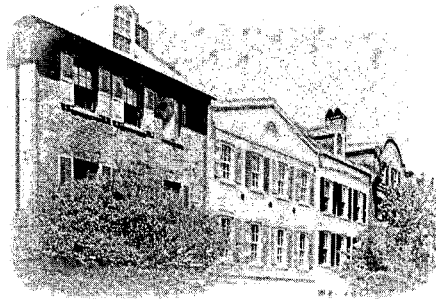


1996



NATIONAL READING CONFERENCE

46th

the program book



Annual Meeting



**December 4 - 7, 1996
Charleston Place Hotel
Charleston, SC**

**NATIONAL READING CONFERENCE
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**NATIONAL READING CONFERENCE
AWARDS**

Oscar Causey Award

Arthur S. McDonald (1967)
Albert J. Kingston (1968)
George D. Spache (1969)
George B. Schick (1970)
Homer L.J. Carter (1971)
Al Lowe (1975)
Paul C. Berg (1978)
Earl F. Rankin (1979)
Edward B. Fry (1980)
George R. Klare (1981)
J. Jaap Tuinman (1982)
Joanna P. Williams (1983)
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)
Robert Ruddell (1995)

Albert J. Kingston Award

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)
John E. Readence (1995)

STUDENT RESEARCH AWARD

Peter Afflerbach (1985)
Deborah Rowe (1986)
Maribeth Schmitt (1987)
Sally Hague (1988)
Joyce Many (1989)
Douglas Hartman (1990)
Joyce Holt Jennings (1990)
Sarah J. McCarthy (1991)
J. Michael Parker (1991)
Debra K. Meyer (1992)
Janice F. Almasi (1993)
Janet W. Bloodgood (1994)
Jane West (1995)

ED FRY BOOK AWARD

Elizabeth Bernhardt (1995)

NRC PAST PRESIDENTS

Oscar Causey	1952-59	Edward Fry	1974-76	M. Trika Smith-Burke	1987-88
William Eller	1960-61	Jaap Tuinman	1976-78	James V. Hoffman	1988-89
George Spache	1962-64	Harry Singer	1978-80	Gerald G. Duffy	1989-90
Albert Kingston	1964-65	Frank Green	1980-82	Robert J. Tierney	1990-91
Paul Berg	1967-68	Irene Athey	1982-84	Donna E. Alvermann	1991-92
Alton Raygor	1969-70	Lenore H. Ringler	1984-85	Rebecca Barr	1992-93
Wendell Weaver	1971-72	P. David Pearson	1985-86	James Flood	1993-94
Earl Rankin	1972-74	Jerome C. Harste	1986-87	Jane Hansen	1994-95

NRC 1996

Dear NRC Members and Friends:

A warm welcome to Charleston and the 1996 NRC conference! These three and a half days will be filled with sessions on the latest literacy research, as well as many opportunities to catch up with old friends and meet new colleagues.

Yvonna Lincoln will deliver the first plenary session on Wednesday morning. A highly regarded expert in qualitative research, Dr. Lincoln will speak about emerging quality criteria for this field. The Student Research Award will be presented at this session. The Oscar Causey address, to be delivered by Robert Ruddell, the 1995 recipient, will occur on Wednesday afternoon. The Conference Reception will begin immediately after this address.

Taffy Raphael and Cynthia H. Brock will present the Annual Review of Research on Thursday morning. Drs. Raphael and Brock will address the topic of shifting paradigms in instructional research. The presentation of the Oscar Causey Award will precede this speech.

Gloria Ladson-Billings, noted for her research on successful teachers of African American students, will present the second plenary address on Friday morning. Dr. Ladson-Billings will discuss the literacy teaching stories, beliefs, practices, and political/ethical commitments of these teachers. The Ed Fry Award will be presented at this session.

Dick Allington, NRC president, will deliver his address on Saturday morning. The Albert J. Kingston Award will be given at this session.

NRC is a time for conversation. The morning coffee break has been extended to allow more time for conversation. For other chances to converse with colleagues, join a study group, attend a research workshop, or mingle with birds of a feather. Alternative format sessions (look for the identifying icon) also offer opportunities for discussion.

To join a conversation about the future of NRC, look for the special Wednesday afternoon session to be led by Dick Allington on NRC's new strategic plan. Make your views known at the Town Meeting on Thursday evening, and make your vote count by attending the Business Meeting on Friday evening.

Two traditions of NRC return in new, improved forms. Wednesday, Thursday, and Saturday evenings, revitalize by joining fellow NRCers in the lobby bar for Vital Issues. Lighten up at the Lighter Side on Friday evening.

Newcomers: Plan to attend the last part of the Field Council meeting on Wednesday to meet new colleagues. At lunch time, join members of the Field Council at the newcomers' table in the Willow/Magnolia Room.

Graduate students: Look for two sessions intended especially for graduate students, on giving a job talk and on making the transition from student to faculty member. Throughout the conference, meet with other graduate students in Room Suite 2E, which has been reserved for this purpose.

We hope you have a wonderful time at this conference. Enjoy!

Kathryn Au
Program Chair

Martha Rapp Ruddell
Assistant Program Chair



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NRC 1996**Site Information****Charleston, South Carolina**

In this grand city, church bells still toll the hours and as the rhythmic sound of horse drawn carriages join in, the melody fills the air. Feel and smell the salty breeze blowing onto the beaches of the resort islands. Taste the delicious seafood freshly caught or dine in one of Charleston's wonderful restaurants. See the ante bellum homes, stately plantations, and elegant gardens that echo a lifestyle of the old south symbolic as monuments to the men and women who helped to mold our great nation. Touch the pew in St. Michael's Church designed for President George Washington or the handcrafted iron gates that are both handsome and utilitarian as they protect the beautiful homes from danger.

Hotel Accommodations

All NRC functions will be held at the Charleston Place Hotel, 130 Market Street, Charleston, SC, 29401-3133, PH 803/722-4900, FAX 803/722-0728. To reserve rooms, complete and forward the NRC Hotel Reservation Form (located in center of program) with payment or call the Charleston Place Hotel at 800/611-5545 or 803/722-4900. NRC discounted rates are \$125 single or double occupancy (\$20 additional person). **Do not send the form to NRC Headquarters as this will delay the processing of your request.**

Specified room rates are provided on a first come, first served basis. In order to receive the special NRC rates, reservations must be made by Friday, October 25, 1996. After this date, reservations at the conference rate will be accepted on a space available basis only.

A 72-hour advance notice is required for all reservation cancellations. Failure to give proper notice will result in the first night's room rate being charged to the individual.

/// UNITED AIRLINES

United Airlines is the official carrier for the 1996 National Reading Conference. Refer to NRC's file # 563XJ 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 LowCountry Limousine at the NRC discounted per person rate of \$7 one-way or \$14 round-trip. THE CHARLESTON AIRPORT AUTHORITY MANDATES THAT ALL SHUTTLE PASSENGERS HAVE ADVANCE RESERVATIONS. CALL LOWCOUNTRY LIMOUSINE AT 800/222-4771 TO SCHEDULE SHUTTLE SERVICE. Upon arriving at Charleston's airport, stop at the LowCountry Limousine service desk (conveniently located within the airport's baggage claim area) to obtain your reserved shuttle tickets.

Taxi Service: The approximate taxi fare is \$20 from the airport to downtown Charleston.

About NRC

The National Reading Conference is a professional organization composed of individuals who share an interest in research and dissemination of information about 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; *the 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
Phone: (312) 541-1272 - Phone • Fax: (312) 541-1271
Email: 71005.1134@compuserve.com or ciaukey@aol.com

NRC 1996

Special Events

Vital Issues

Time	<i>Wed., Thurs., Sat., 9:00 p.m. to midnight</i>	Place	<i>Lobby Bar</i>
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Vital Issues will be held 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. Many of the day's presenters will be present to discuss, clarify and explore issues stimulated by the sessions. Dress is casual.

Book Display Room and Silent Auction

Time	<i>Wednesday, 8:00 a.m. to Friday noon</i>	Place	<i>Cypress</i>
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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 Cypress 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.

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 book. Bids must be in increments of no less than 50 cents. The highest bid wins the book. Bidding will close at noon on Friday. Names of the highest bidders will be posted.

Please purchase books on Friday 1:00-7:00 p.m. or Saturday 8:00 -10:00 a.m. Checks are to be made payable to NRC. An auctioneer clerk will be available in the Cypress Room to assist you with your purchase. Our thanks to Kate Freeman for supervising this event.

NRC Strategic Plan

Time	<i>Wednesday, 2:00 p.m. - 3:40 p.m.</i>	Place	<i>Willow/Magnolia</i>
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Join *Dick Allington* and members of the NRC Strategic Planning Committee in a discussion of the new Strategic Plan. Help chart the course for NRC in the coming decade.

Conference Reception

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

Host Program

Time	<i>Wednesday, 6:45 p.m. - 7:30 p.m.</i>	Place	<i>Dogwood</i>
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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 Dogwood 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. Newcomers may also meet with members of the Field Council at lunch time on Wednesday, Thursday, and Friday. Look for the round table in the Live Oak Room.

Conversations with Plenary Speakers

Time	<i>Wed. and Fri., 12:50 p.m. - 2:10 p.m.</i>	Place	<i>Suite 2L</i>
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Join the Plenary speakers for informal discussions.

NRC 1996**Special Events, cont.****JLR and NRC Yearbook Reception**

Time	<i>Thursday, 5:15 p.m. - 6:05 p.m</i>	Place	<i>Suite 2H</i>
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The reception is open to all JLR and Yearbook editors, members of the editorial advisory boards, and reviewers.

NRC Town Meeting

Time	<i>Thursday, 6:10 p.m. - 7:30 p.m</i>	Place	<i>Willow/Magnolia</i>
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We will continue our tradition of the open forum where members will have the opportunity to discuss their views of 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 members to be heard by those responsible for leading the organization.

Business Meeting

Time	<i>Friday, 6:10 p.m. - 7:30 p.m</i>	Place	<i>Willow/Magnolia</i>
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Issues central to the future of NRC will be discussed, and all members are urged to attend.

Oscar Causey Session

Time	<i>Friday, 12:50 p.m. - 2:10 p.m.</i>	Place	<i>Willow/Magnolia</i>
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The Oscar Causey award winner of the previous year, Robert Ruddell, will give a presentation of his research. Dr. Ruddell's presentation is entitled, "Researching the Influential Literacy Teacher: Characteristics, Beliefs, Strategies, and New Research Directions."

Lighter Side

Time	<i>Friday, 9:00 p.m. - 11:00 p.m.</i>	Place	<i>Willow/Magnolia</i>
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The Lighter Side returns this year with a look at the "real" lives of NRC members and the T-Shirt Auction. Join everyone on Friday evening, 9:00 - 11:00 p.m. in the Willow/Magnolia room for a show of slides, dancing to "oldies", and much laughter.

Meetings

STANDING COMMITTEE MEETINGS
(open to all member)

Committee Name	Chair	Time	Room
Ethics Committee	David Yaden	Wednesday 5:15 p.m.- 6:05 p.m.	Riley
Field Council	Tom Bean, Brenda Shearer	Wednesday 6:15 p.m.- 7:30 p.m.	Dogwood
Policy and Legislative	Karen Wixson, Marge Lipson	Friday 7:30 a.m.- 8:25 a.m.	Riley
Publications	Lea McGee	Thursday 7:30 a.m.- 8:25 a.m.	Suite 2J
Technology	Mark Condon, Barbara Guzzetti	Thursday 11:45 a.m.-12:45 p.m.	Suite 2J

NRC 1996

Special Events, *cont.*

Meetings

STANDING COMMITTEE MEETINGS, cont.
(open to all members)

Committee Name	Chair	Time	Room
Student Research Award	To Be Announced	Friday 5:15 p.m.- 6:05 p.m.	Riley
Multicultural Issues	Barbara Diamond	Thursday 7:00 a.m.- 8:25 a.m.	Riley
International Issues	Jeannie Steele Linda Phillips	Thursday 7:00 a.m. - 8:25 a.m.	Suite 2K

AD HOC COMMITTEE MEETINGS
(open to all members)

Committee Name	Chair	Time	Room
Albert J. Kingston Award	Peter Afflerbach John Readence	Thursday 5:15 p.m.- 6:05 p.m.	Riley
Oscar Causey Award	Linnea Ehri Peter Mosenthal	Thursday 5:15 p.m.- 6:05 p.m.	Suite 2K
Ed Fry Book Award	John T. Guthrie	Friday 5:15 p.m.- 6:05 p.m.	Suite 2K
Critical Spaces	Lorri Neilsen	Thursday 11:20 a.m. - 12:50 p.m.	Riley
Long Range Planning	Rosemary Lalik, Diane Schallert	Wednesday 7:00 a.m.- 8:25 a.m.	Riley
Advisory to Nominations Committee	Deborah Dillon	Friday 7:00 a.m.- 8:25 a.m.	Suite 2K
Contributions and Donations	Patty Anders Kim Baker	Wednesday 6:15 p.m.- 7:30 p.m.	Suite 2G

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 and Penny Oldfather.
Friday, 7:30 - 8:25 a.m. Room: Suite 2L

MEETING OF PROGRAM AREA CHAIRS FOR 1996 PROGRAM

Chair: Martha Rapp Ruddell
Saturday, 7:00 - 8:25 a.m. Room: Suite 2H

NRC 1996

Conference Information

INFORMATION

Registration Information

Important Dates

Early Registration Discounts	Register by Nov. 1, 1996 (All registrations after Nov. 1 is at the on-site rate.)
Hotel Reservations	Reserve by Oct. 27, 1996
Site Registration	Available on site from Dec. 3 - Dec. 7, 1996
Confirmation Letters	Mailed beginning Nov. 1, 1996
Cancellations (\$25 fee will apply)	Accepted in writing by Nov. 10, 1996

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. - noon



Mail-in Registration

Advanced registration at reduced rates is encouraged to save your time and money on site in Charleston. 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 a.m. - 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 Cancellation Policy

Refunds on conference registration fees, less \$25 administrative fee, will be made. A written notice of cancellation must be received by mail or fax (312/541-1271) by Friday, November 10, 1996. 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 Charleston, whether or not you have preregistered. Replacement programs may be purchased at the conference registration desk for \$5 each.

Keynote Speakers

KEYNOTE SPEAKERS

First Plenary Session - Emerging Quality Criteria for Interpretive Research

Wednesday, 10:20 - 11:40 a.m. Willow/Magnolia
Yvonna Lincoln - Texas A&M University

Research Address - Instructional Research: Shifting Paradigms

Thursday, 10:20 - 11:40 a.m. Willow/Magnolia
Taffy Raphael - Michigan State University
Cynthia H. Brock - Texas Women's University

Second Plenary Session - The Call of "Whose" Stories: Understanding the Literacy Practices of Successful Teachers of African American Students

Friday, 10:20 - 11:40 a.m. Willow/Magnolia
Gloria Ladson-Billings - University of Wisconsin

Presidential Address - Why Is What Really Matters So Often Ignored in Literacy Research?

Saturday, 10:20 - 11:40 a.m. Willow/Magnolia
Richard Allington - SUNY/Albany

Program Sessions



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 differ from symposia in presentation style. The researchers do not simply deliver information; they also meet and interact 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 formats.



ROUND TABLE SESSIONS

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



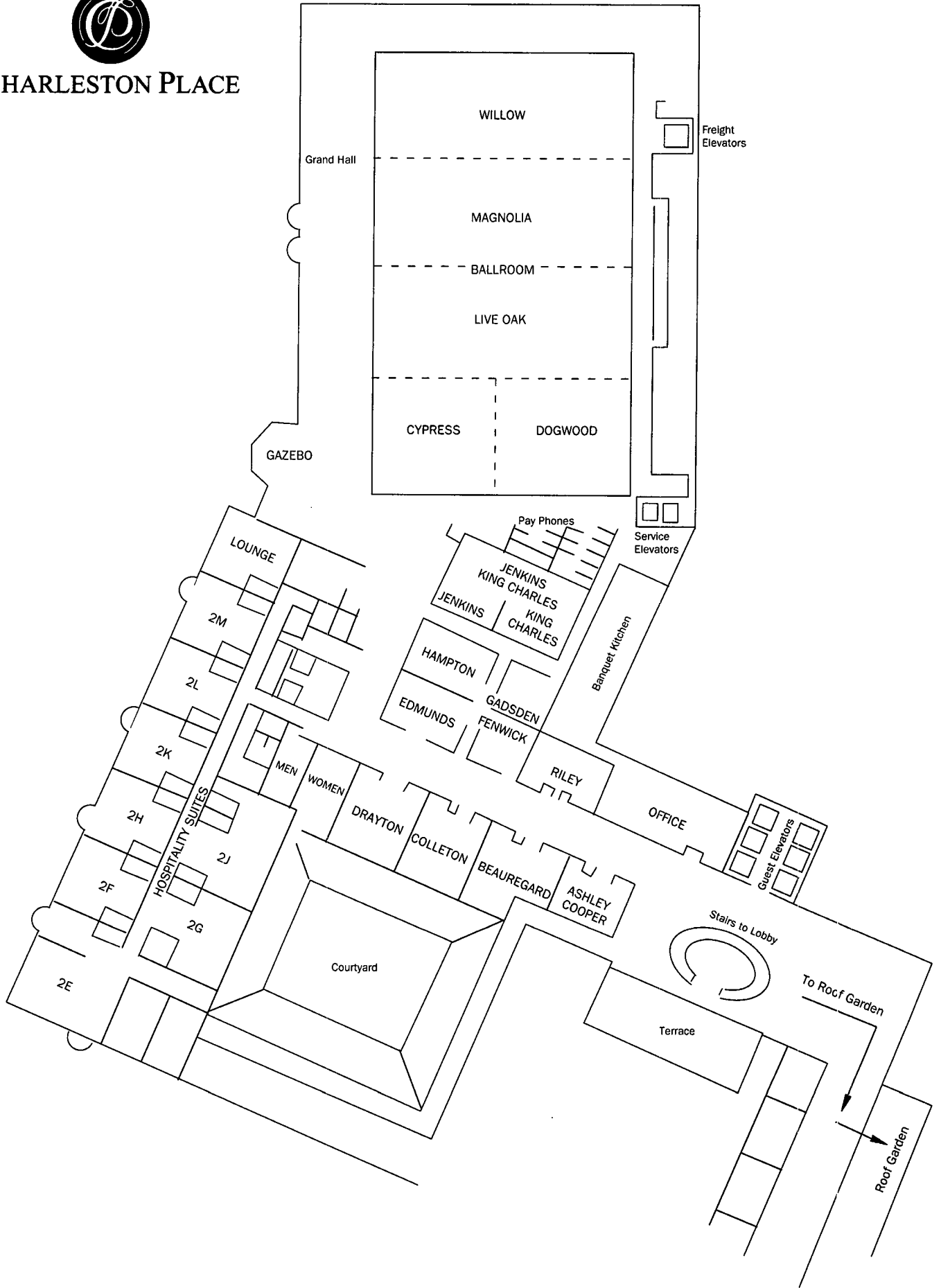
SYMPOSIUM

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.

- Abstracts** The abstracts of all presentations will be available for perusal and photocopying in the Cypress room.
- Research Workshops** This year's research workshops are continuations of conversations begun in our recent journals. In each description, reference is made to the publication, volume, and number. We hope that interested participants will glance through the published pieces before scheduled meeting times. We will provide a limited number of reprints of the articles in the registration area at the beginning of the conference.
Coordinators: *Dorie (Deegan) Evensen, The Pennsylvania State University;*
Dan Madigan, Bowling Green University
- Study Groups** The first study group meeting is scheduled for Wednesday from 7:25 - 8:25 a.m. It is up to the study group to decide what other days and times to meet. Tables have been reserved in the Live Oak room for additional meetings of study groups. Study groups should sign up for space in the round table area at the registration desk in the Registration Foyer. If you miss the Wednesday morning meeting, you may want to check the schedule to see if your group has decided to meet at another time.
- Birds of a Feather** These round table sessions provide opportunities to engage in more conversation. Particular themes and discussion facilitators are listed in the program addendum available at the registration desk. Birds of a Feather sessions are organized by Wendy Kasten of Wayne State University and Diane Beals, Washington University/ St. Louis.
- Breakfast, Coffee, and Lunch** NRC has made no special arrangements for these repasts. The Charleston Place Hotel has various delis, 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 Research Award, on Thursday the Oscar Causey Award, on Friday the Ed Fry Book 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 Registration 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, Marty Ruddell.
- 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** Suite 2E will be reserved Saturday for informal gatherings of graduate students on Wednesday, Thursday and Friday from 8:00 a.m. to 5:00 p.m., and on Saturday from 8:00 a.m. to noon.



CHARLESTON PLACE



Special Events of the Day

Wednesday

Time	Event	Room	
8:00 a.m. - 5:30 p.m.	Registration	Registration Foyer	
7:00 a.m. - 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>	Riley
7:25 a.m. - 8:25 a.m.	Study Groups This is the only formal study group session. It is up to each study group to decide what other days and times to meet. Go to the registration desk in the Registration Foyer to sign up for a table in the Live Oak Room. Tables have been reserved in the Live Oak for additional meetings of study groups. If you miss the Wednesday morning meeting you may want to check the schedule to see if your group has decided to meet at another time.		Live Oak
Begin 8:00 a.m.	Silent Auction		Cypress
9:50 a.m. - 10:20 a.m.	Coffee and Conversation		on your own
10:20 a.m. - 11:40 a.m.	First Plenary Session Emerging Quality Criteria for Interpretive Research	<i>Yvonna Lincoln - Texas A&M University</i>	Willow/Magnolia
10:20 a.m. - 11:40 a.m.	Presentation of the Student Research Award	<i>Chair: Kathy Roller - University of Iowa</i>	Willow/Magnolia
11:40 a.m. - 12:50 p.m.	Research Workshop Capturing the construct of "engaged reading" in classroom discussions of literature Presenters will outline the data collection and analysis phases of their recently published study, "The Nature of Engaged Reading in Classroom Discussions of Literature" that appeared in the <i>Journal of Literacy Research</i> , 28(1). Workshop participants are invited to bring examples or ideas of projects that involve the study of phenomena that can appear quite illusive.	<i>Janice F. Almasi - SUNY Buffalo; Margaret G. McKeown - University of Pittsburgh; Isabel L. Beck - University of Pittsburgh</i>	Suite 2K
11:40 a.m. - 12:45 p.m.	Lunch		on your own
12:50 p.m. - 2:10 p.m.	A Conversation with Yvonna Lincoln		Suite 2L
2:20 p.m. - 3:50 p.m.	The NRC Strategic Plan	Join Dick Allington and the Strategic Planning Committee to chart the future.	Willow/Magnolia
3:50 p.m. - 5:10 p.m.	Oscar Causey Session "Researching the Influential Literacy Teacher: Characteristics, Beliefs, Strategies, and New Research Directions"	<i>Speaker: Robert Ruddell, 1995 Award Recipient</i>	Willow/Magnolia
5:15 p.m. - 6:15 p.m.	Conference Reception	Join us to welcome newcomers, graduate students, and international participants.	Roof Garden
5:15 p.m. - 6:05 p.m.	Meeting - Ethics Committee (open to all members)	<i>David Yaden - University of Southern California</i>	Riley
6:15 p.m. - 7:30 p.m.	Meeting - Field Council (open to all members)	<i>Tom Bean - University of Nevada/Las Vegas</i>	Dogwood
6:45 p.m. - 7:30 p.m.	Host Program	<i>Tom Bean - University of Nevada/Las Vegas</i>	Dogwood
6:15p.m. - 7:30 p.m.	Meeting - Contributions and Donations Committee (open to all members)	<i>Chairs: Patricia Anders - University of Arizona; Kim Baker - SUNY/Albany</i>	Suite 2G

Time	Room	Live Oak	2L/2H	Drayton	Gadsden	Edmunds	Jenkins-King Charles	Beauregard	Fenwick	Colleton	Dogwood	Hampton	Ashley-Cooper
7:25 - 8:25 am		Study Groups											
8:30 - 9:50 am			Pa 2 2L Computer Software and Literacy Development		Pa 3 The Reader and the Text: Development and Textual Aspects	Pa 4 Preservice and In-service Teachers Discovering Themselves Through Children's Literature	Pa 5 New Perspectives on Literacy Assessment	SYM 6 Intertextuality and Social Identity	alt 7 The Role of Chinese-Speaking Children in the Development of a Hypermedia Literacy Project	alt 8 Speaking of Teaching: Studying Discourse that Mediates Thought and Action in Field-Based Reading Education Courses	SYM 9 Longitudinal Case Studies of Teacher Change in High Poverty Elementary Schools	alt 10 Nurturing Literacy Teachers as Change Agents: The Role of Critical Reflection	SYM 11 Connecting and Reflecting: Changing Beliefs About Literacy Instruction by Integrating Methods Courses
10:00 - 11:20 am	First Plenary Session: Emerging Quality Criteria for Interpretive Research Yvonna Lincoln - Texas A&M University Willow/Magnolia												
12:50 - 1:25 pm	RT 21	alt 19 2H Making the Transition from Graduate Student to Faculty Member	alt 17 Using Written Telecommunications to Create Productive Communities of Discourse in Teacher Education	Pa 15 Looking at Adult Readers	Pa 16 Socially Constructed Accounts of Literacy Activity	alt 23 Part I Multicultural Literature: Resistance and Acceptance, Uses and Misuses	SYM 20 Extended Discourse with Young Children and Their Literacy Development	Pa 13 Learning Environments in Young Children's Classrooms	alt 25 Part I Exploring Technology's Impacts on Conceptions of Literacy	SYM 12 Varying Forms of Text for Conceptual Change in Science	Pa 14 Instruction for At-Risk Readers	SYM 18 Exploring Reflections with Preservice Teachers: Three Perspectives	
12:50 - 2:10 pm													
1:35 - 2:10 pm	RT 22												
2:20 - 2:55 pm	RT 32	alt 30 2L What's Happening in the Field: Reading Clinic Directors Speak Up	SYM 36 Creating Education Reform: The Impact of a Comprehensive Literacy Program	Pa 28 Home-School Connections and the Literacy Development of Second Language Learners	SYM 34 Fostering and Sustaining Democracy: A Model Program based on Democratic Pedagogical Practices	alt 24 Part II Multicultural Literature: Resistance and Acceptance, Uses and Misuses	Pa 29 The Use of Images in Exploring Process of Writing	SYM 33 Efforts Toward Democratic Literacies: Studies of Relationship	alt 26 Part II Pedagogical Applications and Implications of Technology	alt 31 1 of 2 "Seeds of Consensus": The Beginnings of Professional Unity	Pa 27 Two or More Heads are Better than One: Teacher Collaboration and Learning		
2:20 - 3:40 pm		SYM 35 2H Learning about Children, Families and Community in an Inner City: A Three-Level Approach for Preservice Teachers											
3:05 - 3:40 pm	RT 38												
2:20 - 3:40 pm			alt 37 The NRC Strategic Plan				Willow/Magnolia						
3:40 - 5:10 pm			Oscar Causey Address Robert Ruddell - University of California/Berkeley				Willow/Magnolia			alt 31 2 of 2 "Seeds of Consensus": The Beginnings of Professional Unity			
5:15 - 6:15 pm			Conference Reception				Roof Garden						

