

REVISED

1999

National Reading Conference

49th Annual Meeting

December 1-4, 1999

Wynham Palace Resort & Spa
Orlando, FL



Registration
Information Enclosed
See Centerfold Tearouts

**NATIONAL READING
CONFERENCE
1999 BOARD OF DIRECTORS**

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Journal of Literacy Research

Editor: David Reinking (1995-2001)

Associate Editors: Donna E. Alvermann
Cynthia R. Hynd

NRC Yearbook (1999-2001)

Editors: Timothy Shanahan
Flora V. Rodriguez-Brown

Newsletter (1998-1999)

Editor: Barbara Martin-Palmer

**NATIONAL READING
CONFERENCE
AWARDS**

Oscar Causey Award

Arthur S. McDonald (1967)
Albert J. Kingston (1968)
George D. Spache (1969)
George B. Schick (1970)
Homer L. J. Carter (1971)
Al Lowe (1975)
Paul C. Berg (1978)
Earl F. Rankin (1979)
Edward B. Fry (1980)
George R. Klare (1981)
J. Jaap Tuinman (1982)
Joanna P. Williams (1983)
Harry Singer (1984)
S. Jay Samuels (1985)
Philip Gough (1986)
Richard C. Anderson (1987)
Monte Penney

(Citation of Merit — 1987)

Isabel Beck (1988)
P. David Pearson (1989)
Ronald P. Carver (1990)
Linnea C. Ehri (1991)
John T. Guthrie (1992)
Kenneth S. Goodman (1993)
Shirley Brice Heath (1994)
Robert Ruddell (1995)
Keith E. Stanovich (1996)
Donna E. Alvermann (1997)
Kathryn H. Au (1998)

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)
Ronald P. Carver (1998)

**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)
Josephine Peyton Young (1998)

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 Rayer 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
Martha R. Ruddell 1997-98

NRC 1999

WELCOME

Dear NRC Members and Friends:

A warm welcome to Orlando and the 1999 National Reading Conference! The program is particularly exciting this year with a broad array of sessions, topics, and special events, and active participation by a large proportion of our membership.

We have five distinguished plenary speakers. **Linda Gambrell**, NRC President, will open the plenary speaker sessions this year in the first plenary address on Wednesday afternoon. She will discuss literacy research that has influenced instructional practice and the importance of building upon our literacy history. The presentation of the Oscar Causey Award precedes this address. We hope everyone will join us for the Conference Reception, immediately following the Presidential Address, in the pool area of the conference hotel.

In the second plenary address on Thursday morning, **Sonia Nieto** of the University of Massachusetts and Annenberg Institute Senior Fellow (1998-2000) will talk about the benefits of understanding language and literacy from a sociocultural and sociopolitical perspective and implications of doing so. Dr. Nieto is noted for her work on multicultural education, the education of Latinos, and Puerto Rican children's literature. Her books include *The Light in Their Eyes: Creating Multicultural Learning Communities* (1999) and *Educating Puerto Rican Students in U.S. Schools* (forthcoming).

Friday morning, our third plenary address features **Jerome Bruner**, Research Professor of Psychology and Senior Research Fellow in Law at New York University. Dr. Bruner has been one of the most influential scholars in the field of psychology and education. He has written numerous books, including *Acts of Meaning*, *The Process of Education*, and *Toward a Theory of Instruction*. His presentation extends theory discussed in *Actual Minds, Possible Worlds*, to the act of reading, as he explores the notion of reading as the powerful medium for evoking Possible Worlds. Friday afternoon, in her plenary address, **Kathryn H. Au**, professor in the College of Education at the University of Hawaii and 1999 recipient of NRC's Oscar Causey Award for research, will focus on literacy education in the process of community development.

Our annual research review plenary address will be presented by **Susan Florio-Ruane**, Professor of Teacher Education at Michigan State University and Senior Researcher in the Center for the Improvement of Early Reading Achievement (CIERA). Dr. Florio-Ruane has written numerous articles and chapters on the ethnographic study of classroom discourse, teacher/researcher collaboration in ethnographic research, and teachers' learning about literacy and culture. Her forthcoming book is titled, *In Good Company: Autobiography, Conversation, and Culture in Teacher Education*. A former President of the Council on Anthropology and Education and Associate Editor of the *Anthropology and Education Quarterly*, Florio-Ruane's review address will focus on the idea of "culture" — its various meanings in research on language, literacy, and learning as well as its significance in the education of U.S. teachers.

We have a special lunchtime strand featuring presentations by members from each of the OERI centers. We are pleased to welcome Assistant U.S. Secretary of Education, Kent McGuire, who will chair the Thursday session and follow up with an informal "conversation" session later that afternoon. Several sessions provide opportunities to reflect on our progress as a field as the millennium approaches, including one featuring many of our past presidents, a report from the National Reading Panel charged with a comprehensive review of research, and opportunities for dialogue with members of NRC's Research Dissemination Committee, chaired by Marty Ruddell and the CERRIUS Committee, chaired by Jim Cunningham to explore how we, as an organization, can be more proactive in affecting how research relates to instructional practices in reading.

Please plan to attend the annual Town Meeting, early Thursday evening, and our Annual Business Meeting on Friday following Dr. Bruner's presentation. The NRC tradition of Vital Issues continues each evening, and look for flyers at the meeting describing a special off-site event on Friday evening.

We hope you have a wonderful time at this conference!

Taffy E. Raphael
Program Chair

Peter B. Mosenthal
Assistant Program Chair

Future NRC Conference: November 29–December 2, 2000, Scottsdale, Arizona

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NRC 1999**Site Information**

INFORMATION

About Orlando, Florida Welcome to Orlando, Florida. The Wyndham Palace Resort & Spa is an official hotel of Walt Disney World where guests enjoy complimentary scheduled transportation to all Disney theme parks. Within blocks of the hotel are shopping, entertainment, and restaurants located in Disney's Market Place, Downtown Disney, and Pleasure Island. Enjoy moderate temperatures at a spectacular hotel offering pools, sauna, jacuzzi, tennis courts, spa, fitness center and beauty salon.

Hotel Accommodations All NRC functions will be held at the Wyndham Palace Resort & Spa located at 1900 Buena Vista Drive, Lake Buena Vista, Florida, Phone: 407-827-2727, Fax: 407-827-6034.

PLEASE NOTE PROCEDURAL CHANGE TO RESERVE ROOMS.

To reserve rooms, please call the hotel directly at 407-827-2727 or 800-327-2990 (US & Canada only). The NRC discounted rate is \$130.00 Single/Double, plus tax. Please mention that you are attending the National Reading Conference to receive discounted room rates.

IMPORTANT: This special rate is only available on a first-come, first-served basis until October 28, 1999, or until NRC's predetermined contractual room block is sold out, whichever comes first. *The room block may sell out before the October 28, 1999, cut-off date. If you reserve a room after the cut-off date of October 28, or after the room block is sold, you are not guaranteed the \$130.00 rate.*

HOTEL CANCELLATION: A four (4) day notice of cancellation is required by the Wyndham Palace Resort & Spa for refund of individual deposits. The first nights room deposit is required to secure your room. If individuals check-out of rooms prior to the scheduled departure date established at check-in, a Fifty Dollar (\$50.00) early departure fee will be added to the bill.

Airline Information

Get there for less! Call **Conventions in America (CIA)** at 1-800-929-4242 and ask for **Group No. 623**. You will receive 5% - 10% off the lowest applicable fares on Delta Airlines, or the lowest available fare on any other carrier. Take an additional 5% off Delta if you purchase at least sixty (60) days prior to departure. Travel window is November 26 - December 8, 1999. Ask about the special Zone Fares if your stay does not include a Saturday night. All customers of CIA also receive free flight insurance of \$100,000. Avis Rent-A-Car is offering special low rates with unlimited free mileage.

Outside the 800 area, please call 619-453-3686 / 619-453-7976.

Reservation Hours: Monday - Friday 6:30 a.m. - 5:00 p.m. Pacific Time

Visit our Website: HYPERLINK <http://www.scitravel.com>

E-mail address: flycia@scitravel.com

If you call direct or use your own agency, refer to these codes:

Delta 1-800-241-6760 - File No. 115954A

Avis 1-800-331-1600 - AWD No. J949004

Ground Transportation The Wyndham is approximately a 25-30 minute drive from Orlando International Airport. Ground transportation is available by either shuttle bus, rental car, or taxi. The Mears Shuttle cost \$14.00 one-way or \$25.00 round trip, available 24-hours. (There is a Mears transportation desk at the hotel.) A taxi cost approximately \$40.00 one-way.

Registration Information This program book contains registration forms that need to be completed for each registrant and sent to NRC Headquarters.

NRC 1999

Site Information

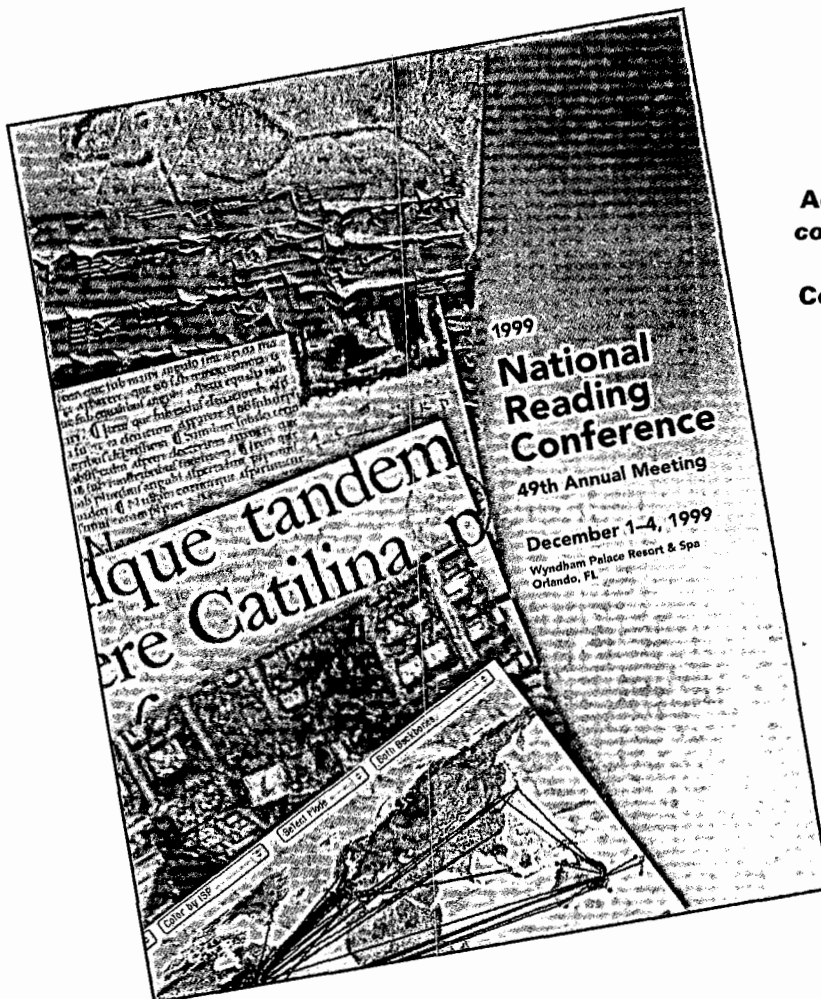
About NRC

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 roundtable 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, Website, and Listserv. To support these activities, NRC maintains a full-time administrative staff and office in Chicago, Illinois.

For more information, contact the NRC Office at 122 South Michigan Ave., Suite 1776, Chicago, IL 60603, Phone: 312-431-0013, Fax: 312-431-8697, E-mail: nrc@smtp.bmai.com or karig@smtp.bmai.com

See you in Orlando!



Additional copies of the conference program may be purchased at the Conference Registration desk for \$8 each.

