

1 9 9 7  
National  
Reading  
Conference  
47th ANNUAL MEETING

**DECEMBER 3-6, 1997**  
**DOUBLETREE PARADISE VALLEY RESORT,**  
**SCOTTSDALE, AZ**

**NATIONAL READING CONFERENCE  
1997 BOARD OF DIRECTORS**

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University of Hawaii

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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)  
Keith E. Stanovich (1996)

**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)  
Richard Robinson (1996)

**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)  
Ann Watts Pailliotet (1994)  
Jane West (1995)  
Kathryn H. Davinroy (1996)

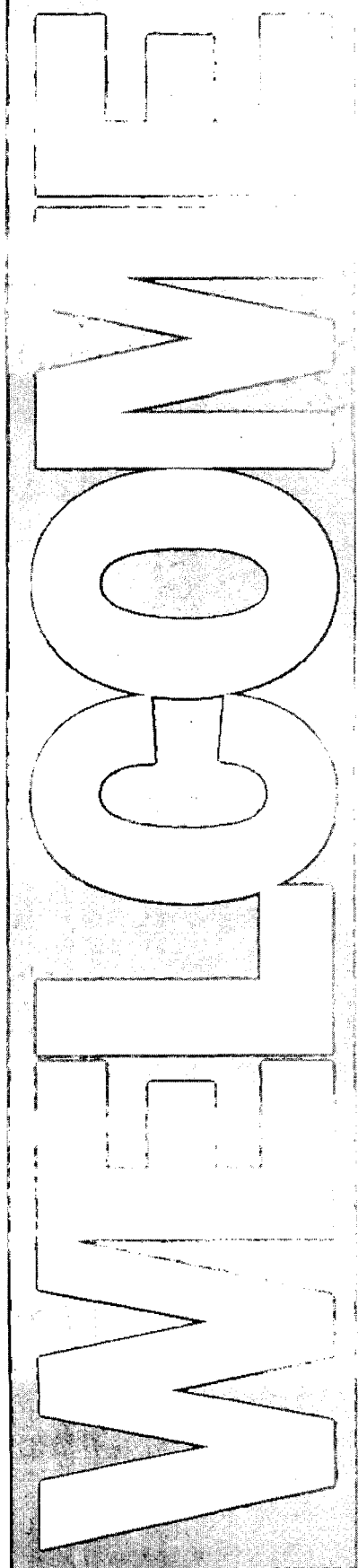
**ED FRY BOOK AWARD**

Elizabeth Bernhardt (1995)  
Sarah Warshauer Freedman (1996)

**NRC PAST PRESIDENTS**

Oscar Causey	1952-59		
William Eller	1960-61	Jaap Tuinman	1976-78
George Spache	1962-64	Harry Singer	1978-80
Albert Kingston	1964-65	Frank Green	1980-82
Paul Berg	1967-68	Irene Athey	1982-84
Alton Raygor	1969-70	Lenore H. Ringler	1984-85
Wendell Weaver	1971-72	P. David Pearson	1985-86
Earl Rankin	1972-74	Jerome C. Harste	1986-87
Edward Fry	1974-76	M. Trika Smith-Burke	1987-88
		James V. Hoffman	1988-89
		Gerald G. Duffy	1989-90
		Robert J. Tierney	1990-91
		Donna E. Alvermann	1991-92
		Rebecca Barr	1992-93
		James Flood	1993-94
		Jane Hansen	1994-95
		Richard Allington	1995-96

# NRC 1997



## Dear NRC Members and Friends:

A warm welcome to Scottsdale and the 1997 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.

Nell Noddings will deliver the first plenary session on Wednesday morning. A highly regarded expert in curriculum feminist theory and qualitative research, Dr. Noddings will talk about moral issues in schooling. The Student Research Award will be presented at this session. The Oscar Causey address, to be delivered by Keith Stanovich, the 1996 recipient, will occur on Wednesday afternoon. The Conference Reception will begin immediately after this address.

Kathryn Au, NRC president will deliver her address on Thursday morning. Dr. Au will talk about transforming literacy instruction and some of the recurring controversies that have emerged in that area. The presentation of the Oscar Causey Award will precede this speech.

Louis Moll, noted for his research in bilingual and cross-cultural communications will present the second plenary address on Friday morning. The Ed Fry Award will be presented at this session.

The Annual Review of Research will be delivered by Patricia Andersen on Saturday morning. Dr. Andersen will discuss two distinct generations of research on knowledge and literacy. The Albert J. Kingston Award will be given at this session.

NRC is a time for conversation. The morning coffee break has been maintained 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.

Make your views known at the Town Meeting on Thursday evening, and make your vote count by attending the Business Meeting on Friday evening.

The NRC tradition of Vital Issues will continue on Wednesday, Thursday, and Saturday evenings. Revitalize by joining fellow NRCers in the patio Bar from 9:00 p.m. to midnight. Lighten up at the Lighter Side dance on Friday evening at 9:00 p.m. in the North Forum.

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 registration area.

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

**Martha Rapp Ruddell**  
Program Chair

**Linda Gambrell**  
Assistant Program Chair

*Future NRC Conference December 2-5, 1998, Hyatt Regency, Austin, TX*



# NRC 1997

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**Scottsdale, Arizona**

This is it, The Valley of the Sun - spectacular weather (December average temperature 75); remarkable scenery and breathtaking sunsets. A city so alive with history and character, no one would have ever imagined such an awesome oasis located in the heart of the Sonoran Desert. Scottsdale, "The West's Most Western Town" offers many fine places to dine, shops to unearth and cultures to explore. In fact, in 1993, it was voted as one of America's most livable cities.

If you're searching for great restaurants there are over 100 restaurants within a twenty minute radius, everything from Japanese and Mexican to Greek and Thai - you name it- you'll be close to it at Paradise Valley. One mile away is a large mall with hundreds of department of specialties. Three areas of interest are "Old Town", "Fifth Avenue" which boast numerous art galleries and wonderful restaurants and the Anasazi ruins at Canyon de Chelly.

**Hotel Accommodations**

All NRC functions will be held at the DoubleTree Paradise Valley Resort , 5401 North Scottsdale Road, Scottsdale, AZ, 85250, PH 602/947-5400, 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 DoubleTree Paradise Valley Resort at 602/947-5400. NRC discounted rates are \$125 single or double occupancy. Be sure to mention that you are attending the National Reading Conference to receive discounted room rates. 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 Saturday, November 1, 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.

**Airline Information**

Delta Airlines is the official carrier for the 1997 National Reading Conference. Refer to NRC's file # XV560 to qualify for special discounts. Call Delta at 800/241-6760 or forward the discount I.D number to your travel agent. If you plan to fly Delta, PLEASE book your flight using the NRC file number XV560; doing so helps defer the costs of invited guests.

**Ground Transportation**

The DoubleTree Paradise Valley resort is approximately ten miles (20 minutes) from the Sky Harbor Airport. Airport ground transportation is available through the Super Shuttle or cab. Upon arriving the Phoenix' airport, you will find the Super Shuttle located right outside to the right. The fare is \$10 (one way) from the airport to the DoubleTree Paradise Valley Resort.

Alamo Rental : 1-800-732-3232 #528098. Rate Code - GR.

Taxi Service: The approximate taxi fare is \$25 from the airport to the resort.

**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; the NRC Yearbook, which contains reviewed papers from the previous year's conference, and a Literacy Studies Monograph Series. 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:

122 South Michigan

Suite 1100, Chicago, IL 60603

Phone: (312) 431- 0013 Phone • Fax: (312) 431-8697

Email: nrc@sntp.bmai.com or ciaukea@aol.com

# NRC 1997

## Special Events

### Vital Issues

Time	Wed., Thurs., Sat., 9:00 p.m. to midnight	Place	Patio Bar
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Vital Issues will be held from 9:00 p.m. to midnight in the Patio 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	Wednesday, 8:00 a.m. to Friday noon	Place	Southwest Forum
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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 Southwest Forum 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 Southwest Forum Room to assist you with your purchase.

### Conference Reception

Time	Wednesday, 5:15 p.m. - 6:15 p.m.	Place	Main Pool Patio
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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 Main Pool Patio area.

Please join us in giving newcomers, graduate students, and international participants a warm welcome to NRC.

### Host Program

Time	Wednesday, 6:45 p.m. - 7:30 p.m.	Place	Rattlers
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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 Rattlers room for the second half of their meeting. Please come at 6:45 p.m. The meeting ends at 7:30 p.m. All experienced NRC attendees who would like to host a newcomer may do so by checking the appropriate box on the Registration Application. Hosts provide newcomers with personal support in their efforts to untangle the NRC conference. 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 Rattlers Room.

### Conversations with Plenary Speakers

Time	Wed. and Fri., 12:50 p.m. - 2:10 p.m.	Place	Flagstaff
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Join the Plenary speakers for informal discussions following their sessions.

**NRC 1997****Special Events, cont.****JLR and NRC Yearbook Reception**

<b>Time</b>	Thursday, 5:15 p.m. - 6:05 p.m.	<b>Place</b>	Bouchon
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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**

<b>Time</b>	Thursday, 6:10 p.m. - 7:30 p.m.	<b>Place</b>	North Forum
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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**

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

**Oscar Causey Session**

<b>Time</b>	Wednesday, 3:50 p.m. - 5:10 p.m.	<b>Place</b>	North Forum
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The Oscar Causey award winner of the previous year, Keith Stanovich, will give a presentation of his research. Dr. Stanovich's presentation is entitled, "Twenty-Five Years of Research on the Reading Process: The Grand Synthesis and What it Means for our Field."

**Lighter Side**

<b>Time</b>	Friday, 9:00 p.m. - 11:00 p.m.	<b>Place</b>	North Forum
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Boogie on Down! Join everyone on Friday evening, 9:00 - 11:00 p.m. in the North Forum for the T-shirt auction, dancing, and much laughter.

**Meetings**

STANDING COMMITTEE MEETINGS  
(open to all members)

Committee Name	Chair	Time	Room
Ethics Committee	David Yaden	Wednesday 5:15 p.m. - 6:05 p.m.	Executive Board Rm.
Field Council	Tom Bean, Brenda Shearer	Wednesday 6:15 p.m. - 7:30 p.m.	Chaparral
Policy and Legislative	MaryEllenVogt Terry Salinger	Friday 7:30 a.m. - 8:25 a.m.	Executive Board
Publications	Lea McGee	Thursday 7:30 a.m.- 8:25 a.m.	Bouchon
Technology	Mark Condon, Barbara Guzzetti	Friday 11:45 a.m. -12:45 p.m.	Directors Board Rm

# NRC 1997

# Special Events, cont.

## Meetings

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

Committee Name	Chair	Time	Room
Student Research Award	Mary Beth Schmidt	Friday 5:15 - 6:05 p.m.	Executive Board Rm.
Multicultural Issues	Barbara Diamond	Thursday 7:00 - 8:25 a.m.	Executive Board Rm.
International Issues	Becky Barr Illeana Seda	Thursday 7:00 - 8:25 a.m.	Chaparral

*AD HOC COMMITTEE MEETINGS*  
(open to all members)

Committee Name	Chair	Time	Room
Albert J. Kingston Award	Sheilá Valencia John Readence	Thursday 5:15 - 6:05 p.m.	Prescott
Oscar Causey Award	Peter Mosenthal Cathy Roller	Thursday 5:15 - 6:05 p.m.	Executive Board Rm.
Ed Fry Book Award	John T. Guthrie	Friday 5:15 - 6:05 p.m.	Chaparral
Critical Spaces	Carolyn Folgren	Thursday 11:40 - 12:40 p.m.	Executive Board Rm.
Long Range Planning	Rosemary Lalik Diane Schallert	Wednesday 7:00 - 8:25 a.m.	Executive Board Rm.
Policy and Legislative	MaryEllen Vogt	Wednesday 6:15 - 7:30 p.m.	Bouchon

*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: Flagstaff A

*MEETING OF PROGRAM AREA CHAIRS FOR 1998 PROGRAM*

Chair: Linda Gambrell  
Saturday, 7:00 - 8:25 a.m. Room: Executive Board Room



**NRC1997****Conference Information****Registration Information****Important Dates**

Early Registration Discounts	Register by Nov 1, 1997 All registrations after Nov. 1, are at the on-site rate.)
Hotel Reservations	Reserve by November 1, 1997
Site Registration	Available on site from December 2-5, 1997
Confirmation Letters	Mailed beginning Nov. 7, 1997
Cancellations (\$25 fee will apply)	Accepted in writing by Nov. 14, 1997

**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 Scottsdale. 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) 431-0013  
(9:00 a.m. - 5:00 p.m. Central Time)  
Please complete the registration form before calling. Pay by VISA, MC, AMEX. (\$5.00 credit card handling fee added)

**Fax Registration**

Fax (312) 431-8697  
Pay by VISA, MC, AMEX.  
(\$5.00 credit card handling fee added)

**On-line Registration**

Request registration information at:  
[nrc@smtp.bmai.com](mailto:nrc@smtp.bmai.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 (312/431-8697) by November 14, 1997. NO REFUNDS AFTER NOVEMBER 14.

**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 Scottsdale, 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 - Literature and Moral Education**  
**Wednesday, 10:20 - 11:40 a.m. • North Forum**  
*Nell Noddings - Stanford University*

**Oscar Causey Address - Twenty-Five Years of Research on the Reading Process: The Grand Synthesis and What it Means for our Field**  
**Wednesday, 3:50 - 5:10 p.m. • North Forum**  
*Keith Stanovich - University of Toronto*

**Presidential Address - Transforming Literacy Instruction: Reflections on Recurring Controversies**  
**Thursday, 10:20 - 11:40 a.m. • North Forum**  
*Kathy Au - University of Hawaii*

**Second Plenary Session - Bilingual Schooling, Literacy and the Cultural Mediation of Thinking**  
**Friday, 10:20 - 11:40 a.m. • North Forum**  
*Luis Moll - University of Arizona*

**Research Address - Knowledge and Literacy: A Transgenerational Approach**  
**Saturday, 10:20 - 11:40 a.m. • North Forum**  
*Patricia A. Alexander - University of Maryland*

### 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 area and program chairs.



#### 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.

**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.

Coordinator: Ann McGill-Fransen

**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 Rattlers 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.

Coordinator: Linnea Ehri

**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 scheduled during lunch and at 5:15 p.m. in the Rattlers room.

Coordinator: Diane Beals

**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.

**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, Linda Gambrell.

**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.

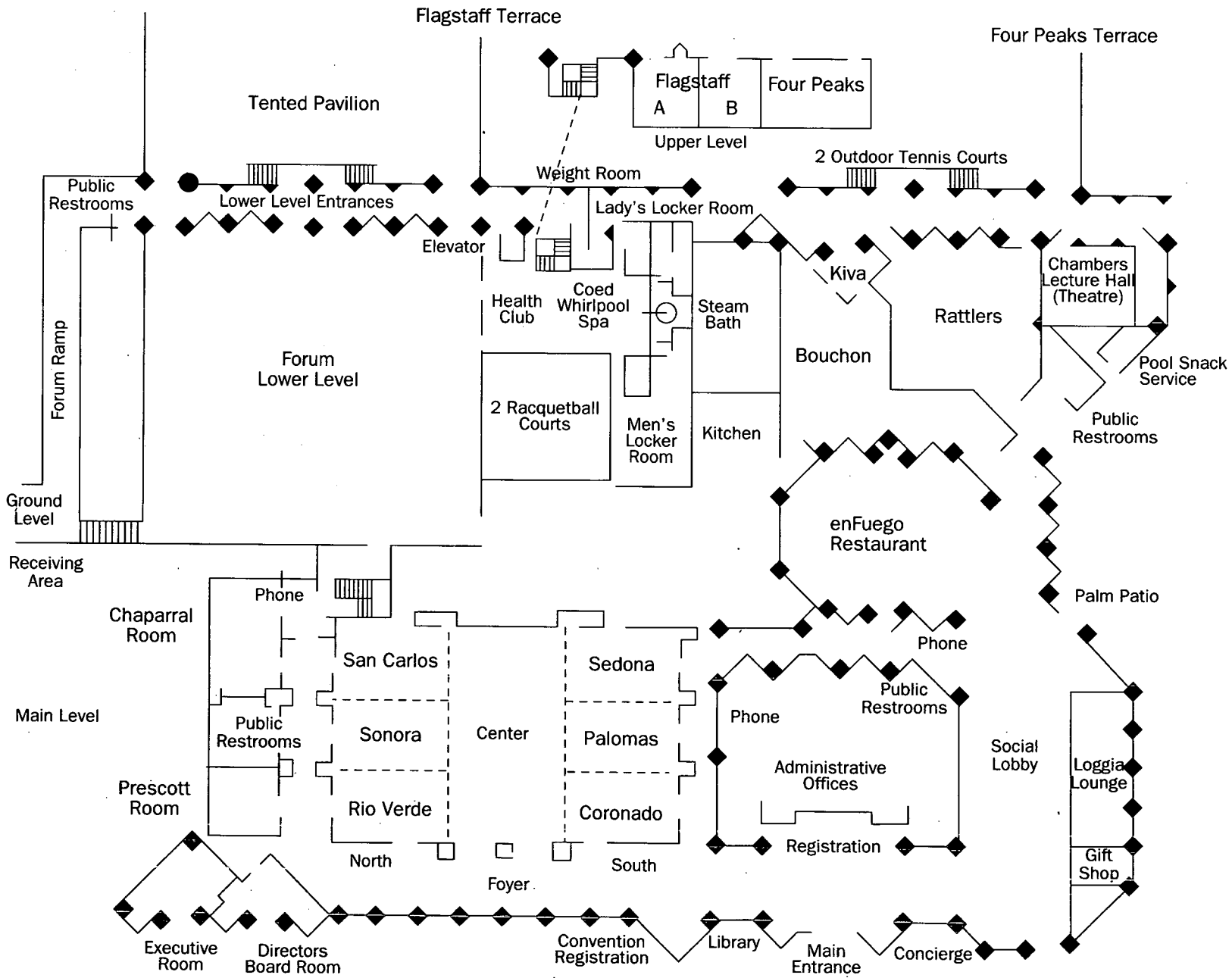
**Newcomers Table**

The Newcomers table will be set up in the registration lobby. Members of the Field Council will be available to meet with newcomers at lunch time on Wednesday, Thursday and Friday.

**Graduate Students**

You may contact other graduate students by posting a message on the message board. If you wish to have space to meet, please sign up at the conference registration desk.

# DoubleTree Paradise Valley Resort Floor Plan



*Notes*

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TIME	EVENT	PLACE

# Special Events of the Day

# Wednesday

Time	Event	Room
7:00 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>	Executive Board Board
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 Rattlers. Tables have been reserved in the Rattlers 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.	Rattlers
Begin 8:00 a.m.	Silent Auction	Southwest Forum
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 Literature and Moral Education <i>Nell Noddings - Stanford University</i>  Presentation of the Student Research Award <i>Chair: Maribeth Schmitt - Purdue University</i>	North Forum
11:45 a.m. - 12:45 p.m.	Special Session: Advocacy <i>Kathryn H. Au, Policy and Legislation Committee Judi Burnison - Burnison-Chasnoff</i>	Executive Board Room
11:45 a.m. - 12:45 p.m.	Newcomers Table	Members of the Field Council Registration Foyer
11:45 a.m. - 12:45 p.m.	Lunch	on your own
12:50 p.m. - 2:10 p.m.	A Conversation with Nell Noddings	Flagstaff
3:50 p.m. - 5:10 p.m.	Oscar Causey Session <i>Twenty-Five Years of Research on the Reading Process: The Grand Synthesis and What it Means for our Field</i> <i>Speaker: Keith E. Stanovich, 1996 Award Recipient</i>	North Forum
5:15 p.m. - 6:15 p.m.	Conference Reception	Join us to welcome newcomers, graduate students, and international participants. Main Pool Patio
5:15 p.m. - 6:05 p.m.	Meeting - Ethics Committee (open to all members)	<i>David Yaden - University of Southern California</i> Executive Board Room
6:15 p.m. - 7:30 p.m.	Meeting - Field Council (open to all members)	<i>Tom Bean - University of Nevada/Las Vegas Brenda Shearer - University of Wisconsin/River Falls</i> Rattlers
6:45 p.m. - 7:30 p.m.	Host Program	<i>Tom Bean - University of Nevada/Las Vegas Brenda Shearer - University of Wisconsin/River Falls</i> Rattlers
6:15 p.m. - 7:30 p.m.	Meeting - Development (open to all members)	<i>Chairs: Patricia Anders - University of Arizona; Kim Baker - SUNY/Albany</i> Bouchon
9:00 p.m. -	Vital Issues	Join your colleagues Patio Bar

# Tuesday

**December 2, 1997**

**EXECUTIVE BOARD MEETING**  
2:00 - 3:00 p.m., Executive Board

**BOARD OF DIRECTORS MEETING**  
3:00 - 6:00 p.m., Executive Board

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

**NEWCOMERS TABLE**  
5:00 - 8:00 Pp.m., Registration Foyer

# Wednesday

**December 3, 1997**

WEDNESDAY

**001 Study Groups**

**7:25 - 8:25 a.m. • Rattlers**

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 Rattlers Room for additional meetings should sign up with the conference registration staff

International Research Interests  
*Rebecca Barr - Spencer Foundation and National Louis University,*  
*Ileana Seda - University de Las Americas*

Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes  
*Irene Gaskins - Benchmark School, PA*  
*William Nagy - Seattle Pacific University*

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*

The Politics of Literacy Instruction  
*Jackie Gerla - University of Texas/Tyler*  
*Linda Ellis - Stephen F. Austin University*

Recruitment and Retention Issues for Literacy Educators  
*Joy Stone, Ruth Handel, Linda Leigh Wise - Montclair State University*  
*Constance Ulmer - Appalachian State University*

Teacher Education Research Study Group (TERSG)  
*Janet Richards - University of Southern Mississippi/Gulf Coast,*  
*Mary Alice Barksdale-Ladd - University of South Florida*

*Rebecca Anderson - University of Memphis*  
Subgroup Leader: Technology

*Michael Ford - University of Wisconsin/Oshkosh*  
Subgroup Leader: Assessment

*Beth Ann Herrmann - Educational Consultant*  
Founding Chair

**002 Paper Session**

**8:30 - 9:50 a.m. • Rio Verde**

**Preservice Teachers Developing Literacy Beliefs and Philosophy**

**Chair: Patricia Scanlan - University of Wisconsin/Oshkosh**

**I. Personal Literacy and Literature-based Instruction: Exploring Preservice Teachers' Views of Themselves as Readers**

*Joyce E. Many, Pamela Hoge,*  
*Frances M. Howard - Georgia State University*

**II. The Evolution and Effect of a Literacy Philosophy**

*Andrew Johnson, Maureen Prenn, Karl A. Matz,*  
*Peg Ballard - Mankato State University*

**III. Beyond Expectations: Honoring Multiple Identities through the "Myself as a Reader and Writer" Assignment**  
*Mary Lou Adams, Cathy Y. Kim - University of Illinois*

**003 Paper Session**

**8:30 - 9:50 a.m. • Coronado**

**Critical Pedagogy and Literacy Research: Past, Present & Future**

**Chair: Mike Ford - University of Wisconsin/Oshkosh**

**I. A Critical Response to Motivation for Literacy Research**  
*Arlette Willis - University of Illinois*

**II. The Drama of Critical Pedagogy: Rehearsing the Revolution in the Literacy Classroom**  
*LaNette Dellinger - Virginia Technical Institute and State University*

**III. National Reading Conference Research Reflections: An Analysis of Twenty Years of Research**  
*Pamela Dunston, Rebecca L. Schenk, Victoria Ridgeway, Kathy N. Headley, Ellen Hopkins - Clemson University*

**SYM 004** **Symposium**

**8:30 - 9:50 a.m. • S.E. Forum**

**Early Reading and The Role of Predictability: A Transactional Perspective**

**Chair: Wendy Black - University of Arizona**

**I. Predictability, Function and Genre**  
*Alan Flurkey - University of Arizona*

**II. Predicting and Predictability: Different Readings by Different Readers**  
*Richard Meyer, Risa Udell - University of Nebraska/Lincoln*

**III. Supporting Beginning Readers with Predictable Books**  
*Prisca Martens - Indiana University/Indianapolis*

*Discussant: Kenneth Goodman - University of Arizona*

**SYM 005** **Symposium**

**8:30 - 9:50 a.m. • Flagstaff**

**African American Student Reactions to Teachers with Negative Attitudes Toward African American Vernacular English: Effect on Literacy Development**

**Chair: Carole Bond - University of Memphis**

**I. African American Students' Attitudes Toward Reading and Self-Perceptions as Readers**  
*Ronda Campbell - University of Memphis*

**II. Classroom Interaction Between Teachers and African American Students**  
*Murphyte Campbell - Memphis City Schools*

**III. Teacher Attitudes Toward African American Vernacular English and Classroom Climate**  
*Gwendolyn Boyd - University of Memphis*

*Discussant: Michele Woodward - University of Memphis*

**alt 006** **Alternative Format**

**8:30 - 9:50 a.m. • Palomas**

**Finding the Poetry of Inquiry in the Everyday World: Teacher Research as Transformative Practice**

**Chair: Jane Hange - Appalachian Educational**

*Georgia Heard (1995) writes, "Poems hide in ordinary and familiar places, if we can only change our way of looking at them." Similarly, inquiry into teaching involves seeking out the ordinary and familiar in the everyday world of teaching in order to create meaning.*

The three purposes of this session are: 1) to share Personal Narratives and Found Poetry of a community of educators who explored their literacy practices through teacher research; 2) to discuss the implications of teacher research for rethinking traditional staff development models; and 3) to interact with other professionals, situated differently, in order to envision new and different possibilities for literacy practices, teacher research and professional development. We will use Found Poetry, Personal Narrative and Reader Response strategies to facilitate interaction between the audience and the presenters. We will frame the presentation of our Narratives with Found Poetry, a free style verse form that is constructed from words, phrases, and images gathered from ordinary and familiar texts. The audience, along with the presenters, will create their own Found Poetry. We invite audience members to bring one or two books that have personal significance to the session.