Tuesday**December 3, 1996****EXECUTIVE BOARD MEETING**

1:00 - 3:00 p.m., Suite 2H

BOARD OF DIRECTORS MEETING

3:00 - 8:00 p.m., Suite 2H

REGISTRATION

5:00 - 8:00 p.m., Registration Foyer

Wednesday**December 4, 1996****001 Study Groups****7:25-8:25 a.m. • Live Oak**

Study groups bring people together on a regular basis during the meeting to discuss common interests, issues, ideas, and research on a specific topic. Anyone is welcome to attend meetings scheduled by the groups. Although this is the only study group session announced in the program, study groups will meet several times during the conference. Subsequent sessions will be held either at the same time and place each morning, or at other times posted on the message board in the conference registration area. Groups wishing to use tables in the Live Oak Room for additional meetings should sign up with the conference registration staff

Gender Issues in Literacy*Lorri Neilsen, Mt. St. Vincent University/Nova Scotia***Graduate Student Interests***Judith Thompson - Michigan State University***International Interests***Jeannie L. Steele - University of Northern Iowa,
Linda Phillips - Memorial University/Newfoundland***Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes***Linnea C. Ehri - CUNY Graduate School
Irene Gaskins - Benchmark School, PA***Literacy Portfolios in Teacher Education***Maureen McLaughlin - East Stroudsburg University,
Mary Ellen Vogt - California State University/Long Beach***Media Literacy***Ann Watts Pailliotet - Whitman College***Quantitative vs. Qualitative: Does it Have to be Either/Or?***James Cipielewski, B. Joyce Wienczek - Oakland University***Teacher Education Research***Joan Gipe - University of New Orleans
Janet Richards - University of Southern Mississippi***002 Paper Session****8:30-9:50 a.m. • Suite 2L****Computer Software and Literacy Development***Chair: Elizabeth Moje - University of Utah***I. Talking Books: Do They Help or Hinder Children in Their Efforts to Learn to Read?***Cathy Lewin - The Open University/UK***II. The Effects of Interactive Computer Software on Literacy Acquisition***Susan Nikkel - University of Manitoba***III. Reading the Environment: A Project to Enhance Literacy Instruction Through Science, Technology & TESOL Principles***Verlinda Thompson - New Mexico State University***003 Paper Session****8:30-9:50 a.m. • Gadsden****The Reader and the Text: Development and Textual Aspects***Chair: Sara Simonsen - West Illinois University***I. A Computational Theory of Skill Acquisition and its Implications for Representation, Access, and Change in the Lexicon During Reading Acquisition***John McEaney - Indiana University/South Bend***II. A Longitudinal Cross-Sectional Comparison of the Relationship Between Word Recognition, Conceptual Knowledge, and Strategic Knowledge to Primary Students' Reading Comprehension***William Dee Nichols - Cumberland College,
William H. Rupley, Victor Willson - Texas A&M University***III. A New Formula for Measuring Document Readability***Peter B. Mosenthal - Syracuse University*

ia 004

Paper Session

8:30-9:50 a.m. • Edmunds

Pre-service and In-service Teachers Discovering Themselves Through Children's Literature

Chair: Pamela Dunston - Clemson University

I. A Case Study of Student Teachers' Reactions to Multicultural Literature Discussion Group Readings: Pre-service and In-service Teachers Discovering Themselves Through Children's Literature

Janice Van Dyke, Diane Lapp, Jim Flood - San Diego State University

II. Pre-Service Teachers' Perceptions of Themselves as Learners, Readers, and Teachers in a Children's Literature Classroom - Contemplating the Complete Picture

Janelle B. Mathis - Northern Illinois University

III. Teachers' Reading/Teachers' Lives: The Effect of Teachers' Literacy Activities on Their Work With Children

Mary Kay Rummel, Elizabeth Quintero - University of Minnesota/Duluth

ia 005

Paper Session

8:30-9:50 a.m. • Jenkins/King Charles

New Perspectives on Literacy Assessment

Chair: To be announced

I. Understanding the Constructs of Constructed-Response Questions

Peter B. Mosenthal - Syracuse University

II. State Officers' Efforts to Improve Students' Reading and Language Arts Achievement with Performance-Based Assessments

Sam Miller, Colleen Hayes, Terry Atkinson - University of North Carolina

III. Listening to Children Talk About Books: Adding to their Literacy Portfolios

*Jeanne R. Paratore - Boston University,
Sheila Garnick - Chelsea Schools,
Trinidad Lewis-Barrow - Boston University*

SYM 006

Symposium

8:30-9:50 a.m. • Beauregard

Intertextuality and Social Identity

Chair: Charles Kinzer - Vanderbilt University

I. Story Telling and Local Knowledge

Ann Egan-Robertson - University of Wisconsin

II. Early Adolescents' Construction of Gendered Identities Through Social Practices of Selection and Exclusion in Group Discussion

Richard Beach - University of Minnesota

III. Intertextuality and Story Telling with African American Preschoolers

David Bloom, Tempii Champion, Laurie Katz - Vanderbilt University

Discussant: Judith Green - University of California/Santa Barbara

alt 007

Alternative Format

8:30-9:50 a.m. • Fenwick

The Role of Chinese-Speaking Children in the Development of a Hypermedia Literacy Project

Chair: Judy A. Abbott - West Virginia University

This session will present research concerning the roles played by Chinese-speaking children in the development of an interactive, literacy hypermedia program. Research in second language learning recognizes that allowing students to use their native language and their knowledge of oral language facilitates the acquisition of the second language - in this case, English. Additionally, allowing children to use their first language as needed in the classroom supports and validates them as worthwhile individuals and is useful in integrating the second language learners into the ongoing classroom or school culture. This alternative format explores the differing roles students can assume when empowered to invest themselves in their own learning and explores how students, teachers, doctoral students, and faculty worked together to develop an interactive hypermedia literacy program. All panel members are involved in on-going studies of how to support English-as-a-second language students in addition to native English-speaking students as they engage in speaking, listening, reading, and writing using technology.

I. Collaboration: Teachers and Children at Work

Anita Nedeff - Central Elementary School

II. Empowering Children's Voices:

A Survey of Children's Learning Needs

Ruth Oaks - Central Elementary School

III. Developing the Program:

Putting Children's Ideas to Work

Fuqiang Zhua - West Virginia University

IV. Evaluation: Children's Perspectives of the Program,

"There Was a Rabbit Named Bunny"

Carolyn A. Walker - West Virginia University

alt 008

Alternative Format

8:30-9:50 a.m. • Colleton

Speaking of Teaching: Studying Discourse that Mediates Thought and Action in Field-Based Reading Education Courses

Chair: Leslie Patterson - University of Houston

Colleagues in two teacher education programs in a major metropolitan area will present findings from ongoing collaborative inquiry. Their focus is preservice teachers' use of written and oral discourse to mediate the thought and action within these field-based contexts. Participants are invited to join the ongoing inquiry as we examine student work products and reflections, present our findings, and discuss instructional and research implications.

Presenters: Margaret H. Hill, Barbara Samuels - University of Houston/Clear Lake, Laveria Hutchison, Leslie Patterson, Nancy Williams - University of Houston/University Park

Sym 009 **Symposium**

8:30-9:50 a.m. • Dogwood
Longitudinal Case Studies of Teacher Change in High Poverty Elementary Schools
 Chair: JoBeth Allen - University of Georgia

I. From Outsider to Insider: Four Years in Krissa's Life at School
 Sherry Guice, Krissa Brooks - SUNY/Albany

II. Mary Ellen, Constructivist
 Mary Ellen Quinlan, Peter Johnston,
 Kim Baker - SUNY/Albany

III. First Grade According to Mrs. Nelson
 Nancy Michelson - Salisbury State University

IV. Meg Moves On
 Kim Baker - SUNY/Albany

Discussant: JoBeth Allen - University of Georgia

alt 010 **Alternative Format**

8:30-9:50 a.m. • Hampton
Nurturing Literacy Teachers as Change Agents: The Role of Critical Reflection
 Chair: Wendy C. Kasten - Kent State University

This alternative session will begin with a conversation about how to help preservice teachers develop into reflective practitioners who are able to monitor and assess their own professional growth. The session will open with the preliminary report of a collaborative study conducted by teams of researchers from two large midwestern universities. Data include systematic reflections of undergraduates in upper division literacy methods courses after a number of field based lessons and interactions with children.

Presenters: Wendy C. Kasten, Nancy Padak - Kent State University, Christine Leland - Indiana University-Purdue University/Indianapolis

Sym 011 **Symposium**

8:30-9:50 a.m. • Ashley Cooper
Connecting and Reflecting: Changing Beliefs About Literacy Instruction by Integrating Methods Courses
 Chair: Carole Walker - East Texas State University

I. Theoretical framework: How do preservice teachers form beliefs about literacy instruction?
 Linda Hughes - East Texas State University

II. Perspective on integration: Introduction to teaching
 Carole Walker, Pamela Meers - East Texas State University

III. Perspective on integration: Reading and language arts in the elementary grades
 Catherine K. Zeek - East Texas State University

IV. Perspective on integration: Comprehension and literacy
 Charlene Fleener - East Texas State University

V. Perspective on integration: Elementary preservice teacher preparation
 Michael R. Sampson - East Texas State University

Discussant: Carole Walker - East Texas State University

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9:50 a.m.-10:20 a.m.
COFFEE AND CONVERSATION ON YOUR OWN

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FIRST PLENARY SESSION
10:20-11:40 a.m. • Willow/Magnolia

Emerging Quality Criteria for Interpretive Research
 Yvonna Lincoln - Texas A & M University

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11:40 a.m.- 12:50 p.m.
LUNCH ON YOUR OWN

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11:40 a.m. - 12:50 p.m.
NEWCOMERS' TABLE - LIVE OAK

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Sym 012 **Symposium**

12:50-2:10 p.m. • Dogwood
Varying Forms of Text for Conceptual Change in Science
 Chair: Donna Alvermann - University of Georgia

I. The Contribution of Reading to Learning Counter-Intuitive Physics Concepts: A Study in the Southeast
 Cynthia Hynd - University of Georgia

II. The Contribution of Text to Learning Counter-Intuitive Physics Principles: A Replication Study in the Southwest
 Barbara Guzzetti - Arizona State University

III. Conceptual Change in a Young Child: A Replication Study
 Katherine Maria - College of New Rochelle

Discussant: Elizabeth Moje - University of Utah

WEDNESDAY

013 Paper Session

12:50-2:10 p.m. • Fenwick
Learning Environments in Young Children's Classrooms
 Chair: Jim Christie - Arizona State University

- I. Developmentally Appropriate Literacy Practice of a Head Start Teacher
Catherine M. Kurkjian, Helen R. Abadiano - Central Connecticut State University, Yvonne Siu-Runyan - University of Northern Colorado
- II. Under Construction: Building the Framework for Literacy Communities in Primary Classrooms
Kathleen A.J. Mohr - Longview Independent District
- III. Young Children's Genre-Principled Responses to the World: Implications for Early Literacy Education
Nell K. Duke - Harvard University

014 Paper Session

12:50-2:10 p.m. • Hampton
Instruction for At-Risk Readers
 Chair: David Scanlon - University of Kansas

- I. After Early Intervention - Then What: Hope for Troubled Readers in the Middle Grades
Karen F. Thomas - Western Michigan University, Mary Alice Barksdale-Ladd - University of South Florida, Mary Jo Smith - Western Michigan University, Marguerite Radencic, Paula Zielonka - University of South Florida
- II. The Marquette University Literacy Project: Assessing At-Risk Children
Lauren Leslie, Linda Allen - Marquette University
- III. Supplemental Reading Support for Second and Fourth Grade Struggling Readers
Barbara Taylor, Susan Watts - University of Minnesota, Barbara Hanson - Webster Magnet School

015 Paper Session

12:50-2:10 p.m. • Gadsden
Looking at Adult Readers
 Chair: Meryl Lazar - University of Pittsburgh

- I. Literacy Heritages - Voices from a Family Literacy Program
Ruth D. Handel - Montclair State
- II. The Real Books Project: Action Research in Adult Basic Education
Nancy D. Padak, Patricia L. Bloem - Kent State University, Lynda B. Cornett - Ohio Literacy Resource Center
- III. A Common Experience: Three Adult Women, Their Reading Histories, and Their Book Club
Ann Swanson - University of Minnesota

016 Paper Session

12:50-2:10 p.m. • Edmunds
Socially Constructed Accounts of Literacy Activity
 Chair: To be announced

- I. A Reader's Theater of an Act of Resistance
Nancy Laurel Pettersen - ETS
- II. The Social Construction of Literacy: La Clase Magica an Apprenticeship for Multiple Literacies
Margaret A. Gallego - University of California/San Diego
- III. The Role of Narrative Discourse within the Child's Meaning Construction Process
Maureen Carroll - University of California

017 Alternative Format

12:50-2:10 p.m. • Drayton
Using Written Telecommunications to Create Productive Communities of Discourse in Teacher Education
 Chair: Robert Schlagal - Appalachian State University

This session describes findings from several on-going projects tying the use of E-mail correspondence between students, teachers, and professors in relation to reading and language arts courses and student teaching. Specifically the session describes a taxonomy of rules, relationships and discourse modes created by E-mail correspondence. Further it explores the advent and development of productive instructional conversations around key issues of theory and practice in literacy work. Finally it analyzes the transformative power of telecommunication in the service of focused discourse communities.

- I. Understanding Educational Dialogue
Woodrow Trathen, William Blanton - Appalachian State University
- II. Creating Educational Dialogue
Woodrow Trathen, Gary Moorman - Appalachian State University
- III. Dialogical Structures
William Blanton, Connie Ulmer - Appalachian State University

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Special Session

12:50-2:10 p.m. • Suite 2L
A Conversation with Yvonna Lincoln

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SYM 018 Symposium

12:50-2:10 p.m. • Ashley Cooper
Exploring Reflections with Preservice Teachers:
Three Perspectives

Chair: Jane Hansen - University of New Hampshire

I. Reflective Teaching, Reflective Learning - Making Connections

Ann Loranger - University of New Hampshire

II. Reflections on Teaching Literacy: Case Studies of Two Preservice Teachers

Renee Weisberg - Beaver College

III. Developing Literacy Portfolios: The Role of Reflection in Preservice Teachers' Practices

Phyllis Coulter - Eastern Mennonite University

Discussant: Robert V. Bullough, Jr. - University of Utah

alt 019 Alternative Format

12:50-2:10 p.m. • Suite 2H
Making the Transition from Graduate Student to Faculty Member

Chair: Judith Thompson - Michigan State University

This session is for graduate students. The purpose of the session is to address graduate students' concerns about how one successfully makes the transition from student to faculty member, both during the job search process and during the first year of employment. The session will begin with a brief introduction of the presenters, who will reflect on their experiences while looking for positions and as new faculty members. This presentation will be followed by a question and answer period.

Presenters: Cynthia Brock - Texas Women's University,
 Mary Rozendal - University of Missouri/Columbia

SYM 020 Symposium

12:50-2:10 p.m. • Beauregard
Extended Discourse with Young Children and Their Literacy Development

Chair: Diane Nielsen - University of Kansas

I. Extended Talk During Book Reading - Developmental Changes in Mother-Child Interaction

Jeanne M. DeTemple - Harvard University

II. Extended Discourse as a Source for Learning New Words

Diane E. Beals - Washington University

III. What? When? Where? And How? Extending Talk and Rare Vocabulary in Preschool Classrooms

Miriam W. Smith - Clark University

IV. Explaining Kindergartners' Language Abilities: Home and Preschool Contributions

Patton O. Tabors - Harvard University

Discussant: Diane Nielsen - University of Kansas

RT 021 Round Tables

12:50-1:25 p.m. • Live Oak

21.1 Memory for Text of Secondary School Students: Immediate Versus Delayed Recall

Sali Zaliha Mustapha - Uni Pertanian/Malaysia

21.2 Readability of Computer Manuals and On-line Help as a Function of Program Complexity

Michael L. Kamil - Stanford University

21.3 Is There Such a Thing as Writing Like a Girl? The Discourse of Adolescent Girls

Heather A. Blair - University of Arizona

21.4 Motivating Preservice Elementary Teachers to Read Their Text: Required Annotation in a Literacy Methods Course

Diedra W. Frazier, Thomasine Mencer, Patsy Palmer,
 Mary Annette Duchein - Louisiana State University

21.5 Inventing Multiple Ways to Mean: Lessons from Sarah Prisca Martens - Indiana University,

Ray Martens - Herron School of Art

21.6 Rethinking the Role of Lesson Plans Within the Reading Clinic

JoAnne Caldwell, Gloria Wiener - Cardinal Stritch College

21.7 Collaboration to Address the Literacy Needs of Mainstreamed Students

Gina Rudloff - Joslyn Elementary School,
 Carol Lloyd - University of Nebraska/Omaha

21.8 The Relationship between Reading and the Development of L2 Interactional Competence

Karen Irene Burrell, Daejin Kim, Joan Kelly Hall -
 University of Georgia

21.9 Evaluating Comprehension: A Process Approach

Karen Feathers - Wayne State University

RT 022 Round Tables

1:35-2:10 p.m. • Live Oak

22.1 Use and Access of Quality Children's Literature for Beginning Reading Instruction

Alyson Smith Bass - Vanderbilt University

22.2 Background and Strategy Knowledge: Contributions to Elementary Students' Comprehension of Narrative and Expository Text

William H. Rupley, Victor L. Willson - Texas A&M University,
 John W. Logan - Northbrook School District

22.3 Decision-Making During the Research Process: A Case Study

Susan Davis Lenski - Illinois State University,
 Jerry L. Johns - Northern Illinois University

22.4 Flow Experiences During Self-Sponsored Writing: Two Fifth-Grade Boys Talk about the Social Context of their Classroom

Judy A. Abbot - West Virginia University

22.5 Teacher Preparation for Literacy Instruction:

A Comparison of Two Paths

Mary Shake, Deneese Jones - University of Kentucky,
Kathy Liptak - Wesley College

22.6 Use of Technology to Improve Workplace Literacy Skills

Verna Haskins Denny - CUNY

22.7 Joint Round Tables

Interactive Literacy Newsletters

22.7a Teachers' Perspectives and Practices

Molly Durkin Bohan - Garland Independent School District

22.7b Parent and Child Perspectives

Mary Beth Seaborg - Baltimore County Public Schools

22.8 Joint Round Tables

Local Definitions of Reading

22.8a The Effect of School Curriculum on Meaning and Reading Beliefs

Beth Berghoff - Indiana University/Indianapolis

22.8b Developing a Personalized Large-Scale Reading Assessment

Denice Haines - Indiana University/Indianapolis

ait 023 Double Session - Part 1 Alternative Format

12:50-2:10 p.m. • Jenkins/King Charles

Multicultural Literature: Resistance and Acceptance, Uses and Misuses

Co-Chairs : Violet Harris, Arlette Willis - University of Illinois/Urbana-Champaign

This alternative format session addresses inconsistencies of access to, and use of, multicultural literature for students and teachers. Racial, political, and instructional barricades persist in many arenas at all levels from individual to institutional. On the other hand, effective educators may learn to identify and address the issues and effectively promote multicultural literature's use in the critical context of our nation's classrooms. Two eighty-minute sessions will work together to explore and present a current, in-depth picture of multicultural literature use in K-12 settings. The first session (Part 1) will focus upon ongoing sources of resistance and the surprising stumbling blocks that plague the use of multicultural literature in our nation's classrooms. The second session (Part 2) will present a variety of perspectives upon effective contexts for, and approaches to, multicultural literature.

I. Discourses of Racism and Responses to Multicultural Literature

Richard Beach - University of Minnesota

II. "Plugging" the Canon: A Brief history and Illustration of the Factors Influencing the Publication and Promotion of Canonical Multicultural Children's Literature

Christine Jenkins - University of Illinois - Urbana/Champaign,
Patricia Enciso - University of Wisconsin /Madison

III. The California "Canon": Recommendations and Realities

Greta Nagel - Cal Poly Pomona

IV. Multiculturalizing the Language Arts Curriculum in Predominantly White School Districts: Rhetoric or Reality?

Pat Edwards - Michigan State University,
Barbara Diamond - Eastern Michigan University

ait 024 Double Session - Part 2 Alternative Format

2:20-3:40 p.m. • Jenkins/King Charles

Multicultural Literature: Resistance and Acceptance, Uses and Misuses

Co-Chairs : Violet Harris, Arlette Willis - University of Illinois/Urbana-Champaign

I. Opportunities "Won" and "Lost": Using Multicultural and Bilingual (Spanish/English) Literature

Verlinda Thompson - New Mexico State University

II. Transactional Theory and Multicultural Literature:

Louise Rosenblatt Meets Toni Morrison

Arlette Ingram Willis - University of Illinois/Urbana-Champaign

III. Changing Pre-service Teachers' Attitudes through Multicultural Literature

Janette Klingner - University of Miami

IV. The Multidimensional Uses of Multicultural Literature in the Classroom

Janice Van Dyke, Diane Lapp, Jim Flood - San Diego State University

V. Paiute Literacy Practices and Perspectives

Judith Southworth - Southern Utah University

ait 025 Double Session - Part 1 Alternative Format

12:50-2:10 p.m. • Colleton

Exploring Technology's Impacts on Conceptions of Literacy

Chair: Jill Nichols - Vanderbilt University

This double symposium is devoted to topics related to technology and literacy. NRC's meeting in New Orleans provided the chance to offer two back-to-back symposia in an attempt to better address the needs of members with an interest in technology. Attendance at both meetings last year was high and audience members stated an appreciation for the back-to-back sessions and the relatedness of the two symposia.

The present symposium uses the same format to link six papers in two separate but related clusters. In the first symposium, three papers examine issues and changing conceptions of literacy theory and practice that are resulting from the continued infusion of technology into the nation's classrooms and literacy programs. Together, the three papers explore issues related to design of notions of school literacy and societal literacy, and how different people in our field are viewing the effects of technology on texts, readers, schools, society, and research. The second symposium picks up on these

themes but examines them through three different research projects that target decoding ability, pedagogical structures that affect "engaged" literacy inquiry, and literacy development during computer-generated story extension time

I. Redefining Text: Lessons in Multimedia Design for Literacy Learners

*Don J. Leu - Syracuse University,
Charles K. Kinzer - Vanderbilt University*

II. Technology's Effects on Bridging the Gap Between Societal and School Literacy

Elizabeth Baker - Texas Tech University

III. Technological Transformations of Literacy: Trends, Issues, and Conclusions from a Conference Sponsored by the National Reading Research Center

David Reinking - University of Georgia

Discussant: Lee Gunderson - University of British Columbia/Vancouver

ait 026 Double Session - Part 2 Alternative Format

2:20-3:40 p.m. • Colleton

Pedagogical Applications and Implications of Technology

Chair: Rochelle Dail - Vanderbilt University

I. The Effects of Computer-Mediated Trade Books on Sight Word Acquisition and the Development of Phonics Ability

*Michael C. McKenna - Georgia Southern University,
Janet H. Watkins - University of Georgia*

II. Pedagogical Contexts of Electronic Space

Jamie Myers - Pennsylvania State University

III. Story Extension Time on an Electronic Flannel Board: Young Children "Step into the Story"

Linda D. Labbo - University of Georgia

Discussant: Mark W.F. Condon - University of Louisville

ait 027 Paper Session

2:20-3:40 p.m. • Hampton

Two or More Heads are Better than One: Teacher Collaboration and Learning

Chair: Debra Lynn Bayles - University of Texas/Austin

I. Teachers and Research: A Study Group Engaged in Liberatory Activity

Richard J. Meyer - University of Nebraska

II. Learning from Each Other: Collaboration between Classroom Teachers and Reading Specialist Interns

Rita M. Bean, Lucinda Clark, Bena Hefflin - University of Pittsburgh

III. Let's Talk: Negotiations in a General and Special Education Teacher Study Group

Mary S. Rozendal - University of Missouri/Columbia

ait 028 Paper Session

2:20-3:40 p.m. • Gadsden

Home-School Connections and the Literacy Development of Second Language Learners

Chair: To be announced

I. Home-School Literacy Learning: Extending Classroom Instruction into the Home Environment of Culturally and Linguistically Diverse Students

*Patricia S. Koskinen - University of Maryland,
Irene H. Blum, Stephanie A. Bisson, Stephanie M. Phillips,
Terry S. Creamer - Fairfax County Public Schools,
Tara Kelly-Baker - University of Maryland*

II. Home and School Literacy Experiences of Latino Children Whose Parents Participate in an Intergenerational Literacy Project

Jeanne R. Paratore, Gigliana Melzi - Boston University

III. Hispanic Families' Involvement in Home Reading and Writing Activities

Marie Tejerio Hughes - University of Miami

ait 029 Paper Session

2:20-3:40 p.m. • Beauregard

The Use of Images in Exploring Processes of Writing

Chair: Kate Freeman - University of Pittsburgh

I. The Use of Images in Exploring the Process of Writing

Geoff Lewis - Northern College/UK

II. Developing a Writer-ly Identify through Participation on a School Newspaper

Kathryn H. Davinroy - University of Colorado

III. Gender and Cultural Dimensions of Bilingual and Mainstream Students' Writings

*Robert J. Johnson - Northern Arizona University,
Bonnie Mackey, John Stansell, Laurie Weaver - Texas A&M University*

IV. Graduate Students' Explorations: Their Own Words on Research and Writing Processing

J. Yvette McWhorter - Texas Women's University

ait 030 Alternative Format

2:20-3:40 p.m. • Suite 2L

What's Happening in the Field: Reading Clinic Directors Speak Up

Chair: Barbara Laster - Towson State University

The purpose of this alternative session is to continue the discussion and sharing at NRC 1995 in two well-attended sessions (session #30 chaired by Deegan and session #149 chaired by Bellows) Notes taken at those two sessions revealed interest in sharing information on topics such as the use of technology, family literacy, assessment, community outreach and how the reading clinics/centers have changed because of altered philosophy and resources

I. Reading Clinic Transformations
Laurie Elish-Piper - Northern Illinois University,
Linda Allen - Marquette University

II. Across the Boundaries: Involving Public Schools & Other University Departments
Deborah Tidwell - University of Northern Iowa

III. Assessment Practices
Lauren Leslie - Marquette University *Kathy Carr - Central Missouri State University*

IV. Tools and Technology: From Behind-the-Glass to CD Roms
Gloria Weiner, JoAnne Caldwell - Cardinal-Stritch College

V. Family Literacy and Parent Talk in the Reading Clinic
Pam Michel - SUNY/Oswego, Barbara Laster - Towson State University

alt 031 Double Session **Alternative Format**

2:20-5:10 p.m. • Dogwood
"Seeds of Consensus:" The Beginnings of Professional Unity
Chair: Richard D. Robinson - University of Missouri

Most people tend to think that those in the field of reading education can agree to nothing; however, data has been collected that disproves that idea. Experts from various philosophies do agree on many things - in fact, they have agreed to a whole range of statements concerning the classroom learning environment and instruction. These "seeds of consensus" will be presented, participating experts from this Delphi study panel will be available to discuss their agreements, and discussants will respond to the data from various perspectives.