NRC 1999

Meetings

Standing Committee Meeting*(Open to all Members)*

COMMITTEE NAME	CHAIR	TIME	ROOM
Ethics Committee	Maureen McLaughlin	Thursday, 11:45-12:45 p.m.	Knave/Scribe
Field Council	Brenda Shearer	Wednesday, 6:15-7:30 p.m.	Cloister
International Issues	Donna Ogle, Ileana Seda	Thursday, 11:45-12:45 p.m.	Exhibit Hall C/D
Multicultural Issues	Arlette Ingram Willis	Thursday, 11:45-12:45 p.m.	Exhibit Hall H/I
Policy & Legislative	Mary Ellen Vogt	Thursday, 11:45-12:45 p.m.	Exhibit Hall F/G
Student Research Award	Maribeth Cassidy Schmitt	Thursday, 11:45-12:45 p.m.	Exhibit Hall A/B
Technology	Michael Kamil	Friday, 11:45-12:45 p.m.	Sussex

Ad Hoc Committee Meeting*(Open to all Members)*

COMMITTEE NAME	CHAIR	TIME	ROOM
Early Career Achievement Award	Susan McMahon & Barbara Taylor	Friday, 11:45-12:45 p.m.	Exhibit Hall C1/D1
Albert J. Kingston Award	John George & Jim Cunningham	Friday, 11:45-12:45 p.m.	Knave/Scribe
Oscar Causey Award	Pat Edwards & Lea McGee	Friday, 11:45-12:45 p.m.	Exhibit Hall H/I
Ed Fry Book Award	Laura Roehler	Friday, 11:45-12:45 p.m.	Exhibit Hall F/G
Critical Spaces	Carolyn Colvin	Friday, 11:45-12:45 p.m.	Exhibit Hall A/B
Long Range Planning Publications	Kathryn Au	Friday, 11:45-12:45 p.m.	Exhibit Hall C/D
Study Groups <i>(Open to all Members)</i>	Susan Newman	Wed., 11:45-12:45 p.m.	Exhibit Hall F/G
Birds of a Feather <i>(Open to all Members)</i>	Linnea Ehri	Daily, 7:25-8:25 a.m.	See events of the day
NRC Research Dissemination Committee	Elizabeth Willis Sara Ann Beach Janet Young	Daily, 7:25-8:25 a.m.	See events of the day
CERRIUS Committee	Martha Ruddell	Saturday, 7:00-8:25 a.m.	Knave
Literacy Study Series <i>(Co-sponsored by NRC/IRA)</i>	James Cunningham	Saturday, 7:00-8:25 a.m.	Scribe
	Tom Bean and Bonnie Konopak, Facilitators	Friday, 7:30-8:25 a.m.	Cambridge

Area Chairs Luncheon Meeting For 2000 Program

Area Chairs, 2000 Conference	Peter Mosenthal	Wed., 11:45-12:45 p.m. (lunch will be provided)	Windsor
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Meeting of 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. – Windsor Room

<h1 style="margin: 0;">NRC 1999</h1>	<h2 style="margin: 0;">Special Events</h2>
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Vital Issues

TIME	Wed., Thurs., Fri., & Sat. – 9:00 p.m. to Midnight	PLACE	Lobby Bar
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Vital Issues will be held from 9:00 p.m. to midnight in the Lobby Bar. This is the late evening cash bar tended 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.

CRESPAR and NCSALL and NRC/GT

TIME	Wednesday – 11:45 a.m. to 12:45 p.m.	PLACE	Ireland ABC
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Center for Research on the Education of Students Placed At Risk (CRESPAR).
National Center for the Study of Adult Learning & Literacy (NCSALL).
National Research Center on the Gifted and Talented (NRC/GT).
Chair, Joseph Conaty – U.S. Department of Education.

Book Display Room and Silent Auction

TIME	Wednesday – Noon to Friday – Noon	PLACE	Oxford
-------------	-----------------------------------	--------------	--------

The silent auction provides a unique opportunity to add to your professional library while bringing revenue to the NRC coffers. Books will be displayed throughout the conference in the Senate/Gallery, beginning at noon on 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 from 1:00 p.m. - 5:30 p.m. or Saturday from 8:00 a.m. - Noon. 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	Pool Area
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All conference attendees are invited to the Pool Area for an informal opportunity to meet and welcome newcomers, graduate students, international participants, and colleagues.

Newcomer's Welcome

TIME	Wednesday – 6:45 p.m. to 7:30 p.m.	PLACE	Cloister
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The purpose of the Newcomer's Welcome 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 Knave/Scribe Room 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.

NRC 1999

Special Events

CELA and CRESST

TIME	Thursday – 11:45 a.m. to 12:45 p.m.	PLACE	Islander
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Center on English Learning and Achievement (CELA).
Center for Research on Evaluation, Standards & Student Testing (CRESST).
Chair, C. Kent McGuire, OERI, Assistant Secretary U.S. Department of Education.

**Assistant Secretary
U.S. Department of
Education, OERI**

TIME	Thursday – 2:20 p.m. to 3:40 p.m.	PLACE	Ireland A
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An Informal Chat with OERI Assistant Secretary, U.S. Department of Education – C. Kent McGuire.

NRC Town Meeting

TIME	Thursday – 5:30 p.m. to 6:30 p.m.	PLACE	Pavilion
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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 forum for the voices of members to be heard by those responsible for leading the organization.

Literacy Study Series

TIME	Friday – 7:30 a.m. to 8:25 a.m.	PLACE	Cambridge
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Tom Bean and Bonnie Konopak, Facilitators

Business Meeting

TIME	Friday – 9:50 a.m. to 10:20 a.m.	PLACE	Pavilion
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Issues central to the future of NRC will be discussed, and all members are urged to attend.

CIERA and CREDE

TIME	Friday – 11:45 a.m. to 12:45 p.m.	PLACE	Exhibit Hall E/G1
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Center for the Improvement of Early Reading Achievement (CIERA).
Center for Research on Education, Diversity, and Education (CREDE).
Chair, Anne P. Sweet, OERI, U.S. Department of Education.

Oscar Causey Session

TIME	Friday – 3:50 p.m. to 5:10 p.m.	PLACE	Pavilion
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The Oscar Causey Award winner of the previous year, Kathryn H. Au, will give a presentation of her research, entitled “Literacy Education in the Process of Community Development.”

NRC 1999 Special Events

JLR and NRC Yearbook Reception

TIME	Friday – 5:30 p.m. to 6:30 p.m.	PLACE	Islander
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The reception is open to all JLR and Yearbook editors, members of the editorial advisory boards, and reviewers.

America Reads Work Study

TIME	Saturday – 8:30 a.m. to 9:50 a.m.	PLACE	Scotland A
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“Communities Taking the Challenge: The America Reads Challenge”.
 Chair, Carol Rasco, Director – “America Reads Challenger” and Senior Advisor to U.S. Department of Education, Secretary Riley.

Handbook of Reading Research Roundtables

TIME	Saturday – 11:30 a.m. to 12:30 p.m.	PLACE	Scotland B/C
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Facilitators: Michael L. Kamil – Stanford University
 Peter B. Mosenthal – Syracuse University
 P. David Pearson – CIERA/Michigan State University
 Rebecca Barr – National-Louis University
 Participants include authors of chapters to appear in the *Handbook of Reading Research*, Vol. 3, ©2000.

Innovations in Literacy

ALYN & BACON 2000

For the most complete information visit our website at: <http://www.abacon.com/education>

Sheryl Burgstahler and Laurie Utterback

New Kids on the Net:
 Internet Activities in Elementary Language Arts
 (ISBN: 0-205-30587-3)

Jana Echevarria, Mary Ellen Vogt and Deborah Short

Making Content Comprehensible for English Language Learners:
 The SIOP Model
 (ISBN: 0-205-29017-5)

Thomas G. Gunning

Best Books for Building Literacy for Elementary School Children
 (ISBN: 0-205-28625-9)

Thomas G. Gunning

Creating Literacy Instruction for All Children, 3/e
 (ISBN: 0-205-28793-X)

Mary Renck Jalongo

Early Childhood Language Arts: Meeting Diverse Literacy Needs Through
 Collaboration with Families and Professionals, 2/e
 (ISBN: 0-205-27377-7)

Lea M. McGee and Donald J. Richgels

Literacy's Beginnings: Supporting Young Readers and Writers, 2/e
 (ISBN: 0-205-29931-8)

**Richard D. Robinson, Michael C. McKenna
 and Judy M. Wedman**

Issues and Trends in Literacy Education, 2/e
 (ISBN: 0-205-29651-3)

Dorothy Rubin

Teaching Elementary Language Arts: A Balanced Approach, 6/e
 (ISBN: 0-205-29372-7)

James Shanker and Eldon Ekwall

Ekwall/Shanker Reading Inventory
 (ISBN: 0-205-30441-9)

Jay Simmons

You Never Asked Me to Read:
 Useful Assessment of Reading and Writing Problems
 (ISBN: 0-205-28854-5)

Bobbie A. Solley

Writers' Workshop:
 Reflections of Elementary and Middle School Teachers
 (ISBN: 0-205-29015-9)

Robert J. Tierney and John E. Readence

Reading Strategies and Practices: A Compendium, 5/e
 (ISBN: 0-205-29808-7)

Karen Wood and Thomas Dickinson

Promoting Literacy in Grades 4-9:
 A Handbook for Teachers and Administrators
 (ISBN: 0-205-28314-4)



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NRC 1999**Registration Information****Hotel Reservations**

PLEASE NOTE PROCEDURAL CHANGE: Make your hotel reservations directly with the Wyndham at 407-827-2727 or 800-327-2990, or by fax at 407-827-6034. Be sure to mention the National Reading Conference to receive discounted room rates.

IMPORTANT NOTE: If you reserve a room after the November 5 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 Orlando. 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 8, 1999 to receive early registration discount rates. **ALL CONFERENCE REGISTRATIONS AFTER THIS DATE ARE SUBJECT TO THE ON-SITE RATE.**

On-Site Conference Registration

Available On-Site from December 1-4, 1999. Conference registrations postmarked after November 8 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).

Requests for Conference Registration Information

E-mail requests for conference registration information will be accepted and either faxed or mailed. Please send inquiries to: nrc@smtp.bmai.com. You can also phone (312) 431-0013 or fax (312) 431-8697 requests for registration materials. Portions of this program, including registration pages, are available on the NRC website at <http://www.oakland.edu/~mceneane/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 28, 1999 and continue weekly until November 15, 1999. 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 8, 1999. No refunds will be accepted after November 8, 1999.

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 Orlando, whether or not you have pre-registered. Replacement programs may be purchased at the Conference Registration desk for \$8 each.

NRC 1999 Conference Information

Keynote Speakers



**Presidential Address —
Ode To A Singer: Reflections On
Literacy Research**
Wednesday, 3:50 pm – 5:10 pm
Ireland/England
Linda B. Gambrell – Clemson University



**Oscar Causey Address —
Literacy Education in the
Process of Community
Development**
Friday, 3:50 pm – 5:10 pm
Pavilion
Kathryn H. Au – University of Hawaii



**First Plenary Session —
Language, Literacy and Culture:
Intersections and Implications**
Thursday, 10:20 am – 11:40 am
Pavilion
Sonia Nieto – University of Massachusetts



**Research Address —
Culture in Literacy Education:
Thirteen Ways of Looking
At A Blackbird**
Saturday, 10:00 am – 11:20 am
Pavilion
Susan Florio-Ruane – CIERA/Michigan
State University



**Second Plenary Session —
Reading For Possible Worlds**
Friday, 10:20 am – 11:40 am
Pavilion
Jerome Bruner – New York University
School of Law

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 meet and interact with participants in small groups or other alternative formats.

NRC 1999**General Information****Study Groups**

This first study group meeting is scheduled for Wednesday 7:25–8:25 a.m. in Islander Room. Study groups should sign up for space at the Registration Desk in the Registration Foyer. Study groups will meet each day at 7:25–8:25 a.m. in Islander Room.
 Coordinator: *Linnea Ehri – CUNY Graduate School*

Birds of a Feather

These informal roundtable sessions provide opportunities to engage in sustained conversation. Particular themes and discussion facilitators will be available at the conference. You can participate at the beginning of the conference by going to Islander Room. There will be a place where you can list possible topics. Birds of a Feather sessions are scheduled each day at 7:25–8:25 a.m. in Islander Room.

Coordinators: *Elizabeth Willis – Louisiana State University*
Sara Ann Beach – University of Oklahoma
Janet Young – Brigham Young University

Smoking Policy

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

Awards

Awards are presented during the plenary sessions. 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: Peter Mosenthal, Syracuse University, 200 Huntington Hall, Syracuse, NY 13244.

