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National
Reading
Conference
48th ANNUAL MEETING

December 2-5, 1998
Hyatt Regency on Town Lake
Austin, TX

**NATIONAL READING
CONFERENCE
1998 BOARD OF DIRECTORS**

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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. Ehhri (1991)
John T. Guthrie (1992)
Kenneth S. Goodman (1993)
Shirley Brice Heath (1994)
Robert Ruddell (1995)
Keith E. Stanovich (1996)
Donna E. Alvermann (1997)

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)
Donna E. Alvermann (1997)

**STUDENT RESEARCH
AWARD**

Peter Afflerbach (1985)
Deborah Wells Rowe (1986)
Maribeth Cassidy Schmitt (1987)
Sally Hague (1988)
Joyce Many (1989)
Douglas Hartman (1990)
Joyce Holt Jennings (1990)
Sarah J. McCarthey (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)
Susan J. Dymock (1997)
Lawrence R. Sipe (1997)

ED FRY BOOK AWARD

Elizabeth Bernhardt (1995)
Sarah Warshauer Freedman (1996)

NRC PAST PRESIDENTS

Oscar Causey 1952-59
William Eller 1960-61
George Spache 1962-64
Albert Kingston 1964-65
Paul Berg 1967-68
Alton Rayor 1969-70
Wendell Weaver 1971-72
Earl Rankin 1972-74
Edward Fry 1974-76
Jaap Tuinman 1976-78
Harry Singer 1978-80
Frank Green 1980-82
Irene Athey 1982-84
Lenore H. Ringler 1984-85
P. David Pearson 1985-86
Jerome C. Harste 1986-87
M. Trika Smith-Burke 1987-88
James V. Hoffman 1988-89
Gerald G. Duffy 1989-90
Robert J. Tierney 1990-91
Donna E. Alvermann 1991-92
Rebecca Barr 1992-93
James Flood 1993-94
Jane Hansen 1994-95
Richard Allington 1995-96
Kathryn H. Au 1996-97

NRC 1998

WELCOME

Dear NRC Members and Friends:

A warm welcome to Austin and the 1998 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.

Catherine E. Snow will deliver the first plenary session on Wednesday morning. A highly regarded scholar, Dr. Snow is the Henry Lee Shatterch Professor and Chair of the Department of Human Development and Psychology at the Harvard Graduate School of Education. In her plenary address, she will discuss obstacles to preventing reading difficulties. The Student Research Award will be presented at this session. The Oscar Causey address, to be delivered by Donna Alvermann, the 1997 recipient of the Oscar Causey Award, will occur on Wednesday afternoon. The Conference Reception will begin immediately after this address.

Martha Rapp Ruddell, NRC president will deliver her address on Thursday morning. She will talk about the importance of reviewing in some depth the discourse traditions and new vocabularies that influence current literacy research as viewed from a Whorfian perspective. The presentation of the Oscar Causey Award will precede this speech.

In the second plenary address, David H. Rose will explore research and policy issues related to learning to read in the electronic age. Dr. Rose is noted for his work in developmental neuropsychology and the universal design of learning technologies. The Ed Fry Award will be presented at this session.

The Annual Review of Research will be delivered by Darrell Morris on Saturday morning. He will present a review of the research on preventing reading failure in the primary grades. 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 or mingle with Birds of a Feather. Alternative Format sessions also offer opportunities for discussion.

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

The NRC tradition of Vital Issues will continue on Wednesday, Thursday, Friday, and Saturday evenings. Revitalize by joining fellow NRCers in the lobby bar from 9:00 p.m. to midnight. Lighten up at the Lighter Side event, which will take place Friday evening at a local Austin club. Join fellow conferees for an evening of music, dancing, and laughter.

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.

This is a program that offers much to learn and much to do. We invite you to attend as many sessions as you can, go to the receptions, meet with friends, and explore the wonderful city of Austin.

Linda B. Gambrell
University of Maryland

Taffy E. Raphael
Oakland University

Future NRC Conference: December 1- 4, 1999, Orlando, FL

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About Austin, Texas

Welcome to the "Live Music Capitol of the World" — Austin, Texas! Fill your days with lovely December weather (averaging mid-70s during the day and cooling off to mid-60s at night), but save your nights for good food and great live music. Within 8 blocks of the hotel are the two main live music neighborhoods: the **Warehouse District** which boasts a variety of restaurants and clubs playing blues and jazz, and the **6th Street District**, for the more serious live music club enthusiast. Shopping Centers and Antique Malls are also within a 10-minute ride from the hotel.

Hotel Accommodations

All NRC functions will be held at the Hyatt Regency on Town Lake, 208 Barton Springs, Austin, TX, 78704, PH 512-477-1234, FAX 512-480-2069. **PLEASE NOTE PROCEDURAL CHANGE:** to reserve rooms, **CONTACT THE HYATT DIRECTLY** at 512-477-1234. NRC discount rates are \$121 single or \$146 for double occupancy. Be sure to mention that you are attending the National Reading Conference to receive discounted room rates.

IMPORTANT NOTE: The room discount rate will be available only on a first-come-first-serve basis until November 6, 1998, or until the pre-determined room block is sold out, whichever comes first. *If you reserve a room after the cut-off date, or after the room block has been sold, you WILL NOT receive the negotiated discount room rates.* Caution: the room block may sell out before the November 6 cut-off date!

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

American Airlines is the official carrier for the 1998 National Reading Conference. Call 1-800-929-4242 and ask for NRC Group #623 to receive a 5%-10% discount off the lowest applicable fares or the lowest available fare on any other carrier. Take an additional 5% off if you purchase at least 60 days prior to departure. If you plan to call American Direct (1-800-433-1790) or use your own travel agency, please refer to this code: AN #30N8UI. Utilizing the NRC-negotiated rates helps to defer the costs of invited guests.

Ground Transportation

The Hyatt Regency Austin is approximately 5 miles (10 minutes) from the Robert Mueller Airport. Airport ground transportation is available either by taxi or through car rental. Taxi service fare is approximately \$15.

Avis Rent-a-Car offers special low rates with unlimited free mileage for conference attendees. You may call Avis direct at 1-800-331-1600, and refer to the following code to receive the NRC-negotiated rate: AWD #J949004.

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 (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 the NRC Headquarters office at:

122 South Michigan
Suite 1776, Chicago, IL 60603
Phone: (312) 431-0013 Fax (312) 431-8697
Email: nrc@smtp.bmai.com

NRC 1998

Special Events

Vital Issues

TIME	Wed., Thurs., Fri., Sat., 9:00 p.m. to midnight	PLACE	Branchwater Lounge
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Vital Issues will be held from 9:00 p.m. to midnight in the Branchwater (lobby) Lounge. 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	Big Bend
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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 Big Bend 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 Friday 1:00 – 6:00 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 Display Room to assist you with your purchase

Conference Reception

TIME	Wednesday, 5:15 p.m. to 6:15 p.m.	PLACE	Branchwater Lounge
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All conference attendees are invited to the Branchwater Lounge for an informal opportunity to meet and welcome newcomers, graduate students, international participants, and colleagues.

Host Program

TIME	Wednesday, 6:45 p.m. to 7:30 p.m.	PLACE	Panhandle Room
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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 Panhandle Room for the second half of the 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 Newcomers Table by the Registration Table.

NRC Town Meeting

TIME	Friday, 5:30 p.m. to 6:30 p.m.	PLACE	Texas I
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We will continue our tradition of the open forum where members will have the opportunity to discuss their views of NRC. The goal is to make this session highly interactive, with a free flowing exchange of ideas on NRC, our goals, missions, organization, operations, needs, and future directions. Notions of "who we are" and "what we want to be" are important to examine in ever-changing social and political contexts. This session will provide a unique opportunity for the voices of members to be heard by those responsible for leading the organization.

NRC 1998

Special Events

JLR and NRC Yearbook Reception**TIME** Thursday, 5:15 p.m. to 6:05 p.m.**PLACE** Foothills II

The reception is open to all JLR and Yearbook editors, members of the editorial advisory boards, and reviewers.

Business Meeting**TIME** Thursday, 11:20 a.m. to 11:45 a.m.**PLACE** Texas I-III

Issues central to the future of NRC will be discussed, and all members are urged to attend.

Oscar Causey Session**TIME** Wednesday, 3:50 p.m. to 5:10 p.m.**PLACE** Texas I-III

The Oscar Causey Award winner of the previous year, Donna E. Alvermann, will give a presentation of her research, entitled "Vulnerable Subjects: Students' Literacy Perspectives and the Cultural Politics of Interpretive Research."

Lighter Side**TIME** Friday, 9:00 p.m. to midnight**PLACE** Off-Site

Enjoy the Austin nightlife with your colleagues! Join everyone on Friday evening at an off-site location for music, dancing, and laughter. Details available at the Registration Desk.

Meetings

Standing Committee Meetings
(Open to all members)

COMMITTEE NAME	CHAIR	TIME	ROOM
Ethics Committee	Maureen McLaughlin	Thursday, 11:45-12:45 p.m.	Texas V
Field Council	Brenda Shearer	Wednesday, 11:45-12:45 p.m.	Texas V
International Issues	Becky Barr, Ileana Seda	Thursday, 11:45-12:45 p.m.	Texas VI
Multicultural Issues	Arlette Ingram Willis	Thursday, 11:45-12:45 p.m.	Pandhandle
Policy and Legislative	Mary Ellen Vogt	Thursday, 11:45-12:45 p.m.	Hill Country A
Student Research Award	Maribeth Cassidy Schmitt	Thursday, 11:45-12:45 p.m.	Hill Country B
Technology	Michael Kamil	Thursday, 11:45-12:45 p.m.	Texas VII

Ad Hoc Committee Meetings
(Open to all members)

COMMITTEE NAME	CHAIR	TIME	ROOM
Albert J. Kingston Award	Sheila Valencia	Friday, 11:45-12:45 p.m.	Texas V
Oscar Causey Award	Peter Mosenthal, Cathy Roller	Friday, 11:45-12:45 p.m.	Texas VI
Ed Fry Book Award	Laura Roehler	Friday, 11:45-12:45 p.m.	Texas VII
Critical Spaces	Carolyn Colvin	Friday, 11:45-12:45 p.m.	Panhandle
Long Range Planning	Jamie Myers	Friday, 11:45-12:45 p.m.	Hill Country A

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, Donna E. Alvermann and Cyndie Hynd.
Friday, 11:45-12:45 p.m. • Hill Country B

Meeting of Area Chairs for 1999 Program

Chair: Taffy E. Raphael
Saturday, 7:00 – 8:25 a.m. • Executive Board Room

NRC 1998

Registration Information

Hotel Reservations

PLEASE NOTE PROCEDURAL CHANGE: Make your hotel reservations directly with the Hyatt Regency at 512-477-1234, or by fax at 512-480-2069. Be sure to mention the National Reading Conference to receive discounted room rates.

IMPORTANT NOTE: *If you reserve a room after the November 6 cut-off date or after the room block has been sold, whichever comes first, you WILL NOT receive the negotiated discount room rates.*

Early Conference Registration Discounts

Advanced registration at reduced rates is encouraged to save you time and money On-Site in Austin. Complete and return the registration form in the center of this program (form may be photocopied for multiple registrations). Daily rates are available for those attending only one or two days. Registrations must be postmarked by November 6, 1998 to receive early registration discount rates.

ALL CONFERENCE REGISTRATIONS AFTER THIS ARE SUBJECT TO THE ON-SITE RATE.

On-Site Conference Registration

Available On-Site from December 2-5, 1998. Conference registrations postmarked after November 6 will be subject to the On-Site registration rate.

Fax Conference Registration

Registrations paid with credit cards may be accepted via fax. Fax (312) 431-8697. VISA, MC, AMEX accepted (\$5.00 credit card handling fee added).

On-Line Conference Registration

Email requests for conference registration information will be accepted and either faxed or mailed. Please send inquiries to: nrc@smtp.bmai.com. The conference registration form may also be downloaded from the NRC Web Site at: <http://www.iusb.edu/~edud/ElEd/nrc/nrcindex.html>.

Conference Registration Payment

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

On-Site 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. – 5:30 p.m.
Saturday	8:00 a.m. – noon

Conference Confirmation Letters

Confirmation letters will be mailed, beginning October 30, 1998 and continue weekly until November 20, 1998. You are encouraged to get your conference registration in early so you may receive your confirmation letter in time to bring it to the conference.

Conference Cancellations
(\$25 fee will apply)

A written notice of cancellation must be received by mail or fax (312-431-8697) by November 13, 1998. No refunds will be accepted after November 13, 1998.

NRC 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 after the conference.

Printed Conference Program Book

Because this is the final version of the conference program, to reduce NRC costs we ask that you bring your copy with you to Austin, whether or not you have pre-registered. Replacement programs may be purchased at the Conference Registration desk for \$5 each.

Keynote Speakers**First Plenary Session – Obstacles to Preventing Reading Difficulties**

Wednesday 10:20 – 11:40 a.m. • Texas I-III

Catherine E. Snow – Harvard Graduate School of Education

Oscar Causey Address – Vulnerable Subjects: Students' Literacy Perspectives and the Cultural Politics of Interpretive Research

Wednesday 3:50 – 5:10 p.m. • Texas I-III

Donna E. Alvermann – University of Georgia

Presidential Address – Of Stand-Up Comics, Statisticians, and Storytellers: A Closer Look at the Discourse of Literacy Research

Thursday 10:05 – 11:20 a.m. • Texas I-III

Martha Rapp Ruddell – Sonoma State University

Second Plenary Session – Learning to Read in the Electronic Age

Friday 10:20 – 11:40 a.m. • Texas I-III

David H. Rose – Center for Applied Special Technology and Harvard Graduate School of Education

Research Address – Preventing Reading Failure in the Primary Grades

Saturday, 10:00 – 11:20 a.m. • Texas I-III

Darrell Morris – Appalachian State University

Program Sessions**ROUNDTABLE SESSIONS**

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

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 chair and program chairs.

SYMPOSIUM SESSIONS

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

ALTERNATIVE FORMAT SESSIONS

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

NRC 1998

General Information

Study Groups

This first study group meeting is scheduled for Wednesday 7:25-8:25 a.m. It is up to the study group to decide what other days and times to meet. Study groups should sign up for space 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 – CUNY Graduate School

Birds of a Feather

These roundtable sessions provide opportunities to engage in sustained conversation. Particular themes and discussion facilitators will be available at the conference. Birds of a Feather sessions are scheduled for both Thursday and Friday, 11:45 – 12:45 p.m. in Foothills II.
Coordinator: Diane Beals – Washington University

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 Program Chair: Taffy E. Raphael, Department of Reading & Language Arts, Oakland University, Rochester, MI 48309-4494.

Session Evaluations

NRC will not provide forms for session evaluations. If you would like evaluations from the persons who attend your session, 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.

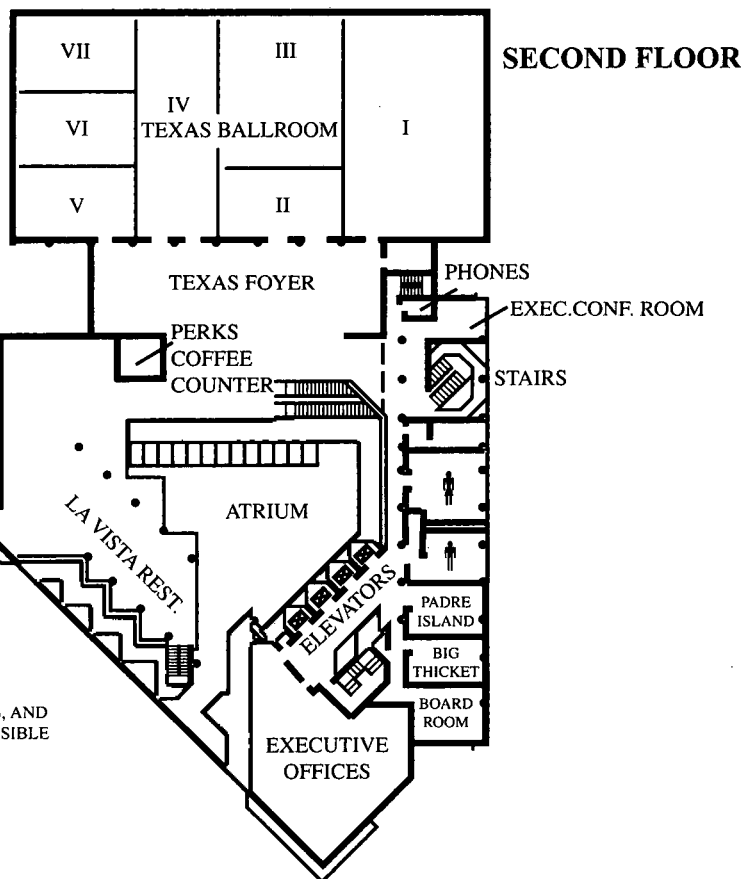
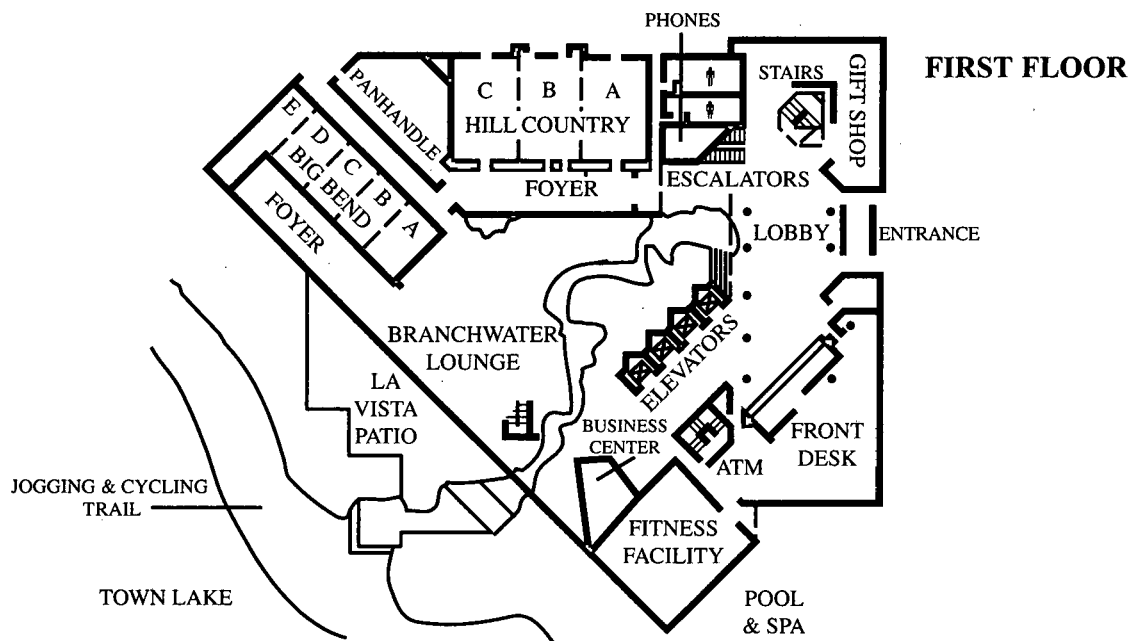
Graduate Students

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

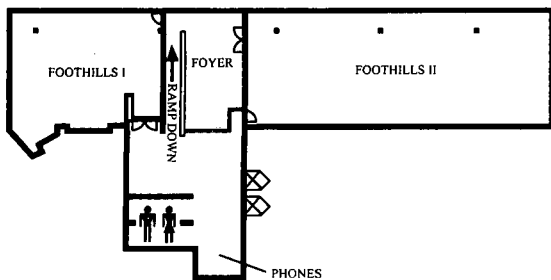
NRC 1998

Hyatt Regency Floorplan

INFORMATION



SEVENTEENTH FLOOR FOOTHILLS BALLROOMS



♿ ALL MEETING SPACE, RESTROOMS, AND PHONES ARE WHEELCHAIR ACCESSIBLE

Events of the Day

Wednesday

TIME	EVENT		ROOM
7:00 a.m. – 5:30 p.m.	Registration		Registration Foyer
7:25 – 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. If you miss the Wednesday morning meeting, you may want to check the schedule at the Registration Desk in the Registration Foyer to see if your group has decided to meet at another time.	Foothills II
Begin at 8:00 a.m.	Silent Auction		Big Bend
8:30 – 9:50 a.m.	Sessions and Roundtables		See Schedule
9:50 – 10:20 a.m.	Coffee and conversation		on your own
10:20 – 11:40 a.m.	First Plenary Session	<i>Obstacles to Preventing Reading Difficulties</i> Catherine E. Snow – Harvard Graduate School of Education	Texas I-III
	Presentation of the Student Research Award	Maribeth Cassidy Schmitt – Purdue University	
11:45 – 12:45 p.m.	Lunch		on your own
	Newcomers Table		Registration Foyer
11:45-12:45 p.m.	Lunch-Time Sessions	<i>Conversations with Literacy Research Centers: Missions, Plans, and Politics</i>	Texas I
11:45-12:45 p.m.	Meeting – Field Council (open to all members)	Brenda Shearer – University of Wisconsin/River Falls	Texas V
12:50 – 2:10 p.m.	Sessions and Roundtables		See Schedule
2:20 – 3:40 p.m.	Sessions and Roundtables		See Schedule
3:50 – 5:10 p.m.	Oscar Causey Address	<i>Vulnerable Subjects: Students' Literacy Perspectives and the Cultural Politics of Interpretive Research</i> Donna E. Alvermann – University of Georgia	Texas I-III
5:15 – 6:15 p.m.	Conference Reception	Join us to welcome newcomers, graduate students, and international participants.	Branchwater Lounge
6:45 – 7:30 p.m.	Host Program	Brenda Shearer – University of Wisconsin/River Falls	Panhandle
9:00 – midnight	Vital Issues	Join your colleagues	Branchwater Lounge

Tuesday

December 1, 1998

Executive Board Meeting

2:00 – 3:00 p.m. • Texas I

Board of Directors Meeting

3:00 – 6:00 p.m. • Texas I

Conference Registration

5:00 – 8:00 p.m. • Registration Foyer

Newcomers Table

5:00 – 8:00 p.m. • Registration Foyer

Wednesday

December 2, 1998

WEDNESDAY

Study Groups 001

7:25 – 8:25 a.m. • Foothills II

Coordinator: Linnea C. Ehri – CUNY Graduate School

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 Foothills II room for additional meetings should sign up with the conference registration staff. Listed below are the topics of each study group and the facilitators who organized the group and will chair the sessions. (For information about organizing a study group, see the annual call for program proposals.)

Adult Literacy and the Workplace

Dolores Perin – Teachers College/Columbia University

Larry Mikulecky – Indiana University

America Reads and Services Learning:

What Makes Programs Worthwhile?

Ruth D. Handel – Montclair State University

Joy Stone – Montclair State University

Balanced Instruction: Implications of Recent Research,

New Theories, and The NAS Report

Ellen McIntyre – University of Louisville

Victoria Purcell-Gates – Harvard University

Learning to Read and Spell: Lexical, Alphabetic,

and Phonological Processes

Linnea Ehri – CUNY Graduate School

Irene Gaskins – Benchmark School, PA

Literacy Portfolios in Teacher Education

Maureen McLaughlin – East Stroudsburg University

Mary Ellen Vogt – California State University/Long Beach

Reading Clinics

Penny Freppon – University of Cincinnati

Barbara Laster – Towson University

Site-Based Literacy Education: Toward a Comparative Methodology

Mark Dressman – University of Houston

Judy A. Abbott – West Virginia University

Carolyn M. Walker – Ball State University

Teaching Struggling Readers in the Upper Elementary and Middle Grades

Gay Ivey – Rutgers University

Karen Broaddus – James Madison University

Teacher Education Research (TERSG)

Mary Alice Barksdale-Ladd – University of South Florida

Dana Grisham – San Diego State University

Janet Richards – University of Southern Mississippi /Gulf Coast

Peter Fisher – National-Louis University

Fostering Mentorship Connections:

Supporting Diversity and Scholarly Activity in NRC

Brenda A. Shearer – University of Wisconsin/River Falls

Arlette Ingram Willis – University of Illinois/Urbana-Champaign

Roundtables 002

8:30 – 9:05 a.m. • Foothills II

Chair: Barbara Martin Palmer – Mount Saint Mary's College

02.1 Multivocality in Theory and Stance:

Complicating Rosenblatt's Continuum

George Hruby – University of Georgia

Thomas Montgomery – University of Georgia

02.2 The Development of Preservice Teachers'

Practical Wisdom About Literary Response

JoAnn Dugan – Texas A&M University/Commerce

02.3 Giving Them Free Reign: Connections

in Student-Led Book Groups

Teresa Fluth – University of Texas/Austin

02.4 Writing Performance: The Role of Assessment in

Knowing What to Teach When It's Writing Instruction Time

Leif Fearn – San Diego State University

Nancy Farnan – San Diego State University

02.5 Computer Appropriation and Developing Literacies:

A Follow-up Study

Robert J. Tierney – Ohio State University

Ernest Bond – Ohio State University

Jane Bresler – Ohio State University

02.6 How Middle School Students with Learning

Disabilities Read and Respond to Literary Text

Elfreda Blue – Buffalo State College

02.7 Reading and Listening in English as a Second Language

Cheryl Nuwash – Austin Independent School District, TX

02.8 How Mexican American Bilingual Children Use Spanish

to Construct Meaning for English Text Comprehension

Yvonne I. Murray – University of Texas/Austin

02.9 Beyond Bilingual: A Portrait of a Dual-Immersion Program

Eliane Rubinstein-Avila – Harvard University

02.10 *A Study of a Teacher Book Club*
 Frances Levin – New Jersey City University

Roundtables

003

9:15 – 9:50 a.m. • Foothills II
 Chair: Malt Joshi – Oklahoma State University

03.1 *A Content Analysis of Vocabulary Instruction in Social Studies Textbooks for Grades 4-8*
 Janis Harmon – University of Texas/San Antonio
 Wanda Hedrick – University of Texas/San Antonio

03.2 *Text and Texture: Examining Patterns of Cohesion in Children's Writing*
 Zhihui Fang – University of Florida

03.3 *Low-Income Fourth Graders' Literacy Conversations Via E-Mail*
 Jennifer Battle – Southwest Texas State University

03.4 *What Did You Learn from School Today?*
 Robin Umber – University of Wisconsin

03.5 *Developing Strategies for Understanding Metacognitive Processes in Literacy Education Courses*
 Mary Alice Barksdale-Ladd – University of South Florida
 Karen Thomas – Western Michigan University

03.6 *We Are Strong Willed, But We Lack Experience: Understanding Our Roots to Inform Reform*
 Janine A. Kaste – Georgia State University

03.7 *Preservice and Mentor Teachers' Beliefs About Family Literacy*
 Patricia E. Linder – Texas A & M University/Commerce
 Martha M. Foote – Texas A & M University/Commerce

03.8 *Stuck in the Middle: Preliminary Accounts of Middle Level Readers*
 Mary Roe – University of Delaware

03.9 *Reading Instruction in the Elementary Class: What Do District and State Directors Advocate?*
 Marie Tejero Hughes – University of Miami
 Sally Watson Moody – University of Miami
 Batya Elbaum – University of Miami

03.10 *Four Views of Literacy Acquisition: A Study in Action Research with Preservice Teachers*
 Kelley R. Smith – Texas A & M University/Commerce
 Charlene Fleener – Texas A & M University/Commerce

Paper Session

004

8:30 – 9:50 a.m. • Texas V
Teachers' Literacy Histories and Teaching
 Chair: Rosalinda Barrera – New Mexico State University

I. *Teachers' Reading/Teachers' Lives: The Effect of Teachers' Literacy Activities on Their Work with Children*
 Mary Kay Rummel – University of Minnesota/Duluth
 Elizabeth Quintero – University of Minnesota/Duluth

II. *Teacher's Family History: Resilience in Varied Forms*
 Elizabeth Quintero – University of Minnesota/Duluth
 Mary Kay Rummel – University of Minnesota/Duluth

III. *A Beginning Teacher's Thoughts About Reading: Influences from Within and Without*
 Marla Mallette – University of Nevada/Las Vegas
 John Readence – University of Nevada/Las Vegas

Alternative Format

005

8:30 – 9:50 a.m. • Texas VI
Reararticulating the Real: Political Subtexts of Literacy Teaching and Research

Chair: John M. Ackerman – Northern Arizona University

The purpose of this alternative session will be to provide a forum to discuss the political and material consequences of literacy research. The session assumes that any educational activity is influenced by the material conditions in which people work, the political forces that support and deter change within those conditions, and the political agendas implicated in such activity. Five participants will offer brief vignettes of their projects to foreground what they consider to be the politics of research and teaching. John Ackerman and Marlia Banning will explore the politics of curriculum reform in undergraduate education, specifically addressing problematic calls for dialog and reflexivity in various pedagogies. George Kamberelis and Lenora de la Luna will illustrate their work to build stronger home-school-community connections at one school, and some of the explanations for how certain key social/political formations got to be that way, how they were articulated with historically produced power relations, and what was required to change them. Elizabeth Moje will share a central dilemma in her research: how to decenter traditional print literacies in relation to the marginalized practices of "at risk" students. She will explore tension between theorizing about marginal literacy practices and specific "political" action against efforts to regulate how literacy is taught in schools.