*Sandra Moore - Radford University, Judith Barylske, Jane Farmer, Paula Johnson, Melva McNeil, Jeff Perry - Montgomery County Public Schools*

**alt 007** **Alternative Format**

**8:30 - 9:50 a.m. • Chambers**

**Read All About It, All About Reading: Media Literacy, Narrative, and Representation**

**Chair: Roy Graham - University of Manitoba**

This session raises a series of issues about the pedagogical possibilities for a critical media literacy. Participants will be invited to consider the various techniques used to depict the "same" news event on network television in the US and Canada as part of each program's own rhetoric of representation. This activity will provide the framework for engaging in a more wide-ranging inquiry into the theory and practice of a critical media literacy.

*Roy Graham - University of Manitoba, Allan Neilsen - Mount St. Vincent University*

**alt 008** **Alternative Format**

**8:30 - 9:50 a.m. • Sonora**

**Body and Self: Expressions of Gender and Diversity in Literacy Research**

**Chair: Jo Worthy - University of Texas/Austin**

This alternative format program will explore the complex issues which arise as literacy educators identify, study, and address gender and diversity within distinct sociocultural contexts: teachers working in a "high needs" junior high classroom in a Canadian city, preservice teachers exploring multicultural literature with third graders in a diverse low-income neighborhood in a midwest city, and a researcher examining literacy relationships in a multiethnic primary classroom in a west coast metropolitan city. The alternative format program will be structured in four parts: 1) brief presentations of research findings, 2) an examination of language and contexts of the research through readers' theater, 3) fish bowl discussions of definitions and assumptions, and 4) a closing discussion with remarks by a discussant.



**I. "Of Course We Know Those Things; Our Teachers are Feminists"**

*Patricia Clifford, Sharon Friesen - University of Calgary*

**II. Undergraduates as Literacy Researchers: Acknowledging Perceptions About Gender and Diversity**

*Karen Broaddus - University of Tulsa*

**III. Primary Children Enacting Gender**

*Laurie MacGillivray - University of Southern California*

*Discussant: Donna E. Alvermann - University of Georgia*

**009**

**Paper Session**

**8:30- 9:50 a.m. • Sedona**

**Early Reading: Philosophy Instruction and Practice**

**Chair: Marla Mallette - University of Nevada/Las Vegas**

**I. The Impact of Reading by Analogy on Independent Word Recognition**

*Elaine Roberts - State University of Western Georgia*

**II. The Effects of Text Length and Text Genre on Early Readers' Oral Reading Fluency**

*Poonam Arya - SUNY/Buffalo*

**III. Pre-K to Grade 5 Reading Instruction in the United States: Philosophy and Practices as Reported by a National Sample of Elementary Teachers and Administrators**

*James F. Baumann, Jennifer S. Moon, Ann Duffy - University of Georgia*

*University of Georgia*

*James V. Hoffman - University of Texas/Austin*

**010**

**Paper Session**

**8:30 - 9:50 a.m. • Prescott**

**Reconsidering Familiar Notions of Literacy**

**Chair: Brenda Shearer - University of Wisconsin/River Falls**

**I. Romancing the Book: Reconsidering the Enjoyment of Literature in Literacy Instruction Models**

*Lynn Hall - University of Wisconsin/Madison*

**II. Challenges of Collaborative Action Research: Defamiliarizing Familiar Discourses, Subject Positions, and Power Relations**

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

*Betty Rowell - Columbia Elementary School*

**III. Toward a Post-Critical Theory of Hypertext**

*John McEneaney - Indiana University/South Bend*

**011**

**Paper Session**

**8:30 - 9:50 a.m. • San Carlos**

**Cultural Diversity and Literacy Learning**

**Chair: Sherry Macaul - University of Wisconsin/Eau Claire**

**I. Family Literacy Learning as Collaboration: The Case Study of two Latino/a Families**

*Carolyn Colvin - University of Iowa, Deborah Oakland - Columbus Junction Public Schools*

**II. An Exploration of the Reading Comprehension and Strategy Use of College Students from Diverse Cultural Backgrounds**

*Joan Rafter - New York University*

**III. Between Two Worlds: African-American Middle Families and Literacy**

*Linda Leigh Wise - Montclair State College*



9:50 - 10:20 a.m.

Coffee and conversation on your own



**FIRST PLENARY SESSION**

**10:20-11:40 a.m. • North Forum**

**Literature and Moral Education**

**Nell Noddings - Stanford University**

*Nell Noddings capped her fifteen years of teaching, school administration, and curriculum development with doctoral-level work in educational philosophy and theory. With this broad span of experience and interests, it is no surprise that Dr. Noddings today manages to pursue three related strands of educational philosophy: feminist ethics, moral education, and mathematical problem-solving. She is a frequent and popular speaker among academics, educators, arts groups, health care providers, and other professionals. She has twice won the "Excellence in Teaching" Award in Stanford.*

*Presentation of the Student Research Award  
Mary Beth Schmidt - Chair*



11:45 - 12:45 p.m.

Lunch on your own

11:45 - 12:45 p.m.

Newcomers Table • Registration Foyer



WEDNESDAY

Advocacy Session

11:45 - 12:45 p.m. • Executive Board Room  
Kathryn H.Au, Policy and Legislation Committee

Special Session

12:50 - 2:10 p.m. • Flagstaff  
A Conversation with Nell Noddings

alt 012

Alternative Format

12:50 - 2:10 p.m. • Rio Verde  
What Happens to Multicultural Approaches to Literacy Practice in Public School Contexts? Can We Make a Difference?  
Chair: M. Trika Smith-Burke - New York University

The purpose of this session is to examine the influence of multicultural strands in teacher preparation programs on classroom literacy practices. Specifically the session panelists and participants will explore the questions: Does our preservice instruction in multicultural approaches to literacy practice carry over to public school contexts? and How do the existing multicultural literacy practices resemble theory? Panelists will present results from their various research projects in different regions of the United States. Then the attendees will break into small groups to discuss the current trends and their future visions for teacher preparation programs.

I. Literacy Instruction for Second Language Learners: A Study of Best Practices and Supportive Ecological Conditions  
Diane M. Truscott - Central Connecticut State University, Susan Watts - University of Minnesota

II. Sharing the Journeys of Inservice and Preservice Teachers along Multicultural Literature Paths  
Greta Nagel - California Polytechnic State University

III. The Impact of Multicultural Perspectives on Student Teachers in Urban Settings  
Barbara Diamond - Eastern Michigan University

IV. The Impact of Infusing Multicultural Perspectives on Student Teachers in Rural Settings  
Susan H. Gooden - University of Southern Indiana

SYM 013

Symposium

12:50 - 2:10 p.m. • Palomas  
Case Study Research in Adolescent Language and Literacy: Gender, Identity, and Multiple Ways of Knowing  
Chair: TO BE ANNOUNCED

I. Adolescent Male Gang Members' Literacy Experiences Within and Outside of School: Two Case Studies  
Debbie Smith - University of Arizona

II. Two Case Studies of Mexican American Female Adolescents: Identity Exploration through Multiple Sign Systems  
Monica Taylor - University of Arizona

III. Adolescent Language and Literacy: Identity, Ideology, and an Alternative Pedagogy  
Dana L. Fox - University of Arizona

Discussant: TO BE ANNOUNCED

alt 014

Alternative Format

12:50 - 2:10 p.m. • Southeast Forum  
Exemplary Practices in First Grade Literacy Instruction: Teacher Beliefs and Student Achievement  
Chair: Lesley M. Morrow - Rutgers University

This Alternative Format Session describes a study dealing with practices and beliefs of first grade teachers identified as exemplary at promoting literacy development. The session will begin with a description of the study with members from the five states where the investigation is being carried out will present results of different parts of the investigation. Findings from cross-site analyses of a number of dimensions of the instructional environments will be presented. The audience will form small groups for interactions to discuss the study, and a town meeting for sharing comments, questions, and ideas will end the session.

Participants: Richard Allington, Kim Baker, Gregory W. Brooks - SUNY/Albany, Cathy Collins-Block - Texas Christian University, John Cronin, Jeanne Esce - SUNY/Albany, Lesley M. Morrow - Rutgers University, Eileen Nelson - Texas Christian University, Michael Pressley - SUNY/Albany, Martha Rapp Ruddell - Sonoma State University, Diane Tracey - Kean College of New Jersey, Ruth Wharton-McDonald - SUNY/Albany, Deborah Woo - Rutgers University

alt 015

Alternative Format

12:50 - 3:40 p.m. • Prescott  
Reconceptualizing the Literacies in Adolescents' Lives  
Chair: Diane Waff - School District of Philadelphia

The purpose of this alternative session is to invite middle and high school literacy educators to a conversation about broadening the view of adolescents' literacies. Individual presentations made in small groups will be followed by whole group interactions which will focus on adolescents' know-how and evolving expertise in an array of literacy contexts. The presentations are designed to encourage participants to rethink some of the assumptions underlying current instructional recommendations, textbooks, tasks, and outcomes in content literacy classrooms.

**I. Multiple Literacies in a High School Program for "At-Risk" Adolescents**

*David G. O'Brien - Purdue University*

**II. Discussion as a Practice of Carnival**

*Josephine P. Young - University of Georgia*

**III. Secondary Teachers' Beliefs About Literacy: Emerging Voices**

*John E. Readence, R. Steven Kile, Marla Mallette - University of Nevada/Las Vegas*

**IV. Teacher Literacy Histories and Adolescent Voices: Changing Content Area Classrooms**

*Thomas W. Bean - University of Nevada/Las Vegas*

**V. Reconstructing Our Understandings of Adolescents' Participation in Classroom Literacy Events: Learning to Look Through Other Eyes**

*Kathleen Hinchman - Syracuse University*

**VI. Listening to the Talk of Adolescent Girls: Lessons About Literacy, School, and Life**

*Co-Authors: Deborah Dillon - Purdue University, Elizabeth Birr Moje - University of Michigan*

**VII. Agency and Adolescent Literacy**

*David W. Moore - Arizona State University/West*

**VIII. Reframing the Problems of Adolescence and Adolescent Literacy: A Dilemma-Management Perspective**

*Peter B. Mosenthal - Syracuse University*

**IX. The Kids Talk Back**

*Josephine P. Young - University of Georgia*

**X. Imagining the Possibilities**

*Donna E. Alvermann - University of Georgia*

*Discussant: Richard Vacca - Kent State University*

**SYM 016**

**Symposium**

**12:50 - 2:10 p.m. • Sonora**

**Texts, Teachers, & Technology: Reflection as Learning Process in Literacy Communities**

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

**I. "Dear Book Club": Reflecting on Literature Texts in 2nd Grade**

*Carolyn Frank - University of California/Santa Barbara*

**II. "Unraveling the Sequence": Micro/Reflection on Literacy Practice**

*Anita Cruse - University of California/Santa Barbara*

**III. Reflections on Computer Literacy in a Bilingual 4th Grade**

*Marli Hodel - University of California/Santa Barbara*

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

**SYM 017**

**Symposium**

**12:50 - 2:10 p.m. • Sedona**

**Case Writing in Preservice Teacher Education - A Longitudinal View**

*Chair: Maria J. Meyerson - University of Nevada/Las Vegas*

**I. Using Case Stories to Model Self-Inquiry Processes in Literacy Courses**

*Mary Alice Barksdale-Ladd, Mary Draper - University of South Florida*

**II. Case Writing and Preservice Teachers' Professional Development in Field-Based Courses - Context 1**

*Janet Richards - University of Southern Mississippi, Joan P. Gipe - University of New Orleans*

**III. Case Writing and Preservice Teachers' Professional Development in Preservice Field-Based Courses - Context 2**

*Marguerite Radencich, Kathleen Oropallo - University of South Florida*

**IV. Rubrics? Their Role in the Development of Preservice Teachers' Teaching Cases**

*Kathleen Oropallo - University of South Florida*

*Discussant: Victoria Risko - Vanderbilt University*

**Pa 018**

**Paper Session**

**12:50 - 2:10 p.m. • Coronado**

**Reflections on Literacy Assessment & Instruction**

*Chair: Janice F. Almasi - SUNY/Buffalo*

**I. The Meaning and Use of Process Writing in the Classrooms of Teachers with Different Orientations to Teaching/Learning**

*Marjorie Youmans Lipson, James Mosenthal, Patricia A. Daniels - University of Vermont*

**II. The Influence of Vermont's Assessment Policy on Teachers' Interactions with Students about Their Writing**

*James Mosenthal, Marjorie Youmans Lipson, Patricia A. Daniels - University of Vermont*

**III. The Effectiveness of Modified SQ3R Study Strategies for Studying Content Area Texts in Upper Elementary School**

*Diane C. Wander, Jeanne Shay Schumm - University of Miami*

**Pa 019**

**Paper Session**

**12:50 - 2:10 p.m. • San Carlos**

**Challenging Inservice Teachers Toward Changing**

*Chair: Ann J. Calhoun - University of Wisconsin/Madison*

**I. Sign Versus Substance: An Investigation of a Writing Professional Development Program**

*Carol Vukelich, Mary F. Roe - University of Delaware*

**II. The Influence of Teachers Systemic Self-assessment on Strategic Reading Instruction**

*Susan Pasquarelli - Roger Williams University*

**III. In-service Teachers' Reflections on Change and Growth During a Longitudinal Project in Cognitive Strategy Instruction**

*Elizabeth Lee, Valerie A. Anderson (deceased)- Ontario Institute for Studies in Education*

**ait 020** **Alternative Format**

**12:50 - 2:10 p.m. • Chambers**  
**Decoding the Research Primer: An Analytical Approach to a Research Symposium**  
**Chair: Varnell Voss - Texas A&M University/Commerce**

There will be several small group discussions facilitated by doctoral students. Each facilitator will lead discourse about the diversity encountered and conquered in their research project. The presenters represent a variety of experiences in research as well as in professional training. A wide range of information, levels of research, and diversity of experiences will be explored.

*Nancy Montgomery, Kelly R. Smith, Pamela J. Meers, Rebecca McRight, Varnell Voss, Donna Harkins, Reba Powers, Linda W. Hurst, Pat Adams - Texas A&M University/Commerce*

**ait 021** **Alternative Format**

**2:20 - 3:40 p.m. • Rio Verde**  
**Meeting the Literacy Needs of Children and Families: Creating Communities of Inquiring Learners within School-University Partnerships**  
**Chair: Beth Ann Herrmann - Educational Consultant**

This is an interactive session focusing on strategies for creating communities of inquiring learners within school-university partnerships as a means through which literacy educators and researchers and their stakeholder partners—preservice and inservice teachers, administrators, parents, community members—can unify their efforts to address the literacy needs of children and families. Following a brief introduction and overview, small group conversations will center on: (a) drawing literacy researchers and literacy teacher educators into the learning circle (Roehler), (b) the nature and practice of collaborative inquiry (Yochum & DeGroot) (c) teacher inquiry groups (Meyer), (d) preservice teachers as collaborative inquiring partners (Grisham), and (e) making the literacy needs of children and families the focus of partnership work (Linek). The session will close with comments from our critical friend/reactor.

**Small Groups Conversation (1):**  
**Creating and Sustaining Communities of Learners**  
*Laura R. Roehler - Michigan State University*

**Small Groups Conversation (2):**  
**The Nature and Practice of Collaborative Inquiry**  
*Nina Yochum, Elisabeth DeGroot - University of Michigan*

**Small Groups Conversation (3):**  
**Inquiry: Composing and Disrupting in a School**  
*Rick Meyer - University of Nebraska/Lincoln*

**Small Groups Conversation (4):**  
**Celebrating the Intellectual Work of Teaching**  
*Dana L. Grisham - Washington State University*

**Small Groups Conversation (5):**  
**Making the Literacy Needs of Children & Families the**

Focus in a Professional Development Partnership  
*Wayne M. Linek, Patsy Bolton, Donald R. Coker, Martha Foote, Patricia Linder, LaVerne Raine*  
*Mary Beth Sampson, Nina Williams - The Northeast Texas Center for Professional Development and Technology*

*Critical Friend: Rosary Lalik - Virginia Technical Institute*

**ait 022** **Alternative Format**

**2:20 - 3:40 p.m. • San Carlos**  
**A Distributed Philosophical Approach to the NCTE/IRA Standards: The Role of Poststructuralism and Critical Pragmatism in Curriculum Policy**  
**Chair: Brenda Neuman - Michigan State University**

An interactive writing activity will be used to open a dialogue, building a new understanding of curriculum standards among participants. Using the NCTE/IRA standards as a demonstrative example, the session will provide participants with an opportunity to explore the potential for philosophical inquiry and critique in both the development and implementation of curriculum policy.  
*Brenda Neuman - Michigan State University*

**ait 023** **Paper Session**

**2:20 - 3:40 p.m. • Sonora**  
**Best Practice: Recommendations for Explementary Instruction**  
**Chair: Diane Schallert - University of Texas/Austin**

**I. Influences of Instruction and Two Components of Search on Conceptual Learning**  
*Emily Anderson, John T. Guthrie - University of Maryland*

**II. Recommendations of Leaders in Reading Education: Then and Now**  
*Ann Duffy - University of Georgia, James V. Hoffman - University of Texas/Austin, James F. Baumann, Jennifer S. Moon - University of Georgia*

**III. Effects of a Training Program in Deriving Word Meanings**  
*Marieke A. Tomesen, Cor A.J. Aarnoutse - Centre for Language Education*

**ait 024** **Paper Session**

**2:20 - 3:40 p.m. • Chambers**  
**Transition to English Literacy**  
**Chair: Mary Jett-Simpson - University of Wisconsin/Milwaukee**

**I. Making the Transition to English Literacy: Four Learning Biographies**  
*Luisa Araujo - University of Delaware*

**II. A Study of the Predictors of English and Academic Achievement of Immigrant Students in English-Only Schools**  
*Lee Gunderson, Debra Clarke, Jon Shapiro - University of British Columbia*

**III. Teaching and Learning English as a Second Language: A Study of a Year at School in Kerala, India**  
*Lynda R. Ludy - Alma College*

**SYM 025** Symposium

**2:20 - 3:40 p.m. • Palomas**  
**Using Adolescent Literature: The Ideological Issues Involved in Teachers'/Researchers' Choices**  
**Chair: Barbara Thompson - University of Arizona**

**I. Impinging on Ideologies: Looking Across Race, Class & Gender with Adolescent Girls**  
*Holly Johnson - University of Arizona*

**II. Confronting Personal Ideologies: Selection and Self Censorship**  
*Lauren Freedman - Western Michigan University*

**III. Selecting Stories: Three Teachers' Critical Reflections**  
*Catherine Fallona - University of Arizona*

*Discussant: Dana L. Fox - University of Arizona*

**SYM 026** Symposium

**2:20 - 3:40 p.m. • Flagstaff**  
**Parents and Literacy Attainment of Latino Students**  
**Chair: Miriam Martinez - University of Texas/San Antonio**

**I. Home Literacy Journals**  
*Bertha Perez - University of Texas/San Antonio, Laura Grijalva, Stephanie McMillan - Hillcrest Elementary*

**II. Lunch and Learn**  
*Karla Broadus - Sky Harbor Elementary, Bertha Perez - University of Texas/San Antonio*

**III. Padres como alumnos: Preparing Parents for Biliteracy**  
*Howard Smith - University of Texas/San Antonio*

*Discussant: Carol A. Evans - University of Arizona*

**SYM 027** Symposium

**2:20 - 3:40 p.m. • Coronado**  
**Teaching One Child to Read: The Effect of Intervention Programs on Teacher Development and School Change**  
**Chair: Cathy Rosemary John - Carroll University**

**I. "We Already Knew How to Teach Reading": School Change to Support Struggling Readers**  
*Karen Broaddus - University of Tulsa, Janet W. Bloodgood - University of Virginia*

**II. The Effects of a Supervised Tutoring Experience on First Grade Teachers Beliefs and Practices**  
*Melvin Fogg, Darrell Morris - Appalachian State University*

**III. Learning on the Job: Preservice Teachers' Connections Between Reading Intervention and Classroom Practice**  
*Jo Worthy, Sheryl Prater, Elizabeth Patterson, Megan Moorman, Margo Turner - University of Texas/Austin*

*Discussant: Shane Templeton - University of Nevada/Reno*

**028** Paper Session

**2:20 - 3:40 p.m. • Sedona**  
**"Perspectives on Technology-Mediated Literate Activity"**  
**Chair: Susan Mazoni - University of Maryland**

**I. Trends in Publication of Research on Technology and Reading, Writing, and Literacy**  
*Michael Kamil, Sam Intrator - Stanford University*

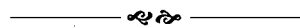
**II. Information Processing, Group Communication and Basic Skills Use in the Chelsea Bank Computer Simulations**  
*Larry Mikulecky, Paul Lloyd, Jenny Conner - Indiana University*

**III. The Role of Hypermedia Technology in the Child's Meaning Construction Process in Early Literacy Development**  
*Maureen Carroll - University of California/Berkeley*

**Special Session - Oscar Causey Address**  
**3:50-5:10 p.m. • North Forum**

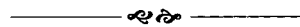
**Twenty-Five Years of Research on the Reading Process: The Grand Synthesis and What it Means for our Field**

**Keith E. Stanovich** is Professor of Human Development and Applied Psychology at the Ontario Institute for Studies in Education, University of Toronto. He has twice received the Albert J. Harris Award from the International Reading Association for influential articles on reading disabilities and in 1995 was elected to the Reading Hall of Fame. Author of over 125 scientific papers, in 1997 he received the Sylvia Scribner Award from the American Education Research Association.