Author and Researcher:
Rona F. Flippo - Fitchburg State University

Panel:
Richard C. Anderson - University of Illinois/Urbana-Champaign,
Edward Fry, Professor Emeritus - Rutgers University,
Yetta Goodman - University of Arizona,
Jane Hansen - University of New Hampshire,
Jerome C. Harste - Indiana University,
Scott Paris - University of Michigan,
Rand Spiro - University of Illinois/Urbana-Champaign

Discussants: Alan E. Farstrup - International Reading Association,
Peter B. Mosenthal - Syracuse University,
Timothy Rasinski - Kent State University,
Laura R. Roehler - Michigan State University

RT 032 **Round Tables**

2:20-2:55 p.m. • Live Oak

32.1 Response to Literature Through Language Play and Folklore: A Qualitative Analysis
Lynda Holmes - University of Georgia

32.2 Tools Don't Make a Construction Site...
Linda Kucan - University of Pittsburgh

32.3 Concreteness and Imagery Effects in the Composing Process
Mark Sadoski, Ernest T. Goetz, William A. Kealy - Texas A&M University, Allan Paivio - University of Western Ontario

32.4 Mediating the Development of Children's Motivation to Achieve: A Discursive Perspective
Steve Sheldon, James Gavelek - Michigan State University

32.5 Guiding Preservice Teachers' Corrective Reading Decisions: An Ongoing Process for Instructional Change
Valerie G. Hall, Linda E. Martin, Karen Ford - Ball State University

32.6 The Referral Conference: A Study in the Interpretive Reading of Assessment Data
P. David Pearson - Michigan State University, Rachel L. McCormack - Plymouth MA Public Schools, Jeanne Paratore - Boston University

SYM 033 **Symposium**

2:20-3:40 p.m. • Fenwick
Efforts Toward Democratic Literacies: Studies of Relationship
Chair: Mark Conley - Michigan State University

I. Conversation Through Correspondence: A Study of Democratic Practice in the Classroom
Kathleen Carico - Virginia Tech

II. A Teaching Self-Study on the Process of Developing a Participatory, Democratic Classroom Experience with College Education Student
Leslie Murrill - Roanoke College

III. Educating for Freedom in a Graduate Teacher Education Class
LaNette Dellinger, Rosary Lalik - Virginia Tech

IV. Constructing Conversations with Kids and Families on Literacy-Learning: Reflexivity and Reflections on a Collaborative Research Project
Liz Barber - Lynchburg College

Discussant: JoBeth Allen - University of Georgia

SYM 034 **Symposium**

2:20-3:40 p.m. • Edmunds
Fostering and Sustaining Democracy: A Model Program Based on Democratic Pedagogical Practices
Chair: Eva Miklusicáková - Orava Project/Slovakia

I. Empowering Professionals as Teacher Leaders
Jeannie L. Steele - University of Northern Iowa - Orava Project/Slovakia

II. Parent Involvement in Schools: Building Communities to Sustain Democracy
Penny L. Beed - University of Northern Iowa

III. Technology and Information Problem Solving: Tools that Foster and Sustain Democratic Values
Matt Kollasch - University of Northern Iowa

IV. Personalizing Democracy Through Critical Literacy
Kurtis S. Meredith - University of Northern Iowa - Orava Project/Slovakia

Discussant: Charles Temple - Hobart & William Smith Colleges

SYM 035 Symposium

2:20-3:40 p.m. • Suite 2H
Learning about Children, Families and Community in an Inner City: A Three-Level Approach for Preservice Teachers
Chair: Rebecca Barr - National Louis University

I. The Child in the School
Tom Gill - West Chester University

II. The Child in the Family
Althier Lazar - West Chester University

III. The Child in the Community
Sharon B. Kletzien - West Chester University

Discussant: Susan Neuman - Temple University

SYM 036 Symposium

2:20-3:40 p.m. • Drayton
Creating Education Reform: The Impact of a Comprehensive Literacy Program
Chair: Diane E. DeFord - Ohio State University

I. A Comprehensive Approach to Literacy Learning in the Primary Grades: A Cooperative Effort Among Educators, Paraprofessionals, and Communities
Diane F. DeFord - Ohio State University

II. Investigating the Impact of One Urban School of a Comprehensive Literacy Staff Development Program and a Home Book Reading Program
Gay Su Pinnell - Ohio State University

III. Learning about Teaching in an Integrated Math, Science and Literacy Program: Insights from Paraprofessionals
Carol A. Lyons - Ohio State University

Discussant: Billy Askew - Texas Women's University

alt 037 Alternative Format

2:20-3:40 p.m. • Willow/Magnolia
The New NRC Strategic Plan
Chair: Richard Allington - SUNY/Albany

Members of the Strategic Planning Committee met in April to provide NRC with a new strategic plan. The product of this meeting (a draft mission statement, vision statement, set of goals and action plan for each goal) was presented at the NRC Board Meeting in New Orleans. Strategic Planning Committee members will distribute the draft to the audience and engage in a discussion of the plan with the general membership.

RT 038 Round Tables

3:05-3:40 p.m. • Live Oak

38.1 Perspectives on Gender: A Study of Teachers' Constructs and Children's Response to Books
Sherry Guice, Anne F. Roberts - SUNY/Albany

38.2 Approaches that Make a Difference When Students Depict Compare/Contrast Relationships
David Scanlon, Janis Bulgren - University of Kansas

38.3 Feminist Perspectives on the Language of Reading Assessment
Michelle Commeyras, Donna Alvermann - University of Georgia

38.4 Literacy Activities in a Technology Rich Fourth Grade Classroom: Four Emergent Themes From a Meaning Making Perspective
Elizabeth A. Baker - Texas Tech University

38.5 A Virtual School: Visiting Classrooms via Hypermedia
P. David Pearson, Joan E. Hughes - Michigan State University

38.6 Problem Solving and Preservice Teachers: The Foxhole Strategy
Sandra J. Sharman - University of Georgia

38.7 The Emergent Language and Literacy Experiences of Deaf Preschoolers
Barbara E. Gioia - SUNY/Albany

38.8 The First Year with New Basal Readers: Concerns Expressed by Teachers of Differing Theoretical Orientations and Guidance Offered in Manuals
Jennifer L. Altieri - Boise State University

Special Session - Oscar Causey Address
3:50-5:10 p.m. • Willow/Magnolia
Researching the Influential Literacy Teacher: Character-istics, Beliefs, Strategies, and New Research Directions
Robert Ruddell - University of California/Berkeley

Influential teachers are those special teachers whom we recall in a vivid and positive way from our academic and personal experience. What does research reveal about their special characteristics in literacy instruction? How do students view these teachers? What personal and professional facts have influenced their teaching effectiveness? What is the nature of their instructional strategies and their classroom literacy environment? These questions will be addressed and new research directions will be identified to further enhance our understanding of these unique literacy teachers.

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Conference Reception
5:15-6:15 p.m. • Roof Garden
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WEDNESDAY

Notes

TIME	EVENT	PLACE

Special Events of the Day

Thursday

Time	Event	Room
7:00 a.m. - 5:30 p.m.	Registration	Registration Foyer
7:00 a.m. - 8:25 a.m.	Meeting - Multicultural Issues (open to all members)	<i>Chair: Barbara Diamond - Eastern Michigan University</i> Riley
7:30 a.m. - 8:25 a.m.	Meeting - International Issues (open to all members)	<i>Co-Chairs: Jeannie Steele - University of Northern Iowa; Linda Phillips - Memorial University-Newfoundland</i> Suite 2K
7:30 a.m. - 5:30 p.m.	Silent Auction	Cypress
7:30 a.m. - 8:25 a.m.	Meeting - Publications Committee (open to all members)	<i>Chair: Lea McGee - Boston College</i> Suite 2J
9:50 a.m. - 10:20 a.m.	Coffee and Conversation	on your own
10:20 a.m. - 11:40 a.m.	Annual Review of Research Instructional Research: Shifting Paradigms	<i>Speaker: Taffy Raphael - Michigan State University Cynthia H. Brock - Texas Women's University</i> Willow/Magnolia
10:20 a.m. - 11:40 a.m.	Presentation of the Oscar Causey Award	<i>Co-Chairs: Linnea Ehri - CUNY Graduate School Peter Mosenthal - Syracuse University</i> Willow/Magnolia
11:40 a.m. - 12:50 p.m.	Meeting - Critical Spaces (open to all members)	<i>Chair: Lorri Neilsen - Mount St. Vincent University</i> Riley
11:45 a.m. - 12:45 p.m.	Research Workshops 1. Epistemology and Reading Research	<i>James W. Cunningham - University of North Carolina at Chapel Hill; Jill Fitzgerald - University of North Carolina at Chapel Hill.</i> Presenters will lead a discussion based on their recently published article, "Epistemology and Reading" that appeared in the <i>Reading Research Quarterly</i> , 31(1). Using the categorization system set up in the article, the presenters will assist participants to identify how fundamental epistemologies determine differences inherent in theories, research, and practice. Suite 2K
	2. On Writing Qualitative Research	<i>Donna E. Alvermann - University of Georgia; David G. O'Brien - Purdue University; Deborah R. Dillon - Purdue University</i> Suite 2H One of the challenges associated with engaging in qualitative research is "How do I write up the findings of my research so that I present a credible yet engaging account of the slice of complex phenomena?" In this research workshop, based on a recent article of the same title in <i>Reading Research Quarterly</i> , 31(1), presenters will share ideas about writing qualitative reports and problem-solve with participants issues they bring to this conversation.
11:40 a.m. - 12:45 p.m.	Lunch	on your own
5:15 p.m. - 6:05 p.m.	Meeting - Albert J. Kingston Award (open to all members)	<i>Chair: Linnea Ehri - CUNY</i> Riley
5:15 p.m. - 6:05 p.m.	Meeting - Oscar Causey Award (open to all members)	<i>Chair: Violet Harris - University of Illinois/Urbana-Champaign</i> Suite 2K
5:15 p.m. - 6:05 p.m.	Scholarly Writing	<i>Chairs: Wendy Kasten, Tim Rasinski - Kent State University</i> Suite 2G
5:15 p.m. - 6:05 p.m.	JLR and NRC Yearbook Reception	<i>Chairs: David Reinking, Cyndie Hynd and Penny Oldfather - University of Georgia</i> Suite 2H
5:15 p.m. - 6:05 p.m.	Birds of a Feather Check Registration Desk for topic	Live Oak
6:10 p.m. - 7:30 p.m.	Town Meeting	<i>Facilitators: Long Range Planning Committee</i> Willow/Magnolia

Room	Live Oak	2L/2H/2E/2J	Drayton	Gadsden	Edmunds	Jenkins-King Charles	Beauregard	Fenwick	Colleton	Dogwood	Hampton	Ashley-Cooper	
10:00 - 10:35 am	RT 53	SIM 45 2H Descriptive Studies of Strategies Instruction in Early Childhood Classrooms	alt 43 Literacy as Active Participation in the World: Imagining Possibilities and Creating Spaces	Pa 41 Literacy Instruction of Second Language Learners	SIM 47 Teacher Education Reform: What's Literacy Got to Do with it?	alt 42 'If you Just Write the Facts...You Don't Know How People Felt': A Research Performance Exploring Gender and Epistemology	SIM 49 Constructing Communities of Learning: Ethnographic Studies of Literate Processes and Practices in Elementary Classrooms	Pa 40 Reading and Writing in Kindergarten	SIM 46 Retrospective Miscue Analysis: The Literacy Profile of a Fourth Grader	alt 44 When Extant Theory Fails	alt 52 Responsive Literacy Instruction for Young Learners	SIM 48 Writing Teaching Cases in Literacy Methods Courses	
8:30 - 9:50 am		alt 50 2E Preparing and Giving a Job Talk											
10:45 - 11:20 am	RT 54	alt 51 2L Children's Personal Narratives - A Route to Linguistic Pluralism											
10:20 - 11:40 am	Plenary Session			Annual Review of Research - Instructional Research: Shifting Paradigms Taffy Raphael - Michigan State University, Cynthia H. Brock - Texas Women's University				Willow/Magnolia					
12:50 - 1:25 pm	RT 66	SIM 60 2J Teaching and Learning Reading and Writing as Reflective, Social Practices	SIM 58 Engaging with Resistance: Literary Response Revised	Pa 55 Literacy Instruction in the Primary Grades	alt 64 Why Would Teachers Reform? Incentives and Constraints on Change	SIM 59 Promoting Teacher Change From the Inside Out	SIM 61 International Literacy Development: Issues and Challenges for Teacher Training	Pa 56 Text and Reader Variables in Comprehension	alt 63 Reading in the Middle School: Multiple Voices, Multiple Perspectives	alt 65 1 of 2 The Silenced Dialogue CONTINUED: What Approaches Work With Diverse Populations?	alt 62 Gay and Lesbian Characters: Confronting the Assumptions of Compulsory Heterosexuality in Teaching Texts and Contexts	Pa 57 Middle/Secondary Reading	
12:50 - 2:10 pm													
1:35 - 2:10 pm	RT 67												
2:20 - 2:55 pm	RT 68	Pa 69 2H E-mail and Literacy Learning	alt 77 The Subject/Object Dilemma in Gender and Literacy Research: Self Disclosure and Its Analysis	SIM 73 Examining the Academic Literacy Tasks in College Courses: Different Methodologies and Perspectives	Pa 70 Current Issues in Teacher Education	alt 75 Infusing Portfolios Across Teacher Education Programs: Jointly Considering Challenges of Assessment	alt 78 Negotiating Information and Transforming Texts: Using Process Drama and Multi-Media to Integrate Literacy and History	Pa 71 College Learners	Pa 72 Children Who Choose to Read: Self Selection Strategies	alt 65 2 of 2 The Silenced Dialogue CONTINUED: What Approaches Work With Diverse Populations?	alt 79 Case Writing for Literacy Teacher Educators and Their Students	alt 76 Responding to Politics and Policy: Lessons from Literacy Educators	
2:20 - 3:40 pm		SIM 74 2L Models of Content Area Reading Intervention for At-Risk Students											
3:05 - 3:40 pm	RT 80												
3:50 - 4:25 pm	RT 87	SIM 82 2H The Risky Business of Teacher Research: Issues of Race, Representation and Schooling	alt 91 Achievement Issues for an Integrated Curriculum: The Learning of Literature and Social Studies			alt 89 Trading Places: Professional Development Through School/University Exchanges and Collaborations	Pa 84 Teachers' Perspectives on Their Changing Knowledge and Beliefs		SIM 90 Building Collaborative relationships Within Schools to Support Diverse Learners' Literacy Development	alt 86 Boundary Crossing: Conversations About Literacy Across Sites	SIM 81 Methodological Tools in Early Literacy Research	Pa 85 Teacher's Beliefs: Development and Relationship to Instruction	
3:50 - 5:10 pm													
4:35 - 5:10 pm	RT 88	Pa 83 2L Interpretive Text Comprehension											
5:15 - 6:05 pm	Special Session Wendy Kasten, Tim Rasinski - Kent State University			Scholarly Writing			Dogwood			JLR/NRC Yearbook Reception			Suite 2L
6:10 - 7:30 pm				Town Meeting			Willow/Magnolia						

Thursday**December 5, 1996****040****Paper Session****8:30-9:50 a.m. • Fenwick****Reading and Writing in Kindergarten***Chair: To be announced*

I. Just Say It: Kindergarten Versions of Literate Language
Barbara Grant - St. Mary's College/CA

II. Conventions of Writing and Construction of Meaning in Kindergarten
Beth Roberts - Emory University

III. Finger-point Reading in Kindergarten: The Effect of Specific versus Global Phonetic Processing
Joanna K. Uhry - Fordham University

041**Paper Session****8:30-9:50 a.m. • Gadsden****Literacy Instruction of Second Language Learners***Chair: Robert Jimenez - University of Illinois/Urbana-Champaign*

I. Improving the English Reading of Mexican-American Bilingual Students Through the Use of Cognate Recognition Strategies
Georgia Earnest Garcia - University of Illinois/Urbana-Champaign

III. Bilingualism and Biliteracy in Language Immersion Education: Hawaiian Immersion Students' Multiple Cultural Worlds
Helen Slaughter - University of Hawaii/Manoa

III. Children's Literature as a Tool for Teaching Second Language
Julie Jacobson - San Diego Public Schools, James Flood, Diane Lapp - San Diego State University

042**Alternative Format****8:30-9:50 a.m. • Jenkins-King Charles****"If You Just Write the Facts... You Don't Know How People Felt": A Research Performance Exploring Gender and Epistemology***Chair: Joyce E. Many - Georgia State University*

During a naturalistic study examining Scottish pupils' uses of reading, writing, and research processes as they studied World War II, Joyce Many noted distinct differences in the work of the male and female pupils. This performance explores how our subsequent analysis of that data led to a greater understanding of how gender may impact what students value as important information. Juxtapositions of slides of the students and their projects, and oral readings of the students' metacognitive thoughts will be used to provide a window into these young men and women's ways of knowing. Embedded within the performance will be our own reflections on our data analysis and on the implications of our work.

The Cast: Joyce Many, Frances Howard, Kathy Ponier, Melanie Angle - Georgia State University, Bonnie Mackey - Texas A&M University, Geoffrey Lewis - Northern College/ Aberdeen

Scene 1: The performance opens as Joyce Many meets with two doctoral students who are interested in feminist issues. The three plan to become involved in a second phase of analysis focusing on data gathered in Aberdeen, Scotland. Joyce reminisces about how the Scottish school and the eleven-year-old pupils were first described to her by Geoff Lewis. The team then discusses the process which was used to collect the data and make plans for their subsequent collaborative analysis

Scene 2: Over the following months, the team members analyze and discuss the students' projects. Joyce thinks back on how her interest in the influence of gender on students' perceptions emerged initially from analysis of the work of one Scottish pupil "Morag". Melanie and Frances reflect on their own perception of the data

Scene 3: In the final scene the team charts images/ideas on the posters which document their ongoing analyses. Discussion turns to the patterns found in the young men's projects as compared to the young women's. Then Morag's focus is compared to the perspectives of the other girls. The session ends with each researcher reflecting on theory and research related to gender and on the implications of valuing students' epistemological perspectives

*Discussion: The Audience and the Cast***043****Alternative Format****8:30-9:50 a.m. • Drayton****Literacy as Active Participation in the World: Imagining Possibilities and Creating Spaces***Chair: Rosary Lalik - Virginia Tech*

This session will stimulate self reflection, planning and collaboration among literacy workers interested in emancipatory visions of literacy. The session will have four parts: introduction, presentation, dialogue, and representation. For an introduction a speaker will present a consideration of emancipatory literacy using art work, dramatic reading, and story. For the presentation segment, five presenters will share vignettes that depict difficulties they are confronting as they engage in literacy efforts within the emancipatory tradition. For the dialogue segment participants will be guided through a series of writing and sharing activities by one of the five presenters. Through these activities they will consider their own literacy practices. For the representation segment, participants will construct a poem and mural to represent aspects of their literacy work that hold personal significance. A copy of the constructed poem and mural will be distributed to all participants following the sessions.

Participants: Mary Alice Buhner - Virginia Tech, Gloria Hoover - Montgomery Country Schools, Jeff Hollandsworth - Roanoke City Schools, Linda Pacifici - Virginia Tech

alt 044 **Alternative Format**

8:30-9:50 a.m. • Dogwood
When Extant Theory Fails
 Chair: Jerome Harste - Indiana University

Calvin is a third-grader in a multi-age holistic classroom. Despite the fact that he has been immersed in print for a three year period, when asked to read, he panics as he searches for the *Three Billy Goats Gruff*, a book he has read many, many times before. While he reads this book fairly well, his reading is not without problems. At one point, for example, the text read, "in a very loud voice". He reads, "in a voice...", pauses, can't figure out what is wrong. He tries again and repeats his original miscue. Largely because he seems to be getting frantic, the adult with whom he is working finally gives him help. His teacher is concerned. He believes he isn't pushing himself as a reader and as a result he isn't growing as a reader. Even more of a concern, he seems to be developing strategies for how to avoid reading. What issues get raised for you by this example? What theoretically do you think is happening? In light of what you believe, what recommendations do you make? After a brief orientation to the theoretical issues at hand, participants will be invited to join one of three small groups of their own choosing. Each group will be led by researchers who have been doing case study research over a year-long period with problematic readers. One group will focus on ESL students learning to read a second language. In each instance, these readers defy current explanations of the reading process. Researchers will share narratives supported by case study data and invite participants to discuss the theoretical and practical application of what they see happening.

Presenters: Jerome Harste, Judy Lysaker, Martin George, Mardsiah Abdulla Hayati, Anne Oceipka, Karen Grady - Indiana University

SYM 045 **Symposium**

8:30-9:50 a.m. • Suite 2H
Descriptive Studies of Strategies Instruction in Early Childhood Classrooms
 Chair: Kristin Millson - Rutgers University

- I. Strategies Used for Phonics Instruction in Early Childhood**
Diane H. Tracey - Kean College
- II. Literacy Activities in Whole-Day and Half-Day Kindergartens**
Leslie Mandel Morrow - Rutgers University
- III. Effective Beginning Literacy Instruction**
Ruth Wharton-McDonald - SUNY/Albany

Additional Presenters: Michelle Krill - Rutgers University, Jennifer Mistretta, Michael Pressley - SUNY/Albany, Dorothy Strickland, Deborah Woo, John Young - Rutgers University

Discussant: Kathryn Au - University of Hawaii

SYM 046 **Symposium**

8:30-9:50 a.m. • Colleton
Retrospective Miscue Analysis: The Literacy Profile of a Fourth Grader
 Chair: Kathryn Whitmore - University of Iowa

- I. Who's A Good Reader? I Am!**
Prisca Martens - Indiana University
 - II. Zachary's Strategies: Effective and Efficient Reading**
Alan Flurkey
 - III. RMA and Complex Texts**
Yetta Goodman - University of Arizona
- Discussant: Ken Goodman - University of Arizona*

SYM 047 **Symposium**

8:30-9:50 a.m. • Edmunds
Teacher Education Reform: What's Literacy Got to Do with it?
 Chair: Gloria Kutasch - Conroe Independent School District

This symposium will present a critical analysis of an experimental teacher program from the perspective of the major players: college faculty, classroom teachers, and teacher candidates. We will demonstrate how the experimental teacher education program has been impacted by school restructuring and changing literacy practices through an examination of outcomes and their impact on the mainstream program.

- I. Multiple Perspectives on an Experimental Teacher Education Program**
Chris Duthie, Gayla Miller - Trumansburg Central School District, Erin Stow, Ellen Jampole, SUNY/Cortland
- II. Intersecting Paths: Literacy Practices and Teacher Education Reform**
Naomi Ward, SUNY/Cortland
- III. A Final Evaluation of an Experimental Teacher Education Program**
Sheila Cohen - SUNY/Cortland

IV. Evaluating and Reshaping a Mainstream Teacher Education Program
Michele Irvin - SUNY/Cortland

SYM 048 **Symposium**

8:30-9:50 a.m. • Ashley Cooper
Writing Teaching Cases in Literacy Methods Courses
 Chair: Jerry Niles - Virginia Tech

- I. Preservice Teaching Cases: A Synthesis**
Janet Richards - University of Southern Mississippi
- II. Professors' Framing for Students' Casework**
Mary Alice Barksdale-Ladd, Marguerite Corgono Radencich, Jim King, Kathleen Oropallo - University of South Florida

III. Writing Cases in Contexts: Comparisons of Students, Locales, and Themes

Marguerite Cogorno Radencich, Janet Richards, Mary Alice Barksdale-Ladd, Jim King, Kathleen Oropallo - University of South Florida

IV. Writing Processes in Students' Cases

Kathleen Oropallo, Jim King, Marguerite Radencich - University of South Florida

Discussant: Joan Gipe - University of New Orleans

SYM 049**Symposium****8:30-9:50 a.m. • Beauregard**

Constructing Communities of Learning: Ethnographic Studies of Literate Processes and Practices in Elementary Classrooms

Chair: Carol Dixon - University of California/Santa Barbara

I. Reading a Learning Community into Being

Carolyn Frank - University of California/Santa Barbara

II. Writing a Learning Community into Being

Maria Lucia Castanheira, Marli Hodel - University of California/Santa Barbara

III. Community as Text, Text as Community

Marcia Rech - University of California/Santa Barbara

Discussant: Judith Green - University of California/Santa Barbara

alt 050**Alternative Format****8:30-9:50 a.m. • Suite 2E**

Preparing and Giving a Job Talk

Chair: Judith Thompson - Michigan State University

This session is for graduate students. Two second-year university faculty members will discuss their experiences with job talks as doctoral students seeking employment and, later, as faculty members. Topics to be discussed include the nature of the job talk, how to plan a talk, and the need for rehearsal and feedback. Time will be given for questions from graduate students in attendance.