Participants: John M. Ackerman – Northern Arizona University, Marlia E. Banning – University of Utah, Maureen Mathison – University of Utah, George Kamberelis – Purdue University, Lenora de la Luna – Purdue University, William McGinley – University of Colorado/Boulder, Elizabeth Moje – University of Michigan

Symposium

006

8:30 – 9:50 a.m. • Texas VII
Culturally Relevant Instruction for Diverse Populations: Instruction, Student Response, and Teacher Planning

Chair: Susan McMahon – National-Louis University

I. *Teachers' Discussions About Planning Culturally Contextualized Instruction*
 Virginia Goatley – SUNY/Albany
 Vanessa Machado – SUNY/Albany

II. *From Family Tradition to Academic Curriculum*
 Rebecca Rogers – SUNY/Albany
 Anne McGill-Franzen – SUNY/Albany

III. *Students' Meaning Constructions: Textually Limited or Personally Enhanced?*
 Janice Strop – University of Wisconsin/Madison
 Susan McMahon – National-Louis University
 Linda Gordy – University of Wisconsin/Madison

IV. *Culturally Contextualized Instruction for African American and Rural Children of Appalachian Descent*
 Ellen McIntyre – University of Louisville

Discussant: Sarah Michaels – Clark University

Paper Session 007

8:30 – 9:50 a.m. • Panhandle
Examining Parent/Teacher Discourse During
Conferences Based on Home-Literacy Portfolios
 Chair: Rose Marie Weber – SUNY/Albany

I. Examining Parent/Teacher Discourse During
Conferences Based on Home-Literacy Portfolios
 Jeanne R. Paratore – Boston University
 Alisa Hindin – Boston University
 Pilar Duran – Boston University
 Barbara Krol-Sinclair – Chelsea Public Schools, MA

II. Developing Spanish Versions of the CBLA-R: A Case History
 Maximo Rodriguez – Texas A & M University
 Victor Willson – Texas A & M University
 William Rupley – Texas A & M University
 Sandra Mergen – Texas A & M University

III. Electronics Texts and Learners of English as a Second Language:
Optimal Contexts for Language and Literacy
 Carla Meskill – SUNY/Albany
 Jonathan Mossop – SUNY/Albany

Paper Session 008

8:30 – 9:50 a.m. • Hill Country A
Books, Texts and Early Literacy
 Chair: Penny Freppon – University of Cincinnati

I. Effects of Teachers' Book Reading on Children's
Early Language and Literacy Development
 Judith Stoep – Nijmegen University, The Netherlands
 Ludo Verhoeven – Nijmegen University, The Netherlands

II. An Investigation of Preschoolers' Use of Expository
Text Structures in Dictated Compositions
 Renee M. Casbergue – University of New Orleans

III. On Their Way to Discovery: How First Graders Select Books
 Valerie B. Brown – University of North Carolina/Chapel Hill

Symposium 009

8:30 – 9:50 a.m. • Hill Country B
Learning about Teaching Through Language: The
Role of Literacy within Transdisciplinary Methods
for Preservice Teachers
 Chair: John Konopak – University of Oklahoma

I. Making the Shoe Fit: Looking for Cinderella
 Nancy Williams – University of Houston
 Jacqueline Kemper – University of Houston

II. Teaching Teachers to Become Empowered
Through a Democratic Classroom
 Cameron S. White – University of Houston

III. Putting the Trans into the Disciplines:
Is It a Meatloaf or Chocolate Chip Cookie?
 Michael Connell – University of Houston

Discussant: John Konopak – University of Oklahoma

Symposium 010

8:30 – 9:50 a.m. • Hill Country C
Perspectives on "America Reads":
National Challenge, Local Solutions
 Chair: Carol Dixon – University of California/Santa Barbara

I. The Challenge of "America Reads"
 Kimberly Hartman – University of Nevada/Las Vegas
 Maria J. Meyerson – University of Nevada/Las Vegas
 Jennifer Kolvac – University of Nevada/Las Vegas

II. "America Reads" and the South Coast Writing Project
 Carolyn Frank – University of California/Santa Barbara

III. Evaluating the "America Reads" Challenge Program
 Dorothy Kulesza – University of Nevada/Las Vegas
 LeAnn Putney – University of Nevada/Las Vegas

Discussant: Diane Barone – University of Nevada/Reno

Paper Session 011

8:30 – 9:50 a.m. • Big Thicket
Influences of Middle and High School
Teacher Beliefs on Instructional Practice
 Chair: Patricia Scanlan – University of Wisconsin/Oshkosh

I. Bearded Mothers and Breasted Fathers: Paradox or Vision?
 Frances Howard – Georgia State University

II. Influences Affecting Middle and Secondary Teachers' Literacy –
Related Instructional Decision-Making: The Perceptions
of Eight Content Area Teachers in Diverse Settings
 Elizabeth Sturtevant – George Mason University
 Wayne M. Linek – Texas A & M University/Commerce

III. Exploring Secondary Teachers' Beliefs About Assessment:
A Critical Discourse Analysis
 Thomas Crumpler – California State University/San Marcos

Alternative Format 012

8:30 – 9:50 a.m. • Padre Island
Describing the Secondary Reading Curriculum:
A Work Session
 Chair: Lee A. Dubert – Boise State University

Progress in secondary reading development/instruction has been excruciatingly slow. From some perspectives there has even been a degeneration of programs for secondary reading. Join us for a work session to begin the process of creating a description of secondary reading development that can be used by administrators, schools, teachers, and school boards to systematically work toward improved development of reading skills for secondary-aged students. The session will begin with a brief overview by session organizers of existing structures and ideas that might be important in developing a secondary reading program framework (i.e., SCANS, School to Work, the NAEP). Participants will then break into small groups to flesh-out the details of each structure or idea. This small-group work will also identify possible venues for instruction in the area (i.e., science class, math class, remedial reading lab, special education, student council). The group as a whole will then reassemble to report the results of their work and discuss relative weight, importance, or amount of time each piece should have. The session organizers will compile the results and later mail a summary to participants.

Participants: Lee A. Dubert – Boise State University,
 James O. Armstrong – Boise State University,
 Arlene Barry – University of Kansas

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Symposium

013

8:30 – 9:50 a.m. • Board Room
Intertextuality and Literacy Development: Complicating Emerging Literacy
 Chair: Alan Flurkey – Hofstra University

- I. *Peter Grows as a Reader and Writer: The Influence of Context on Textual and Intertextual Connections***
 Prisca Martens – IUPUI
- II. *Maria's Literacy: Textual, Intertextual, and Intercontextual Connections of an Emerging Reader and Writer***
 Rick Meyer – University of Nebraska
- III. *Connecting Intertextualities: Prediction, Culture, and Other Influences on an Emergent Reader/Writer***
 Risa Udell – University of Nebraska

Discussant: Alan Flurkey – Hofstra University

Coffee and conversation
 9:50 – 10:20 a.m. • on your own

FIRST PLENARY SESSION
10:20-11:40 a.m. • Texas I-III

Obstacles to Preventing Reading Difficulties
 Catherine E. Snow –
 Harvard Graduate School of Education

Catherine Snow, who serves as Henry Lee Shattuck Professor and Chair of the Department of Human Development and Psychology at the Harvard Graduate School of Education, received her Ph.D. in psychology from McGill University in 1971, then worked for several years in the linguistics department of the University of Amsterdam. Since moving to Harvard in 1978, she has done research on the factors affecting the acquisition of literacy, and on the relations between aspects of oral language development and later literacy achievement. She serves on the Board of Trustees of the Center for Applied Linguistics, and currently chairs the National Research Council Committee on Preventing Reading Problems. In this plenary address, Dr. Snow will discuss the National Research Council report on Preventing Reading Difficulties in Young Children which outlines a shared vision of how reading develops and what factors in the environment and instruction of the young child are crucial to the avoidance or early correction of reading difficulties. This vision, which has been widely embraced, represents a consensus across many different disciplines and individuals. This talk will focus on how this consensus emerged and what steps are needed to ensure the implementation of the recommendations formulated in the report.

Chair: Martha Rapp Ruddell
 President, National Reading Conference
 Sonoma State University

Presentation of the Student Research Award
 Maribeth Cassidy Schmitt – Chair

SPECIAL LUNCH-TIME SESSION
11:45 – 12:45 p.m. • Texas I

Conversations with Literacy Centers: Missions, Plans, and Politics
 Chair: Karen Wixson – University of Michigan

Center for the Study of Teaching and Policy
 Sheila Valencia – University of Washington

Center for Research on Evaluation, Standards, and Student Testing
 Shelby Wolf – University of Colorado/Boulder
 Monette Coleman McIver – University of Colorado/Boulder
 Kathryn Davinroy – University of Colorado/Boulder

Center for Research on Education, Diversity, and Excellence
 Ellen McIntyre – University of Louisville
 Robert Rueda – University of Southern California

Newcomers Table

11:45-12:45 p.m. • Registration Foyer

Roundtables

014

12:50 – 1:25 p.m. • Foothills II
 Chair: Susan Anders Mazzoni – University of Maryland

14.1 *Motivating Middle School Readers: Conceptualizing and Sharing Culture Through Response To Literature*
 Janelle B. Mathis – University of North Texas

14.2 *"Everything's Changing all the Time" – Lived Experiences and Conceptual Change in Content Area Literature*
 Patricia L. Anders – University of Arizona
 Robert Whitman – University of Arizona

14.3 *Captioned Television and Vocabulary Development: Effects of Home Viewing on Second-Language Learners*
 Jane A. Haugh – University of Maryland
 Robert M. Wilson – University of Maryland
 Patricia S. Koskinen – University of Maryland

14.4 *The Efficacy of Print and Video in Correcting Misconceptions*
 Mary Jo Finney – Oakland University

14.5 *Differentiating Grade-Level Instruction: Meeting Individual Needs in Inclusion Classrooms*
 Stephanie Levine – Boston University/Chelsea Public Schools, MA

14.6 *The Meanings of Literacy Instruction to Two Teacher- Educators: Deconstructing the Traditions Woven into our Work*
 Kathleen Hinchman – Syracuse University
 Rosary Lalik – Virginia Tech University
 Alison Currier – Syracuse University
 Shana Davis – Syracuse University
 Suzan Mauney – Blackburg Middle School, VA
 Rebecca Shoultz – Syracuse University

14.7 *Technology as a Part of Preservice Literacy Instruction*
 Judy Abbott – West Virginia University
 Sandra E. Faris – West Virginia University

14.8 *Voice, Choice, and Change: The Evolution of Literacy Coursework in a Professional Development Center*
Mary Beth Sampson – Texas A & M University/Commerce
Carole Walker – Texas A & M University/Commerce

14.9 *Parents' Changing Perceptions of Emergent Literacy and Children's Home Literacy Experiences*
Hong (Shelley) Xu – Texas Tech University
Chih-ling Hsieh – Texas Tech University

14.10 *Examination of Cross-Age Pairing for ESL Students to Gain Language Acquisition and Comprehension*
Kyeong-Hee Rha – University of Missouri
Judy Wedman – University of Missouri

Roundtables 015

1:35 – 2:10 p.m. • Foothills II
Chair: Colleen P. Gilrane – University of Tennessee/Knoxville

15.1 *Mathematical Concepts Emerging Naturally from Children's Literature*
Cyndi Giorgis – University of Nevada/Las Vegas
Gloria Kaufman – Tucson Unified School District, AZ

15.2 *Critical Thinking in Relation to Text: A Comparison of Younger and Older Children*
Karen M. Feathers – Wayne State University

15.3 *Leveling Text for First Grade Reading Instruction*
James Hoffman – University of Texas/Austin
Nancy Roser – University of Texas/Austin
Elizabeth Patterson – University of Texas/Austin
Rachel Salas – University of Texas/Austin
Julie Pennington – University of Texas/Austin
Sheryl Prater – University of Texas/Austin

15.4 *When First Graders Write: Context, Content and Form of Classroom Writing in Five States*
Ruth Wharton-McDonald – University of New Hampshire
Kim Boothroyd – University of New Hampshire

15.5 *Beyond Literacy, Illiteracy, and Aliteracy: Celebrating the Multiple Literacies of "At Risk" Adolescents*
David O'Brien – Purdue University
David Stith – Lafayette Jefferson High School, IN
Stephen Wellinsk – Purdue University
Rebecca Springs – Lafayette Jefferson High School, IN
Deborah R. Dillon – Purdue University

15.6 *Journaling Time: A Teacher Educator's Reflective Writing*
Susan L. Nierstheimer – Illinois State University

15.7 *Using Reflections to Assess Changes: Teachers' Misconceptions and Fears of "Alternatives"*
Constance Ulmer – Appalachian State University
Laurie Palmer – Appalachian State University
Mary Timothy – Appalachian State University

15.8 *Phonemic Awareness Instruction: From Research Setting to Classroom Practice*
William H. Teale – University of Illinois/Chicago

15.9 *Effective Language Learning and Teaching in a Culturally Diverse Classroom*
Jiening Ruan – Purdue University
Beverly Cox – Purdue University

15.10 *The Favorite Personal Stories of Six-Year-Old Children: Multicultural Data*
Frieda Kalb – Union College

Symposium 016

12:50 – 2:10 p.m. • Texas V
**The Reading Apprenticeship:
An Individualized Vygotskian Approach to
Remediating Delayed Primary Readers**
Chair: Nancy F. Knapp – University of Georgia

I. *The Reading Apprenticeship Intervention and Its Effects on Reading Skills and Attitudes of Delayed Primary Readers*
Nancy F. Knapp – University of Georgia

II. *Parents as "More Knowledgeable Others": Parents' Perceptions and Responses to Participating in a Reading Apprenticeship with Their Children*
Anne P. Winsor – University of Georgia

III. *Developing Relationships: Changing Patterns of Interaction Between University Student Partners and Delayed Primary Readers in a Reading Apprenticeship*
Kirsten C. Crowder – University of Georgia

IV. *The Boy Who Loved Dogs: Reading with Karim in a Reading Apprenticeship*
Susan Parault – University of Georgia

Discussant: Cynthia Brock – Texas Women's University

Paper Session 017

12:50 – 2:10 p.m. • Texas VI
**Literacy Learning and Teaching in the Upper
Elementary to Middle Grades**
Chair: Kathleen Heubach – Virginia Commonwealth University

I. *It's Been a Good Year: A Microethnography of an Intermediate Level Multigrade Classroom*
Kathryn Laframboise – University of South Florida
Marguerite Cogorno Radencich – University of South Florida

II. *Teachers' Construction of Literate Possible Selves, Instructional Orientation, and Literacy Engagement Opportunities Provided to Students*
Gregory W. Brooks – SUNY/Albany

III. *Instructional Interactions in a Grade 6 Classroom: An Observational Study*
Judith A. Scott – Simon Fraser University
Dianne Jamieson – Simon Fraser University
Marlene Asselin – University of British Columbia

Alternative Format 018

12:50 – 2:10 p.m. • Texas VII
Against the Odds: Exemplary Instruction in English
Chair: Judith Langer – SUNY/Albany

This session offers research reports of case studies of three English/language arts teachers who have been identified as exemplary instructors. In each case, these are instructors whose students are gaining high literacy despite difficult social, cultural and economic odds. Importantly, these instructors are not merely good teachers in isolation but rather are influenced by and are active participants in various supportive networks both within their schools and beyond. The case studies, each of which is based on two years of research in sites in New York and Florida, come from one strand of a large, federally funded research project conducted by the National Center for English Learning and Achievement. The

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purpose of this alternative format is to provide both researchers and symposia participants with an opportunity to explore and discuss questions and issues regarding the various elements which contribute to and foster exemplary instruction in the English/language arts.

I. Introduction/Overview
Judith Langer – SUNY/Albany

II. Exemplary Instruction: Case Studies of Teachers' Lives
Gladys Cruz – SUNY/Albany
Steve Ostrowski – SUNY/Albany
Tanya Manning – SUNY/Albany

Paper Session 019

12:50 – 2:10 p.m. • Panhandle
Literacy Learning in Alternative Settings
Chair: Diane Tracey – Kean College of New Jersey

I. Looking at Literacy Instruction in the Homeschool: A Position Paper
Sharon M. Peck – SUNY/Albany

II. Listening to Students' Voices: Revising a Public Television Study Strategies Course
Sherrie Nist – University of Georgia
Jodi Holschuh – Texas A & M University
Christopher Hayes – University of Georgia

III. Changing Parent Roles in School: Effects of a Two-Year Study of a Family Literacy Program in an Urban First-Grade Classroom
Robert Nistler – University of St. Thomas/St. Paul
Angela Maiers – Moulton Elementary School

Alternative Format 020

12:50 – 2:10 p.m. • Hill Country A
"I've Got A Lot to Say Today" – Exploring Children's Literacy Growth Through their Journal Writing
Chair: William H. Rupley – Texas A & M University

This session is designed to allow participants the opportunity to explore the journal writing of seven elementary-aged students. This exploration will primarily focus on the evolution of the grammatical mastery of the students over a period of four to five years. The participants will be invited to interpret individual writing samples and share their perceptions in a culminating whole-group discussion.

Participants: Anne Ociepa – IUPUI, Jerome Harste – Indiana University, Christine Leland – IUPUI

Symposium 021

12:50 – 2:10 p.m. • Hill Country B
Schools Which Are Beating the Odds in Teaching All Children to Read
Chair: Barbara M. Taylor – CIERA/University of Minnesota

I. Examining Effective Practice in the Primary Grades: Overview and Trends Across Case Studies
Barbara M. Taylor – CIERA/University of Minnesota
Deborah Peterson – CIERA/University of Minnesota
Marva Cappello – CIERA/University of Southern California
Kathleen Clark – CIERA/University of Minnesota
Beverly Halvorson – CIERA/University of Minnesota

II. School Factors Contributing to Growth in Early Reading Achievement: Quantitative Analyses
Barbara M. Taylor – CIERA/University of Minnesota
Sharon Walpole – CIERA/University of Virginia

III. Success in Two Inner City and Two Rural Schools: Investigating Locally Developed and Externally Developed Literacy
P. David Pearson – CIERA/Michigan State University
Peter Dewitz – CIERA/University of Virginia
Jennifer Danridge – CIERA/Michigan State University
Glenda Breaux – CIERA/Michigan State University

Discussant: Sam Stringfield – Johns Hopkins University

Alternative Format 022

12:50 – 2:10 p.m. • Hill Country C
Setting Media Literacy Agendas: Conversations about Theory, Research, Issues and Practices
Chair: Ann Watts Pailliotet – Whitman College

This alternative session, sponsored by the NRC Media Literacy Study Group, will engage diverse individuals in conversations about future literacy research, theory, and practice. First, the Chair will present a brief overview, explaining the session format and varied definitions of media literacy. Second, all participants will self-select a discussion group. Because media literacy involves multiple sign systems, groups will be given markers and chart paper to construct a graphic organizer that records their ideas. All will begin by discussing *Central Concepts and Definitions*: Given changes in society, communications environments, and schools, what counts as literacy? What is literate behavior? Next, groups will use guiding questions provided by facilitators to explore the following topics: *Theories; Research Agendas; Classroom Literacy Instruction and Practice; Materials, Media, and Texts; Assessment; Curriculum in the Schools; and Preservice and Inservice Teacher Preparation*. Each group will then present findings to the whole group through oral summaries and graphic organizers. Chair then facilitates open discussion among participants. The session will end with a brief oral synthesis by our Chair.

I. Media Literacy Agendas: Preservice and Inservice Teacher Preparation
Ann Watts Pailliotet – Whitman College

II. Media Literacy Agendas: Classroom Instruction and Practice
Patricia Mulcahy-Ernt – University of Bridgeport

III. Media Literacy Agendas: Materials, Media, and Texts
Neal Shambaugh – Virginia Tech University

IV. Media Literacy Agendas: Assessment
Sherry Macaul – University of Wisconsin/Eau Claire

V. Media Literacy Agendas: Curriculum in the Schools
Ladislav Semali – Pennsylvania State University

VI. Media Literacy Agendas: Theory
Allan Neilson – Mount St. Vincent University

VII. Media Literacy Agendas: Research
Linn Bekins – University of Utah

Paper Session 023

12:50 – 2:10 p.m. • Board Room
Cultural Influences on Second-Language Learners
Chair: Robert Jimenez – University of Illinois/Urbana-Champaign

I. Global Culture and Community: Links to Classroom Practice
Elizabeth Quintero – University of Minnesota/Duluth
Mary Kay Rummel – University of Minnesota/Duluth

II. A Study of Immigrant Students' Views of Their Academic and Language Achievement
Lee Gunderson – University of British Columbia, Canada
Debra Clarke – University of British Columbia, Canada

III. Changing Literate Identities Through Culturally Relevant Texts: Portraits of Two Bilingual Learners
Leila Flores-Duenas – Texas Women's University

Paper/Session 024

12:50 – 2:10 p.m. • Big Thicket
Multiple Contexts for Early Literacy Learning
Chair: Deborah Woo – Rutgers University

I. Teaching Struggling Readers in Elementary Schools: An Analysis of Classroom Reading Programs and Principles for Instruction
Ann Marie Duffy-Hester – University of Georgia

II. Portraits of the Literacy Activity in Two Kindergarten Classrooms: What's Going On?
B. Joyce Wienczek – Oakland University
James F. Cipielewski – Oakland University
Mary Anne Sturken – Oakland University
JoAnn Vazzano – Oakland University

III. A Broad View of Young Children's Literacy Activity at Daycare in Australia, England, Finland, Russia, and the United States
Catherine A. Rosemary – John Carroll University
Kathleen A. Roskos – John Carroll University
Colleen Olson – Cuyahoga Community College
Christina Owendoff – John Carroll University
Manjula Waniganayake – University of Melbourne, Australia
Jillian Rodd – University of Plymouth
Eeva Hujala – University of Oulu, Finland
Olga Melnik – Karelian State Pedagogical University, Russia

Paper/Session 025

12:50 – 2:10 p.m. • Padre Island
Longitudinal Intervention Studies
Chair: Mary Rozendal – University of Missouri/Columbia

I. Subsequent Literacy Performance of Reading Recovery Children: Two Longitudinal Studies
Billie J. Askew – Texas Woman's University
Betsy Kaye – Texas Woman's University
Dianne F. Frasier – Harris County Department of Education, TX

II. L.E.A.P.: A Literacy Intervention, Year 2
Sharon Arthur Moore – Peoria Unified School District, IL
Linda R. Bromert – Peoria Unified School District, IL

III. The Longitudinal Impact of a Literacy-Based Intervention for Parents of At-Risk Preschoolers
Susan Smith – Drake University

Symposium 026

8:30 – 9:50 a.m. • Texas V
Exploring Emerging Issues Related to Technology and Literacy Instruction
Chair: Beth Maloch – Vanderbilt University

I. Electronic Portfolios in a First-Grade Classroom: Changing Views about Evaluation and Learning
Ronald D. Kieffer – University of North Dakota

II. When Bats Fly and Aardvarks Talk: An Examination of Young Children's Comprehension of Electronic Stories
Melanie R. Kuhn – University of Georgia

III. Issues and Challenges Encountered while Producing Multimedia Cases of Digital Literacy Portfolios
Elizabeth A. Baker – University of Missouri/Columbia
Judy Wedman – University of Missouri/Columbia

IV. Talking Books in the Second-Grade Classroom: Their Effects on the Growth of Struggling Readers
Ellen Cowart – Georgia Southern University
Michael McKenna – Georgia Southern University

V. Implementing Multimedia Technology into an Eighth-Grade Resource Room: Positive Influences on Literacy and Social Studies Learning of Learning Disabled Students
Charles K. Kinzer – Vanderbilt University

VI. New Envisionments for Literacy and for Learning: Understanding the Journeys of Classroom Teachers Integrating the Internet into their Classrooms
Rachel A. Karchmer – Syracuse University
Donald J. Leu, Jr. – Syracuse University
Kathleen A. Hinchman – Syracuse University

Discussant: David Reinking – University of Georgia

Roundtables 027

2:20 – 2:55 p.m. • Foothills II
Chair: Victor L. Wilson – Texas A & M University

27.1 Response to Reading: Views from Children and Their Teachers
Evangeline Newton – University of Akron
Nancy Padak – Kent State University

27.2 A Comparison of Teacher's Knowledge and Use of Content Literacy Strategies
Mary Howe – Murray State University
Bonnie Higginson – Murray State University

27.3 Purposeful Writing in a First-Grade Classroom: Connecting Literacy with Content Knowledge
Tanya Peters – Texas Tech University
Kaylee Smith – Ramirez Elementary School, TX
Terri Nash – Ramirez Elementary School, TX

27.4 Reconceptualizing Writing Instruction: An Examination of One Teacher's Strategies
Jenifer Jasinski Schneider – University of South Florida

27.5 A Large-Scale Study of the Impact of Computer Technology on Literacy in Elementary Classrooms
Lori F. Rothenberg – Wayne State University
Gerald Oglan – Wayne State University

27.6 Supporting Latino Emergent Writers: The Right Measure of Scaffolding
Liliana B. Zecker – DePaul University
Christine C. Pappas – University of Illinois/Chicago
Sarah Cohen – Interamericana Magnet School, IL

27.7 Teachers as Researchers and Inquirers: Examining Discourse and Authority in Teacher Study Groups
Amy Seely Flint – Indiana University
Mitzi Lewison – Indiana University

27.8 Instructional Implications of Teachers' Beliefs About the Reading Process and Themselves as Readers
Lauren Freedman – Western Michigan University
Carole Janisch – Texas Tech University
Holly Johnson – Texas Tech University
Catherine Fallona – University of Arizona

WEDNESDAY

27.9 *Assessment Procedures for Evaluating Teachers' Learning about Technology Integration in a Literacy Education Course*
 Rebecca Anderson – University of Memphis
 Bruce W. Speck – University of Memphis

27.10 *Literacy Assessment in the New Teacher's Classroom: Am I Really Supposed to Use Portfolios?*
 Alexandra Leavell – University of North Texas
 Madge Craig – University of North Texas
 Diane Allen – University of North Texas

Roundtables **028**

3:05 – 3:40 p.m. • Foothills II
 Chair: Luana Zellner – Texas A & M University

28.1 *Exploring the World Through a Literary Lens: Children, Undergraduates, and Teachers Talk About Books*
 Poonam Arya – SUNY/Geneseo
 Susan Constable – SUNY/Geneseo
 Scott Krebbeks – Bloomfield Central School, NY

28.2 *The Sociogenesis of Word Meaning: Some Implications for Vocabulary Learning/Instruction*
 Andrew Domzalski – Oakland University
 James R. Gavelek – Oakland University

28.3 *An Examination of Child-Centered Literacy Pedagogies*
 Kris Fassio – University of Utah

28.4 *Preschool Children's Use of CD-Roms During Computer Time*
 Carolyn Ann Walker – Ball State University

28.5 *Learning Literacy in an At-Risk High School*
 Stephen Phelps – Buffalo State College

28.6 *"So Much for Routine!": Teachers' Pedagogical Transitions During a School-Wide Literacy Program Reform*
 Carol Hopkins – Purdue University
 Deborah Dillon – Purdue University
 Susan L. Nierstheimer – Illinois State University
 Beverly Cox – Purdue University

28.7 *A Comparative Study of Two Academic Formats for Teaching Reading Methods Courses*
 Linda Lewis-White – Eastern Michigan University
 Jane Gordon – Eastern Michigan University

28.8 *Structural Metaphors in Preservice Teachers' Characterization of Literacy Instruction*
 Jennifer S. Moon – University of Georgia
 George Hruby – University of Georgia

28.9 *Examining Literacy Engagement in Kindergarten Play Centers: Informing Instructional Practice*
 Laura Klenk – SUNY/Buffalo

28.10 *Participatory Approaches to Second-Language Literacies: Kindergarten, High School, Adult*
 Sheila Baldwin – Conroe High School, TX
 Necia Chessman – Department of Adult Education, RI
 Patricia Lumpkin – Houston Independent School District, TX

Alternative Format **029**

2:20 – 3:40 p.m. • Texas V
Who Stands to Learn? A Reflective Conversation About the Learning of the Research Participants in a Long-term Portfolio Assessment Collaboration
 Chair: P. David Pearson – Michigan State University

This session focuses on the individual and collective learning experiences of each of ten school- and university-based researchers at two different sites – a junior high school and an elementary school with a large ESL population – over the course of a three-year collaboration. These learning experiences will be represented visually and textually through the presentation of collective and individual artifacts appearing in one of several possible representations (e.g. portfolios, posters, video clips, hypermedia presentation). These learning experiences will also be represented dialogically (in an effort to mirror the contexts in which they were developed) by asking the members of the learning communities in each school site to discuss and reflect upon professional development and teacher-research in the context of school-university collaboration. Structurally, we begin with a plenary overview of this line of inquiry, break into site-based and individual examinations of learning, and then reconvene for some overall responses from our discussant and comments from those attending the session. Among the issues that will be represented and discussed are (1) the discourses that developed to facilitate participation in this professional community, (2) the links that evolved between curriculum and assessment, and (3) the gradual and long-term nature of our collaboration and learning.