**Conference Reception**

5:15 - 6:15 p.m. • Main Pool Patio



**Host Program**

6:45 - 7:30 p.m. • Chapparral



**Vital Issues**

9:00 - midnight • Patio Bar



WEDNESDAY

# Special Events of the Day

# Thursday

Time	Event	Room
8:00 a.m. - 5:30 p.m.	Registration	Registration Foyer
7:00 a.m. - 8:25 a.m.	Meeting - Multicultural Issues (open to all members)	Co -Chairs: Barbara Diamond - Eastrn Michigan University Arlette Willis - University of Illinois/Champaign-Urbana Executive Board Room
7:30 a.m. - 8:25 a.m.	Meeting - International Issues (open to all members)	Co-Chairs: Becky Barr - National Louis University Linda Phillips - Memorial University-Newfound Chaparral
7:30 a.m. - 5:30 p.m.	Silent Auction	
7:30 a.m. - 8:25 a.m.	Meeting - Publications Committee (open to all members)	Chair: Lea McGee - Univrsity of Alabama Bouchon
9:50 a.m. - 10:20 a.m.	Coffee and Conversation	on your own
10:20 a.m. - 11:40 a.m.	<b>Presidents Address</b> Transforming Literacy Instruction: Reflections on Recurring Controversies  Presentation of the Oscar Causey Award	Kathy Au- University of Hawaii  Peter Mosenthal - Syracuse University North Forum
11:40 a.m. - 12:50 p.m.	Meeting - Critical Spaces (open to all members)	Chair: Lorri Neilsen - Mount St. Vincent University Executive Board Room
11:45 a.m. - 12:45 p.m.	Research Workshop Presenters will share informtion their Harold E. Mizel Awar dwinning article, <i>Fifth gradedrs helping peers discuss texts in student-led groups.</i>	Presenters: Susan NMcMahon - Center for English Learning and Achievement, Virginia Goatley - SUNY/Albany Rio Verde
11:45 - 12:45 p.m.	A Conversation with : Directors of CIERA (Center for the Improvement of Early Reading Achievement)	Presenters: Elfrieda Hiebert, David Pearson and Connie Juel - University of Michigan Sonora
11:45 a.m. - 12:45 p.m.	Lunch	on your own
11:45 a.m. - 12:45 p.m.	Newcomers Table	Registration Foyer
5:15 p.m. - 6:05 p.m.	Meeting - Albert J. Kingston Award (open to all members)	John Readence - University of Nevada/Las Vegas Sheila Valencia - University of Washington Prescott
5:15 p.m. - 6:05 p.m.	Meeting - Oscar Causey Award (open to all members)	Chair: Petr Mosenthal/ - Syracuse University Executive Board Room
5:15 p.m. - 6:05 p.m.	Special Session Technology and Literacy: Research	Chair: Michael L. Kamil Tim Rasinski - Kent State University Chaparral
5:15 p.m. - 6:05 p.m.	JLR and NRC Yearbook Reception	Chairs: David Reinking, Cyndie Hynd and Penny Oldfather - University of Georgia Bouchon
5:15 p.m. - 6:05 p.m.	Birds of a Feather Check Registration Desk for topic	Rattlers
6:10 p.m. - 7:30 p.m.	Town Meeting	Facilitators: : Rosary Lalik - Virginia Tech Diane Schallert - University of Texas/Austin North Forum
9:00 p.m. -	Vital Issues	Meet your colleagues for lively discussion Patio Bar

**Thursday****December 4, 1997****SYM 029****Symposium**

**8:30 - 9:50 a.m. • San Carlos**  
**Defining the Domain of K-12 English Language Arts Curriculum: Issues and New Directions**  
**Chair: Karen K. Wixson - University of Michigan**

**I. Past and Present Perspectives on K-12 English Language Arts Curriculum**  
*Miles Myers - NCTE*

**II. Reconceptualizing Curriculum as Conversation**  
*Arthur Applebee - SUNY/Albany*

**III. A New View of Content and Process in K-12 ELA Curriculum**  
*Charles Peters - Oakland Schools, Karen K. Wixson, Elizabeth Dutro - University of Michigan*

*Discussant: Judith Langer - SUNY/Albany*

**SYM 030****Symposium**

**8:30- 9:50 a.m. • Ex. Board Room**  
**The Role of Orthography in Young Children's Reading & Writing: A Socio-Psycholinguistic View**  
**Chair: T. Gail Pritchard - Fort Hays State University**

**I. The Orthographic System**  
*Yetta Goodman - University of Arizona*

**II. A Longitudinal Study of Sarah's Orthography**  
*Prisca Martens - Indiana University/Indianapolis*

**III. Dialog in Print: How Texts Represent It, Why Writers Use It, How Readers Make Sense of It**  
*Kenneth Goodman - University of Arizona*

*Discussant: Nigel Hall - Manchester Metropolitan University*

**RT 031****Round Tables**

**8:30 - 9:10 a.m. • Rattlers**

**31.1. The Interpretive Character of Re-Reading**  
*David Jardine, Patricia Clifford, Sharon Friesen - University of Calgary*

**31.2. Case Studies as a Means of Exploring Preservice Teachers' Use of Content Area Literacy Strategies in Their Subject Area Fieldwork**  
*M. Carrol Tama, Carol L. Mack - Portland State University*

**31.3. Broadening the Perspective of Literacy: Adult Literacy & Sense of Community**  
*Rebecca Rogers, Gregory W. Brooks - SUNY/Albany*

**31.4. Intermediate Level Children Who Have Failed to Learn to Read Well: Issues and Content**

*Paula S. Zielonka, Michele Lehmkuhler, Merry Boggs, Marguerite Radencich - University of South Florida, Karen Thomas - Western Michigan University, Mary Alice Barksdale-Ladd - University of South Florida*

**31.5. Bridging into English Through Reading Alouds: More Than a Curricular Routine in a Bilingual 3rd Grade**  
*Liliana Barro Zecker - DePaul University, Christine Pappas - University of Illinois/Chicago, Sonia Torres Pasewark - Nightingale Elementary School*

**31.6. Caribbean Immigrants' Literacy experience in American Schools: Case Study of a Jamaican Pupil**  
*Ioney James - SUNY/Albany*

**31.7. The Impact of a Structured Field Experience on Pedagogical Practice & Beliefs of Preservice Teachers in a Content Literacy Course**  
*David G. O'Brien, Stephen Wellinski - Purdue University, Rebecca Springs, David Stith - Jefferson High School*

**31.8. Learning to Put Discomfort on the Table: University/Public School Collaboration**  
*Sandra Moore, Patricia Shoemaker, Dana Rose Gregory - Radford University*

**31.9. What Do Preservice Middle School Teachers Need to Know About Teaching Reading?**  
*Gay Ivey - Rutgers University*

**31.10. Making Meaning of Cases of Teacher Change: Views From Different Vantage Points**  
*Maria J. Meyerson, Marilyn O. McKinney - University of Nevada/Las Vegas*

**31.11. Promoting Teachers As Readers Groups-Staff Development**  
*Fran Levin - Rutgers University*

**31.12. The Relationship Between Young Readers' Knowledge of Onset/Rime and Decoding of One-Syllable Words and Non-Words**  
*James W. Cunningham, Stephanie Spadorcia - University of North Carolina/Chapel Hill, Karen Erickson - Duke University, Patricia Cunningham - Wake Forest University, Michael McKenna - Georgia Southern, David Koppenhaver - Duke University, David Yoder - University of North Carolina/Chapel Hill*

**SYM 032****Symposium**

**8:30 - 9:50 a.m. • Palomas**  
**How Do Teachers Support Reflection in Their Professional Lives?**  
**Chair: Kathryn Pierce - Clayton School District/St. Louis**

**I. The Use of Reflective Journals to Support and Examine Teacher Thinking**

*Stacie Cook Emert - Tucson Unified School District*

**II. The Role of Teacher Inquiry in Supporting Reflection within Classrooms**

*Jean Schroeder - Tucson Unified School District*

**III. Study Groups: Teachers Talking to Teachers**

*Barbara Birchak - Tucson Unified School District, Clay Connor - PPEP-TEC Charter High School, Kathleen Crawford - Illinois State University, Leslie Kahn, Sandy Kaser - Tucson Unified School District, Kathy Short - University of Arizona, Susan Turner - Tucson Unified School District*

*Discussant: Richard Meyer - University of Nebraska/Lincoln*

**alt 033 Alternative Format**

**8:30 - 9:50 a.m. • Sedona**

**Student Perceptions of Learning to Read and Write: A Collaborative Study Between Schools and Universities**

**Chair: Wendy C. Kasten - Kent State University**

Presentations will be informal and non-traditional; they will be designed to have participants examine the same questions in their own literacy/educational history as students were asked in this study. A high degree of audience participation and interaction will be encouraged. Comparisons, where appropriate, will be made between students of different ages, abilities, or regions and the experiences of session participants. Implications will be explored through small group discussions which will constitute about half of the session time.

*Wendy C. Kasten, Timothy Rasinski, Nancy D. Padak, Beverly J. Bruneau, Pamela Luft - Kent State University, Chris McKeon - Walsh University, Mary E. Styslinger, Marjorie A. Wuthrick - Kent State University*

**alt 034 Alternative Format**

**8:30 - 9:50 a.m. • Prescott**

**Discoursteque: Discourses Dance Dangerously in a Study of Students Reading Multiple Source Documents in History**

**Chair: Dorothy Evensen - Pennsylvania State University**

This session will take up a study recently published in the *Reading Research Quarterly* (Stahl et al., 1996) and critique it through the perspectives of multiple discourses. Presenters will provide an overview of the study along with the theoretical objective of the session. Participants will be invited to attend one of four break-out groups in which the discourses of history, sociology, constructivism, and pragmatics will be the focus. Discussion will follow in which implications for future research and teaching are explored.

*Dorothy Evensen, Pat Shannon, Jacqueline Edmondson, Susan Pitcher, Ki-Wan Sung, Caryn Terwillinger, Cathy Toll - Pennsylvania State*

**SYM 035 Symposium**

**8:30 - 9:50 a.m. • Sonora**

**Learning Despite the Labels: Classroom Opportunities for Mainstreamed Learning Disabled Students to Take Up Academic Literacies**

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

**I. Who Counts as "All" for All Americans? An Investigation of Access to Scientific Knowledge in an Elementary Classroom**

*Teresa Crawford - University of California/Santa Barbara*

**II. Learning Disabled Students Redefining Themselves in a Community Classroom of Learners**

*Maria Lucia Castanheira - University of California/Santa Barbara*

**III. Jody Learns to Ask a Genuine Question: A "Learning Disabled" Student Co-Constructs Classroom Discussion with Her "Gifted" and "General" Classmates**

*Lesley Rex - University of California/Santa Barbara*

*Discussant: LeAnn G. Putney - University of California/Santa Barbara*

**SYM 036 Symposium**

**8:30 - 9:50 a.m. • Chambers**

**Critical Issues for Literacy in Digital Technologies**

**Chair: Peter B. Mosenthal - Syracuse University**

**I. Literacy as Deixis: The Challenge Of Continually Changing Definitions Of Literacy**

*Donald Leu - Syracuse University*

**II. Contrasting Teachers' Views of Literacy Ability and Students' Performance in a Technology-Supported Curriculum**

*Charles K. Kinzer - Vanderbilt University*

**III. Effects of Technology on Process Writing: Are They All Good?**

*Elizabeth A. Baker - University of Missouri/Columbia*

*Discussant: Martha H. Dillner - University of Houston/Clear Lake*

**SYM 037 Symposium**

**8:30 - 9:50 a.m. • Bouchon**

**Two Mothers' Literate Lives: Critical Events, Provocative Issues**

**Chair: Jodi Kinner - Iowa City Public Schools**

**I. "I Just Can't Stand to Not Be Involved": The Literate Life of a Parent in School**

*Lori Norton-Meier - University of Iowa*

**II. Seeing Literacy through the Eyes of Pearl Bright: A Welfare Mom**

*Marianne Whitehouse - University of Iowa*



**III. Inventing School Literacy: What Can Educators Learn from Pearl and Rachel?**

*Kathryn F. Whitmore - University of Iowa*

*Discussant: Luis C. Moll - University of Arizona*

**038**

**Paper Session**

**8:30 - 9:50 a.m. • Coronado**

**Social, Individual & Developmental Construction of Literate Identity**

**Chair: Lauren Leslie - Marquette University**

**I. Literature Discussion Groups: An Examination of Empowerment, Student Voice and Silence**

*Karen Evans National-Louis University, Patricia L. Anders - University of Arizona*

**II. The Development of School Literacy as One of the Many Literacies**

*William M. Kelly-Buxton - University of Utah*

**III. School Literate Activity and Young Children's Sense of Being Literate**

*Janet Young - Brigham Young University*

**039**

**Paper Session**

**8:30 - 9:50 a.m. • Rio Verde**

**Literacy & The Social Studies**

**Chair: Thomas W. Bean - University of Nevada/Las Vegas**

**I. Implementing Content Literacy Portfolios in a Middle School Social Studies Classroom**

*Brenda Joiner Overturf - University of Louisville*

**II. Reading Practice, Skill and Civic Knowledge**

*James Flood, Diane Lapp, Richard Hofstetter - San Diego State University, Carolyn Huie Hofstetter - University of California/Los Angeles*

**III. How Students' Comprehension & Retention are Affected by Positive & Negative Examples in Social Studies**

*Tom Montgomery, Malcolm Lively, David A. Hayes - University of Georgia*

**040**

**Paper Session**

**8:30 - 9:50 a.m. • Chapparral**

**Exploring the Appreciation of Literature**

**Chair: Kathy Hall - Leeds Metro University**

**I. An Artistic Element: Four Transitional Readers and Writers Respond to the Picture Books of Patricia Polacco and Gerald McDermott**

*Sandra Madura - University of Nevada/Reno*

**II. Guiding Discussions of Information Books: An Investigation of Teachers' Beliefs and Practices**

*Cynthia Farest - Arizona State University West, Carolyn Miller - Texas Tech University, Alma Pacheco - Desert Mirage Elementary, Sherry Fewin - All Saints Episcopal*

**III. An Investigation of Second and Third Graders' Oral Responses to Humorous Children's Literature**

*Melinda R. Willis - Morehead State University*

**RT 041**

**Round Tables**

**9:15 - 9:50 a.m. • Rattlers**

**41.1 At-Risk Readers Developing Code-Switching Expertise as They Become Readers**

*Beverly E. Cox, Sue Stadler, Jiening Ruan, Maribeth Schmitt - Purdue University, Zhihui Fang - University of Florida*

**41.2 College Reading and Study Skills Instruction: An Examination of Classroom-Based Assessment Practices**

*Linda Kerr - Harvard University*

**41.3 Study Habits and Nonacademic Differences Among Academically Successful College Students**

*Sandra Sharman - University of Georgia*

**41.4. Reading Diagnosis and Dynamical Systems**

*David B. Yaden, Jr. - University of Southern California*

**41.5. The Effects of Senior Undergraduates Mentoring Junior Undergraduates During a Semester-Long Literacy Practicum**

*Robert J. Nistler - Drake University*

**41.6. Capturing Teacher Perceptions of Response to Literature Using Children's or Adult Literature**

*Annette Osborne - Oakland University*

**41.7. Helping Preservice Teachers Define Literacy: Personal Inquiry through Multiple Forms of Representation**

*Susan Murphy, Lynn S. Bustle - Virginia Technical Institute*

**41.8. Students' Rationale in Choosing a Teacher Preparation Program**

*LaVerne Raine, Donna Harkins, Mary Beth Sampson - Texas A&M University/Commerce*

**41.9. The Impact of Field Based Teacher Preparation on Preservice and Inservice Teachers' Behaviors**

*Janice Compton Slack Elementary, Linda Ellis - Texas A&M University/Commerce, Darryl L. Morris - University of Nevada/Reno, Elvia A. Rodriguez - Stephen F. Austin State University*

**41.10. The Negotiated Curriculum: The Implementation of a Meaning-Centered Literacy Program in a Taiwanese Elementary Classroom**

*Victor Tiencheng Shen, Hsiu-wen Huang - National Chiayi Teachers College*

**41.11. Three Schools' Stories about Change and the Implementation of a Classroom-Based Early Intervention Program**

*Barbara M. Taylor, Kathleen Clark, Debra Stevens Peterson, Carolyn Gwinn, Alice Maday, Cheryl Cooke, Beverly Halvorson, Mary Gay - University of Minnesota*

9:50 - 11:40 a.m.

Coffee and Conversation on your own

**Presidential Address**  
**10:20 - 11:40 a.m. • North Forum**  
**Kathy Au - University of Hawaii**

**Transforming Literacy Instruction: Reflections on Recurring Controversies** Constructivist forms of literacy instruction appear particularly promising for the successful education of students of diverse cultural and linguistic backgrounds. Issues raised by the use of constructivist teaching with these students are addressed. These include questions of student ownership, phonics, and the systematic teaching of skills, nonmainstream varieties of English, culturally responsive instruction, and student-teacher relationships.

**Kathy Au** is a professor in the College of Education at the University of Hawaii. Her research interest is the school literacy learning of students of diverse cultural and linguistic backgrounds. She directs a teacher education effort aimed at increasing the number of Native Hawaiian teachers in schools in Hawaiian communities.

*Presentation of the Oscar Causey Award*  
*Peter Mosenthal, Chair*

11:45 - 12:45 p.m.

Lunch on your own

11:45 - 12:45 p.m. • Sonora

Special Session: A conversation with the directors of CIERA

11:45 - 12:45 p.m. • Registration Foyer  
 Newcomers Table

**Research Workshop**

12:50 - 12:10 p.m. • Rio Verde

Presenters will share information on their Harold E. Mitzel award winning article "Fifth Graders Helping Peers Discuss Texts in Student-Led Groups" published in *Journal of Educational Research*, '89 (1). During the session, the authors will discuss the conceptualization, data collection, and data analysis phases of their study. Workshop participants are encouraged to read the article prior to the presentation and bring information about their own data analysis of classroom conversations.

*Presenters: Susan McMahon - Center on English Learning and Achievement, Virginia Goatley - SUNY/Albany*

**SYM 043 Symposium**

12:50 - 2:10 p.m. • Palomas  
**Talking about Books: Exploring Children's Understanding About the World**  
*Chair: Violet J. Harris - University of Illinois/Champaign*

I. Math Talk: Examining Children's Mathematical Understandings in Literature Discussions  
*Leslie Kahn - Tucson Unified School District*

II. Exploring Cultural Diversity through Talk about Literature: Looking at Issues of Kid Culture  
*Sandy Kaser - Tucson Unified School District*

III. Examining Children's Historical and Multicultural Understandings in Literature Circles  
*Kathleen Crawford - Illinois State University, Margaret Ferguson, Gloria Kauffman, Julie Laird, Jean Schroeder - Tucson Unified School District, Kathy Short - University of Arizona*

*Discussant: Deborah Wells Rowe - Vanderbilt University*

**RT 044 Round Tables**

12:50 - 1:25 p.m. • Rattlers

44.1. Individual Literary Response Styles of Young Children  
*Lawrence R. Sipe - University of Pennsylvania*

44.2. Using Technology to Foster Literacy: A Comparison Between Fifth Graders and Their POHI Peers in an Inclusion Classroom  
*Margaret Moore-Hart - Eastern Michigan University*

44.3. Home and School, Worlds Apart? The Conflicting Literacy Environments of an "At Risk" Family  
*Marianne Whitehouse - University of Iowa*

44.4. Constructing the Dialogical Relationship: The Discourse Moves of an Exemplary Special Education Teacher in an Inquiry Writing Event  
*Troy Mariage - Western Michigan University*

44.5. Examining the Impact of Providing Spanish Speaking Preschool Children a Spanish Language Classroom  
*Consuelo Aceves - Harvard University*

**44.6.** Reading Definitions Among Diverse Ethnic Groups  
*Linda Pavonetti - University of Houston*

**44.7.** Show What You Know: Using Course Portfolios and Student-Led Conferences Reveals Preservice Teachers Understanding of Their Emerging Expertise in Teaching Language Arts  
*Barbara Combs - Syracuse University*

**44.8.** Developing Decision-Making Processes: Preservice to Induction Year Teaching  
*Jacqueline Peck - Cleveland State University*

**44.9.** How Do Preservice Teachers Construct Meanings of Students' Reading Difficulties? A Cross-Case Analysis  
*Marla Mallette, Margaret Smith, R. Steven Kile - University of Nevada/Las Vegas*

**44.10.** Delivering Instruction with Video Images of Reading: An In-Progress Study of an Electronic, Interactive Program  
*Liz C. Stephens - Southwest Texas State University, Margaret H. Hill - University of Houston/Clear Lake*

**44.11.** Conversations as a Means of Literary Enhancement in a Professional Development School  
*Carole Walker, Cathy Zeek, Charlene Fleener, Martha Foote - Texas A&M University/Commerce*

**44.12.** Writing with Chris: Exploring Apprenticeship Experiences in Authorship with a Reluctant Writer  
*Nancy Knapp - University of Georgia, Christopher J. Knapp*

**alt 045** **Part 1 of 2 Alternative Format**

**12:50 - 2:10 p.m. • Sedona**  
**Toward a Developmental Theory of Peer Discussion: Ontogenetic and Microgenetic Perspectives - Part I**  
*Chair: Janice F. Almasi - SUNY/Buffalo*

We propose a two-part session. In the first session we will present developmental perspectives based on ontogenetic and microgenetic investigations of peer discussions of literature and consider the question, "What would a developmental theory of discussion look like?" Each presenter will describe their research and their perspective. Participants will then have an opportunity to raise questions and issues. Participants will be asked to ponder the issues presented to prepare for the second session. Minutes from this session will be distributed prior to the second session at the registration area. The second session will begin with a brief overview and opening remarks intended to frame the discussion. These remarks will be in the form of a position statement that raises issues. An intense exploration and discussion involving all participants will ensue followed by the discussants leading a final discussion.

**I.** An Ontogenetic Perspective on Cognitive Growth and Social Growth During Peer Discussions  
*Janice F. Almasi - SUNY/Buffalo, John O'Flahavan - University of Maryland/College Park, Poonam Arya - SUNY/Buffalo*

**II.** Exploring the Roles of Discussion and Journal Writing: A Microgenetic Perspective on Discussion Development  
*Linda B. Gambrell - University of Maryland, Kim Bobola - Anne Arundel Co. Public Schools*

**III.** Performance-Based Assessment of Cognitive and Social Growth During Book Clubs  
*Taffy E. Raphael - Michigan State University, James Gavelek - Oakland University*

*Discussants: Donna E. Alvermann - University of Georgia, Lea McGee - University of Alabama*

**SYM 046** **Symposium**

**12:50 - 2:10 p.m. • Prescott**  
**Democracy Building through Reading and Writing for Critical Thinking in Central and Eastern Europe and Central Asia**  
*Chair: Kurtis S. Meredith - University of Northern Iowa*

**I.** A Model Program for Implementing Reading and Writing for Critical Thinking  
*Kurtis S. Meredith - University of Northern Iowa*

**II.** Literacy Research Trends in Central and Eastern Europe  
*Jeannie Steele - University of Northern Iowa*

**III.** The Politics of Literacy: What Eastern Europeans See in Interactive Teaching Methods, and Why Americans Should Take Note  
*Charles Temple - Hobart & William Smith Colleges*

**IV.** Building Literacy Bridges  
*Scott Walter - International Reading Association*

*Discussant: Eva Miklusickova Orava - Foundation for Democratic Education*

**Pa 047** **Paper Session**

**12:50 - 2:10 p.m.**  
**San Carlos • Conversations in Field Based Teacher Education Programs**  
*Chair: Linda Allen - Marquette University*

**I.** Preparing Reading Specialists for their Changing Roles: Evaluation of a Field-Based Program  
*Rita M. Bean - University of Pittsburgh, Cynthia Reed - Auburn University*

**II.** Moving Beyond Recitation: Descriptive Observations of Teachers' Developing Instructional Conversations in the Reading Clinic Setting  
*Kathleen Roskos - John Carroll University, Barbara J. Walker - Montana State University/Billings*

**III.** Learning to Talk Like a Language Arts Teacher: Preservice and Inservice Teachers' Conversations  
*Colleen M. Fairbanks, Joan Shiring, Debra Freedman, Courtney Kahn, Chris Street - University of Texas/Austin*

**Pa 048** Paper Session

**12:50 - 2:10 p.m. • Rio Verde**  
**Examining Teacher Beliefs and Practice**  
 Chair: *Linda Allen - Marquette University*

- I. The Process for Understanding How a Field-Based Literacy Course Influences Teachers' Beliefs and Practices  
*Judy Wedman, Linda Espinosa, Jim Laffey - University of Missouri/Columbia*
- II. The University Supervisor: Constructing Meaning about Teacher Education Program Goals, Assessment, and the Literacy Methods Course  
*Suzanne Krause - Humboldt State University*
- III. The Literacy Orientation Survey: A Survey to Examine Beliefs and Practices Related to Principles of Constructivism  
*Susan Davis Lenski - Illinois State University, Mary Ann Wham - University of Wisconsin/Whitewater*

**alt 049** Alternative Format

**12:50 - 2:10 p.m. • Sonora**  
**Conversations on a Model of Situated Literacy**  
 Chair: *Jerome C. Harste - Indiana University*

A model of situated literacy will be proposed by one of the participants. Five presenters will then share data from four studies, and the audience will be invited to engage in discussion on whether these data support or problematize a model of situated literacy. The discussant will offer comments during the session. Handouts of the data will be distributed before the discussion.