Session Evaluations

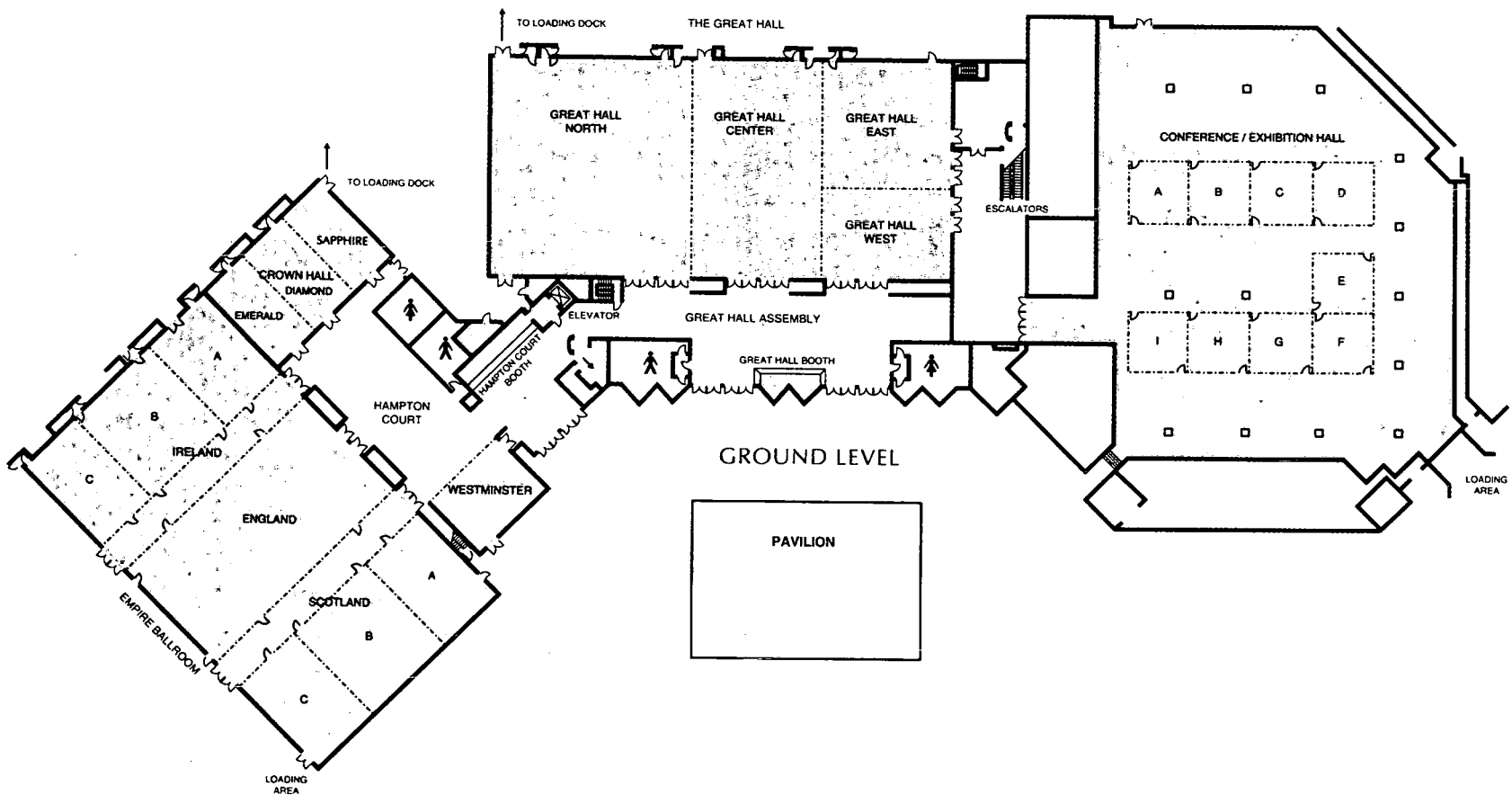
NRC will not provide forms for individual session evaluations. If you would like evaluations from the persons who attend your session, you may request feedback in the form of your choice.

Graduate Students

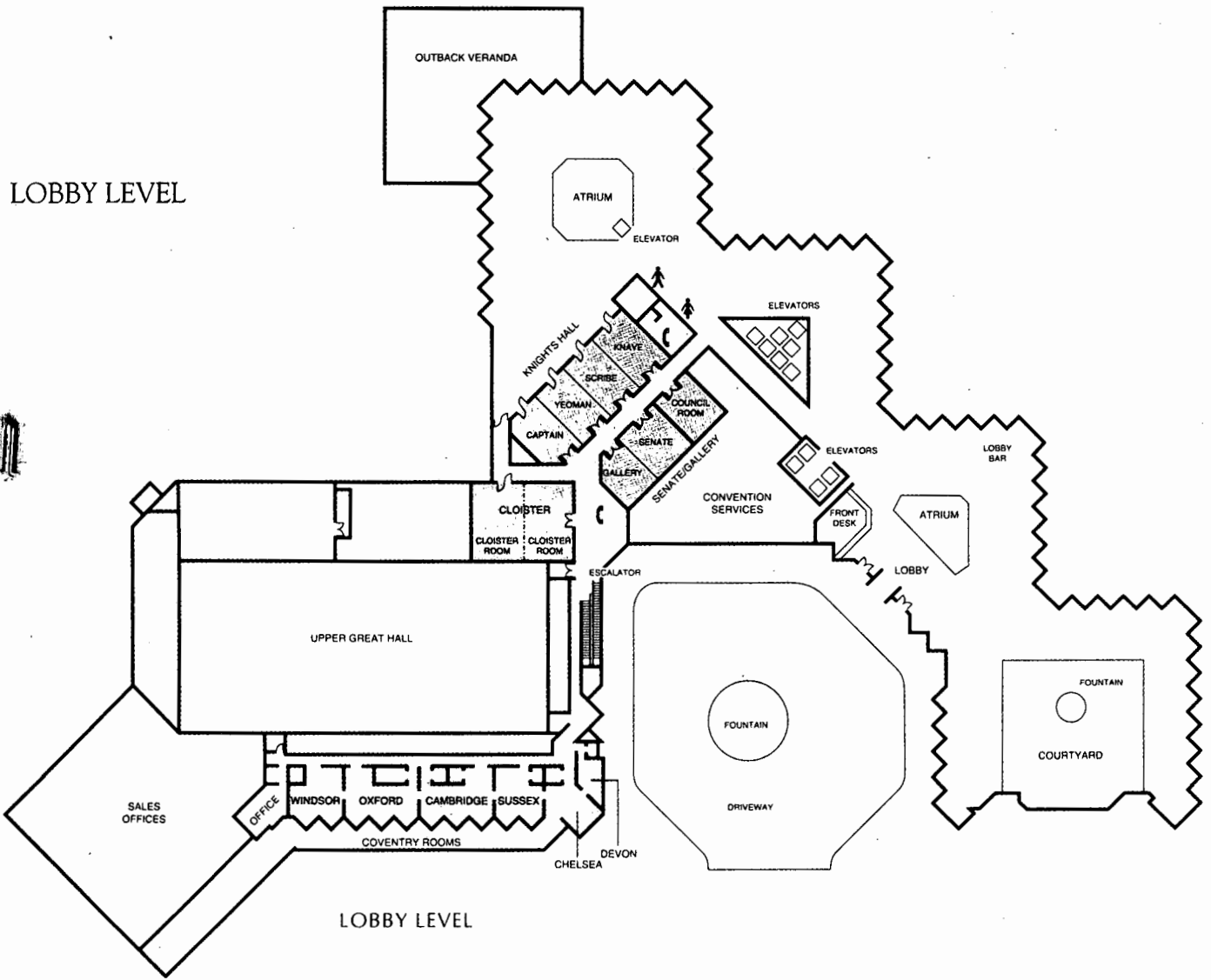
You may contact other graduate students by posting a message on the message board by the Registration Desk. If you wish to have space to meet, please sign up at the Registration Desk.

NRC 1999
Wyndham Palace Resort & Spa

GROUND LEVEL



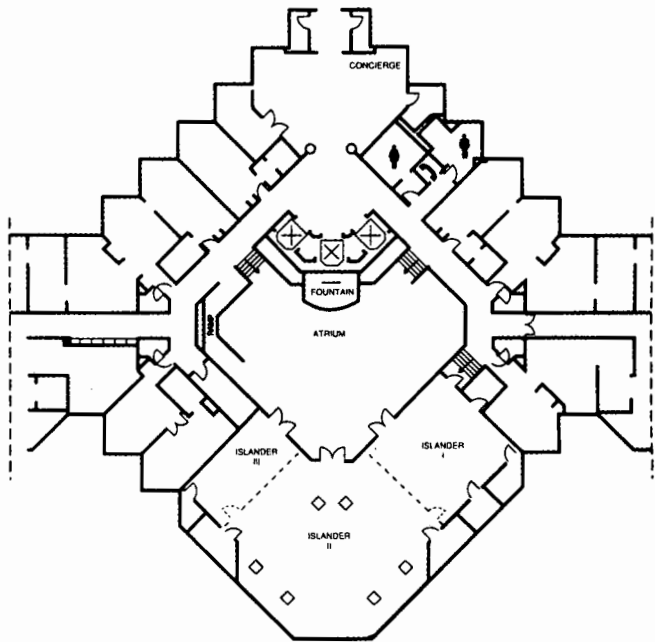
LOBBY LEVEL



LOBBY LEVEL

ISLAND SUITES BUILDING

To get to the Islander Meeting Room, take bridge from 1st floor Dress Shop or bridge from 1st floor Courtyard by Fitness Center.



Events of the Day Wednesday

TIME	EVENT	ROOM
7:00 a.m. – 5:30 p.m.	Registration	Great Hall Booth
7:25 – 8:25 a.m.	Study Groups This first study group meeting is scheduled for Wednesday 7:25–8:25 a.m. in Islander. Study groups should sign up for space at the Registration Desk in the Registration Foyer. Study groups will meet each day at 7:25–8:25 a.m. in Islander.	Islander
	Birds of a Feather These informal roundtable sessions provide opportunities to engage in sustained conversation. Particular themes and discussion facilitators will be available at the conference. You can participate at the beginning of the conference by going to Islander. There will be a place where you can list possible topics. Birds of a Feather sessions are scheduled each day at 7:25–8:25 a.m. in Islander.	Islander
Begin at 8:00 a.m.	Silent Auction	Oxford
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.	Sessions and Roundtables	See Schedule
11:45 – 12:45 p.m.	Lunch	on your own
11:45 – 12:45 p.m.	CRESPAR /NCSALL /NRC/GT Chair Joseph Conaty – Department of Education	Ireland ABC
11:45-12:45 p.m.	Area Chairs – 2000 Conference Lunch Meeting (lunch provided)	Windsor
11:45-12:45 p.m.	Publications Susan Newman – Publications Chair	Exhibit Hall F/G
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.	Presidential Address <i>Ode To A Singer: Reflections On Literacy Research</i> Linda B. Gambrell – President NRC, Clemson University	Ireland/England
5:15 – 6:15 p.m.	Conference Reception Join us to welcome newcomers, graduate students, and international participants.	Pool Area
6:15 – 7:30 p.m.	Meeting – Field Council (open to all members)	Brenda Shearer – University of Wisconsin Oshkosh Cloister
6:45 – 7:30 p.m.	Newcomer's Welcome Dana Grisham University of California/San Diego	Cloister
9:00 – midnight	Vital Issues Join your colleagues	Lobby Lounge

Tuesday**November 30, 1999****Executive Board Meeting**

1:00 – 3:00 p.m. • Captain/Yeoman

Board of Directors Meeting

3:00 – 6:00 p.m. • Captain/Yeoman

Conference Registration

5:00 – 8:00 p.m. • Great Hall Booth

Wednesday**December 1, 1999**

WEDNESDAY

Study Groups**7:25 – 8:25 a.m. • Islander**

Coordinator: Linnea C. Ehri – CUNY Graduate School

The purpose of study groups is to bring people together on a regular basis during the conference to discuss issues, ideas and findings related to research or practice. The title of each group reflects its focus. The first meeting is on Wednesday a.m. Subsequent meetings are held at the same time and place each morning. The organizers submit proposals, arrange meetings and facilitate discussion. Attendance is open to all. (For more information about organizing a study group, see the annual call for program proposals.)

Adult Literacy and Reading Research: What Do We Know and Where Do We Need to Go?

Daphne Greenberg – Georgia State University

America Reads Tutors: What's Taught/What's Learned

Ruth D. Handel – Montclair State University

Joy Stone – Montclair State University

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

Linnea C. Ehri – CUNY Graduate School

Irene Gaskins – Benchmark School, PA

International Issues: International Committee

Donna Ogle – National-Louis University

Ileana Seda – Universidad Nacional Autonoma de Mexico

Literacy Portfolios in Teacher Education

Maureen McLaughlin – East Stroudsburg University/PA State University

Mary Ellen Vogt – California State University/Long Beach

Reading/Literacy Clinics

Barbara P. Laster – Towson University

Deborah L. Tidwell – University of Northern Iowa

Teacher Education Research (TERSG)

Mary Alice Barksdale-Ladd – University of South Florida

Dana L. Grisham – San Diego State University (Past Chair)

Susan Davis Lenski – Illinois State University (Chair)

Maria J. Meyerson – University of Nevada/Las Vegas (Co-Chair)

Teaching Struggling Readers in the Upper Elementary and Middle Grades

Gay Ivey – University of Maryland

Karen Broadus – James Madison University

Alternative Format**8:30 – 9:50 a.m. • Exhibit Hall C1/D1****Literature Response and Discussion in Ethnically Diverse Settings: Reflections on the Teacher's Roles**

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

This session begins with three presentations that address the teacher's influences and roles in children's transactions with literature in varied social settings: first grade, small and whole class book discussions; fifth grade literature circles; and an extracurricular adolescent book group. The presenters examine the responsibilities of educators to support entry into texts and to open up spaces for students both to build on their own experiences and to go beyond their initial reactions as they share and construct cultural and social knowledge. Additionally, the presenters (all European American) reflect on the issues for teachers who teach across race, gender, age, SES, and other cultural and ethnic boundaries. The speakers and the session participants will break into small interest groups to discuss the presentations and related issues. Spokespersons from the small groups will have a chance to report briefly on the dialogue that ensued. The discussant will provide concluding remarks and a discussion of possibilities for future research and practice.