Participants: Laura Roehler – Michigan State University, Mary McVee – Michigan State University, Meredith McLellan – Spartan Village Elementary School, MI, Kara L. Lycke – Michigan State University, Youb Kim – Michigan State University, Carmen Dykema – Holt Junior High School, MI, P. David Pearson – Michigan State University, Nancy Svoboda – Spartan Village Elementary School, MI, James Hoffman – University of Texas/Austin, Randy Lloyd – Holt Junior High School, MI, Loukia K. Sarroub – Michigan State University

Paper Session **030**

2:20 – 3:40 p.m. • Texas VI
Exploring Children's Literature in the Classroom: Conflicts and Possibilities
 Chair: Linda Fielding – University of Iowa

I. *Dealing with the Rough Stuff in Discussions over Read-Alouds*
 Rose-Marie Weber – SUNY/Albany
 Sharon M. Peck – SUNY/Albany

II. *"Infirmary Books!": A Longitudinal Study of Young Children's Development as Nonfiction Readers and Writers*
 Cynthia A. Farest – Arizona State University
 Carolyn J. Miller – All Saints Episcopal School, TX
 Alma Pacheco – Desert Mirage Elementary School, AZ

III. *American Eighth-Graders Respond to International Literature: A Case Study*
 Pamela L. Bloem – Cleveland State University

Alternative Format **031**

2:20 – 3:40 p.m. • Texas VII
Opening Dialogues Across Reading Clinics
 Chair: Barbara Laster – Towson University

Recent exchanges on the NRC listserv, as well as well-attended sessions at NRC 1996, indicate wide interest in dialogues among university personnel about the functioning, content, and

management of reading clinics. This Alternative Session will provide a structured forum to extend the discussions with reading clinic directors on specific topics: the use of technology, parental involvement, assessment, long-term reflection on the practicum experience, community outreach and how the reading clinics/centers have changed because of altered philosophy and resources. This session will begin with brief remarks by the chair to establish the purpose of the session and provide a brief history of the topic. The audience will choose to attend one of the first group of concurrent sessions. Then, they can choose to attend one of the second group of concurrent sessions. The facilitators of each topic will provide several open-ended questions, designate a recorder, and encourage sharing within the group. One member of each discussion group will share out to the large group during the last fifteen minutes of the session.

FIRST CONCURRENT SESSIONS

I. Fine-Tuning Teachers' Instructional Talk

Kathy Roskos – John Carroll University

Reflecting on Teachers' Practical Knowledge

Barbara Walker – Montana State University/Billings

II. Teaming Teachers and Teaming Clients for Literature

Kathy Carr – Central Missouri State University

Writing and Dialoguing with Parents

Renee Weisberg – Beaver College

III. Supporting Fledgling Teacher Groups and Outreach Tutoring Programs

Donald Bear – University of Nevada/Reno

Crossing the Boundaries: Involving Public Schools

Jo Worthy – University of Texas/Austin

IV. Bringing Alive the Dynamic of Assessment

Penny Freppon – College of Education

Promoting Trial Teaching in Diagnosis

Barbara Hutson – Virginia Tech University

SECOND CONCURRENT SESSIONS

V. Considering the College Administrator's Perspective

Pam Michel – SUNY/Oswego

VI. From Videotaping to Using Assistive Technology to Surfing the Internet

William Teale – University of Illinois/Chicago

Margaret Hill – University of Houston/Clear Lake

VII. The Dance of Reflection

Deborah Tidwell – University of Northern Iowa

Barbara Laster – Towson University

Paper/Session 032

**2:20 – 3:40 p.m. • Panhandle
Technology Issues in Literacy Instruction**

Chair: Diane Tracey – Kean College

I. Redefining Literacy Instruction in the Digital Age:

Profiles of Three Exemplary Teachers

Julie M. Wood – Harvard University

II. Establishing Reliability of Criteria for the Selection of Literacy Software

Sherry Kragler – Ball State University

Linda Martin – Ball State University

Valerie Hall – Ball State University

III. The Effectiveness of a Wireless, Laptop Computer-Based Intervention on the Biography Writing of Grade-Four Students
Beverly L. Zakaluk – University of Manitoba, Canada

Symposium 033

**2:20 – 3:40 p.m. • Hill Country A
Changing School Literacy Through Inservice Teacher Education**

Chair: Esther Geva – OISE/University of Toronto, Canada

I. Development of Story Schemata in the Written Composition of Primary Students

Erla Jackett – Edenrose School, Canada

II. The Development of Spelling in a Balanced Literacy Program: Assessing Growth of Phonological and Orthographic Knowledge

Elizabeth Haas – Sir Winston Churchill Public School, Canada

III. Literacy Development of Primary Students After Three Years of Balanced Literacy: Focus on At-Risk Populations

Mary Ann Collins-Williams – Peel Board of Education, Canada

IV. Implementing and Maintaining Change in a Primary Literacy Program: A Longitudinal Study of "The Balanced and Flexible Literacy Diet"

Margo Dixon – Beaumonde Heights School, Canada

Discussant: Timothy Shanahan – University of Illinois/Chicago

Symposium 034

**2:20 – 3:40 p.m. • Hill Country B
Classroom Discourse: Creating a Learning Environment**

Chair: Susan Cantrell – Northern Kentucky University

I. Adjusting to Discourse: A Qualitative Look

Margaret Compton-Hall – Texas Woman's University

II. Teacher-Student Discourse: Student Learning Embedded in Writing Tasks

Sherry Powers – University of Kentucky

III. Finding a Focus: Initiating Discourse Through Student-Generated Focus Questions

N. Faye Newsome – Alice Lloyd College

IV. Discourse in a Dyslexia Program

Pamela Jukes – Western Kentucky University

Discussant: Susan Gooden – University of Southern Indiana

Symposium 035

**2:20 – 3:40 p.m. • Hill Country C
Learning about Literacy Beliefs and Practices in an Urban Immigrant Community**

Chair: Laurie MacGillivray – CIERA/University of Southern California

I. Young Children's Acquisition of Literacy in Inner City Communities: Theoretical Perspectives on Motivation and Resistance

Robert Rueda – CIERA/University of Southern California

Laurie MacGillivray – CIERA/University of Southern California

II. Parents and Teachers Talk About Literacy and Success

Marjorie Orellana – CIERA/University of Southern California

Karen Monkman – CIERA/University of Southern California

Laurie MacGillivray – CIERA/University of Southern California

WEDNESDAY

- III. Attending to Cultural Practices in a Preschool Emergent Literacy Intervention within a Primarily Spanish-Speaking Community: Or Storybook Reading Can't be the only Solution**
 David B. Yaden, Jr. – CIERA/University of Southern California
 Camille Cubillas – CIERA/University of Southern California

Paper Session 036

2:20 – 3:40 p.m. • Board Room
Innovation in Reading Methods Classes
 Chair: Mary Regina Jett – University of Wisconsin/Milwaukee

- I. Learning to Read the Research: How Preservice Teachers Come to Terms with Cognitive vs. Holistic Models of Reading**
 Mark Dressmann – University of Houston
 Connie Graves – University of Houston

- II. The Value of Reading Across Texts in a Literacy Method Class: Learning from Multiple Text Types**
 Priscilla Griffith – University of South Florida
 Kathryn Laframboise – University of South Florida

- III. Student Listserve: Characteristics and Challenges**
 Lynn Romeo – Monmouth University
 Thomas Caron – Marshall University

Paper Session 037

2:20 – 3:40 p.m. • Big Thicket
Perspectives on State Education Reform
 Chair: Kathryn L. Liptak – Wesley College

- I. "We're Not Just Whistling Dixie": Policymakers' Perspectives on State Education Reform**
 Terry S. Atkinson – University of North Carolina/Greensboro

- II. Writing and Drawing: What Do We Gain with Different Representational Formats?**
 Peggy Van Meter – Pennsylvania State University
 Shannon Riley – Pennsylvania State University

- III. A Study of SEA Policy-Making and Implementation in English Language Arts Curriculum and Assessment in Four States**
 Anne McGill-Franzen – SUNY/Albany
 Haley Woodside-Jiron – SUNY/Albany
 Vanessa Machado – SUNY/Albany

Alternative Format 038

2:20 – 3:40 p.m. • Padre Island
Narrative Formats: My Story, Her Story, Our Story
 Chair: Mary Shake – University of Kentucky

We use this alternative format to open a dialogue on new formats for narrative research in literacy that are being used to examine intra- and inter-personal communication and to explore implications for improving literacy research and pedagogical practice. The principle objectives of this alternative format are: (1) to discuss one of the many new narrative formats in literacy research, (2) to examine some of the critical issues in conducting this form of research, (3) to call attention cautions, and 4) to offer the audience a chance to participate in the process. As new forms of narrative inquiry become increasingly more popular in literacy research, important questions arise that suggest there is a need to consider: the role of voice and ownership in research and text, ethical issues, and rules for community (Lincoln, 1988). In this session, we use narratives to describe how our stories emerged, in articulated form, from within other life experiences and how they extend into stories within a university literacy classroom. In this research project we draw upon our growing understanding and comfort level with narrative forms of research, voice, ownership, and community.

- I. Her Story**
 Ana Herrera – University of Illinois/Urbana-Champaign

- II. Arlette Ingram Willis: My Story, Her Story, Our Story**
 Arlette Ingram Willis – University of Illinois/Urbana-Champaign

SPECIAL SESSION
OSCAR CAUSEY ADDRESS
3:50 – 5:10 p.m. • Texas I-III

Vulnerable Subjects: Students' Literacy Perspectives and the Cultural Politics of Interpretive Research
 Donna E. Alvermann

Donna E. Alvermann is Research Professor of Reading Education at the University of Georgia and a Fellow in the University's Institute for Behavioral Research. In 1998, she received the University's William A. Owens Award for Creative Research. As Principal Investigator and Co-Director of the National Reading Research Center from 1992 – 1997, she engaged in research that led to the publication of a book on reconceptualizing the literacies in adolescents' lives. Currently, she is engaged in a longitudinal study of literacy programs in public libraries and an international survey of literacy researchers' mentoring practices at the master's and doctoral level.

Chair: Taffy E. Raphael
 Vice President-Elect, National Reading Conference
 Oakland University

Conference Reception

5:15 – 6:15 p.m. • Branchwater Lounge

Host Program

6:45 – 7:30 p.m. • Panhandle

Vital Issues

9:00 p.m. – midnight • Branchwater Lounge

Notes

WEDNESDAY

TIME	EVENT	PLACE

Events of the Day Thursday

TIME	EVENT	ROOM
8:00 a.m. – 5:30 p.m.	Registration	Registration Foyer
8:00 a.m. – 5:30 p.m.	Silent Auction	Big Bend
8:30 – 9:50 a.m.	Sessions and Roundtables	See Schedule
9:50 – 10:05 a.m.	Coffee and conversation	on your own
10:05 – 11:20 a.m.	President's Address <i>Of Stand-Up Comics, Statisticians, and Storytellers: A Closer Look at the Discourse of Literacy Research</i> Martha Rapp Ruddell – Sonoma State University Presentation of Oscar Causey Award Peter Mosenthal – Syracuse University Cathy Roller – International Reading Association	Texas I-III
11:20 – 11:45 a.m.	NRC Business Meeting Open to all members	
11:45 – 12:45 p.m.	Lunch Newcomers Table	on your own Registration Foyer
11:45 – 12:45 p.m.	Birds of a Feather Check at Registration Desk for topics	Foothills II
11:45-12:45 p.m.	Lunch-Time Sessions <i>Conversations with Literacy Research Centers: Missions, Plans, and Politics</i>	Texas I
11:45-12:45 p.m.	Meeting – Ethics Committee (open to all members) Chair: Maureen McLaughlin – East Stroudsburg University	Texas V
11:45-12:45 p.m.	Meeting – International Issues (open to all members) Chair: Becky Barr – National-Louis University Ileada Seda – Universidad Nacional Autonoma de Mexico & Universidad de Las Americas	Texas VI
11:45-12:45 p.m.	Meeting – Multicultural Issues (open to all members) Chair: Arlette Ingram Willis – University of Illinois/Urbana-Champaign	Fanhandle
11:45-12:45 p.m.	Meeting – Policy and Legislative (open to all members) Chair: Mary Ellen Vogt – California State University/Long Beach	Hill Country A
11:45-12:45 p.m.	Meeting – Student Award Committee (open to all members) Chair: Maribeth Cassidy Schmitt – Purdue University	Hill Country B
11:45-12:45 p.m.	Meeting – Technology (open to all members) Chair: Michael Kamil – Stanford University	Texas VII
12:50 – 2:10 p.m.	Sessions and Roundtables	See Schedule
2:20 – 3:40 p.m.	Sessions and Roundtables	See Schedule
3:50 – 5:10 p.m.	Sessions and Roundtables	See Schedule
5:15 – 6:05 p.m.	JLR and NRC Yearbook Reception	Foothills II
9:00 – midnight	Vital Issues Join your colleagues	Branchwater Lounge

Roundtables**039****8:30 – 9:05 a.m. • Texas V-VII**

Chair: Molly E. Minus – St. Edward's University

39.1 *Reversing Low Scores and Shut Doors:**Low Socioeconomic K-5 Community School Students Increase Word Recognition and Comprehension Knowledge*Elaine Roberts – State University of West Georgia
Harry Morgan – State University of West Georgia**39.2** *Learning/Writing Science: A Case Study of a Third-Grade ESL Classroom*

Marilyn L. Chapman – University of British Columbia, Canada

39.3 *Designing a Learning Environment for Participatory Literacy*Riita-Liisa Korkeaoaki – University of Oulu, Finland
Mariam Jean Dreher – University of Maryland**39.4** *Development of Reading Skills, Reading Strategies, and Reading Motivation in the Intermediate Grades*Willy van Elsacker – Nijmegen University, The Netherlands
Ludo Verhoeven – Nijmegen University, The Netherlands**39.5** *They're Not Just for Kids: Reading Discussion Groups in Graduate Literacy Classes*

Susan Cantrell – Northern Kentucky University

39.6 *Books for Babies and Beyond:**A Community/Family Literacy Model*

Karen F. Thomas – Western Michigan University

39.7 *A Descriptive Study of Deaf Students and their Reading Teachers Participating in Computer-Network Conversations in Written English*Diane L. Schallert – University of Texas/Austin
Maria R. Lissi – University of Texas/Austin**39.8** *Child Talk: An Evaluation of a 4-year-old Language and Literacy Intervention*Barbara A. Wasik – Johns Hopkins University
Mary Alice Bond – Johns Hopkins University**39.9** *Curricular and Communicative Congruence:**A Key to Success for At-Risk Readers*

Jennifer Wilson-Bridgman

39.10 *Reading Flow and Schema: What Rates and Miscues Tell Us About the Reading Process*

Alan Flurkey – Arizona State University

Roundtables**040****9:15 – 9:50 a.m. • Texas V-VII**

Chair: Rosalie P. Fink – Lesley College

40.1 *Character Education in Children's Literature:**Examining 75 Years of Newbery Award Winning Books*
Dorothy J. Leal – Ohio University**40.2** *Genre-Specific Aspects of Reading Poems and Stories*Charles A. Elster – Purdue University
David Hanauer – Tel Aviv University, Isreal**40.3** *Examining Children's Understandings of Vocabulary**Acquisition and their Development of Word Meanings*
Bonnie Konopak – University of Oklahoma**40.4** *Investigating the Readability of Books**Leveled for Use in Reading Recovery*James W. Cunningham – University of North Carolina/Chapel Hill
Karen Erickson – Duke University
Stephanie Spadorcia – University of North Carolina/Chapel Hill
David Koppenhaver – Duke University
David E. Yoder – University of North Carolina/Chapel Hill**40.5** *Phonological Memory as a Component of Decoding Ability in Reading: The Results of Two Follow-Up Studies*

Lois G. Dreyer – Southern Connecticut State University

40.6 *Dancing on the Keyboard: A Study of the Role of Technology in Emergent Literacy Development*

Maureen Carroll – University of California/Berkeley

40.7 *A Crisis in Faith: Making Sense of Phonemic Awareness in a Holistic Kindergarten Classroom*Sandra Moore – Radford University
Ann Mumaw – Montgomery County Public Schools, VA**40.8** *Reading Instruction in Resource Rooms Revisited: A Follow-Up Study*Meryl Reiss Fischer – University of Miami
Sharon Vaughn – University of Texas/Austin
Marie Terejo Hughes – University of Miami
Sally Watson Moody – University of Miami**40.9** *Students' and Parents' Experiences of "America Reads"*David Landis – University of Northern Iowa
Penny L. Beed – University of Northern Iowa**40.10** *Using Chinese-American Literature to Learn about Family Literacy, Identity, and One's Culture: A Case Study of a Chinese Mother and Chinese-American Daughter Reading Books Together*

Becky Wai-Ling Packard – Michigan State University

Symposium**041****8:30 – 9:50 a.m. • Texas I****Michael Jordan, Benton Quest, and Nipper: Intertextuality Stimulating Classroom Discourse and Literacy Learning**

Chair: P. David Pearson – Michigan State University

I. *Preservice Teachers' Intertextual "Portraits"*

Cathy Y. Kim – University of Illinois

II. *Accenting Intertextuality in Classroom Discourse*

Eric Hillman – Monticello Elementary School, IL

III. *Intertextual Strings in Literacy Instruction*

Mary Lou Adams – University of Illinois

IV. *Finding a Focus: Initiating Discourse Through Student-Generated Questions*

F. Faye Newsome – Alice Lloyd College

Discussant: Douglas Hartman – University of Pittsburgh

Symposium 042

8:30 – 9:50 a.m. • Texas II
Questions, Insights, and Context: Socially Constructing Meaning During Literary Discussions
 Chair: Sandra M. Biondo – Oakland University

I. Questions, Insights, and Narrative:
Inservice Teachers Talk About Self and Other
 Mary McVee – Michigan State University

II. Questions, Insights, and Reflection:
Preservice/Inservice Teachers' Literary Discussions
 Kimberly Kimbell-Lopez – Louisiana Tech University
 Linda M. Pavonetti – Oakland University

III. Questions, Insights, and Intertextuality:
Adult Book Clubs and Cultural Patterns
 Taffy E. Raphael – CIERA/Oakland University
 Susan Florio-Ruane – CIERA/Michigan State University

Discussants: Leslie Patterson – University of Houston, James R. Gavelek – Oakland University

Symposium 043

8:30 – 9:50 a.m. • Texas III
Policy, Research, and Rhetoric: Research on Phonics Achievement in Whole-Language Classrooms Informing Current Debates
 Chair: Amelia E. El-Hindi – Texas Tech University

I. Broad Claims from Slender Findings: Early Literacy Research and Educational Policy Recommendations
 Richard Allington – SUNY/Albany

II. Phonics Knowledge of First Graders in Whole-Language Classrooms Demonstrated through Reading and Writing Words in Isolation
 Patricia L. Scharer – Ohio State University

III. An Analysis of Phonics Knowledge of First Graders in Whole-Language Classrooms Through Multiple Data Sources
 Karin Dahl – Ohio State University

Discussant: Richard Allington – SUNY/Albany

Alternative Format 044

8:30 – 9:50 a.m. • Panhandle
Evaluation of the Professional Development School Experience
 Chair: Kathryn Carr – Central Missouri State University

The purpose of this session is to provide a forum for those who are interested in the evaluation of Professional School partnerships. Teacher educators who are engaged in PDS partnerships share several concerns. Whether the partnerships have existed for several years, or are in beginning stages, there are key questions pertaining to the benefits, efforts and costs for all stakeholders, and questions pertaining to the means for evaluating PDS partnerships. Through discussion and sharing experiences, participants may resolve issues, gain a broader perspective, and generate a series of recommendations for program evaluation and future research.

I. Evaluating the Public School Student's Experience
 Carol Mihalevich – Central Missouri State University
 Merry Boggs – University of South Florida
 Janet Richards – University of Southern Mississippi

II. Evaluating the Preservice Teacher's Experience
 Mary Weiss – University of Missouri/Columbia
 Joanna Cruce – Central Missouri State University

III. Evaluating the Public School Teacher's Experience
 Kathleen Oropallo – University of South Florida

IV. Evaluating the University Instructor's Experience
 Carol Vacek – Central Missouri State University

Discussant: James Hoffman – University of Texas/Austin

Symposium 045

8:30 – 9:50 a.m. • Hill Country A
Children's Personal Narratives as a Diagnostic and Instructional Tool
 Chair: Laura Smolkin – University of Virginia

I. The Use of Narratives to Facilitate Beginning Literacy
 Donald Bear – University of Nevada/Reno

II. Personal Narrative in the Alternative Classroom: Reading "Felons" with Their Own Stories
 Janet McClurg – James Madison University

III. Using Personal Narratives During Diagnosis: Clinical Revelations
 Mary P. Abouzeid – University of Virginia

Discussant: Allyssa McCabe – University of Massachusetts/Lowell

Alternative Format 046

8:30 – 9:50 a.m. • Hill Country B
Converging and Intersecting Views: An Investigation of Stance in Four Classroom Contexts
 Chair: Amy Seely Flint – Indiana University

The purpose of this session is to encourage participants in further discussion of ways in which stance influences teachers and learners during literacy events. Four qualitative studies will be juxtaposed in order to illuminate the multiple ways in which stance shaped meaning construction in various classroom environments from kindergarten to twelfth grade. In this session we hope to encourage conversation of possible anomalies and contradictions illuminated within the studies and to critically explore the ways in which stance contextualizes literacy practices.

