability as Predictors of Scientific Text Comprehension

Victoria G. Ridgeway - Clemson University



143

Symposium

12:50 - 2:10 p.m. • Bayou 3

Analyzing Literacy Learning in the Integrated Curriculum

Chair: Dana L. Grisham - Washington State University

Literacy Learning In Integrated Curriculum: A Case Study: Research report on an Urban Elementary School in California, Using ITI Approach.

Dana L. Grisham - Washington State University

Novel Approach: Collaboratively Bridging Integrated Literacy Instruction and Educational Technology

*Elizabeth I. Willis - University of Southwestern Louisiana,
Richard B. Speaker, Jr. - University of New Orleans*

Theoretical Perspectives on Assessment of Integrated Curriculum

Amy Seely - University of California at Berkeley

Moving Towards Integrative Assessment

Carol Mihalevich - Central Missouri State University

Discussant: Donna Ogle - National-Louis University



144

Symposium

12:50 - 2:10 p.m. • Bayou 4

Listening to Student Voices: Implications of Students' Written Responses for Change in our Teaching Practice

Chair: Patricia A. Anders - University of Arizona

Exit Cards in Graduate and Undergraduate Courses

Deborah Anders - University of Arizona

Exit Cards in a Content Area Reading Course

Karen Evans - National-Louis University

Exit Cards in a Children's Literature Course

Barbara C. Thompson - Amphitheatre School District



145

Symposium

12:50 - 2:10 p.m. • Explorers

An Innovative Approach to Word Study: Using Think Aloud Procedures to Understand the Effects of Word Sorting Activities

Chair: Patricia Scharer - Ohio State University

The Research and Conceptual Base for Word Sorting

Jerry Zutell - Ohio State University

Using Think Alouds in the Classroom: Issues for Research and Practice

Mary Jo Fresch

Exploring Children's Thinking During Spelling Word Sorts: A Longitudinal Study

Aileen Wheaton - Dublin Ohio Schools

Discussant: Shane Templeton - University of Nevada/Reno



146

Symposium

12:50 - 2:10 p.m. • Bayou 2

Designing Instruction in Social Problem-Solving for the Language Arts Classroom: The Contribution of Program Evaluation and Empirical Studies

Chair: M. Jean Dreher - University of Maryland

History of the Project: Text Comprehension, Critical Thinking, and Adolescents

Joanna Williams - Teachers College, Columbia University

Development of a Program to Teach Real-Life Problem-Solving in an Urban Real-World Setting

Ada Kelley Silverstein - Columbia University

Social Desirability, Text, Comprehension and Problem Representations

Kathryn J. Campbell - Teachers College

Discussants: Isabel Beck - University of Pittsburgh, Sharon Vaughn - University of Miami

SATURDAY



Round Tables

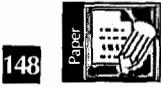
1:35 - 2:10 p.m. • Emerald Ballroom

147.1 Student Teachers' Use of Graphic Organizers to Personalize Content and tasks for High School Students
Janet Dynak - Western Michigan University

147.2 The Curriculum Framework as an Agent for Changing Instruction
Faye Newsome - University of Kentucky

147.3 Reading and Writing Like A Writer
Diane Rocha-Hill, Leif Fearn - San Diego State University

147.4 Transfer of Learning in Grades 1 and 2 Due to Training in Linguistic Awareness
Pekka Niemi - Abo Akademi University, Elisa Poskiparta - University of Turku



Paper Session

2:20 - 3:40 p.m. • Creole

Childrens' Literature in the Content Areas

Chair: Barbara Schweiger - Omaha Public Schools

Nonfiction Trade Books in Content Area Classrooms: Current Uses, Future Potential
Rosemary C. Palmer, Roger A. Stewart - University of Wyoming

Integrating Literature into a Fourth Grade Social Studies Curriculum: The Effects on Student Learning as Attitude
Kathleen M. Heubach - University of Georgia

You Can Get There From Here: Using Children's Literature to Teach Geography
Karen F. Thomas, Jean Ann Hattler - Chatham College



Alternative Format

2:20 - 3:40 p.m. • Rex

From White Elephant to Cutting Edge: The Transformation of the Reading Clinic

Chair: Barbara Bellows - Towson State University

The Social Fabric of Learning in the Reading Clinic Setting.
Barbara Bellows - Towson State University

An interactive discussion of the purposes, functions, and parameters of the reading clinic will be framed by preliminary results of a survey of university-based reading clinics in the United States. In light of research on the social fabric of literacy (including family literacy) the evolving roles of the reading specialist in school settings, and the use of technology, the reading clinic has in many cases, been transformed from a traditional medical model that stressed formal assessment to a collaborative network of activities that support the development of the graduate reading students as multifaceted literacy educators.