*Speakers: Fenice Boyd - University of Georgia
Virginia Goatley - SUNY/Albany,
Troy Mariage - Western Michigan University*

alt 051**Alternative Format****8:30-9:50 a.m. • Suite 2L**

Children's Personal Narratives - A Route to Linguistic Pluralism

Chair: Donald Bear - University of Nevada/Reno

This symposium will present three studies that have investigated the personal narratives of elementary school children from diverse cultures, the narratives in Spanish of children from classrooms for Limited English proficiency, and the responses of teachers when faced with an open

discussion of cultural differences. Presenters are investigating issues related to developing linguistic pluralism in our approaches to literacy.

I. Personal Narratives of Elementary Age Children from Diverse Cultural Backgrounds

Mary P. Abouzeid - University of Virginia

II. Personal Narrative in Spanish-speaking Children and Literacy Instruction

Donna Hankins - University of Virginia

III. Exposing the Silenced Dialogue: Teachers Respond to the Views of a Progressive Black Educator

Cathy Rosemary - University of Virginia

Discussant: Allyssa McCabe - Harvard University

alt 052**Alternative Format****8:30-9:50 a.m. • Hampton**

Responsive Literacy Instruction for Young Learners

Laurie Elish-Piper - Northern Illinois University

The purpose of this alternative format session is to explore the concept of responsive literacy instruction for young learners. Participants will share research findings and classroom vignettes which support and illustrate responsive literacy instruction in preschool, kindergarten, first grade, and family literacy classrooms. Participants will provide varied perspectives from their fields of emergent literacy, language development in early childhood education, human and family resources, child development, and family literacy. The participants will also discuss common obstacles to responsive literacy instruction and possible methods for overcoming such obstacles. In addition, the participants will engage in a "fish bowl" discussion to explore important issues and questions related to the implementation of responsive literacy instruction. The final portion of the session will be devoted to audience participation and sharing of examples, experiences, and questions pertaining to responsive literacy instruction for young learners.

I. Responsive Literacy Instruction: Understanding Children's Cognitive Development

Linda Derscheid - Northern Illinois University

II. Responsive Literacy Instruction in a Family Literacy Program: Exploring Obstacles to Responsive Instruction in Family Literacy Programs

Laurie Elish-Piper - Northern Illinois University

III. Responsive Literacy Instruction in an At-risk Pre-school: Using Social Context as a Basis for Language Development

Gwen Countryman - Northern Illinois University

II. Responsive Teaching in Kindergarten Literacy Routines

Donald Richgels - Northern Illinois University

III. Responsive Teaching in First Grade

Linda Wold - Palos Consolidated School District

RT 053

Round Tables

8:30-9:05 a.m. • Live Oak

53.1 Preservice Teachers Conceptualizing Culture and Multicultural Children's Literature
Janelle B. Mathis - Northern Illinois University

53.2 Using Trade Book Retellings to Assess First Graders' Comprehension of Expository Text
Barbara Moss - University of Akron

53.3 Reading is Like a Mystery and You are the Detective
Colleen Sullivan - Boise State University

53.4 Literacy Scaffolding for Diverse Learners
Elizabeth Quintero, Mary Kay Rummel - University of Minnesota/Duluth

53.5 The Women Empowerment Hour: A Portrait of Adult Literacy Students Constructing Their Own Curriculum
Kate Power - University of Illinois/Chicago

53.6 Preservice Teachers' Beliefs, Awareness of Terms Related to L2 Teaching, and Selection of Literacy Instructional Strategies for ESL Students
Hong (Shelley) Xu - University of Nevada/Las Vegas

53.7 Many Things I Needed to Know I Learned in Kindergarten: A Case Study of Effective Reading Instruction
Janet W. Bloodgood - University of Virginia

53.8 Mexican American High-School Students and the Role of Literacy Across Home-School-Community Settings
Heriberto Godina - University of Illinois/Urbana-Champaign

RT 054

Round Tables

9:15-9:50 a.m. • Live Oak

54.1 First Graders' Interpretive "Work"
Lea M. McGee, Christine Beard - Boston College

54.2 Talk in the Writing Conference: A Teacher's Conversational Strategies
Deanne McCredie - Cape Henlopen School, Carol Vukelich, Mary Roe - University of Delaware

54.3 From Narrative To Inquiry: Researching Meaningful Events
Colleen M. Fairbanks - University of Texas/Austin

54.5 Empowering Students: A Framework for Teaching and Learning Expository Text
Susan Morrison - Northwest Heights Elementary School, Wayne Linek - East Texas State University

54.5 The Development and Revision of Narrative Features in Contexts of Dramatic Play
Carolyn Ann Walker - West Virginia University

54.6 "It's Not My Job Is It?": Preservice Teachers' Beliefs about Teaching All Children
Carol J. Hopkins, Susan L. Nierstheimer, Maribeth Cassidy Schmitt, Deborah R. Dillon - Purdue University

54.7 A Study of the Effect of Immigrant and Refugee Students Literacy and Educational Background
Debra K. Clarke - University of British Columbia

54.8 Effects of Access, Fit, and Familiarity of Texts on Young Children's Reading
Miriam Martinez - University of Texas/San Antonio, Nancy L. Roser, M. Jo Worthy, Philip B. Gough, Susan K. Strecker, Jaci Dazey, Amalia Hernandez - University of Texas/Austin

54.9 Family Literacy in the Reading Clinic
B.P. Laster - Towson State University

9:50-10:20 a.m. - Coffee and Conversation

Research Address:

10:20-11:40 a.m. • Willow/Magnolia

Instructional Research: Shifting Paradigms

*Taffy Raphael - Michigan State University,
Cynthia H. Brock - Texas Women's University*

11:40 a.m.-12:20 p.m. LUNCH ON YOUR OWN

**11:40 a.m.- 12:20 p.m. Research Workshops
Suites 2K - 2H**

**11:40 a.m.-12:20 p.m. Newcomers' Table
Live Oak**

Pa 055

Paper Session

12:50-1:25 p.m. • Gadsden

Literacy Instruction in the Primary Grades

Chair: Kathleen Hric - Westminster College

I. The Relationship Between Metacognitive Growth and the Development of Strategic Reading Processes During Reading Recovery Instruction
Maribeth Cassidy Schmitt, Beverly E. Cox, Zhihui Fang, Carol J. Hopkins - Purdue University

II. Blurring the Lines Between Literacy Assessment and Instruction: A Case Study of Three Low-Income Students
Eurydice Bouchereau Bauer - University of Georgia, Georgia Earnest Garcia - University of Illinois/Urbana-Champaign

III. Code Instruction in Beginning Reading: An Examination of Literacy Tasks in Two First Grade Classrooms
Debra Price - University of Texas/Austin

056 Paper Session**12:50-2:10 p.m. • Fenwick****Text and Reader Variables in Comprehension**

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

I. Not All Imagery is Created Equal: The Role of Imagery in the Comprehension of Main Ideas in Exposition
Richard McCallum - University of California /Berkeley

II. Types of Text and Grammatical Development
Joan Jardine - University of Technology/Sydney

III. The Role of Text Format in the Creation of Free, Written Retellings and in the Selection of Reader Stance
Ann Bullion-Mears - Sam Houston State University

057 Paper Session**12:50-2:10 p.m. • Ashley Cooper****Middle/Secondary Reading**

Chair: Karen Erickson - University of North Carolina/Chapel Hill

I. Understanding At-Risk High School Students' Literacy Engagement
Deborah R. Dillon, David G. O'Brien, Steve Willinsky, Charles Haynes - Purdue University

II. A Longitudinal Study of a Literature-Based Developmental Reading Program in Junior High School
Roger A. Stewart - Boise State University, Edward E. Paradis - University of Wyoming, Bonnie Ross, Janie Lewis - Laramie Junior High School

III. The Inside Story: Six Intermediate Teachers' Experiences Using Explicit Strategy Instruction
Vera E. Woloshyn, Mike Riorden, Ann Elliot - Brock University

058 Symposium**12:50-2:10 p.m. • Drayton****Engaging with Resistance: Literary Response Revised**

Chair: Jeanne Janson - University of Washington

I. Probing Culture in Literature Discussion Groups: A Teacher's Role
Cynthia Lewis - Grinnell College

II. Resisting Address: Preservice Educators' Engagement with Exemplary Latino/a Children's Literature
Patricia Enciso, Linda Gordy, Elena Hernandez - University of Wisconsin/Madison

III. Reading Our Resistance to Critical Fictions
Lynn Hall, Linda Gordy, Lola Ferguson - University of Wisconsin/Madison

Discussant: Gloria Ladson-Billings - University of Wisconsin/Madison

059 Symposium**12:50-2:10 p.m. • Jenkins/King Charles****Promoting Teacher Change From the Inside Out**

Chair: John Guthrie - University of Maryland/College Park

I. Promoting Developmentally Responsive Early Literacy Instruction in the Regular Classroom from the Inside Out
John O'Malley - University of Maryland, Janet Steiner O'Malley - Arlington County Public Schools

II. Promoting Balanced Comprehension Instruction for At-Risk Students from the Inside Out
Cathy Collins Block - Texas Christian University, Judy Gasser - Grand Prairie Independent School District

III. Promoting Richer Literature Response Workshops for Middle School Students from the Inside Out
Mary Graham - Arlington Public Schools, Dixie Lee Spiegel - University of North Carolina/Chapel Hill

Discussant: Peter Afflerbach - University of Maryland

060 Symposium**12:50-2:10 p.m. • Suite 2J****Teaching and Learning Reading and Writing as Reflective, Social Practices**

Chair: Judith Green - University of California/Santa Barbara

I. Teaching and Learning Reading and Writing as Reflective Social Practices: A Framework
David Bloome - Vanderbilt University

II. Investigating the Literate Potentials of Classroom Interactions
Deborah Rowe, Jeanne Peter, Rochelle Dail - Vanderbilt University

III. Reflection and Social Practices as Influences on Two Technology Research Projects: A Need for Expanding Definitions
Charles Kinzer - Vanderbilt University

IV. Teaching and Learning Reading and Writing as Reflective Social Practices: Teacher Development
Victoria Risko - Vanderbilt University

Discussant: Robert Ruddell - University of California/Berkeley

061 Symposium**12:50-2:10 p.m. • Beauregard****International Literacy Development: Issues and Challenges for Teacher Training**

Chair: Scott Walter - International Reading Association

I. "Planas" and "Dictados" in Salvadoran Literacy Teaching: Barriers to Engagement and Progress
Victoria Purcell-Gates, Robin Waterman - Harvard University

II. Teaching by Doing: Modeling as an Approach to International Development
Nell K. Duke - Harvard University, Jennifer S. Abell - San Francisco Unified School District

III. Literacy Instruction in a Developing Country: Challenges and Opportunities
Pamela Winsor - University of Lethbridge, James K. Hoffman - University of Texas/Austin

Discussant: Scott Walter - International Reading Association

alt 062 Alternative Format

12:50-2:10 p.m. • Hampton
Gay and Lesbian Characters: Confronting the Assumptions of Compulsory Heterosexuality in Teaching Texts and Contexts
Chair: Norman Stahl - University of Northern Illinois

This set of papers explores the consequences of marginalizing particular students' lives, certain teachers' literacy work, and targeted books for their assumed relationships to homosexuality. The relationship is problematic for its essentialism (Is there a unique category "gaylesbian"?). Secondly, the attribution by others of negative consequences to one's teaching based on sexual orientation is, of course, unjust and heterosexist. Each paper proposed the construction of teacher and student identities that question the assumptions of heterosexuality and encourage a diversity of literacy experiences. After a short introduction of presenters, an overview for each paper will be presented by the author(s). Then the authors for each paper will lead separate, simultaneous discussions related to the paper content. Each small group will report back to the whole group as a summarizing activity.

I. Gay Identity in Texts and Teaching: Problems in the Postcultural Moment
James R. King - University of South Florida

II. Children's and Young Adults' Literature with Gay/Lesbian Content: Its Scope and Use with Young People and Their Teachers
Christine Jenkins - University of Illinois/Urbana-Champaign

III. Writing About Permissible Teachers: Lesbian Identity Construction in Preservice Coursework
Susan-Katherine, Martha M. Harrison - University of South Florida

IV. Dissertations, Employability, and Queer Theorizing
Nathan McClananhan - Vanderbilt University

alt 063 Alternative Format

12:50-2:10 p.m. • Colleton
Reading in the Middle School: Multiple Voices, Multiple Perspectives
Chair: Karen S. Evans - National Louis University

The presenters of this session will present data currently being collected on the implementation of a middle school

reading program in the southwest, now in its first year. The presentation will include the voices of parents, teaching staff, administrators, support staff, students and community members as they discuss the various aspects of implementing a new program (i.e. curricular decisions, materials acquisition, student evaluation, teacher change). The presenters will weave together all participants' voices gathered from taped interviews, and written work to form a broader picture of how the implementation of a school-wide reading program aimed at increasing reading skills and motivation to read affected the school community. The presentation will be based on the issues which were raised by the community members during their interviews. Each presenter will represent one group of community members and voice their views as each issue is raised. Audience members will have an opportunity to "question" the community members as well as the researchers who have worked with them to explore their reading program.

Reading in the Middle School: Multiple Voices, Multiple Perspectives
Barbara C. Thompson - Amphitheater Public Schools/Tucson, Deborah Anders, Patricia Anders - University of Arizona

alt 064 Alternative Format

12:50-2:10 p.m. • Edmunds
Why Would Teachers Reform? Incentives and Constraints on Change
Chair: Richard Allington - SUNY/Albany

This symposia offers a series of three research reports on the process of change in reading/language arts instruction and the associated incentives and constraints affecting these changes from the perspective of teachers and administrators. The reports are based on a five-year longitudinal study conducted by researchers affiliated with the National Research Center for Literature Teaching and Learning. This study investigated the nature and process of change which occurred in six elementary schools implementing literature-based reading instruction that serve a substantial number of children whose parents' incomes fall below the federal poverty line.

I. Implementing a Literature Based Curriculum: Teachers' Perceptions of Incentives and Constraints on Change
Greg Brooks - SUNY/Albany, Jane Domaracki - SUNY/Oneonta

II. Implementing a Literature Based Curriculum: Administrators' Perceptions of Incentives and Constraints on Change
Jane H. Domaracki - SUNY/Oneonta, Gregory Brooks, Richard Allington - SUNY/Albany

III. A Five Year View of Literature-Based Instruction in Schools Serving Children of Poverty
Sherry L. Guice, Richard L. Allington - SUNY/Albany

Facilitator: Helen Stuetzel - Ballston Spa Central Schools

at 065 2 sessions **Alternative Format****12:50-3:40 p.m. • Dogwood****The Silenced Dialogue CONTINUED: What Approaches Work With Diverse Populations?**

Co-Chairs : Barbara Diamond - Eastern Michigan University, Patricia Schmidt - Le Moyne College

This session, sponsored by the Multicultural Issues Committee, is designed to extend the discussion of issues that were raised at a similar alternative format session at the 1995 NRC. That session received overwhelmingly favorable responses from the attendees and panelists, with many requests that "the dialogue continue." The session provides a forum for discussion, reaction and challenging debate on three literacy perspectives (whole language, traditional/skills based, and interactive) and on the implications of these perspectives for diverse learners. During the first phase, three presenters will provide vignettes of their successful work in classrooms of diverse populations (at elementary, middle, and high school levels) which reflect one of the three perspectives. Following will be interpretations of the vignettes from three panelists who have conducted extensive research on one of the three perspectives. Four reactors round out phase one with critical discussions of the presentations from their cultural, teaching and research orientations. During the second phase attendees will be invited to participate in the dialogue in discussion circles led by the presenters. Finally, the chairs will reassemble the large group, with an opportunity for brief sharing and suggestions for future directions.

Panelists (Vignettes)

Bill Rodriguez - University School of Nashville,
 Laura Schiller - Birney Middle School,
 Pat Love - Wogamon Elementary School

Interpreters

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

Reactors

Kathryn Au - University of Hawaii,
 Marino Alvarez - Tennessee State University,
 Patricia Edwards - Michigan State University,
 Flora Rodriguez-Brown - University of Illinois/Chicago

RT 066 **Round Tables****12:50-1:25 p.m. • Live Oak**

66.1 Working Class Literacy in Mexico: The Role of the Vociadores
Ileana Seda, Leticia Ruiz - Universidad de las Américas

66.2 Cognitive, Instructional, and Social Factors as They Relate to Reading Achievement and Amount of Reading: A Focus on Fourth Grade
Mariam Jean Dreher, William Schafer - University of Maryland

66.3 Profile of Language Arts Teachers in the State of Connecticut
Helen R. Abadiano, Marco Arenas - Central Connecticut State University

66.4 A Study of Field-Based and University-Based Reading/Language Arts Courses
Jane Gordon, Martha Kinney-Sedgwick - Eastern Michigan University

66.5 Towards a Theory of Sustaining Instructional Change Over Time: The Case of Reading Recovery
M. Trika Smith-Burke - New York University

RT 067 **Round Tables****1:35-2:10 p.m. • Live Oak**

67.1 Teaching Them to Read Russian: Four Hundred Years of the Russian Bukvar
John McEneaney - Indiana University/South Bend

67.2 Literature Response in Resource Room Reading
Thomas Caron - West Virginia Graduate College, Toni Penix - Chesapeake Elementary School

67.3 Literate Activity in an Integrated Curriculum Program at the High School Level
Cynthia R. Hynd - University of Georgia, Terry Sanders, Michael Wayne, Dena Tiller - Clark Central High School

67.4 Powerful Learning Partners Spawn Student Reading Partners: Another "Little Wheel" Spin-off in an Accelerated School
Carole Walker - East Texas State University, Sally A. Hague - Duval County Schools

67.5 Planning, Fitting, and Knowing the Difference: Ways of Seeing "Results" in Reading Clinic Coursework
Pamela A. Michel - SUNY/Oswego, Kathleen A. Hinchman - Syracuse University, Denise Yourth - Minoa Elementary School

67.6 The Emergent Curriculum of a Graduate Reading Course: A Case Study of Feminist Theory Applied
Martha Rapp Ruddell - Sonoma State University

RT 068 **Round Tables****2:20-2:55 p.m. • Live Oak**

68.1 A Case Study of Relinquishment and Self Regulation in a Literacy Tutorial
Paula B. Weiss - SUNY/Albany

68.2 Evolution of a Cognitive Artifact
Neal R. Shambaugh - Virginia Tech

68.3 Exploring the Meaning-Making of University Students/Teachers
Jane White - Austin College

68.4 A Survey of Reading Language Arts Teacher Preparation: Organization and Instruction
Dean Frerichs, Madge Craig - University of North Texas

68.5 "How Come Everybody Can Do This But Me?": Following a Child Who Has Profound Difficulty Constructing Literacy
Karen Niles - Kent State University

68.6 Response to Literature Through Language Play and Folklore: A Qualitative Analysis - Teacher Action Research
Linda Holmes - University of Georgia

68.7 Rethinking the Role of Lesson Plans Within the Reading Clinic
JoAnne Caldwell, Gloria Wiener - Cardinal Stritch College

ia 069 Paper Session

2:20-3:40 p.m. • Suite 2H
E-mail and Literacy Learning

Chair: *Mary Ellen Vogt - California State University/Long Beach*

I. Electronic Literacy Learning: Teachers' On-Line Dialogue Journals
Dana L. Grisham - Washington State University/Vancouver

II. E-Mail Discussions of Multiethnic Literature Between Developmental Reading Students at Two Universities
Jennifer Battle, Sheila Nicholson - Southwest Texas State University, Marsha Sinagra - Nova Southeastern University

III. Preservice Teachers and Elementary School Children Use Electronic Mail to Engage in Dialog about Literacy
Pamela Dunston - Clemson University

ia 070 Paper Session

2:20-3:40 p.m. • Edmunds
Current Issues in Teacher Education
Chair: *To be announced*

I. Writing a Story as an Alternative to the "Traditional" Lesson Plan
Daniel T. Holm - Indiana University/South Bend

II. Connecting Theory to Practice Through Case Method Instruction
Priscilla L. Griffith, Kathryn Laframboise - University of South Florida

III. Teacher Research and Educational Reform in Pre-Service Programs
Gina M. Palladino - University of California/Berkeley

ia 071 Paper Session

2:20-3:40 p.m. • Fenwick
College Learners
Chair: *James Armstrong - Boise State University*

I. Does High and Low Spelling Ability Cause High and Low Reading Rate for Poor Reading College Students?
Ronald P. Carver - University of Missouri/Kansas City

Expectations Based on Story Grammar Can Hinder College Freshmen's Appreciation of Open-Form Short Stories
Stephen Simonson - College of the Desert

Understanding At-risk College Learners: Exploring Metacognitive Awareness, Learning Strategy Use, and Perceived Attributions for Successful and Unsuccessful Academic Outcomes
Amelia E. El-Hindi, Kristyn D. Childers - Texas Tech University

ia 072 Paper Session

2:20-3:40 p.m. • Colleton
Children Who Choose to Read: Self Selection Strategies
Chair: *Kathy Davinroy - University of Colorado*

I. The Art of Book Selection: A Labyrinth Unexplored
D. Ray Reutzel - Brigham Young University

II. Adolescents Read When They Want To and That's More Often Than We Thought
Donna E. Alvermann, Josephine Peyton Young, Colin Green - University of Georgia

III. Classroom Instruction and Self-Sponsored Reading
Susan K. L'Allier - Harvard University

SYM 073 Symposium

2:20-3:40 p.m. • Gadsden
Examining the Academic Literacy Tasks in College Courses: Different Methodologies and Perspectives
Chair: *Dolores Sparrow - University of Georgia*

I. Faculty Members' Perceptions of Academic Literacy Tasks
Michele L. Simpson, Liquing Tao, Karen I. Burrell - University of Georgia

II. Janie: A Case Study of Reflection and Determination
Karen I. Burrell, Michele L. Simpson - University of Georgia

III. Adjunct Seminars as a Way of Defining Academic Tasks
Sherrie L. Nist - University of Georgia

Discussants: *Norman Stahl - Northern Illinois University, Sally Randall - Occone County Public Schools*

SYM 074 Symposium

2:20-3:40 p.m. • Suite 2L
Models of Content Area Reading Intervention for At-Risk Students
Chair: *Peter Dewitz - University of Virginia*

I. The Role of the Reading Specialist: Whole Class Instruction
Sharon Walpole - University of Virginia

II. The Role of the Reading Specialist: Small-Group Pull-Out Instruction
Terry Borroni - University of Virginia

III. The Role of the Reading Specialist: Small Group In-Class Instruction

Marcia Invernizzi - University of Virginia

Discussant: Janice Dole - University of Utah

ait 075 Alternative Format

2:20-3:40 p.m. • Jenkins/King Charles
Infusing Portfolios Across Teacher Education Programs: Jointly Considering Challenges of Assessment
Chair: Bette Bergeron - Purdue University/Calumet

The purpose of this session is to provide participants the opportunity to jointly explore issues related to use of portfolios across teacher education programs. In particular, challenges related to the assessment of program portfolios will be considered. To set the framework for this session, specific examples related to two distinct program portfolios will be offered. Participants then will have opportunities to review, revise, and generate new tools for assessing program portfolios in both large and small group formats; they are also encouraged to bring their own assessment tools for discussion and possible refinement. As assessment possibilities and challenges are jointly explored, information will be charted electronically. Participants are therefore also invited to bring a blank diskette to the session, so that information shared can be directly downloaded and accessed.

Presenters: Bette S. Bergeron - Purdue University/Calumet, Elizabeth A. Rudenger - Trinity Christian College

ait 076 Alternative Format

2:20-3:40 p.m. • Ashley Cooper
Responding to Politics and Policy: Lessons from Literacy Educators
Chair: Terry Salinger - International Reading Association

This session was planned by the Legislative and Policy Committee to assist literacy educators in dealing with policy issues that affect them directly. Specifically, this session provides examples of the strategies literacy educators have used in dealing with difficult policy issues, opportunities for participants to discuss their own concerns about dealing with policy issues and contacts for continued sharing and support in dealing with literacy related policy issues. The session will begin with relatively short presentations describing the experiences of three literacy educators in dealing with a variety of political and policy issues at the state level. Each presenter will describe the problem they were addressing, the strategies that were used to address the problem, and where the problem stands now. The presentation will be followed by 35 minutes of interaction among the session participants, the chair and the presenters. To begin this part of the session, participants will be asked to jot down any questions or concerns they have about a policy issue with which they are familiar. Questions will then be shared with the chair, presenters, and other participants either in writing or orally.

Presenter: Karen Wixson - University of Michigan

ait 077 Alternative Format

2:20-3:40 p.m. • Drayton
The Subject/Object Dilemma in Gender and Literacy Research: Self Disclosure and Its Analysis
Chair: Holly Johnson - University of Arizona

What happens when researchers are also the researched? Does the "feminist" subjectivity and reflexivity get in the way of researchers reading of the text? Can researchers separate themselves from their own writing and analysis? These questions, the problems these researchers encountered while conducting analysis of their own perceptions of gender, literacy, social and educational constructions of the self, personal education and teaching experiences, and reflections of diversity and multiculturalism will be the focus of this dialogic presentation.

Participants: Holly Johnson, Lauren Freedman, Cathie Fallona, Monica Taylor - University of Arizona

Discussant: Patricia Anders, Dana Fox - University of Arizona

ait 078 Alternative Format

2:20-3:40 p.m. • Beauregard
Negotiating Information and Transforming Texts: Using Process Drama and Multi-Media to Integrate Literacy and History
Chair: Meredith Melragon - Ohio State University and Worthington Public Schools, Beth Murray - Ohio State University

Session attendees participate in an active summary of the research to-date. Technological artifacts, recreation of dramatic contexts, and discussion will comprise the majority of this presentation geared toward exploring the parallel and complementary elements of process drama and multi-media in the classroom.

Participants: Meredith Melragon - Ohio State University and Worthington Public Schools, Beth Murray - Ohio State University

ait 079 Alternative Format

2:20-3:40 p.m. • Hampton
Case Writing for Literacy, Teacher Educators and Their Students
Chair: Janet Richards - University of Southern Mississippi

This session will provide a brief overview of traditional and alternative applications of case methods in literacy teacher education and inform participants of the particular and theoretical properties that constitute a well-written case. Participants will analyze authentic, field-based, reading and language arts case narratives, and learn how to construct well-written cases as vehicles for teaching, research, and self-inquiry. If applicable, an E-mail network of educators interested in case writing will be formed.