*Mardziah Hayati Abdullah, Mei-yu Lu, Karen Grady, Judith T. Lysaker, David Squires - Indiana University*

**Pa 050** Paper Session

**12:50 - 2:10 p.m. • Chambers**  
**Technology, Literacy, and Instruction**  
 Chair: *Mary Jett-Simpson - University of Wisconsin/Milwaukee*

- I. Using Electronic Books to Enhance Reading Comprehension of Struggling Readers  
*Mary L. McNabb - North Central Regional Educational Laboratory*
- II. Technology and Interpretation: A Second Grade Study of The Odyssey  
*Patricia Clifford, Sharon Friesen - University of Calgary*
- III. Survey of Pre-Service Teachers' Attitudes Toward Computers  
*Judy A. Abbott, Sandra Faris - West Virginia University*

**Pa 051** Paper Session

**12:50 - 2:10 p.m. • Coronado**  
**Conceptions & Practices of Composing**  
 Chair: *TO BE ANNOUNCED*

I. Integrating the Computer Into Language Arts in a 5th Grade Classroom: A Developing Instructional Model  
*David M. Lund - University of South Alabama, Donna Hildreth - Austin Elementary School*

II. Story and Information Writing Across the Elementary Grades  
*Carol Donovan - University of New Mexico*

III. Do High School Teachers' and Students' Perceptions About Writing Become More Closely Aligned After A Semester Of Interaction?  
*Adnan Salhi - Fordson High School*

**Pa 052** Paper Session

**12:50 - 2:10 p.m. • Bouchon**  
**Influences on Comprehension**  
 Chair: *Beth Jones*

- I. The Effects of Eleventh-Graders' Beliefs on Their Interpretation of Conflicting Arguments  
*Wayne Slater - University of Maryland*
- II. A Comparison Study of the Effects of Text Structure Training, Reading Practice And Guided Reading on Reading Comprehension  
*Susan Dymock - University of Auckland*
- III. Explicit Teaching of Genre: What We Think, What We Know, What We Ought to Find Out  
*Nell K. Duke - Harvard University*

**Sym 053** Symposium

**12:50 - 2:10 p.m. • SoutheastForum**  
**The National Reading Conference: An Historical Perspective**  
 Chair: *Richard Robinson - University of Missouri/Columbia*

- I. NRC: An Historical Perspective: The View of a Literacy Historian  
*Norman A. Stahl - Northern Illinois University*
- II. NRC: An Historical Perspective: The View of NRC's Historian  
*Ronald Carver - University of Missouri/Kansas City*
- III. NRC: An Historical Perspective: The View of a Past President  
*Edward Fry - Rutgers University*

*Discussant: Richard Robinson - University of Missouri/Columbia*

**Pa 054** Paper Session

**12:50 - 2:10 p.m. • Chaparral**  
**Literate Activity Through Electronic Mail**  
 Chair: *TO BE ANNOUNCED*

I. Student-teachers' Experiences Using Electronic Dialogue Journal with 5th Graders  
*P.J. Nomathemba Seme - Old Dominion University*

**II. Why Email Applications in Classroom Are Possible? An Examination of Some Theoretical Assumptions of Email Research**  
*Liqing Tao - Western Kentucky University*

**III. E-mail and Adult Literacy: A Case Study of Familial Interaction**  
*Dennis G. Mike - SUNY/Geneseo*

**Alt 055 Alternative Format**

**12:50 - 2:10 p.m. • Executive Board Room**  
**Tensions in Teacher Education: Literacy Education, Methods, and Liberatory Pedagogy**  
*Chair: Carol Lloyd - University of Nebraska/Omaha*

This session will use a form of drama that is an extension of Paulo Freire's liberatory view of literacy education, namely Forum Theatre, to explore the tensions between the ways in which teacher educators teach literacy education and issues of empowerment, responsibility, and transformative education. Two skits will be presented which demonstrate the frustrations teachers experience as they implement the classroom literacy practices that liberatory teacher educators suggest. The audience will be invited to alter the skits as they consider the responsibility of teacher educators to teachers (and their students) when they suggest that teachers transform their classrooms.

*Players: Carol V. Lloyd, Joan Rankin, Wilma Kuhlman - University of Nebraska/Omaha*

*Discussant: Rosary Lalik - Virginia Technical Institute*

**RT 056 Round Tables**

**1:35 - 2:10 p.m. • Rattlers**

**56.1. Influences of Teacher Text & Task on Children's Written Responses**  
*Evangeline Newton - John Carroll University, Nancy D. Padak - Kent State University*

**56.2. "I Think the Big Trick of History Is..."; A Case Study of Self-Regulated Learning**  
*Michele L. Simpson, Sherrie L. Nist, Sandra Sharman - University of Georgia*

**56.3. Understanding Resistance and at Risk Students**  
*James C. Field, Lori Olafson - University of Calgary*

**56.4. Cue System Usage of Students With and Without Learning Disabilities in Oral and Silent Reading**  
*Jeanne Shay Schumm - University of Miami*

**56.5. Skilled and Unskilled Reading Among Taiwanese Elementary Schools: A Cross-cultural Perspective**  
*Huei-yu Wang, John T. Guthrie - University of Maryland*

**56.6. Effective Literacy Instruction in Inclusive Classrooms**  
*Paula J. Stanovich, Anne Jordan - University of Toronto*

**56.7. Exploring Perspectives on Ethnicity and Gender in E-Mail Conversations about Multiethnic Literature**  
*Jennifer Battle, Sheila Nicholson - Southwest Texas State University, Marsha Sinagra Nova - Southeastern University*

**56.8. Understanding Preservice Teachers' Beliefs through Autobiographical Analysis**  
*Jeanne Swafford, Tanya Peters, Suzanne Lee - Texas Tech University*

**56.9. How Does Structure Imposed Upon the Portfolio Process Impact Ownership of Learning**  
*Alexandra G. Leavell, Madge T. Craig, Diane Allen - University of North Texas*

**56.10. The Development of a Collaborative Staff Development Model**  
*Bobbie Williams - Folsom-Cordova U.S.D., John Shefelbine - California State University/Sacramento*

**56.11. Cohesive Harmony and Textual Quality**  
*Zhihui Fang - University of Florida, Beverly E. Cox - Purdue University*

**56.12 A Study of the Influence of the Herringbone Technique upon Reading and Writing**  
*Sherry W. Powers, Mary C. Shake - University of Kentucky*

**Sym 057 Symposium**

**2:20 - 3:40 p.m. • Palomas**  
**The ABC's of Cultural Understanding and Communication**  
*Chair: Flora V. Brown - University of Illinois/Chicago*

**I. ABC's: Preservice Urban Teachers Discover Self and Appreciate Others**  
*Barbara Diamond - Eastern Michigan University*

**II. ABC's: Preservice Teachers Explore Home/School Connections**  
*Jyotsna Pattnaik - Central Missouri State University*

**III. ABC's: Teachers Connect Home and School**  
*Patricia R. Schmidt - LeMoyne College*

*Discussant: Patricia A. Edwards - Michigan State University*

**Sym 058 Symposium**

**2:20 - 3:40 p.m. • San Carlos**  
**Reading, Writing, and Reform: More Stories from Kentucky**  
*Chair: Peter Winograd - University of New Mexico*

**I. Critical Issues in Reform: Changing the Way Teachers Teach**  
*Nola Faye Newsome - Morehead University*

**II. A Return to Traditional Literacy Practices: What are "High Fidelity" Implementors Doing One Year Later?**  
*Susan H. Gooden - University of Southern Indiana*

**III. Literacy Practices in Two Primary Classrooms: A Qualitative Look**

*Margaret Compton-Hall - University of Kentucky*

**IV. Students' Acquisition of Basic Literacy Skills in Kentucky's Primary School Programs**

*Susan Chambers Cantrell - University of Kentucky*

*Discussant: Connie A. Bridge - North Central College*

**alt 059 Alternative Format**

**2:20 - 3:40 p.m. • Rio Verde  
Embedded Phonics Instruction in Whole Language  
First Grade Classrooms**

*Chair: Karin L. Dahl - Ohio State University*

This session presents case study analyses of embedded phonics instruction within a range of first grade whole language classrooms. The session includes background information about research design, detailed description of site selection procedures (what counted as whole language), presentations describing embedded phonics instruction in eight sites, and opportunities for the audience to engage in discussion. The Alternative Format allows case studies to be examined in concurrent Round Table presentations.

**I. Research Rationale and Design for an Investigation of Embedded Phonics**

*Karin L. Dahl - Ohio State University*

**II. Site Selection in an Investigation of Embedded Phonics**

*Patricia Scharer - Ohio State University/Lima*

**III. Round table Presentation of Case Studies #1**

*Lora Lawson, Pat Grogan, Patricia Scharer, Karin Dahl - Ohio State University*

**ia 060 Paper Session**

**2:20 - 3:40 p.m. • Sonora  
Texts, Topics, & Classroom Talk**

*Chair: JoyLynn H. Reed - St. Edward's University*

**I. Persuasive Texts: Who is Really Persuaded and Why?**  
*Patricia A. Alexander, P. Karen Murphy, Christopher T. Sperrl - University of Maryland*

**II. The Life and Death of a Topic: The Creation of Knowledge Islands and The Construction of Conversational Bridges in Oral and Written Classroom Discussions**  
*Melissa M. Dodson, Diane L. Schallert, Ronald E. Benton, Maria R. Lissi, Nicole A. Amador - University of Texas/Austin, JoyLynn H. Reed - St. Edward's University*

**ia 061 Paper Session**

**2:20 - 3:40 p.m. • Coronado  
Literacy Courses' Impact on Preservice Teachers' Learning and Beliefs**

*Chair: J. Anne Calhoun - University of Wisconsin/Madison*

**I. What Just Happened Here?: Students' Conceptualizations of Their Learning Experiences Within an Emancipatory Literacy Frame**  
*Rosary Lalik, LaNette Dellinger - Virginia Technical Institute and State University*

**II. Images of Teaching and Learning to Read in Children's Literature as Possible Cases for Preservice Teacher Education**  
*Devon Brenner - Michigan State University*

**III. Perceived Effectiveness of Literacy Methods Courses**  
*Donna W. Emery - California State University/Northridge*

**ia 062 Paper Session**

**2:20 - 3:40 p.m. • Chaparral  
Children Who Did Not Learn to Read on Schedule**  
*Chair: Doreen Bardsley - Arizona State University*

**I. Poor Reader's Sensitivity to Structural Redundancies in Words: Problems Associated with Reading-Level Matches**  
*Donald L. Compton - University of Arkansas*

**II. Following a Struggling Reader: A Case Study**  
*Karen Niles - Kent State University*

**III. The Road Less Traveled: A Case Study of An Adult Learning Disabled Student**  
*George D. Labercane, Christine J. Gordon - University of Calgary, Elizabeth Sparks - Delta School District*

**alt 063 Alternative Format**

**2:20 - 3:40 p.m. • Sedona  
Levels of Interactivity in Reading Online**  
*Chair: Martha H. Dillner - University of Houston/Clear Lake*

The use of the Internet as a vehicle for disseminating an electronic journal dramatically changes the manner in which information can be published. One of the advantages of an electronic medium is its capability for increased interaction. Data from articles published in ROL will be used to illustrate the differences in levels of interactivity between articles published in May 1997 and articles published in November 1997.

*Martha H. Dillner - University of Houston/Clear Lake*

**RT 064 Round Tables**

**2:20 - 2:55 p.m. • Rattlers**

**64.1 The Development of Authentic Assessments For Family Literacy Programs**  
*Andrea DeBruin-Parecki - University of Michigan*

**64.2 Reading Clinic: How Children Construct Literacy-related Understandings**  
*Pamela A. Michel - SUNY/Oswego*

**64.3 Classroom Assessment and Teacher Judgment: The Role of Portfolios and Professional Development**  
*Sheila Valencia - University of Washington, Nancy Place - Bellevue Public Schools*

**64.4** Assessing Knowledge and Strategies for Informational Text

Sharon Walpole, Peter Dewitz - University of Virginia

**64.5** The Role of Reciprocal Socialization in the Production and Interpretation of Silence in Classroom Discourse  
Randy Donelson, Cynthia Tyson - Ohio State University**64.6** "Putting Our Individuality Into It:" Early Adolescent Girls Talk About Texts

Sally A. Smith - Hofstra University

**64.7** Rethinking 'Communities of Learners' in Writers Workshop. Examining the Socio-cultural And Political Contexts for Doing Writers Workshops in both 4/5 Grade and 8th Grade Classrooms.

Eleanor Handerhan - Old Dominion University, Diane B. Buchanan - Hampton Public Schools

**64.8** Reading Behavior in Academic Personnel at Institutions of High Learning in Mexico

Maria Alicia Peredo Merlo - Universidad de Guadalajara

**64.9** Undoing "The" Writing Process: Supporting the Idiosyncratic Writing Strategies of Children

Jenifer Jasinski Schneider - University of South Florida

**64.10** A Framework for Coding Discussions in Literature Circles

Bondie Hankin - Syracuse University

**64.11** Voices, Positions, and Dispositions: The Researcher and the Researched in Classroom Literacy Research  
Richard Meyer, Risa Udell - University of Nebraska/Lincoln**64.12** Only Six Clicks from Sex: How Netizens Dispel "Danger" and Deal with "Deviance" in Electronically Mediated Communication—Some Implications for Classrooms, and Literacy, and Literacy Classrooms

John Konopak - University of Oklahoma

**SYM 065****Symposium****2:20 - 3:40 p.m. • Bouchon****Multiple Perspectives on the Influence of Computers on K-2 Classroom Literacy Instruction and Learning**  
Chair: David Reinking - University of Georgia**I.** Examining Teacher Practices Through Electronic Portfolios

Ronald Kieffer - University of Georgia

**II.** Creating a Cognitive Map to Analyze Kindergarten Children of Diversity's Computer-related Literacy Development

Linda Labbo - University of Georgia

**III.** Effects of Talking Books on the Reading Growth of Problem Readers in Second GradeMichael McKenna - Georgia Southern University,  
Charles K. Kinzer - Vanderbilt University, Ellen Cowart - Georgia Southern University, Janet Watkins - University of Georgia**IV.** Multiple Perspectives on the Influence of Computers on K-2 Classroom Literacy Instruction and Learning  
Melanie R. Kuhn, Cheri Foster Triplett - University of Georgia/Athens

Discussant: Charles K. Kinzer - Vanderbilt University

**alt 066****Alternative Format****2:20 - 3:40 p.m. • Chambers****The Seduction of Four Teachers: Struggling to Achieve Democratic Learning in Technological Contexts**

Chair: Leslie Ann Patterson - University of Houston

With the onset of new technologies, educators, parents, and students are attracted to new software, access to information on the World Wide Web, and extensive possibilities of communication without carefully considering the implications for learning. The following research project follows the process of four teachers who struggle to maintain and develop their philosophy of education as they come to use technology in teacher education. In this Alternative Format presentation, four brief dramas illustrate the teacher's decision making to purchase and use software, use the World Wide Web, and limits of communication using Email as they attempt to foster democratic values in the classroom.

**I.** Making Way for Emergent Computer Literacy

Susan Brenz - University of Houston

**II.** Resisting Silicon Snake Oil for High School Learners

Sheila Baldwin - Conroe Independent School District

**III.** Inviting College Developmental Reading Students into Critical Literacy

Jeannine Hirtle - Sam Houston State University

**IV.** Struggling to Achieve Democratic Learning in a University On-Line Course

Glenn DeVoogd - University of Houston

**Pa 067****Paper Session****2:20 - 3:40 p.m. • Executive Board Room****The Semiotics of Literacy**

Chair: Peggy Albers - Georgia State University

**I.** When Two Signs Go Walking They Both Do The Talking  
Lee Haugen, Patricia L. Anders - University of Arizona**II.** Art as Literacy

Peggy Albers - Georgia State University

**III.** Enhancing the Literacy Curriculum with Visual TechnologyDiane Lapp, James Flood - San Diego State University,  
Diana Wright - Escondido Unified School District,  
Sharon Flood - San Diego State University,  
Linda Lungren - San Diego Unified

**Pa 069**

**Paper Session**

**2:20 - 3:40 p.m. • Prescott**  
**Social Acts of Teenage Literacy**  
**Chair: TO BE ANNOUNCED**

**I. Literary Response and the Social Discourses of Local & Popular Culture**  
*Cynthia Lewis - Grinnell College*

**II. "A Green Reindeer with a Purple Nose:" Dominant and Marginalized Literacies**  
*Ron R. Christiansen - University of Utah*

**III. The Reading Performance and Dispositions of Three Middle School Students**  
*Gay Ivey - Rutgers University*

**alt 070**

**Alternative Format**

**2:20 - 3:40 p.m. • Southeast Forum**  
**Theorizing Boundaries: Extending the Conversation about Literacy**  
**Chair: Maureen Mathison - University of Utah**

The purpose of this proposed Alternative Format format session is to 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 literacy researchers who have explored literacy practices in different sites of learning. The six session leaders will give overviews (30 minutes each) of what they have learned about literacy practices in their respective academic (or non-academic) sites. In the remaining 45 minutes, we hope to engage, with the audience, in a discussion about our different perspectives on how and why literacy is practiced in different sites and about the implications of our findings for literacy teaching and learning across multiple boundaries.

*Participants: John Ackerman - University of Utah, Lenora de la Luna - Purdue University, Douglas Hartman - University of Pittsburgh, George Kamberelis - Purdue University, Maureen Mathison - University of Utah, Sarah J. McCarthey - University of Texas-Austin, Elizabeth Birr Moje - University of Michigan, Scott Oates - University of Utah*

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

**R 071**

**Round Tables**

**3:05 - 3:40 p.m. • Rattlers**

**71.1** The Value of Literacy Instruction in Secondary Classrooms: Perceptions of Preservice Teachers  
*Julie H. Lester - Southeastern Louisiana University*

**71.2** Sources of Redundancy in English Text  
*John E. McEneaney - Indiana University/South Bend*

**71.3** Constructing Word Meanings: Independent Strategies and Learning Opportunities of Middle School Students in a Literature-Based Program  
*Janis M. Harmon - University of Texas/San Antonio*

**71.4** Examining Responses to Text: Are We Giving Our Readers a Fair Shake?  
*Margaret Morgan - LeMoyne College*

**71.5** Early Literacy: Effects of a First Grade Writing Program on Reading and Writing Skills  
*Mary Beth Seaborg - Cromwell Valley Elementary, Kathleen A. J. Mohr - Longview Independent School District*

**71.6** The Motivation and Learning Goals of Middle School Science Students  
*Sandra Sharman - University of Georgia, Bruce Dow - Oakland University*

**71.7** Students' Perceptions of Learning Through Multiple Intelligence  
*Margaret Paradise - Omaha Public Schools, Wilma Kuhlman - University of Nebraska/Omaha*

**71.8** Teaching Writing Strategies through Reading Strategies in the Fictional and Non Fictional Context  
*Ritta-Liisa Korkeamaki, Tiamen Outi - University of Oulu*

**71.9** "Well, I Am a Detail Man.": Emerging Roles and Peer Scaffolding in Collaborative Newsletter Writing  
*Debra Price - Sam Houston State University*

**R 072**

**Joint Round Tables**

**3:05 - 3:40 p.m. • Rattlers**

**72.1A** Exploring Literacy within the School and Broader Community: A View from the Northeast  
*Virginia J. Goatley, Anne McGill-Franzen, Stacey Henderson, Rebecca Rogers, Naomi L. Ward - SUNY/Albany*

**72.1B** Exploring Literacy within the School and Broader Community: A View from the Midwest  
*Susan McMahon, Janice Strop, Jennifer Carlson - University of Wisconsin/Madison*



**SYM 073****Symposium**

**3:50 - 5:10 p.m. • Palomas**  
**The Use of Formative Experiments for Examining**  
**Literacy Development**  
**Chair: TO BE ANNOUNCED**

**I. A Formative View of Formative Experiments in Classrooms Using Technology to Promote Independent Reading**  
*David Reinking, Janet Watkins - University of Georgia*

**II. Using Formative Experiments to Examine the Literacy Development on at Risk Latina/Latino Students**  
*Robert T. Jimenez - University of Illinois*

**III. The Use of a Formative Experiment for Examining the Processes and Impact of a Book Flood on Young Children's Literacy Development**  
*Susan B. Neuman - Temple University*

*Discussant: Kathryn H. Au - University of Hawaii*

**alt 074****Alternative Format**

**3:50 - 5:10 p.m. • San Carlos**  
**Learning from Those Who do and Those Who Don't: After-effects of Portfolio Experiences In Teacher Education Programs**  
**Chair: Laura R. Roehler - Michigan State University**

The purpose of this Alternative format session is to provide a forum for sharing and discussing the results of multi-site survey and follow-up interviews which focused on the use of portfolio in school settings across the nation and in one international site. Extending 3 years of collaborative inquiry into the evolving use of portfolios within our individual teacher education contexts, the current project represents a broad scale look at how portfolios are being used in school settings as well as how experiences in our classes and programs have influenced teachers' use of portfolios with students and at the development of their own portfolios. The planned format includes the following components: a) brief update of the recent literature on the use of portfolios in teacher education; b) brief description of the survey instrument, interview procedures and purposes for the study; c) a dramatic presentation.