The Advanced Internship: Restructuring Responsibilities and Resources

A. Karen Blair - Towson State University

The development of a second, 3-credit clinical experience will be described. Particular focus will be on activities designed to enhance parents' understanding of, and participation in their child's literacy learning. The effectiveness of two activities - an encrypted story exercise and a shared reading simulation - will be highlighted. Results of a pre-post parent survey will be shared.

Getting Parents to Talk to Each Other: Empowering Parents to be Advocated for Their Children

N. Ryba - Towson State University

Within the reading clinic, parents were encouraged to discuss among themselves their parenting concerns, particularly related to literacy. In the control group, discussions among the parents occurred informally, while in the treatment group, a facilitator was on hand to lead the group. The results of a pre-post survey that assessed parents' attitudes about sharing with other parents will be reported



Alternative Format

2:20 - 3:40 p.m. • Bayou 1

From Homophones to Roots: Word Study That Emphasized the Spelling-Meaning Connections

Chair: W. Dorsey Hammond - Oakland University

W. Dorsey Hammond - Oakland University, Kathy Ganske - Albemarle County Virginia School District, Marcia Invernizzi, Mary Abouzeid - University of Virginia, Shane Templeton - University of Nevada/Reno

Discussant: W. Dorsey Hammond - Oakland, University



Paper Session

2:20 - 3:40 p.m. • Wildcatter

Portfolio Development and Impacts

Chair: Arlette Willis - University of Illinois

Working and Showcase Portfolios in Literacy Methods Preservice Courses

Diane Bottomley - Penn State/Harrisburg

Using Portfolios to Expand Preservice Content Area Teachers' Notions of Content Area Literacy
Carol V. Lloyd - University of Nebraska/Omaha

Portfolios as Evidence of Student Self Evaluation and Learning
Susan I. McMahon - University of Wisconsin

152

**Paper Session****2:20 - 3:40 p.m. • Orleans****Perspectives on Perspectives***Chair: Carolyn Panofsky - Rhode Island College*

Reappropriating Schema: Conceptions of Development from Bartlett and Bakhtin

Diane E. Beals - Washington University

The Development of Reader Response: A Sociohistoric Perspective

James R. Gavelek, Cynthia Brock - Michigan State University

A Study of the Concept of Curricular and Individual Integration: Its Origin, Evolution, and Instantiation in the American Context

Kate B. Gearing, Susan I. Greenburg, Bena R. Hefflan - University of Pittsburgh

153

**Symposium****2:20 - 3:40 p.m. • Bayou 2****Access to Literacy: Interventions and Issues Across School and Home Contexts***Chair: Kim Baker - SUNY/Albany*

Are Books Basic? Exploring the Role of Book Access in Early Literature Development

Linda Gambrell - University of Maryland

Opportunity to Learn in Family Literacy: The Effects of Access to Literacy Materials on Children's Attitudes, and Literacy Achievement

Lesley Mandel Morrow - Rutgers University

Is Access Enough : Examining the Effects of a Social Constructivist Approach to Family Literacy on Children's Concepts of Print and Responses to Literature

Susan B. Neuman - Temple University

Discussants: Tim Shanahan - University of Illinois/Chicago
Anne McGill-Franzen - SUNY/Albany

154

**Symposium****2:20 - 3:40 p.m. • Explorers****Early Literacy Learning: A Sociolinguistic Perspective***Chair: Dana Fox - University of Arizona*

A Sociolinguistic Transactive Model of Early Literacy Learning

Yetta Goodman - University of Arizona

Sarah's Literacy, Ages 2-5: A Case Study

Prisca Martens - Indiana University

A Sociolinguistic Perspective of Early Literacy Learning: Classroom Applications

Kathy Whitmore - University of Iowa

Discussant: Denny Taylor

155

**Symposium****2:20 - 3:40 p.m. • Bayou 3****Reading as Embodied Action***Chair: Wendy Atwell-Vasey - George Mason University*