I. Negotiating Meaning in a Twelfth-Grade English Class
 Paul Molinelli – University of California/Berkeley

II. A Study of the Relationship Between Peer Influences and Meaning Construction in a Third-Grade Classroom
 Mary Riordan-Karlsson – Karlsson Consulting

III. Whose Interpretations Count?: Examining Stance and Interpretive Authority Among Fourth-Grade Learners
 Amy Seely Flint – Indiana University

IV. Becoming a Reader Through My Teacher's Eyes: The Influence of Teacher Stance on Six Early Readers
 Judith Lysaker – Indiana University

Symposium 047**8:30 – 9:50 a.m. • Hill Country C
Classroom Instructional Practices, Teacher
Characteristics, and Students' Reading
Performance**

Chair: Mark Sadoski – Texas A & M University

I. Teacher's Strategy Use in Teaching and Students' Reading Performance

Victor L. Willson – Texas A & M University

William Dee Nichols – University of North Carolina/Charlotte

II. Use of Reading Instructional Practices and their**Effects on Students' Reading Performance in Word****Recognition, Comprehension, and Strategy Use**

John W. Logan – Northbrook School District #27, IL

William H. Rupley – Texas A & M University

III. Teachers Reading Grouping Practices**and Students Reading Performance**

Sandy Mergen – Texas A & M University

Maximo Rodriguez – Texas A & M University

IV. Profiles of Teachers' Strategic Reading Instruction

Luann Zellner – Texas A & M University

Discussant: James V. Hoffman – University of Texas

Paper Session 048**8:30 – 9:50 a.m. • Board Room****Perspectives on Literacy Tutoring**

Chair: Elizabeth Asbury – Rutgers University

**I. It's Not Just About Reading: The Importance
of Tutor-Child Relationship**

Jo Worthy – University of Texas/Austin

Elizabeth Patterson – University of Texas/Austin

II. The Development of Tutoring Proficiency

Kathleen Heubach – Virginia Commonwealth University

Judy S. Richardson – Virginia Commonwealth University

**III. Partners in Reading: A Collaborative Effort to
Provide Low-cost Tutoring to First-Grade Readers**

Sam Miller – University of North Carolina/Greensboro

Paper Session 049**8:30 – 9:50 a.m. • Big Thicket****Preservice Teachers Learning to Teach Literacy**

Chair: Madge Craig – University of North Texas

I. Preservice Teacher Educators and Their Professors**React to the Theoretical Orientation to Reading Profile****(TORP) and the Literacy Orientation Scale (LOS)**

Marguerite Cogorno Radencich – University of South Florida

James King – University of South Florida

Mary Alice Barksdale-Ladd – University of South Florida

**II. The Making of a Teacher: The Influence of Personal Literacy
Development on Preservice Teachers' Current Teaching Practices**

Catherine Zeek – Texas Woman's University

Carol Wickstrom – Texas Woman's University

**III. Towards the Sensitization of Preservice Teachers Via the Reading
and Discussion of Culturally Diverse Literature in Book Clubs**

Janice Van Dyke – San Diego State University

James Flood – San Diego State University

Diane Lapp – San Diego State University

Alternative Format 050**8:30 – 9:50 a.m. • Padre Island****Teaching on Fissured Ground: Preparing Teachers
for Challenging and Culturally Conscious Pedagogy**

Chair: Monette Coleman McIver –

University of Colorado/Boulder

I. Differences to Make a Difference: Preparing**Preservice Teachers for Culturally Conscious Pedagogy**

Shelby Wolf – University of Colorado/Boulder

Darcy Ballentine – University of Colorado/Boulder

Lisa Hill – University of Colorado/Boulder

II. Writing Across Fissured Ground: Building Community**in a Preservice Teachers' Writers Workshop**

Kathryn Davinroy – Horizon High School, CO

III. Where the Sidewalk Ends: Translating Sociocultural Pedagogy**into Theory and Practice in Preservice Teacher Education**

Patricia Enciso – Ohio State University

IV. The Pleasures and Paradoxes of Learning to Teach**Children's and Young Adult Multicultural Literature**

Jean Rasmussen – University of Iowa

Cynthia Lewis – University of Iowa

V. Teaching Reading and Writing: Facing the Literacy Skills**of Diverse Preservice Teachers at an Urban University**

Jessica Trubek – Long Island University/Brooklyn

Discussant: Arlette Ingram Willis – University of Illinois/Urbana-Champaign

Coffee and conversation

9:50 – 10:00 a.m. • on your own

PRESIDENTIAL ADDRESS
10:05 – 11:20 a.m. • Texas I-III

**Of Stand-Up Comics, Statisticians, and
Storytellers: A Closer Look at the Discourse of
Literacy Research**
Martha Rapp Ruddell

At a time when polemics and politics rule, when we find ourselves in disaccord on many fronts, it seems important to review in some depth the discourse traditions and new vocabularies that influence current literacy research. As viewed from a Whorfian perspective, such an exercise allows us to clarify the source of philosophical and paradigmatic differences and make decisions about future research directions.

Martha Rapp Ruddell is a Professor of Education and Chair of the Department of Education at Sonoma State University. Her research interests include vocabulary acquisition and development, school literacy tasks, and literacy development in content areas.

Chair: Kathryn H. Au
Past President, National Reading Conference
University of Hawaii

Presentation of the Oscar Causey Award
Peter Mosenthal and Cathy Roller – Co-Chairs

NRC Business Meeting

11:20 – 11:45 a.m. •Texas I-III
NRC Members Only

SPECIAL LUNCH-TIME SESSION

11:45 – 12:45 p.m. •Texas I

Conversations with Literacy Centers: Missions, Plans, and Politics

Chair: John Guthrie – University of Maryland

Center for the Study of Adult Learning and Literacy

Victoria Purcell-Gates – Harvard University

Sophie Degener – Harvard University

Erik Jacobson – Harvard University

Center on English Learning and Achievement

Judith Langer – SUNY/Albany

Arthur Applebee – SUNY/Albany

Richard Allington – SUNY/Albany

Newcomers Table

11:45 – 12:45 p.m. •Registration Foyer

Birds of a Feather

11:45 – 12:45 p.m. •Foothills II

Roundtables

051

12:50 – 1:25 p.m. •Foothills II

Chair: Cathy Collins-Block – Texas Christian University

51.1 “Mysteries Appear”: Students and Teachers Explore Literacy Craft

Nancy L. Roser – University of Texas/Austin

Miriam G. Martinez – University of Texas/San Antonio

51.2 An Analysis of the Characteristics of the Best-Selling Children’s Books

Thomas G. Gunning – Central Connecticut State University

Marilyn Chapman – University of British Columbia, Canada

51.3 “There Weren’t a Lot of Years I Liked”:

School Literacy Histories of Incarcerated Youth

Debra Price – Sam Houston State University

Phillip Swicegood – Sam Houston State University

Sharon Lynch – Sam Houston State University

Edwin Davis – Sam Houston State University

51.4 Literacy and Social Process:

A Case Study of a “Nonmainstream” Family

Rebecca Rogers – SUNY/Albany

51.5 Sharing Thoughts: Reflective Writing in Electronic Learning Spaces

Patrick Iannone – Syracuse University

51.6 Describing Intertextuality to Observe

Opportunities for Teaching and Learning Arts Literacies

Lesley A. Rex – University of Michigan

51.7 Does Field Based Teacher Education Make a

Difference in Public School Student Literacy Achievement?

Wayne Linek – Texas A & M University/Commerce

JoAnn Dugan – Texas A & M University/Commerce

LaVerne Raine – Texas A & M University/Commerce

Nina Williams – Sulphur Springs ISD

Patsy Bolton – Sulphur Springs ISD

51.8 Prying Open the Canon to Provide Spaces for Multicultural Literature and Multicultural Readings: Ourselves, Our Students

Helen Slaughter – University of Hawaii

Richard Sjoquist – University of Hawaii

51.9 Conversations about Learning: Student-Teacher Discourse in the Portfolio Process

Carol D. Wickstrom – Texas Woman’s University

51.10 Exploring First Graders’ Book Selections from a Well-Designed Classroom Library

Carol Donovan – University of Alabama

Laura B. Smolkin – University of Virginia

Richard G. Lomax – University of Alabama

Roundtables

052

1:35 – 2:10 p.m. •Foothills II

Chair: Douglas Hartman – University of Pittsburgh

52.1 Understanding Volunteer Literacy Tutors in a

National Service Program: Helping Them Help Young Readers

Colleen Griffiths – Ohio State University

52.2 The Way We Use E-Mail Communication:

A Close Examination of a Lateral Supportive Structure

for First-year Assistant Professors in Literacy Education

Liqing Tao – Western Kentucky University

Veda McClain – Arkansas State University

52.3 The Role of Literacy in the Lives of Adolescents

Laura Payne-Bourcy – Syracuse University

52.4 Redefining Literacy: Multiple Forms of Representation in a Secondary Humanities Class

Jacqueline K. Peck – Cleveland State University

William Kist – Medina County Schools, OH

52.5 Functional Discourse and Social Literacy in a Seventh-Grade Girls’ Volleyball Team: Who’s Calling the Shots?

Monie Hayes – University of Iowa

52.6 Becoming a Teacher: Mentoring from the Perspective of an Expert and Novice

Sheryl Prater – University of Texas/Austin

Jo Worthy – University of Texas/Austin

52.7 Extending Written Discourse Potential in a Literature-Based Classroom

Zhihui Fang – University of Florida

52.8 “George Washington Lives There, But He’s Dead Now”:

An Examination of How Kindergarten and First-Grade

Children Make Sense of Informational Text

Linda Labbo – University of Georgia

Sherry Field – University of Georgia

Gwynne Ellen Ash – University of Georgia

52.9 The Effects of Listening to Repeated Readings on the Emergent Literacy Behavior and Comprehension of

Young Children in an Urban Head Start Program

Yvonne Valdes Miller – Oakland University

52.10 Reading Aloud for Pleasure: Responses to Fiction and Nonfiction

Jodi Pilgrim – University of North Texas

Alternative Format
DOUBLE SESSION, PART I **053**

12:50 – 2:10 p.m. • Texas V
The "America Reads" Challenge: A Description of the Challenge and How to Start a Program
Chair: Joan Irwin – International Reading Association

This double session begins as an informational session, featuring President-appointee and Director of the America Reads program Carol Rasco. The first session provides general background information about the America Reads project and how it has been and can be initiated in university and school settings. Participants represent key players from Washington, DC, and organizations that have played instrumental roles in the promotion of this program. The second session includes professors from three different universities who have initiated the implementation of this program and who will describe the research components involved as well as the outcomes. Carol Rasco will end the session with her reactions to these projects.

- I. A University's Commitment to the Challenge**
Louise Cherry Wilkinson – Rutgers University
- II. The "America Reads" Challenge**
Carol Rasco – America Reads
- III. Getting a Program Started**
Deborah Woo – Rutgers University
Lesley Mandel Morrow – Rutgers University
- IV. A Professional Organization's Commitment to the Challenge**
Alan Farstrup – International Reading Association
- V. Publications for Tutors**
Barbara Walker – University of Montana
- VI. Audience Participation and Reaction**
Joan Irwin – International Reading Association

Paper Session **054**

12:50 – 2:10 p.m. • Texas VI
Organization Structures for Students Considered "At Risk"
Chair: Virginia J. Goatley – SUNY/Albany

- I. Are We All on the Same Page? Administrators' and Teachers' Conceptions of "At-Riskness"**
Patricia A. Edwards – CIERA/Michigan State University
Jennifer C. Danridge – CIERA/Michigan State University
Heather M. Pleasants – CIERA/Michigan State University
- II. What Happens When a School Examines Its Special Education Referral Process?**
Rachel L. McCormack – Plymouth Public Schools, MA
Jeanne R. Paratore – Boston University
P. David Pearson – Michigan State University
- III. Rethinking Competence in the Classroom: A Sociocultural Approach**
Robert Rueda – University of Southern California
Luis Moll – University of Arizona
Margaret Gallego – University of California/San Diego

Symposium **055**

12:50 – 2:10 p.m. • Texas VII
Catalyst for Change: Participant-Interpreters in Urban Schools in Crises
Chair: Patricia L. Anders – University of Arizona

- I. Conversations, Ecology and Probation: Teacher Change in a Chicago Public High School**
Karen Boran – National-Louis University
- II. Gaining Entrance: The Struggles of a Participant-Interpreter in an Urban Professional Development Study**
Roger Passman – National-Louis University
- III: The Culture of Urban High Schools and the Pathways to Change**
Donna Ogle – National-Louis University

Discussant: Patricia L. Anders – University of Arizona

Paper Session **056**

12:50 – 2:10 p.m. • Panhandle
Research on Writing
Chair: Dana Grisham – San Diego State University

- I. Self-Sponsored Writing: Creating Opportunities to Write in Elementary School Classrooms**
Judy A. Abbott – West Virginia University
- II. From Consumption to Construction: A Study of Multi-Media Authoring by "At-Risk" Students**
Virginia Daniels – Oakland University
- III. Adolescents' Understanding of the Reading-Writing Process in Multi-Ethnic Classrooms**
Elizabeth Lee – University of British Columbia, Canada

Symposium **057**

12:50 – 2:10 p.m. • Hill Country A
Determining, Inquiring, and Reconciling: Elementary Students' Uses and Understandings of Text in Content Areas
Chair: Linda B. Gambrell – University of Maryland

- I. Finnish Second Graders Engaged in Research: What Interviews Tell Us About Their Metacognition During Inquiry**
Riita-Liisa Korkeamaki – University of Oulu, Finland
Outi Tianen – University of Oulu, Finland
Mariam Jean Dreher – University of Maryland
- II. Teaching Fourth and Fifth Graders to Follow an Author's Reasoning in Written Argument with Social Studies Content**
Marilyn Chambliss – University of Maryland
- III. Fifth Grade Readers Construct Meaning from Diverse Accounts of an Historical Event**
Bruce Van Sledright – University of Maryland
Peter Afflerbach – University of Maryland

Discussant: Patricia Alexander – University of Maryland

THURSDAY

Paper Session 058

**12:50 – 2:10 p.a. • Hill Country B
Early Childhood Bilingual Literacy**

Chair: Rosalinda Barrera – New Mexico State University

- I. *The Role of Text Structure on the Literacy and Language Development of a Bilingual Preschool*
Eurydice Bouchereau Bauer – University of Georgia
- II. *When You Write “Four” in Chinese, You Will Find Two J’s in it: A Case Study of One Bilingual Child Becoming Literate in Alphabetic and Non-Alphabetic Print*
Mei-Yu Lu – Indiana University
- III. *Storybook Reading in a Bilingual Context*
Marijke Kienstra – Nijmegen University, The Netherlands
Ludo Verhoeven – Nijmegen University, The Netherlands

Paper Session 059

**12:50 – 2:10 p.m. • Hill Country C
Language, Dialect, and Literacy Learning**

Chair: Mary Lee Bass – Monmouth University

- I. *Black English: An Examination of Language Registers*
Juel Ann Moore – San Diego City Schools, CA
James Flood – San Diego State University
Diane Lapp – San Diego State University
- II. *“Chicken is Turkey. Is It?” Young Children’s Meaning Constructions in the ESL Classroom*
Luisa Araujo – University of Delaware
- III. *Does English Instruction Affect Writing Skills in Spanish?*
Joanne Carlisle – Northwestern University
Lyle Hull Davis – Northwestern University
Margaret Beeman – Northwestern University

Alternative Format 060

**12:50 – 2:10 p.m. • Board Room
When the Learning Disabled Student is the Teacher**

Chair: Mary Roe – University of Delaware

The goals of this session are threefold: (1) to spawn an interest in the challenges literacy teacher educators face when their students are learning disabled, (2) to confirm a common set of concerns, and (3) to frame a research agenda to inform and guide literacy teacher educators’ interactions with learning disabled teacher candidates. To accomplish these goals, we propose a series of four presentations. First, a lawyer will clarify the legal aspects related to learning disabled students in a teacher education program. Then, a literacy teacher educator shares anecdotes of the learning disabled teacher candidates with whom she has interacted. The remaining presentations, offered by a field placement coordinator and supervisor, portray the challenges faced when these students assume a teacher’s role. Following each presentation, participants will have opportunities to pose questions and comments.

- I. *A Field Placement Supervisor’s Perspective*
Helen Gaunt – University of Delaware
- II. *A Field Placement Coordinator’s Perspective*
Angela Case – University of Delaware
- III. *Learning Disabled Teacher Candidates: Understanding the Law*
Nancy McKay – East Valley School District
- IV. *When the Learning Disabled Student is the Teacher: Dilemmas for Teacher Educators*
Mary Roe – University of Delaware

Alternative Format 061

**12:50 – 2:10 p.m. • Big Thicket
Theater-in-the-Round: Case Facilitation in
Preservice Teacher Literacy Courses: Strategies,
Questioning Techniques, and Group Activities**

Chair: Janet Richards – University of Southern Mississippi

This highly interactive, Theatre-in-the-Round session provides opportunities for participants to observe and practice how to facilitate effective, purposeful literacy teaching case discussions through a variety of approaches, including role-playing, visual representations, and questioning techniques. Presenters will offer a case facilitation drama production, role-playing the parts of Preservice teachers and a literacy teacher educator/case mediator. Assisted by the presenters, participants then will work in small groups responding to selected teaching cases. Copies of teaching narratives, suggestions for case facilitation, and a selected bibliography will be available.

Participants: Joan Gipe – University of New Orleans, Janet Richards – University of Southern Mississippi, Ramona Moore – University of Western Washington, Victoria Risko – Vanderbilt University, Kathryn Carr – Central Missouri State University

Alternative Format 062

**12:50 – 2:10 p.m. • Padre Island
Mentoring in Literacy Education:
A Pasticcio of Voices**

Chair: Donna E. Alvermann – University of Georgia

Three 10-minute presentations, each of which will be followed by 10 minutes of questions and comments from the audience, will introduce the purpose, methods, data sources, and findings of the two on-site interviews with the professors and their advisees. The presenters will role play what actually occurred during those visits. In the first two presentations, while the researcher is conducting a portion of the interview, the doctoral students (seated a bit apart from the researcher and professor) will add their “asides” (from the transcript of their original interviews). This pasticcio of voices will demonstrate the multilayered nature of the data. Then, in their presentation, the two researchers will each take 5 minutes to provide their own layered interpretation of the data by alternately reading selected portions from their “over-writes” of each other’s interpretation. This production will include both a traditional qualitative write-up and a new journalism approach to writing up the findings. The last 10 minutes of the session will feature a wrap-up activity that involves the audience.

- I. *Over-Writing: An Alternative Approach to Data Analysis and Write-Up*
George Hruby – University of Georgia
Donna E. Alvermann – University of Georgia
- II. *Mentor: Something Others Say About You; Not a Self-Descriptor*
Sharon O’Neal – Texas Education Agency
Rachel Salas – University of Texas/Austin
Beth Patterson – University of Texas/Austin
James Hoffman – University of Texas/Austin
- III. *Cascading Groups: An Approach to “Staying Connected” With Advisees*
Kristina Schmidt – Indiana University
Judy Lysaker – Indiana University
Jerome Harste – Indiana University

Roundtables**063****2:20 – 2:55 p.m. • Foothills II**

Chair: Ernest Goetz – Texas A & M University

63.1 *How Different Theoretical Perspectives Yield New and Different Ways of Conducting Reader Response Research*
Richard Beach – University of Minnesota

63.2 *Dialogue and Discussion: Do Websites Necessarily Promote the Development of Evaluative Reading?*
Malcolm Lively – University of Georgia
Melanie R. Kuhn – University of Georgia

63.3 *The Impact of an Integrated Thematic Unit of Concept Acquisition, Achievement, and Attitudes/Motivation*
Jacqueline Y. Munyer – University of Maryland
Mariam Jean Dreher – University of Maryland

63.4 *Preservice Teacher's Understandings of Phonics: Making the Tacit More Explicit Through Kidwatching Inquiries*
Christine Pappas – University of Illinois/Chicago
Barbara Pettegrew – Otterbein College

63.5 *Inquiry Through Literature: Bridges and Barriers to Cross-Disciplinary Instructions in Grades K-5*
James V. Hoffman – University of Texas/Austin
Elizabeth Patterson – University of Houston
Nancy L. Roser – University of Texas/Austin
Debra Price – Sam Houston State University

63.6 *Collaboration Literacy Instruction in a PDS: The Evolutionary Process*
Martha Foote – Texas A & M University/Commerce
Charlene Fleener – Texas A & M University/Commerce
Sarah Sandefur – Texas A & M University/Commerce
Mary Beth Sampson – Texas A & M University/Commerce

63.7 *Poor Comprehension, Poetic Revelation: Narrative Analysis of Literature Circle Discussions Among Struggling Readers*
JoBeth Allen – University of Georgia
Karla Moller – University of Georgia

63.8 *Evaluation of Literacy Learning to Inform Instruction with Young Deaf Students*
Barbara Giota – Russell Sage College
Peter Johnston – SUNY/Albany

63.9 *The Magnanimous Synthesis of Parocial Realism and the Factions of Literacy Research*
George G. Hruby – University of Georgia

63.10 *Intertextuality and the E-Mail Discussion of a Multicultural Novel in Secondary American Literature*
Thomas W. Bean – University of Nevada/Las Vegas
Paul Cantu Valerio – University of Nevada/Las Vegas
Helen Money-Senior – Advanced Technologies Academy, NV

Roundtables**064****3:05 – 3:40 p.m. • Foothills II**

Chair: Maximo Rodriguez – Texas A & M University

64.1 *How Students Support One Another's Content Learning and Literacy Development*
Jeanne Swafford – Texas Tech University
Judy Rogers – Lubbock Independent School District, TX
Amma Akrofi – Texas Tech University

64.2 *Integration of Literature in Current Social Studies Textbooks*
Miriam Martinez – University of Texas/San Antonio
Linda Labbo – University of Georgia
Karen Wood – University of North Carolina/Charlotte
Janis Harmon – University of Texas/San Antonio
Sherry Field – University of Georgia

64.3 *Teachers' Perceptions of Technology Use and Literacy Learning*
Sandra Goetze – University of Oklahoma
Sara Ann Beach – University of Oklahoma

64.4 *Voices Needing to Be Heard: A Look at an Adult Literacy Class Through the Eyes of the Participants*
Lori Elliott – Georgia State University

64.5 *Parental Involvement in Literacy Education: Preservice Teachers Thoughts and Plans*
Laurie Elish-Piper – Northern Illinois University
Robert Ruddell – University of California/Berkeley

64.6 *Literacy Assessment Teams: The Impact of Individualized Qualitative Assessment on the Instructional Decisions of Classroom Teachers*
Richard McCallum – University of California/Berkeley
Amy Norris – University of California/Berkeley

64.7 *Attitudes as Related to Children's Literature as a Tool for Second Language Acquisition*
Julie Jacobson – San Diego Unified School District, CA
James Flood – San Diego State University
Diane Lapp – San Diego State University

64.8 *Using the Internet to Study the Classroom Use of Internet Technologies for Literacy and Learning: New Opportunities, New Literacies, and New Methodologies*
Donald J. Leu, Jr. – Syracuse University
Rachel A. Karchmer – Syracuse University
Kathleen A. Hinchman – Syracuse University

64.9 *Talking about Literacy: The Function of Practice Centered Discourse in the Learning of Preservice Teachers*
Kailonnie Dunsmore – Michigan State University

64.10 *An Investigation of Second and Third Graders' Oral Responses to Humorous Children's Literature*
Melinda R. Willis – Morehead State University

Alternative Format**DOUBLE SESSION, PART II****065****2:20 – 3:40 p.m. • Texas V****"America Reads" Initiatives: Research and Practice**

Chair: Elizabeth Asbury – Rutgers University

Please see program description from Part I on page 29.

I. *Comments on Program Evaluation*
Carol Rasco – America Reads

II. *An Exploratory Close-Up Look of Two Tutors*
Jill Fitzgerald – University of North Carolina/Chapel Hill
Ruth Wolery – University of North Carolina/Chapel Hill

III. *The Effect of "America Reads" Tutoring on Achievement and Attitude of Children*
Deborah Woo – Rutgers University
Lesley Mandel Morrow – Rutgers University

IV. Tutor Successes and Frustrations

Linda B. Gambrell – University of Maryland
Ann Dromsky – University of Maryland
Susan A. Mazzone – University of Maryland

Discussant: Susan B. Neuman – Temple University

Alternative Format 066

2:20 – 3:40 p.m.

Where Multiple Perspectives on Literacy Get us and Don't Get us

Chair: Jerome Harste – Indiana University

The "Indiana Study Group" reviewed research reports from an Australian study of post-secondary curriculum. The reports were made by "experts" in the literacy field representing a broad range of literacy perspectives – linguistic, semiotic, poststructural, sociocultural and so forth. Participants will see the study group in action and be invited into a discussion about the relative value of different perspectives.

Participants: Beth Berghoff – Indiana University/Indianapolis, Jerome Harste – Indiana University, Mitzi Lewison – Indiana University, Cynthia Brabson – Indiana University, Patricia Tefft-Cousin – Indiana University/Indianapolis, Christine Leland – Indiana University/Indianapolis

Symposium 067

2:20 – 3:40 p.m. • Texas III

Cross-Cultural Teaching: The Norm, Not the Exception: Stories, Theory, and Themes

Chair: James Baumann – University of Georgia

I. Recipes from Chato's Kitchen: Doing Middle School in San Antonio
Gwynne Ash – University of Georgia

II. A Dose of Reality: What My Second-Grade Students and their Families Taught Me About Race, Class, and Values for Literacy
James Baumann – University of Georgia

III. Delighting in the Differences, Not "Dealing with Diversity": Reflections on a Decade of Teaching Reading to Diverse Students
Ann Duffy-Hester – University of Georgia

IV. Moving into Wonka's Chocolate Factory: The Classroom Where Students Have a Say
Margaret Hagood – University of Georgia

V. The Cross-Cultural Classroom: Who's Doing the Teaching? Who's Doing the Learning?
Veda McClain – Arkansas State University

VI. "Ms. Moon, Are You White?" Identifying the Other
Jennifer Moon – University of Georgia

VII. Literacy as Personal
Cheri Foster Triplett – University of Georgia

Alternative Format 068

2:20 – 3:40 p.m. • Texas VI

The Consequences for Literacy and Pedagogy when Integrating Multimedia Hypertext Tools: A Museum of Classroom Practices

Chair: Sandra Mergen – Texas A & M University

New computer tools allow authors to manipulate with ease multiple forms of representing thought, then join the multimedia texts into a single experience of time and space through hypertext capabilities.

However, this work in hypermedia has consequences for classroom practice and literacy as teachers and students construct ways to use hypermedia to explore and expand their understandings of the self, others, and the world. The purpose of this session is to interrogate classroom literacy practices by examining a variety of specific classroom technology integration projects. This purpose is grounded in a socio-semiotic perspective in which literacy is a socially constructed practice through the everyday activity with texts, and texts are broadly understood as any system of signs through which humans simultaneously represent, share, interpret, negotiate, and contest their worlds. The alternative format begins with a museum of five exhibits, each of which displays research artifacts from the work of teachers and students attempting to integrate hypermedia technology tools into a literacy curriculum. The respective teachers, and in some cases their students, will be present at the exhibit to share artifacts and reflections. Exhibits will seek to provide interactive, hands-on experience with the literacy projects. Along with a description of each exhibit in a brochure given to participants as they enter the session, a series of questions will suggest points of critique for the projects. The exhibits will close after 50 minutes of self-directed browsing to allow for a whole-group discussion of the questions during the last 30 minutes of the alternative session.

I. World Wide Web Literature Sites
Jamie Myers – Pennsylvania State University

II. Constructing Interdisciplinary Knowledge with Hypermedia
Josephine Pirrone – Pennsylvania State University

III. Electronic Portfolios as a Tool for Mediating Self as a Teacher
Roberta Hammett – Memorial University of Newfoundland, Canada
Ann Margaret McKillop – University of Maryland

IV. Supporting Composition Through a Hypertext: Writing Portfolio
Lincoln H. Blaisdell – Williamsville East High School, NY
Regina Derrico – Williamsville East High School, NY

V. Video Production of Quick Time Movies
Michelle Black – Williamsville North High School, NY
Lisa M. Zolnowski – Williamsville North High School, NY

Alternative Format DOUBLE SESSION, PART I 069

2:20 – 3:40 p.m. • Texas VII

Celebrating the Legacy of the National Reading Conference Through Oral History Projects

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

This presentation dealing with the role of oral history and the history of the National Reading Conference will be delivered in two sessions. On the first day, the presenters will detail the importance of the oral history process for the field of reading pedagogy and for the National Reading Conference in particular. We shall present a plan for a National Reading Conference history project to preserve the thoughts and recollections of our organization's "human treasures" who have served the field for the past 40-50 years. At the follow-up session, individuals interested in participating in such a project will be trained in the undertaking of an oral history project, and materials will be distributed for planning the project, selecting the interviewee, designing a set of biographical and topical questions, developing an interview outline, conducting an interview, using audio and/or video recording instruments, transcribing the interviews, preserving the results, and sharing the results of the oral history project.