*Marilyn O. McKinney - University of Nevada/Las Vegas, Laura R. Roehler - Michigan State University, Rebecca S. Anderson - The University of Memphis, Beverly J. Bruneau - Kent State University, Patricia Scanlan, Michael P. Ford - University of Wisconsin/Oshkosh*

**ia 075****Paper Session**

**3:50 - 5:10 p.m. • Sedona**  
**Goals, Plans, Perceptions: Reasons Why Readers Read**  
**Chair: Barbara Schweiger - Nebraska Department of Education**

**I. The Motivational and Cognitive Effects of Seeking Formal Academic Assistance: Why Don't I Get It When Others Do?**  
*Samuel D. Miller, Terry Atkinson - University of North Carolina/Greensboro*

**II. A Penny for Your Thoughts: The Impact of Four Incentive Paths on Third Graders' Decisions about Reading**  
*Parker C. Fawson, D. Ray Reutzel - Brigham Young University, Sharon Arthur Moore - Peoria Unified School District*

**III. The Influence of Cognitive Abilities and Motivational Goals on Independent Reading**  
*Kathleen Cox, John T. Guthrie, Allan L. Wigfield - University of Maryland*

**ia 076****Paper Session**

**3:50 - 5:10 p.m. • Chaparral**  
**Readers & Writers Who Struggle**  
**Chair: Sandra Sharman - University of Georgia**

**I. Getting Back On Track: Diverse At-risk Students' Perspectives of Literacy Learning and Social Interactions at an Alternative Format High School**  
*Ann Watts Pailliotet - Whitman College*

**II. Successful Dyslexics: Gender and Literacy Development**  
*Rosalie P. Fink - Harvard University*

**III. Examining Self-Regulation of the Reading Process Among At-Risk College Learners**  
*Amelia E. El-Hindi, Kristyn Childers - Texas Tech University*

**ia 077****Paper Session**

**3:50 - 5:10 p.m. • Rio Verde**  
**Instruction for Struggling Young Readers**  
**Chair: Jeanne Shay Schumm - University of Miami**

**I. How Can We Serve All the Children? An Investigation of Models of Intervention on the Reading Achievement of "At-risk" First Grade Students**  
*Diane Corcoran Nielsen, Douglas Glasnapp - University of Kansas*

**II. Factors Affecting Reading of Rimes in Words & Nonwords in Beginning Readers with Cognitive Disabilities**  
*J. Anne Calhoon - University of Wisconsin/Madison*

**III. An Early Intervention: "Conditions of Success" for Children Who Are Struggling in Literacy**  
*Jane B. Jackson, David Chard, Jeanne Paratore - Boston University, Sheila Garnick - City of Chelsea, Claire Zapatka - Boston University*

**alt 078** **Alternative Format**

**3:50 - 5:10 p.m. • Sonora**  
**Preliminary Conversation on the Jewishness of Reading**

We wish our session to be the beginning of an open conversation between those who attend on the Jewishness of reading. Texts have been written that consider the influence of Jewish academics on our intellectual and spiritual life (e.g. Cuddihy 1974 or Handelman 1982), and there is an noticeable presence of Jews in the academic areas of reading and writing and education, but little attention has been paid to how our images and experiences and assumptions about the very character and necessity of reading might be somehow Judaic.

*Participants: Alan Block - University of Wisconsin, Donald Blumenfeld-Jones - Arizona State University, David Jardine - University of Calgary, David Smith - University of Lethbridge*

**pa 079** **Paper-Session**

**3:50 - 5:10 p.m. • Coronado**  
**Issues in Adolescent Second Language Learning**  
**Chair: Carmen Coballes-Vega - University of Wisconsin/River Falls**

**I.** The Interpretation and Interaction Strategies, Language Production, and Negotiation of Meaning of a Small Group of ESL Middle School Students Engaged in Literature Discussion  
*Laurie Kaufman - Oakland University*

**II.** Reading Comprehension Processes and Strategies in L1 and L2: 16 Case Studies from Malaysian Secondary Schools  
*Ismail Ahmad, Colin Harrison - University of Nottingham*

**III.** The Everyday Literacy Behavior Of Adolescent Mothers for whom English is a Second Language and who are from Low Income Families  
*Britta McNemar - Boston University*

**SYM 080** **Symposium**

**3:50 - 5:10 p.m. • Prescott**  
**Tending to the Tensions Inside and Outside the Classroom: Case Studies about Reflection, Critical Pedagogy and Teacher Change in Literature**  
**Chair: Liz C. Stephens - Southwest Texas State University**

**I.** Understanding the Stance of Critical Pedagogy: A Historic Perspective  
*Margaret H. Hill - University of Houston-Clear Lake*

**II.** We've Learned to Teach Children—Not Classes: Conflicts Create Pedagogy Through Long Term Staff Development  
*Barbara G. Samuels - University of Houston/Clear Lake, Kylene Beers - Sam Houston State University, Margaret H. Hill - University of Houston/Clear Lake*

**III.** Critical Pedagogy: Teacher Educators' Shifting Stances  
*Leslie Ann Patterson, Nancy Williams, LaVeria Hutchinson - University of Houston*

*Discussant: Pat Shannon - Pennsylvania State University*

**pa 081** **Paper Session**

**3:50 - 5:10 p.m. • Executive Board Room**  
**Family Literacy**  
**Chair: TO BE ANNOUNCED**

**I.** The Responsiveness of Urban Family Literacy Programs: What's Happening & What's Not  
*Laurie Elish-Piper - Northern Illinois University*

**II.** Early Literacy Motivation & Family Literacy Beliefs & Practices: A Cross-Cultural Perspective  
*Susan Anders Mazzoni, Linda B. Gambrell - University of Maryland, Ritta-Liisa Korkeamaki - University of Oulu*

**III.** Where Do We Go From Here? A Theoretical Paper Exploring Current Definitions and Research in the Field of Family  
*Allanna Rochelle Dail - Vanderbilt University*

**pa 082** **Paper Session**

**3:50 - 5:10 p.m. • Chambers**  
**Of Teachers, Kids & Culture: Perceptions of Literature**  
**Chair: TO BE ANNOUNCED**

**I.** Constructing Ourselves as Readers from the Inside: Emerging Local Perspectives on the Multi-Ethnic Literature of Hawaii and the Pacific  
*Helen Slaughter - University of Hawaii*

**II.** Implications for Literature-based Classrooms in the Middle School Context  
*T. Gail Pritchard - Fort Hays State University*

**III.** Secondary English Student's Discussion of a Multicultural Young Adult Novel Using Electronic Mail  
*Thomas W. Bean, Paul C. Valerio - University of Nevada/Las Vegas, Helen Money-Senior - Advanced Technologies, Fern White - Kohala High School*

**pa 083** **Paper Session**

**3:50 - 5:10 p.m. • Bouchon**  
**Case Studies of Different Learners**  
**Chair: TO BE ANNOUNCED**

**I.** Understanding Emergent Reading in Grade One: An Investigation of the Interplay Between Reader and Contexts  
*Linda Wold - Northern Illinois University*

**II.** Laquisha: A Case Study of a Child Who was Prenatally Exposed To Crack/cocaine and Defies the Myths  
*Diane Barone - University of Nevada/Reno, Rebecca Schneider - Clark County School District*

**III.** Learning to Read — Again! What Happens when Adults Learn to Read in an Unfamiliar Script?  
*David L. Red - Foreign Service Institute*

## 3:50 - 4:25 p.m. • Rattlers

**84.1** Where is Comprehension in the "Balanced" Reading Program? An Exploration of Comprehension Instruction in Selected 3rd-6th Grade Classrooms

*Debra Bayles, Diane Lapp, James Flood - San Diego State University*

**84.2** Cross-Age Tutoring as an Aspect of Reading Instruction for Delayed Readers

*Gwynne Ellen Ash - University of Georgia*

**84.3** Writing Instruction: University Learning to First-Year Teaching

*Sarah F. Mahurt - University of the Virgin Islands*

**84.4** Speech Genres in Writing Cognitive Artifacts

*R. Neal Shambaugh - Virginia Technical Institute and State University*

**84.5** Dialoging Across Campuses: Moral and Ethical Issues in Selecting and Using Child Lit.

*Kenneth J. Weiss - Nazareth College of Rochester, Catherine Kurkjian, Helen R. Abadiano - Central Connecticut State University*

**84.6** Talk and Action: Exploring Meanings of Reading Instruction in Two Contexts

*Kathleen Hinchman - Syracuse University, Edward E. Paradis - University of Wyoming*

**84.7** Preservice Teachers' Knowledge and Application of Strategy Instruction

*Jo Ann Dugan, Patricia Linder, Martha Foote, Mary Beth Sampson, Charlene Fleener - Texas A&M University/Commerce*

**84.8** A Study of Collegial Reflectivity Among Preservice Teachers

*Wanda B. Hedrick, Norma Linda Gonzalez - University of Texas/San Antonio*

**84.9** Will the Real PA Please Stand

*Robert Calfee - Stanford University*

**84.10** The Family-school Connection, Literacy Development and Technology: Meanings and Issues

*Jay Blanchard - Arizona State University*

**84.11** National-Reading Conference Research Reflections: An Analysis of Twenty Years of Research

*Pamela J. Dunston, Rebecca L. Schenk, Victoria G. Ridgeway - Clemson University*

## Special Session

5:15 - 6:05 p.m. • Chaparral

**Technology and Literacy: Research Directions and Applications**

**Chair: Michael L. Kamil - Stanford University**

The Technology Committee has been charged with developing initiatives to further the use of technology in literacy research. To that end, the Committee has made available several technology-related ways of accessing information. For example, there is a prototype NRC web page. The *NRC Yearbook* maintains a web site for information related to the yearbooks. NRCEMAIL is a relatively high traffic LISTSERV of approximately 368 members carrying discussions of literacy issues. The Technology Committee is currently engaged in developing new initiatives that will further the uses of technology in literacy research. One of these is the development of collaborative research models using the Internet as both a communication and a data collection medium. A second initiative is to expand the use of the web sites to provide links to the conference presentations.

While many members are aware of these projects, others are not. The symposium is intended to be an introduction to NRC technology services for members who are not familiar with them. It is also intended to serve as an introduction to the new initiatives the Technology Committee is developing. The symposium will consist of four short presentations followed by extended time for questions, feedback, and audience participation.

**I. Barbara Guzzetti:** Barbara will outline the basics of subscribing and using NRCEMAIL. She will discuss the nature of the discussions, policies that have been developed for the list, and ways in which individuals can participate. Emphasis will also be placed on presenting the rudiments of Email "netiquette" along with electronic resources for additional information. Audience members will be given the opportunity to subscribe to the list. Particularly important will be the feedback from present users about the current status of NRCEMAIL.

**II. John McEneaney:** John will describe the design of the prototype NRC web site and will describe plans for the future. These plans include providing links to conference papers, in a manner similar to that adopted in the AERA web site. This central archiving of papers prior to (or in lieu of) publication has been successful in other contexts. This will provide yet another way in which technology can assist researchers dealing with the explosion of information. In addition, John will discuss the other features of the current page and the role it will play in the research project. Feedback from users will also be collected in order to provide direction for future work on the site.

**III. Mark Condon:** Mark will describe a research project that will be conducted collaboratively using Internet resources, including NRCEMAIL. In this project, members of the Technology Committee attempted to conduct a survey of literacy-related uses of technology in schools. To gather a national-level sample, members of the Committee were linked by Email and developed the survey collaborative. Each member surveyed schools in different areas and

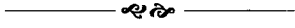
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the results were then aggregated and analyzed centrally. This model of research extends the typical research model by making the Internet a central feature of collaboration and data collection.

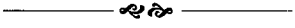
IV. Michael L. Kamil: Michael will discuss the uses and limitations of research related resources on the Internet. He will discuss the issue of full-text electronic journals and whether or not they can replace hardcopy journals. He will also discuss the problems of relying on electronic searches for locating research information. In addition, suggestions for ways in which NRC can assist young researchers in using technology will be solicited from audience members.

The brief presentations will be followed by a panel discussion in which the presenters will answer questions from the audience. The audience will be given the opportunity to receive technical details as well as general information about the various NRC technology initiatives. Most important, feedback from the participants will be used to guide Committee activity over the coming year.

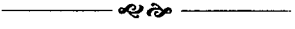
Participants: Michael L. Kamil - Stanford University, Barbara Guzzetti - Arizona State University, John McEneaney - Indiana University/South Bend, Mark W.F. Condon - University of Louisville



Birds of a Feather  
5:15 - 6:05 p.m.  
Rattlers

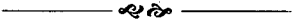


JLR/NRC Yearbook Reception  
5:15 - 6:05 p.m.  
Bouchon

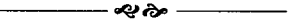


Town Meeting  
6:10 - 7:30 p.m.  
North Forum

Facilitators : Long Range Planning Committee Co-Chairs  
Rosary Lalik, Diane Schallert



Vital Issues  
9:00 - Midnight  
Patio Bar



Series of horizontal lines for taking notes.

# Notes

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TIME	EVENT	PLACE

# Special Events of the Day

# Friday

Time	Event	Room
7:00 a.m. - 8:30 a.m.	Past Presidents' Breakfast	President's Suite
8:00 a.m. - 5:30 p.m.	Registration	Registration Foyer
7:30 a.m. - 5:30 p.m.	Silent Auction	Southwest Forum
7:30 a.m. - 8:25 a.m.	Meeting - Policy and Legislative (open to all members) <i>Co-Chairs: MaryEllen Vogt - California State University Terry Salinger - International Reading Association</i>	Executive Board Room
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>	Flagstaff A
9:50 a.m. - 10:20 a.m.	Coffee and conversation	on your own
10:20 a.m. - 11:40 a.m.	<b>Second Plenary Session</b> Bilingual schooling, literacy, and the cultural mediation of thinking <i>Luis Moll - University of Arizona</i>  Presentation of the Ed Fry Award <i>Chair: John T. Guthrie - University of Maryland</i>	North Forum
11:45 a.m. - 12:45 p.m.	Lunch	Lunch on your own
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>	Directors Board Room
11:45 a.m. - 12:45 p.m.	Research Workshop Doing Historical Research in Literacy <i>E. Jennifer Monaghan - CUNY/Brooklyn, Douglas Hartman - University of Pittsburgh</i>	Boouchon
<p>As we make the turn into a new millenium and century, providing an account of litracy's past has become a matter of great importance to our professional community, as well as one of popular interest. Examples of recently conducted historical research on literacy will be used to illustrate the historical inquiry process</p>		
11:45 a.m. -12:45 p.m	Birds of a Feather Check Registration Desk for topics	Rattlers
11:45 a.m. - 12:45 p.m.	Newcomers Table	Registration Foyer
12:00 p.m.	Deadline for Placing Bids -Silent Auction Books	Southeast Forum
12:50 p.m. - 2:10 p.m.	A Conversation with Luis Moll	Flagstaff A
1:00 p.m. - 7:00 p.m.	Silent Auction Buyers' Names Posted for Purchase of Books	Southeast Forum
5:15 p.m. - 6:05 p.m.	Meeting - Student Research Award <i>Chair: Maribeth Schmitt</i>	Executive Board Room
5:15 p.m. - 6:05 p.m.	Meeting - Ed Fry Book Award <i>Chair: John Guthrie - University of Maryland</i>	Chaparral
5:15 p.m. - 8:15 p.m.	Research Workshop <i>Presenters: Jenny Denyer, Susan Florio-Ruane</i>  The ethnography of Classroom Communication: Applocations to Literacy Research and Teacher Education  This workshop has two purposes: 1) to overview theory and methods of ethnographic research on classroom communication; and 2) to literacy teachers' study of their own practice	Chambers
6:10 p.m. - 7:30 p.m.	NRC Business Meeting - open to all members	North Forum
9:00 p.m. - 11:00 p.m.	The Lighter Side	Rattlers

**Friday****December 5, 1997****SYM 085****Symposium****8:30 - 9:50 a.m. • Sedona****Conceptual Change in Science: Comparing Frameworks for Analysis****Chair: Donna E. Alvermann - University of Georgia**

**I.** Conceptual Change in a Young Girl: A Replication Case Study  
*Katherine Maria - College of New Rochelle*

**II.** The Influence of Three Types of Refutational Text Structures on Secondary Students' Conceptual Change  
*Barbara Guzzetti - Arizona State University*

**III.** Reconceptualizing Change from a Cognitive Constructivist Framework: The Cognitive Reconstruction of Knowledge  
*Janice A. Dole, Gale Sinatra - University of Utah*

*Discussant: Cynthia R. Hynd - University of Georgia***SYM 086****Symposium****8:30 - 9:50 a.m. • Chambers****Cultural Dissonance in Assessment Reform****Chair: Thomas P. Crumpler - California State University/San Marcos**

**I.** Convergences of Meaning Within Dramas of Assessment  
*Thomas P. Crumpler - California State University/San Marcos*

**II.** A Confluence of Agendas and Power Relationships: Student Led Conferences  
*Ernest Bond, Rob Tierney, Jane Bresler, Cynthia D. Bertelsen - Ohio State University*

**III.** Report Card Reform Efforts and the Cultural Ecology of Schooling  
*Cynthia D. Bertelsen, Rob Tierney - Ohio State University, Thomas P. Crumpler - California State University/San Marcos, Ernest Bond - Ohio State University*

*Discussant: Jay Lemke CUNY/Brooklyn College***RT 087****Round Tables****8:30 - 9:10 a.m. • Rattlers**

**87.1** Children's Responses to Literature Through the Sign System of Art  
*LaFon Phillips - University of Arizona*

**87.2** Constructing Meaningful Curricula in a Latino Kindergarten Classroom: The Power of Collaborative Talk in Semantic Development  
*Liliana Barro Zecker - DePaul University, Christine Pappas - University of Illinois/Chicago, Sonia White Soltero - Hans Christian Andersen Academy*

**87.3** Factors that Influence the Decision to Read: An Investigation of Fifth Grade Students Out-of-school Reading Habits  
*Sharon S. McKool - University of Texas/Austin*

**87.4** Emergent Writing of the Five-Year-Olds in the United States and in China: A Cross Language Study  
*Jiening Ruan, Beverly E. Cox - Purdue University, Zhihui Fang - University of Florida*

**87.5** Parents As Literacy Researchers: Learning From Our Children  
*Lori Norton-Meier - University of Iowa*

**87.6** Kindergartners' Use of Literate Register Knowledge in Dictated Stories  
*Sue Stadler, Beverly E. Cox, Maribeth Schmitt - Purdue University*

**87.7** The Relationship Between the Ability to Define Key Words in a Text and Reading Comprehension: A Descriptive Study of Native Spanish Speaking Children  
*Barbara Greybeck - University of Guadalajara*

**87.8** Effective English Language Arts Teaching in Multicultural Pacific Islander Classrooms  
*Bridget Dalton - University of Guam*

**87.9** English Teachers' Beliefs, Values and Practices of Literacy Assessment in the First Year of High School: An Australian Study  
*Karen Moni, Christa Van Kraayenoord, Carolyn Baker - University of Queensland*

**87.10** The Effect of Rubric Development and Peer Evaluation on Self-Assessment and Writing Proficiency  
*Cathy Boyle - James Dukes Elementary, Nancy Farnan, Leif Fearn - San Diego State University*

**87.11** Stories of Meaning: Primary Teachers' Theories of Literacy Practice  
*Sara Ann Beach - University of Oklahoma, Janet Young - Brigham Young University, Georgiana L. Saunders - University of Oklahoma*

**SYM 088****Symposium****8:30 - 9:50 a.m. • Bouchon****The Impact of Paraprofessionals on Literacy Instruction in Today's Primary Classrooms****Chair: Diane DeFord - Ohio State University**

**I.** Paraprofessionals and Early Literacy Learning  
*Gay Su Pinnell - Ohio State University*

**II.** The Impact of Tutoring on Children's Literacy Development  
*Diane DeFord - Ohio State University*

**III.** Investigation of Impact of AmeriCorps for Literacy and Math on Adults' Understanding of Learning and Teaching  
*Carol Lyons, Colleen Yvette Griffiths - Ohio State University*

**IV.** Investigation of Impact of AmeriCorps for Literacy and Math on Adults' Personal Aspirations and Career Goals  
*Colleen Yvette Griffiths - Ohio State University*

*Discussant: Susan Constable - University of Texas/Austin*

**SYM 089** Symposium

**8:30 - 9:50 a.m. • Palomas**  
**Focusing On the Pre-K to Grade Four Literacy Learner in Professional Development Schools**  
*Chair: Wayne M. Linek - Texas A&M University/Commerce*

The purpose of this Alternative Format session is to discuss progress in the second year of a federally funded literacy program designed by a university and public school district collaborating in field-based teacher education. The collaborative is attempting to improve student achievement, provide faculty development, and field base preservice teacher education. The collaborative's vision of early childhood and elementary education is one that is based on education practices that: 1) are developmentally appropriate, 2) value cultural and linguistic diversity, and 3) recognize the social nature of learning. This session is designed to provide an open forum for discussion on the evolution of a field-based teacher education program that focuses on the PreK-4 literacy learner.

*Wayne M. Linek, Jo Ann Dugan, Charlene Fleener - Texas A&M University/Commerce, Patsy Bolton, Nina Williams - The Northeast Texas Center for Professional Development and Technology, Donald R. Coker - Texas A&M University/Commerce*

**alt 090** Alternative Format

**8:30 - 9:50 a.m. • Sonora**  
**Autobiography and the Preparation of Literacy Educators**  
*Chair: Camille Blachowicz - National Louis University*

This structured poster session focuses on autobiography's potential for helping teachers develop complex understandings of culture and the role it plays in their own and their students' lives as learners and literate persons. The posters present ongoing research from four multi-year lines of research on alternative contexts, and activities by which teachers might come to know their own and others' lives more fully. The poster presentations are united by their focus on autobiography's role in—and its relationship to—teachers' development as literacy educators. They explore the autobiographies as text; methodologies for understanding connections teachers make between their own and others' lives; and the influence of individuals' own lives on their decisions to become, and their practices as, teachers.

**I. Developing Reflective Literacy Teachers: Introspective Methodologies**  
*Camille Blachowicz - National Louis University*

**II. Reflections of a Minority Preservice Teacher: Themes from a Life History Interview, Personal Narratives, and Literacy Portfolio**  
*Kathryn H. Au - University of Hawaii*

**III. Literacy Autobiographies: Overcoming Barriers**  
*Lenore Ringler - New York University, Carole S. Rhodes - Pace University*

**IV. Developing Concepts of Literacy and Literacy Instruction: Case Studies**  
*Cathryn Wimett - National Louis University*

**V. Emerging Themes and Intertextual Connections within Adult Book Clubs: Connecting Cultural Experience, Life Histories, and**

Literacy Teaching and Learning  
*Taffy E. Raphael, Susan Florio-Ruane - Michigan State University*

**VI. Playing with Hot Lava: The Intersection between Text and Audience and the Topic of Race**  
*Jocelyn Glazier - Michigan State University*

**VII. Landscape of the Self: Participants' Views on the Role of Narrative**  
*Mary McVee - Michigan State University*

**VIII. Exploring Teachers' Intellectual, Professional & Personal Growth: Making Private Transformations Public**  
*Susan Wallace - Michigan State University*

*Discussant: Martha Rapp Ruddell - Sonoma State University*

**alt 091** Alternative Format

**8:30 - 9:50 a.m. • Rio Verde**  
**Close Readings: Exploring Issues in the Use of Literacy Learning Cases for the Professional Development of Secondary Teachers**  
*Chair: Cynthia Greenleaf - WestEd*

This interactive session will demonstrate the use of case inquiry for the professional development of secondary teachers, using videotaped diagnostic Reading interviews with urban high school students as data. Participants will go through a case inquiry protocol, taking part in Reading, reflecting on their Reading processes, and analyzing the Reading processes and strategies evident in the videotaped interviews. In addition, participants will analyze particular texts and Reading tasks to identify what these texts demand of them as readers, what the students are able to draw upon and bring to these texts and Reading tasks, and how to support these students and others like them in making sense of these and similar texts. A critique of protocol will follow.

*Participants: Cynthia Greenleaf, Ruth Schoenbach, Faye Mueller - WestEd, Christine Cziko - Thurgood Marshall Academic High School/WestEd,*

**Pa 092** Paper Session

**8:30 - 9:50 a.m. • San Carlos**  
**Literacy Tutoring**  
*Chair: Nancy D. Padak - Kent State University*

**I. Reading Preferences of Elementary Students in a School-based Tutoring Program**  
*Jo Worthy, Sheryl Prater, Elizabeth Patterson, Megan Moorman, Margo Turner, Rachel Salas - University of Texas/Austin*

**II. The Effects of Adolescent Literacy Tutoring on the Reading Performance of Adolescents and Beginning Readers at Risk for School Failure**  
*Marcy Stein - University of Washington/Tacoma, Shelly Handford, Ruby Russoniello-Daniaskos - Tacoma Public Schools*

**III. Tutors and Teachers: University-School Partnerships That Work For At-risk Children**  
*Linda Allen, Lauren Leslie - Marquette University*



**at** 093**Alternative Format**

8:30 - 9:50 a.m. • Coronado

**Constructing a 'Thinking Community': The Opportunities and Challenges of Online Journals***Chair: Judith T. Lysaker - Indiana University*

In this session, we will explore challenges facing literacy professionals as we move into the use of electronic text to communicate and construct the scholarly work of our professional community. Presenters/participants will discuss how electronic mediums may affect collaboration and publication among literacy professionals and expand conceptualizations of online research and publication.