I. Literature Discussion Group Transactions and Social Interactions: Teacher as Observer, Teacher as Mediator

JoBeth Allen – University of Georgia

Karla J. Möller – University of Georgia

II. Procedures, Possibilities and Perils: The Negotiation of Roles and Relationships in Literature Discussions with Early Adolescent Girls

Mary Ariail Broughton – University of Texas/Austin

III. The Transformative Power of Narratives: Reshaping Curriculum through Response and Reflection

Karen Hankins – Whit Davis Elementary School and University of Georgia

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

Symposium

8:30 – 9:50 a.m. • Knave/Scribe

Guided Reading: Close Encounters of Different Kinds

Chair: W. Dorsey Hammond – Oakland University

I. How Three First Grade Teachers Interpret and Conduct Guided Reading Lessons

Kelley Walters – North Branch Schools

II. Scaffolding the Development of Emergent Readers: The Practices of an Exemplary First Grade Teacher during Guided Reading

B. Joyce Wiencek – Oakland University

III. Guided Reading: Teaching for Strategies in the Context of a Reading Recovery Lesson

Robert M. Schwartz – Oakland University

Discussant: W. Dorsey Hammond – Oakland University

Symposium

8:30 – 9:50 a.m. • Exhibit Hall F/G

Kentucky's Collaborative Center for Literacy

Chair: Ellen McIntyre – University of Louisville

I. Kentucky's Center for Literacy Development's Research Agenda

Deneese Jones – University of Kentucky

II. The Early Reading Incentive Grant Program: Preliminary Findings

Lynne Smith – Northern Kentucky University

Faye Newsom – Alice Lloyd College

III. The Kentucky Reading Project

Susan Cantrell – Northern Kentucky University

Melinda Willis – Morehead State University

Discussant: Timothy Shanahan – University of Illinois/Chicago

Paper Session

8:30 – 9:50 a.m. • Cambridge

Comics, Canon, and Cujo: In Consideration of the "Literary" and the "Popular"

I. Does Cream Really Rise to the Top? H. W. Wilson's Children's Catalog and the Children's Canon, 1909-1996

Christine Jenkins – University of Illinois/Urbana-Champaign

II. In Their Own Words: Why Adolescents Read Fiction by Stephen King

Kelly Chandler – Syracuse University

III. Jumping Genres: Creating Comic Books to Interpret Randall's Wall

Mary Lou Adams – Harcourt Brace Educational Measurement

Paper Session

8:30 – 9:50 a.m. • Exhibit Hall E/G1

The Influences of Gender on Peer Discussion and Writing

Chair: Karen S. Evans – Marquette University

I. Gendered Subjectivities and Personal Expression in Middle-Grade Writing: What Are the Possibilities?

Shelley Peterson – University of Toronto

II. Literature Circles: Fifth Graders' Perceptions of Gender as a Defining Category

Elaine R. MacLeod – University of Southern California/ Los Angeles

III. What Students Say about Literature Discussion Groups: The

Influence of Gender and Bossy Members

Karen S. Evans – Marquette University

Paper Session

8:30 – 9:50 a.m. • Senate

The Intersection of Gender and Culture in Adolescents' Textual Practices

Chair: Kara L. Lycke – Michigan State University

I. Boys and Reading: What Reading Fiction Means to Sixth-Grade Boys

Doreen Bardsley – Arizona State University

II. Developing Critical Literacy Among African American Adolescent Girls

LaNette Dellinger – James Madison University

III. The Textual Practices of an Urban, African American, Adolescent Female: A Description and Analysis

Kathleen J. Shoop – University of Pittsburgh

Paper Session

8:30 – 9:50 a.m. • Sapphire

Strategies and Procedures to Implement Instructional Changes

Chair: William Dee Nichols – University North Carolina/Charlotte

I. Thinking Works: The Effects of a Professional Development Program on Students' Reading and Writing and Teachers' Perceptions

Judythe P. Patberg – The University of Toledo

Eileen M. Carr – The University of Toledo

II. Features of Self-Assessment that Support Teachers' Understanding and Adaptation of Their Instructional Talk in Teaching Reading

Kathleen Roskos – John Carroll University

Sophie Boehlen – Teachers College

III. The Relationships between Mandated Change, Professional Development and School Growth

Bridget M. Barton – Charles Sturt University

Symposium

8:30 – 9:50 a.m. • Exhibit Hall H/I

The Role of the Reading Specialist: An Instructional Necessity

Chair: Jane Matanzo – Florida Atlantic University/Port St. Lucia

I. What Reading Specialists Say about Their Roles — The Good, the Bad, and the Ugly

Diana Quatroche – Indiana State University

Judy Grumet – Gateway School District

II. Preparing Reading Specialists for Their Roles: Perspectives from Two States

Jack Cassidy – Texas A&M University/Corpus Christi

III. Role of Reading Specialists in Exemplary Reading Programs

Rita Bean – University of Pittsburgh

Allison Swan – University of Pittsburgh

Discussant: Jane Matanzo – Florida Atlantic University/Port St. Lucia

Symposium

8:30 – 9:50 a.m. • Exhibit Hall A/B
Implementing Child-centered Word Study: Voices of Teacher Change

Chair: Shane Templeton – University of Nevada/Reno

I. Effecting Teacher Change: Exploring the Impact of a Lead Teacher Model

Kathy Ganske – Rowan University/Glassboro, New Jersey
 Cynthia Mershon – West Windsor-Plainsboro Regional Schools/
 Princeton Junction, New Jersey

II. Initiating and Sustaining Teacher Change: Developing a District-wide Word Study Program

Phyllis Y. Coulter – Eastern Mennonite University/Harrisonburg, Virginia
 Sarah S. Scott – Rockingham County Public Schools/
 Harrisonburg, Virginia

Discussant: Shane Templeton – University of Nevada/Reno

Symposium

8:30 – 9:50 a.m. • Captain/Yeoman
Race and Literacy Teacher Education: Issues and Dilemmas

Chair: Bena R. Hefflin – University of Pittsburgh

I. Student Experiences of Racism in Literacy Teacher Education

Valerie Wright – University of South Florida
 Jody Fernandez – University of South Florida
 Mary Alice Barksdale-Ladd – University of South Florida

II. Professor Experiences of Racism in Literacy Teacher Education

Jody Fernandez – University of South Florida
 Valerie Wright – University of South Florida
 Mary Alice Barksdale-Ladd – University of South Florida

III. University Policies on the Recruitment of African American Faculty Members

Karen F. Thomas – Western Michigan University

Discussant: Bena R. Hefflin – University of Pittsburgh

Symposium

8:30 – 9:50 a.m. • Emerald
Making the Kindergarten Connection: Reading Practices in Preschool and Kindergarten Classrooms

Chair: Cecilia Minden-Cup – CIERA/University of Virginia

I. Predictors of Phonemic Awareness in Kindergarten: Teachers' Practices and Children's Skills in Preschool.

Robert C. Pianta – CIERA/University of Virginia

II. Preschool to Kindergarten: How Stable Are Early Cognitive Profiles and How Are They Affected by Instruction in Kindergarten?

Connie Juel – CIERA/Harvard University
 Tim Konold – CIERA/University of Virginia

III. Best Practices across the Most Effective Kindergarten Teachers and in Kindergartens in the Most Effective Schools

Barbara M. Taylor – CIERA/University of Minnesota

Discussant: Kathleen J. Brown – University of Utah

Symposium

8:30 – 9:50 a.m. • Gallery
A Critical Review of the Qualitative Research on Gender and Literacies: First Findings

Chair: Marian Fey – SUNY/Geneseo

I. Critical Review of Research on Gender and Discussion
 Barbara Guzzetti – Arizona State University

II. Critical Review of Research on Gender and Writing
 Josephine Peyton Young – Arizona State University
 Laura Fyfe – Arizona State University

III. Critical Review of Research on Gender and Reading
 Margaret Gritsavage – Office of Youth Preparation, Arizona State University-Downtown Center

IV. Critical Review of Research on Gender and Post-Typographical Text and Literacy Autobiography

Marie Hardenbrook – Arizona State University

Discussant: Patricia L. Anders – University of Arizona

Symposium

8:30 – 9:50 a.m. • Diamond
Literacy Instruction: Maintaining the Status Quo

Chair: Anne McGill-Franzen – SUNY/Albany

I. Social Reproduction through Literacy Education: An Investigation in First Grade Classrooms

Nell K. Duke – CIERA/Michigan State University

II. Missed Opportunities: Literacy Instruction and Learning in a High-Poverty School

Diane M. Barone – University of Nevada/Reno

III. "What Do I Do With These Kids?" The Learning to Teach Process in Literacy of a First-Year Teacher

Marla H. Mallette – Southern Illinois University

Discussant: Anne McGill-Franzen – SUNY/Albany

Paper Session

10:20 – 11:40 a.m. • Exhibit Hall H/I
Adolescent Literacy

Chair: Mary Alice Barksdale-Ladd – University of South Florida

I. Changing Literacies, Changing Identities: Adolescent Mothers' Critical Reading and Writing

Kara L. Lycke – Michigan State University
 Laura Apol – Michigan State University
 P. David Pearson – Michigan State University

II. Adolescents Learning to Read the Meaning of the System: Literacy as Critical Reflection

Liz Barber – Virginia Polytechnic Institute and State University

III. Montana's Mountain: A Woman's Journey to High School Literacy
 J. Kilgour Dowdy – Georgia State University

[Paper Session]

10:20 – 11:40 a.m. • Exhibit Hall C1/D1
Reading Strategy Instruction, Miscue Mediation, and Preparation of Preservice Teachers
Chair: Diane M. Barone – University of Nevada/Reno

I. Miscue Mediation and Interactive Multimedia for Preservice Reading Education
Andrea Farenga – Malone College

II. The Nature of Evaluation of the Effectiveness of Reading Strategy Instruction while Observing One-on-One Tutoring Sessions
Rosalie Forbes – National-Louis University

III. Preparation of Preservice Teachers for the Information Age
Denise Johnson – University of Central Arkansas

[Paper Session]

10:20 – 11:40 a.m. • Senate
Exploring Positive Contexts for Struggling Readers
Chair: Virginia J. Goatley – SUNY/Albany

I. When I Tried to Remember I Would Forget the Part She Just Told Me": Examining Engagement and Stance for Reluctant and Struggling Readers
Amy Seely Flint – Indiana University/Bloomington

II. The Effects of a Balanced, Accelerated, and Responsive Literacy Program on the Reading Growth of Elementary School Struggling Readers
Ann M. Duffy-Hester – University of North Carolina/Greensboro

III. Multiple Dimensions of Literacy Learning in the Workplace: Three Interpretive Case Studies
Mary Jane Massie – University of Illinois/Chicago

[Paper Session]

10:20 – 11:40 a.m. • Cambridge
Cultural and Attitudinal Components of Literacy Learning

I. Promoting Cultural Awareness in Beginning Teachers: Reflective Cultural Analysis Through Discussion
Jennifer Day – SUNY/Albany
Melissa Cedenio – SUNY/Albany

II. Preservice Teachers' Beliefs, Attitudes, and Plans Related to Parent Involvement in Literacy Education
Laurie A. Elish-Piper – Northern Illinois University

III. Putting Popular Culture in its Place: Preservice Teachers' Perspectives of Personal Representation and Pleasures in Literacy Classrooms
Margaret Hagood – University of Georgia/Athens

[Paper Session]

10:20 – 11:40 a.m. • Exhibit Hall F/G
Literacy Learning for High School and College Students
Chair: Sharon M. Peck – SUNY/Albany

I. Academically Successful African American Male High School Students: Factors Helping and Hindering Their Success
Nancy Lee Daily – Georgia State University

II. Reading Text Within Text: Multicultural Literature with Project Success Students

Fenice B. Boyd – University of Georgia

III. When a Criminal Justice Major Becomes an America Reads Literacy Tutor: A Case Study

Jeanne B. Cobb – University of North Texas

Diane D. Allen – University of North Texas

[Paper Session]

10:20 – 11:40 a.m. • Gallery
From International Policy to One Teacher's Classroom

Chair: James Fleming – SUNY/Albany

I. At the Heart of the Matter: The Impact of Reform in Writing Assessment on the Life of a Teacher

Patricia A. Daniels – University of Vermont

II. Statewide Literacy Screening: Two Years of Research

Joanne D. Meier – CIERA/University of Virginia

Amie K. Sullivan – University of Virginia

Marcia Invernizzi – CIERA/University of Virginia

III. Is it Feasible to Attempt to Base a National Literacy Strategy on Research Evidence? A Report on the Implementation of the National Literacy Strategy in England

Colin Harrison – University of Nottingham/UK

[Alternative Format]

10:20 – 11:40 a.m. • Knave/Scribe
Stories About Literacy and Learning: Students Talk About the Best and Worst

Chair: Nancy Padak – Kent State University

This session is designed to accomplish three broad purposes: a) to provide an overview of a long-term collaborative research project that is exploring students' perceptions of effective and ineffective learning experiences; b) to share preliminary findings from interviews of approximately 150 students; and c) to engage in discussion of the implications of this work.