Participants: Norman A. Stahl – Northern Illinois University, M. Trika Smith-Burke – New York University, James R. King – University of South Florida

[Alternative Format] 070

2:20 – 3:40 p.m. • Panhandle
Promoting Scholarly Inquiry and Interaction
through On-Line Technologies
 Chair: John E. McEneaney – Indiana University/South Bend

Although the National Reading Conference has established a home page and an active E-mail ListServ, these on-line technologies have, for the most part, functioned independently of conference sessions at our annual meetings. The purpose of this session is to explore a more tightly integrated model of technology use in support of scholarly inquiry and interaction. Two features of the proposed session are unique: (1) the use of the web to “preview” session content and support scholarly interaction over a period of weeks both before and after the NRC conference, and (2) a deliberately self-reflective focus on the role of technology in our work as reading researchers. The “content” of the session will consist of three papers. Two individually authored papers consider potential problems of hypertext as a literacy medium and propose conceptual frameworks that may help clarify and/or ameliorate these problems. The third paper reports on a study conducted by the NRC Technology Committee intended to explore the roles of technology in literacy research and practice. Session activities will include posting of conference papers to a web site that includes support for on-line discussion, a conference session that integrates on-line discussion with face-to-face interaction, and a post-conference review and critique of the session format as a means of promoting scholarly inquiry and interaction.

I. The Efficacy of Hypertext Formats for Reading
 Michael Kamil – Stanford University

II. Collaborative Research Using Internet Resources
 Barbara Guzzetti – Arizona State University
 The NRC Technology Committee

III. Learning on the Web: A Content Literacy Perspective
 John E. McEneaney – Indiana University/South Bend

[Alternative Format] 071

2:20 – 3:40 p.m. • Hill Country A
Examining Levels of Thinking in the Reflective
Discourse of Teaching Portfolios
 Chair: Mary Ellen Vogt – California State University/Long Beach

Phase One (30 minutes) will consist of a set of four presentations that create the context and present portfolio project findings. The first presentation will provide an update on key concepts gathered from authorities in reflection, portfolio assessment, and constructivism. The next three presentations will correspond to each of the three highest levels of Bloom’s in portfolio reflection, and share portfolio passages that represent analytical, evaluative, and synthetic thinking. Presenters will discuss frequencies of various levels, drawing upon data and analysis from a university-funded portfolio assessment project that was initiated in November 1997. Phase Two (25 minutes) will invite session attendees to divide into breakout groups in order to discuss the presentations and their implications for participants’ work in teacher education. Conversations will be guided to employ reflective analysis, evaluation, and synthesis. Phase Three (25 minutes) will involve group reports back to the large group, followed by a wrap-up summary by the chair.

I. Synthesis
 Candice Kaye – California State University/Long Beach

II. Evaluation
 Greta Nagel – California State University/Long Beach

III. Analysis
 Mary Ellen Vogt – California State University/Long Beach

IV. Reflection, Constructivism, Bloom’s and You
 Maureen McLaughlin – East Stroudsburg University

[Alternative Format] 072

2:20 – 3:40 p.m. • Hill Country B
Linking Literacy and Learning: Innovations from
Six Professional Development School Projects
 Chair: Dana L. Grisham – San Diego State University

This alternative session reports on the distinctive literacy innovations of six successful school/university partnerships from public and private universities in diverse geographical settings. National trends in teacher education emphasize “linkages” between schools and universities. Resultant PDS collaboratives establish unique contexts for the infusion of theory and practice in literacy. The session begins with an overview of each project, followed by breakout sessions where participants may discuss specific projects in more detail. The session closes with a report from the discussant who will make connections across projects.

Participants: Nancy Farnan – San Diego State University, Bette Bergeron – Purdue University/Calumet, Susan Davis Lenski – Illinois State University, Beverly Brink – Washington State University, Elizabeth Rudenga – Trinity Christian College, Maria Meyerson – University of Nevada/Las Vegas

Discussant: Marilyn McKinney – University of Nevada/Las Vegas

[Symposium] 073

2:20 – 3:40 p.m. • Hill Country C
At the Crossroads: Learning to Teach
and Read Multiculturally
 Chair: Carolyn Colvin – University of Iowa

I. “No Crystal Stair”: Tensions and Contradictions
in Teaching Multicultural Literature
 Dale Allender – Iowa City West High School, IA
 Deborah Appleman – Carleton College

II. Engaging from a Distance: Euroamerican Teachers
Read and Respond to Multicultural Literature
 Jean Ketter – Grinnell College
 Cynthia Lewis – University of Iowa

Discussant: Heriberto Godina – University of Iowa

[Symposium] 074

2:20 – 3:40 p.m. • Board Room
The Development of Phonological Processing Skills
in Cantonese Children Learning to Read English
 Chair: Lois G. Dreyer – Southern Connecticut State University

I. The Development of Phonological Processing
Skills in Cantonese Children Learning to Read English
 Margaret Yiu-Ki Ko Lam – OISE/University of Toronto, Canada
 Esther Geva – OISE/University of Toronto, Canada

II. The Role of English Oral-Language Proficiency in the Reading
Development of Punjabi Children Learning to Read in English
 Esther Geva – OISE/University of Toronto, Canada

III. The Relationship Between Listening and Reading Comprehension
in L1 and L2 Grade-One Children
 Clara Merbaum – OISE/University of Toronto, Canada

Discussant: Lesley Wade-Wolley – University of British Columbia, Canada

Symposium **075**

2:20 – 3:40 p.m. • Big Thicket
What Counts as Learning for Students: The Influence and Role of Alternative Assessments
 Chair: P. David Pearson – Michigan State University

I. Students' Notions of Progress in the Portfolio Culture in a Junior High School
 Kara L. Lycke – Michigan State University

II. A Student's and Parents' Views of Assessment: A Case Study in an ESL Setting
 Youb Kim – Michigan State University

III. Student Self-Assessment in the Context of a Teacher-Developed Portfolio
 Devon Brenner – Michigan State University

Discussant: Marjorie Lipson – University of Vermont

Paper Session **076**

2:20 – 3:40 p.m. • Padre Island
Literacy as Social and Cultural Acts
 Chair: Kathleen Heubach – Virginia Commonwealth University

I. The Implications of Culturally Mediated Definitions of Reading on Motivation and Pedagogy
 Linda M. Pavonetti – Oakland University

II. Constructing Understandings: Collaboration at the Doctoral Level
 Stacey Henderson – SUNY/Albany
 Rebecca Rogers – SUNY/Albany
 Sharon Peck – SUNY/Albany
 Haley Woodside-Jiron – SUNY/Albany

III. Metaphors of Literacy: Cultural Models of Mainstream Parents
 Steven Bialostok – University of Arizona

Alternative Format **077**
Double Session I & II

2:20 – 5:10 p.m. • Texas II
From Early Intervention to Quality Instruction for All Beginning Readers: A Discussion of Models That Support Preservice and Inservice Teacher Education
 Chair: Ruth Short – James Madison University

A number of teacher-educators across the country have developed models built upon the elements and research of early intervention programs, carried out these models of instruction with Preservice and/or Inservice teachers, and researched the effects of this instruction on the teachers and the children that they teach. This session will consist of three parts: (1) It will provide a brief overview of five such projects and the research behind them. (2) Small groups will meet to discuss the elements critical to the success of such projects in terms of reading and teacher education; raise issues surrounding this type of work; and suggest research that could/should be done related to it particularly in the areas of teacher education, school change, etc. (3) Following the small group interaction, time will be provided for the Discussant to address issues, questions, and concerns from her own perspective.

I. The Reading Club: A School-based Tutorial Program for Upper Elementary Struggling Readers
 Sheryl Prater – University of Texas/Austin

II. The Marquette University Literacy Project
 Lauren Leslie – Marquette University
 Linda Allen – Marquette University

III. The Early Intervention In Reading (EIR) Program
 Alice Maday – University of Minnesota
 Kathy Byrne – University of Minnesota
 Beverly Halvorson – University of Minnesota
 Barbara Taylor – University of Minnesota
 Kathleen Clark – University of Minnesota
 Deborah Peterson – University of Minnesota

IV. Transferring the Intervention to the Classroom: The Shadow, the Tutor and the Team
 Laurie Leiker – Kansas City Public Schools, KS
 Ann Brickey – University of Kansas
 Diane Corcoran Nielsen – University of Kansas

V. The Reading Club: A School-based Tutorial Program for Upper Elementary Struggling Readers
 Margo Turner – University of Texas/Austin
 Jo Worthy – University of Texas/Austin

VI. Preservice Teachers as Inquierers: The Possibilities of Case Study Research in Literacy Intervention Programs
 Karen Broaddus – University of Tulsa

Discussant: Mary Regina Jett – University of Wisconsin/Milwaukee

Alternative Format **078**

3:50 – 5:10 p.m. • Foothills II
The Process of Developing Researchers
 Chair: Rebecca McRight – Texas A & M University

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.

Participants: Rebecca McRight – Texas A & M University, Pamela J. Meers – Texas A & M University, Varnell V. Voss – Texas A & M University, Jill Hicks – Texas A & M University, Nancy Montgomery – Texas A & M University

Symposium **079**

3:50 – 5:10 p.m. • Texas V
A Portrait of Effective Instructional Practices for Culturally and Linguistically Diverse Students: The Integration of Two Research Synthesis
 Chair: Russell Gersten – Eugene Russell Institute

I. Impacts of Alternative Activity Structures on Reading Achievement: A Research Symposium
 Sharon Vaughn – University of Texas/Austin
 Batya Elbaum – School Based Research, FL

II. Parameters for Effective Instruction for English-Language Learners: A Research Symposium
 Russell Gersten – Eugene Russell Institute

III. Parameters for Effective Instruction for English-Language Learners: A Research Symposium
 Scott Baker – Eugene Russell Institute

Discussant: Joanna P. Williams – Columbia University

Alternative Format 080**3:50 – 5:10 p.m. • Texas I**
Critical Reflections of Vocabulary Instruction and Learning: Giving All the Gift of Words

Chair: Bonnie Konopak – University of Oklahoma

We will begin with an overview of our experiences teaching vocabulary to diverse populations and our reflections of these interactions. Our reflections were based upon readings from vocabulary research, teacher research, and feminist research. We will then provide opportunities for the audience to dialogue within small groups about teaching vocabulary to (1) ESL students, (2) students with special needs, (3) urban students, (4) middle school students, and (5) undergraduate Preservice students. Conclusions will be made by the discussant.

Participants: Rene Rubin – University of Houston, Dawn Bradford – University of Houston, Christine Latham – University of Houston, Nancy L. Williams – University of Houston, Joan Webster – University of Houston, Leigh Van Horne – University of Houston

Paper Session 081**3:50 – 5:10 p.m. • Texas III**
Learning About and From Current Assessment Practices

Chair: Mark Sadoski – Texas A & M University

I. National Curriculum English Assessment in England: Level Descriptions and Teacher Assessment

Kathy Hall – Leeds Metropolitan University, United Kingdom
Bagele Chilisa – University of Botswana, Botswana

II. Assessment Issues in Botswana's First National Literacy Survey
Michelle Commeyras – University of Georgia

III. Early Literacy Assessment: A Marketplace Analysis
P. David Pearson – CIERA/Michigan State University
Youb Kim – CIERA/Michigan State University
Lisa Sensale – CIERA/Michigan State University
Sapna Vyas – CIERA/Michigan State University

Symposium 082**3:50 – 5:10 p.m. • Texas VI**
A Comprehensive-Collaborative Model of Evaluation of Volunteer Tutoring Programs

Chair: Frances Howard – Georgia State University

I. The Value of Collaborative Inquiries: Learning from the Process As Well As the Product of Self-Studies
Ruth Hough – Georgia State University
Joanne Dowdy – Georgia State University
Shalondra E. Henry – Hands On Atlanta
Richard J. Hyde – Hands On Atlanta

II. Implementation of a Broad-Scale Study: Examining Participants' Perceptions of the Volunteer Programs
Jeffrey Lee – Georgia State University
Joyce E. Many – Georgia State University

III. Developing an Evaluation Model to Meet the Needs of Diverse Stakeholders
Ruth Hough – Georgia State University
Joanne Dowdy – Georgia State University
Joyce E. Many – Georgia State University

IV. From a Perspective of the Literacy Field: Exploring the Curriculum Developed by a Volunteer Service Organization
Susan Henderson – Georgia State University

Discussant: Marcia Invernizzi – University of Virginia

Alternative Format 083**3:50 – 5:10 p.m. • Texas VII**
Know Thyself and Understand Others: Discovering the Attitude

Chairs: Arlette Ingram Willis – University of Illinois/Urbana-Champaign, Barbara Diamond – Eastern Michigan University

The purpose of this session is to assist NRC members in the understanding of multicultural issues through a modified version of the model known as the ABC's of Cultural Understanding and Communication. We also hope to promote a sense of a community among the participants that will enhance the organization's member-to-member communication.

Research and Application of ABC's in Elementary Classrooms
Patricia Schmidt – Le Moyne College
Patricia Edwards – University of Michigan
Kathryn H. Au – University of Hawaii

Participants: Peter Mosenthal – Syracuse University, Patrick Shannon – Pennsylvania State University, Carmen Coballas Vega – University of Wisconsin/Oshkosh

Alternative Format 084**3:50 – 5:10 p.m. • Panhandle**
Exemplary Literacy Instruction in Fourth Grade

Chair: Ann Duffy-Hester – University of Georgia

The purpose of this session is to present the results of a five-state study dealing with exemplary literacy instruction in the fourth grade. It will include: (1) an overview of the study, (2) our results, which consist of a set of characteristics of effective instruction among the fourth-grade classrooms, (3) presentations of two particular case studies, (4) a presentation of how exemplary teachers connected literacy learning with knowledge acquisition, and (5) a fishbowl panel discussion of implications and related issues which will include both the researchers and audience participants.

I. Overview of the Study
John Cronin – SUNY/Albany
Gregory Brooks – SUNY/Albany

II. Individuality Among Exemplary Teachers: Case Study #1
Linda Rygielski – Rutgers University

III. Integrated Instruction in Exemplary Fourth-Grade Classrooms
Haley Woodside-Jiron – SUNY/Albany
Jeni Pollack Day – SUNY/Albany
Peter Johnston – SUNY/Albany
Stephen Powers – SUNY/Albany

IV. Individuality Among Exemplary Teachers: Case Study #1
Michele Markowski – Rutgers University
Gay Ivey – Rutgers University
Lesley M. Morrow – Rutgers University

V. Individuality Among Exemplary Teachers: Case Study #2
Cathy Collins-Block – Texas Christian University

VI. Commonalities Among Exemplary Fourth-Grade Teachers
Ruth Wharton-McDonald – University of New Hampshire
Kim Boothroyd – University of New Hampshire

Facilitator: Richard Allington – SUNY/Albany

THURSDAY

Symposium 085

3:50 – 5:10 p.m. • Hill Country A
E-Mail Partnerships: Researching, Dialoguing, and Mentoring
 Chair: Carol Donovan – University of Alabama

I. Mentoring Through E-Mail Partnerships in Content Literacy Classes
 Craig S. Shwery – Fort Hays State University
 Josephine Young – University of Georgia

II. E-Mail Research Partnerships in Content Literacy Classes
 T. Gail Pritchard – Fort Hays State University

III. The Impact of Peer Dialogue on Attitudes and Orientations Toward Content Area Reading of Secondary Preservice Teachers
 Victoria Gentry Ridgeway – Clemson University
 Janis Harmon – University of Texas/San Antonio

Participants: Josephine Young – University of Georgia, Craig Shwery – Fort Hays State University, Victoria Gentry Ridgeway – Clemson University, Janis Harmon – University of Texas/San Antonio

Discussant: David Reinking – University of Georgia

Symposium 086

3:50 – 5:10 p.m. • Hill Country B
Cross-Case Analysis of Social Literacy Learning
 Chair: JoBeth Allen – University of Georgia

I. An Analysis of Teacher Demonstrations in Whole-Language First Grade
 Patricia Grogan – Ohio State University

II. Negotiation of the Cognitive and Social Dimensions of Peer Learning
 Lora Lawson – Ohio State University

Discussant: JoBeth Allen – University of Georgia

Alternative Format 087

3:50 – 5:10 p.m. • Hill Country C
Legislative Pressures to Alter Literacy Research and Instruction: What Can We Do When It Seems like There's Nothing We Can Do?
 Chair: Sam Miller – University of North Carolina/Greensboro

The purpose of this session, sponsored by the NRC Policy and Legislative Committee, is to generate discussion about policy and legislative issues that are impacting curriculum and instruction at the university, district, and school levels. This year's session brings together NRC researchers who are attempting to proactively respond to state and national legislative policies.

Participants: Sam Miller – University of North Carolina/Greensboro, Lauren Freedman – Western Michigan University, Peter Winograd – University of New Mexico, Sharon O'Neil – Texas Education Agency, Annemarie Palincsar – University of Michigan, Alan Farstrup – International Reading Association, Mary Ellen Vogt – California State University/Long Beach, Karen Thomas – Western Michigan University

Alternative Format 088

3:50 – 5:10 p.m. • Board Room
Addressing Multicultural Issues in Literary Education Courses
 Chair: Janet Richards – University of Southern Mississippi

Members of the NRC Teacher Education Research Study Group will share their experiences in addressing multicultural issues within the context of Preservice teacher education courses. First, an overview of related issues will be presented. Then, findings will be shared on attitudes toward the integration of multicultural issues in literacy education courses for over 300 Preservice teachers in eleven colleges and universities. Next, session participants will have the opportunity to meet with two of three different groups who have explored specific methods of addressing multicultural issues in their literacy education courses. Group discussion leaders will focus their comments on lessons learned and dilemmas faced within their experiences, and they will provide time for session participants to discuss responses and related experiences. The three methods of addressing multicultural issues in literacy education courses which have been explored include: (1) biography and autobiography, (2) literature responses, and (3) teaching cases.

I. Using Teaching Cases in Addressing Multicultural Issues in Undergraduate Literacy Education Courses
 Dana Grisham – San Diego State University
 Mary Draper – University of South Florida
 Merry Boggs – University of South Florida
 Mary Strong – Iowa State University
 Mary Alice Barksdale-Ladd – University of South Florida

II. Findings from Survey on Attitudes of Preservice Teachers about the Integration of Multicultural Issues in Literacy Education Courses
 Peter Fisher – National-Louis University
 Carolyn Ann Walker – Ball State University

III. Using Autobiography and/or Biography in Addressing Multicultural Issues in Undergraduate Literacy Education Courses
 Jean Hammons – University of Wisconsin/LaCrosse
 Mary Ann Wham – University of Wisconsin/Whitewater
 Heather Richmond – St. Thomas University, Canada
 Marguerite Cogorno Radencich – University of South Florida

IV. Using Literature Responses in Addressing Multicultural Issues in Undergraduate Literacy Education Courses
 Kathryn Carr – Central Missouri State University
 Marjorie Wuthrick – Muskingum College
 Carolyn Ann Walker – Ball State University
 Peter Fisher – National-Louis University
 Susan Serns – National-Louis University
 Paula Zielonka – University of South Florida

Alternative Format**089****3:50 – 5:10 p.m. • Big Thicket
Critical Inquiry, Literacy and Voice Within
and Through Media Representation**

Chair: Ann Watts Pailliotet – Whitman College

This Alternative Session has the following format: *Part One: Introduction.* Chair person provides a brief overview of session purposes. Each participant previews his or her presentation title, research questions, and data (10 minutes). *Part Two: Active Inquiry.* Following the premises of inquiry learning, the session will employ a hands-on, stations, round table format. Participants will choose which stations to visit as they engage in active inquiry through examination of materials and questioning of facilitators. Chair will call time after each 10-15 minute interval, but participants are free to remain longer at stations of interest (50 minutes). *Part Three: Synthesis and Whole Group Discussion.* Our two discussants will synthesize findings from theoretical perspectives of critical viewing/pedagogy and constructivist/inquiry literacy learning. They will then lead a discussion about the session's implications for researchers, classroom teachers, and Preservice/Inservice education (20 minutes).

**I. Inquiry Into Sociocultural and Political Relations
Through Electronic Literacy**

Linn Bekins – University of Utah

II. Inquiry Into Ourselves and Our Worlds Through Mass Media Texts

Allan Neilsen – Mount St. Vincent University

**III. Multimedia Representations of Inquiry-Based Learning
with Middle Level Learners: Artifacts, Stories and Reflections**

Sherry Macaul – University of Wisconsin/Eau Claire

**IV. Responding to and Inquiring About Literature
Through a Multi-Media Format**

Patricia Mulcahy-Ernt – University of Bridgeport

**V. Characteristics of Media-Ethnographies
Contributing to Critical Inquiry of Audience Stance**

Richard Beach – University of Minnesota

**VI. Instructional Design as Entry Point for Critical
Inquiry into Teaching Practice**

Neal Shambaugh – Virginia Tech University

Susan Magliaro – Virginia Tech University

Discussants: Ann Watts Pailliotet – Whitman College, Ladislaus Semali – Pennsylvania State University

Alternative Format**090****3:50 – 5:10 p.m. • Padre Island
Are Two Signs Better Than One?
Literacy Lessons from Semiotics**

Chair: Beth Berghoff – Indiana University/Indianapolis

Participants will be invited into a theoretical discussion of a semiotic perspective and its literacy implications. Each presenter will explain his or her own personal semiotic framework developed over time and based on work in classrooms. Each will explore the irony that semiosis can both narrow and expand meaning potential.

I. What Gets Lost in Semiosis?

Beth Berghoff – Indiana University/Indianapolis

**II. Semiotics and Subversion: The Sign is a Site of Struggle...
The Sign of a Sign of Whose Sign**

Jamie Myers – Pennsylvania State University

**III. Getting Used to Transmediation and Getting
on with Critical and Moral Schooling**

Peggy Albers – Georgia State University

JLR and NRC Yearbook Reception5:15 – 6:15 p.m. • Foothills II

Vital Issues9:00 p.m. – midnight • Branchwater Lounge

Events of the Day Friday

TIME	EVENT	ROOM	
8:00 a.m. – 5:30 p.m.	Registration	Registration Foyer	
8:00 a.m. – 6:00 p.m.	Silent Auction	Big Bend	
8:30 – 9:50 a.m.	Sessions and Roundtables	See Schedule	
9:50 – 10:20 a.m.	Coffee and conversation	on your own	
10:20 – 11:40 a.m.	Second Plenary Session Presentation of Ed Fry Book Award	<i>Learning to read in the Electronic Age</i> David H. Rose – Center for Applied Special Technology and Harvard Graduate School of Education Laura Roehler – Michigan State University	Texas I-III
11:45 – 12:45 p.m.	Lunch	on your own	
	Newcomers Table	Registration Foyer	
11:45 – 12:45 p.m.	Birds of a Feather	Check at Registration Desk for topics	Foothills II
11:45 – 12:45 p.m.	Past Presidents' Lunch		President's Suite
11:45-12:45 p.m.	Lunch-Time Sessions	<i>Conversations with Literacy Research Centers: Missions, Plans, and Politics</i>	Texas I
11:45-12:45 p.m.	Meeting – Albert J. Kingston Award (open to all members)	Chair: Sheila Valencia – University of Washington	Texas V
11:45-12:45 p.m.	Meeting – Oscar Causey Award (open to all members)	Chairs: Peter Mosenthal – Syracuse University, Cathy Roller – International Reading Association	Texas VI
11:45-12:45 p.m.	Meeting – Ed Fry Book Award (open to all members)	Chair: Laura Roehler – Michigan State University	Texas VII
11:45-12:45 p.m.	Meeting – Critical Spaces (open to all members)	Chair: Carolyn Colvin – University of Iowa	Panhandle
11:45-12:45 p.m.	Meeting – Long Range Planning (open to all members)	Chair: Jamie Myers – Pennsylvania State University	Hill Country A
11:45-12:45 p.m.	Meeting – JLR Editors and Editorial Advisory Board	Chairs: David Reinking, Donna E. Alvermann, Cyndie Hynd – University of Georgia	Hill Country B
12:50 – 2:10 p.m.	Sessions and Roundtables		See Schedule
2:20 – 3:40 p.m.	Sessions and Roundtables		See Schedule
3:50 – 5:10 p.m.	Sessions and Roundtables		See Schedule
5:30 – 6:30 p.m.	NRC Town Meeting	Moderators: David Reinking – University of Georgia, Patricia Alexander – University of Maryland	Texas I
9:00 p.m. – midnight	Vital Issues		Branchwater Lounge
9:00 p.m. – midnight	Lighter Side	Join your colleagues and enjoy Austin's nightlife	Off-Site Location

Joint Roundtables**091****Session A – 8:30 – 9:05 a.m. • Foothills II****Session B – 9:15 – 9:50 a.m. • Foothills II**

Chair: William D. Nichols – University of North Carolina/Charlotte

91.1A *The Weakness of Strengths: A Researcher Negotiates the Discourse of Family Literacy*

Carolyn Colvin – University of Iowa

Marianne Whitehouse – University of Iowa

Ana Martinez Aleman – Grinnell College

91.1B *The Weakness of Strengths: Probing the Discourse of Family Literacy for Latino Parents*

Carolyn Colvin – University of Iowa

Angela Allsop Kome – University of Iowa

Ana Martinez Aleman – Grinnell College

91.2A *Constructing an Elementary Education Program: Redesigning Literacy Methods Course to Transform Participation*

Woodrow Trathen – Appalachian State University

Pam Schram – Appalachian State University

Janet Bloodgood – Appalachian State University

91.2B *Constructing an Elementary Education Program: Partners in Developing Preservice Clinical Practice*

Woodrow Trathen – Appalachian State University

Janet Bloodgood – Appalachian State University

Pam Schram – Appalachian State University

91.3A *Learning About the Social, Cultural and Historical Contexts of a Hmong Child's Experiences*

Cynthia Brock – Texas Woman's University

Leila Flores-Duenas – Texas Woman's University

Mary Rozendal – University of Missouri/Columbia

91.3B *Seeing One Another More Clearly:**A Literacy Development Project in Guam and Micronesia*

Bridget Dalton – The University of Guam

91.4A *Reading Assessment in Exemplary K-3 Classrooms*

Scott Paris – CIERA/University of Michigan

Robert Carpenter – University of Michigan

91.4B *Exploring Reading Practices in K-3 Classrooms that Link Schools-Families-Communities*

Alison Paris – University of Michigan

Shannon Curtis – University of Michigan

Alternative Format**DOUBLE SESSION, PART I****092****8:30 – 9:50 a.m. • Texas I*****Listening to Erica Read: Perceptions and Analyses of a Reader from Multiple Perspectives***

Chair: Patricia L. Anders – University of Arizona

This session brings together researchers with differing perspectives about the reading process to dialogue about their observations of one reader reading orally and her retelling. The presenters will analyze the reading and the retelling, discuss reading instruction possibilities for the reader and explain the research and theoretical understandings based on this experience. Note: The audience will be involved in the observations, discussions, and evaluation of the reader.