*Participants: Gonzalo Isidro-Bruno, Jamie R. Kirkley - Indiana University*

*Discussant: Larry Mikulecky - Indiana University*

**SYM** 094**Symposium**

8:30 - 9:50 a.m. • Prescott

**Self-Organization, Literature Conversations, and Complex Adaptive Systems***Chair: Carol Cotten - Industrial School District*

**I. Literature Circles as Complex Adaptive Systems**  
*Leslie Ann Patterson - University of Houston*

**II. Fifth Grade Students as Researchers: Confronting the Unexpected in their Data**  
*Kimberly Kimbell-Lopez - University of Houston*

**III. Written Questions and Self-Organization in Seventh Graders' Literature Conversations**  
*Leigh VanHorn - Clear Creek Middle School*

**IV. Conversations about Literature and Teachers' Schema Reorganization**  
*Linda Pavonetti - University of Houston*

**ia** 095**Paper Session**

8:30 - 9:50 a.m. • Chaparral

**(Dis) Continuities Across Home, School, and Community Literary Practice***Chair: TO BE ANNOUNCED*

**I. Clash of Discourses: Examining the Literacy Practices of Home, School, and Community**  
*Trevor Cairney - University of Western Sydney*

**II. Bridging Home, Community and School Literacy Practices**  
*Theresa Rogers, Cynthia Tyson, Elizabeth Marshall - Ohio State University*

**ia** 096**Paper Session**

8:30 - 9:50 a.m. • Flagstaff A

**Assessment and Instruction for Special Populations***Chair: TO BE ANNOUNCED*

**I. Using Holistic Reading Comprehension Assessment as a Potential for Curriculum Inquiry**  
*William P. Bintz - James Madison University*

**II. The Role of Authentic Assessment Procedures by Special Educators on the Literacy Development of Bilingual Students with Learning Disabilities**  
*Norma Lopez-Reyna, Eleni Katsarou - University of Illinois/Chicago*

**III. Modifying Curriculum in Inclusive Settings: A Case Study in Successful Team Collaboration**  
*Francine Falk-Ross - Indiana University Northwest, Lillian Artus, Judith Cunningham, Carol Gilbert - Illinois School District 161*

**ia** 097**Paper Session**

8:30 - 9:50 a.m. • Flagstaff B

**Writing Attitude and Experiences***Chair: TO BE ANNOUNCED*

**I. Opening the Gate: Graduate Students' Experiences with and Perceptions of Academic Writing**  
*Elizabeth Noll - University of New Mexico*

**II. Young Expressions of Culture: Teachers Raise the Value of Personal Knowledge in Writing Contexts of Young Children**  
*Glenn DeVoogd - University of Houston*

**III. Students' Attitudes Toward Writing: A National Survey**  
*Dennis Kear, Gerry A. Coffman - Wichita State University, Michael McKenna - Georgia Southern University*

**RT** 098**Round Tables**

9:15 - 9:50 a.m. • Rattlers

**98.1 Why Good Talk is Hard to Find: Contextual Factors Affecting Discourse in Head Start Classrooms**  
*David Dickinson - EDC, Miriam W. Smith - Clark University*

**98.2 Identifying and Confronting Preservice Teachers' Beliefs About Children Experiencing Difficulty Learning to Read**  
*Susan Nierstheimer - Illinois State University, Carol J. Hopkins, Deborah Dillon, Maribeth Schmitt - Purdue University*

**98.3 Structuring a Literacy Community: A School-University Teacher Education Collaboration**  
*Jamie Myers - Pennsylvania State University, Josephine Pirrone - State College Area School District*

**98.4 Culturally Responsive Instruction for Rural & Urban Poor**  
*Ellen McIntyre - University of Louisville*

**98.5 Challenging our Assumptions of Practice: What Really Happens During SSR, Novel Studies and Spelling?**  
*Judith Scott, Marlene Asselin, Dianne Jamieson, Sarah K. Henry - Simon Fraser University*

**98.6** Fifth Graders' Perceptions of their Interactions While Using Literacy Play Centers  
Lynn Romeo, Susan A. Young - Monmouth University

**98.7** Guys. Look what I found! Awesome! Camels. Look! Camels are cool. Grasshoppers are too!: When Students Choose their Partner for Paired Reading  
Daniel K. Thompson - University of Illinois/Urbana-Champaign

**98.8.** Literacy Histories of Teachers, Students, and Researchers  
Patricia Mulcahy-Ernt - University of Bridgeport

**98.9** Evaluating the Effectiveness of Innovative Design Features in Talking Books  
Cathy Lewin - The Open University

**98.10** A Study of Car Staff Development and Teachers' Beliefs, Practices, and Change  
Patricia L. Anders - University of Arizona

**98.11** Exploring the Relationship between Facets of Fluency and Comprehension  
Miriam Martinez - University of Texas/San Antonio, Nancy Roser, Susan Strecker - University of Texas/Austin

**98.12** General and Multicultural Self-Selected Reading by Preservice Elementary and Special Education Teachers  
Marguerite Radencich, Mary Alice Barksdale-Ladd, Mary Draper - University of South Florida

11:45 - 12:45 p.m.  
Lunch on your own

11:45 - 12:45 p.m. • Rattlers

11:45 - 12:45p.m. • Registration Foyer  
Newcomers Table

**Research Workshop**  
11:45 - 12:45 p.m. • Bouchon  
**Doing Historical Research in Literacy**

As we make the turn into a new millennium and century, providing an account of literacy's past has become a matter of great importance to our professional community, as well as one of popular interest. By extending their recently published article in *READING RESEARCH QUARTERLY* 32 (1) "Values of Literacy History", the presenters in this workshop will discuss the "how-to's" of doing historical research so that those interested in providing accounts of our past may do so. Four aspects of doing historical inquiry will be discussed: posing questions, locating source materials, interpreting source materials, and preparing manuscripts for publication. Examples of recently conducted historical research on literacy will be used to illustrate the historical inquiry process.

Presenters: E. Jennifer Monaghan - CUNY/Brooklyn College, Douglas K. Hartman - University of Pittsburgh

**Special Session**  
12:50 - 2:10 p.m. • Flagstaff A  
**A Conversation with Luis Moll - University of Arizona**

**SYM 099** Symposium

12:50 - 2:10 p.m. • Sonora  
**Alternative Assessment: The Development of Communities of Professional Judgment**  
Chair: P. David Pearson - Michigan State University

I. The Interpretation of an Archival Portfolio as a Context for the Development of a Community Of Professional Judgment  
Devon Brenner, Tanja Bisesi, P. David Pearson - Michigan State University

II. Exploring Alternative Assessment in an ESL Setting: Researchers, Teachers, and Students Learning to use Portfolios  
Mary McVee, P. David Pearson - Michigan State University

III. How New Assessments Impact Student Learning, Curriculum, and Professional Development: A Case Study in a Junior High Setting  
Loukia Sarroub, P. David Pearson - Michigan State University

Discussant: Marjorie Lipson - University of Vermont

**Second Plenary Session**  
**10:20-11:40 a.m. • North Forum**  
**Luis G. Moll - University of Arizona**

This presentation will summarize insights gained from a series of studies that have analyzed both classroom and household dynamics. It proposes a sociocultural approach to schooling that connects teachers and students to the cultural resources found in the school's community and to the interliterary community facilitated by their bilingualism.

Dr. Luis G. Moll (UCLA, 1978) has conducted educational research with language minority students for the past 20 years. He has analyzed the quality of classroom teaching, examined literacy instruction in English and Spanish, studies how literacy takes place in the broader social contexts of households and community life, and attempted to establish pedagogical relationships among these domains of study. His most recent work involves the qualitative analysis of household knowledge and how this knowledge can be documented, analyzed, and applied by teachers to improve classroom instruction. He is currently Professor in the College of Education, Department of Language, Reading and Culture, University of Arizona.

**Presentation of the Ed Fry Book Award**  
**John Guthrie - Chair**



## Round Tables

12:50 - 1:25 p.m. • Rattlers

**100.1** Ebonics, Literacy, and Teacher Education  
*J. Thomas Gill - West Chester University*

**100.2** Relationships Among First & Second Language Phonemic Awareness and English Instruction in Phonemic Awareness and the Alphabet Principle  
*Theresa Roberts, Caro Corbett - California State University/Sacramento*

**100.3** Evaluation of the Effectiveness of a Reading Clinic: A Longitudinal Study  
*JoAnne Caldwell, Gloria Wiener - Cardinal Stritch College*

**100.4** Swimming Upstream: Teacher Shifts, Challenges and Supports During a Year-long Project to Expand Literacy Assessments  
*Susan C. Biggam - Vermont State Department of Education*

**100.5** Inservice and Preservice Teachers' Development of Pedagogical Knowledge Related to At-Risk Students  
*Diane Allen - University of North Texas, Rebecca Swearingen - Southwest Missouri State*

**100.6** The Relationship Between Teachers Beliefs and Teaching Effectiveness: A Study of Teacher Development and Change  
*Richard D. McCallum, Robert Ruddell - University of California/Berkeley*

**100.7** Children's Constructions of Texts for Others to Read  
*Richard C. Carriveau, Beverly E. Cox - Purdue University*

**100.8** Grouping Suggestions for the Classroom: What do our Basal Reading Series Tell Us?  
*Sally Watson Moody, Meryl Reiss, Jeanne Shay Schumm, Beda Jean Francois - University of Miami*

**100.9** Facilitation of ESL Students' English Language Development Through Technology and Collaboration  
*Jennifer S. Jay, Kyeong-Hee Rha, Mary Rozendal - University of Missouri/Columbia*

**100.10** Using Literacy Activities to Construct New Understandings of Disability  
*Elizabeth Altieri - Virginia Technical Institute and State University*

**100.11** What is Literacy? A Range of Definitions and Delineations from the JLR  
*Gwynne Ellen Ash - University of Georgia*



## Symposium

**12:50 - 2:10 p.m. • Bouchon**  
**Phonologic and Orthographic Factors in Literacy Development: Longitudinal and Cross-Language Perspectives**  
*Chair: Anne Cunningham - University of California/Berkeley*

**I.** Is English Orthography Really the Pits? A Linguistic and Psychological Analysis of Alphabetic Writing Systems  
*Richard Venezky - University of Delaware*  
*Banu Oney - University of Delaware*

**II.** A Longitudinal Perspective on the Influence of Phonologic and Orthographic Factors in Literacy Development  
*Lois G. Dreyer - Southern Connecticut State University*

**III.** What Role Does Second Language Proficiency Play in Second Language Reading Development?  
*Esther Geva, Lesly Wade-Woolley, Allison Mack, Robin Sidhu - Ontario Institute for Studies in Education*

*Discussant: Dale Willows - Ontario Institute for Studies in Education*



## Alternative Format

**12:50 - 2:10 p.m. • Prescott**  
**A Readers Theatre: The Story of a Ten-Year University/Elementary School Literacy Program**  
*Chair: Janet Richards - University of Southern Mississippi*

This innovative session is highly interactive and imaginative and draws the audience and the presenters together as an interconnected community of inquirers. Guided by participant/observational research coupled with practical experiences supervising a ten-year, award-winning university/urban elementary school literacy program, the presenters will model and illustrate the story of their literacy project through an integrated Readers' Theatre format. The presentation provides for alternative ways of knowing through inclusion of the visual and performing arts, offering specially-created musical selections, mural construction, and audience involvement through individual and group choral responses.

*Participants: Janet Richards - University of Southern Mississippi, Joan P. Gipe - University of New Orleans, Romona C. Moore - Western Washington University, Jill D. Lewis - Jersey City State College*



## Alternative Format

**12:50 - 2:10 p.m. • Coronado**  
**Beyond the Methods Fetish to Culturally Relevant Pedagogy: The Role of Autobiography, Ethnography, and Social Action in Literacy Education**  
*Chair: Carolyn Panofsky - Rhode Island College*

Literacy educators have begun to question the fetish over methods in teacher education programs, arguing that the focus on methods serves to reinforce unexamined beliefs about difference and divert attention from questions about the social, historical, cultural, and political forces that shape literacy learning in school. This alternative format session is designed to continue the conversation many teacher educators have begun about how to move beyond the methods fetish and design experiences that encourage pre- and in-service teachers to think about learners, literacy, teaching, and themselves in new ways. Participants will choose one of two small groups, in which the presenters will provide an overview of their practices in literacy education courses, supported by "exhibits" of

course artifacts, and engage in small and large group discussions of critical questions led by the discussant.

**I. Seeing Culture in Our Own Lives and Literacy Practices**  
*Marjorie Siegel, Susanna Fernandez, Jane Hill, Lisa Zangger - Columbia University*

**II. Social Action as Curriculum**  
*Barbara Regenspan - SUNY/Binghamton*

*Discussant: Carolyn Panofsky - Rhode Island College*

**alt 104 Alternative Format**

**12:50 - 2:10 p.m. • Rio Verde**  
**Connecting Communities of Practice: K-12 and University Partnerships**  
*Chair: Dana L. Grisham - Washington State University/Vancouver*

The session will begin with introductions of the presenters and a short overview of the content of each of the presentations. Session participants will then choose one of four groups for an interactive discussion of the presenter's project and research. During this time, each of the breakout sessions will have a recorder, who will make a record of the discussions (the official discussant will circulate between groups). Session participants will reassemble as a whole group to listen to the brief reports of recorders. It is anticipated that several recurring themes will be identified by these discussion reports. The discussant will then speak to the session participants with her observations and ideas for tying together themes and directions for research on partnerships.

**I. How University Can Influence School Cultures**  
*Susan Davis Lenski - Illinois State University*

**II. Establishing Rapport Through a Teachers' Study Group**  
*Maria J. Meyerson - University of Nevada/Las Vegas*

**III. Partners in Professionalism: Defining a Quality Field Experience for Preservice Teachers**  
*Dana L. Grisham, Beverly Brink - Washington State University/Vancouver*

**IV. PDS Partnerships and Education Reform: The Potential and Challenge of Connecting Communities**  
*Bette S. Bergeron - Purdue University*

*Discussant: Nancy Farnan - San Diego State University*

**Pa 105 Paper Session**

**12:50 - 2:10 p.m. • Chaparral**  
**Processes for Making Literacy Program Change with Inservice Teachers**  
*Chair: M. Jane Greenewald - University of Wisconsin/La Crosse*

**I. Constructing a Framework for Early Literacy Classrooms: An Exploration of the Process**  
*Billie Askew - Texas Woman's University*  
*Vickey Herold - Carrollton-Farmers Branch School District*

**II. Teaching Learning Within a Transactional Process**  
*Ann Potts - Radford University, Rosary Lalik - Virginia Technical Institute and State University, Sandra Moore - Radford University, Judith Barylske - Montgomery County Public Schools*

**III. Something Old, Something New: Issues Arising from the Implementation of a Holistic Literacy Program within an Urban School System**  
*Helen Freidus, Margaret McNamara, Claudia Grose - Bank Street College*

**alt 106 Alternative Format**

**12:50 - 2:10 p.m. • Chambers**  
**Writing for Publication in Electronic Media: Redefining Authorship**  
*Chair: Susan Caroff - West Chester University*

This session will present perspectives on the changing role of authorship in an electronic age. Presenters will report on the process of writing for publication on the World Wide Web, highlight experiences of working with authors who publish in this medium, and provide information on technical aspects of Web publishing. The audience will be invited to participate in a discussion on the nature of electronic authorship and the challenges it poses to authors accustomed to writing for print publication.

*Susan Caroff, Sharon B. Kletzien, Victoria Fringer - West Chester University*

**Sym 107 Symposium**

**12:50 - 2:10 p.m. • Palomas**  
**Literacy Process in Teaching and Advocacy**  
*Chair: Denny Taylor - University of Arizona*

**I. Rethinking School Failure: An Alternate Perspective on Language and Instruction**  
*Alan Flurkey - University of Arizona*

**II. Adolescent Tagging: Language and Meaning Making**  
*Debbie Smith - University of Arizona*

**III. Who'll Take Care of my Baby?: Personal and Official Literacies in the Life of a Teenage Mother**  
*Joanna Marasco - University of Arizona*

*Discussant: Denny Taylor - University of Arizona*

**Sym 108 Symposium**

**12:50 - 2:10 p.m. • San Carlos**  
**Influences on the Development of Gendered Literacies: Culture, Class, and Generation**  
*Chair: Lyndon Searfoss - Arizona State University*

**I. Gendered Discourse in Classroom Conversations about Gender, Culture and Literacy**  
*Margaret M. Gritsavage - Arizona State University*

**II. Influences on Reading in the Development of Literacies: Literacy Autobiographies**  
*Marie D. Hardenbrook - Arizona State University*

**III. Mitigating Influences in Interrelationships Between Development of Literacies and Gender**  
*Barbara Guzzetti - Arizona State University*

*Discussant: Patricia L. Anders - University of Arizona*

**alt 109 Part 2 of 2 Alternative Format**

**12:50 - 2:10 p.m. • Sedona**

**Toward a Developmental Theory of Peer Discussion: Ontogenetic and Microgenetic Perspectives-Part 2**

**Chair: Janice F. Almasi - SUNY/ Buffalo**

We propose a two-part session. In the first session we will present developmental perspectives based on ontogenetic and microgenetic investigations of peer discussion of literature and consider the question, "What would a developmental theory of discussion look like?" Each presenter will describe their research and their perspective. Participants will then have an opportunity to raise question and issues. Participants will be asked to ponder the issues presented to prepare for the second session. Minutes from this session will be distributed prior to the second session at the registration area. The second session will begin with a brief overview and opening remarks intended to frame the discussion. These remarks will be in the form of a position statement that raises issues. An intense exploration and discussion involving all participants will ensue followed by the discussants. Leading a final discussion.

**I. An Ontogenetic Perspective on Cognitive Growth and Social Growth During Peer Discussions**

*Janice F. Almasi - SUNY/ Buffalo, John O'Flahavan - University of Maryland/College Park, Poonam Arya - SUNY/ Buffalo*

**II Exploring the Roles of Discussing and Journal Writing: A Microgenetic Perspective on Discussion Development**

*Linda B. Gambrell - University of Maryland, Kim Bobola, Anne Arundel - Co. Public Schools*

**III. Performance-based Assessment of Cognitive and Social Growth During Book Clubs**

*Taffy E. Raphael - Michigan State University, James Gavelek - Oakland University*

*Co-Discussants: Donna E. Alvermann - University of Georgia, Lea McGee - University of Alabama*

**RT 110 Round Tables**

**1:35 - 2:10 p.m. • Rattlers**

**110.1 African American Children's Literature and its Influence on the Responses of Six Third Grade Students**  
*Bena Hefflin - University of South Florida*

**110.2 Looking through Social and Cultural Lenses at 5th Graders' Responses to *The Friendship and Maniac Magee***  
*Deborah L. Thompson - American University, Susan Lehr - Skidmore College*

**110.3 The Complexity of Teacher/Student Interaction in Literacy Tutoring Sessions**

*Marcia Lawton - Wesley College*

**110.4 Informational Texts in Kindergarten: Reading and Writing to Learn**

*Donald J. Richgels - Northern Illinois University*

**110.5 Robert Knows So much but he Still Isn't Reading: Using Case Studies to Better Understand Reading Acquisition**

*Patricia Rl Kelley - California State University/San Bernardino*

**110.6 Mexican American Bilingual Students Metacognitive Reading Strategies: What's Transferred, Unique, Problematic?**

*Georgia Earnest Garcia - University of Illinois/Urbana, Champaign*

**110.7 Cultural Importations in Multilingual Children's Texts**

*Kakali Bhattacharjee, Beverly E. Cox - Purdue University*

**110.8 A Look Inside: 6th Grade Language Arts Teachers' Discourse**

*Megan Moorman, Margo Turner - University of Texas/Austin*

**110.9 Exploring How Beginning Teachers Learn to Teach in an Accelerated Teacher Preparation Program**

*Debra Bayles - San Diego State University*

**110.10 Creating Coherence of Life and Professional Practice: An analysis of Two Literacy Teachers' Life-Stories**

*Gina M. Palladino - University of California/Berkely*

**110.11 The Effect of Second Language Writing as Related to Children's Literature**

*Julie Jacobson, James Flood, Diane Lapp - San Diego State University*

**110.12 Virtual and Virtuous Realities of Workplace Literacy**

*Geraldine Castleton - Queensland University of Technology*

**SYM 112 Symposium**

**2:20 - 3:40 p.m. • Prescott**

**Depth of Knowledge of Instruction and Content Area Vocabulary**

**Chair: Edward J. Kameenui - University of Oregon**

**I. Changes in Depth of Understanding of Words in a Science Unit**

*Joanne F. Carlisle - Northwestern University*

**II. What Kindergarten and First-Grade Children Know About Teacher-Prioritized Vocabulary: A Depth of Instruction Analysis**  
*Deborah Simmons - University of Oregon*

**III. Effects of Three Levels of Curricular Modification on Fifth-Graders' Vocabulary Knowledge and Comprehension of Social Studies Content**

*Carrie Thomas - University of Oregon*

*Discussant: William Nagy - Seattle Pacific University*

**SYM 112** **Symposium**

**2:20 - 3:40 p.m. • Chambers**  
**Guided Inquiry Supporting Multiple Literacies:**  
**Viewed in Three Contexts**

**Chair: Shirley Magnusson - University of South Maine**

**I.** The Experiences of the GIsML Community of Practice with Oral and Print Literacy

*Annemarie Palinscar - University of Michigan*

**II.** Reflections of the GIsML Community of Practice in the Classroom

*Fe Maclean - Milan Area Schools*

**III.** Guided Inquiry in the Context of Student Learning

*Kathleen M. Collins - University of Michigan*

*Discussant: Gordon Wells - University of Toronto*

**SYM 113** **Symposium**

**2:20 - 3:40 p.m. • Polomas**

**Voice of Poetry: The Language of Literacy in the Special Needs Classroom**

**Chair: Kenneth J. Weiss - Nazareth College of Rochester**

**I.** Poetry: The Neglected Language of Literacy

*Robert W. Blake - SUNY/Brockport*

**II.** Poetry: Writing and the Construction of Voice

*Brett E. Blake - Nazareth College of Rochester*

**III.** Poetry in the Special Needs Classroom: Writing and the Language of Literacy

*Stephanie Kuhn - Nazareth College of Rochester*

*Discussant: Kenneth J. Weiss - Nazareth College of Rochester*

**PA 114** **Paper Session**

**2:20 - 3:40 p.m. • Bouchon**  
**Portraits of Literacy Learning**

**Chair: TO BE ANNOUNCED**

**I.** Inquiry into Literacy Interactions in a Multiage Preschool: Insider/Outsider Perspectives

*Susan D. Henerson, Joyce E. Many - Georgia State University, H.P. Wellborn, Joy Ward - That Atlanta School*

**II.** Qualities of Literacy Engagement in Emergent and Early Readers

*Judith T. Lysaker - Indiana University*

**III.** Portraits of the Instructional Practices in Four First Grade Classrooms: What's Going On

*B. Joyce Wienczek, James Ciplewski - Oakland University*

**RT 115** **Round Tables**

**2:20 - 2:55 p.m. • Rattlers**

**115.1** L.E.A.P.: A Literacy Intervention Model

*Sharon Arthur Moore, Linda R. Bromert - Peoria Unified School District*

**115.2** Play in a Literacy-Enriched Play Center: A Comparative Analysis between Multiage and Kindergarten Classrooms

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

**115.3** How are They Doing Now? A Follow-up Study of At-risk Children who Participated in an Early Intervention Program.