Understanding Response to Reading as a Focal Practice

Dennis Sumara - Simon Fraser University

Autobiography and the Art of Reader Response: Teachers Respond to A Chorus of Stones: The Private Life of War

Paula M. Salvio - University of New Hampshire

Performance and the Art of Reader Response: High School Students Respond to A Chorus of Stones: The Private Life of War

Terry Moher - Exeter High School

Discussant: Wendy Atwell-Vasey - George Mason University

156

**Symposium****2:20 - 3:40 p.m. • Bayou 4****Literacy Autobiographies as Feminist Praxis***Chair: Jacqueline Kitson Jackson - University of Pennsylvania*

Shared Texts: Life Narratives as Intergenerational Discourse

Vivian L. Gadsden - University of Pennsylvania

(Re)presentation and (Re)positioning: Collaborative Writing Histories as (Re)search

Susan L. Lytle - University of Pennsylvania, Elizabeth J. Cantafio - Community College of Philadelphia

The Edges of Her Words: Many Genres for Many Selves

Lorri Neilsen - Mount Saint Vincent University

Appendix I Reviewers

A

Marilyn J. Adams
Thomas Aestino
Peter Afflerbach
Patricia A. Alexander
Dick Allington
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Doris Alvarez
Debra Anders
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Valerie Anderson
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Philip David Bowles
Mimi Bradley
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Jerome Niles
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Sherrie L. Nist

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Diane L. Schallert

Patricia Scharer
Barbara Schweiger
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Sandra J. Sharman
Kathy Short
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Michelle Simpson
Suzanne Soottoo
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Steven Stahl
Debbie Stahle
Jeannie L. Steele
Barbara Stinnett
Anne Sweet

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Shane Templeton
Karen F. Thomas
Diane Tracey
Diane M. Truscott
Julianne C. Turner

V

Vienna K. Valante
Shelia Valencia
MaryEllen Vogt

W

Hersh Waxman
Judy Wedman
Renee Weisberg
Laura Westburg
Jane White
Elizabeth K. Wilson
Jo Worthy

XYZ

Nina Yochum
Jerry Zutell

* We regret to inform you that this is only a partial list of reviewers.

Appendix II Program Committee

Chair:	Dick Allington			
Assistant Chair:	Kathryn Au, Kim Baker			
Area I	Area II	Area III	Area IV	Area V
Patricia Enciso Christine Jenkins	Michael Pressley Jennifer Mistretta Ruth Wharton-MacDonald Linda Yokai	Cathy Roller	Margaret McKeown	Jim Mosenthal
Area VI	Area VII	Area VIII	Area IX	Area X
Darrell Morris	Betty Shockley	Patricia Edwards Cynthia Brock	Jeanne Shay Schumm	Anne McGill-Franzen Jane Domaracki

Appendix III NRC Standing Committees

Ethics

Chair: David Yaden (1994-97)
Board Liaison: Jim Flood

Peter Allferbach (1993-96)
Joanne Carlisle (1995-98)
Patricia Mulcahy-Ernt (1993-96)
Pat Koskinen (1993-96)
Maureen McLaughlin (1995-98)
Sandra Moore (1994-97)
Marjorie Mulhern (1994-97)
Dick Robinson (1994-97)
Jerry Treadway (1993-96)

Field Council

Chair: Tom Bean
Board Liaison:

Region One

Regional Representatives:
Brenda Shearer, University of Wisconsin/River Falls (1994-1996)
Patricia Koskinen, Washington, DC (1993-1995)

State Representatives

Connecticut:

Mary Anne Doyle, University of Connecticut (1996)
Lois G. Dreyer, Stamford, CT (1995)

Delaware:

Mary Roe, Neward, DE (1997)
Carol Bukelich, University of Delaware (1996)

Illinois:

Timothy Shanahan (1996)
Barbara E. Johnson, National-Louis University (1995)

Indiana:

Charles Elster, Purdue University (1996)
Maribeth Cassidy Schmidt (1995)

Maryland:

Barbara Kapinus, Maryland State Dept. of Education (1996)
Mariam Jean Dreher, Reading Center (1995)

Massachusetts:

Rona Flippo, Fitchburg State College (1995)

Michigan:

Mark Conley, Michigan State University (1996)
Jane Gordon, Eastern Michigan University (1995)

New Hampshire:

Hilda Andrews, Concord, NH (1995)

New Jersey:

Linda Wise, Montclair State University (1996)

New York:

Carolyn Hedley, Fordham University (1996)

Kim P. Baker, Latham, NY (1995)
Ohio:

Nancy Pakak, Kent, OH (1995)
Elizabeth Bernhardt, Ohio State University (1995)

Pennsylvania:

Sister Anne Marie Burton, Immaculata College (1995)

Rhode Island:

Andrea Davis, Charlestown, RI (1995)
Susan Pasquarelli, Newport, RI (1995)

Vermont:

James Mosenthal, University of Vermont (1996)

Wisconsin:

JoAnne Caldwell, Milwaukee, WI (1995)

Region Two

Regional Representatives

Michael McKenna, Georgia Southern University (1993-1996)
Kathy G. Short, University of Arizona (1993-1995)

State Representatives:

Arizona:

Dana L. Fox, University of Arizona (1996)
James F. Christie, Arizona State University (1995)

Arkansas:

Jennifer Altieri, Jonesboro, AR (1997)
James N. Davis, University of Arkansas (1996)

Florida:

Wendy Kasten, University of South Florida at Sarasota (1995)

Georgia:

David A. Hayes, University of Georgia - Reading Research Center (1996)

Beth Roberts, Emory University (1995)

Kentucky:

Fran Davis Perkins, Lexington, KY (1996)
Lowell (Randy) Embry, Louisville, KY (1995)

Louisiana:

Mary Annette Duchein, Louisiana State University (1996)

Mississippi:

Dana G. Thames, University of Southern Mississippi (1996)

North Carolina:

Bob Rickelman, University of North Carolina-Charlotte (1996)
Sam Miller, University of North Carolina (1995)

Oklahoma:

Richard P. Williams, University of Oklahoma (1997)

South Carolina:

Shirley A. Ritter, Furman University (1995)

Tennessee:

Victoria Risko, Nashville, TN (1997)
Nancy Bertrand, Murfreesboro, TN (1996)

Texas:

Alexandra Leavell, University of North Texas (1995)

Virginia:

Laurie Nelson-Gill, James Madison University (1995)
West Virginia:
Janet Isenhardt, West Virginia University (1996)

Region Three

Regional Representatives:

Michael Meloth (1993-1995), University of Colorado at Boulder

State Representatives

Alaska:

Nora L. White, University of Alaska Fairbanks (1996)

California:

Dana L. Grisham, Lafayette, CA (1996)
Bob Pritchard, California State University/Fresno (1995)

Hawaii:

Helen Slaughter, University of Hawaii (1996)
Marie Iding, University of Hawaii (1995)

Idaho:

James Armstrong, Boise, ID (1996)
Lee A. Dubert, Boise State University, E-504 (1995)

Iowa:

Norma Linda Gonzales, Iowa City, IA (1995)

Kansas:

Diane Corcoran Nielsen, University of Kansas (1996)
Dennis Kear, Wichita State University (1995)

Missouri:

Diane E. Beals, Washington University (1996)
Kathryn Carr, Central Missouri State University (1995)

Nebraska:

Christy A. Horn, University of Nebraska-Lincoln (1996)
Joan I. Rankin, University of Nebraska-Lincoln

Nevada:

Marilyn McKinney, Henderson, NV (1996)
Diane Barone, University of Nevada-Reno (1995)

Oregon:

Emily de la Cruz, Portland State University (1996)

Robert T. Jimenez, Eugene Research Institute (1995)

Utah:

Janice Dole, University of Utah (1995)

Washington:

Marcy Stein, Seattle, WA (1995)

Wyoming:

LaVonne S. Lee, Gillette, WY (1996)
Roger Stewart, University of Wyoming (1995)

Region Four

Regional Representatives:

Colin Harrison, Nottingham University (1994-1997)
Jon Shapiro, University of British Columbia (1994-1996)

International Representatives:

Australia:

Geraldine Castleton, Queensland University of Technology (1996)
Trevor H. Cairney, University of West Sydney (1995)

Barbados:

Desmond C. Clarke, University of West Indies (1995)

Canada:

Alberta:

Pamela J.T. Winsor, University of Lethbridge (1995)

British Columbia:

Judith A. Scott, Simon Fraser University (1995)

Manitoba:

Barbara Wynes, Winnipeg, MB (1995)

Newfoundland:

Stephen Norris, Memorial University of Newfoundland (1996)

Nova Scotia:

Sonya Symons, Acadia University (1995)

Ontario:

Larry Miller, Queen's University (1995)

Quebec:

Gilles Fortier, University of Quebec/Montreal (1995)

Guam:

Graziella Conte, Mangilao, Guam 91995

Ireland:

Judith Wylie, The Queen's University of Belfast (1996)
Gerry Shiel, St. Patrick's College (1995)

Israel:

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Mexico:

Ileana Sed, Col Romnero de

Terreros (1996)
Netherlands:
 Pieter Reitsma, Paedologisch
 Instituut Amsterdam (1996)
 Wim H.J. van Bon, Instituut voor
 Orthopedagogiek, University of
 Nymegen (1994)
New Zealand:
 Ian A.G. Wilkinson, University of
 Auckland (1996)

Peru:
 Juana Pinzas, Col. F.D Roosevelt,
 Lima, Peru (1995)
Virgin Islands:
 Sarah f. Mahurt, Kingshill, VI
 (1995)

Multicultural Issues

Chair:
 Barbara Diamond (1994-1997)
Board Liaison:
 Margie Gallego
 Peter Afflerbach (1992-995)
 Kathryn Au (1992-95)
 Marilyn Bizar (1992-1995)
 Flora Rodriguez Brown
 (1993-1996)
 Patricia Edwards (1993-96)
 Patricia Kelly (1994-1997)
 Sam Matthews (1994-1997)
 Peggy Moore (1992-95)
 Greta Nagel (1994-1997)
 Kathy Meyer Reimer

(1994-1997)
 Pamela Ross (1994-97)
 Patty Schmidt (1993-1996)
 Jane Semour (1993-1996)
 Jeanne Swafford 91992-1995)
 Deborah Tidwell (1993-1996)
 Janice Van Dyke (1992-1995)
 Liliana Barro Zecker
 (1994-1997)

Policy and Legislative

Chair: Karen Wixson (1994-
 1997)
 Marge Lipson (1994-1997)
Board Liaison: Kathryn Au

 Connie Bridge (1994-97)
 Rona Flippo (1992-1995)
 Barbara Kapinus (1993-1996)
 Anne McGill-Franzen (1992-95)
 Sam Miller (1994-1997)
 John O'Flahavan (1992-1995)
 Sharon O'Neal (1993-1996)
 Laura Roehler (1992-1995)
 Terry Salinger (1994-1997)
 Barbara Schmidt (1993-1996)
 Jeanne Shay Schumm (1992-95)
 Richard Speaker (1994-1997)
 Mary Ellen Vogt (1993-1996)

Publications

Chair: Lea McGee (1994-1997)

Board Liaison: Peter Afflerbach

 Georgia Garcia (1995-1998)
 Barbara Guzzetti (1994-1997)
 Jim King (1995-1998)
 Diane Lapp (1993-1996)
 Miriam Martinez (1994-1997)
 John O'Flahaven (1994-1997)
 Don Richgels (1992-1995)
 Theresa Rogers (1993-1996)
 Connie Ulmer (1993-1996)

NRC Editors

Journal of Literacy Research
Editor: David Reinking
Associate Editors Cyndie Hynd,
 Penny Oldfather

NRC Yearbook Editors:

Kathy Hinchman
 Don Leu
 Chuck Kinzer

NRC Newsletter

Editor: Mary Peterson

Student Awards

Chair: Cathy Roller (1994-1997)
Board Liaison: Margie Gallego

Janet Bloodgood (1994-1997)
 Beverly Bruneau 91995-1998)
 Lois Dreyer (1994-1997)

Esther Geva (1993-1996)
 John Konopak (1993-1996)
 Barbara Martin Palmer
 (1994-1997)
 Maribeth Schmidt (1993-1996)
 Tim Shanahan (1995-1998)
 Lisa Simon (1994-1997)
 Nancy Spivey (1993-1996)