I. Introduction

Patricia L. Anders – University of Arizona

II. Perspective #1

David Bloome – Vanderbilt University

III. Perspective #2

Pat Cunningham – Wake Forest University

IV. Perspective #3

Diane DeFord – Ohio State University

V. Perspective #4

Yetta Goodman – University of Arizona

VI. Perspective #5

Timothy Rasinski – Kent State University

VII. Background on Erica

Gopa Goswami – University of Arizona

Symposium**093****8:30 – 9:50 a.m. • Texas V*****Parent, Teacher, and University Partners: Evaluating a Collaborative Intervention Project for At-Risk Children***

Chair: Linda P. Allen – Marquette University

I. An Integrated Strategies Approach to Tutoring: Does it Work?

Karen Evans – Marquette University

II. The Potential of Parent Partners in an Intervention Project

Christine Behnke – Marquette University

III. Project MUSCLE: Teachers as Partners in an Intervention Project

Linda P. Allen – Marquette University

Discussant: Lauren Leslie – Marquette University

Symposium**094****8:30 – 9:50 a.m. • Texas VI*****Through the Looking Glass and into the Past: An Analysis of Twenty Years of Research on Early Literacy, Writing, and Secondary Education and the Role of Politics***

Chair: Kay Stahl – Clarke County School District, GA

I. Exploring Writing and Reading Response*Research as an NRC "Newcomer"*

Kathy N. Headley – Clemson University

II. Who or What is Driving Our Research? A Look at Research*Topics and Political Issues Over a Twenty-year Time Span*

Pamela J. Dunston – Clemson University

Whitney Cox – Clemson University

III. Untangling Twenty Years of Early Reading, Beginning Reading, and Emergent Literacy Research

Joe Yukish – Clemson University

IV. The Role of Secondary, Post-Secondary, and Content Area Reading in NRC's Past, Present, and Future

Victoria G. Ridgeway – Clemson University

Discussant: Steven A. Stahl – University of Georgia

Symposium 095

8:30 – 9:50 a.m. •Texas VII
Teacher Learning and The Reading Classroom Explorer: The Intersection of Hypermedia, Collaboration, and Teaching Philosophies
 Chair: P. David Pearson – Michigan State University

- I. The Durability of Electronically-Encountered Images of Literacy Instruction**
 Becky Wai-Ling Packard – Michigan State University
 Joan Hughes – Michigan State University
 P. David Pearson – Michigan State University
- II. Developing Personal Philosophies about Teaching Literacy: The Role of Collaboration in a Technology-Rich Environment**
 Richard Ferdig – Michigan State University
 Joan Hughes – Michigan State University
 P. David Pearson – Michigan State University

III. Student Collaboration and Student-initiated Inquiries into Literacy Issues: Can They Be Facilitated by the Reading Classroom Explorer's Interactive Notebook?
 Joan Hughes – Michigan State University
 Becky Wai-Ling Packard – Michigan State University
 Catherine Reischl – University of New Hampshire
 P. David Pearson – Michigan State University

IV. The Durability of Electronically-Encountered Images of Literacy Instruction
 P. David Pearson – Michigan State University
 Becky Wai-Ling Packard – Michigan State University
 Joan Hughes – Michigan State University

Discussant: William Rupley – Texas A & M University

Alternative Format 096

8:30 – 9:50 a.m. •Panhandle
Creative Drama: A Constructivist Approach to Literacy
 Chair: David Red – Foreign Service Department

Creative drama is a holistic, collaborative process which enhances problem solving and social awareness. Participants will actively engage in a short play designed by the presenter to teach creative drama as a pedagogical strategy which emphasizes empathy, group cooperation, and respect for each learner's voice. Video taped examples of research findings will be shared.

- I. Creative Drama: A Constructivist Approach to Literacy**
 Shannon O'Day – Georgia State University
- II. Methodological Choices in the Design and Conduct of Case- Based Literacy Research**
 Annemarie Palincsar – University of Michigan
- III. Constructing Cases of Special Needs Learners in Guided Inquiry Science**
 Annemarie Palincsar – University of Michigan

Paper Session 097

8:30 – 9:50 a.m. •Hill Country A
Bilingual Literature Response Study
 Chair: Flora Rodriguez-Brown – University of Illinois/Chicago

- I. Literacies Among U.S. Non-Mainstream Communities: A Review**
 Elaine B. Rubinstein-Avila – Harvard University
- II. Bilingual Literature Response Study**
 Bertha Perez – University of Texas/San Antonio
- III. Reexamining Continuities and Discontinuities: Language Minority Children's Literary Experiences at Home and at School**
 Hong (Shelley) Xu – Texas Tech University

Symposium 098

8:30 – 9:50 a.m. •Hill Country B
Policies in Search of (A) Difference: Case Studies of Cultural and Political Tensions in Literacy Education Reform
 Chair: Patricia E. Enciso – Ohio State University

- I. When Process Becomes Policy: The Paradox of Kentucky State Reform for Exemplary Teachers**
 Shelby Wolf – University of Colorado/Boulder
 Monette McIver – University of Colorado/Boulder
- II. Recovering a Language for Reading: A Researcher-Teacher Perspective on the Terms of Inclusion in Reading Assessment and Practice**
 Patricia E. Enciso – Ohio State University

III. Reforming Assessment Practices: Negotiating Spaces for Agency Via Report Cards and Conferences
 Robert J. Tierney – Ohio State University
 Tom Crumpler – California State University/San Marcos
 Cynthia Bertelsen – Ohio State University
 Ernest Bond – Ohio State University
 Jane Bresler – Ohio State University

Discussant: Barbara Seidl – Ohio State University

Paper Session 099

8:30 – 9:50 a.m •Hill Country C
The Challenges of Teacher Research and Classroom Applications
 Chair: Lynn Romeo – Monmouth University

- I. Reading Recovery, Regular Classroom Practice, and Professional Development: A Case Study of One Teacher's Experience in a System-Wide Staff Development Initiative**
 Diane Leipzig – University of Maryland
 John O'Flahavon – University of Maryland
- II. Micropolitics of the Personal: How Developing Relationships Affect Teacher-Researcher Collaborations**
 Lenora de la Luna – Purdue University
 Debbie Gardiner – Booker T. Washington Elementary School, IL
 George Kamberelis – Purdue University
- III. Making Sense of Classroom Worlds: Methodology in Teacher Research in Literacy Education**
 Ann Duffy-Hester – University of Georgia
 James Baumann – University of Georgia

Paper Session**100****8:30 – 9:50 a.m. • Board Room**
Issues in Teaching Preservice Reading
Methods Classes

Chair: Brenda Shearer – University of Wisconsin/River Falls

- I. The Tensions and Possibilities of Integrating the Arts:**
A Study of Seven Elementary Teachers and Their Curriculum
Peggy Albers – Georgia State University
Kay Cowan – Fairyland School, GA
- II. Effects of an Alternative Field Placement for a Literacy Methods Course on First and Third Graders' Reading and Spelling Achievement**
Suzanne Krause Langford – Humboldt State University
Elizabeth Moore – University of Washington
Debra Wellman – Bowling Green State University
- III. Child-Focused Literacy Methods Classes:**
What is Gained? What Is Lost?
Maria Meyerson – University of Nevada/Las Vegas
Marilyn McKinney – University of Nevada/Las Vegas
Rebecca Schneider – University of Nevada/Las Vegas
Lisa Stevens – University of Nevada/Las Vegas
Dorothy Kulesza – University of Nevada/Las Vegas
Margaret Smith – University of Nevada/Las Vegas

Paper Session**101****8:30 – 9:50 a.m. • Big Thicket**
Understanding the Congruency Between
Beliefs and Practice

Chair: Debra Price – Sam Houston State University

- I. Congruent Relationships Among Teaching Belief, Practices and Theories: A Systematic Self-Study Inquiry**
Craig Shwery – Fort Hays State University
- II. What I Practice Is Not What I Believe:**
Cognitive Dissonance in the Literacy Classroom
Karen F. Thomas – Western Michigan University
Lauren Freedman – Western Michigan University
- III. Focusing the Lens: Preservice Teachers' Literacy Beliefs and their Relationship to Beliefs about Literacy Instruction**
Gwynne Ellen Ash – University of Georgia

Symposium**102****8:30 – 9:50 a.m. • Padre Island**
Alternative Assessment: One School's Story

Chair: Carol Donovan – University of Alabama

- I. Student Reflection: The Student's Perspective**
Elizabeth K. Wilson – University of Alabama
Cindy Chandler – Central Elementary School, AL
Ruthie Roberts – Central Elementary School, AL
- II. Student Reflection: The Teacher's Perspective**
Lea M. McGee – University of Alabama
Vonda Gordon – Central Elementary School, AL
Vickie Holt – Central Elementary School, AL
- III. From the Parent's Perspective: Narrative Reports to Report Cards**
Mary Beth Dennis – Alabama Consortium for Educational Renewal

Discussant: T. Gail Pritchard – Fort Hays State University

Coffee and conversation

9:50 – 10:20 a.m. • on your own

SECOND PLENARY SESSION**10:20 – 11:40 a.m. • Texas I-III****Learning to Read in the Electronic Age**
David H. Rose – Center for Applied Special
Technology and Harvard Graduate School of
Education

This presentation will explore theoretical and research issues related to technology and literacy development in the electronic age.

David H. Rose is co-director of the Center for Applied Special Technology (CAST) and teaches at the Harvard Graduate School of Education. He completed his undergraduate work at Harvard University, received his master's degree from Reed College and his doctorate from the Harvard Graduate School of Education. Dr. Rose specializes in developmental neuropsychology and the universal design of learning technologies. He is well noted for his work in expanding opportunities for students with disabilities through the innovative development and application of technology.

Chair: Linda B. Gambrell
Vice President, National Reading Conference
University of Maryland

Presentation of Ed Fry Book Award
Laura Roehler – Chair

FRIDAY

SPECIAL LUNCH-TIME SESSION**11:45 – 12:45 p.m. • Texas I****Conversations with Literacy Centers: Missions,**
Plans, and Politics
Chair: Anne Sweet – OERI

Center for the Improvement of Early Literacy Achievement
Scott Paris – CIERA/University of Michigan
Connie Juel – CIERA/University of Virginia

Center for Research on the Education of Students Placed at Risk
Barbara A. Wasik – John Hopkins University

Newcomers Table

11:45 – 12:45 p.m. • Registration Foyer

Birds of a Feather

11:45 – 12:45 p.m. • Foothills II

Past Presidents' Lunch

11:45 – 12:45 p.m. • Presidential Suite

Roundtables 103

12:50 – 1:25 p.m. • Foothills II
 Chair: Lee A. Dubert – Boise State University

103.1 Use of Structured Narratives in Exploring Preservice Teachers Implementation of CAL Strategies
 M. Carrol Tama – Portland State University
 Rolla Lewis – Portland State University
 Carol Mack – Portland State University

103.2 E-Mailer and E-Mailee: Reading and Writing Strategies Faculty Used in E-Mail Communication
 Liqing Tao – Western Kentucky University
 David Reinking – University of Georgia

103.3 Reader Stance and Classroom Authority: Negotiating Meaning in a 12th Grade English Course
 Paul M. Molinelli – University of California/Berkeley

103.4 Reflective Inquiry: How a Teacher's Perceptions Were Altered to Foster the Literacy Engagement of a Second Language Learner
 Deborah K. Biggers – University of Texas/San Antonio

103.5 Time as a Variable in Teacher Education
 Douglas Fisher – San Diego State University
 James Flood – San Diego State University
 Debra Martin – San Diego State University
 Diane Lapp – San Diego State University

103.6 An Exploration of Guided Reflection Using Interdisciplinary Intervention and Electronic Expression
 Debra Bayles Martin – San Diego State University
 Kathryn LaMaster – San Diego State University

103.7 Sustaining the Use of Portfolios: How Can We Help Others and Ourselves?
 Patricia Scanlan – University of Wisconsin/Oshkosh
 Rebecca Anderson – University of Memphis
 Marilyn McKinney – University of Nevada/Las Vegas
 Michael P. Ford – University of Wisconsin/Oshkosh
 Laura Roehler – Michigan State University
 Beverly Bruneau – Kent State University

103.8 Teachers' Professional Development from an NRC Perspective
 J. Yvette McWhorter – Texas Woman's University
 Ann Bullion-Mears – Sam Houston State University

103.9 Using Stories and "Transactional Inquiry" to Tap the Wisdom of Teachers: Nonlinear Assessment in a Standardized World
 Martha Foote – Texas A & M University/Commerce
 Cathy Zeek – Texas Woman's University
 Charlene Fleener – Texas A & M University/Commerce
 Carole Walker – Ball State University

103.10 Constructing a Literate Identity: A Case Study of a Learning Disabled Reader and Writer
 Kailonnie Dunsmore – Michigan State University
 Carol Sue Englert – Michigan State University

Roundtables 104

1:35 – 2:10 p.m. • Foothills II
 Chair: Greta K. Nagel – California State University/Long Beach

104.1 Who Says Literacy Has to Be Work Sheets?
 Jacqueline Gerla – University of Texas/Tyler

104.2 Development of Metacognitive Knowledge Regarding Self, Task, and Strategy Variables During Reading Recovery Program Instruction
 Maribeth Cassidy Schmitt – Purdue University

104.3 Tutor-Child Interactions in Book-Making: Scaffolding Children's Early Literary Experiences
 Susan Constable – SUNY/Geneseo

104.4 Reconceptualizing Persuasion: Reader-Determined Versus Expert-Determined Notions of Persuasion
 P. Karen Murphy – University Maryland

104.5 Second Graders Who Write Become Better Readers: A Comparison of Two Classes
 David Lund – University of South Alabama

104.6 A Shift in Stance: Teacher-Centered to Student-Centered Teaching – A Description
 Leah S. Smith – Stephen F. Austin State University
 Margaret H. Hill – University of Houston/Clear Lake

104.7 Process Drama: A Special Space and Place for Writing
 Jenifer Jasinski Schneider – University of South Florida

104.8 Making the Adjustment: Trained for Multi-Age Classroom Configuration; Teaching a Single Grade
 Margaret Compton-Hall – Texas Woman's University

104.9 The Teaching of Reading Projects: Assessment and Diagnosis of Senior Undergraduate Students' and Cooperating Teachers' Attitudes and Ability to Teach Reading
 Elaine Roberts – State University of West Georgia
 Dawn Putney – State University of West Georgia

Alternative Format DOUBLE SESSION, PART II 105

12:50 – 2:10 p.m. • Texas I
Listening to Erica Read: Perceptions and Analyses of a Reader from Multiple Perspectives
 Chair: Patricia L. Anders – University of Arizona

Please see program description from Part I on page 37.

Symposium**106****12:50 – 2:10 p.m. • Texas V**
Intervention Contexts: Considering
Factors that Influence Going to ScaleChair: David B. Yaden, Jr. –
CIERA/University of Southern California**I. Replication Struggles in the Inner City**
Laura McMahon – CIERA/University of Virginia
Marcia Invernizzi – CIERA/University of Virginia**II. Tutor Variables in Two Southern Towns**
Mary Abouzeid – CIERA/University of Virginia
Cathy Rosemary – John Carroll University**III. Interventions in American Indian Communities**
Laura Smolkin – CIERA/University of Virginia

Discussant: Darrell Morris – Appalachian State University

Alternative Format**107****12:50 – 2:10 p.m. • Texas VI**
Dialogue about Dialogic Practice:
Theoretical and Methodological Issues
Chair: Victoria Purcell-Gates – Harvard University

This session provides an arena for sharing insights, assumptions, and experiences of the meaning(s) of *dialogic* as this concept/principle, central to transformative, critical pedagogy, applies to classroom practice. It also explores methodological issues that arise when research undertakes to use the concept of *dialogic practice* as a variable. Four presenters will share theoretical perspectives and research dilemmas related to this topic. Session attendees will then have an opportunity to contribute to the dialogue in small-group discussions. The results of these dialogues will then be shared with the whole group with an ensuing large-group dialogue.

Participants: Marta Soler – Harvard University, Sophie Degener –
Harvard University, Erik Jacobson – Harvard University**Paper Session****108****12:50 – 2:10 p.m. • Texas VII**
Interrogating Texts: Critical Readings
of Teachers and Adolescent Girls
Chair: Richard Beach – University of Minnesota**I. Talk About Texts: Negotiating Identity and Race**
Through the Discourse of an All-Girls' Literature Group
Sally A. Smith – New York University
Duane Castanier – Michigan State University**II. Reading the Word/Reading the World: Using Historical**
Children's Literature to Enhance "Critical" Reading
Laura Apol – Michigan State University**III. The Reading of the Romance and the Psychological**
Development of Adolescent Girls
Frances K. Hurley – Harvard University**Paper Session****109****12:50 – 2:10 p.m. • Panhandle**
Topics in Text Analysis: Canon,
History, and Representation
Chair: Patricia Encisco – Ohio State University**I. Dick and Jane Meet John and Judy:**
The Development of the Cathedral Readers
Thecla M. Spiker – Shaler Area School District, PA**II. In the Best Interest of Students: Relational and**
Rebellious Teachers Portrayed in Children's Literature
Cheri Foster Triplett – University of Georgia
Gwynne Ellen Ash – University of Georgia**III. How Timeless Are the Classics?**
Documenting the Children's Canon 1909-1996
Christine Jenkins – University of Illinois/Urbana-Champaign**Alternative Format****110****12:50 – 2:10 p.m. • Hill Country A**
Stories About Literacy, Democracy and Teaching:
Where Have We Been? Where Are We Going?
Chair: Sara Ann Beach – University of Oklahoma

This session will have three parts. During Act 1, the participant/presenters will present an unfinished modified reader's theatre. The foci of the conversation will be the questions of how literacy should be defined, how literacy fits in a democratic society, who we are as teachers, and how our emerging identities have changed over the course of our careers. During Act 2, we will ask the attendee/participants to respond to the conversation/reader's theatre. While we will suggest possible forms the response could take (e.g. a letter to presenters, a poem, a role play with another person, etc.), each attendee will choose how to respond and whether to respond individually or with a partner. During Act 3, the attendees will share their responses in small groups and discuss the implications of the ideas for literacy professionals. Each group will complete their vision of the conclusion to the reader's theatre script that began the session. The session will end with each small group presenting their ending to the unfinished script that began the session, followed by a summary of the ideas discussed.

Participants: Sara Ann Beach – University of Oklahoma,
Mary P. Melvin – Orava Association, Klaudia Lorinczova –
Orava Association, Kurtis Meredith – University of Northern Iowa,
Eva Mikulsicakova – Orava Association, Jeannie Steele –
University of Northern Iowa

Alternative Format 111

12:50 – 2:10 p.m. • Hill Country B
A Reading-Writing (Re)Union-Perspective
from the 1998 NSSE Yearbook
 Chair: Nancy Nelson – Louisiana State University

This session focuses on *The Reading-Writing Connection*, a volume published in the spring of 1998 as the 97th Yearbook of the National Society for the Study of Education. First, the yearbook editors, Nelson and Calfee, provide an overview of this longstanding theme in literacy education, its significance, and its treatment in the volume and raise issues to be considered: Why is it so difficult to achieve an integrated conception of literacy? What form does the division between reading and writing (and between literacy and orality) take at various levels of education? What forces pull reading and writing instruction together, and what forces push them apart? Then, after this introduction, various contributors to the book take turns sitting in an "author's chair," where they read choice excerpts from their own chapters, present their positions, and contrast their positions with the positions of others. All presenters elicit response from other authors as well as from the audience so that the session becomes a conversation instead of a set of formal papers.

I. Reading and Writing – Together (Again)
 Nancy Nelson – Louisiana State University

II. Contextual Connections
 Robert Calfee – Stanford University

III. Readers' Awareness of Author
 Timothy Shanahan – University of Illinois/Chicago

IV. Talking to an Author
 Margaret McKeown – University of Pittsburgh
 Isabel Beck – University of Pittsburgh

V. Writing About Literature: A Dialogic Approach
 Richard Beach – University of Minnesota

VI. Students as Critics of Disciplinary Texts
 Maureen Mathison – University of Utah

Symposium 112

12:50 – 2:10 p.m. • Hill Country C
Integrated Literacy Instruction:
The Past, The Present, and the Possible
 Chair: Taffy E. Raphael – Oakland University

I. Integrated Literacy Instruction: Understood Culturally and Historically
 Danhua Wang – Oakland University
 James R. Gavelek – Oakland University

II. Integrated Literacy Instruction:
An Analysis of Current Trends and Ideas
 Sandy Biondo – Oakland University
 Taffy E. Raphael – Oakland University

III. Integrated Literacy Instruction: Directions for Future Inquiry
 James R. Gavelek – Oakland University

Discussant: Shelia Valencia – University of Washington

Symposium 113

12:50 – 2:10 p.m. • Board Room
Levels of Linguistic Awareness
that Affect Word Reading
 Chair: Steven Stahl – University of Georgia

I. Overselling Phonemic Awareness?
 Philip B. Gough – University of Texas/Austin

II. Lexical Development and Dimensions of Orthographic Processing
 Donald L. Compton – University of Arkansas

III. Does Morphological Structure Affect Word Reading?
 Joanne F. Carlisle – Northwestern University

Discussant: Richard Allington – SUNY/Albany

Paper Session 114

12:50 – 2:10 p.m. • Big Thicket
The Social Aspects of Early Literacy Learning
 Chair: Ellen McIntyre – University of Illinois

I. How Scaffolding, Student Choice, and Audience Nurture the Development of Young Children's Literacy Repertoire
 Susan Daniels Henderson – Georgia State University
 Joy Ward – The Atlanta School, GA
 H.P. Wellborn – The Atlanta School, GA
 Joyce E. Many – Georgia State University

II. Two-year-olds' Initial Explorations of Writing in a Literacy-Rich Preschool Classroom
 Deborah Wells Rowe – Peabody College, Vanderbilt University

III. Re-Conceptualizing the Meaning of Early Relationships in Emergent Literacy
 Judith T. Lysaker – Indiana University

Paper Session 115

12:50 – 2:10 p.m. • Padre Island
Literacy Practices Among African American Adolescents
 Chair: Bena R. Hefflin – University of Pittsburgh

I. Icons of Youth Culture: Speech Genres and the Mediation of Cultural Knowledge
 George Kamberelis – Purdue University
 Greg Dimitriadis – University of Illinois

II. Girls of African Heritage: Examining Literacy in Two Contexts
 Annette Henry – University of Illinois/Chicago

III. Literacy and Academically Successful African American High School Students
 Lee Daily – Georgia State University

Conference Registration/Membership Application

1998 National Reading Conference

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

Name (as you wish it to appear on name badge) _____

Mailing address _____
 Address Changed? Yes No

City _____ State _____ Zip _____ Country _____

Office Phone _____ Home Phone _____

Fax _____ E-Mail _____

- YES NO Include my name/address on mailing lists which may be provided/sold to members of other organizations.
 YES NO This is my first NRC conference.
 YES NO I would like to host an NRC newcomer at the conference.
 YES NO I am NOT a member or presenter. Please send me a program book (\$5.00 charge).

CONFERENCE REGISTRATION (Full registration includes NRC Yearbook #48)			
CATEGORY	ADVANCE Postmarked by 11/6/98	ON SITE After 11/6/98	DAILY (Specify days) 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
AMOUNT			

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 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 Average or about average earnings Entry level position	<input type="checkbox"/> \$170.00 <input type="checkbox"/> \$130.00 <input type="checkbox"/> \$100.00	
Second Family Member: Name: _____		\$45.00
Student		\$35.00
Emeritus		\$50.00
Additional Voluntary Contribution	\$	
Credit Card processing fee (if applicable)		\$5.00
TOTAL AMOUNT: (Conference/Membership) (U.S. funds please)		

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

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 NOTE PROCEDURAL CHANGE:

To reserve your hotel room, contact the
Hyatt Regency directly at 512-477-1234.

*If you reserve your room after the cut-off date of November 6 or
after the room block has sold out, WHICHEVER COMES FIRST,
you WILL NOT receive the NRC-negotiated hotel rates.*

1998 Membership Participation Form

1998 National Reading Conference

Tear Out and return to: The National Reading Conference, Registration Desk

NOMINATION OF OFFICERS

Nominations for Vice President-Elect:

Board of Directors:

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

Name: _____

Institution: _____

Address: _____

City: _____ State: _____ Zip: _____ Country: _____

Work Phone: _____ Home Phone: _____

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 |
| <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 a chair of a conference session for the 1999 conference, please check below.