*Lauren Leslie, Linda Allen - Marquette University, J. Anne Calhoun - University of Wisconsin/Madison*

**115.4** The Use of Email to Foster Pedagogical Dialogue Between Content Area Reading Students on Two University Campuses

*Victoria G. Ridgeway - Clemson University, Janis M. Harmon - Northeastern Independent School District*

**115.5** Educators Respond and Connect to Children's Literature: The Significance of "Personal Text Sets" to Learners and Teachers

*Janelle B. Mathis - University of Arizona, Cyndi Giorgis - University of Nevada/Las Vegas*

**RT 115** **Joint Round Tables**

**2:20 - 2:55 p.m. • Rattlers**

**115.6A** Pedagogical Transitions at a PDS Site: An Analysis of the Change Processes that Occur When Inservice Teachers Redefine a K-5 Literacy Curriculum

*Carol J. Hopkins - Purdue University, Susan L. Nierstheimer - Illinois State University, Deborah Dillon, Beverly E. Cox - Pursue University, Zhihui Fang - University of Florida, Rich C. Carriveau - Purdue University*

**115.6B** Preservice Teachers' Construction of Professional Knowledge During a Literacy Block Experience at a Professional Development School Site: A Study of Change, Reform, and Development in Teacher Learning

*Deborah Dillon, Beverly E. Cox, Carol J. Hopkins - Purdue University, Susan L. Nierstheimer - Illinois State University, Richard C. Carriveau - Purdue University, Zhihui Fang - University of Florida*

**115.7** Computers and Community in Pre-service Teacher Education

**A.** The Development of Pre-Service Teachers' Concepts of Literacy Teaching & Learning through Email Dialogue Journals

*Jane West - Agnes Scott College*

**B.** On-line Chat for Pre-service Teachers: Synchronicity, Technology and Collaboration Between Two Universities

*Dana L. Grisham - Washington State University, Elizabeth Willis - University of Southwestern Louisiana*

**115.8A** Exemplary First-Grade Teachers' Perspectives on Integrating Across Curriculum, Reading/Writing, and Time

*Gregory W. Grooks, Jeanne Esce - SUNY/Albany*

**115.8B** A Week in the Life of Exemplary First-Grade Teachers

*Ruth Wharton-McDonald, Karen Proschuk - SUNY/Albany*

**Paper Session**

**2:20 - 3:40 p.m. • San Carlos**  
**Innovative Literacy Classes for Preservice Teachers**  
**Chair: Jane Greenwald - University of Wisconsin/LaCross**

**I. Modeling Authentic Reading Instruction for Preservice Teachers**  
*Valerie G. Hall, Linda E. Martin, Sherry Kragler, Scott Poppelwell - Ball State University*

**II. Content Literacy and Five Beginning Mathematics and Science Teachers: The Final Report of a Four Year Longitudinal Study**  
*Elizabeth G. Sturtevant, Debbie Deal - George Mason University, Cikie Parson Duling - Fairfax County Public Schools, Julianna M. Tiss, John Castellani - George Mason University*

**III. Exploring the Roles of Hypermedia in a Teacher Education Course**  
*John Hughes, Becky Wai-Ling Packard, P. David Pearson - Michigan State University*

**Paper Session**

**2:20 - 3:40 • Sedona**  
**Exploring Emergent Readers' Understanding of Text: Oral Narrations, Retellings, & Emergent Book Readings**  
**Chair: TO BE ANNOUNCED**

**I. The Oral Retellings of Young Children: Evidence of Critical Thinking**  
*Karen Feathers - Wayne State University*

**II. Oral Narratives and Emergent Bookreadings of Typically Developing and Language Impaired Children**  
*Joan Kaderavek, Elizabeth Sulzby - University of Michigan*

**III. Knowledge-based Importations in Shared and Emergent Readings**  
*Charles Elster - Purdue University*

**Paper Session**

**2:20 - 3:40 p.m. • Sonora**  
**Literacy at Home and at School: Exploring Connections**  
**Chair: TO BE ANNOUNCED**

**I. Changing Parent Roles in School: Effects of a School Based Family Literacy Program in an Urban First Grade Classroom**  
*Robert J. Nistler - Drake University, Angela Maierts - Moulton Elementary School*

**II. A Descriptive Analysis of first Grader's Reading Patterns When Reading with Their Caregiver**  
*Molly Durkin Bohan - Garland Independent School District*

**III. Inner-City Parent's Views of Literacy and Their Relation to Children's Interactions with Print**  
*Laurie MacGillivray - University of Southern California*

**Double Session Alternative Format**

**2:20 - 5:10 • North Forum**  
**Intermediality: Re/Examining Media Literacy's Implications for Theory, Research, and Practice**  
**Chair: Ann Watts Pailliotet - Whitman College**

**I. Case Studies**

**a. Intermediality in Pedagogy for Literacy Learning**  
*Allan Neilsen - Mount Saint Vincent University*

**b. Intermediality in Preservice Education**  
*Ann Watts Pailliotet - Whitman College*

**c. Intermediality in Undergraduate Education**  
*Linn Bekins - University of Utah*

**d. Intermediality and Elementary Learners**  
*Sherry Lynn Macaul - University of Wisconsin/Eau Claire*

**II. Responses/Interpretations: Literacy Theorists**

**a. Feminism and Intermediality**  
*Donna E. Alvermann - University of Georgia*

**b. Semiotic Theory and Intermediality**  
*Marjorie Siegel - Columbia University*

**c. Social Constructivism and Intermediality**  
*Jamie Myers - Pennsylvania State University*

**III. Responses/Interpretations: Media Literacy Experts**

**a. Visual Literacy and Intermediality**  
*James Flood - San Diego State University*

**b. Video Technology and Intermediality**  
*Victoria Risko - Vanderbilt University*

**c. Critical Literacy and Intermediality**  
*Ladislaus Semali - Pennsylvania State University*

*Participants: Ann Watts Pailliotet - Whitman College, Linn Bekins - University of Utah, Sherry Lynn Macaul - University of Wisconsin/Eau Claire, Allan Neilsen - Mount Saint Vincent University*

*Discussant: David Reinking - University of Georgia*

**Symposium**

**2:20 - 3:40 p.m. • Rio Verde**  
**Research on Expressivist Pedagogies: Potentials & Problematics**  
**Chair: Elizabeth Birr Moje - University of Michigan**

**I. Interrogating Authorship and Textual Authority**  
*George Kamberelis, Lenora de la Luna - Purdue University*

**II. Reconstructing Gender Roles in Small Group Settings**  
*Sarah J. McCarthey - University of Texas/Austin*

**III. Revisioning the Writer's Workshop**  
 Elizabeth Birr Moje - University of Michigan, Kris Fassio - University of Utah

**IV. A Semiotic Analysis of Expressivist Writing**  
 Scott F. Oates - University of Utah

Discussant: Arlette Willis - University of Illinois

**ia 121 Paper Session**

**2:20 - 3:40 p.m. • Coronado**  
**Contemporary Issues in Literature**  
 Chair: TO BE ANNOUNCED

**I. Young Adult Novels, Gay/Lesbian Characters, and the Community on the Page**  
 Christine Jenkins - University of Illinois/Champaign

**II. Artistic Response to Literature from a Semiotic Perspective**  
 Maria Rascon-Briones - Arizona State University

**III. Cultural Authority and the Construction of Literature in Book Club Discussion Guides**  
 William McGinley, Timothy Mahoney - University of Colorado

**SYM 122 Symposium**

**3:50 - 5:10 p.m. • Palomas**  
**Addressing an Imbalance: Making Information Text Integral to Literacy Instruction in the Elementary School**  
 Chair: Ritta-Liisa Korkeamaki - University of Oulu

**I. Using Information Text for First-grade Reading Instruction**  
 Michael Kamil - Stanford University, Diane Lane - Scioto Darby School

**II. Helping Children Develop Independent, Flexible Strategies for Finding and Using Information**  
 Mariam Jean Dreher - University of Maryland

**III. Teaching Fourth-graders to Follow an Author's Reasoning in Written Explanation with Science Content**  
 Marilyn Chambliss - University of Maryland/College Park

Discussant: Sharon B. Kletzien - West Chester University

**SYM 123 Symposium**

**3:50 - 5:10 p.m. • Prescott**  
**Multiple Contexts for Assisting Development: The Mediational Means of More Knowledgeable Other**  
 Chair: Kathi L. Tarrant - Michigan State University/East Lansing

**I. More Knowledgeable Others' Construction of Discourse Spaces: Differential Orchestration of Cognitive and Social Participation in Special Education Classrooms**  
 Troy Mariage, M. Arthur Garmon - Western Michigan University, Carol Sue Englert - Michigan State University

**II. Reconstructing Meaning of More Knowledgeable Other for Low Achieving Adolescents Who Struggle with Literacy and Learning**  
 Fenice B. Boyd - University of Georgia

**III. Facilitating Our Understanding of Teacher Learning: Examining the Mediating Agents in a Teacher/Researcher Study Group**  
 Mary Rozendal - University of Missouri/Columbia

**IV. Facilitating Our Understanding of Student Literacy Learning: Examining the Role of a Mediator in Bridging Cultural and Linguistic Boundaries**  
 Cynthia Brock - Texas Woman's University

Discussant: Virginia Goatley - SUNY/Albany

**ai 124 Alternative Format**

**3:50 - 5:10 p.m. • Sonora**  
**Who Are "They" and Why Are "They" Doing "This to Us"? Thoughtful Policy Development in a World of Simple Solutions**  
 Chair: Terry Salinger - International Reading Association

The Legislative and Policy Committee invites participants to discuss the way in which legislative mandates influence the kinds and quality of literacy instruction available in American schools, the threats these mandates pose to academic freedom, and the ways in which they can limit efforts to bring about educational equity. Results of a nation-wide survey will be presented, and recommendations will be generated for proactive responses by NRC as an association and by its members.

**I. Historical Overview**  
 Barbara Kapinus - Council of Chief State School Officers

**II. Professional Perspectives**  
 Kimberly J. Young - Kansas State Board of Education

**III. Theoretical Perspectives**  
 Samuel D. Miller - University of North Carolina/Greensboro

**IV. Wrap Up**  
 Richard Speaker - University of New Orleans

**V. Proactive Responses**  
 Mary Ellen Vogt - California State University/Long Beach

**VI. Wrap Up**  
 Terry Salinger - International Reading Association

**ia 125 Paper Session**

**3:50 - 5:10 p.m. • Rio Verde**  
**Cultural Diversity in Teacher Education Programs**  
 Chair: Lauren Leslie - Marquette University

**I. "Everybody Teaches Literacy": A Study of Academic Literacy in Service for Teachers of Linguistically Diverse Students**  
 Ruth Hough - Georgia State University

**II. Addressing Cultural Diversity in Teacher Education**  
 J. Lea Smith - University of Louisville

**III. Sensitizing Student Teachers to Diversity Through the Reading of Short Selections Written by Culturally Diverse Authors in a Book Club Setting**  
 Janice VanDyke, Diane Lapp, James Flood - San Diego State University



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## Paper Session

**3:50 - 5:10 p.m. • Chambers**  
**Hypertext, Hypermedia, & Computers: New Vistas in Literacy**  
**Chair: TO BE ANNOUNCED**

- I. Adolescent Women, Identity, and Hypermedia Composition  
*Roberta F. Hammett - Pennsylvania State University*
- II. Computers & Constructivism: A Case Study of Two Language Arts Teachers  
*Sarah Nixon-Ponder - Kent State University*
- III. How Hypertext Challenges Traditional Conceptions on Boundaries Between Written and Oral Language: Implications for Critical Reading  
*Malcolm Lively, George Hruby, Melanie R. Kuhn - University of Georgia*

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## Paper Session

**3:50 - 5:10 p.m. • Sedona**  
**Literacy as Intertextual & Dialogic**  
**Chair: TO BE ANNOUNCED**

- I. A Study of the Social Influences That Motivate Third Graders to Read, Write, and Construct Meaning of Text  
*Mary Riordan-Karlsson - University of California/Berkeley*
- II. The Roles of Intertextuality, Stance, and Interpretive Authority: A Study of Meaning Construction in a Fourth Grade Classroom  
*Amy Seely Flint - University of California/Berkeley*
- III. "Every story I think of, it comes from something" An Examination of Voice in Texts Composed by Third and Fifth Grade Writers  
*Laura W. Corman - University of Texas*

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## Alternative Format

**3:50 - 5:10 p.m. • Coronado**  
**The National Research Center on Early Reading**  
**Anne P. Sweet - OERI/US Department of Education**

The session is an introduction to the National Research Center on Early Reading (NRCER), a new R&D Center to be awarded by OERI in fiscal year 1997. The NRCER will take the form of a 5 year grant (cooperative agreement) that will be funded at approximately \$2.5 million per year, pending the availability of federal funds. As the OERI project officer and center monitor, I will chair the session and several key members of the new Center will make brief presentations about different aspects of the ensuing work. Although NRCER presenters cannot be identified at this time, the U.S. Department of Education cooperative agreement will stipulate that the new Center participate in this and similar activities.

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## Paper Session

**3:50 - 5:10 p.m. • San Carlos**  
**Classroom Practices & Text for Young Readers**  
**Chair: TO BE ANNOUNCED**

- I. Literacy Learning in High Quality Kindergarten Classrooms  
*Dorothy P. Hall - Winston-Salem/Forsyth Co. School*
- II. Shared Reading and the Construction of Meaning: Contracting Discourse Styles  
*Steven Bialostok - University of Arizona*
- III. Inside Classroom Libraries: The Good, the Bad, and the Ugly  
*Nell K. Duke - Harvard University*

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## Paper Session

**3:50 - 5:10 p.m. • Flagstaff A**  
**Assessment Issues**  
**Chair: TO BE ANNOUNCED**

- I. The Rise of Standards  
*James Collins, Peter Johnston - SUNY/Albany*
- II. Literacy Practices & Knowledge  
*David Dickinson - Education Development Center*
- III. On the Limitations Inherent in Research's Approaches to Solving Literacy Problems in Theory, Practice, and Policy: A Dilemma-Management Perspective  
*Peter B. Mosenthal - Syracuse University*

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## Paper Session

**3:50 - 5:10 p.m. • Bouchon**  
**Early Intervention Programs**  
**Chair: TO BE ANNOUNCED**

- I. Subsequent Literacy Performance of Reading Recovery Children: Two Longitudinal Studies  
*Billie Askew, Carol Wickstrom - Texas Woman's University, Dianne Frasier - Harris County Department of Education*
- II. The Impact of the Reading Recovery Program on Students Classified as Learning Disabled  
*Carol Lyons - Ohio State University*
- III. Predicting Which Children Will Succeed in an Early Reading Intervention Program  
*Darrell Morris - Appalachian State University, Jan Perney - National Louis University*

Research Workshop  
5:15 - 8:15 p.m.  
Chambers

The Ethnography of Classroom Communication: Applications to Literacy Research and Teacher Education

This workshop has two purposes: 1) to overview theory and methods of ethnographic research on classroom communication; and 2) to literacy teachers' study of their own practice.

Presenters: Jenny Denyer, Susan Florio-Ruane - Michigan State University

Special Session  
5:15 - 6:20 p.m.  
Bouchon

Getting Published in NRC Publications

Chair: Susan Neuman - Temple University

This session will allow authors, potential authors, editors, and editorial assistants to discuss informally issues and questions about publishing in the Journal of Literacy Research, the NRC Yearbook and the NRC/IRA Research Series. The editors will review the purposes and procedures for their publications, describe their review process and provide helpful hints for successfully getting published.

Hints from the Yearbook Editors  
Timothy Shanahan, Flora Rodriguez-Brown - University of Illinois/Chicago

Hints from the Journal of Literacy Research Editors  
David Reinking, Cynthia Hynd, Penny Oldfather - University of Georgia

Hints from the NRC/IRA Research Series  
James Flood, Diane Lapp - University of San Diego

6:30 - 7:30 • Rattlers  
The Business Meeting  
NRC Members only

9:00 - 11:00 p.m. • Rattlers  
The Lighter Side  
"Boogie on Down"  
All are welcome

# Registration/Membership Application

## 1997 National Reading Conference

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

Name \_\_\_\_\_

Address \_\_\_\_\_ Address Changed? YES  NO

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.

YES I am not a member or presenter. Please send me a program book (\$5.00 charge)

**CONFERENCE REGISTRATION** (Full registration includes NRC yearbook #47.)

CATEGORY	ADVANCE	ON SITE	DAILY (Specify Days)	AMOUNT
	Received by 11/1/97	After 11/1/97	W <input type="checkbox"/> TH <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>	
Regular Member	\$ 135.00	\$155.00		\$ 55.00
Student or Emeritus	\$ 65.00	\$ 85.00		\$ 40.00
Non-Member	\$ 155.00	\$175.00		\$ 75.00

**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	
<b>TOTAL AMOUNT</b> (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 • December 3 - 6, 1997

DoubleTree Paradise Valley Resort  
5401 North Scottsdale Road  
Phone: (602) 947-5400 • Fax: (602) 946-1524

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 + 11% tax       Double \$125 + 11% tax

There will be an additional charge of \$15 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. 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 Saturday, November 1, 1997.**

Return completed reservation form to:  
**DoubleTree Paradise Resort**  
5401 North Scottsdale Road  
Scottsdale, AZ 82250

**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

# 1997 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 122 S. Michigan Avenue, Suite 1100, Chicago, Illinois 60603. 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

# 1997 Membership Participation

## National Reading Conference

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

### NOMINATION OF OFFICERS

#### Nominations for Vice President-Elect

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#### Board of Directors

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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

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# Notes

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FRIDAY

TIME	EVENT	PLACE

# Special Events of the Day Saturday

Time	Event	Room
8:00 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>Linda Gambrell - University of Maryland</i>	Executive Board Room
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.	<p><b>Research Address:</b> <i>Patricia A. Alexander - University of Maryland</i>  <b>Knowledge and Literacy: A Transgenerational Perspective</b></p> <p><b>Presentation of the Albert Kingston Award</b>  <i>Co-Chairs: John Readence - University of Nevada</i>  <i>Sheila Valencia - University of Washington</i></p>	North Forum
11:35 a.m. - 12:40 p.m.	Lunch	on your own
1:00 p.m. - 2:00 p.m.	NRG Executive Board Meeting	Executive Board Room
2:00 p.m. - 5:00 p.m.	Board of Directors/Committee Chairs Meeting	Executive Board Room
9:00 p.m. - midnight	Vital Issues	Lobby Bar



**Saturday****December 6, 1997****SYM 132** Symposium

**8:30 - 9:50 a.m. • Coronado**  
**Editing Kaleidoscope: Issues in the Discourses of Multiculturalism and Children's Literature**  
*Chair: Patricia E. Enciso - Ohio State University*

I. Multicultural Children's Literature in the Mid-1990's: Complexities, Controversies & Challenges  
*Rosalinda Barrera - New Mexico State University*

II. Culture, Creativity, and Kaleidoscope: A Content Analysis of the Writing and Illustration of Children's Books of Lore, Fantasy, Myth and Religion  
*Verlinda D. Thompson - New Mexico State University*

III. Toward a Literature of Difference: Problematizing Meanings of 'Multicultural,' 'Authenticity,' and 'Literature'  
*Mark Dressman - New Mexico State University*

*Discussant: Violet J. Harris - University of Illinois/Champaign*

**alt 133** Alternative Format

**8:30 - 9:50 a.m. • Palomas**  
**Changing Professional Practice: What Teachers Learn From Critical Incidents In Reading Clinic/Practicum About Assessment, Instruction, Collegiality, and Family Literacy**  
*Chair: Barbara Laster - Towson University*

I. Dynamic Assessment: From Reading Clinic to the Classroom  
*Penny Freppon - University of Cincinnati*

II. Impact of Critical Incident Inquiry Established in the Preservice Reading Practicum upon Professional Teaching Decisions  
*Margaret H. Hill - University of Houston/Clear Lake*

III. Impact of Family Literacy on Teachers' Learning  
*Barbara Laster - Towson University*

**SYM 134** Symposium

**8:30 - 9:50 a.m. • Sonora**  
**Teachers as Learners: Pre-service and Experienced Teachers using Ethnography to Reflect on & Influence their Classroom Practice**  
*Chair: Judith L. Green - University of California/Santa Barbara*

I. Preservice Teachers as Researchers  
*Rosemary Staley - University of California/Santa Barbara*

II. Reflection as a Practice in a Research Community  
*Silvia Neves - University of California/Santa Barbara*

III. Practices Influencing other Teacher's Practices: How Ethnographic Research was used as an Opportunity for Learning by a Brazilian Teacher  
*Marcia Rech - University of California/Santa Barbara*

*Discussant: Carolyn Frank - University of California/Santa Barbara*

**ia 135** Paper Session

**8:30 - 9:50 a.m. • Rattlers**  
**Teachers' Perceptions of Themselves and Students as Learners**  
*Chair: Michael P. Ford - University of Wisconsin/Oshkosh*

I. Making and Sustaining Changes in Literacy Instruction: Teachers as Struggling Learners, Part II  
*Nina Yochum - University of Michigan/Flint, Elisabeth DeGroot - University of Michigan*

II. Outstanding Elementary School Preservice Teachers' Perceptions of, Learnings About, and Work with Struggling Readers  
*Ann Duffy - University of Georgia*

III. Teacher Education as Transformative: Possibilities & Cautions  
*Karen Evans, Janet L. Miller - National Louis University*

**ia 136** Paper Session

**8:30 - 9:50 a.m. • Flagstaff A**  
**Adult Literacy**  
*Chair: Gary M. Padak - Kent State University*

I. Reading the Word and the World in the *Campo* of El Salvador  
*Victoria Purcell-Gates - Harvard University, Robin Waterman*

II. Collaborative Contexts that Support Adult Learners' Literacy Engagement: What I Learned from a Saturday Morning Book Talk Group  
*Susan Anders Mazzoni - University of Maryland*

III. The "Real World": Literacy Demands on Deaf Adults in the Workplace  
*Leslie Rach - Gallaudet University, Mariam Jean Dreher - University of Maryland*

**alt 137** Alternative Format

**8:30 - 9:50 a.m. • Sedona**  
**"Girlfriend in a Coma": A Discussion of Reading Practices Demonstrated in Students' Hypermedia Compositions about Shakespeare's *Romeo and Juliet***  
*Chair: Jamie Myers - Pennsylvania State University*

It is difficult for participants in a session to experience the authoring process in hypermedia without the opportunity for hands-on activity. We believe that this alternative session is a good blend of an activity which will certainly be alternative for NRC (a hands-on computer workstation), and at the same time focus on scholarly discussion of a particular research project/product (a presentation with panel Discussant: s). The hands-on portion is meant to occur during the entire day preceding the session in the Rattlers room. At this workstation, participants can experience the software for digitizing and composing in hypermedia. We would staff this workstation at all times to teach participants.

The alternative session on the following day would begin with a presentation of a hypermedia project composed by secondary language arts education students, who were interns observing and participating in the teaching of Shakespeare's *Romeo and Juliet* with a ninth grade English classroom. As part of the experience, the interns learned how to digitize images, sound, and movies, as well as create quicktime movies. They then constructed a hypermedia project using StorySpace software to explore the themes they found important in the play. Their central task was to connect any and all relevant texts in order to share their understandings of the themes in their lives.

The Discussants will facilitate a critique of our interpretations of the hypermedia project. We believe that audience participants who had time to work at the computer workstation the prior day will be able to use that experience to better inform both their viewing and critique of the project. We also hope that it will provide them with important information about what is involved in hypermedia authoring if they wish to pursue research in this area in the future.

*Participants: Roberta F. Hammett, Jamie Myers - Pennsylvania State University*

*Discussants: Ann Margaret McKillop - University of Maryland, Josephine Pirrone - State College Area School District*

**alt 138** **Alternative Format**

**8:30 - 9:50 a.m. • Rio Verde**  
**Help! I'm Trapped in a Discourse and I Can't Get Out!**  
**Chair: Beth Berghoff - Indiana University/Indianapolis**

This session is designed to involve participants in an exploration of the concept of stance. To facilitate the conversation, presenters will share data illustrating the stances of several preservice teachers. The dialogue around these samples will address the questions of: how a discourse community socializes individuals, what stances are common among teachers and teacher educators, what stances do we value and why, and what it would mean to make stance a priority in teacher education and literacy research. Participants will also consider how the stances portrayed contribute to or interrupt systems of privilege and power.