The session will begin with a brief (10 minute) overview that will summarize the general design of the studies. Audience members will then select two of the following roundtable discussions (20 minutes each) of findings. The session will conclude with a general conversation about insights and questions, that will be facilitated by the discussant.

I. Stories from Elementary Students

Jodi Dodds Kinner – Kent State University

Chris McKeon – Walsh University

Wendy C. Kasten – Kent State University

II. Stories from Middle School Students

Nancy Padak – Kent State University

III. Stories from High School Students

Jacqueline K. Peck – Cleveland State University

Mary Styslinger – Coventry (OH) Local Schools

IV. Stories from Students with Special Needs

Susan Brooks – Owens (OH) Schools

Pamela Luft – Kent State University

Discussant: Timothy V. Rasinski – Kent State University

Alternative Format

10:20 – 11:40 a.m. • Exhibit Hall E/G1
"I Didn't Know We Had To Do Art!": Expanding Preservice Teachers' Perspectives and Understandings About Literacy, Literature, and Learning Through Aesthetic Experiences: A Reader Response Workshop

Chair: Janet C. Richards – University of Southern Mississippi

In this alternative format session, participants will learn how aesthetic experiences expand preservice teachers' perspectives and understandings about literacy, literature, and learning. Rubrics for guiding, recording, and assessing education majors' literacy-based arts initiatives will be offered as well as examples of visual art and drama activities created by preservice teachers and their urban, elementary students. Participants will respond to two texts by engaging in a short Readers Theatre, hearing a dramatic reading, and then interfacing fiction and informational text with music, art, dance, and drama. The discussant will link the theoretical perspectives and experiences offered in the session with ideas from Howard Gardner, Alan Purves, Maxine Greene, and Elliot Eisner. An extensive "arts as reader response" bibliography will be available.

I. Preservice Teachers in the "Zone of Proximal Development": Integrating Literacy Instruction with the Arts at Every Opportunity
 Janet C. Richards – University of Southern Mississippi

II. Visual Representations of Text, Teaching, and Learning
 Ramona C. Moore – Western Washington University

III. "Why Are We in This Class?": Art Majors Becoming Teachers of Literacy
 Patricia L. Bloem – Cleveland State University

Discussants: Jill Lewis – New Jersey City University
 Joan Gipe – California State University
 Kathryn Car – Central Missouri State University
 Suzanne Sykes

Alternative Format

10:20 – 11:40 a.m. • Exhibit Hall A/B
Focused Intent: Proposing Models for Linking School-University Partnerships to Students' Literacy Learning

Chair: Nancy Farnan – San Diego State University

The purpose of this alternative session is to provide an open forum for discussions about methodological issues in documenting the impact of school-university partnerships on the literacy development of students. One of the primary goals for establishing school-university partnerships is to restructure schools in such a way that student learning is increased. However, linking school-university partnerships to students' literacy development is a complex research problem. The participants in this session will present information and facilitate discussion on the four topics listed below. The participants in this session will be encouraged to offer ideas to develop research models and a network of participants interested in a wide-scale study will be created.

I. Current Research on the Relationship Between School-University Partnerships and Student Literacy Learning
 Susan Davis Lenski – Illinois State University
 Catherine K. Zeek – Texas Woman's University

II. Methodological Issues in Researching Student Literacy Learning
 Dana L. Grisham – San Diego State University
 Susan Davis Lenski – Illinois State University
 Elizabeth Willis – Louisiana State University

III. Developing Models of Research in a Partnership School
 Beverly Brink – Washington State University
 Dana L. Grisham – San Diego State University
 Sarah Mahurt – University of the Virgin Islands

IV. Addressing the Complexity of Applying Current Research Models to School-University Partnerships
 Ellen Jampole – SUNY/Cortland
 Sheila Cohen – SUNY/Cortland

Discussant: Judy Nichols Mitchell – Washington State University

Symposium

10:20 – 11:40 a.m. • Captain/Yeoman
Preliminary Research on America Reads Programs
 Chair: Eileen S. Oboler – Spring Hill College/Alabama

I. A Success Story of Ongoing Assessment of an America Reads Challenge Program
 Abha Gupta – Old Dominion University/Norfolk

II. Research-Based Tutor Training for Work-Study Students in the America Reads Program
 Carmelita Williams – Norfolk State University/Virginia

IV. Perceptions of America Reads Challenge Program in a Professional Development School
 Charlene Fleener – Old Dominion University/Norfolk

Discussant: Eileen S. Oboler – Spring Hill College/Alabama

Symposium

10:20 – 11:40 a.m. • Emerald
Quality Instruction: Looking Across State Lines, Across Effective Teachers, and Inside an Effective School
 Chair: Jennifer Dandridge – Michigan State University

I. The Impact of Instructional Scaffolding on Student Achievement: An Analysis of Teachers in Effective Schools
 Barbara M. Taylor – CIERA/University of Minnesota

II. The Instructional Scaffolding of Very Effective Primary Grade Teachers in High-Poverty Schools
 Kathleen Clark – CIERA/University of Minnesota
 P. David Pearson – CIERA/Michigan State University

III. Developing Skilled Reading in Language Arts and Social Studies in an Effective School
 Sharon Walpole – CIERA/University of Virginia

Discussant: Steven A. Stahl – University of Georgia

WEDNESDAY

Symposium

10:20 – 11:40 a.m. • Sapphire
Inventing Subjects: Understanding the Work of Art in Literacy Research
Chair: Linda Laidlaw – York University

- I. Developing Literary Anthropologies with Queer Subjects**
Dennis Sumara – York University
- II. Writing Chronotopes of Resistance with Adolescent Girls**
Rebecca Luce-Kapler – Queen's University
- III. Changing Perception with Fractal Forms**
Brent Davis – York University

Discussant: Linda Laidlaw – York University

Symposium

10:20 – 11:40 a.m. • Diamond
Beyond Narrative: Expanding Genres in Reading Research and Instruction
Chair: Richard D. McCallum – University of California/Berkeley

- I. Children's Interactions with Informational Texts**
Nell K. Duke – Michigan State University
- II. Reading Poetry**
David Hanauer – Tel-Aviv University
- III. Genres of Computer Literacy**
Linda D. Labbo – University of Georgia

Discussant: Charles A. Elster – Purdue University

Roundtables

12:50 – 1:25 p.m. • Islander

- 1 Gauging the Impact of JRB/JLR on the Field of Reading**
Michael C. McKenna – Georgia Southern University
- 2 Weaving Literacy Instruction with the Arts in an Urban Elementary School: Preservice Teachers' Case Quandaries and Accomplishments**
Janet C. Richards – University of Southern Mississippi
- 3 Helping Teachers Integrate Viewing and Representing into Literacy Teaching: An Initial Investigation**
Deborah L. Begoray – University of Manitoba
- 4 From the Mouths of Babes: Dialogic Theory through the Eyes of One Fifth Grade Writer**
Laura Wood Corman – Southwest Texas State University
- 5 Buddy Reading: Children Developing Social and Literate Selves**
Lora L. Lawson – Wittenberg University
- 6 "Reading the Words" vs. "Reading for Meaning": An Old Debate from a Younger Perspective**
Nancy Flanagan Knapp – University of Georgia
- 7 How Is Technology Really Used for Literacy in Elementary Classrooms?**
Douglas Fisher – San Diego State University
Diane Lapp – San Diego State University
James Flood – San Diego State University
- 8 The Grammatical Construction of Scientific Literacy**
Zhihui Fang – University of Florida
Carmen Ashley – Northmore Elementary School/Florida
- 9 Breaking Down Barriers that Disenfranchise African American Adolescent Readers from Reading and Writing: "Attack the Small Puppies to Get to the Big Dog"**
Alfred Tatum – University of Illinois/Chicago
- 10 Looking for Unity: An Inclusive Conceptualization of Literacy Theory and Practice**
Lia Maimon – University of Bridgeport
- 11 Exploring Fourth Grade Teachers as Readers and Writers and as Teachers of Reading and Writing: Four Contrasting Cases**
Gregory W. Brooks – SUNY/Albany

Alternative Format

12:50 – 2:10 p.m. • Exhibit Hall F/G
Information Text and Elementary School Literacy: What do We Know and What do We Need to Know?
Chair: Ann Dromsky – University of Maryland/College Park

This alternative format symposium builds on a series of presentations at NRC conferences over the past few years to address the state of our knowledge about information text in the elementary school and to provide an interactive forum for discussing key questions that need to be investigated and how we might go about answering those questions. It will address what we know and what we need to know about the following questions: What do we know about the availability of information text in classrooms? What do we know about how teachers use information text in schools? What do we know about how children perceive information text? What do we know about children writing information text? What

SPECIAL LUNCH-TIME SESSION
11:45 a.m. – 12:45 p.m. • Ireland ABC
Conversations about Literacy with OERI Centers: Missions, Plans, and Politics
Center for Research on the Education of Students Placed At-Risk (CRESPAR)
Barbara A. Wasik – CRESPAR/Johns Hopkins University
National Center for the Study of Adult Learning and Literacy (NCSALL)
John Cumings – NCSALL/Harvard University
Victoria Purcell-Gates – NCSALL/Michigan State University
Stephen Reder – NCSALL/Portland State University, Oregon
Rima Rudd – NCSALL/Harvard University
National Research Center on the Gifted and Talented (NRC/GT)
Nancy Jackson – NRC/GT/University of Iowa
Chair: Joseph C. Conaty – U.S. Department of Education

do we know about how children read information text? What do we know about how children search for and use information as they engage in research? Each participant will review what we know about a particular area of concern, including his or her own work, with a look forward toward future research. After each presentation, the audience will be invited to participate in an open discussion of (a) what we need to know and (b) how we might go about answering the questions we have. The session will close with a synthesis of what is needed in the field.

Mariam Jean Dreher – University of Maryland/College Park
 Nell K. Duke – CIERA/Michigan State University
 Michael L. Kamil – Stanford University
 Sharon Kletzien – West Chester University
 Riitta-Liisa Korkeamaki – University of Oulu

Alternative Format

12:50 – 2:10 p.m. • Senate
Issues of Social Justice, Letting the Literature Speak

Chair: Barbara Thompson – Indiana University Southeast

This alternative session reports on teacher educators' use of award winning novels and reader response activities to explore issues of social justice with teachers. The participants will share teachers' responses to the Newbery Award winning texts. *The Giver*, *Out of the Dust*, and *Number the Stars*. During this session, particular attention is paid to the issues of social class, race, ethnicity, religion, gender, and exceptionalities that the teachers' saw in the texts and to how many use these texts in their own classrooms. The session begins with each participant providing an overview of her use of an award-winning novel to explore issues of social justice with teachers. These overviews will be followed by breakout sessions where the participants and audience members may engage in detailed discussions about the power of using children's literature to explore issues of social justice with teachers. The session will close with the discussant facilitating a brief whole group discussion on the implications of using children's literature in teacher education to help teachers better understand issues of social justice and teach for a more socially just society.

Lauren Freedman – Western Michigan University
 Holly Johnson – Grand Valley State University
 Catherine Fallona – University of Georgia

Discussant: Dana L. Fox – University of Arizona

Paper Session

12:50 – 2:10 p.m. • Exhibit Hall C1/D1
Literacy Development in Grades 1-3
 Chair: Mary Lee Bass – Rutgers University

I. Balanced Literacy in a First Grade Classroom: Practices, Tensions and Potentials

B. Joyce Wiencek – Oakland University
 JoAnne M. Vazzano – Oakland University

II. Literacy Play Centers: Linking Literacy and Science
 Lynn Romeo – Monmouth University
 Kristie Andrews – Monroe Township Public Schools

III. The Effect of the Tutoring Process on Literacy Achievement and Motivation in an America Reads Tutoring Program, K-3
 Lesley Mandel Morrow – Rutgers University
 Deborah Gee Woo – Rutgers University

Paper Session

12:50 – 2:10 p.m. • Gallery
Literacy and Culture

Chair: Judy A. Abbott – West Virginia State University

I. The Resilient Reader: Understanding the Factors that Enable Hispanic Children to Become Successful Readers within "At-Risk" Environments

Veda Pendleton McClain – Arkansas State University
 Elisabeth L. McFalls – University of South Florida

II. Understanding Traditions: Implications for Implementing Culturally Relevant Literacy Instruction at the St. Regis Mohawk School
 Richard Bates – College at Potsdam, State University of New York

III. Between Two Worlds: Voices of the Children — African American Middle Class Families and Literacy
 Linda Leigh Wise – Montclair State University

Alternative Format

12:50 – 2:10 p.m. • Knave/Scribe
Prediction and Inference: The Reader, The Text, and The Context

Chair: Risa Udel – University of Nebraska/Lincoln

Working from a reading-as-language view, this session demonstrates that the concept of predictability in reading includes much more than text features such as rhythm, rhyme, repeated patterns, and traditional story structures. The session examines prediction, inference and predictability as aspects of readers' transactions with texts. Text structure, language processes, readers' linguistic resources and the contexts of literacy events are discussed vis a vis the construct of "predictability". Research evidence from miscue analysis of readers reading authentic texts forms the research basis for the presentations.