Participants: Joan P. Gipe, Ramona Moore - University of New Orleans

THURSDAY

RT 080

Round Tables

3:05-3:40 p.m. • Live Oak

80.1 Equitable Participation Among Readers of Differing Ability in Small Group Literature Discussions
Jeanne E. Janson - University of Washington

80.2 Inner City 7th-Grade Students' Learning from Science Text: Their Beliefs about Ability to Learn
Goyin Qian - Lehman College/CUNY

80.3 A Reading Apprenticeship for Delayed or At-Risk Primary Readers: Program and Progress
Nancy F. Knapp, Anne P. Winsor, Teree N. Caruthers - University of Georgia

80.4 Parent-Teacher Communication: Understanding Problems and Possibilities of Dialogue
Renee Weisberg - Beaver College, Althier Lazar - West Chester University

80.5 Literate Behavior in a Cross-Age Computer-Mediated Discussion: A Question of Empowerment
Marion Harris Fey - SUNY/Genesio

80.6 Giving and Taking Phonics Instruction from Books
Rose-Marie Weber, Paula Weiss - University at Albany

SYM 081

Symposium

3:50-5:10 p.m. • Hampton

Methodological Tools In Early Literacy Research

Chair: Michael Kamil - Stanford University

I. With an Eye for Small Details: Videotaping as a Methodological Tool in Early Literacy Research
Kathy Roskos - John Carroll University

II. Photography as Visual Anthropology in Early Literacy Research
Linda Gambrell - University of Maryland, Leslie Mandel Morrow - Rutgers University

III. Single-Subject Experimental Approaches in Early Literacy Research
Sandy McCormick - Ohio State University

IV. Focus Groups as a Methodological Tool in Early Literacy Research
Susan B. Neuman - Temple University

Discussant: Michael Kamil - Stanford University

SYM 082

Symposium

3:50-5:10 p.m. • Suite 2H

The Risky Business of Teacher Research: Issues of Race, Representation and Schooling

Chair: Susan Lytle - University of Pennsylvania

I. Risks of Revealing: The Dilemmas of Discussing and Representing Racial Identity
Pata Suyemoto - University of Pennsylvania

II. Reading, Writing and Collaborative Inquiry: Investigating Developmental Education
Elizabeth Cantafio - Community College of Philadelphia

III. The Critical Literacies of African-American Incarcerated Males: Using Prison Narrative Autobiographies as Life Texts
Lisa Glezer - University of Pennsylvania

Discussant: Peter Johnston - SUNY/Albany

Pa 083

Paper Session

3:50-4:25 p.m. • Suite 2L

Interpretive Text Comprehension

Chair: To be announced

I. Interpreting Popular Reports of Science: What Happens When the Reader's World Meets the World on Paper?
Linda M. Phillips, Stephen P. Norris - Memorial University of Newfoundland

II. Students' Reading of Multiple Historical Texts: A Think-Aloud Study
Tom Montgomery, Cyndi Hynd, Steve Stahl, Veda McClain - University of Georgia

III. Composing Metaphors: A Vehicle for Text Comprehension
Tamara L. Jetton, Ralph E. Reynolds - University of Utah

Pa 084

Paper Session

3:50-4:25 • Beauregard

Teachers' Perspectives on Their Changing Knowledge and Beliefs

Chair: Madge Craig - University of North Texas

I. Literacy Professionals' Stories about Knowing and Changing
Michelle Commeyras, Linda Degroff, Randi Stanlus, Karen Hankins - University of Georgia

II. Immediate and Long Term Impact of an ERE Staff Development Course on Teachers' Beliefs, Practices, and Dispositions
Mary Jett-Simpson - University of Wisconsin/Milwaukee, Jane M. Greenwald - University of Wisconsin/La Crosse

III. Teachers' Perspectives on Process Reading as Pedagogy of Empowerment: Satisfactions, Struggles/Concerns and Frustrations
Cynthia A. Rucinski - University of Illinois/Urbana-Champaign

Pa 085

Paper Session

3:50-4:25 p.m. • Ashley Cooper

Teachers Beliefs: Development and Relationship to Instruction

Chair: Michael Martin - Georgia College

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

II. How Video-Cases Helped Preservice Teachers Begin to Situate Themselves Philosophically

Liz C. Stephens - University of Houston/Clear Lake

III. A Study of the Relationship Between Theoretical Orientation and the Teaching Effectiveness of Elementary Reading Teachers

Richard D. McCallum, Robert B. Ruddell - University of California/Berkeley

alt 086

Alternative Format

3:50-5:10 p.m. • Dogwood

Boundary Crossing: Conversations About Literacy Across Sites
 Chair: *Elizabeth Moje - University of Utah*

This alternative format session will engage participants in what we are calling "boundary crossing conversations" about literacy practices across multiple sites of learning. In particular, we hope to discuss questions about assumed purposes of literacy teaching and learning in elementary, secondary, and higher education sites. Although our focus is on having conversations across these academic sites, we also hope to grapple with questions of how literacy teaching and learning within community, home, and work sites influence academic literacy practices. To stimulate these conversations, we have assembled a group of six literacy researchers who have explored literacy practices in different sites of learning. The six session leaders will give overviews of what they have learned about literacy practices in their respective sites. We will engage the audience in a discussion about our different perspectives on how and why literacy is practiced in different sites and about the implication of our findings for literacy teaching and learning across multiple boundaries.

I. Boundaries in Disciplinary Practice

John M. Ackerman - University of Utah

Disrupting and Promoting Hegemonic Discourses

George Kamberelis, Lenora de la Luna - University of Illinois/Urbana-Champaign

II. Professors and Students Making Meaning:

Literacy Practices at the University

Maureen A. Mathison - University of Utah

III. Learning the "Qualities of Good Writing":

Literacy Practices in Elementary Schools

Sarah McCarthey - University of Texas/Austin

IV. Literacy Practices in Secondary Content Areas: Communication or Demonstration?

Elizabeth B. Moje - University of Utah

V. Literacy as an Everyday Practice: Meanings and Uses High School Students Make of Reading and Writing

Scott Oates - University of Utah

Discussant: Judith L. Green - University of California/Santa Barbara

RT 087

Round Tables

3:50-4:25 p.m. • Live Oak

87.1 Reading is Like a Mystery and You are the Detective
James O. Armstrong, Colleen D. Sullivan - Boise State University

87.2 Dilemmas in Evaluating Literature Learning in Response Based Classrooms

Michele Whipple - Southern Illinois University/Edwardsville, Mary H. Sawyer - SUNY/New Paltz

87.3 Revealing Literate Images Through the Interpretation of Visual Representation

Lynn Bustle - Virginia Tech University

87.4 Conversational Indicators of the Social Construction of Knowledge in Oral and Written Classroom Discussions of Reading Assignments

Diane L. Schallert, Ronald E. Benton, Melissa M. Dodson, Maria R. Lissi, Nicole A. Amador - University of Texas, Joy Lynn H. Reed - St. Edwards University

87.5 Literacy Teachers Building and Sustaining Study Groups: Three Life Histories

Leslie Patterson - University of Houston

87.6 University Students Tutoring 3rd,4th,and 5th Graders One on One Within the School Setting

Wanda B. Hedrick - University of Texas/San Antonio

RT 088

Round Tables

4:35-5:10 p.m. • Live Oak

88.1 Investigations Into the Effects of Wide Reading on Literacy Development

Linda Allen - Marquette University, James Ciplewski - Oakland University

88.2 Exploring Teachers' Spelling Practices and Beliefs

Francine R. Johnston - University of North Carolina/Greensboro

88.3 Enhancing Adult Literacy Using Wordless Books

Melissa L. Brock - Peabody at Vanderbilt

88.4 The Science and Methodology of Complexity: Exploring the Topology of Conversation and the Intentional Learning Process in Parent-Child Storybook Reading and the Philosophical Dialectics

David B. Yaden Jr. - University of Southern California, Lillian Greeley - Boston University

88.5 Turning the Looking Glass Inside Out: A Case Study of a Gifted Student in an At-Risk Setting

Rebecca Schneider - Clark County School District, Dianne Barone - University of Nevada/Reno

88.6 Computer Supported Literacy: Support for Developing Readers and Writers

Joan L. Rankin, Janet M. Sturm, Lisa A. Wood - University of Nebraska - Lincoln

88.7 Creating a Community of Readers and Writers through Inclusion: Fifth Graders and their POHI Peers in a Technological Environment
Margaret A. Moore-Hart - Eastern Michigan University

88.8 Examining Classroom Literacy Practices for Diverse Students
Cynthia H. Brock, James A. Erekson - Michigan State University

88.9 Responsive Reading Assessment in Practice
Colin Harrison - University of Nottingham/UK

ait 089 **Alternative Format**

3:50-5:10 p.m. • Jenkins/King Charles
Trading Places: Professional Development Through School/University Exchanges and Collaborations
Chair: James F. Baumann - University of Georgia

This alternative session explores professional development and renewal experiences of public school classroom teachers and university faculty. Some participants are elementary or secondary classroom teachers and university professors who exchanged positions for an academic year. In these collaborations the public school teachers assumed the education faculty member's teaching responsibilities, and the university professors assumed their partners' elementary or secondary classroom teaching positions. In another collaboration, a university faculty member joined two high school faculty members in co-teaching students in a secondary school literacy lab. Still other participants are university faculty who took sabbaticals to teach full time in public elementary schools. The purpose of this alternative session is to share the professional development stories and experiences of those involved. Participants will address (a) logistical aspects of arranging for exchanges and collaborations, (b) research opportunities and experiences within the professional exchanges and collaborations, and (c) reflections on the risks, successes, frustrations, benefits, and costs of their professional development experience. Participants will open the session with brief descriptions of their experiences, followed by an intra-participant panel discussion. The session will conclude with an audience participation session.

I. Relationships Between Knowledge and Practice: It's Hard to do What You Believe
Linda B. Amspaugh - University of Cincinnati and Newport Public School

II. Being a Teacher and a Researcher: Trying to Balance Them Both
James F. Baumann - University of Georgia and Fowler Drive Elementary School

III. When Professors Teach Children: Questions of Privilege and Location
Curt Dudley-Marling - York University and Fenside School

IV. Returning to First Grade: A Story of Humility, Really Hard Work, Humility, Disjuncture, and Humility
Jill Fitzgerald - University at North Carolina/Chapel Hill and Silver City Elementary School

V. Exchanging Places: Experiencing Renewal
Patsy Howard, John Hoge - Barnett Shoals Elementary School and University of Georgia

VI. Applying What We Learned in Teacher Education
Patti McWhorter, Sally Hudson Ross - Cedar Shoals High School and University of Georgia

VII. What We Have Learned From Each Other in Learning How to Help At-Risk High School Students
David G. O'Brien - Purdue University and Lafayette Jefferson High School
Rebecca Springs, David Stith - Lafayette Jefferson High School and Purdue University

VIII. Being There: A Year in the Ivory Tower
Betty Shockley-Blisplinghoff - Clark County Schools and University of Georgia

SYM 090 **Symposium**

3:50-5:10 p.m. • Colleton
Building Collaborative Relationships Within Schools to Support Diverse Learners Literacy Development
Chair: Victoria Risko - Vanderbilt University

I. Conceptualizing Collaboration: A Theoretical and Practical View
Linda Christensen, Barbara Walker - Montana State University

II. Using Anchored Instruction to Prepare Preservice Teachers for Collaborative Roles
Victoria Risko - Vanderbilt University

III. Cooperating Without Co-opting: The Struggles Associated with Establishing New Roles for Professionals Who Design Literacy Instruction
Jeanne Schumm - University of Miami

IV. Establishing Child Study Teams to Negotiate Literacy Instruction for Diverse Learners
Susan Mandel Glazer - Rider University

V. Networking Teachers, Parents, and Community Members: The Pennsylvania Initiative for Collaboration
Joseph Kovaleski - Instructional Support Team Project

VI. Shared Decision Making and Instruction Within Classrooms
Donna Ogle - National Louis University

VII. Summary of Issues and Conclusion
Sean Walmsley - SUNY/Albany

ait 091 **Alternative Format**

3:50-5:10 p.m. • Drayton
Achievement Issues for an Integrated Curriculum: The Learning of Literature and Social Studies
Chair: Virginia Goatley, Ann McGill-Franzen - SUNY/Albany

This session will begin with a brief overview of a newly funded longitudinal study exploring assessing elementary

students' achievement through integrated curriculum. Next, three experts will present pertinent issues needed to be considered with such curricular change. Issues related to assessment and achievement and integrating curriculum while maintaining standards related to language arts and literature will be discussed. The issues related to maintaining the integrity of the discipline of history/social studies through a literature-based approach will be addressed. After presentation of each perspective, participants will hold a panel discussion of the issues. Finally, the ideas presented in the papers and panel discussion will be synthesized and offered for audience questions and comments.

Participants: Virginia Goatley, Ann McGill-Franzen - SUNY/Albany, P. David Pearson - Michigan State University, Karen Wixson, Gloria Ladson-Billings, Susan McMahon - University of Wisconsin - Madison

=====
5:15 - 6:05 p.m. • Live Oak
Birds of a Feather
=====
JLR/NRC Yearbook Reception
5:15-6:05 p.m. • Suite 2L
=====
TOWN MEETING
6:10-7:30 p.m. • Willow/Magnolia
Facilitator: Long Range Planning Committee
=====

=====
SPECIAL SESSION
5:15-6:05 p.m. • Dogwood
Scholarly Writing
Wendy Kasten, 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 round table atmosphere, issues related to writing for a scholarly publication. Each round table will focus on a specific type of publication or topic and will be hosted by an editor or another person knowledgeable within that particular area. Roundtable topics include:

- Writing for Research Journals
- Writing for Practitioner Journals
- Collaboration in Your Writing
- Writing a Book Proposal
- Writing Proposals for Conferences
- Find 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 reading and response.

THURSDAY

Notes

TIME	EVENT	PLACE

Registration/Membership Application

1996 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 of other organization

YES NO This is my first NRC conference.

CONFERENCE REGISTRATION *(Full registration includes NRC yearbook #44.)*

CATEGORY	ADVANCE Received by 11/1/96	ON SITE After 11/1/96	DAILY (Specify Days)				AMOUNT
			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. 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:

I wish to join NRC or renew my NRC membership.

Ethnicity (Providing this information is strictly voluntary; you need not complete this section)

- African American
 Asian/Pacific American
 Caucasian American
 Hispanic American
 Native American
 Other, Preferred Designation: _____

MEMBERSHIP TYPE	ANNUAL DUES	AMOUNT
Regular member with no voluntary contribution	\$ 70.00	
Regular member with voluntary contribution (select one)		
Well established in field	<input type="checkbox"/> \$170.00	
Average or about average earnings	<input type="checkbox"/> \$130.00	
Entry level position	<input type="checkbox"/> \$100.00	
Second Family Member	\$ 45.00	
Student	\$ 35.00	
Emeritus	\$ 50.00	
Additional Voluntary Contribution	\$	
Voluntary Contribution (minimum \$2.00) to a charity in the Charleston area	\$	
Credit card processing fee (if applicable)	\$ 5.00	
TOTAL AMOUNT (Conference/Membership) (U.S. funds please)		

VISA MC AMEX Credit card number _____ Exp. Date ____ / ____
 Signature of card holder _____

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 _____

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.

Please tear out along the dotted line

Hotel Reservation Form

National Reading Conference • Decemeber 4 - 7, 1996

Charleston Place

130 Market Street, Charleston, SC 29401-3133
Phone: (800) 722-4900 • Fax: (803) 724-7215

Name _____

Institution _____

Address _____

City _____ State _____ Zip _____ Country _____

Arrival Date _____ Departure Date _____

Number of Rooms _____ Number in Party _____

Name(s) of person(s) sharing accommodations

ROOM RATE

Single \$125 + 12% tax Double \$125 + 12% tax

There will be an additional charge of \$20 for a third person sharing a double room

ROOM TYPE REQUESTED

2 Double Beds Smoking
 1 King Bed Non Smoking

PAYMENT

American Express Diners Club Discover Carte Blanche
 MasterCard Visa Check

Name Appearing on Card

Card Number

Expiration Date

Your credit card number and expiration date, check or money order for one night's room and tax must accompany this reservation form as a deposit.

Reservation requests are subject to availability. In the event the special rate or room type is not available, the nearest rate or guest room will be assigned. Alternate hotels will be assigned as necessary. Please note that check in begins at 4:00 p.m. and check out is at 12:00 noon.

Please verify your departure date. Should you elect to depart prior to the confirmed date indicated on this form, an early departure penalty of \$50 will be charged. Deposits will be refunded only if cancellation notification is received no less than 72 hours prior to date of arrival. Please retain your cancellation number for your records.

Reservations must be received by Friday, October 25, 1996.

Return completed reservation form to:

Charleston Place

130 Market Street, Charleston, SC 29401-3133

Do not send your reservation form to NRC Headquarters as this will delay the processing of your request.

please tear out along the dotted line

1996 Membership Participation

National Reading Conference

Tear out and return to: the National Reading Conference, Registration Desk

NOMINATION OF OFFICERS

Nominations for Vice President-Elect

Board of Directors

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 this form 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 committees, check your preference below.

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

If you are interested in serving as chair of a conference session, please check below.

- Chair Session

please tear out along the dotted line

1996 Conference Evaluation Form

National Reading Conference

Tear Out and Return to: the National Reading Conference, Registration Desk

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 registration desk or to NRC Headquarters at 200 N. Michigan Avenue, Suite 300, Chicago, Illinois 60601. We appreciate your help.

1. What is your impression of the conference program overall?

(For example, you might consider features such as balance, numbers of strands, Alternative Format sessions, etc.)

2. What did you like/not like about special functions?

(e.g., Vital Issues, award presentations, Town Meeting, Business Meeting, Local Arrangements, committee presentations)

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 arrangements, local arrangements, etc.?

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

please tear out along the dotted line

Special Events of the Day

Friday

Time	Event	Room
7:00 a.m. - 8:30 a.m.	Past Presidents' Breakfast	President's Suite
7:00 a.m. - 5:30 p.m.	Registration	Registration Foyer
7:00 a.m. - 8:25 a.m.	Meeting-Advisory to Nominations Committee (open to all members) <i>Chair: Deborah Dillon - Purdue University</i>	Suite 2K
7:30 a.m. - 5:30 p.m.	Silent Auction	Cypress
7:30 a.m. - 8:25 a.m.	Meeting - Policy and Legislative (open to all members) <i>Co-Chairs: Karen Wixson - University of Michigan; Marge Lipson - University of Vermont</i>	Riley
7:30 a.m. - 8:25 a.m.	Meeting of the JLR Editors and Editorial Advisory Board. <i>Editors: David Reinking, Cynthia Hynd, Penny Oldfather - University of Georgia</i>	Suite 2L
9:50 a.m. - 10:20 a.m.	Coffee and conversation	on your own
10:20 a.m. - 11:40 a.m.	Second Plenary Session The Call of "Whose" stories: Understanding the Literacy Practices of Successful Teachers of African American Students <i>Gloria Ladson-Billings - University of Wisconsin/Madison</i>	Willow/Magnolia
10:20 a.m. - 11:40 a.m.	Presentation of the Ed Fry Award <i>Chair: John T. Guthrie - University of Maryland</i>	Willow/Magnolia
11:45 a.m. - 12:45 p.m.	Meeting - Technology Committee (open to all members) <i>Co-Chairs: Mark Condon-University of Louisville; Barbara Guzzetti-Arizona State University</i>	Suite 2J
11:45 a.m. - 12:45 p.m.	Research Workshop Conducting Longitudinal Research on Early Literacy <i>Linda M. Phillips - Memorial University of Newfoundland; Stephen P. Norris - Memorial University of Newfoundland; Jana M. Mason - University of Illinois</i>	Suite 2K
	Presenters shall first provide a brief overview of the problems addressed and the methods used in their study published in <i>Journal of Literacy Research</i> , 28(1). Second, they shall describe a number of factors that impinged upon the conduct of this research. Third, and in light of the controversy that surrounds the measurement of early literacy, they will discuss with workshop participants how researchers might select appropriate instruments.	
11:45 a.m. - 12:45 p.m.	Lunch	on your own
11:45 a.m. - 12:45 p.m.	Birds of a Feather Check Registration Desk for topics	Live Oak
12:00 p.m.	Deadline for Placing Bids -Silent Auction Books	Cypress
12:50 p.m. - 2:10 p.m.	A Conversation with Gloria Ladson Billings	Suite 2L
1:00 p.m. - 7:00 p.m.	Silent Auction Buyers' Names Posted for Purchase of Books	Cypress
5:15 p.m. - 6:05 p.m.	Meeting - Student Research Award <i>Chair: To Be Announced</i>	Riley
5:15 p.m. - 6:05 p.m.	Meeting - Ed Fry Book Award <i>Chair: John Guthrie - University of Maryland</i>	Suite 2K
6:10 p.m. - 7:30 p.m.	NRC Business Meeting - open to all members	Willow/Magnolia

Time	Room	Live Oak	2L/2H	Drayton	Gadsden	Edmunds	Jenkins-King Charles	Beauregard	Fenwick	Colleton	Dogwood	Hampton	Ashley-Cooper
10:00 - 10:35 am		RT 107	SYM 98 2L Professional Literacy Practices: Research and Theoretical Implications	SYM 99 Learning to Reflect on Literacy, Language, and Culture: Re-Visioning Literacy Practices Through Ethnographic Lenses	Pa 96 Adult and Workplace Literacy	Pa 97 From Pictures to Words: Children's Response to Text	alt 103 Literacy Centers and Clinics: Unique Features, Common Ground, and Research	SYM 100 Raising Literacy Levels Through In-Service Teacher Education	Pa 95 Elementary Stories of Becoming and Being Literate	alt 104 Meet the Experts, Part II: Conversations about Knowledge, Sign Systems and Inquiry	SYM 101 What Happens When New Assessments are Introduced into School Sites - Adaptations to and of Alternative Assessments	alt 102 Academics 200: Making Children and Literacy First Priority in a Professional Development Center	alt 105 The Art of Hermeneutic Reading
8:30 - 9:50 am			SYM 103 2H Cultural Self-Analysis: Know Thyself and Understand Others										
10:45 - 11:20 am		RT 108											
10:20 - 11:40 am		Second Plenary Session The Call of "Whose" stories: Understanding the Literacy Practices of Successful Teachers of African American Students Gloria Ladson-Billings - University of Wisconsin/Madison										Willow/Magnolia	
12:50 - 1:25 pm		RT 120	Pa 114 2H Innovative Approaches to Preservice Education	SYM 118 What Good are Predictable Books? A Re-evaluation	Pa 113 Teacher Inquiry and Decision Making as Components of Change	alt 109 Socially Constructed Categories	alt 117 A Close Look at Teacher Change: What Gets Influenced, Who Changes and Why	alt 115 Assessing Student Engagement in Literacy: Seeing Involvement Through the Eyes of the Student	Pa 112 Developmental Aspects of Orthographic Knowledge: English and Chinese	alt 116 The Stories We Are: Representations of Literacy and Literacy Teachers in Popular Film	SYM 119 Perspectives on Grading	Pa 111 Assessment of At-Risk Learners	Pa 110 Moving Toward Authenticity: A Study of Three Genres
12:50 - 2:10 pm		RT 121											
12:50 - 2:10 pm		Special Session A Conversation with Gloria Ladson Billings - University of Madison/Wisconsin											
2:20 - 2:55 pm		RT 132	Pa 123 2L Engaging in Authentic Learning Experiences in Pre-Service Literacy Classes	SYM 127 School Literacy vs. Social Realities: The Experiences of Culturally Diverse Children and Families in Rural America	Pa 124 Studies of Early Intervention Programs	alt 128 Professors' Perspectives on Professor-Teacher Collaboration	alt 130 Currents and Cross Currents: Contrasting Scholarly Responses to Breaking Free: The Transformative Power of Critical Pedagogy	alt 126 The Ethics of Literacy Research: Issues and Conundrums		Pa 122 Young Learners Learning to Read	alt 131 Advances in Frameworks for Conceptualizing Workplace Literacy		alt 125 Literacy and Democracy: Some International Perspectives
2:20 - 3:40 pm													
3:05 - 3:40 pm		RT 133	SYM 129 2H Reading and Writing Autobiography: ...										
3:50 - 4:25 pm		RT 145	alt 137 2H Selecting Designs and Setting Standards in Qualitative Research: Three Literacy Case Studies	alt 135 New Avenues for Literacy Learning: Infusion of Multiculturalism into Literacy Curricula for Preservice and Inservice Teachers		alt 141 Revisiting Method: Research on Preservice Teachers' Concepts and Beliefs - What are we? Where do we want to go next?	SYM 143 The First "R" in Twenty-First Century Elementary Classrooms	alt 134 Making Sense: Fantastic Transgressions into Research as Literacy	alt 136 Retrospects Ad Arboris: A Doctoral Cohort Group Revisits its Roots	SYM 142 Effective Instruction for Language Minority Students in the Content Areas: An Innovative Approach to Accessing the Professional Knowledge Base	alt 138 The Evolving Use of Student Portfolios: Central Issues in Six Literacy Education Contexts	SYM 144 Gender, Authority and Consumerism in the Uses of Computers in the Classroom: Issues of Reproduction and Contexts of Empowerment in Technology	SYM 139 Assessing "Moral" Responses to Stories Among Diverse Students: Implications for Reader Response Theory
3:50 - 5:10 pm													
4:35 - 5:10 pm		RT 146	SYM 140 2L Writing for Myself: ...										
6:10 - 7:30 pm		Business Meeting										Willow/Magnolia	

Friday**December 6, 1996****Pa 095 Paper Session****8:30-9:50 a.m. • Fenwick****Elementary Stories of Becoming and Being Literate***Chair: Doug Hartman - University of Pittsburgh*

I. What's it All About?: Young Children's Sense of Being Literate at School
Janet Young, Sara Ann Beach - University of Oklahoma

II. Intertextuality and Meaning Construction in a Third Grade Classroom: Spinning Charlotte's Web
Amy Seely Flint - University of California/Berkeley

III. The Study of the Social Conditions That Motivate Third Graders to Read and Construct Meaning of Text
Mary Riordan Karlsson - University of California/Berkeley

Pa 096 Paper Session**8:30-9:50 a.m. • Gadsden****Adult and Workplace Literacy***Chair: Gary Padak - Kent State University*

I. Changing Literacy Lifestyles While In Workplace Literacy Programs
Larry Mikulecky - Indiana University

II. Adult Literacy Students and Teachers: Definitions, Perceptions and Practices of Literacy
Judy Nichols Mitchell, Bradley D. Miller, Guyana Minasian - University of Arizona