*Beth Berghoff, Christine H. Leland - Indiana University/Indianapolis, Jerome C. Harste - Indiana University*

**alt 139** **Alternative Format**

**8:30 - 9:50 a.m. • Four Peaks**  
**Gender, Teaching, and Learning: Weaving Understandings From Inquiries**  
**Chair: Joyce E. Many - Georgia State University**

**I. Exploring Gender, Teaching, and Learning**  
*Joyce E. Many - Georgia State University*

**II. A Failure of Imagination: A Progressive Pedagogy in a Repressive Community**  
*Peggy Albers - Georgia State University*

**III. The Salience of Gender and Epistemology on Pedagogical Practice**  
*Frances M. Howard - Georgia State University*

**IV. Gendered Responses to Diversity Experiences in Teacher Education**  
*Lori Elliott, Lee Daily, Beverly Armento - Georgia State University*

**V. Gender and Cultural Differences: A Sociocognitive Perspective on Parent Involvement in Students' Autobiographies**  
*Janine Kaste - Georgia State University*

**VI. Exploring Gender and Children's Responses to Literature**  
*Melanie J. Angle - Georgia State University*

**VII. Qualitative Analysis of Male and Female Responses to an Ethical Dilemma**  
*Jane Lightcap Brown - Georgia State University*

**ia 140** **Paper Session**

**8:30 - 9:50 a.m. • Prescott**  
**Assessing Literacy**  
**Chair: TO BE ANNOUNCED**

**I. Rationalizing "Scoring" & "Rating" Reading Assessments in a L2 Context**  
*Elizabeth Bernhardt - Stanford University*

**II. Literacy Assessment: The Tension Between School Contexts and the Complexities of "Real Life"**  
*Janelle Mathis - University of Arizona*

**III. "The Clay that Makes the Pot": The Loss of Language in Writing Assessment**  
*Shelby Wolf, Kathryn Davinroy - University of Colorado/Boulder, Maryl Gearhart - University of California/Los Angeles*

**ia 141** **Paper Session**

**8:30 - 9:50 a.m. • Chambers**  
**Listening to Children Read**  
**Chair: TO BE ANNOUNCED**

**I. Listening to Children During Problem-solving: How Do Children with Different Learning and Language Needs Collaborate to Solve Math Problems?**  
*Jeanne Paratore - Boston University, Mary Bourque - Chelsea, MA Schools, David Chard - Boston University, Sheila Garnick - City of Chelsea, Carole Greenes - Boston University, Rachel McCormack - Plymouth, MA Schools*

**II. Lexical Decision and Reading Aloud by Poor and Normal Readers**  
*Wim H. J. van Bon, Paula H. Tooren, Kees W. J. M. van Eekelen - University of Nymegen*

**III. The Use of Teacher Pause, Prompts and Praise During 1st Grade Reading Instruction**  
*Stephanie L. McAndrews - University of Arizona*

142

## Paper Session

**8:30 - 9:50 p.m. • South East Forum  
Home Community, and School Influences on  
Literacy Development**

**Chair: TO BE ANNOUNCED**

I. Literacy Assessment and Programmatic Evaluation Dilemmas: Understanding Language and Culture in Community-Based Learning Environments  
*Margaret A. Gallego - University of California/San Diego, Luis C. Moll - University of Arizona, Robert Rueda - University of Southern California*

II. The Impact of Chinese Literacy Experience and School and Home Literacy Support on Native Chinese-speaking Children's Early Literacy Development  
*Hong Xu - Texas Tech University, John E. Readence - University of Nevada/Las Vegas, Diane Barone - University of Nevada/Reno*

III. Promoting the Reading Fluency of Second Language English Learners: Does Cross Age Tutoring Make a Difference?  
*Diane Lapp, James Flood - San Diego State University, Lynne Thrope - Reading Room*

143

## Paper Session

**8:30 - 9:50 a.m. • Flagstaff B  
Text Characteristics and Readers**

**Chair: TO BE ANNOUNCED**

I. Effects of Structural Features on Word Recognition by Hispanic and Non-Hispanic Second Graders  
*Maximo S. Rodriguez, William H. Rupley, Victor Willson, Francis E. Clark, Robert J. Hall, Chui Fung Ip, Sandra L. Mergen - Texas A&M University*

II. The Effect of Text-Based Factors on Sixth Graders' Response to Nonfiction  
*Barbara Moss - University of Akron, Judith Hendershot - Brimfield Elementary*

III. Metacognitive Decisions of Syllable Juncture Spellers While Performing Three Literary Tasks  
*Brenda Sabey - University of Nevada/Reno*

144

## Paper Session

**8:30 - 9:50 a.m. • San Carlos**

**Where's the Connection? Theoretical Perspectives  
on Intextuality and their Implications for Literacy  
Research**

**Chair: Alyson Bass - Vanderbilt University**

I. Learning to Read as an Intertextual Process: An Example from Teacher-Child Bookreading  
*Deborah Wells Rowe - Vanderbilt University*

II. "Reading" as an Intertextual Process: Examples from the Everyday Meaning Making Practices of Adolescents  
*Douglas Hartman, Kathleen Jacobs Shoop - University of Pittsburgh*

III. Making Intercontextual Links in Responding to Short Stories  
*Richard Beach - University of Minnesota*

*Discussant: Kathy Short - University of Arizona*

145

## Paper Session

**8:30 - 9:50 a.m. • Bouchon  
Young Children's Understandings About Literacy**

**Chair: TO BE ANNOUNCED**

I. First-Graders' Responses to Informational Trade Books Read Aloud  
*Kay M. Broders - Louisiana State University*

II. Thinking Aloud During Spelling Word Sorts  
*Mary Jo Fresch, Jerome B. Zutell - Ohio State University, Aileen Wheaton - Dublin City Schools*

III. Children's Understandings of Vocabulary Acquisition in a First Grade Classroom  
*Bonnie Konopak - University of Oklahoma, Nancy Williams - University of Houston*

SYM 146

## Symposium

**8:30 - 9:50 a.m. • Chaparral  
Access to Literacy: Practices and Possibilities**

**Chair: Linda B. Gambrell**

I. Exploring the Role of Book Access in Early Literacy Development  
*Rose Marie Codling, Linda Gambrell - University of Maryland*

II. Getting Books in Children's Hands: A Study of Access to Literacy  
*Susan Neuman - Temple University*

III. Literacy Strategies Accessible to First Graders  
*Leslie M. Morrow - Rutgers University, Diane Tracey - Kean College, Deborah Woo - Rutgers University*

9:50 - 10:20 Coffee and Conversation

Notes

Research Address

10:20 - 11:40 a.m. • North Forum

Patricia Alexander - University of Maryland  
Knowledge and Literacy: A Transgenerational  
Perspective

The speaker will discuss two distinct generations of research on knowledge and literacy that have been played out in the literature since the 1970's. Each of these generations is marked by varied perspectives on what knowledge is and the value it holds for understanding and enhancing literacy. She will also speculate on a new generation that is unfolding in the literature. Illustrative studies will be used to highlight each of these periods, and the catalysts for the transgenerational shifts will be explored.

Dr. Patricia A. Alexander received her Ph.D. in Reading from the University of Maryland in 1981, where she is currently a Professor of Educational Psychology in the Department of Human Development. Prior to joining the faculty at Maryland in 1998, she was a Distinguished Research Fellow in the College of Education at Texas A&M University. The author of over 100 publications, Dr. Alexander's research interests include learning from text, the interaction of knowledge, interest, and strategic processing, and the relationship of knowledge and beliefs. Dr. Alexander has recently been a visiting scholar in the Netherlands, Singapore and Australia.

Presentation of the Albert J. Kingston Award  
Co-Chairs: John Readence and Sheila Valencia

Series of horizontal lines for taking notes.

NRC Executive Board Meeting  
1:00 - 2:00 p.m.  
Executive Board Room

NRC Board and Committee Chair Meeting  
2:00 - 5:00 p.m.  
Executive Board Room

9:00 - 11:00 p.m. • Lobby Bar  
Vital Issues



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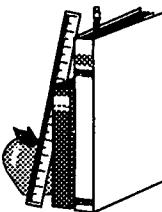
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ADVERTISING

# Appendix I

# Reviewers

## Area 1

Altieri, Jennifer  
 Broaddus, Karen  
 Commeyras, Michelle  
 Davinroy, Kathy  
 Enciso, Patricia  
 Evans, Karen  
 Jenkins, Christine  
 Johnson, Holly  
 Lewis, Cynthia  
 Many, Joyce  
 McGinley, William  
 Moore, David  
 Pritchard, Gail  
 Rowe, Debbie  
 Scharer, Patricia  
 Short, Kathy G.  
 Swanson, Ann  
 Weiss, Kenneth  
 Willis, Mary Nell  
 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.  
 Mosenenthal, 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

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 Bekins, Linn  
 Fairbanks, Colleen  
 Finke, Janet A.  
 Fey, Marian  
 Freeman, Kate  
 Gipe, Joan  
 Greenberg, Susan  
 Guzzetti, Barbara  
 Hams, June  
 Handel, Ruth D.  
 Hankin, Bondie  
 Hefflin, Bena R.  
 Hughes, Linda  
 Iannone, Patrick  
 Kieffer, Ronald D.  
 de la Luna, Lenora  
 Lewis, Geoff  
 Minnick, Brad  
 Moje, Elizabeth  
 Myers, Jamie  
 Peterson, Shelley  
 Reinking, David  
 Rice, Peggy  
 Shoop, Kathleen Jacobs  
 Stephens, Liz C.  
 Wilson, Marcia R.  
 Young, Josephine P.

## Area 4

Alexander, Patricia  
 Almasi, Janice  
 Baker, Elizabeth  
 Bauman, James  
 Cox, Kathleen  
 Dahl, Karin  
 Deegan, Dorothy  
 DiBiasio, Marie  
 Dreher, Mariam J.  
 Fluckinger, Jarene  
 Freeman, Kate  
 Freppon, Penny  
 Cambrell, Linda  
 Hamman, Douglas  
 Holshuh, Jodi  
 Jetton, Tamara

Klenk, Laura  
 Kucan, Linda  
 Lapp, Diane  
 Leland, Christine  
 Martin, Linda  
 McCarthey, Sarah  
 McMahan, Susan  
 Meyer, Debra  
 Miller, Sam  
 Murphy, Karen  
 Perry, Nancy  
 Reed, Joy Lynn

Salisbury, Jill  
 Schallert, Diane  
 Schweiger, Barbara  
 Shearer, Brenda  
 Thomas, Karen  
 Van Meter, Peggy  
 Wharton-McDonald, Ruth

## Area 5

Allen, Linda  
 Bauman, James  
 Bayles, Debra  
 Bergeron, Beth  
 Berghoff, Beth  
 Bruneau, Betty  
 Burke, Trika Smith  
 Craig, Madge  
 Crumpla, Thomas  
 Daniels, Patricia  
 Dunston, Pamela  
 Evans, Karen  
 Fleener, Charlene  
 Ford, Michael  
 Gooden, Susan  
 Greenewald, Jane  
 Kasten, Wendy  
 Kirk, Carol  
 Konopak, Bonnie  
 Lenski, Susan  
 Levin, Frances  
 Linek, Wayne  
 Liptak, Kathryn  
 Lloyd, Carol  
 Loranger, Ann  
 Mahurt, Sarah  
 Mallette, Maral  
 McKinney, Marilyn  
 Meyer, Richard  
 Neilsen, Allan  
 Niles, Karen  
 Pailliotet, Ann Watts  
 Paradis, Edward  
 Peck, Jackie  
 Roehler, Laura  
 Rucinski, Cynthia  
 Rudenger, Elizabeth  
 Scanlan, Patricia  
 Steele, Jeanne  
 Unruh, Elizabeth  
 Zeek, Cathy

## Area 6

Barone, Diane  
 Beach, Sara Ann  
 Beals, Diane  
 Bloodgood, Janet  
 Freppon, Penny  
 Genisio, Margaret Humadi  
 Kelly, Patricia  
 Larkin, Kenneth  
 Lysaker, Judith  
 Morrow, Leslie  
 Piper, Laurie Elish  
 Richgels, Donald  
 Robert, Beth  
 Roskos, Kathy  
 Shanahan, Timothy  
 Smith, Susan  
 Tracey, Diane  
 St.-Clair, Linda Turner  
 Weisber, Renee  
 Wienczek, Joyce  
 Westberg, Laura

## Area 7

Baker, Kim  
 Buhle, Roberta  
 Caldwell, JoAnn  
 Calhoon, Judith Anne  
 Duffy, Ann  
 Falk-Ross, Francine  
 Gaffney, Janet S.  
 Goatley, Virginia  
 Hedrick, Wanda  
 Koppenhaver, David  
 Lazar, Meryl  
 Lyons, Carol A.  
 Mulcahy-Ernt, Patricia  
 Padak, Gary M.  
 Padak, Nancy  
 Ritter, Shirley A.  
 Romeo, Lynn  
 Scanlon, David  
 Sharman, Sandra J.  
 Short, Ruth  
 Thomas, Karen  
 Trovato, Charlene

## Area 8

Abadiano, Helen  
 Abell, Jennifer S.  
 Brock, Cynthia  
 Crawford, Alan  
 Diamond, Barbara  
 Garcia, Georgia Earnest  
 George, Martin  
 Godina, Heriberto  
 Krol-Sinclair  
 Meredith, Kurtis S.  
 Moore-Hart, A. Margaret  
 Mulhern, Margaret  
 Rodriguez-Brown, V. Flora  
 Saroub, Loukia  
 Schmidt, R. Patricia  
 Slaughter, Helen  
 Tabor, Patton O  
 Xu, Hong (Shelley)

## Area 9

Clewell, Suzanne  
 Johnston, Peter  
 Kirsch, Irwin  
 McLaughlin, Maureen  
 Mosenenthal, Peter  
 Paratore, Jeanne  
 Roe, Mary  
 Roskos, Kathy  
 Spalding, Liz  
 Tierney, Rob J.  
 Valencia, Sheila

## Area 10

McLaughlin, Maureen  
 Ruddell, Marty  
 Vogt, MaryEllen

# Appendix II

# Program Committee

### Chair:

Martha Rapp Ruddell

### Assistant Chair:

Linda Gambrell

### Area I

Shelby Wolf  
 Kathy Davinroy

### Area II

Lyndon Searfoss

### Area III

Douglas Hartman

### Area IV

Julianne Turner

### Area V

Mary Jett-Simpson

### Area VI

Jean Anne Clyde

### Area VII

Rita Bean

### Area VIII

Robert Jimenez

### Area IX

Carol Vukelich

### Area X

Martha Rapp Ruddell

**Appendix III****NRC Standing Committees****Field Council**

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**Board Liaison:** Kathy Au - University of Hawaii

**Region One**

**Regional Representatives:**  
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Mark Conley - Michigan State University (1996-98)

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Ann Loranger - University of New Hampshire (1996-98)

**New Jersey:**

Lynn Romeo - Monmouth University (1997-99) Diane Tracey - Kean College of New Jersey (1995-97)

**New York:**

Sheila Cohens/Ellen Jampole - SUNY/Cortland (1997-99) Dennis Mike - SUNY/Geneseo (1997-98)

**Ohio:**

Tim Rasinski - Kent State University (1996-98) Penny Freppon - University of Cincinnati (1997-99)

**Pennsylvania:**

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**Rhode Island:**

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**Wisconsin:**

Sherry Lynn Macaul - University of Wisconsin/Eau Claire (1995-98) Carmen Coballes-Vega - University of Wisconsin/River Falls (1996-97)

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**Florida:**

Nancy Marshall - Florida International University (1995-97)

**Georgia:**

Linda Labbo - University of Georgia (1995-97) Joyce Many - Georgia State University (1996-98)

**Kentucky:**

Peter Winograd - University of Kentucky (1995-97) Mark Condon - University of Louisville (1996-98)

**Louisiana:**

Mary Annette Duchain - Louisiana State University (1996-98) Joan Gipe - University of New Orleans (1995-97)

**Mississippi:**

Dana G. Thames - University of Southern Mississippi (1996-98) Janet Richards - University of Southern Mississippi (1995-97)

**New Mexico:**

Rosie Barrera - New Mexico State University (1996-98) Robert Ortiz - New Mexico State University (1995-97)

**North Carolina:**

Jill Fitzgerald - University of North Carolina/Chapel Hill (1995-97) Francine Johnston - University of North Carolina/Greensboro (1996-98)

**Oklahoma:**

Jane Morse - Cameron University (1996-98) Richard Williams - University of Oklahoma (1995-97)

**South Carolina:**

James White - University of South Carolina (1995-97) Victoria Ridgeway - Clemson University (1996-98)

**Tennessee:**

Victoria Risko - Vanderbilt University (1995-97)

Nancy Bertrand - Middle Tennessee State University (1996-98)

**Texas:**

Martha Dillner - University of Houston/Clear Lake (1995-97) Wayne Linek - East Texas State University (1995-97)

**Virginia:**

Gloria McDonnel - Fairfax County Public Schools (1995-97) Eleanor Handerhan - Old Dominion University (1995-97)

**West Virginia**

Thomas Caron - West Virginia Graduate College (1995-97), Judy Abbot - West Virginia University (1997-99)

**Region Three****Regional Representatives:**

Marilyn McKinney - University of Nevada/Las Vegas (1995-97) Deborah Tidwell - University of Northern Iowa (1996-98)

**State Representatives****Alaska:**

Nora L. White - University of Alaska Fairbanks (1996-98)

**California:**

Brenda Spencer - CSU/Fullerton (1996-97) Hee-Won Kang - CSU/Sonoma (1996-98)

**Hawaii:**

Helen Slaughter - University of Hawaii (1996-98)

**Idaho:**

James Armstrong - Boise State University (1996-98) Jennifer Altieri - Boise State University (1995-97)

**Iowa:**

Penny Beed - University of Northern Iowa (1996-98)

**Kansas:**

Kim Young - Kansas State Board of Education (1996-98)

**Minnesota:**

Susan Watts, University of Minnesota (1996-98)

**Missouri:**

Diane E. Beals - Washington University (1995-97) Sarah Nixon-Ponder - Southwest Missouri State University (1996-98)

**Montana:**

Joannie Larson - Montana State University/Billings (1996-98)

**Nebraska:**

Christy A. Horn - University of Nebraska/Lincoln (1995-97) Barbara Schweiger - Nebraska Dept. of Education (1997-99)

**Nevada:**

Cyndi Georgis - University of Nevada/Las Vegas (1995-97)

**Washington:**

Dana Grisham - Washington State University (1995-97)

**Wyoming:**

LaVonne S. Lee - Gillette, WY (1995-97)

**Region Four****Regional Representatives:**

Colin Harrison - Nottingham University (1994-1997) Jon Shapiro - University of British Columbia (1996-1998)

**International Representatives:****Australia:**

Geraldine Castleton - Queensland University of Technology (1995-97)

**Barbados:**

Desmond C. Clarke - University of West Indies (1995-97)

**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 (1995-97)

**Nova Scotia:**

Sonya Symons - Acadia University (1995-97)

**Ontario:**

Larry Miller - Queen's University (1995-97)

**Ireland:**

Judith Wylie - The Queen's University of Belfast (1995-97)

**Israel:**

Ely Kozminsky - Ben-Gurion University (1995-97)

**Mexico:**

Ileana Seda - Universidad de las Américas (1995-97)

**Netherlands:**

Pieter Reitsma - Paedologisch Instituut Amsterdam (1995-97)

**New Zealand:**

Ian A.G. Wilkinson, University of Auckland (1994-96)

**Peru:**

Juanan Pinzas (1995-97)

**Virgin Islands:**

Sarah Mahurt - University of the Virgin Islands (1995-97)

# Appendix III NRC Standing Committees, cont.

## Multicultural Issues

Chair: Barbara Diamond (1994-97)  
Board Liaison: Sheila Valencia

Marilyn Bizar (1994-97)  
Carmen Coballes Vega (1995-98)  
Patricia Kelly (1994-1997)  
Susan Gooden (1995-98)  
Sarah Mahurt (1995-98)  
Sam Matthews (1994-97)  
Susan McMahon (1995-98)  
Elizabeth Noll (1995-98)  
Greta Nagel (1994-97)  
Kathy Meyer Reimer (1994-97)  
Pamela Ross (1994-97)  
Linda Wise (1995-98)  
Liliana Barro Zecker (1994-97)

## Policy and Legislative

Co-Chair: MaryEllen Vogt (1996-99)  
Terry Salinger (1997-99)  
Board Liaison: Cathy M. Roller

Connie Bridge (1994-97)  
Rona Flippo (1996-99)  
Ginny Goatley (1996-99)  
Barb Kapinus (1996-99)  
Marge Lipson (1994-97)  
Judith Langer (1996-97)  
Sam Miller (1994-97)  
Veda McClain (1995 - 98)  
Richard Speaker (1994-97)  
Michelle Whipple (1995 -98)  
Karen Wixson (1994-97)  
Kim Young (1996-99)

## Ethics

Chair: David Yaden  
Board Liaison: Peter Mosenthal

Joanne Carlisle (1995-98)  
Maureen McLaughlin (1995-98)  
Maria Meyerson (1996-99)  
Sandra Moore (1994-97)  
Marjorie Mulhern (1994-97)  
Jaime Myers (1996-99)  
Dick Robinson (1994-97)

## Publications

Chair: Lea McGee (1994-1997)  
Board Liaison: John Readence

Judy Abbott (1995 - 98)  
Karin Dahl (1996 - 99)  
Georgia Garcia (1995-98)  
Barbara Guzzetti (1994-97)  
Jim King (1995-98)  
Miriam Martinez (1994-97)  
Susan Neuman (1996-99)  
John O'Flahaven (1994-97)  
Patricia Schmidt(1995-98)  
Shelby Wolf (1996-99)

## NRC Editors

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

## NRC Yearbook

Editors: Timothy Shanahan,  
Flora V. Rodriguez-Brown

## NRC Newsletter

Editor: Susan McMahon

## Literacy Studies Monograph Series

Interim Editors: Diane Lapp, James Flood

## Student Awards

Chair: Maribeth Schmitt (1996 -99)  
Board Liaison: Connie Bridge

Janet Bloodgood (1994-1997)  
Beverly Bruneau (1995-1998)  
Lois Dreyer (1994-1997)  
Dana Grisham (1996-99)  
Joyce Many (1996-99)  
Michael Meloth (1996-99)  
Lesley Morrow (1995-1998)  
Barbara Martin Palmer (1994-1997)  
Tim Shanahan (1995-1998)  
Lisa Simon (1994-1997)

## Technology

Chair: Barbara Guzzetti (1994-97)  
Board Liaison: Mark Condon

Greg Brooks (1995-1998)  
Carmen Coballes-Vega (1995-1998)  
Mike Dennis (1995-1998)  
Lee Dubert (1994-1997)  
Cara Garcia (1994-1997)  
Linda Labbo (1994-1997)  
Ann Watts Pailliotet (1994-1997)  
Lana Semile (1994-1997)  
Nancy Williams (1995-1998)

## International Committee

Co-Chairs: Becky Barr, Illeana Seda (1997-99)

Board Liaison: Lee Gunderson

Members and terms to be announced

# Appendix IV Ad Hoc Committees

## Albert J. Kingston Award

Co-Chairs: John Readence, Sheila Valencia

Board Liaison: John Readence, Sheila Valencia

Members to be announced

## Critical Spaces

Chair: Carolyn Colvin  
Board Liaison: Marty Ruddell

members to be announced

## 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

Chair: Rosary Lalik, Diane Schallert  
Board Liaison: Marty Ruddell

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

## Oscar Causey Award

Co-Chairs: Peter Mosenthal, Cathy Roller

Bob Ruddell  
Keith Stanovich

Four other members to be announced



## Appendix V

## NRC Member E-mail Directory

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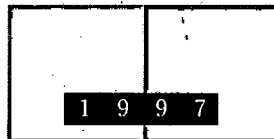
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