I. Prediction and Inference in Constructing the Reader's Text
 Kenneth S. Goodman – The University of Arizona

II. Decodable Text is Not Predictable and It's Not Decodable Either
 Yetta M. Goodman – The University of Arizona

III. Predictability, Function and Genre
 Alan D. Flurkey – Hofstra University

IV. Predicting and Predictability: Different Readings, Different Contexts
 Rick Meyer – The University of Nebraska/Lincoln

V. Prediction and Inference in Young Readers
 Prisca Martens – Indiana University/Indianapolis

WEDNESDAY

[Alternative Format]

12:50 – 2:10 p.m. • Cambridge
Listening to Voices of Practicing Teachers to Examine the Effectiveness of a Teacher Education Program

Chair: Greta K. Nagel – California State University/Long Beach

This alternative format session shares results of one university's quest for meaningful feedback about its elementary level teacher preparation, and explores, through attendees' dialogue, the successes and failures of university teacher education programs in order to prepare an action plan.

This session comes at a time of widespread focus upon teacher education across the country and particularly within California. The nation will need two million teachers in the next ten years while, at the same time, requiring strengthened teacher education. Discussion topics will include preparation of professionals, school socialization, literacy program carryover, political forces, and learning and memorability.

Greta K. Nagel – California State University/Long Beach
Felipe Golez – California State University/Long Beach
Consuelo Nieto – California State University/Long Beach
Linda Whitney – California State University/Long Beach

[Symposium] Double Session

Part One

12:50 – 2:10 p.m. • Emerald
The Ethnography of Literacy: Signs, Symbols, and Texts

Chair: Loukia K. Sarroub – Michigan State University

I. First-Year Developmental College Students' Negotiations of Borders and Barriers in College Writing Classes
Richard W. Beach – University of Minnesota

II. Literacy in the Home: A Family's Journey Toward Spiritual and Personal Growth
Kathleen Jacobs Shoop – University of Pittsburgh

III. Implementation of the Five Cs in Foreign Language Teaching: An Interactive Model
Georgia Sarroub – Lincoln Northeast High School and University of Nebraska-Lincoln

IV. People of 'The Book': Protestant Intercultural Religious Practice in Urban Settings — A Late 20th Century Case Study
Douglas Hartman – University of Pittsburgh
Bena R. Hefflin – University of Pittsburgh

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

[Symposium]

12:50 – 2:10 p.m. • Diamond
Computer Simulations for Adolescents and Adults as a Means for Developing Complex Knowledge and Workplace Literacy Skills

Chair: Larry Mikulecky – Indiana University/Bloomington

I. Computer Simulations Compared to "Hands-On" Experiences in a Classroom
Donald J. Leu – Syracuse University

II. Analyzing Computer Simulations in Terms of Situated Cognition, Problem-based Learning, Authentic Learning and SCANS Competencies
Larry Mikulecky – Indiana University

III. Expanding the Possible: Creating Web-based Simulations for Workplace Literacy
Michael Hillinger – Lexicon Systems

Discussant: Delores Perin – Teachers College of Columbia University

[Symposium]

12:50 – 2:10 p.m. • Sapphire
Starting with Readers and Writers: New Perspective on Middle School Literacy Engagement and Instruction

Chair: Cathy Roller – International Reading Association

I. 1800+ Students Speak Out About Middle School Reading
Karen Broaddus – James Madison University
Gay Ivey – University of Maryland/College Park

II. Investigating "Kids' Business": Fostering Adolescents' Literacy Engagements
Colleen Fairbanks – University of Texas/Austin

III. Comparing Teachers' and Students' Suggestions for Motivating Students to Read
Jo Worthy – University of Texas/Austin

IV. Evaluating the Reading and Motivational Profiles of Low Achieving Middle School Students
Samuel D. Miller – University of North Carolina/Greensboro
David Strahan – University of North Carolina/Greensboro

Discussant: Cathy Roller – International Reading Association

[Symposium]

12:50 – 2:10 p.m. • Captain/Yeoman
Are We Teaching What We Say We Are? Matching Rhode Island Beginning Teacher Standards to Preservice Elementary Teachers' Portfolios

Chair: Joyce E. Many – Georgia State University

I. Designing a Teacher Education Performance Assessment
Susan Pasquarelli – Roger Williams University

II. Matching Substance to Standards: Redesigning Literacy Instruction for Preservice Elementary School Teachers
Rachel L. McCormack – Roger Williams University

III. The Influence of Performance Assessment on the Preparation of Beginning Elementary School Teachers
Marie DiBiasio – Roger Williams University

Discussant: Joyce E. Many – Georgia State University

Alternative Format

12:50 – 2:10 p.m. • Exhibit Hall A/B
E-mail Partnerships: Shaping Messages, Shaping Users

Chair: Joyce Stallworth – The University of Alabama

The purpose of this session is to engage in conversation with a group of scholars who have conducted research on e-mail partnerships. Through panel discussion and small group break-out discussions, these scholars will talk about their work, share their experiences, suggest implications and future directions for others who may be interested in engaging in similar research and practice, and offer opportunities for new collaborative efforts.

Participants: Dana Grisham – San Diego State University
 T. Gail Pritchard – The University of Alabama
 Victoria Ridgeway – Clemson University
 Liqing Tao – Western Kentucky University
 Lynn Romeo – Monmouth University
 Craig S. Shwery – Fort Hays State University
 Josephine Peyton Young – Arizona State University

Alternative Format

12:50 – 2:10 p.m. • Exhibit Hall H/I
An Overview of the Field of College Reading and Study Strategies Research

Chair: Rona F. Flippo – Fitchburg State College

This alternative session brings us back to “our roots” as it provides an interactive forum that presents an overview of the field of college reading and study strategies. We have learned a great deal about how students learn at the college level, as well as about those practices for instruction and program organization to improve that learning. As we begin a new millennium, we bring together notable scholars of college reading and study strategies to share their expertise; summarize theory, research and practice; and synthesize their learnings based on the research they did for a new handbook for the field. Participants will share what they have learned about their topics, answer questions, and interact with the audience and other panel members. The audience, panel members, and discussant will have opportunities to interact, pose questions, respond and consider where we go from here.

Participants: Rona F. Flippo – Fitchburg State College
 Norman A. Stahl – Northern Illinois University
 Sharon Pugh – Indiana University/Bloomington
 Michele L. Simpson – University of Georgia
 Sherrie L. Nist – University of Georgia
 Jodi Patrick Holschuh – University of Georgia
 Vincent Orlando – Metropolitan State College of Denver
 Maria Valeri-Gold – Georgia State University
 Bonnie Armbruster – University of Illinois
 Marilyn Becker – University of Minnesota
 Frank Pintozi – Kennesaw State University
 Cynthia Peterson – Southwest Texas State University
 Jeanne Shay Schumm – University of Miami

Discussant: Martha Maxwell – Former Director, Student Learning Center – University of California/Berkley

Alternative Format

12:50 – 2:10 p.m. • Exhibit Hall E/G1
Social Construction in a Responsive Classroom: A Platform for Scaffolds or Gallows?

Chair: Penny Oldfather – University of Georgia/Athens

Participants in this exploratory alternative session aspire to understand the lived experiences of teachers facing the dilemma of responsive teaching in social constructivist environments through the development of metaphors. This session provides a forum for sharing insight, assumptions, and meanings of social constructivism in relation to responsive teaching practices in literacy contexts with students and preservice teachers. Four presenters will share personal teaching dilemmas and their own developing theoretical perspectives related to this topic. Two presenters will focus on responsive teaching in elementary environments juxtaposed by two presenters who will focus on collaborative responsive teaching in a university literacy methods course.

Following these presentations, small groups of session participants will have opportunities to reflect on their own “concrete, contextually meaningful experience through which they can search for patterns, raise their own questions, and construct their own models, concepts, and strategies” for responsive teaching in a socially constructive classroom (Fosnot, 1996, p.ix). Each small group will develop one or multiple metaphors to elucidate their experiences. Metaphors will then be shared in the larger group to explore causal conditions, strategies, context, and consequences related to this central phenomenon — responsive, social constructivist teaching — in an attempt to create a tentative grounded theory.

I. Getting Hung-up on Sociocognitive Scaffolding: Expanding Views of Responsiveness

Cheri Foster Triplett – University of Georgia
 Ann M. Duffy-Hester – University of North Carolina/Greensboro

II. Ascending Chairs and Grabbing Ropes: Shoring up the Scaffold to Make the Climb or Jerking Out the Support to Take the Noose?

Gwynne Ellen Ash – University of Georgia
 Margaret Hagood – University of Georgia

Roundtables

1:35 – 2:10 p.m. • Islander

1 Read Here Now: Implications of Situativist Theory for Reading Instruction and Research

George G. Hruby – University of Georgia
 George Font, III – University of Georgia

2 Language Matters: When Is a Scaffold Really a Scaffold?
 Emily Rodgers – The Ohio State University

3 Using the Portfolio Process to Identify the Discourse of Teaching, Learning, and Assessing: Teaching Beyond Recitation
 Carol D. Wickstrom – Texas Woman’s University

4 Impact of Formal Instruction and Teaching Context on Students’ Selection of Teaching Strategies
 Luana Zellner – Texas A&M University

5 Latina Educators: Finding a Place in Higher Education

Nancy T. Walker – CIERA/University of Southern California
 Jill A. Aguilar – CIERA/University of Southern California
 Laurie MacGillivray – CIERA/University of Southern California
 Wendy C. Osmond – St. James Elementary School

WEDNESDAY

6 *Differently Challenged: Are Girls Being Overlooked?*
Linda M. Phillips – Centre for Research on Literacy-University of Alberta

7 *Peer Mediation in a Primary Classroom: Students Modify Instruction to Maximize Learning*
Valerie G. Chapman – University of Memphis

8 *Reclaiming the “Critical” in Critical Literacy: A Theoretical Position Paper*
Jennifer A. Sandlin – The University of Georgia
Karla J. Möller – The University of Georgia
Leslie S. Rush – The University of Georgia

9 *The Strategic Reader: New Textbooks for Today*
Bart Pisha – CAST, Inc.
Peggy Coyne – CAST, Inc.

10 *Preservice Teachers Meet Preteens: College Class Collaborates with Sixth Graders to Write Technology-Based Book*
Rebecca S. Anderson – The University of Memphis
Judith Thomson – The University of Memphis
John Bauer – The University of Memphis

11 *Decodable Texts and First Grade Reading Instruction: What Hath Texas Wrought?*
James V. Hoffman – The University of Texas/Austin
Elizabeth Patterson – The University of Texas/Austin
Julie Pennington – The University of Texas/Austin
Lori Assaf – The University of Texas/Austin

Roundtables

2:20 – 2:55 p.m. • Islander

1 *Re-examining the Relationship between Listening and Reading Comprehension in the Electronic Age*
Wanda B. Hedrick – University of Texas/San Antonio
Janis M. Harmon – University of Texas/San Antonio

2 *Word Analysis Knowledge and Processes of Second Graders*
Thomas G. Gunning – Central Connecticut State University

3 *Authenticity and Appropriation in School Writing Events*
Marva Cappello – University of Southern California
Robert S. Rueda – CIERA/University of Southern California

4 *Exploring Hypertext Reading and Strategy Use for Structured vs. Unstructured Texts*
Helen S. Kim – Stanford University
Michael L. Kamil – Stanford University

5 *The Effects of Access to Print through Use of the Community Library on the Reading Fluency, Attitudes and Performance of Students from Diverse Ages, Cultures, and Socioeconomic Groups*
Diane Lapp – San Diego State University
James Flood – San Diego State University
Douglas Fisher – San Diego State University
Janice Van Dyke – San Diego State University

6 *Implementing a Reflective Model for the Supervision of Tutors in a Literacy Clinic*
Mary Kay Moskal – National-Louis University
Peter J. Fisher – National-Louis University
Sharon Carr – National-Louis University
Mary Caren D’Anniballe – National-Louis University
Claudia Katz – National-Louis University

7 *“If I’m So Smart, Why Can’t I Read?”: Examining the Literary Lives of Highly Verbal Reading Delayed Children*
Hillary R. Hettinger – University of Georgia

8 *The Myriad Moral Voices of Preservice Teachers*
Bonnie W. Mackey – Tarleton State University

9 *“I Didn’t Like It When”: Girls’ Exploration of Popular Narratives as Ways of Being Female*
Monie Hayes – University of Iowa

10 *Action-Based Anecdotal Records*
Deborah L. Tidwell – University of Northern Iowa
Charline J. Barnes – University of Northern Iowa

11 *Scaffolding Preservice Teachers’ Tutoring Sessions with Struggling First- and Second-Grade Readers: A Descriptive Analysis of “In Flight” Coaching and Written Feedback*
Jean E. Hammons – University of Wisconsin/La Crosse

Symposium Double Session

Part Two

2:20 – 3:40 p.m. • Emerald

The Ethnography of Literacy: Signs, Symbols, and Texts

Chair: Douglas Hartman – University of Pittsburgh

I. *Representing Representing: The Complexities of Ethnographic Representation in Studies of Street Gang Literacies*
Elizabeth Birr Moje – University of Michigan

II. *Reader Response and Social Action*
Arlette Ingram Willis – University of Illinois/Urbana-Champaign

III. *Unexpected Symbolic Texts: Yemeni American Girls’ Home ‘Discourses’ in a Public High School*
Loukia K. Sarroub – Michigan State University

IV. *Books and “Blues”: The Ups, the Downs, and the Turn-Arounds of Adult Literacy Tutors in an Urban Community Center*
William McGinley – University of Colorado/Boulder
Shuaib Meacham – University of Colorado/Boulder

Discussant: Richard W. Beach – University of Minnesota

Alternative Format

2:20 – 3:40 p.m. • Exhibit Hall H/I

Inquiry from a Semiotic Perspective

Chair: Beth Berghoff – Indiana University/Indianapolis

The purpose of this session is to continue the dialogue about the value of a semiotic perspective of literacy by examining how such a perspective informed data analyses in two studies of inquiry-based learning. During this alternative format session, participants will engage in some of the experiences provided for the learners in the studies and will look at data sets using a semiotic framework. These activities will serve as springboards to a closing dialogue with other participants about the significance of a semiotic perspective.