- Chair Session

1998 Conference Evaluation Form

1998 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 1776, 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, 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

Roundtables**116****2:20 – 2:55 p.m. • Foothills II**

Chair: David M. Lund – University of South Alabama

116.1 *Adult Preferences in Written Responses to Literature*
Dana L. Grisham – San Diego State University**116.2** *The Influence of Shared Enactment and Story Discussion on Kindergartners' Narrative Competence*
Lois A. Groth – University of Maryland/College Park
John F. O'Flahavan – University of Maryland/College Park**116.3** *Profiling Persuasion*
Michelle Buehl – University of Maryland
Christopher T. Sperl – University of Maryland
Patricia A. Alexander – University of Maryland
P. Karen Murphy – University of Maryland**116.4** *Student Perceptions of Literacy Learning in Multi-Age vs. Single Grade Classrooms*
Roger Stewart – Boise State University
Valerie Camilli – Boise State University**116.5** *Thinking Works: The Effects of a Professional Development Program on Fourth and Sixth Grade Students' Reading and Writing Proficiency Test Scores*
Eileen Carr – University of Toledo/Thinking Works
Loviah Aldinger – Thinking Works
Judythe Patberg – University of Toledo**116.6** *Examining the Thought Process of Reading Teachers: How Collegial Reflection Failed to Bring About the Selection of Appropriate Books for Struggling Readers*
Norma Linda Gonzalez – University of Texas/San Antonio**116.7** *Supporting Information Literacy Through Instructional Partnerships*
Marlene M. Asselin – University of British Columbia, Canada**116.8** *Reading Environmental Print: Discriminating Young Readers' Responses*
D. Ray Reutzel – Brigham Young University**116.9** *A Literacy Intervention Model for Active Learning for a Child Who Is Last-to-Emerge into Literacy in a First Grade Classroom*
Linda Wold – University of Chicago**116.10** *A Research-Based Framework for Clinical Reflection*
Camille Blachowicz – National-Louis University
Eileen Owens – National-Louis University
Carol Ivy – National-Louis University
Elsie McAvoy – National-Louis University
Peter Fisher – National-Louis University**Roundtables****117****3:05 – 3:40 p.m. • Foothills II**

Chair: Veda Pendleton McClain – Arkansas State University

117.1 *Students' Perceptions of Computer-Based Language Arts Activities*
Sarah Nixon-Ponder – Southwest Missouri State University**117.2** *Making Teachers' Comments Make Sense*
Adnan Salhi – Fordson High School, MI
Mary Pezzimenti – Fordson High School, MI**117.3** *Exploring the Tension Between Individual and Social Constructions of Knowledge in Text-Based Online Classroom Discussions: Interconnections Among Reading, Writing, and Talking*
Diane L. Schallert – University of Texas/Austin
Ronald E. Benton – University of Texas/Austin
Fan-Ni Liu – University of Texas/Austin
Maria R. Lissi – University of Texas/Austin
Joy Lynn H. Reed – University of Texas/Austin
Nicole A. Amador – University of Texas/Austin
Melissa M. Dodson – University of Texas/Austin**117.4** *What is the Relationship Between Print and Hypertext Reading Skills?*
John E. McEneaney – Indiana University/South Bend**117.5** *Technological Transactions: Interactive Online Communication in Two Literacy Classes*
Carole S. Rhodes – Pace University
Lenore H. Ringler – New York University**117.6** *Information Text or Narrative? Children's Preferences Revisited*
Sharon B. Kletzien – West Chester University
Robert Szabo – West Chester University**117.7** *Findings From Four School Systems in Three Different States After Implementing the Four Blocks Literacy Framework*
Dorothy P. Hall – Winston-Salem/Forsyth County Schools, NC
Patricia M. Cunningham – Wake Forest University**117.8** *Motivational and Cognitive Influences on Conceptual Knowledge: The Combination of Science Observation and Interesting Texts*
Emily Anderson – University of Maryland**117.9** *Read Alouds: Are Early Childhood Programs Doing Their Job?*
Carol Moutray – King's College
Mary Nafus – Child Development Council, PA**Symposium****118****2:20 – 3:40 p.m. • Texas I*****CIERA's Research within Policy Contexts: Standards, Resource Use, and Assessment Practices***

Chair: Elfrieda H. Hiebert – CIERA/University of Michigan

I. *Resource Allocation and the Improvement of Early Reading Achievement*
Charles W. Fisher – CIERA/University of Michigan
Elfrieda H. Hiebert – CIERA/University of Michigan
Martha Adler – CIERA/University of Michigan**II.** *An Analysis of Early Reading/Language Arts Standards*
Karen Wixson – CIERA/University of Michigan
Elizabeth Dutro – CIERA/University of Michigan**III.** *The State of Assessment: Teachers' Perspectives*
Scott Paris – CIERA/University of Michigan**Discussants:** Peter Winograd – CIERA/University of New Mexico,
Kathryn H. Au – CIERA/University of Hawaii

Alternative Format 119

2:20 – 3:40 p.m. • Texas II
Policy Makers and Researchers Talk
 Chair: Janet Gaffney – University of Illinois/Urbana Champaign

The purpose of this session is to allow a chance for policy makers to address researchers and to give researchers the chance to listen and react. The idea for the session grew out of a desire of the Southeast Literacy Consortium (SELC) that researchers, policy makers, and other constituents in literacy (e.g. teachers, parents, community programs, and students) have a say in the negotiation of agenda for both policy and research. In two issues of the Journal of Literacy Research, researchers were given the chance to address policy makers and the policy makers reacted. This session is not an attempt to continue the dialogue, but to focus on issues from a policy perspective.

Participants: David Bloome – Vanderbilt University, Steven A. Stahl – University of Georgia, Robin Gilchrist – Texas Education Agency, Ann Sweet – OERI/U.S. Department of Education, David Denton – Southern Regional Education Board, Cyndie Hynd – University of Georgia, Nancy Grasmick – State Superintendent of Schools, Maryland

Paper Session 120

2:20 – 3:40 p.m. • Texas III
Comprehension of Content Area Texts
 Chair: Thomas W. Bean – University of Nevada/Las Vegas

I. Toward the New Literacy: Changes in College Students' Reading Comprehension Strategies Following Self-Selected Inquiry Project
 Francine Falk-Ross – DePaul University

II. What Readers Believe about Transactions with Texts: A Closer Look
 Roger Bruning – University of Nebraska/Lincoln
 Christy Horn – University of Nebraska/Lincoln
 Jan Sodoro – University of Nebraska/Lincoln

III. The Nature of Comprehension Among Grade Two Children: Variability in Retellings as a Function of Text and Task
 Marjorie Youmans Lipson – University of Vermont
 James H. Mosenthal – University of Vermont
 Jane Mekkelsen – University of Vermont

Alternative Format 121

2:20 – 3:40 p.m.
Computer-Simulated Diagnosis on an Internet Web-Site or CD-Rom
 Chair: Michael W. Kibby – SUNY/Buffalo

The first purpose of this Alternative Format session is to demonstrate a computer-simulated tutorial in which graduate reading specialist students are able to carry out a complete, computer-simulated diagnosis of a child with a reading difficulty. This computer-simulated diagnosis can be conducted at an internet web-site or with a CD-ROM. The second purpose is to allow session attendees the opportunity to run this computer-simulated reading diagnosis themselves. They will sit at laptop computers (provided by session presenters) and, step-by-step, actually carry out a simulated diagnosis of a real child who has a real reading difficulty. This will require attendees to determine what data they need, input into the computer the request for this information, receive these data from the computer (or be told why they do not need this information if such is the case), then report on the computer their interpretations of the data. The third purpose of this session is to present a report of the research study conducted to describe six graduate reading specialist students' use of the tutorial and their evaluations and reflections on their learning processes as they use it.

Participants: Logan Scott – SUNY/Buffalo, Gillian Scalzo – SUNY/Buffalo, Michael W. Kibby – SUNY/Buffalo

Paper Session 122

2:20 – 3:40 p.m. • Texas VI
Learning Content Literacy Practices
 Chair: Judy A. Abbott – West Virginia University

I. Engaging Students in Communicating Their Understanding as They Construct It: A Comparison of the Effects on Comprehension of Individual and Group Interactions with Expository Texts
 Linda Kucan – Bethany College

II. Content Area Literacy in Community College Vocational Education Programs: Integrated Instruction for Adult Learners
 Dolores Perin – Columbia University

III. The Social Construction of Literacy in a High School Biology Class
 Heather K. Thomas – Syracuse University

Alternative Format DOUBLE SESSION, PART II 123

2:20 – 3:40 p.m. • Texas VII
Celebrating the Legacy of the National Reading Conference Through Oral History Projects
 Chair: M. Trika Smith-Burke – New York University

Please see program description from Part I on Page 30.

Alternative Format 124

2:20 – 3:40 p.m. • Panhandle
Methodological Choices in the Design and Conduct of Case-Based Literacy Research
 Chair: Annemarie Palincsar – University of Michigan

This alternative session is designed to provide a forum for examining and evaluating the methodological choices confronting literacy scholars engaged in case study research in classroom contexts. In Phase 1, the presenters will acquaint the participants with three programs of research that have been designed to enable diverse classrooms of learners to: 1) achieve access to authentic tasks that will lead to conceptual understanding within specific domains; 2) learn domain-specific strategies that will facilitate learning; 3) experience learning in socially mediated contexts, and 4) experience constructive discourse between teachers and students, as well as among students. Integral to the conduct of these programs of research is the design of case studies that are intended to investigate instructional decision-making, instructional support, and the concomitant learning of students. In Phase 2, participants, working in small groups, will be asked to reflect upon the construction of cases as the method of conducting and representing this research. In Phase 3, Courtney Cazden and Lesley Rex will respond from their particular perspectives regarding the analysis of complex instruction in complex contexts. Phase 3 concludes with commentary of teacher representatives from these programs of study.

I. Constructing Cases of Special Needs Learners in Supported Literacy and Language Arts Instruction
 Nancy Clark-Chiarelli – Educational Development Center, MA
 Carol Sue Englert – Michigan State University
 Catherine Cobb Morocco – Educational Development Center, MA

II. Constructing Cases of Reading in Special Education Contexts in the Primary Grades with Technology and Integrated Curricula
 Ruth Berry – Michigan State University
 Kailonnie Dunsmore – Michigan State University
 Mark Grover – Michigan State University
 Karen Hicks – Michigan State University
 Traci Jakovac – Michigan State University

III. Constructing Cases of Special Needs*Learners in Guided Inquiry Science*

Shirley Magnusson – University of Southern Maine
 Kathleen M. Collins – University of Michigan
 Nancy Laine Marano – University of Michigan
 Fé MacLean – Paddock Elementary School, MI
 Lynne Kochmanski – Milan Middle School, MI

Participants: Lesley Rex – University of Michigan, Courtney Cazden – Harvard University

Alternative Format**125****2:20 – 3:40 p.m. • Hill Country A*****Trends and Issues in Multicultural Literacy Research and Practice***

Chair: Robert Jimenez – University of Illinois/Urbana-Champaign

The session is designed to address the paucity of literature on multicultural literacy research and practice and to explore implications for improving the number and scope of publications on multicultural literacy research and pedagogical practice. In this session, we begin with an overview of the research on multicultural issues in literacy research and practice as found in two leading journals in the literacy field, noting trends and issues covered in the journals and the number and scope of the publications over the last decade. Next, we will offer some insights into three specific areas of multicultural literacy research and practice: bilingual and second language literacy; children's literature; and preservice teacher education. Then, we will use the reviews to facilitate dialogue in small interest groups about ways to implement change within the field. Spokespersons from each small group will report to the entire audience. Finally, we will create a vision and roadmap for the future of multicultural literacy research and practice.

I. Trends and Issues in Multicultural Children's Literature
 Eurydice B. Bauer – University of Georgia

II. Trends and Issues in Second Language and Bilingual Literacy
 Georgia Earnest Garcia – University of Illinois/Urbana-Champaign

Symposium**126****2:20 – 3:40 p.m. • Hill Country B*****Early Literacy Research: The Impact of Classroom Organization on the Delivery of Instruction***

Chair: Linda Pavonetti – Oakland University

I. The Effect of Staff Development on Teacher Change: Organizing Guided Reading in Small Group Instruction
 Lesley Mandely Morrow – Rutgers University

II. Book Access and Social Competence in a Cross-Age Reading Motivation Program for First Grade Students
 Linda B. Gambrell – University of Maryland
 Aileen Kennedy – Villa Julie College
 Rose Marie Codling – University of Maryland

III. Do Teacher's Beliefs Impact Classroom Literacy Practices in Preschool?
 Susan B. Neuman – Temple University

Discussant: Michael Pressley – University of Notre Dame

Symposium**127****2:20 – 3:40 p.m. • Hill Country C*****Developing a Theory of Literacy and Refining Practice: The Impact of Field Based Models on Preservice Teachers***

Chairs: Jane Hansen – University of New Hampshire, Carol Donovan – University of Alabama

I. Reading, Writing, Observing, and Experimenting: Preservice Teachers Learn the Principles of Literacy Performance Assessment
 Susan Pasquarelli – Roger Williams University
 Rachel McCormack – Roger Williams University

II. How Preservice Teachers in Field-Based Programs Deal with Conflicting Theories and Practices
 Susan K. L'Allier – Governors State University

Discussant: Jane Hanson – University of New Hampshire

Alternative Format**128****2:20 – 3:40 p.m. • Board Room*****Critical Literacy Practices: Using Image Theatre to Interpret the Word and the World***

Chair: Carol Lloyd – University of Nebraska/Omaha

This session will examine the purposes of critical literacy as explained by the work of Paulo Freire. One way to bring this type of literacy into the classroom is through image theatre. Developed by Augusto Boal, image theatre is a vehicle for exploring power relationships. Participants (this listed below and those in attendance) will discuss the role of critical literacy and the potential of image theatre to help readers consider the power relationships that are found in many texts.

Participants: Joan Erickson – University of Nebraska/Lincoln, Carol Lloyd – University of Nebraska/Omaha, Wilma Kuhlman – University of Nebraska/Omaha

Paper Session**129****2:20 – 3:40 p.m. • Big Thicket*****Community-of-Practice Literacies***

Chair: Josephine Peyton Young – Arizona State University

I. Critical Literacy: Young Adolescent Boys Talk about Masculinities within a Homeschooling Context
 Josephine Peyton Young – Arizona State University

II. Classroom as Oasis: Discourse Practices Among "Yemeni" Students in an American Public High School
 Loukia K. Sarroub – Michigan State University

III. Religion and Literacy: Liturgy, Authority and Interpretation
 Charles A. Elster – Purdue University



Alternative Format 130

2:20 – 3:40 p.m. • Padre Island
Constructing Identity as a Teacher Through
Dialogue Journals: Negotiating
 Chair: Roberta Hammett – Memorial University of
 Newfoundland, Canada

During the session, participants in a school-university collaboration in teacher education will present their individual perspectives on the teacher identities constructed through this on-site experience, that involved thirteen secondary English education students, four mentor teachers, and three university teachers. Participants arrived at the school at 8:00 a.m. to start their day by assembling and reviewing the four dialogue journals to which all were contributing. At the session, each participant will share their own analysis of the dialogue journals. The audience will be invited to join in the conversations among the presenters (three university and two high school teachers). Selected journal entries will be distributed to audience participants so that they may share in the analysis of the dominant themes that reveal how the various collaborators constructed their identities as “teachers” during the experience.

Participants: James Albright – Memorial University of Newfoundland, Canada, Chris Paglia – State College High School, PA, Peg Vlasic – State College High School, PA, Jamie Myers – Pennsylvania State University, Roberta Hammett – Memorial University of Newfoundland, Canada

Alternative Format 131

3:50 – 5:10 p.m. • Texas I
State-Mandated Educational Practices:
Ethical Perspectives
 Chair: Maureen McLaughlin – East Stroudsburg University

I. State-Mandated Educational Practices:
Ethical Perspectives – Overview
 Maureen McLaughlin – East Stroudsburg University

II. Who's Designing Your Syllabi?
 Maria Meyerson – University of Nevada/Las Vegas

III. Who's Creating the State Assessments?
 Jaime Myers – Pennsylvania State University

IV. What Does It Take to Become a State Certified Teacher?
 Maureen McLaughlin – East Stroudsburg University

Symposium 132

3:50 – 5:10 p.m. • Texas II
High-Stakes Assessment in Literacy:
Implications for Policy, Research and Practice
 Chair: Carol Santa – School District #5, MT

I. IRA Position Paper on High-Stakes Assessment in Literacy
 James Hoffman – University of Texas/Austin

II. Problematising the Assumptions Behind Raising Achievement at School District-Level Through High-Stakes Assessment Initiatives
 Colin Harrison – University of Nottingham, England

III. Identifying Assessment Practices That Foster or Impede Student Learning
 Scott Paris – CIERA/University of Michigan

IV. The Consequences of High-Stakes Assessment
 P. David Pearson – CIERA/Michigan State University

V. Balancing External and Internal Assessment: What will it Take?
 Sheila Valencia – University of Washington

VI. Audience Interaction and Discussion
 Discussant/Moderator: Kathryn H. Au – University of Hawaii

Paper Session 133

3:50 – 5:10 p.m. • Texas III
Word Recognition and Identification
 Chair: Lyndon W. Searfoss – Arizona State University

I. Reading by Orthographic Analogies: Effects of Training and Transfer on Poor Readers' Word Recognition
 Paul Knuyt – Utrecht University, The Netherlands
 Marjan Prins – Utrecht University, The Netherlands

II. Can All of the Variance in Word Identification be Explained by Cipher and Lexical Knowledge?
 Ronald P. Carver – University of Missouri/Kansas City

III. How Do Phonological Awareness, Spelling, and Word Recognition Relate to Each Other?
 Steven A. Stahl – University of Georgia
 Katherine Ann Dougherty Stahl – Clarke County Public Schools, GA
 Michael C. McKenna – Georgia Southern University

Alternative Format 134

3:50 – 5:10 p.m. • Texas V
Ways of Knowing Through Literature: Literature
Discussion for Understanding Social Construction
 Chair: Elizabeth Willis – Louisiana State University

The purpose of this session is to introduce a strategy for exploring social constructivist theory in teacher education. Focused discussion of literature written for children and young adults provides a means for understanding children's perspectives and exploring issues of social constructivism. We will begin by presenting a rationale and theoretical framework for the book discussion strategy. Next, using a discussion framework we have developed, breakout groups will experience the type of discussion we are proposing. Group leaders will read aloud a picture book and facilitate a book discussion focused on one of these topics: Students' Experiences of School, Community and Classroom Cultures, Inquiry as a Way of Knowing, Consideration of Multiple Perspectives, Motivation and Sense of Agency, and Epistemology. Finally, participants will reconvene to share insights from small groups and see examples of the strategy in action in an undergraduate education course. We will provide copies of our annotated bibliography of children's books and invite participants to add new titles.

I. What Discussing Children's Literature Can Teach Us About Social Constructivism
 Penny Oldfather – University of Georgia
 Jane West – Agnes Scott College

II. Why Children's Books for Adults? Rationale and Theoretical Framework
 Jane West – Agnes Scott College
 Penny Oldfather – University of Georgia

III. Knowing Through Literature: Breakout Groups
 Penny Freppon – University of Cincinnati
 Penny Oldfather – University of Georgia
 Cheri Triplett – University of Georgia
 Jane West – Agnes Scott College
 Elizabeth Willis – Louisiana State University

Symposium**135****3:50 – 5:10 p.m. • Texas VI**
**CIERA Research in Linguistic Diversity
and Reading Acquisition**

Chair: Woodrow Trathen – Appalachian State University

I. Oral Language, Reading, and African-American ChildrenJulie Washington – CIERA/University of Michigan
Holly Craig – CIERA/University of Michigan
Carol Conner – CIERA/University of Michigan**II. Computer Environments for Culturally
Responsive Beginning Literacy Instruction**

Nichole Pinkard – CIERA/University of Michigan

**III. Reading Instruction for Spanish-First-Language Children Based
on Knowledge of Written Features of Spanish and English**

Thomas Estes – CIERA/University of Virginia

Discussant: Woodrow Trathen – CIERA/Appalachian State
University**Symposium****136****3:50 – 5:10 p.m. • Texas VII**
**Information Text in the Elementary School:
Access, Instruction, Changing Needs**

Chair: Michael L. Kamil – Stanford University

I. The Scarcity of Informational Text in the Early Grades

Nell K. Duke – Michigan State University

**II. Informational Text, Reading Instruction and
Demands of Technology in Elementary School**Diane Lane – Scioto-Darby School, OH
Michael L. Kamil – Stanford University**III. An Examination of the Informational Text
Genre in Recent Basal Readers**Evangeline Newton – University of Akron
Barbara Moss – University of Akron

Discussant: Mariam Jean Dreher – University of Maryland

Alternative Format**137****3:50 – 5:10 p.m. • Panhandle**
**Literacy Coursework via Distance Education:
Delights, Dilemmas, and Exploration**Chair: Mary Beth Sampson – Texas A & M
University/Commerce

The purpose of this session is to explore teaching and learning experiences with distance education via two-way interactive video as participants attempted to “bridge the gap” between the delivery and communication approach. Instructors, students, and a participant observer will share their experiences, reflections, “delights,” “dilemmas,” and evolving research agenda and preliminary findings. The impact of distance education upon the ability to form an interactive community of learners and the resulting impact upon learning will also be addressed. After brief presentations, alternative format participants will then be given the opportunity to break into small groups with presenters to examine and discuss experiences, the evolving research process, findings and methodology and use their experience and expertise to create and share ideas for exploring the “delights” and “dilemmas” of forming learning communities via distance education. Participants and presenters will reconvene in the large group. The discussant will

lead an interactive discussion which will provide an opportunity for participants to share concerns, experiences, ideas, research suggestions and – hopefully – new directions and insights which will extend and refine the evolving research – and instructional process.

**I. Learning Via Distance Education or
“Is This Really What I Registered For?”**Angela McNulty – Texas A & M University/Commerce
Jill Hicks – Texas A & M University/Commerce
Alan Sowers – Texas A & M University/Commerce
Rebecca McRight – Texas A & M University/Commerce
Pat Westergaard – Texas A & M University/Commerce
Nancy Montgomery – Texas A & M University/Commerce
Kelley Smith – Texas A & M University/Commerce
Lois Botha – Texas A & M University/Commerce**II. The Unbiased View**

Charlene Fleener – Texas A & M University/Commerce

**III. Teaching Via Distance Education or
“What Have I Gotten Myself Into Now?”**Gwen Boyter – Texas A & M University/Commerce
LaVerne Raine – Texas A & M University/Commerce
Wayne M. Linek – Texas A & M University/Commerce
Mary Beth Sampson – Texas A & M University/Commerce
Patricia Linder – Texas A & M University/Commerce
JoAnn Dugan – Texas A & M University/Commerce

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

Symposium**138****3:50 – 5:10 p.m. • Hill Country A**
**Fouth Grade Literacy Instruction:
Its Sources and Consequences**
Chair: Peter Afflerbach – University of Maryland**I. Experiences and Understandings of Students of Differing Competence**John Cronin – SUNY/Albany
Gregory W. Brooks – SUNY/Albany
Richard L. Allington – SUNY/Albany**II. Literate “Achievement”**Haley Woodside-Jiron – SUNY/Albany
John Cronin – SUNY/Albany
Peter H. Johnston – SUNY/Albany
Stephen Powers – SUNY/Albany**III. Teaching and Learning Literate Epistemologies**Peter H. Johnston – SUNY/Albany
Haley Woodside-Jiron – SUNY/Albany
Jeni Pollack Day – SUNY/Albany

Discussant: Peter Afflerbach – University of Maryland

Alternative Format 139

3:50 – 5:10 p.m. • Hill Country B
Professional Development Through Book Club
 Chair: Joan Gipe – University of New Orleans

By reenacting a typical, weekly Book Club session, the presenters will demonstrate the Book Club format for purposes of professional development. Audience members will be invited to participate as the presenters pose questions involving them. Following the reenactment, the presenters will share their reflections on what Book Club meant to their professional development and entertain audience questions.

Participants: Susan Glynn Mule – Trinity Episcopal School, LA, Mark Vaughn – Slidell High School, LA, Tamara Dungan – Metairie Park Country Day School, LA, Kay Martin – St. Tammany Parish Special Education, MA, Gina Maxwell – Whispering Forest Elementary School, LA, Jan DeMeyere – Whispering Forest Elementary School, LA, Phyllis Musser – Florida Avenue Elementary School, FL, Jan Weiner – Isidore Newman School, LA, Barbara Wilcox – St. Margaret Mary School, LA

Alternative Format 140

3:50 – 5:10 p.m. • Hill Country C
Social Justice in Literacy Education: A Dialogue
 Chair: Carol Lloyd – University of Nebraska/Omaha

We invite you to participate in a dialogue that will explore the role of social justice in our endeavors in literacy education. Wilma, Joan, Yvonne, and Carol will begin the conversation by sharing examples from their experiences teaching reading/language arts methods and special education courses, and working with Adult Basic Education programs. We will consider whether social justice should be a concern of literacy educators, and if so, how can we infuse it into our work.

Participants: Carol Lloyd – University of Nebraska/Omaha, Yvonne Tixier y Vigil – University of Nebraska/Omaha, Wilma Kuhlman – University of Nebraska/Omaha, Joan Erickson – University of Nebraska/Lincoln

Paper Session 141

3:50 – 5:10 p.m. • Board Room
Language Diversity and Adult Learners
 Chair: Fran Levin – Jersey City State College

I. From Barriers to Boundaries to Bridges: Transforming Middle Class Teachers' Assumptions about Culture and Class
 Pat Lumpkin – Houston Independent School District, TX
 Elizabeth Keith – Houston Independent School District, TX
 Joyce Harrison – Conroe Independent School District, TX
 Irma Guadarrama – University of Houston
 Kerry McArthur – Tomball Independent School District, TX
 Shelia Baldwin – Conroe Independent School District, TX
 Leslie Patterson – University of Houston
 Glenn DeVoogd – University of Houston
 Karen Palividas – Spring Independent School District, TX

II. Literary Reading in a Second Language and Requisite Knowledge
 Elizabeth Bernhardt – Stanford University

III. A Study of Chinese Graduate Students at U.S. Universities
 Teresa Liu – Purdue University

Symposium 142

3:50 – 5:10 p.m. • Big Thicket
Latinos in the Midwest: Perspectives on Literacy and Learning
 Chairs: Flora Rodriguez-Brown – University of Illinois/Chicago, Timothy Shanahan – University of Illinois/Chicago

I. Culturally Relevant, Cognitive Strategy Instruction for Bilingual Latino Students with Learning Disabilities
 Robert Jimenez – University of Illinois/Urbana-Champaign

II. Culturally Relevant Literacy Instruction for Mexican-Origin Adults in the Rural Midwest
 Carolyn Colvin – University of Iowa

III. Using a Cultural Practices Perspective to Explore the Variation that Occurs in Bilingual Students' Reading Performance
 Georgia Earnest Garcia – University of Illinois/Urbana-Champaign

IV. Mexican-American High School Students in the Midwest: Cultural Difference as a Constraint for Effective Literacy Instruction
 Heriberto Godina – University of Iowa

Discussants: Timothy Shanahan – University of Illinois/Chicago, Flora Rodriguez-Brown – University of Illinois/Chicago

Alternative Format 143

3:50 – 5:10 p.m. • Padre Island
Inside/Outside: Multiple Perspectives of Three Inquiry-Based Staff Development Projects
 Chair: Karen Feathers – Wayne State University

The purpose of this session is to allow all of us both presenters and participants, to better understand what occurs during inquiry-based staff development. To this end, teachers, administrators and university facilitators involved in three staff development projects will share with participants in small groups their perspectives of their experiences. Participants will then share their views of what they have heard and discuss with presenters the impact of this form of staff development on all involved.

Participants: Carol Collum – Tyler Independent School District, TX, Delores Villaneuva – Tyler Independent School District, TX, Reba Schumacher – Tyler Independent School District, TX, Linda Ellis – Stephen F. Austin State University, Jana McCall – Carpenter Elementary School, TX, Gerald Oglan – Wayne State University, DiAnne Pellerin – L'Anse Creuse School District, MI, Nancy Supanich – L'Anse Creuse School District, MI, Kathy Kalbfleisch – L'Anse Creuse School District, MI, Evelyn Jackson – Carpenter Elementary School, TX, Jill Hines – Carpenter Elementary School, TX

SPECIAL SESSION
3:50 - 5:10 p.m. • Foothills II

Getting Published in NRC Publications
Chair: Susan B. Neuman - Temple University

This session allows 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.