III. Improved Basic Skills - Improved Employee Productivity: An Evaluation
Meryl K. Lazar - University of Pittsburgh, Barbara VanHorn - Pennsylvania State University

Pa 097 Paper Session**8:30-9:50 a.m. • Edmunds****From Pictures to Words: Children's Response to Text***Chair: Christine Jenkins - University of Illinois/Urbana-Champaign*

I. The Construction of Literary Understanding by Young Children During Storybook Readalouds
Lawrence R. Sipe - Ohio State University

II. Responding to Information Books: Factors that Influence Understanding
Cindy Farest - Arizona State University, Carolyn J. Miller - Texas Tech. University, Sherry Fewin - All Saints School/Lubbock, TX

III. "Her Life was Aglow; She was so Loved:" Transitional Readers' and Writers' Response to Literature through Discussion, Writing and Art
Sandra Madura - University of Nevada

SYM 098 Symposium**8:30-9:50 a.m. • Suite 2L****Professional Literacy Practices: Research and Theoretical Implications***Chair: Michael Pressley - SUNY/Albany*

I. Observing Medical Students Using Multiple Texts
Dorothy Deegan, Jerry Glenn - Penn State University

II. The Construction of Authoring Identity
Nancy Nelson Spivey - Louisiana State University

III. Beating the Odds: Reading Strategies of Law Students
Laurel C. Oates - Seattle University School of Law

*Discussant: Michael Pressley - SUNY/Albany***SYM 099 Symposium****8:30-9:50 a.m. • Drayton****Learning to Reflect on Literacy, Language, and Culture: Re-Visioning Literacy Practices Through Ethnographic Lenses***Chair: Judith Green - University of California /Santa Barbara*

I. Seeing Literacy Anew: Sharing the Ethnographers Role to Re-Vision Teaching and Learning in a Community of Writers
Louise Jennings - University of California /Santa Barbara

II. Bridging the Gap Between Theory and Practice in a Reading Clinic Program
Anita Cruse - University of California /Santa Barbara

III. Situated Difference: The Influence of Interactive Ethnography on Theories and Practices of Multicultural Education
Maria Franquiz - University of Colorado /Boulder

*Discussant: Ann Egan-Robertson - University of Wisconsin/Madison***SYM 100 Symposium****8:30-9:50 a.m. • Beauregard****Raising Literacy Levels Through In-Service Teacher Education***Chair: John Guthrie - University of Maryland/College Park*

I. The Balanced and Flexible Literacy Diet: Putting Theory into Practice
Mae Burgess, Dale Willows - University of Toronto

II. Implementing Change in Literacy Programs: A Multi-Level Approach
John Rennie - Peel Board of Education

III. A Multi-Disciplinary Team Approach to Implementing Change
Hazel Mason - Peel Board of Education

Discussant: Joanna Williams - Columbia University

SYM 101 **Symposium**

8:30-9:50 a.m. • Dogwood
What Happens when New Assessments are Introduced into School Sites - Adaptations to and of Alternative Assessments
 Chair: P. David Pearson - Michigan State University

I. When Portfolios Become Part of the Grading Process-a Case Study in a Junior High School Setting
 Louikia Sarroub - Michigan State University, Randy Lloyd, Carmen Dykema - Holt Junior High School, Mark Conley - Michigan State University

II. When Portfolios Become the Archival Record of Student Progress - A Case Study in an Elementary School Setting
 Devon Brenner - Michigan State University, Jane Boyd, Pat Pricco - Averill Elementary School

III. Exploring Teachers' Intuitions and Views of Assessment - A Case Study in an ESL Setting
 Mary McVee, Laura Roehler - Michigan State University, Meredith McClellan, Nancy Svoboda - Spartan Village Elementary School

Discussant: P. David Pearson - Michigan State University

alt 102 **Alternative Format**

8:30-9:50 a.m. • Hampton
Academics 200: Making Children and Literacy First Priority in a Professional Development Center
 Chair: Wayne Linek - East Texas State University

This session will present and discuss a collaborative project between a university and a school district that is attempting to develop a teacher education program based on practices that are developmentally appropriate, value cultural and linguistic diversity, and recognize the social nature of learning. Recognition that "how teachers teach" must reflect "how children learn" if teachers and learners are to be successful is an integral part of this project and presentation.

Presenters: Wayne M. Linek, Mary Beth Sampson, I. LaVerne Raine, Michael Sampson, Sharon Y. Cowan - East Texas State University, Patsy Bolton, Nina Williams - Sulphur Springs ISD

alt 103 **Alternative Format**

8:30-9:50 a.m. • Jenkins/King Charles
Literacy Centers and Clinics: Unique Features, Common Ground, and Research
 Chair: Penny Freppon - University of Cincinnati

Recent interest in university-based clinics has renewing potential. This alternative format helps continue that interest and responds to the need to present unique features of literacy clinics. Because diversity among literacy centers is clear, discussion of individual strengths and common features is needed. The purpose of this session is to explore and question the differences, commonalities, and research in several university-based literacy centers and clinical programs. The session is designed as an alternative format to support discussion. All the presenters are engaged in research in their literacy

clinics. In the 1990's several issues seem clear. The traditional focus of improvement of reading for individual children remains strong and important. From other university clinic research comes a challenge to existing assumptions in the literacy field. Still other researchers highlight changing roles — for example, meeting the challenge of adapting to the needs of schools. However, common ground is evident in providing clinical experiences for our students and remedial help for children. These similarities and the unique features of several clinical programs will be presented.

Presenters: Mary R. Franklin - Arkansas Tech. University, Linda Fielding - University of Iowa, Penny Freppon - University of Cincinnati, Mary H. Mosley - University of Central Arkansas, Victoria Purcell-Gates, Nell K. Duke - Harvard University, Cathy Roller - University of Iowa

alt 104 **Alternative Format**

8:30-9:50 a.m. • Colleton
Meet the Experts, Part II: Conversations about Knowledge, Sign Systems and Inquiry
 Chair: Beth Berghoff - Indiana University/Purdue University Indianapolis

In a continuation of a conversation initiated at NRC 1994, this session will actively involve audience members as researchers. An edited videotape of "experts" from three disciplines (photography, biology, the performing arts) engaged in a discussion with three literacy professors will be viewed and analyzed by participants in an effort to understand how it is that these experts work, learn, and use language and other sign systems within the inquiry processes in their respective fields.

Language Educators/Group Facilitators: Cynthia Barbs - Handover College, Jean Ann Clyde - University of Louisville, Jerome C. Harste - Indiana University

Experts (Appearing on videotape, not present): Karen Dean - children's singer/songwriter, Adam Jones - nature photographer, Varley Wiedemann - biologist

alt 105 **Alternative Format**

8:30-9:50 a.m. • Ashley Cooper
The Art of Hermeneutic Reading
 Chair: Dennis Sumara - Simon Fraser University

In this interactive session, the participants will explore the contributions that hermeneutic thought makes to an understanding of the experience of reading. Through the performance of a text comprised of a montage of personal response narratives, theatrical gestures, excerpts from literary texts, excerpts from theoretical texts, and video-clips from classrooms of readers, the presenters will attempt to show/describe the character of the art of hermeneutic reading.

Presenters: Paula Salvio - University of New Hampshire, Terry Moher - Exeter High School, David Jardine - University of Calgary, Sharon Friesen - Calgary Board of Education, Patricia Clifford - University of Calgary

SYM 106**Symposium****8:30-9:50 p.m. • Suite 2H****Cultural Self-Analysis: Know Thyself and Understand Others***Chair: Flora Rodriguez Brown - University of Illinois/Chicago***I. Autobiographies, Interviews and Cross-Cultural Self-Analyses***Patricia Schmidt - Le Moyne College***II. Defining Culture: Preservice Teachers' Perceptions of an Asian***Jyotsna Pattnaik - Indiana University***III. A Teacher's Cultural Self Analysis: Understanding Expectations for Minority Students***Jeanne Peter - Vanderbilt University**Discussant: Barbara Diamond - Eastern Michigan University***RT 107****Round Tables****8:30-9:05 a.m. • Live Oak****107.1** Effects of Cognitive Flexibility and Phonemic Awareness Training on Kindergarten and First-grade Students' Phonemic Awareness, Cognitive Flexibility, Reading and Spelling Ability
*Suzanne Krause - University of Toledo***107.2** Appropriating the Utterances of Others
*Laura Wood Corman - University of Texas***107.3** Critical Literacy in Family Contexts: Lessons Learned
*Elizabeth Quintero, Mary Kay Rummel - University of Minnesota/Duluth***107.4** Turning It Around: What College Students Do to Improve Their Performance in Biology Courses
*Sherrie L. Nist, Jodi L. Holschuh - University of Georgia***107.5** Assessment of Kindergarten Children's Literacy Abilities to Inform Instruction: A Collaborative Investigation
*Beverly Bruneau - Kent State University, Kathy Reiner - Field Local Schools/Mogadore, OH, Penny Naugle - Kent State University***107.6** What Adults Who Love to Read Say About Their Reading
*Stephen Simonsen - College of the Desert***107.7** Changing Classroom Instruction for Children Who Find Reading Difficult: Teachers as Struggling Learners
*Nina Yochum, Elisabeth DeGroot - University of Michigan/Flint***107.8** A Case Study: Paul's Journey on Becoming Biliterate
*Jia-Ling Yau - University of Illinois/Urbana-Champaign***107.9** Using Assessment to Improve Literacy Achievement in an Inner City First Grade
*Barbara Edwards - University of North Carolina/Charlotte***107.10** Literacy Practices used with Adults with LD: What They Are, How They Stack Up and What That Means
*David Scanlon - University of Kansas***RT 108****Round Tables****9:15-9:50 a.m. • Live Oak****108.1** Reader Response Revisited: On Literary Interpretation
*Zhihui Fang - Purdue University, Jiening Ruan - Indiana University of Pennsylvania***108.2** Is Reading Changing? Text Interaction in Electronic Environments
*Patrick Iannone - Syracuse University***108.3** Authority, Discourse, Literacy and Freedom: An Analysis of Adolescent Writings on Abortion
*Christine Sheffer, Samuel Matthews II - University of West Florida***108.4** Second Grade Children's Uses and Perceptions of Classroom Events in Developing Vocabulary Knowledge: A Comparison of Two Events
*Marcia R. Wilson - Piedmont USD***108.5** The Construction of a Literacy Orientation Survey Clarifying Connections Between Beliefs and Practice
*Mary Ann Wham, University of Wisconsin/Whitewater, Susan Lenski - Illinois State University***108.6** Literacy Intervention for At-Risk Preschool-aged Children and Their Teen-aged Mothers
*Ruth Short, Barbara Frye, Priscilla Griffith - University of South Florida***108.7** Changing the Rules: Collaborative Moves Toward Adapting Classroom Discourse Routines for Children with Language Difficulties
Francine Falk-Ross - University of Illinois/Chicago

Second Plenary Session

10:20-11:40 a.m. • Willow/Magnolia
The call of "whose" stories: Understanding the Literacy Practices of Successful Teachers of African American Students

Gloria Landson-Billings - University of Wisconsin/Madison

Narrative has gained greater attention in literacy and literacy teaching. Through telling and listening to stories we are able to "put the personal and particular into perspective" (Rich, 1979, p.43) and construct a "sense of reality and a filter through which we process each event that confronts us every day" (Gates, 1989, p. 17). However, in the school setting some stories are regarded as more valuable and more worthy of attention than others. Gee (1989) has demonstrated that teachers treat the stories of varied racial, cultural, and economic backgrounds differently. However, little attention has been paid to the ways in which teachers' stories, particularly stories about their practice, have been marginalized, ignored, or homogenized into a monolithic story of what it means to teach African American students.

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11:40 a.m.-12:50 p.m. LUNCH ON YOUR OWN
 =====

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11:40 a.m.-12:50 p.m. Birds of a Feather•Live Oak
 =====

=====
11:40 a.m.-12:50 p.m. Newcomers' Table•Live Oak
 =====

=====
11:40 a.m.-12:50 p.m. Research Workshop•Suite 2K
 =====

109 Alternative Format

12:50-1:25 p.m. • Edmunds
Socially Constructed Categories

Chair: Josephine Peyton Young - University of Georgia

The purpose of this session is, first, to offer an overview of theoretical work on socially constructed categories and how they operate through such practices as the gaze, the examination, and through normative sexualities. Second, we will share how we are operationalizing these theories in our research. Our format will allow for both large and small group interactions. The session will open with a theoretical overview. Then, each presenter will briefly describe her/his current research. Presenters will then lead small group sessions in which they explain how they have applied these theories throughout the research process. Experts of data will serve as catalysts for small group discussion. A large group discussion will conclude the session. Presenters' papers will be disseminated at the conclusion.

I. Overview (Introduction): Elizabeth A. St. Pierre - University of Georgia

II. You're the Mother, I'm Your Son: The Realities of the Socially Constructed Categories of Ethnicity and Gender
Marjorie F. Orellana - University of California/Berkeley, Laurie MacGillivray - University of Southern California

III. Making Elementary Teachers out of Men and other Marginals
James King, Richard Chisholm - University of South Florida

IV. A Rose by Any Other Name: Students' Self-Selected Pseudonyms
Donna Alvermann, Elizabeth A. St. Pierre - University of Georgia

Discussant: Donna Alvermann - University of Georgia

110 Paper Session

12:50-2:10 p.m. • Ashley Cooper
Moving Toward Authenticity: A Study of Three Genres
Chair: Patricia Enciso - University of Wisconsin/Madison

I. How Big is a Calabash? Eavesdropping on Second Graders' Peer Talk About African Trickster Tales
Rachel L. McCormack - Plymouth, MA Public Schools

II. Authenticity and the Writing of a World War II Novel: A Case Study of the Work of an Eleven Year Old Author
Joyce Many, John A. Diehl - Georgia State University

III. Who are 'They'? Who are 'We'? Young Adult Novels and Gay/Lesbian Content, 1969-1995
Christine Jenkins - University of Illinois /Urbana-Champaign

111 Paper Session

12:50-1:25 p.m. • Hampton
Assessment of At-Risk Learners
Chair: Karen Thomas - Western Michigan University

I. Project Reading ABC: An Alternative Reading Assessment Battery for Children With Severe Speech and Physical Impairments
James Cunningham, Karen Erickson, David Copenhaver - University of North Carolina/Chapel Hill

II. Differences in Skilled and Poor Reading Children's Use of Orthographic Redundancy
Donald L. Compton - University of Arkansas

III. Assessing Vocabulary Knowledge: A Curriculum-Based Index of Children's Understanding of Word Meanings
Edward J. Kameenui, Scott Baker, Deborah Simmons - University of Oregon

112**Paper Session****12:50-2:10 p.m. • Fenwick****Developmental Aspects of Orthographic Knowledge: English and Chinese**

Chair: Beth Roberts - Emory University

I. Chinese Orthography and Children's Spelling Errors
Helen Shen, Donald Bear - University of NevadaII. Understanding Spelling and Schooling Among 1009 Ninth graders
Donald Bear, Meggin McIntosh, Willie Edwards - University of Nevada/Reno,III. The Development of Phonologic and Orthographic Knowledge in School-Aged Children: A Longitudinal Perspective
Lois G. Dreyer - Southern Connecticut State University**113****Paper Session****12:50-2:10 p.m. • Gadsden****Teacher Inquiry and Decision Making as Components of Change**

Chair: Francine Mayfield - Clark County School District

I. "What Can I Do?" Teacher Inquiry Effects Positive Change in an Urban Classroom
Jacqueline K. Peck - Cleveland State UniversityII. Reading the Context Clues: One Teacher's Construct of Literacy Instruction
Nancy L. Michelson - Salisbury State UniversityIII. An Examination of Preactive, Postactive, and Interactive Decision Making: How "Reading Feelings" Guides Two Literacy Professors
Jarene Fluckinger, Edward E. Paradis, Arnold L. Willems - University of Wyoming**114****Paper Session****12:50-2:10 p.m. • Suite 2H****Innovative Approaches to Preservice Education**

Chair: To be announced

I. Preservice Teachers Learning about Reader Response in an Electronic Environment
Sandra Imdieke - Northern Michigan UniversityII. Inverting Vygotsky: A Study of Students Scaffolding Pre-Service Teachers Using Technology
Mary Riordan Karlsson - University of California/BerkeleyIII. Enhancing and Strengthening Literacy Principles: What Preservice Teachers Learn from Tutoring
Susan H. Gooden - University of Southern Indiana**115****Alternative Format****12:50-2:10 p.m. • Beauregard****Assessing Student Engagement in Literacy: Seeing Involvement Through the Eyes of the Student**

Chair: Julianne Turner - University of Notre Dame

The purpose of this session is to allow participants the opportunity to explore the various ways of considering engagement with literacy tasks. All of the panel members are involved in using novel tools and different approaches to understanding and interpreting literacy engagement in classroom activities. Each presenter will briefly describe his/her research project and pose issues which must be considered in assessing and applying theories of engagement in the classroom. Participants will receive handouts of descriptions and questions for all studies. Participants will then select the discussion group they are interested in joining. Discussion groups will focus on the questions relevant to understanding the engagement in literacy contexts in light of the specific model of engagement applied and explored in each classroom. The discussant will visit each group and listen to the themes being addressed and will then unite the groups and lead a final discussion. This discussion will consider the strengths of engagement theory derived from the consistencies across the various models and approaches as well as the richness of understanding which results from the differences.

I. Measuring Fifth Grade Students' Engagement through Experience Sampling
Kathleen E. Cox - The Pennsylvania State University,
Julianne C. Turner - University of Notre Dame, Debra K. Meyer - Elmhurst CollegeII. Contributions of Goal Commitment and Topic Interest to Use of Strategies in Literacy Learning
Solomon Alao, John Guthrie - University of Maryland/College ParkIII. Self-report of Intrinsic Motivation as an Indicator of Learning Performance
Ann D. McCann - University of Maryland/College Park,
Peggy Van Meter - The Pennsylvania State UniversityIV. Defining Engagement from an Emic Perspective
Janice Almasi - SUNY/Buffalo

Discussant: Roger Bruning - University of Nebraska/Lincoln

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SPECIAL SESSION**12:50-2:10 p.m. • Suite 2L (Fri)**
A Conversation with Gloria Ladson Billings - University of Madison/Wisconsin

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alt 116

Alternative Format

12:50-2:10 p.m. • Colleton

The Stories We Are: Representations of Literacy and Literacy Teachers in Popular Film

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

In this session we will raise a series of questions about the nature of teachers' personal and public identities as literacy educators, the role of media (specifically, popular films) in shaping these identities, and the role of these identities in shaping the pedagogies of literacy. These questions are located within our narrative inquiries into the work and lives of literacy teachers and derive from the notion of *narrative identity* (Widdershoven, 1993) — the sense of who we are and what work we (should) do as literacy educators that is shaped, in part, by the stories we all hear and tell about literacy teaching. We are particularly curious about the influence on narrative identity of the re/presentation of literacy, literacy teachers, and literacy pedagogy in the stories told by popular films (e.g. "Dangerous Minds", "Dead Poets Society" etc.) Participants in this session will have the opportunity to view a wide range of these re/presentations and to discuss their implications for the way we see ourselves and how others see us.

Discussant: Lorri Neilsen - Mount St. Vincent University

alt 117

Alternative Format

12:50-2:10 p.m. • Jenkins/King Charles

A Close Look at Teacher Change: What Gets Influenced, Who Changes and Why

Chair: Connie Bridge - University of Kentucky

Overview : Symposium Overview and Description of the Contexts

Jane Mekkelsen - University of Vermont

I. Common Ground and Minority Voices: response to the State Initiative from Teachers with Diverse Perspectives on Teaching and Learning
Marjorie Lipson, Pat Daniels - University of Vermont

II. Missed Connections: Statewide Assessment and Classroom Assessment
James Mosenthal, Haley Woodside Jiron, Jane Mekkelsen - University of Vermont

III. From Inside the Classroom: How Different Kinds of Teachers Respond to the Vermont Assessment Program
Patricia Daniels, Haley Woodside Jiron, Marjorie Lipson - University of Vermont

Discussant: Sheila Valencia - University of Washington

SYM 118

Symposium

12:50-2:10 p.m. • Drayton

What Good are Predictable Books? A Re-evaluation

Chair: Philip Gough - University of Texas

I. The Effects of Predictable Books on Word Learning
Steven A. Stahl, Michael C. McKenna, Ann Duffy - University of Georgia

II. Word Learning in Predictable Text: The Role of Illustrations
Francine Johnston - University of North Carolina/Greensboro

III. Teaching Struggling First Grade Readers Using Predictable Books
Lynn Romeo - Monmouth College

IV. Reading and Word Learning Through Literature Response and Writing in a Special Education Setting
Thomas Caron - West Virginia Graduate College

Discussant: Philip Gough - University of Texas

SYM 119

Symposium

12:50-2:10 p.m. • Dogwood

Perspectives on Grading

Chair: Sherry Guice - SUNY/Albany

I. Understanding Grades: History and Issues
Michelle Commeyras - University of Georgia

II. "Are You Gonna Put a Grade on This?" The Influence of Grades on Children's Collaboration in Literacy Learning
Jane West - Agnes Scott College

III. The Relationship of Grades to Students' Engagement in Literacy Learning and Schooling: A Longitudinal Study
Sally Thomas - Claremont Graduate School, Penny Oldfather - University of Georgia

Discussant: Sherry Guice - SUNY/Albany

RT 120

Round Tables

12:50-1:25 p.m. • Live Oak

120.1 Reader Response Logs: Using Computer Generated Responses in an Introductory College Literature Course
June Harris - East Texas State University

120.2 Parents' Perceptions of Their Roles in the Literacy Development of Adolescents
Brenda P. Dixey - Oklahoma State University

120.3 Scaffolding Academic Literacy: An Examination of In-service for Teachers of Linguistically Diverse Students
Ruth A. Hough - Georgia State University

120.4 Literature Discussion and the ESL Student: An Exploration of the Facilitator's Role in Small Group Discussion
Laurie R. Kaufman - Oakland University

120.5 The Efficacy of Reading Recovery as an Early Intervention for At-Risk English Language Learners and Spanish Speaking Children
Patricia R. Kelly - California State University /San Bernardino, Judith Neal - California State University/Fresno

RT 121

Round Tables

1:35-2:10 p.m. • Live Oak

121.1 Multicultural Literature and Future Teachers
Linda Ferguson, Lea McGee - Boston College

121.2 In Search of School Factors that Promote and Inhibit Voluntary Reading : Ideas from Middle School Language Arts Teachers
Jo Worthy, Megan Moorman, Margo Turner, Rob Linne - University of Texas

121.3 The Whole Language University Classroom: How Modeling Integrated Language Arts Instruction Affects Preservice Teachers
Alexandra G. Leavell, Madge T. Craig - University of North Texas

121.4 Transforming Practice through Collaborative Conversation: A Kindergarten Teacher and a Teacher Educator Explore Authentic Reading and Writing Tasks in a Kindergarten Classroom
Sandra J. Moore - Radford University, Ina Dunford - Montgomery County Public Schools

121.5 Literature Discussion Groups and Teacher Roles: A Look Inside the Classrooms of an Elementary and High School Teacher
Mary Nell Willis, Linda Runyon - University of Houston

Pa 122

Paper Session

2:20-3:40 p.m. • Colleton
Young Learners Learning to Read
Chair: To be announced

I. Sense and Sensibility: Children's Strategies for Meaning Construction
Sara Ann Beach, Linda McElroy, Georgianne Saunders - University of Oklahoma

II. Learning to Read from Self Selected Texts: An Examination of the Book Choices of Six First Graders
Judith Lysaker - Indiana University

III. Reducing the Need for Supplemental Literacy Instruction: A Case Study of a School Accelerating Slow-Progress Learners in the Regular Classroom
John F. O'Flahavan - University of Maryland, Claudette Lord, Clair Hurd - Wiscasset Primary School

Pa 123

Paper Session

2:20-3:40 p.m. • Suite 2L
Engaging in Authentic Learning Experiences in Pre-Service Literacy Classes
Chair: Jean Bahney - Texarkana, TX

I. Personal Stories or "Plastic Sheets": Preservice Teachers' Perspectives of Journals and Portfolios
Ann Watts Pailliotet - Whitman College

II. Multiple Layers of Involvement: Authentic Reflective Involvement in the University Classroom
Dorothy J. Leal, W. Smith - Ohio University

III. "I Hear Them Talking to Me" : An Exploration of Dialogic Patterns in Learning to Teach
Debra Lynn Bayles - University of Texas/Austin

Pa 124

Paper Session

2:20-3:40 p.m. • Gadsden
Studies of Early Intervention Programs
Chair: Carol Lloyd - University of Nebraska/Omaha

I. Using Effective Teaching Techniques in Reading/Learning Disabilities Classrooms: Lessons from Effective Reading Recovery Teachers
Carol A. Lyons - Ohio State University

II. Can Struggling Second-Grade Diverse Readers Learn to Decode Words and Love Books Within a Strategy/Literature-Based Program?
Gay Ivey, James F. Baumann - University of Georgia

II. Subsequent Gains of Reading Recovery Children: Two Longitudinal Studies
Billie J. Askew, Carol Wickstrom, Dianne F. Frasier - Texas Women's University

alt 125

Alternative Format

2:20-2:55 p.m. • Ashley Cooper
Literacy and Democracy: Some International Perspectives
Chair: Linda M. Phillips - Memorial University of Newfoundland

The session opens with a general introduction to the reciprocal relationship between literacy and democracy and to the three discussions that follow: (1) literacy as training in democratic citizenship, (2) transition in the teaching of literacy, and (3) literacy in the teaching of democratic processes. A discussion among the participants and presenters on the similarities in the need for democratic classrooms regardless of location concludes the session. Classrooms that foster respect for the integrity of children, bring life into the curriculum, motivate through meaningful work, and provide freedom of response are just some of the ways to give more power to literacy and democracy within our teaching. We shall encourage an informal format for the sharing of pictures, children's and teachers' stories, personal responses to literacy and democracy, and for exploring ideas for future research.