I. *Generative Experiences via Multiple Sign Systems*
Beth Berghoff – Indiana University/Indianapolis

II. *The Evolution of Inquiry Questions in a Fifth Grade*
Joby Copenhaver – SUNY/Geneseo

Discussant: Jamie Myers – Pennsylvania State University

Paper Session

2:20 – 3:40 p.m. • Senate

The Literacy Development of Second-Language Readers in a Variety of Settings

Chair: Margie Gallego – University of California/San Diego

I. A Collaborative Study of the Bilingual Development of Intermediate Grade Latina and Latino Students
Robert T. Jiménez – University of Illinois/Urbana-Champaign

II. Borderlands Literacy in a Primary Grade Immersion Class
Patrick Manyak – University of Southern California

III. Shared Reading, Bilingual Books, and ESL Achievement
Lee Gunderson – University of British Columbia
Jim Anderson – University of British Columbia
Jon Shapiro – University of British Columbia

Paper Session

2:20 – 3:40 p.m. • Gallery

Literacy Intervention

Chair: Deborah Woo – Rutgers University

I. Literacy Intervention in Academic and Content Reading: Study Skills, Metacognition and a Teamed Approach
Fran Levin – New Jersey City University

II. A Study of the Effectiveness of an Intervention Program Designed to Accelerate Reading for Struggling Readers in the Upper Grades
J. David Cooper – Ball State University
Irene Boschken – San Juan Unified Schools/California
Janet McWilliams – Literacy Consultant/California
Lynne Pistochini – San Juan Unified Schools/California

III. "What Do You Do Down There, Anyway?" Teachers Ask: A Reading Teacher's Intervention Using Grade-level Text with Struggling Third-Grade Readers
Rachel L. McCormack – Massachusetts Public Schools/Plymouth
Jeanne R. Paratore – Boston University

Paper Session

2:20 – 3:40 p.m. • Exhibit Hall A/B

Developing Classroom Assessment Tools

Chair: Melissa Cedeno – SUNY/Albany

I. The CURRV: A Framework for Evaluating Reading Assessment
Diane Henry Leipzig – University of Maryland/College Park
Peter Afflerbach – University of Maryland/College Park

II. Oral Retelling as a Measure of Reading Comprehension: The Generalizability of Ratings of College-age Second Language Learners Reading Expository Text
Connie Glissmeyer – Redding Unified School District
Timothy G. Morrison – Brigham Young University

III. Children's Narrative Comprehension of Wordless Picture Books
Alison H. Paris – CIERA/University of Michigan
Scott G. Paris – CIERA/University of Michigan

Paper Session

2:20 – 3:40 p.m. • Exhibit Hall C1/D1

Literacy Instruction and Learning in Field-based Settings

Chair: Mark Sadoski – Texas A&M University

I. Early Literacy Volunteers: Form Follows Function
Janet S. Gaffney – University of Illinois/Urbana-Champaign

II. Changing Our Ways: Effective Literacy Methods Classes in Field-based Settings
Maria J. Meyerson – University of Nevada/Las Vegas
Marilyn McKinney – University of Nevada/Las Vegas

III. Learning to Teach Literacy in a High-stakes Testing Environment: Perceptions of Teacher Interns and Mentor Teachers in Professional Development Schools
Elizabeth G. Sturtevant – George Mason University
C. Stephen White – George Mason University
Kristy L. Dunlap – George Mason University

Symposium

2:20 – 3:40 p.m. • Diamond

The Development and Evaluation of School-wide Literacy Assessment System: Results from Year 1 of a 5-Year Study

Co-Chairs: Pam Crookedacre – Woodworth Elementary School
Kathy Dean – Woodworth Elementary School

I. Assessment Systems: Tightening the Link Between Audience, Purpose, and Information Needs
P. David Pearson – CIERA/Michigan State University
Deanna Birdyshaw – CIERA/University of Michigan

II. Teachers Perceptions of an Assessment System: The Information They Seek, Need, and Lack
Deanna Birdyshaw – CIERA/University of Michigan
Sapna Vyas – CIERA/Michigan State University
Lisa Sensale – CIERA/Michigan State University

III. Student and Parent Views of an Assessment System: What do They Want to Know About Student Progress?
Lisa Sensale – CIERA/Michigan State University
Sapna Vyas – CIERA/Michigan State University
Deanna Birdyshaw – CIERA/University of Michigan

IV. Policy Makers' Views of an Assessment System: Perceived Needs and Strengths of the Current Array of Tools
Sapna Vyas – CIERA/Michigan State University
Lisa Sensale – CIERA/Michigan State University
Deanna Birdyshaw – CIERA/University of Michigan

Discussant: Kathy Dean – Woodworth Elementary School

WEDNESDAY

Symposium

2:20 – 3:40 p.m. • Exhibit Hall F/G

Culturally Compatible Educations for First Nations' Students: Methods and Philosophy

Chair: Karen Swisher – Haskell Indian Nations University

I. Teaching First Nations' Students: Culturally Compatible Methodologies
Cornel Pewewardy – School of Education: University of Kansas
Francis Waukazoo – Pine Ridge Reservation: Tribal Elementary School
Kay McCord – Teacher Education: Haskell Indian Nations University

II. Enculturated Literature: Supporting Social, Academic, and Emotional Needs in Young First Nations' Readers
Anne Calhoun – School of Education: University of Kansas
Katrina Coker – Four Directions Project: University of Kansas

III. Culturally Attuned Teacher Education Programs
Maggie Nacefer – Teacher Education: Haskell Indian Nations University/University of Kansas
Kay McCord – Teacher Education: Haskell Indian Nations University

Discussant: Karen Swisher – Haskell Indian Nations University

Symposium

2:20 – 3:40 p.m. • Sapphire

Longitudinal, Emergent Literacy Interventions in High Poverty Areas: Discussions of the Results Obtained, Struggles Enjoined and Compromises Made during the Start-up Year

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

I. "We Don't Always Have Time to Go to the Library": Providing Books to Parents on Their Terms
Patricia Madrigal – CIERA/University of Southern California
Susie Altamirano – CIERA/University of Southern California

II. What Happens when Interventions Must Conform to Cultural Norms
Ana Tam – CIERA/University of Southern California
Joan Massa – CIERA/University of Southern California

III. Three Faces of Assessment: Ethnographic, Performance and Developmental Dimensions in Assessing the Effect of Emergent Literacy Activities
Danny Brassel – CIERA/University of Southern California
David B. Yaden, Jr. – CIERA/University of Southern California

Discussant: Robert T. Jiménez – University of Illinois/Urbana-Champaign

Symposium

2:20 – 3:40 p.m. • Knave/Scribe

Enacting Curriculum in the Literacy Methods Course: Issues and Identities in Multicultural Teacher Education

I. Infusing Multicultural Education in a Curriculum Course: An Analysis
Shelia Baldwin – Monmouth University/New Jersey
Kathleen Collins – Monmouth University/New Jersey

II. Reading Socially in a Multicultural World: Implications for Classroom Teaching and for Preservice Teacher Education
Karla J. Möller – University of Georgia

III. Identities in Motion: Narrative and Autobiography in the Literacy Methods Course
Roy Graham – University of Manitoba/Canada

Discussant: JoBeth Allen – University of Georgia

Symposium

2:20 – 3:40 p.m. • Captain/Yeoman

Theories of Literacy Learning and Their Application to Mentoring in the Academy

Chair: George G. Hruby – University of Georgia

I. Mentoring as Authorizing
Nancy Nelson – Louisiana State University

II. Interpreting Practices in Literacy Education
Dennis Sumara – York University

III. Constructing a Community of Mentors: Mentoring as Community Construction
Carol Dixon – University of California/Santa Barbara
Judith Green – University of California/Santa Barbara

Discussants: Maureen A. Mathison – University of Utah
George G. Hruby – University of Georgia

Symposium

2:20 – 3:40 p.m. • Windsor

Exploring Linkages between Textual Genres and Activity Genres in Multiple Disciplinary Contexts

Chair: Liliana Barro Zecker – DePaul University

I. Voices Around the Text: Participation, Performance, and Talk in Classroom Literary Events
Charles A. Elster – Purdue University

II. Exploring the Science Discourse Genres in the Talk and Texts Used in an Integrated Science-Literacy Unit in Two Urban Primary Classrooms
Christine C. Pappas – University of Illinois/Chicago

III. Genres and Subjectivization: Becoming Selves in English and Biology Classes
George Kamberelis – Purdue University

Discussant: David Hanauer – Tel-Aviv University

Symposium

2:20 – 3:40 p.m. • Cambridge

Multiple Perspectives on Book Reading in Early Childhood Classrooms

Chair: Barbara A. Wasik – Johns Hopkins University

I. When Teachers Talk to Children: Analyzing the Quality of Instructional Conversations during Storybook Reading and Activity Time in Preschools
Susan B. Neuman – Temple University

II. Dimensions of Reading Style and Patterns of Book Use in Preschool
David Dickinson – Center for Children and Families

III. Interactive Storybook Reading and Vocabulary Development
Barbara A. Wasik – Johns Hopkins University
Mary Alice Bond – Johns Hopkins University

Discussant: William Teale – University of Illinois/Chicago

Roundtables

3:05 – 3:40 p.m. • Islander

1 The Relationship Between Epistemological Beliefs and Deep and Surface Strategy Use
Jodi Patrick Holschuh – Texas A&M University

2 Students' Views: A Comparison of the First and Last Assessment Tasks in Year 8 English
Karen B. Moni – The University of Queensland/Brisbane, Australia
Christina E. van Kraayenoord – The University of Queensland/Brisbane, Australia
Carolyn D. Baker – The University of Queensland/Brisbane, Australia

3 Addressing Diversity in Literacy Instruction: The Effect of Teachers' Prior Knowledge and Experiences
Margaret Compton-Hall – Texas Woman's University

4 Seamless Transitions from University to Real Classrooms: The Influence of Participating in Writing Portfolios on Teachers' Comfort and Confidence with Writing Portfolio Assessment
Mary C. Shake – University of Kentucky
William P. Bintz – University of Kentucky

5 Teachers Explore the Cultural Nature of Literacy Through Multiethnic Book Discussions
Janelle B. Mathis – University of North Texas

6 Mapping History, Language, and the Power of Images in a Seventh Grade Inquiry Project
Margaret R. Sheehy – Ohio State University

7 Social Status and Reading Competence: Their Interplay During Child-Initiated Literacy Events
Mona W. Matthews – Georgia State University
John E. Kesner – Georgia State University

8 Using Curriculum-Based Measurement Techniques to Monitor and Model Decoding Skill Growth in First Grade Children
Donald L. Compton – University of Arkansas/Fayetteville

9 "We Were There to Learn Hard-Wired to Teach": The Impact of an Intensive Reflective Teacher Education Course on Preservice and Practicing Teachers
Susan Constable – SUNY/Geneseo

10 Literacy Beginnings for Children in Rural Mexico
Ileana Seda – University of Nacional Dulongoma de Mexico

11 Negotiating Cultural Boundaries: The Discourse Practices of a Multicultural Classroom Engaged in Oral and Written (CMC) Discussion

Nicole A. Amador – University of Texas/Austin
Ronald E. Benton – University of Texas/Austin
Fanni L. Coward – University of Texas/Austin
Melissa M. Dodson – University of Texas/Austin
Brigitte F. Fleeman – University of Texas/Austin
JoyLynn H. Reed – University of Texas/Austin
Diane L. Schallert – University of Texas/Austin

PRESIDENTIAL ADDRESS
3:50 p.m. – 5:10 p.m. • Ireland/England

**Ode to a Singer:
Reflections on Literacy Research**
Linda B. Gambrell – Clemson University

Literacy researchers have long been concerned with building a bridge from their research findings to improved practice. As we look to the millennium, it seems appropriate to reflect on literacy research and how it has affected instructional practice. Exploring fundamental questions such as "What is literacy?" "What is research?" and "What is instruction?" can guide our field toward a commitment to research that will improve literacy instruction for students.