I. Hints from the Yearbook Editors

Timothy Shanahan - University of Illinois/Chicago
Flora Rodriguez-Brown - University of Illinois/Chicago

II. Hints from the Journal of Literacy Research Editors

David Reinking - University of Georgia
Donna E. Alvermann - University of Georgia
Cynthia Hynd - University of Georgia

III. Hints from the NRC/IRA Research Series

Joan Irwin - International Reading Association
James Flood - University of San Diego
Diane Lapp - University of San Diego

NRC Town Meeting

5:30 - 6:30 p.m. • Texas I

Moderators: David Reinking - University of Georgia,
Patricia Alexander - University of Maryland

Vital Issues

9:00 p.m. - midnight • Branchwater Lounge

Lighter Side

9:00 p.m. - midnight • Off-Site Location

FRIDAY

Events of the Day Saturday

TIME	EVENT	ROOM
7:00 – 8:25 a.m.	Meeting of Program Area Chairs for 1999 Program Taffy E. Raphael – Oakland University	Executive Board Room
8:00 a.m. – noon	Registration	Registration Foyer
8:00 – 10:00 a.m.	Silent Auction	Big Bend
8:30 – 9:50 a.m.	Sessions and Roundtables	See Schedule
10:00 – 11:20 a.m.	Research Address <i>Preventing Reading Failure in the Primary Grades</i> Darrell Morris – Appalachian State University Presentation of Albert J. Kingston Award Sheila Valencia – University of Washington	Texas I-III
11:30 – 1:00 p.m.	Lunch	on your own
1:00 – 2:00 p.m.	NRC Executive Board Meeting	Texas I
1:30 – 2:30 p.m.	Special Session <i>The Future of Professional Electric Journals</i>	Panhandle
2:00 – 5:00 p.m.	Board of Directors/ Committee Chair Meeting	Texas I
9:00 p.m. – midnight	Vital Issues Join your colleagues	Branchwater Lounge

Symposium 144

8:30 – 9:50 a.m. • Foothills II
The Early Literacy Learning Initiative:
The Impact of Intensive Staff Development on
Literacy Achievement in the Primary Grades
 Chair: Andrea McCarrier – Ohio State University

- I. What Will It Take? One School's Comprehensive Approach to Literacy Instruction**
 Ellen Desrosiers – Lubbock Independent School District, TX
 Jan Bogard – Lubbock Independent School District, TX
- II. Teacher Professional Development: The Key to Comprehensive Literacy Instruction in the Primary Grades**
 Katherine Button – Texas Tech University
- III. The Early Literacy Learning Initiative (ELLI): The Impact on Literacy Achievement in the Primary Grades**
 E. Jane Williams – Ohio State University
 Patricia Tresey – Ohio State University
- IV. The Early Literacy Learning Initiative: The Impact of Intensive Staff Development on Literacy Achievement in the Primary Grades**
 Billie J. Askew – Texas Woman's University

Symposium 145

8:30 – 9:50 a.m. • Texas I
So Close and Yet So Far Away:
Confronting Issues of Neutrality and
Comfort in Feminist Literacy Research
 Chair: Donna E. Alvermann – University of Georgia

- I. Will You Still Play with Me If I Stop Making Nice?: Issues of Comfort, Closeness, and Neutrality in Feminist Research**
 Karen Evans – Marquette University
- II. Making Nice, Making Change: On Closeness, Comfort and Change in Classroom Literacy Research**
 Elizabeth Moje – University of Michigan
- III. Boy Talk About Gender: "We Would Have Preferred to Be Outside Playing"**
 Josephine Peyton Young – Arizona State University

Discussant: Donna E. Alvermann – University of Georgia

Symposium 146

8:30 – 9:50 a.m. • Texas II
Early Systematic Phonics in Balanced Literacy
Classrooms: Large-Scale Studies of "Jolly Phonics"
 Chair: Mary Ann Evans – University of Guelph, Canada

- I. Effect of More and Earlier Phonics Instruction on Kindergarten Literacy Outcomes**
 Deborah Stornelli – Scarborough Board of Education, Canada
- II. Time Management: Monitoring Activities in "Jolly Phonics" and Control Classrooms**
 Karen Sumbler – Hospital for Sick Children, Canada
- III. Impact of Early Phonics Instruction on Children Learning English as a Second Language**
 Archie Kwan – Peel Board of Education, Canada
- IV. Overview of Two Large-Scale Investigations**
 Dale Willows – University of Toronto, Canada

Discussant: Jean Osborn – Center for the Study of Reading, IL

Symposium 147

8:30 – 9:50 • Texas III
Exploring Learning through Integrated Language
Arts and Social Studies Curriculum
 Chair: Anne McGill-Franzen – SUNY/Albany

- I. Constructing and Manuevering the Integrated Curriculum: An Example from One Classroom**
 Janice Strop – University of Wisconsin
 Susan I. McMahon – National-Louis University
- II. Teaching Integrated Units Based on "Powerful Ideas": A Case Study of One Teacher**
 Virginia J. Goatley – SUNY/Albany
- III. Integrated Curriculum: Tracing Students' Connections and Choices**
 Janice Strop – University of Wisconsin
 Susan I. McMahon – National-Louis University
 Linda Gordy – University of Wisconsin

Paper Session 148

8:30 – 9:50 a.m. • Texas VI
Understanding Complex Process
in Reading and Spelling
 Chair: Marilyn McKinney – University of Nevada/Las Vegas

- I. Integrating Text Processing Models: The Role of Text Coherence and Examples in Descriptive and Procedural Texts**
 Sichang Yum – University of Texas/Austin
 Diane L. Schallert – University of Texas/Austin
- II. Effects of Cognitive Flexibility and Developmental Spelling Training on Seventh-Grade Language Arts Students' Spelling Ability**
 Suzanne Krause Langford – Humboldt State University
 JoAnne Berke – Humboldt State University
 Lisa Berrett – Sunny Brea Middle School, Canada
 Elizabeth J. Moore – University of Washington
 Joanna Mauro – Humboldt State University
- III. Towards an Understanding of Complex Reading Processes: A Layered Model**
 Richard B. Speaker, Jr. – University of New Orleans

Paper Session 149

8:30 – 9:50 a.m. • Texas VII
Issues in Beginning Reading
 Chair: Barbara Guzzetti – Arizona State University

- I. Multiple Occurrences of a Word in a Text: When a Word Changes Its Identity**
 Prisca Martens – Indiana University/Indianapolis
- II. Literacy Instruction for At-Risk Preschoolers: Self-Reported Teacher Beliefs and Practices**
 Cecilia Minden-Cupp – CIERA/University of Virginia
 Isabel Beck – University of Pittsburgh
 Kathleen Burgess – CIERA/University of Virginia
 John W. Lloyd – CIERA/University of Virginia
 Kristin Lundgren – CIERA/University of Virginia
 Bob C. Pianta – CIERA/University of Virginia
 Peter Dewitz – CIERA/University of Virginia
 Sharon Walpole – CIERA/University of Virginia
 Tracy Snead – CIERA/University of Virginia
 Laura McMahon – CIERA/University of Virginia
 Connie Juel – CIERA/University of Virginia
- III. How is Phonics Really Taught in First Grade Classrooms?**
 Sharon Walpole – CIERA/University of Virginia

Symposium 150

8:30 – 9:50 a.m. • Hill Country A
Analyzing Storybook Reading Discourse: Variations Across Gender, Genre and Rereading
 Chair: David B. Yaden, Jr. – University of Southern California

I. Issues in Analyzing Real-Time Conversation: Dealing with Multi-Dimensionality and Nonlinearity in Coding Schemes
 David B. Yaden, Jr. – University of Southern California

II. What Are Children Really Learning About Literacy During Storybook Reading?
 Lucy Huang – University of Southern California

III. Repeated Reading: More Than Questions
 Nam McGrail – University of Southern California

IV. The Logic of Multiple Storybook Readings
 Beth Lewis – University of Southern California

V. International Styles During Storybook Reading
 Angela Chavez – University of Southern California

VI. When Expectations Differ Between Parent and Child During Storybook Reading
 Sheila Porter – University of Southern California

Discussant: Deborah Wells Rowe – Peabody College, Vanderbilt University

Symposium 151

8:30 – 9:50 a.m. • Hill Country B
NRC International Committee: Community-Based Literacy in Developing Societies
 Chair: Lynda Ludy – Alma College

I. Community Development and Literacy – A Proposal for Nepal
 David L. Red – Foreign Service Institute
 Bala Ram Neupau – Foreign Service Institute

II. “Proyecto Dialogo” (Jujuy, Argentina)
 Susana Laura Fernandez – University of Jujuy

III. Evaluation of Community-Based Literacy Initiatives
 Scott Paris – CIERA/University of Michigan

Discussant: Donna Ogle – National-Louis University

Paper Session 152

8:30 – 9:50 a.m. • Hill Country C
At-Risk Readers, Volunteer Tutoring and Unified Field Theory
 Chair: Carmalita Williams – Norfolk State University

I. Progressive Optimism and High Literacy Press: Defeating the Deficit Notion in At-Risk Readers
 Veda Pendleton McClain – Arkansas State University
 Barbara Diamond – Eastern Michigan University

II. Promoting Literacy Learning Through a Volunteer Tutoring Program
 Arlette Ingram Willis – University of Illinois/Urbana-Champaign
 Margaret Moore-Hart – Eastern Michigan University

III. The Grand Synthesis: An Application of Unified Field Theory to Research in Literacy
 Richard Robinson – University of Missouri/Columbia

Paper Session 153

8:30 – 9:50 a.m. • Padre Island
Learning Through Discussion
 Chair: Fran Levin – Jersey City State College

I. What Do Students Learn From Classroom Discussion? Exploring the Effects of Instructional Conversations on College Students’ Learning
 Francesca Pomerantz – Boston University

II. Scaffold to Nowhere? Appropriated Voice, Metatalk, and Personal Narrative in Third Graders’ Peer Discussions of Informational Text
 Janice F. Almasi – SUNY/Buffalo
 Emily Anderson – University of Maryland
 William S. Russell – SUNY/Buffalo
 John T. Guthrie – University of Maryland

III. Towards a Dialogue of Knowledge Building
 Gordon Wells – OISE/University of Toronto, Canada

Paper Session 154

8:30 – 9:50 a.m. • Big Thicket
The Impact of Preservice Teacher Reflection on Teaching Practices
 Chair: Lauren Leslie – Marquette University

I. The Influence of Preservice Teacher’s Self-Assessment of Strategic Reading Instruction
 Susan Pasquarelli – Roger Williams University

II. Reading and Writing Habits and Attitudes of Preservice Teachers
 Mary Draper – Spurgeon Baptist Bible College
 Mary Alice Barksdale-Ladd – University of South Florida
 Marguerite Cogorno Radencich – University of South Florida
 Kathy Oropallo – University of South Florida

III. Making Connections: Preservice Teachers’ Reflection Processes and Strategies
 Victoria Risko – Peabody College/Vanderbilt University
 Carol Vukelich – University of Delaware
 Kathleen Roskos – John Carroll University

Symposium 155

8:30 – 9:50 a.m. • Board Room
Technically Simple and Socially Complex: Three School-Based Attempts to Improve Literacy Achievement
 Chair: Judy Wallis – Alief Independent Schools, TX

I. Facing Resistance in an Urban High School
 Kathleen Spencer – Starpoint School-Texas Christian University

II. Common Visions and Competing Agendas on an Intermediate Campus
 Leslie Patterson – University of Houston

III. Planting the Seeds of Change in an Inner City Elementary School
 John Jacobson – University of Texas/Arlington

Discussant: Robert Cooter, Jr. – Dallas Independent School District, TX

Paper Session 156

8:30 – 9:50 a.m. • Panhandle
Coming to Understand Views of Multi-Cultural Influences

Chair: Michael Ford – University of Wisconsin/Oshkosh

I. I Didn't Know That Was Multicultural Children's Literature!

Kenneth Weiss – Nazareth College
 Helen Adadiano – Central Connecticut State University
 Catherine Kurkjian – Central Connecticut State University

II. Autobiographical Research Studies: Intentional Acts of Consciousness

Luther Kirk – Longwood College

III. The Effect of Guided School-Based Practica on Preservice

Teacher Attitudes Towards "Other People's Children"

J. Thomas Gill – West Chester University

RESEARCH ADDRESS
10:00 – 11:20 a.m. • Texas I-III

Preventing Reading Failure in the Primary Grades
Darrell Morris – Appalachian State University

This paper examines school-based contexts for preventing reading failure in grades K to 3. Classroom variables such as reading materials, phonic instruction, and ability grouping are considered, and two state-of-the-art intervention programs are critiqued. The paper concludes with an "action plan" for organizing and delivering effective instruction to at-risk readers.

Darrell Morris is professor of Reading Education at Appalachian State University where he directs the Reading Clinic and conducts research in the areas of beginning reading and spelling. Morris did his doctoral work under Edmund Henderson at the University of Virginia. He has just completed a book to be published by Guilford Press on diagnosis and correction of reading difficulties, based largely on clinical work he performed while running a reading clinic in Chicago. For the past 10 years, he has helped school systems in five states establish intervention programs for at-risk primary-grade readers. Much of Darrell's work has been in spelling and related issues, including his work in *Concept of Word*.

Chair: Susan B. Neuman
Temple University

Presentation of the Albert J. Kingston Award
 Sheila Valencia – Chair

SPECIAL SESSION
1:30 – 2:30 p.m. • Panhandle

The Future of Professional Electronic Journals

Reading Online (www.readingonline.org), an electronic journal published by the International Reading Association, is a scholarly peer-reviewed publication that provides new opportunities for literacy professionals to publish in the electronic medium. Few people question the fact that the number of professional educators using the World-Wide Web increases daily. As the use of electronic journals becomes more widespread, papers published in electronic journals have the potential to be read by many more readers than similar articles published in print journals. Speakers and discussants at this presentation will share data concerning changes and innovations in Reading Online that have taken place during the first two years of its development. These changes provide authors with opportunities to explore new styles of academic writing, to participate with readers in discussion forums attached to each article, and to expand their networks of professional contacts. In addition, speakers will explain procedures for manuscript submission and peer review.

Participants: Joan M. Irwin – International Reading Association, Martha Dillner – Reading Online and University of Houston/Clear Lake

NRC Executive Board Meeting
 1:00 – 2:00 p.m. • Texas I

NRC Board and Committee Chair Meeting
 2:00 – 5:00 p.m. • Texas I

Vital Issues
 9:00 p.m. – midnight • Branchwater Lounge

SATURDAY

Notes

TIME	EVENT	PLACE

Notes

TIME	EVENT	PLACE

Appendix I

1998 Area Chairs

Co-Chair: Linda B. Gambrell and Taffy E. Raphael

Area I: Children's, Young Adult, Adult Literature

Cynthia Lewis (1998 – 2000)
Heriberto Godina (1998 – 2000)

Area II: Literacy Processes: Long-standing NRC Emphasis

Jay Blanchard (1997 – 1999)
Lyndon Searfoss (1997 – 1999)

Area III: Literacy Processes: Focusing on Preschool, Early Childhood, and Elementary Age Learners

Janice F. Almasi (1998 – 2000)

Area IV: Literacy Processes: Middle School, High School, and Adult Learners

Douglas Hartman (1996 – 1998)

Area V: Learning/Teaching Processes

Lesley M. Morrow (1998 – 2000)
Gay Ivey (1998 – 2000)

Area VI: Teacher Education

Mary Jett-Simpson (1996 – 1998)
Michael Ford (1996 – 1998)

Area VII: Emergent Literacy

Jean Anne Clyde (1997 – 1999)

Area VIII: Special Populations

Virginia J. Goatley (1998 – 2000)

Area IX: Literacy and Language Diversity

Robert T. Jimenez (1998 – 2000)
Georgia Earnest Garcia (1998 – 2000)

Area X: Assessment, Evaluation, and Policy Issues

Carol Vukelich (1996 – 1998)

Area XI: Miscellaneous

Linda B. Gambrell

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Appendix III

NRC Standing Committees

Field Council

Co-Chairs: Brenda Shearer – University of Wisconsin/River Falls, Timothy Shanahan – University of Illinois/Chicago

Board Liaison: Taffy E. Raphael – Oakland University

Region One**Regional Representatives:**

Nancy Padak – Kent State University (1997-1999), Rona Flippo – Fitchburg College (1996-1998)

State Representatives

Connecticut: Mary Anne Doyle – University of Connecticut (1996-1998), Diane M. Graham-Truscott – Central Connecticut State University (1996-1999)

Delaware: Carol Vukelich – University of Delaware (1996-1998), Mary Roe – University of Delaware (1997-1999)

Illinois: Laurie Elish -Piper – Northern Illinois University (1998-1999), Cathy Toll – Illinois University/Normal (1998-2000)

Indiana: Zhihui Fang – Purdue University (1996-1998), Carolyn Walker – Ball State University (1997-1999)

Maryland: Barbara Kapinus – District of Columbia Council of Chief State School Officers (1996-1998) Barbara Laster – Towson University (1997-1999)

Massachusetts: Rona Flippo – Fitchburg State College (1996-1998), Jeanne Paratore – Boston University (1997-1998)

Michigan: Mark Conley – Michigan State University (1996-1998), Ron Cramer – Oakland University (1997-1999)

New Hampshire: Ann Loranger – University of New Hampshire (1996-1998)

New Jersey: Linda Wise – Montclair State University (1996-1998), Diane Tracey – Kean College of New Jersey (1997-1999)

New York: Ellen Jampole – SUNY (1997-1998), Ken Larkin – Fort Montgomery Elementary (1997-1999)

Ohio: Penny Freppon – University of Cincinnati (1997-1999), Wendy Kastens – Kent State University (1998-1999)

Pennsylvania: Marie Koals – Eastern College (1997-1999), Gail G. Smith – Lehigh University (1996-1998)

Rhode Island: Susan Pasquarelli – Roger Williams University (1997-1999)

Vermont: Sue Biggam – Vermont Dept. of Education (1998-2000)

Wisconsin: Sherry Lynn Mcaul – University of Wisconsin/Eau Claire (1995-1998), Carmen Coballes-Vega – University of Wisconsin/River Falls (1997-1999)

Region Two**Regional Representatives**

Sam Miller – University of North Carolina/Greensboro (1996-1998), Joyce Many – Georgia State University/Atlanta (1998-2000)

State Representatives

Alabama: Carol A. Donovan – University of Alabama (1997-1999), David Lund – University of South Alabama/Mobile (1998-2000)

Arizona: Kathy Short – University of Arizona (1996-1998), Dana L. Fox – University of Arizona (1998-2000)

Arkansas: James N. Davis – University of Arkansas (1998-2000)

Florida: Mary Alice Barksdale-Ladd – University of South Florida/Tampa (1997-1999)

Georgia: Joyce Many – Georgia State University (1996-1998), Jane West – Agnes Scott College (1998-2000)

Kentucky: Mark W. F. Condon – University of Louisville (1996-1998), Ellen McInyre – University of Louisville (1998-2000)

Louisiana: Mary Annette Duchein – Louisiana State University (1996-1998), Elizabeth Willis – Louisiana State University (1997-1999)

Mississippi: Dana G. Thames – University of Southern Mississippi (1996-1998), Janet Richards – University of Southern Mississippi (1998-2000)

New Mexico: Rosie Barrera – New Mexico State University (1996-1998), Robert Ortiz – New Mexico State University (1998-2000)

North Carolina: Francine Johnston – University of North Carolina/Greensboro (1996-1998), Jill Fitzgerald – University of North Carolina/Chapel Hill (1998-2000)

Oklahoma: Jane Morse – Cameron University (1996-1998), John Konopak – University of Oklahoma (1998-2000)

South Carolina: Victoria Ridgeway – Clemson University (1996-1998)

Tennessee: Nancy Bertrand – Middle Tennessee State University (1996-1998), Victoria Risko – Vanderbilt University (1998-2000)

Texas: Jackie Gerla – University of Texas (1997-1999), Linda Ellis – Stephen F. Austin State University (1998-2000)

Virginia: Ruth Short – James Madison University (1997-1999)

West Virginia: Judy Abbot – West Virginia University (1997-1999), Thomas Caron – West Virginia Graduate College (1998-2000)

Region Three**Regional Representatives:**

Deborah Tidwell – University of Northern Iowa (1996-1998), Dana Grisham – San Diego State University (1997-1999)

State Representatives

Alaska: Nora L. White – University of Alaska Fairbanks (1996-1998)

California: Hee-Won Kang – CSU/Sonoma (1996-1998), Brenda Spencer – CSU/Fullerton (1997-1999)

Colorado: Maria Reyes – Lafayette/Colorado (1998-1999), Shelby Wolf – University of Colorado/Boulder (1998-2000)

Hawaii: Helen Slaughter – University of Hawaii (1996-1998), Marie Iding – University of Hawaii (1998-2000)

Idaho: James Armstrong – Boise State University (1996-1998), Jenneifer Altieri – Boise State University (1997-1999)

Iowa: Penny Beed – University of Northern Iowa (1996-1998), Heriberto Godina – University of Iowa (1998-2000)

Kansas: Kim Young – Kansas State Board of Education (1996-1998), Gail Pritchard – Fort Hayes State University (1998-2000)

Minnesota: Susan Watts – University of Minnesota (1996-1998), Maureen Prens – Mankato State University (1998-2000)

Missouri: Sarah Nixon-Ponder – Southwest Missouri State University (1996-1998), Diane E. Beals – Washington University (1996-1998)

Montana: Joanne Larson – Montana State University/Billings (1996-1998)

Nebraska: Barbara Schweiger – Nebraska Department of Education (1997-1999), Christy A. Horn – University of Nebraska/Lincoln (1996-1999)

Nevada: Cyndi Giorgis – University of Nevada/Las Vegas (1997-1999), Margaret E. McIntosh – University of Nevada/Reno (1998-2000)

Oregon: Deborah Simmons – University of Oregon (1998-1999), M. Carol Tama – Portland State University (1998-2000)

Washington: Ann Pailliotet – Whitman College (1997-1999), Ramona C. Moore – Western Washington University (1998-2000)

Wyoming: LaVonne S. Lee – CCSD/Gillette (1996-1998)

Region Four**Regional Representatives:**

Colin Harrison – Nottingham University (1994-1997)

International Representatives

Australia: Geraldine Castleton – Queensland University of Technology (1996-1998)

Barbados: Desmond C. Clarke – University of West Indies (1996-1998)

Canada: Alberta: Pamela J. T. Winsor – University of Lethbridge (1996-1998)

British Columbia: Judith A. Scott – Simon Fraser University (1996-1998)

Manitoba: Barbara Wynes – Winnipeg (1996-1998)

New Brunswick: Heather Jardine Richmond – St. Thomas University (1996-1998)

Newfoundland: Stephen Norris – Memorial University of Newfoundland (1996-1998)

Nova Scotia: Sonya Symons – Acadia University (1996-1998)

Ontario: Larry Miller – Queen's University (1996-1998)

Ireland: Judith Wylie – The Queen's University of Belfast (1996-1998)

Israel: Ely Kozminsky – Ben-Gurion University (1996-1998)

Mexico: Ileana Seda – Universidad da las Américas (1996-1998)

Netherlands: Pieter Reitsma – Paedologisch Instituut Amsterdam (1996-1998)

New Zealand: Ian A.G. Wilkinson – University of Auckland (1996-1998)

Peru: Juanan Pinzas (1996-1998)

Virgin Islands: Sarah Mahurt – University of the Virgin Islands (1996-1998)

Appendix III NRC Standing Committees

Multicultural Issues

Chair: Arlette Ingram Willis (1997-2000)
Board Liaison: Sheila Valencia

Helen Abadiano (1997-2000)
 Carnan Coballes-Vega (1995-1998)
 Susan Gooden (1995-1998)
 Sarah Mahurt (1995-1998)
 Susan McMahon (1995-1998)
 Jyostna Pattnaik (1997-2000)
 Susan Watts (1996-1999)
 Linda Wise (1995-1998)
 Hong (Shelley) Xu (1997-2000)

Policy and Legislative

Chair: Mary Ellen Vogt (1996-1999)
Board Liaison: Cathy Roller

Rona Flippo (1996-1999)
 Virginia J. Goatley (1996-1999)
 Barbara Kapinus (1996-1999)
 Sue Krause (1997-2000)
 Judy Langer (1996-1999)
 Veda McClain (1995-1998)
 Mary Riordan-Karlsson (1997-2000)
 Michelle Whipple (1995-1998)
 Kim Young (1996-1999)

Ethics

Chair: Maureen McLaughlin (1997-2000)
Board Liaison: Martha Ruddell

Joanne Carlisle (1995-1998)
 Colin Harrison (1997-2000)
 Wendy Kasten (1997-2000)
 Carol Lloyd (1997-2000)
 Marie Meyerson (1996-1999)
 Jaime Myers (1996-1999)

Publications

Chair: Susan B. Neuman
Board Liaison: Lea McGee

Judy Abbott (1995-1998)
 Karin Dahl (1996-1999)
 Georgia Garcia (1995-1998)
 Jim King (1995-1998)
 Don Leu (1997-2000)
 Patricia Schmidt (1995-1998)
 Richard Speaker (1997-2000)
 Carol Vukelich (1997-2000)
 Shelby Wolf (1996-1999)

NRC Editors

Journal of Literacy Research
Editor: David Reinking
Associate Editors: Donna E. Alvermann, Cynthia R. Hynd

NRC Yearbook
Editors: Timothy Shanahan, Flora V. Rodriguez-Brown

Student Awards

Chair: Maribeth Schmitt (1996-1999)
Board Liaison: Peter Johnston

Beverly Bruneau (1995-1998)
 Dana Grisham (1996-1999)
 Doug Hartman (1997-2000)
 Joyce Many (1996-1999)
 Michael Meloth (1996-1999)
 Elizabeth Moje (1997-2000)
 Lelsey Morrow (1995-1998)
 Amy Seely-Flint (1997-2000)
 Timothy Shanahan (1995-1998)

International Committee

Co-Chairs: Becky Barr and Ileana Seda (1996-1999)
Board Liaison: Lee Gunderson

Fenice Boyd
 Cynthia Brock
 Flora V. Brown
 Roberta Buhle
 John Crawford
 Bridget Dalton
 Leila Flores Duenas
 Alan Farstrup
 Susanna Fernandez
 Kathy Hall
 Lynda Ludy
 Donna Ogle
 Scott Paris

Linda M. Phillips
 Victoria Purcell-Gates
 David Red
 Cathy Rosemary
 Kathleen Roskos
 Judith Scott
 Jeannie Steele
 Scott Walter
 Paula P. Webster

Technology

Chair: Michael Kamil
Board Liaison: Mark W. F. Condon

Gregory Brooks
 Chip Bruce
 Carmen Coballes-Vega
 Mike Dennis
 Martha Dillner
 Glenn DeVoogd
 Lee Dubert
 Marion Fey
 Cara Garcia
 Barbara Guzzetti
 Linda Labbo
 Dennis Mike
 John McEneaney
 Margaret Morgan
 Ann Pailliolet
 David Rhodes
 Rachel Salas
 Mary Beth Sampson
 Carol Vacek
 Nancy Williams

Appendix IV Ad Hoc Committees

Albert J. Kingston Award

Chair: Sheila Valencia
Board Liaison: Sheila Valencia

Donna E. Alvermann
 Becky Barr
 John George
 Arlette Ingram Willis

Critical Spaces

Chair: Carolyn Colvin

Karen Broaddus
 Karen Feathers
 Heriberto Godina
 James King
 Cynthia Lewis
 Christine Jenkins
 Maurie MacGillivray
 Marianne Whitehouse

Ed Fry Book Award

Chair: Laura Roehler
Board Liaison: Linda B. Gambrell

Nancy Farnan
 Yette Goodman
 Rachel Grant
 Linda Kucan
 Cheryl Liebling
 Mark Sadoski

Long Range Planning

Chair: Jamie Myers
Board Liaison: Martha Ruddell

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

Oscar Cause Award

Chair: Peter Mosenthal and Cathy Roller
Board Liaison: Cathy Roller

Patricia Edwards
 Vivian Gadsen
 Luis Moll
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Appendix VI

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Zielonka, Paula – 34
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Williamsville North High School
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