Technology

Chairs: Barbara Guzzetti (1994-
 97)
 Mark Condon (1994- 1997)
Board Liaison: Deborah Dillon

Bertram Bruce (1992-995)
 Robert Calfee (1992-1995)
 Lee Dubert (1994-1997)
 Kara Garcia (1994-1997)
 Michael Kamil (1993-1996)
 Linda Labbo (1994-1997)
 Joanne Odenthal (1993-1996)
 Annemarie Palinscar (1992-95)
 Ann Watts Pavlovit (1994-1997)
 Gary Rice (1993-1996)
 Lana Semile (1994-1997)
 Elizabeth Sulzby (1992-1995)

Appendix IV AD HOC Committees

**Albert J. Kingston Award
 1995)**

Chair: Margie Gallego
Board Liaison: Peter
 Afflerbach

Jerome Harste
 Judy Nichols-Mitchell
 Jerry Niles
 Dana Fox

**Contributions and
 Donations (1994-1995)**

Chairs: Patricia Anders, Kim
 Baker
Board Liaison:
 Dick Allington

Jim Barton
 Carl Braun
 Bertram Bruce
 Joan Curry
 Alan Farstrup
 Karen Feathers
 Edward Fry
 Robert Gaskins
 Jim Hoffman
 Jim King
 Miriam Martinez

Margaret Moore
 Leslie Morrow
 Patricia Mulcahy-Ernt
 P. David Pearson
 Barbara Taylor
 Richard Vacca
 Barbara Walker
 Joanna Williams

Critical Spaces (1993-1995)

Chair: Lorri Neilsen
Board Liaison: Jane Hansen

 Carolyn Colvin
 Karen Feathers
 John Konopak
 Susan Lytle
 Sarah McCarthey

Ed Fry Book Award

Chair: John Guthrie
Board Liaison: Violet Harris

 Nancy Farnan
 Yetta Goodman
 Rachel Grant
 Linda Kucan
 Cheryl Lieblich
 Laura Roehler

Mark Sadoski

**International Issues
 (1992-1995)**

Chairs: John McEneaney,
 Jeannie Steele, Kurt Meredith
Board Liaison: James Flood

Rebecca Barr
 Bridget Barton
 Feng-Ming Chi
 Alan Crawford
 Beth Ann Herrmann
 Ledong Li
 Zuhair Maghrabi
 Linda Markham
 Donna Ogle
 Linda Phillips
 Taffy Raphael
 Pieter Reitsma
 Ileana Seda
 Charles Temple
 Eileen Walter

**Long Range Planning
 (1992-1995)**

Chair: Rosary Lalik, Diane
 Schallert
Board Liaison: Linnea Ehri

Kathryn Au
 Fenice Boyd
 Diane DeFord
 Penny Freppon
 Judith Green
 Sharon Kletzien
 Sue McMahon
 Larry Mikulecky
 Lesley Morrow
 Jamie Myers
 Ralph Reynolds
 Karen Wood

Nomination Advisory (1995)

Chair: Deborah Dillon

 Pat Cunningham
 Joan Gipe
 Christine Gordon
 Rob Tierney

Oscar Causey Award

Chair: Violet Harris
Board Liaison: Linnea Ehri
 Kenneth Goodman
 John Guthrie
 Shirley Brice Heath
 Bondie Hankin
 Jean Dreyer

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The NRC Technology Committee has compiled the e-mail directory to facilitate communication among NRC members. This directory is an updated version of the one distributed at the 1994 conference in San Diego. If your address is listed incorrectly, or if you wish to have a new e-mail address listed, please contact NRC Headquarters at 71005.1134@COMPUSERVE.COM.

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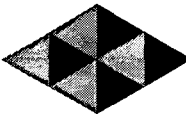
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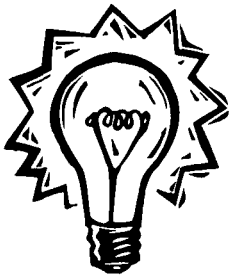
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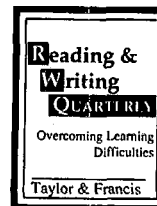
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