I. Literacy as Training in Democratic Citizenship
Charles Temple - Hobart and William Smith Colleges

II. The Cases of Three Countries in Transition in the Teaching of Literacy - Mongolia, Nicaragua, and Peru
Alan N. Crawford - California State University/Los Angeles

III. Literacy and Democracy: Readers' Workshop in Slovak Elementary Classrooms
Jeannie Steele - University of Northern Iowa

Discussants: Leticia Ruiz, Ileana Seda - Universidad de Las Americas, Mexico

alt 126 Alternative Format

2:20-2:55 p.m. • Beauregard
The Ethics of Literacy Research: Issues and Conundrums
Chair: David Yaden - University of Southern California

This alternative format session seeks to highlight several key issues embodied in the new Statement of Ethics of the National Reading Conference. The session will attempt to promote discussion and dialogue around the following five ethical themes, all touched upon by the NRC ethics statement: (a) the ownership of intellectual property and data, (b) issues of collaboration between the university and school-based researchers, (c) professional integrity as it relates to protecting the interests of vulnerable populations, (d) conflicts of interest where financial gain is involved, and (e) professional competence as related to the ability to represent, discuss, or disclose information regarding diverse populations. Short verbal vignettes by presenters/group discussion leaders regarding a specific, theme-related incident will be followed by roundtable sessions around which small groups of the audience will further discuss the incidents and related issues.

I. Principal Investigators, Collaborators, and Evaluators? Who Really Owns the Data?
Maureen McLaughlin - PA State University System

II. University/School Collaboration: Issues of Confidentiality, Power, and Data Access
Sandra J. Moore - Radford University

III. The Literacy Researcher as Double Agent - or Whistle-Blower: To Choose or Not to Choose Sides is the Question
Marjorie Siegel - Columbia University

IV. Reaping the Financial Benefits of Research: When do Conflicting Interests Matter?
Shane Templeton - University of Nevada

V. Crises of Representation: On What grounds Can We Or Should We Ever Speak for Others Different Than Ourselves?
Margaret M. Mulhern - Washington State University

SYM 127 Symposium

2:20-3:40 p.m. • Drayton
School Literacy vs. Social Realities: The Experiences of Culturally Diverse Children and Families in Rural America
Chair: Sara Simonsen - Western Illinois University

I. Literacies as School-Home Collaborations: Case Studies of Four Appalachian Families
Rosary Lalik - Virginia Tech, LaNetter Dellinger, Richard Druggish - Virginia Polytechnic Institute and State University

II. Where are our Stories?: Literacy Experiences of Rural American Indian Students
Elizabeth Noll - University of New Mexico

III. Negotiating Multiple Literacies: Latino Families in the Rural Midwest
Carolyn Colvin, Mary Jo Swartzendruber - The University of Iowa

Discussant: Victoria Purcell-Gates - Harvard University

alt 128 Alternative Format

2:20-3:40 p.m. • Edmunds
Professors' Perspectives on Professor-Teacher Collaboration
Chair: Cynthia Rucinski - University of Illinois / Urbana-Champaign

The unifying theme of this session deals with professor-teacher collaboration, the successes, the struggles/concerns/frustrations, and the aspirations of university professors collaboration with teachers in teaching and/or in conducting research related to language and literacy education. This alternative format session continues previous discussions and alternative session presentations focusing on language and literacy education within the context of relationships and collaborations between literacy teacher educators and literacy teachers. The session begins with a general discussion about a study which involved 30 professors from across the United States and Canada. They responded to a questionnaire concerning their participation in a professor-teacher collaborated related to language and literacy education. The purpose of this study was to learn from their responses about professor-teacher collaboration. From their responses, three categories emerged: (a) successes, (b) struggles/concerns/frustrations, and (c) aspirations for future collaborative endeavors. Results of this study led to the seeking out and learning from other professor-teacher collaborations. The categories in this study provided a broad context for the alternative format presentation. This alternative format will include four other studies which also involve professor-teacher collaboration and which will also be presented. A breakout discussion session will follow in which small groups of participants will address issues related to professor-teacher collaboration. Finally, a wrap-up discussion will conclude the session with sharing across the groups and a summary statement of common threads that ran through the various studies.

I. Sharing Professors' Lived Experiences: Collaborative Efforts With Teachers
Cynthia Rucinski - University of Illinois - Urbana/Champaign

II. Looking Across Professional Roles: Comparable Intentions, Changing Challenges
Mary Roe - University of Delaware

III. Linking University and Secondary Classrooms Through Content Literacy
James Armstrong, Lee Dubert - Boise State University

IV. Professor-Teacher Collaboration: Bridging the Theory to Practice Gap for Preservice Teachers of Literacy and Literature

Janet A. Finke - University of North Carolina/Charlotte

V. Response to Innovation: Peer Coaching and Reciprocal Teaching

Diane Bottomley - University of Georgia

Discussant: Michelle Commeyras - University of Georgia

SYM 129

Symposium

2:20-3:40 p.m. • Suite 2H

Reading and Writing Autobiography: Alternative Approaches to Literacy Teacher Education in a Culturally and Linguistically Diverse Society

Chair: Martha Rapp Ruddell - Sonoma State University

I. Literacy Autobiographies: Four Teachers' Stories

*Lenore H. Ringler - New York University,
Carole S. Rhodes - William Patterson College*

II. Urban Preservice Teachers' Elaborated Constructs of Literacy and Literacy Instruction

Cathryn A. Wimet, Camille L.Z. Blachowicz - National-Louis University

III. Personal Narratives, Literacy Portfolios, and Cultural Identity

Kathryn Au - University of Hawaii

IV. Reading, Writing, and Talk about Autobiography: The Education of Literacy Teachers

Susan Florio-Ruane, Taffy E. Raphael - Michigan State University

Discussant: Martha Rapp Ruddell - Sonoma State University

alt 130

Alternative Format

2:20-3:40 p.m. • Jenkins/King Charles

Currents and Cross Currents: Contrasting Scholarly Responses to *Breaking Free: The Transformative Power of Critical Pedagogy*

Chair: Karin L. Dahl - Ohio State University

This session focuses on researchers' responses to *Breaking Free: The Transformative Power of Critical Pedagogy*. The work will be discussed on the NRC E-mail network and issues raised in the forum will be extended during the session discussions. The session as a whole is organized to look at critical issues in relation to this book. They include: Whose interests have been advanced by certain forms of accepted school knowledge? How do we reconceptualize ways of knowing and create spaces for the sharing and production of knowledge by entire communities, whether they be in a classroom or in a professional community such as NRC?

I. Question Posing Dialogue

*JoBeth Allen - University of Georgia
Karin Dahl - Ohio State University*

II. Concurrent Roundtable Discussions

*Chris Pappas, Lilliana Zucker - University of Illinois/Chicago,
David Reinking, Eury Bauer - University of Georgia,
Fenice Boyd, Lee Galda - University of Georgia,
JoBeth Allen - University of Georgia, and Karin Dahl - Ohio State University*

alt 131

Alternative Format

2:20-3:40 p.m. • Dogwood

Advances in Frameworks for Conceptualizing Workplace Literacy

Chair: Larry Mikulecky - Indiana University

I. An Empirically-Based Workplace Literacy Structure

Judith Shaul Norback - Center for Skills Enhancement

II. The U.S. Department of Labor O'NET Workplace Literacy Structure

Jorie W. Philippi - Performance Plus Learning Consultants

III. Literacy Skill Structure for Workplace Communication

Garlie A. Forehand - Educational Testing Service

Discussant: Larry Mikulecky - Indiana University

RT 132

Round Tables

2:20-2:55 p.m. • Live Oak

132.1 Four Case Studies of Students Who Say They Hate to Read

Sharon S. McKool, Jo Worthy - University of Texas

132.2 Assessing the Difficulty of Emergent and Beginning Reading Children's Books

Thomas G. Gunning - Southern Connecticut State University

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

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

132.4 Facilitating Effective Literacy Instruction Through Peer Coaching

Jeanne Swafford - Texas Tech University, Annyce Maltsberger - Lubbock Independent Schools, Katie Button - Texas Tech University, Paige Furgerson

132.5 Grouping for Reading Instruction: Special Education Teachers' Perceptions and Practices

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

133

Round Tables

3:05-3:40 p.m. • Live Oak

133.1 Beliefs About Children, Beliefs about Self: Portraits of Three Preservice Teachers
Susan L. Nierstheimer, Deborah R. Dillon, Carol J. Hopkins - Purdue University

133.2 Breadth, Depth, Falling and Picking Yourself Up: Considering Multiple Perspectives in Literacy Methods Courses
Kathleen A. Hinchman, Barbara E. Combs, Sandy Chambers - Syracuse University, Edward E. Paradis, Jarene Fluckiger - University of Wyoming

133.3 Literacy Biographies of Expert Readers, Writers and Researchers
Patricia Mulcahy-Ernt - University of Bridgeport

133.4 Teachers' Perceptions of Reading Instruction for Gifted Students
Marty M. Harrison - University of South Florida, Amy P. Dietrich - University of Memphis

133.5 Native Chinese-speaking Children's Acquisition of Performance-based and Reflective Word Knowledge in English: A Multiple Case Study
Hong (Shelley) Xu, John E. Readence - University of Nevada/Las Vegas, Diane M. Barone - University of Nevada/Reno

133.6 Literacy Implications: The Role of the Classroom Teacher in Equipping Students with Book Selection Strategies
Susan Morris - Northwest Heights Elementary School, Wayne Linek - East Texas State University, Tim Rasinsky - Kent State University, Charlene Fleener - Department of Education, Sue Craddock Hamm - Winnsboro Independent School District

alt 134

Alternative Format

3:50-5:10 p.m. • Beauregard

Making Sense: Fantastic Transgressions into Research as Literacy
Chair: Lorri Neilsen - Mount St. Vincent University

This session is designed to give participants an overview of perspectives on the aesthetic nature of the research enterprise, highlighting key issues in the aesthetics of sense-making and making sense of live experience. Key issues could include, but are not limited to, validity and representation, genres and forms, voice and authority in research. Participants will be encouraged to discuss their own approaches to research which engage multiple sign systems and alternative approaches to conventional reporting and writing.

Presenters: Lorri Neilsen - Mt. St. Vincent University, Pat Clifford - University of Calgary

alt 135

Alternative Format

3:50-5:10 p.m. • Drayton

New Avenues for Literacy Learning: Infusion of Multiculturalism into Literacy Curricula for Preservice and Inservice Teachers
Chair: Trika Smith-Burke - New York University

The purpose of this session is to provide participants the opportunity jointly explore issues related to use of portfolios across teacher education programs. In particular, challenges related to the assessment of program portfolios will be considered. To set the framework for this session, specific examples related to two distinct program portfolios will be offered. Participants then will have opportunities to review, revise, and generate new tools for assessing program portfolios in both large and small group formats; they are also encouraged to bring their own assessment tools for discussion and possible refinement. As assessment possibilities and challenges are jointly explored, information will be charted electronically. Participants are therefore also invited to bring a blank diskette to the session, so that information shared can be directly downloaded and accessed.

Organizers: Margaret A. Moore-Hart - Eastern Michigan University, Joan Black - Marymount College

Panelists: Kathryn Au - University of Hawaii, Pat Edwards - Michigan State University, Arminda Fuentesvilla - University of Arizona, Octaviana Trujillo - Arizona State University, Barbara Diamond, Margaret A. Moore-Hart - Eastern Michigan University

alt 136

Alternative Format

3:50-5:10 p.m. • Fenwick

Retrospectus Ad Arboris: A Doctoral Cohort Group Revisits its Roots
Chair: Kathleen A. Mohr - East Texas State University

The six participants all graduated within a year's time from the same doctoral program. Having gone their separate ways and accepted various positions within the field of education, the participants continue to communicate about how their coursework and fieldwork have impacted them as educators. This session will present the results of a modified Delphi study that provided a framework for an ongoing conversation with questions circulated to elicit their views regarding many current educational theories and realities. The study serves as a model of professional collaboration and interdependency. The participants will present their impressions and summaries of the project via graphic organizers. Open discussion and audience participation, as well as a summary handout are planned.

Participants: Jean Baney, Molly Durkin-Bohan, Teri Fowler, Karen Mayo, Kathleen A.J. Mohr, Mary Beth Seaborg -

alt 137**Alternative Format****3:50-5:10 p.m. • Suite 2H****Selecting Designs and Setting Standards in Qualitative Research: Three Literacy Case Studies**

Chair: Janet Bloodgood - University of Virginia

Three brief introductory presentations raise issues of qualitative methodology and confirmability found in separate literacy studies. Questions raised include: How can quantitative and qualitative methods be used to effectively complement and inform one another? What design questions are raised when respondents are individuals in transition (children, preservice teachers), and what impact does this have on ethical practice and research rigor? How can information learned from multiple respondents and resources best be analyzed and organized to represent the case with clarity and rigor? Following these presentations, audience participants will be invited to engage in a forum discussing issues of research design, ethics, and execution. They will examine case study artifacts (documents, video/audio tape segments, interview transcripts) and fieldwork samples (observation notes, work samples, process notes) to discover the complexity of these issues and explore effective practice.

I. Qualitative-Quantitative Relationships: Examining Name through Multiple Lenses

Janet W. Bloodgood - University of Virginia

II. Assuring Trustworthiness in Case Studies in Literacy Development: Criteria for Qualitative Research by Preservice Teachers

Karen Broaddus - University of Tulsa

III. How and What Triangulate: Making Decisions in Constructing Case Records of Children's Preschool and Early School Experiences

Catherine A. Rosemary - University of Virginia

alt 138**Alternative Format****3:50-5:10 p.m. • Dogwood****The Evolving Use of Student Portfolios: Central Issue in Six Literacy Education Contexts**

Chair: Jerome Niles - Virginia Tech

The purpose of this alternative format session is to provide a forum for sharing and discussing student portfolios developed in teacher education programs. Building on the conversation that began during the 1995 NRC, the session will focus on the central issues that these educators are currently exploring in their classes. More specifically, the presenters will address the following questions: 1) In what contexts do we use portfolios and why? 2) What issues have we been focusing on in our use of portfolios? 3) What methods of inquiry do we use to study these issues? 4) What are we learning about these issues? 5) What do we see as the future of portfolios in teacher education programs? The session will provide opportunities for viewing student and faculty portfolios, engaging in small group conversations, summarizing the knowledge base about 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.

I. Balancing Self, Peer, and Teacher Assessment in the Portfolio Process: A Self-Study of Evolving Practice
Rebecca S. Anderson - University of Memphis

II. Collaborative Inquiry: Integrating Learning Goals
Beverly Bruneau - Kent State University

III. Examining the Evidence: The Quality of Judgments
Michael Ford - University of Wisconsin/Oshkosh

IV. Extending the Culture of Self-Assessment into the Realm of Electronic Portfolios: Cases of Evolving Practice
Marilyn McKinney - University of Nevada

V. Altering Constructs Enhances Growth as Reflected by Portfolio Usage

Laura Roehler - Michigan State University

VI. Developing Portfolios and Portfolio Expectations with Two Groups of preservice Teachers: Self Study on Processes and Outcomes

Patricia Scanlan - The University of Wisconsin/LaCrosse

SYM 139**Symposium****3:50-5:10 p.m. • Ashley Cooper****Assessing "Moral" Responses to Stories Among Diverse Students: Implications for Reader Response Theory**

Chair: Margaret Mulhern - Washington State University

I. Fifth Graders Read and Respond to Fiction from a Moral Stance

Robert Blake - SUC College/Brockport

II. Response in a Multiage (Grade 1-2) Suburban/Rural Classroom: A Closer Look at the Social Context of Meaning Construction

Kenneth Weiss - Nazareth College of Rochester

III. Responses in the Urban Classroom: Exploring an Alternative Moral Framework

Brett Blake - Nazareth College of Rochester

Discussant: Margaret Mulhern - Washington State University

SYM 140**Symposium****3:50-5:10 p.m. • Suite 2L****Writing for Myself: Teacher and Students Perspectives on Writing Workshop in a Language Arts Methods Course**

Chair: P. David Pearson - Michigan State University

I. Essentials of Writing Workshop from a University Instructor's Perspective

Cathy Kim - University of Illinois

II. Students' Perspectives on Writing Workshop as Learners and Teachers

Mary Lou Adams - University of Illinois

III. Impact of Writing Workshop on Myself as a Writer and as a Teacher

Marcia Burns - University of Illinois

Discussant: George Kamberelis - University of Illinois

alt 141 **Alternative Format**

3:50-5:10 p.m. • Edmunds
Revisiting Method: Research on Preservice Teachers' Concepts and Beliefs - What are We? Where Do We Want To Go Next?
 Chair: Laurie MacGillivray - University of Southern California

This session will present and confer on several ways of studying preservice teachers' concepts and beliefs. With increased emphasis of the complexities of teaching many methods instructors recognize the importance of students' concepts and beliefs. All presenters are engaged in studies of preservice teacher thinking. Presenters will briefly describe their method with a vignette that captures the technique and goals. Presenters will also pose a question about their method. The audience will break out into small groups and be joined by the presenters to discuss the issues raised. A participant from each small group will report back and the audience will interact further.

Presenters: Penny Freppon - University of Cincinnati, Rosary Lalik - Virginia Tech., Laurie MacGillivray - University of Southern California, Linda Hughes, Mary Beth Sampson - East Texas State University

SYM 142 **Symposium**

3:50-5:10 p.m. • Colleton
Effective Instruction for Language Minority Students in the Content Areas: An Innovative Approach to Accessing the Professional Knowledge Base
 Chair: Rose-Marie Weber - SUNY/Albany

- I. Modulation of Cognitive and Language Demands: Effective ESOL Instruction**
 Russell Gersten - University of Oregon
- II. Transfer of Native Language Skills to English and Use of Peers**
 Robert Jimenez - University of Illinois/Urbana-Champaign
- III. Reducing the Cultural Distance Between Teachers and Their Students**
 Scott Baker - University of Oregon

Discussant: Rose-Marie Weber - SUNY/Albany

SYM 143 **Symposium**

3:50-5:10 p.m. • Jenkins/King Charles
The First "R" in Twenty-First Century Elementary Classrooms
 Chair: Mary Austin - University of Hawaii

- I. The First R and a 21st Century Replication: A Historical Context**
 Jennifer Moon - University of Georgia/National Reading Research Center
- II. Elementary Teachers' Descriptions and Evaluations of Classroom and School Reading Programs: Results of a 1996 National Survey**
 James F. Baumann, Ann Duffy - University of Georgia
- III. Administrators' Descriptions and Evaluations of Classroom and School Reading Programs: Results of a 1996 National Survey**
 James V. Hoffman - University of Texas/Austin
- IV. Will Tomorrow be Another Day? Progress and Promise in Elementary Reading Instruction**
 James V. Hoffman - University of Texas/Austin, James F. Baumann, Jennifer Moon, Ann Duffy - University of Georgia/National Reading Research Center

Discussants: Mary C. Austin - University of Hawaii, Coleman Morrison, London, England

SYM 144 **Symposium**

3:50-5:10 p.m. • Hampton
Gender, Authority and Consumerism in the Uses of Computers in the Classroom: Issues of Reproduction and Contexts of Empowerment in Technology
 Chair: Jamie Myers - Penn State University

- I. Closing the Computer Gender Gap**
 Roberta Hammett - Penn State University
- II. Electronic Communication as Writing Instruction**
 Josephine Pirrone - State College Area School District
- III. Visual and Media Literacy: A New Look at Some Old Definitions**
 Ann Margaret McKillop - Penn State University

Discussant: Jamie Meyers - Penn State University

RT 145**Round Tables****3:50-4:25 • Live Oak**

145.1 Sixth-graders' Written Language Appropriation from Multicultural Poetry and Classroom Peers
Wilma Kuhlman - University of Nebraska/Omaha

145.2 Writing Attitudes and Teaching Writing: From University Classroom to Student Teaching
Sarah F. Mahurt - University of the Virgin Islands

145.3 Explorations of Culture and Self-Identity: Book Club Discussions of Autobiography
Susan Wallace, Mary McVee, Susan Florio-Ruane, Taffy E. Raphael - Michigan State University

145.4 When Bad Things Happen to Good Ideas: The 'Fizzles' Phenomenon in Reading Reform Efforts
James V. Hoffman - University of Texas/Austin, Colin Harrison - Nottingham University, Louise Hayward - Scottish Dept. Of Education

145.5 Exploring the Selection of Multicultural Young Adult Literature
Thomas W. Bean, Marla H. Mallette, Paul Cantu Valerio, and John E. Readence - University of Nevada/Las Vegas

RT 146**Round Tables****4:35-5:10 p.m. • Live Oak**

146.1 Higher-Order Questions-Asking of Kindergarten Students
Linda E. St. Clair - East Texas State University

146.2 The Effect of Mediated Assistance in Word Learning
Judith A. Scott, Cynthia E. Butler, Marlene Asselin - Simon Fraser University

146.3 Research in Progress: Children's Literacy Development in the Elementary School: A Quantitative Longitudinal Study
Joyce Wienczek, James Ciplewski - Oakland University

146.4 Text and Context: Using Sociocultural Theory to Examine the Activity Surrounding the Use of Electronic Literacy
Linn K. Bekins - University of Utah

146.5 Middle School Stances in Literary Reading
Bondie Henkin - Syracuse University

146.6 Primary Literacy Work as Maternal Storytelling
Barbara Regenspan - Binghamton University

146.7 Dialogue Journals: Low-Income Parents in a Family Literacy Program Describing Their Learning Processes and Using Writing to Learn
Patricia E. Linder - East Texas State University

146.8 Computer Supported Literacy: Support for Developing Readers and Writers
Joan L. Rankin, Janet M. Sturm, Lisa A. Wood - University of Nebraska/Lincoln

Special Session


6:10-7:30 p.m. • Willow/Magnolia

Business Meeting

Special Events of the Day

Saturday

Time	Event	Room
7:00 a.m. - 12:00 p.m.	Registration	Registration Foyer
7:00 a.m. - 8:25 a.m.	Meeting of Program Area Chairs for 1997 Program <i>Marty Ruddell - Sonoma State University</i>	Suite 2H
8:00 a.m. - 10:00 a.m.	Purchase of Books from Silent Auction	Cypress
9:50 a.m. - 10:20 a.m.	Coffee and Conversation	on your own
10:20 a.m. - 11:40 a.m.	Plenary Session Presidential Address Why Is What Really Matters So Often Ignored in Literacy Research? <i>Speaker: Dick Allington - SUNY/Albany</i>	Willow/Magnolia
10:20 a.m. - 11:40 a.m.	Presentation of the Albert Kingston Award <i>Co-Chairs: Peter Afflerbach - University of Maryland John Readence - University of Nevada</i>	Willow/Magnolia
11:35 a.m. - 12:40 p.m.	Lunch	on your own
1:00 p.m. - 2:00 p.m.	NRC Executive Board Meeting	Suite 2H
2:00 p.m. - 5:00 p.m.	Board of Directors/Committee Chairs Meeting	Suite 2H
9:00 p.m. - midnight	Vital Issues	Lobby Bar

Room	Live Oak	2L	Drayton	Gadsden	Edmunds	Jenkins-King Charles	Beauregard	Fenwick	Colleton	Dogwood	Hampton	Ashley-Cooper
10:00 - 10:35 am	RT 156	Pa 151		Pa 149	Pa 148	alt 155	Pa 147	Pa 152		alt 154	Pa 150	SYM 153
8:30 - 9:50 am		Processes in Second Language Literacy		Epistemological Views of Literacy Research and Policy	Literacy "In the Middle"	Learning to Read and Write the Texts of our Lives: Collaboration between Public School and University Educators	Research on Phonology, Orthography, and Word Identification	Literacy Development in the Early Years: Children and Parents		Discussing the Potential of technology to Transform Literacy and Literacy Education	Home/School Connections	Learning Opportunities Through Collaboration: Developing a 'Students as Authors' Hypermedia Project
10:45 - 11:20 am	RT 157											
10:20 - 11:40 am	 Presidential Address			Why Is What Really Matters So Often Ignored by Literacy Research? Dick Allington - SUNY/ Albany				Willow/Magnolia				

alt Alternative Format

Pa Paper Sessions

RT Round Table

SYM Symposium

Saturday**December 7, 1996****147****Paper Session****8:30-9:50 a.m. • Beauregard****Research on Phonology, Orthography, and Word Identification***Chair: Kathy Collins Block - Texas Christian University*

I. Modeling Individual Performance in Word Identification
Victor L. Willson, William M. Rupley, Maximo Rodriguez - Texas A&M University

II. Spelling and Phonemic Awareness
Linda Frerichs - University of North Texas

148**Paper Session****8:30-9:50 a.m. • Edmunds****Literacy "in the Middle"***Chair: To be announced*

I. An Examination of Literacy Experiences in the Context of an Intermediate Grade Multimedia Creation Thematic Project
Ernest Balajthy - SUNY/Geneseo

II. Negotiating Authority: Constructing Meaning within a Ninth Grade Language Arts Classroom
Paul M. Mollinelli - University of California/Berkeley

III. Reading Strategies of a Motivated ESL Middle Schooler
Dawn E. Sheveland - Point Loma Nazarene College

149**Paper Session****8:30-9:50 a.m. • Gadsden****Epistemological Views of Literacy Research and Policy***Chair: To be announced*

I. Mr. Jensen's Classroom: A Postmodern Re-conceptualization of a Teacher and His Classroom
Roger A. Stewart - Boise State University

II. Literacy and Educational Policy: A Curriculum Archaeology
Mary Frances Agnello - Texas A & M University

III. Literacy Research and Interpretive Space
Robert J. Tierney, Thomas P. Crumpler - The Ohio State University

150**Paper Session****8:30-9:50 a.m. • Hampton****Home/School Connections***Chair: Nina Yochum - University of Michigan/Flint*

I. Encouraging Parent and Teacher Communication: Discourse to Support "At-Risk" Students
Virginia Goatley - SUNY/Albany

II. Using Repeated Reading at Home to Promote Reading Success
Joy J. Turpie - Bridgewater State College, Susan M. Hess - Hingham Public Schools

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

151**Paper Session****8:30-9:50 a.m. • Suite 2L****Processes in Second Language Literacy***Chair: Georgia Earnest Garcia - University of Illinois/ Urbana-Champaign*

I. Lexical Processing Strategy Use in Second Language Reading
Carol A. Fraser - Glendon College/York University, Esther Geva - OISE

II. An Exploration of the Common Underlying Proficiency Model In Second Language Reading
Lee Gunderson - University of British Columbia

III. Moving into ESL Literacy: Three Learning Biographies
Rose-Marie Weber, Theresa Longhi - SUNY/Albany

152**Paper Session****8:30-9:50 a.m. • Fenwick****Literacy Development in the Early Years: Children and Parents***Chair: To be announced*

I. A Longitudinal Study: The Literacy Development of 97 Children
Susan Sidney Smith - Drake University

II. How First Graders and Kindergarten Children Constructed Knowledge in the Context of Story Reading and Meaningful Writing
Riita-Liisa Korkeamäki - University of Oulu/Finland

III. Connecting Home and School Literacies: Classroom Storybook Reading by Immigrant Parents with Limited Formal Education
Barbara Krol-Sinclair - Boston University

SYM 153 **Symposium**

8:30-9:50 a.m. • Ashley Cooper
**Learning Opportunities Through Collaboration:
 Developing a 'Students as Authors' Hypermedia Project**
Chair: Judy Abbot - West Virginia University

- I. Setting a Collaborative Context
Sarah Steele, Jaci Webb-Dempsey- West Virginia University
- II. The School Context: A Rationale for the Hypermedia Project
Ruth Oaks, Anita Nedeff - Central Elementary School
- III. A Team Effort in the Development of Instructional Software
W. Michael Reed - West Virginia University
- IV. Data Gathering
Carolyn Walker, Sandra Faris - West Virginia University
- V. There Was a Rabbit
Anita Nedeff, Fuqiang Zhuo - Central Elementary School

Literacy Discussion Group: Judy A. Abbot, Jaci-Webb-Dempsey - West Virginia University, Michelle Domas-Brown - The Language Exchange, Sandra Faris - West Virginia University, Anita Nedeff, Ruth Oaks - Central Elementary School, Jane Rudden - Millersville University, Sarah Steele, Carolyn Walker - West Virginia University

Discussant: Jaci Webb-Dempsey - West Virginia University

alt 154 **Alternative Format**

8:30-9:50 a.m. • Dogwood
Discussing the Potential of Technology to Transform Literacy and Literacy Education
Chair: Michael McKenna - Georgia Southern

In this session a diverse group of researchers, educators, and scholars will participate with attendees in dialog discussion groups about the topic of how technology is transforming (a) texts, (b) readers and writers, (c) instruction, and (d) literacy research. A major goal of the session will be to synthesize from the discussions among the core participants and attendees a summary of key issues, directions for future research that is most needed, and predictions of future developments related to technology and literacy.

- I. Transforming Texts For At-Risk Readers
Lynn Anderson-Inman - University of Oregon
- II. Transforming Readers and Writers
 - A. Acquisition of Literacy Through Computer-Mediated Exchanges
Richard Beach - University of Minnesota
 - B. How does Telecommunication Change What Counts as Reading and Writing?
Lorri Neilsen - Mount St. Vincent University

- C. Constructing Knowledge and Critique in Electronic Classroom Communities
Jamie Myers - Penn State University

- III. Transforming Instruction
 - A. Transforming Instruction Through Preservice Education
Charles Kinzer - Vanderbilt University
 - B. Classroom-Centered Design Principles for Thematically Organized Multimedia Software
Don Leu - Syracuse University
 - C. Transforming Literacy Research
Michael Kamil - Stanford University

Discussant: Ronald D. Kieffer, David Reinking - University of Georgia

alt 155 **Alternative Format**

8:30 - 9:50 a.m. • Jenkins/King Charles
Learning to Read and Write the Texts of our Lives: Collaboration between Public School and University Educators
Chair: Rosary Lalik - Virginia Tech

Our purpose is to demonstrate how developing and sharing life histories influences our literacy practices; to describe our attempts to create a collaborative community focused on meaningful change; to interact with other educators to discuss the intersection of our practices and theirs; and to envision new possibilities for university/public school collaboration. The session will have four parts:

- 1) Setting the scene The audience will be invited to talk with the presenters and examine their portfolios featuring artifacts of their professional lives (a bell from a one room schoolhouse). Audience members are invited to bring, share and discuss artifacts of their own and the meaning of these items to their respective practices;
- 2) Reading and rereading the texts of our lives This part will be a conversation between the narratives of our life histories and the text of Mem Fox's (1985) book *Wilfred Gordon MacDonald Partridge*
- 3) Reader Response Members of the audience will be invited to reflect and write about their stories in response to our readings and to share their responses within small and whole groups
- 4) Expanding and Extending Conversations A facilitator will identify themes and raise issues by reflecting aloud and will extend an invitation to continue these new conversations.

Participants: Sandra Moore, Patricia Shoemaker, Dana Gregory, Jennifer Ely - Radford University, Pamela Simpson, Ned Olinger, Amy Brooks - Pulaski County Public Schools, Ann Potts - Virginia Tech.

RT 156

Round Tables

8:30-9:05 a.m. • Live Oak

156.1 Enhancing Literacy Opportunities for Young Adolescents in the Evolving Middle School: A Reconceptualization of Middle School Reading
Gay Ivey - University of Georgia

156.2 Content Analysis in Email Research
Liquing Tao, Michael Pickle - University of Georgia

156.3 The Effect of Craft Instruction on Writing of Elementary Students
Nancy J. Farnan, Leif Fearn - San Diego State University

156.4 Recall of a "Traditional" Feminist Folktale by...
Peggy Rice - Louisiana State University

156.5 Preservice Teachers Explore Classroom Literacy Practices Via Multimedia
Sherry L. Macaul - University of Wisconsin/Eau Claire, Joyce Olson, Barbara Beaudette - Mound View Elementary

156.6 An Analysis of College Entrance Examinations
Ruth E. Knudson - California State University/Long Beach

156.7 Breaking Barriers with Books: A Father's Book Sharing Program from Prison (adaptable for use with the general population)
Margaret Humadi Genisio - University of Wisconsin/Oshkosh

RT 157

Round Tables

9:15-9:50 a.m. • Live Oak

157.1 Teachers' Construction of Social Class and Its Effect on Literacy Instruction
Shobba Sinha - Western Illinois University, Bertram C. Bruce - University of Illinois/Urbana-Champaign

157.2 Students' Practices with Reading in School
David Landis - University of Northern Iowa

157.3 Email Keyvals: Multiple Dimensions of an Email Penpal Program
Mary Beth Seaborg - Baltimore County Public Schools, Elizabeth Sturtevant - George Mason University

157.4 An Analysis of Student Talk in the Classroom
Kimberly Kimbell-Lopez - University of Houston

157.5 Literacy Educators' Next Frontier: Hypermedia Strategies That Adults Use to Construct Meaning in Workplace Text
Jana H. Bland - University of North Texas

157.6 Using Formal and Practical Knowledge for Content Area Reading Instruction: Examining Preservice, Inservice, and University Teachers' Perceptions in Secondary Education
Elizabeth Wilson - University of Alabama, Bonnie Konopak - University of Oklahoma

157.7 Mirrors and Measuring Sticks: Family Values and Reading Attitudes
Veda Pendleton McClain - University of Georgia

157.8 The Role of Teacher Talk in Literature Circles
Gloria Kauffman, Kathleen Crawford, Leslie Kahn, Sandy Kaser - Tucson Unified School District, Kathy Short - University of Arizona

PRESIDENTIAL ADDRESS

10:20 - 11:40 a.m. • Willow Magnolia
Why is What Really Matters so Often Ignored in Literacy Research?
Dick Allington - SUNY/Albany

There are only a very few things that really matter in supporting literacy development. Unfortunately, our journals, our conferences, and our dialogue seldom focus on what really matters. Refocusing our work on the few things that really matter will make literacy research more relevant to those who daily work to develop the literacy potential of children, adolescents, and adults and to those who create the policies that organize and maintain public education. Continuing our long tradition of irrelevance will simply perpetuate the longstanding practice of talking only to and among ourselves.

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1:00 - 2:00 p.m. • Suite 2H
NRC Executive Board Meeting

=====

2:00 - 5.00 p.m. • Suite 2H
NRC Board and Committee Chairs Meeting

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Appendix I

Area 1

Altieri, Jennifer
 Bean, Tom
 Broaddus, Karen
 Davinroy, Kathy
 Enciso, Patricia
 Freedman, Lauren
 Hynd, Cyndie
 Jenkins, Christine
 Langer, Judith
 Lewis, Cynthia
 McGinley, William
 Nauman, April
 Palmer, Rosemary G.
 Rogers, Theresa
 Rosenthal, Irene
 Roser, Nancy
 Sandmann, Alexa
 Scharer, Patricia
 Short, Kathy G.
 Sinha, Shobha
 Sumara, Dennis J.
 Thompson, Barbara
 Wolf, Shelby

Area 2

Abouzeid, Mary
 Adams, Mary Lou
 Anders, Patricia L.
 Arya, Poonam
 Blachowicz, Camille
 Carr, Eileen
 Collins Block, Cathy
 Cunningham, James W.
 Dreyer, Lois G.
 Ehri, Linnea
 Gordon, Christine J.
 Griffith, Priscilla
 Guzzetti, Barbara
 Janisch, Carole
 Jetton, Tamara L.
 Johnston, Francine
 Kletzien, Sharon B.
 Krause, Sue
 Leavell, Alexandra G.
 Mosenthal, Jim
 Palmer, Barbara Marlin
 Phelps, Stephen
 Raine, I. LaVerne
 Readence, John E.
 Ridgeway, Victoria G.
 Ringler, Lenore
 Shearer, Brenda A.
 Shefelbine, John
 Siegel, Marjorie
 Speaker, Richard
 Stewart, Roger A.
 Swafford, Jeanne
 Wade, Brad
 Wilcox, Suzanne
 Williams, Joanna P.
 Willson, Victor

Area 3

Abbott, Judy
 Alvermann, Donna
 Barrow, Isabel
 Bryan, Jan
 Cruz, Emily de la
 Clyde, Jean Anne
 Donovan, Carol
 Egan-Robertson, Anne
 Evans, Karen
 Freeman, Kate
 Gallego, Margaret
 Grisham, Dana
 Guice, Sherry
 Hallam, PJ
 Handerhan, Eleanor
 Hefflin, Bena
 Jacobs, Kathleen Shoop
 Kahn, Robert E.
 Kamberelis, George
 King, James
 Landrum, Judith
 MacArthur, Charles
 Landrum, Judith
 MacGillivray, Laurie
 Madigan, Dan
 Mahoney, Tim
 Many, Joyce
 Moje, Elizabeth
 Molinelli, Paul
 Myers, Jamie
 Noll, Elizabeth
 Oldfather, Penny
 Reinking, David
 Rice, Gary
 Salvio, Paula
 Schraw, Gregory
 Shanahan, Timothy
 Strong, Mary
 Tao, Liqing
 Tracey, Diane H.
 Tracey, Diane H.
 Williams, Nancy
 West, Jane

Area 4

Alexander, Patricia
 Almasi, Janice
 Barton, James
 Berghoff, Beth
 Bottomley, Diane
 Deegan, Dorothy
 Dodson, Melissa
 Dreher, Mariam J.
 Falk-Ross, Fran
 Freppon, Penny
 Fresch, Mary Jo
 Gonzalez, Norma Linda
 Guthrie, John
 Hamman, Douglas
 Johnson, Holly
 Kopley, Wendy

Kucan, Linda
 McCarthy, Sarah
 McMahon, Susan
 Mazzoni, Susan
 Meyer, Rick
 Miller, Sam
 Moore, David
 Palincsar, Annemarie
 Pappas, Christine
 Reutzell, D. Ray
 Reynolds, Ralph
 Roehler, Laura
 Schweiger, Barbara
 Block, Cathy Collins
 McKeown, Margaret

Area 5

Anders, Deborah
 Anderson, Rebecca
 Barton, Lee Ann
 Bauman, James
 Bergeron, Beth
 DeMeulle, Lisa
 Dynak, Janet
 Gipe, Joan
 Gordon, Jane
 Gooden, Susan
 Fear, Kathleen
 Ford, Michael
 Fox, Dana
 Herrmann, Beth Ann
 Konopak, Bonnie
 Lazar, Althia
 Linek, Wayne
 Logan, John
 Loranger, Ann
 Manurt, Sarah
 McKinney, Marilyn
 Michelson, Nancy
 Neilsen, Allan
 Paradis, Edward
 Pinnell, Gay Su
 Paradis, Edward
 Prenn, Maureen
 Richards, Janet
 Rhodes, Carole
 Roe, Mary
 Rudinger, Elizabeth
 Sampson, Mary Beth
 Scanlon, Patricia
 Seme, PJ Dorathemba
 Trika Smith-Burke
 Volante, Vienna
 Weisberg, Renee
 Wham, Mary Ann
 Wilson, Elizabeth
 Yochum, Nina

Area 6

Barone, Diane
 Beach, Sara
 Beals, Diane
 Bloodgood, Janet
 Elster, Charles
 Genisio, Margaret
 Morrow, Leslie
 Neuman, Susan
 McIntyre, Ellen
 Mulhern, Margaret
 Purcell-Gates, Victoria
 Rasinki, Tim
 Robert, Beth
 Roskos, Kathy
 Rosemary, Cathy

Area 7

Armstrong, James
 Askew, Billy
 Baker, Kim
 Calhoon, Judith Anne
 Campbell, Kathryn J
 Carlisle, Joanne F.
 Carpenter, Sally
 Dugan, JoAnn
 Elish-Piper, Laurie
 Holschuh, Jodi L.
 Invernizzi, Marcia
 Lazar, Meryl
 Leek, Patricia A.
 Linder, Patricia
 Lyons, Carol
 Mulcahy-Ernt, Patricia
 McCormick, Sandra
 McGill-Franzen, Anne
 Padak, Gary M.
 Padak, Nancy
 Perin, Dolores
 Scanlon, David
 Schumm, Jeanne Shay
 Searfross, Lyndon
 Sebok, Marianne L.
 Smith, Cecil
 Stein, Marcy
 Taylor, Barbara
 Traynelis-Yurek, Elaine
 Trovato, Charlene
 Vogt, Mary Ellen
 Worthy, Jo

Reviewers

Area 8

Bayles, Debra Lynn
 Brock, Cynthia
 Brown, Cassandra
 Cox, Beverly
 Diamond, Barbara
 Garcia, Georgia Earnest
 Gaunty-Porter, Dolores
 Godina, Heriberto
 Gunderson, Lee
 Harris, Violet
 Hughes, Maria Tejero
 Jones, L. Deneese
 Klingrer, Janette
 Meacham, Schuaib
 Moore-Hart, Margaret
 Padron, N. Yolanda
 Peter, Jeanne
 Rodriguez-Brown Flora
 Schmidt, Patricia
 Weber, Rose-Marie
 Willis, Arlette

Area 9

Bridge, Connie
 Clewel, Suzanne
 Dubert, Lee A.
 Johnston, Peter
 Kirsch, Irwin
 McLaughlin, Maureen
 Mosenthal, Peter
 Paratore, Jeanne
 Roe, Mary
 Roskos, Kathy
 Salfinger, Terry
 Spalding, Liz
 Tierney, R.J.
 Valenciz, Sheila

Area 10

Bartlett, Andrea
 Bayer, Ann
 Maaka, Margaret
 McEwan, Hunter
 Slaughter, Helen
 Stephens, Diane

Appendix II

Chair:

Kathryn Au

Assistant Chair:

Martha Rapp Ruddell

Area I

Shelby Wolf
 Kathy Davinroy

Area VI

Darrell Morris

Area II

Shane Templeton

Area VII

Rita Bean

Area III

Douglas Hartman

Area VIII

Robert Jimenez

Area IV

Julianne Turner

Area IX

Carol Vukelich

Area V

Mary Jett-Simpson

Area X

Kathryn Au

Appendix III

NRC Standing Committees

Ethics

Chair: David Yaden (1994-97)
Board Liaison: Peter Mosenthal

Peter Afflerbach (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

Co-Chairs: Tom Bean,
Brenda Shearer
Board Liaison: Kathy Au

Region One

Regional Representatives:
Brenda Shearer, University of
Wisconsin-River Falls (1994-1996)

State Representatives

Connecticut:
Mary Anne Doyle, University
Connecticut (1994-96)
Diane Graham-Truscott,
(1995-97)

Delaware:

Mary Roe, University of Delaware
(1995-97)
Carol Vukelich, University of
Delaware (1994-96)

Illinois:

Timothy Shanahan, University of
Illinois-Chicago (1994-96)
Monica Wyatt (1995-97)

Indiana:

Charles Elster, Purdue University
(1994-96)
Beth Berghoff, Indiana University
(1995-97)

Maryland:

Barbara Kapinus, Council of Chief
State School Officers (1996-97)

Massachusetts:

Rona Flippo, Fitchburg State College
(1995)

Michigan:

Mark Conley, Michigan State
University (1994-96)

New Hampshire:

Ann Loranger (1995-97)

New Jersey:

Linda Wise, Montclair State University
(1994-96)
Diane Tracey, Kean College of New
Jersey (1995-97)

New York:

Carolyn Hedley, Fordham University
(1994-96)
James Mosenthal, Syracuse University
(1994-96)

Ohio:

Nancy Pakak, Kent State University
(1995-96)
Dorothy Leal, Ohio University
(1995-97)

Pennsylvania:

Marie Koals, Eastern College
(1994-96)
Gail Smith, Lehigh University
(1995-97)

Rhode Island:

Susan Pasquarelli, Roger Williams
University(1995-97)

Wisconsin:

Sherry Lynn Macaul, University of
Wisconsin-Eau Claire (1995-97)

Region Two

Regional Representatives
Michael McKenna, Georgia Southern
University (1993-1996)
Sam Miller, University of North
Carolina-Greensboro (1995-97)

State Representatives:

Arizona:
Dana L. Fox, University of Arizona
(1994-96)

Arkansas:

James N. Davis, University of
Arkansas (1994-96)

Florida:

Ruth Short, University of South
Florida (1995-97)
Nancy Marshall, Florida International
University (1995-97)

Georgia:

Linda Labbo, University of Georgia
(1995-97)
Joyce Many, Georgia State University
(1995-97)

Kentucky:

Peter Winograd, University of
Kentucky (1995-97)
Mark Condon, University of
Louisville (1995-97)

Louisiana:

Mary Annette Duchain, Louisiana
State University (1994-96)
Joan Gipe, University of New
Orleans (1995-97)

Mississippi:

Dana G. Thames, University of
Southern Mississippi (1994-96)
Janet Richards, University of
Southern Mississippi (1995-97)

New Mexico:

Rosie Barrera, New Mexico State
University (1995-97)
Robert Ortiz, New Mexico State
University (1995-97)

North Carolina:

Bob Rickelman, University of North
Carolina-Charlotte (1994-96)
Jill Fitzgerald, University of North

Carolina-Chapel Hill (1995-97)
Francine Johnston, University of
North Carolina-Greensboro
(1996-98)

Oklahoma:

Jane Morse (1995-96)
Richard Williams, University of
Oklahoma (1995-97)

South Carolina:

James White, University of South
Carolina (1995-97)
Victoria Ridgeway, Clemson
University (1995-97)

Tennessee:

Victoria Risko, Vanderbilt University
(1995-97)
Nancy Bertrand, Middle Tennessee
State University (1994-96)

Texas:

Martha Dillner (1995-97)
Wayne Linek, East Texas State
University (1995-97)

Virginia:

Gloria McDonnell, Fairfax County
Public Schools (1995-97)
Eleanor Handherhan, Old Dominion
University (1995-97)

Region Three

Regional Representatives:
Marilyn McKinner, University of
Nevada-Las Vegas (1005-97)
Deborah Tidwell, University of
Northern Iowa (1995-97)

State Representatives

Alaska:
Nora L. White, University of Alaska
Fairbanks (1994-96)

Hawaii:

Helen Slaughter, University of Hawaii
(1994-96)

Idaho:

James Armstrong, Boise State
University (1994-96)
Jennifer Altieri, Boise State University
(1995-97)

Missouri:

Diane E. Beals, Washington
University (1994-96)

Nebraska:

Christy A. Horn, University of
Nebraska-Lincoln (1994-96)

Nevada:

Cyndi Giorgis, University of Nevada,
Las Vegas (1995-97)

Washington:

Dana Grisham, Washington State
University (1995-97)

Wyoming:

LaVonne S. Lee, Gillette, WY
(1994-96)

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 (1994-96)

Barbados:

Desmond C. Clarke, University of
West Indies (1993-95)

Canada:

Alberta:
Pamela J.T. Winsor, University of
Lethbridge (1995-97)

British Columbia:

Judith A. Scott, Simon Fraser
University (1995-97)

Manitoba:

Barbara Wynes, Winnipeg, MB
(1995-97)

New Brunswick:

Heather Jardine Richmond, St.
Thomas University (1995-97)

Newfoundland:

Stephen Norris, Memorial University
of Newfoundland (1994-96)

Nova Scotia:

Sonya Symons, Acadia University
(1993-95)

Ontario:

Larry Miller, Queen's University
(1995-97)

Ireland:

Judith Wylie, The Queen's University
of Belfast (1994-96)

Israel:

Ely Kozminsky, Ben-Gurion
University (1996)

Mexico:

Ileana Seda, Universidad de las
Américas (1994-96)

Netherlands:

Pieter Reitsma, Paedologisch Instituut
Amsterdam (1994-96)

New Zealand:

Ian A.G. Wilkinson, University of
Auckland (1994-96)

Peru:

Juanan Pinzas, (1993-95)

Virgin Islands:

Sarah Mahurt, University of the
Virgin Islands

Appendix III

NRC Standing Committees, cont.

Multicultural Issues

Chair: Barbara Diamond (1994-1997)
Board Liaison: Kathy Au

Carmen Coballes Vega (1995-1998)
Flora Rodriguez Brown (1993-1996)
Patricia Edwards (1993-96)
Patricia Kelly (1994-1997)
Susan Gooden (1995-1998)
Sarah Mahurt (1995-1998)
Sam Matthews (1994-1997)
Susan McMahon (1995-1998)
Elizabeth Noll (1995-1998)
Greta Nagel (1994-1997)
Kathy Meyer Reimer (1994-1997)
Pamela Ross (1994-97)
Patty Schmidt (1993-1996)
Jane Semour (1993-1996)
Deborah Tidwell (1993-1996)
Linda Wise (1995-1998)
Liliana Barro Zecker (1994-1997)

Policy and Legislative

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

Connie Bridge (1994-97)
Barbara Kapinus (1993-1996)
Rona Flippo (1996-1999)
Sam Miller (1994-1997)

Veda McClain (1995 - 1998)
Sharon O'Neal (1993-1996)
Terry Salinger (1994-1997)
Barbara Schmidt (1993-1996)
Judith Langer (1996-1999)
Richard Speaker (1994-1997)
Mary Ellen Vogt (1993-1996)
Michelle Whipple (1995 - 1998)

Publications

Chair: Lea McGee (1994-1997)
Board Liaison: John Readence

Judy Abbott (1995 - 1998)
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)
Theresa Rogers (1993-1996)
Patricia Schmidt (1995-1998)
Connie Ulmer (1993-1996)

NRC Editors

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

NRC Yearbook Editors:

Kathy Hinchman
Chuck Kinzer
Don Leu

NRC Newsletter

Editor: Sean Walmsley

Literacy Studies Monograph Series

Interim Editor: James Flood

Student Awards

Chair: Cathy Roller (1994-1996)
Board Liaison: Peter Afflerbach

Janet Bloodgood (1994-1997)
Beverly Bruneau (1995-1998)
Lois Dreyer (1994-1997)
Esther Geva (1993-1996)
John Konopak (1993-1996)
Leslie Morrow (1995-1998)
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

Greg Brooks (1995-1998)

Carmen Coballes-Vega (1995-1998)
Mike Dennis (1995-1998)
Lee Dubert (1994-1997)
Kara Garcia (1994-1997)
Michael Kamil (1993-1996)
Linda Labbo (1994-1997)
Joanne Oderthal (1993-1996)
Ann Watts Pavlovit (1994-1997)
Gary Rice (1993-1996)
Lana Semile (1994-1997)
Nancy Williams (1995-1998)

International Issues

Co-Chairs: Jeannie Steele,
Linda Phillips
Board Liaison: Lee Gunderson

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

Appendix IV

Ad Hoc Committees

Albert J. Kingston Award (1995)

Co-Chairs: Peter Afflerbach, John Readence
Board Liaison: Peter Afflerbach, John Readence

Rebecca Barr
Shirley Brice Heath
Margie Gallego
John Guthrie
Bob Ruddell
Joanna Williams

Contributions and Donations (1994-1996)

Chairs: Patricia Anders, Kim Baker
Board Liaison: Peter Dewitz

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: Connie Bridge

Nancy Farnan
Yetta Goodman
Rachel Grant
Linda Kucan
Cheryl Liebling
Laura Roehler
Mark Sadoski

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 McMahan

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

Co-Chairs: Linnea Ehri, Peter Mosenthal
Board Liaison: Linnea Ehri, Peter Mosenthal

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John Guthrie
Shirley Brice Heath
Bondie Hankin
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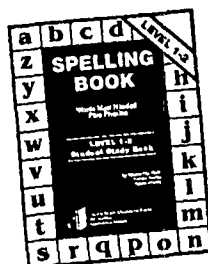
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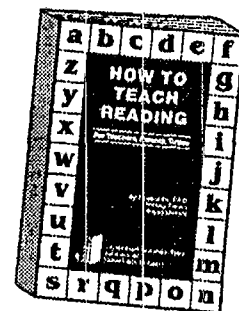
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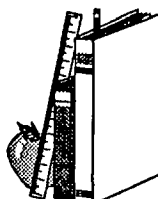
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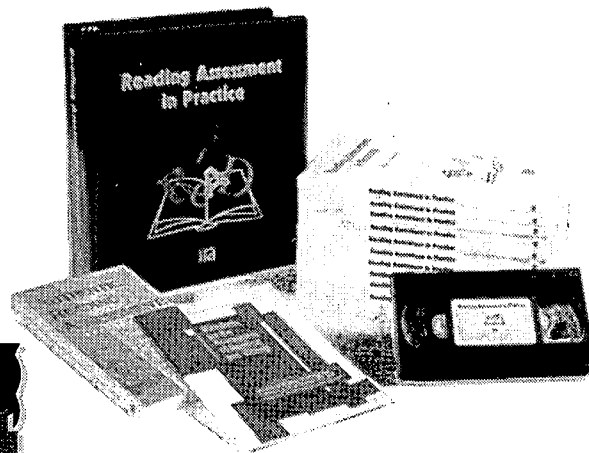
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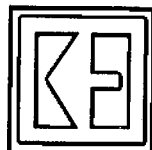


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