**Chair: Peter B. Mosenthal – Vice-President Elect, NRC,
University of Syracuse**

Events of the Day Thursday

TIME	EVENT	ROOM
7:25 – 8:25 a.m.	Study Groups and Birds of a Feather	Islander
8:00 a.m. – 5:30 p.m.	Registration	Great Hall Booth
8:00 a.m. – 5:30 p.m.	Silent Auction	Oxford
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 Presentation of Student Research Award	<i>Language, Literacy and Culture: Intersections and Implications</i> Sonia Nieto – University of Massachusetts
11:45 – 12:45 p.m.	Lunch	on your own
11:45 – 12:45 p.m.	CELA & CRESST	Chair: C. Kent McGuire – OERI Islander
11:45-12:45 p.m.	Meeting – Ethics Committee (open to all members)	Chair: Maureen McLaughlin – East Stroudsburg University Gallery
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 Exhibit Hall C/D
11:45-12:45 p.m.	Meeting – Multicultural Issues (open to all members)	Chair: Arlette Ingram Willis – University of Illinois/Urbana-Champaign Exhibit Hall H/I
11:45-12:45 p.m.	Meeting – Policy and Legislative (open to all members)	Chair: Mary Ellen Vogt – California State University/Long Beach Exhibit Hall F/G
11:45-12:45 p.m.	Meeting – Student Award Committee (open to all members)	Chair: Maribeth Cassidy Schmitt – Purdue University Exhibit Hall A/B
12:50 – 2:10 p.m.	Sessions and Roundtables	See Schedule
2:20 – 3:40 p.m.	Informal Chat with OERI Assistant Secretary U.S. Dept. of Education – C. Kent McGuire	Ireland A
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	Pavilion
9:00 – midnight	Vital Issues	Join your colleagues Lobby Lounge

Thursday**December 2, 1999****Roundtables****8:30 – 9:05 a.m. • Islander****1** *Literacy in the Lives of Rural Adolescents: Negotiating Crossings and Storms*

Laura Payne-Bourcy – Syracuse University

2 *Developmental Patterns in the Uses of Active and Passive Voice in Free Writing by First through Sixth Graders: Implications for Linguistic Theory and Writing Instruction*

Andrew Domzalski – Madonna College

3 *Teacher/Student Interaction in Literacy Tutoring Sessions: Comparing Preservice Teachers to an Experienced Teacher*

Marcia Lawton – Wesley College

4 *Dialogue, Equality and the Adult Learner: Exploring the Foundations of Dialogic Learning in Adult Literacy*

Marta Soler – Harvard University

5 *Students with Word Learning Difficulties: How Are Reading Clinics Addressing Their Needs?*

Renee Weisberg – Beaver College

6 *Bilingual Children's Code-Switching in a Native Language Education Program*

Jiening Ruan – Purdue University

7 *Reading Instruction as a School-wide System: A Case Study of One Rural School District*

Peter Dewitz – Consultant-Charlottesville, Virginia

8 *In Their Own Words: A Study of the Spoken English Problems of Chinese Students at US Universities*

Teresa Liu – Purdue University

9 *Ecologically Balanced ESL Instruction*

Youb Kim – Michigan State University

Meredith McLellan – Spartan Elementary School

10 *Monologic and Dialogic Conversations: How Pre-Service Teachers Socially Construct Knowledge Through Oral and CMC Classroom Discourse*

Melissa M. Dodson – University of Texas/Austin

11 *New Wine in Old Bottles Sometimes Sours: Read Aloud Practices in K-6 Classrooms*

James Flood – San Diego State University

Diane Lapp – San Diego State University

Douglas Fisher – San Diego State University

Margie Gallego – San Diego State University

12 *The Nature of Student Engagement in Literary Discussion: An Investigation into Small Group Peer-led and Large Group Teacher-led Interactive Structures*

Susan Seidenstricker – University of Maryland/College Park

13 *An Examination of First Graders' Self-Selections for Recreational Reading: Considering Gender, Genre and SES*

Carol A. Donovan – University of Alabama

Laura B. Smolkin – University of Virginia

Richard G. Lomax – University of Alabama

Paper Session**8:30 – 9:50 a.m. • Exhibit Hall C1/D1****Wide Reading, Avid Writers & Fluency**

Chair: B. Joyce Wienczek – Oakland University

I. *Profiles of Fifth-Grade Children Who Write Avidly*

Judy A. Abbott – West Virginia University

II. *Predicting Growth in Listening Comprehension from Children's Wide Reading*

Wanda B. Hedrick – University of Texas/San Antonio

III. *The Effects of Instruction and Practice through Readers' Theater on Young Readers' Oral Reading Fluency*

Susan Strecker – Southwest Texas State University

Symposium**8:30 – 9:50 a.m. • Exhibit Hall C/D****Academic Diversity: Theory, Issues, and Studies**

Chair: James F. Baumann – University of Georgia

I. *Recommended Practices for Struggling Middle School Readers: What is the Research Base?*

Gwynne Ellen Ash – University of Georgia

II. *Teaching Struggling Readers: The Complexity of Academic Diversity*

Ann M. Duffy-Hester – University of North Carolina/Greensboro

III. *Instructing Low-Achieving, Fifth-Grade Students in Story Structure: Effects on Narrative Writing*

Elizabeth Carr Edwards – University of Georgia

Darrell P. Perry – Clarke County Schools

IV. *Literacy for the New Millennium: Sociocultural Transformations*

George Font, III – University of Georgia

V. *Case Study of an "Invisible" Struggling Reader in a Diverse Classroom Community*

Cathy R. Payne – Gwinnett County Schools

Discussant: James F. Baumann – University of Georgia**Symposium****8:30 - 9:50 a.m. • Gallery****Joinfostering: Families, Teacher Educators and PreService Teachers Connecting in Multicultural/Multilingual Settings**

Chair: Arlette Willis – University of Illinois/Champaign-Urbana

I. *Media Literacy and Multiculturalism: The ABC's of a PreService Methods Course*

Ann Watts Pailliotet – Whitman College

II. *Using Multicultural Literature to Change Parents' Attitudes Toward Multicultural Education*

Pattnaik Jyotsna – Central Missouri State University

III. *Teachers Connecting and Communicating with Urban Families for Literacy Development*

Patricia Schmidt – LeMoyne College

Discussant: Carmen I. Coballes-Vega – University of Wisconsin Oshkosh

THURSDAY

[Symposium]

8:30 – 9:50 a.m. • Ireland A

Conversations as a Medium for Learning

Chair: Shirley J. Magnusson – CIERA/University of Michigan

I. An Emerging Community of Practice: The Dynamics of Shared Understanding

Nancy L. Marano – CIERA/University of Michigan
Annemarie S. Palincsar – CIERA/University of Michigan
Shirley J. Magnusson – CIERA/University of Michigan

II. A Case Study of Three Exemplary Teachers and Struggling Readers

Kathy Highfield – CIERA/Oakland University

III. Scaffolded Journeys in Hypermedia Environment: Reading Classroom Explorer and the Learning of Preservice Teachers

Catherine H. Reischl – CIERA/University of New Hampshire
Mary McVee – University of Nevada/Reno

IV. Electronic Interactive Dialogue: Conversations Help Teacher Learning

Richard E. Ferdig – CIERA/Michigan State University
Laura R. Roehler – CIERA/Michigan State University

Discussant: Patricia L. Anders – University of Arizona

[Paper Session]

8:30 – 9:50 a.m. • Exhibit Hall F/G

Parents and Teachers: Making Multicultural Connections

Chair: Veda Pendleton McClain – Arkansas State University

I. Connecting Multiculturalism with Literacy Instruction: Preservice Teachers Learn About Self, Minority Students, and Teaching

Hong Xu – Texas Tech University

II. Deepening the Conversation: Using Family Literacy Portfolios as a Context for Parent-Teacher Conferences

Jeanne R. Paratore – Boston University
Alisa Hindin – Boston University
Barbara Krol-Sinclair – Massachusetts Public Schools/Chelsea
Pilar Duran – Boston University
Julia Emig – Boston University

III. Parents' Beliefs and Teachers' Expectations: Influences of a Home-School Portfolio Intervention

Alisa Hindin – Boston University

[Paper Session]

8:30 – 9:50 a.m. • Exhibit Hall H/I

Supporting Literacy Learning in Second Language Contexts

Chair: Cynthia Brock – University of Nevada/Reno

I. Noemi's Story: A Mexican-American Mother Learns How to Interact With School Personnel

Valerie G. Chapman – University of Memphis

II. Support for Literacy Development in Language-Minority Families

Jo Worthy – University of Texas/Austin
Sylvia F. Kinan-Thompson – University of Texas/Austin
Kathryn Hooper – University of Texas/Austin

III. What Heuristic Analysis of Bilingual Readers' Performance Tells Us About Second-Language Reading

Jill Kerper Mora – San Diego State University

[Alternative Format]

8:30 – 9:50 p.m. • Exhibit Hall A/B

Literacy, Identity, and Relationships — Constructing Collaboration in a Secondary English Professional Development School

Chair: Jamie Myers – Pennsylvania State University

As a concept, a Professional Development School envisions a collaboration in which all participants learn more about students' literacy and language arts pedagogy. As five high school English mentor teachers, four intern teachers, and five university teachers sought to enact such a vision, they learned that the collaborative work involved required the social construction of new forms of classroom literacy, identity, and relationships. Co-teaching created new spaces of risk, contested meaning, and celebration. Co-planning necessitated the invention of new curricular beliefs and literacy consequences. Co-inquiry established new perspectives on student literacy and, because of intense time pressures, raised questions about the value of teachers as researchers.

Three panels — each with an intern, mentor, and university teacher — focus a dialog on questions and reflections about literacy, identity, and relationships.

I. What we learned about literacies.

Ben Brighman – Pennsylvania State University
Jenn Simons – State College Area School District
Larry Ferguson – Pennsylvania State University

II. What we learned about identities.

Dana Salter – Pennsylvania State University
Carol Paul – State College Area School District
Jim Albright – Pennsylvania State University

III. What we learned about relationships.

Denise Savini – Pennsylvania State University
Margaret Vlasak – State College Area School District
Rod Pederson – Pennsylvania State University

Discussant: Rochelle Brock – Pennsylvania State University

[Alternative Format]

8:30 – 9:50 a.m. • Exhibit Hall E/G1

Making Sense of School Data: Multiple Perspectives on At-Risk Intervention and Analysis Projects

Chair: Camille L.Z. Blachowicz – National-Louis University

This alternative session presents three cases of school data collected by public school curriculum directors in an attempt to answer questions about literacy programs for primary at-risk students. The issues relate to evaluating early intervention programs, sharing data with a school board on early intervention, and making decisions about kindergarten programs in a changing district. A concise (20-minute) overview of each school data set will be presented to all participants who will then choose a small group for a more elaborated examination and discussion of the data which will be recorded by a facilitator. Following small group discussions, university based colleagues will present their reflections on the issues and data presented and the facilitators will raise questions for further discussion that emerged from the groups.

Participants: Rebecca Barr – National-Louis University
Camille L.Z. Blachowicz – National-Louis University
Carol Ivy – National-Louis University
Jan Perney – National-Louis University
Darnell Morris – Appalachian State University
Roberta Buhle – Mannheim District 83
Ellen Fogelberg – Evanston District 65
Linda Schusterman – Evanston District 65
Deborah Hill – Evanston District 65

Debra Gurvitz – Glenview District 34
 Diane Sullivan – Downers Grove District 58
 Michael Dunn – Deerfield District 109

Alternative Format

8:30 – 9:50 a.m. • Senate

Inspiration and Innovation: Program Renewal in a Time of Declining Resources, Increasing Demands, and External Controls

Chair: Michael P. Ford – University of Wisconsin Oshkosh

This alternative session will invite participants to explore non-traditional sources for individual inspiration and program innovation within literacy teacher education programs during a time of increasing public scrutiny and decreasing public support. Believing that program renewal really begins with the faculty within a teacher education program, members of a self-contained reading department will describe individual and collaborative efforts they have made to stay inspired and provide innovations which have contributed to keeping an active preservice and inservice literacy education program vital. Individuals will share stories of the following projects and participants will be given the opportunity to dialogue further in small groups with the presenters.

I. "He's Too Old to Have a Baby" and Other Lessons Learned from Teaching First Grade

Michael P. Ford – The University of Wisconsin Oshkosh

II. Four Blocks down the Street from Campus: Collaborating with Neighborhood Agencies

Margaret Humadi Genisio – The University of Wisconsin Oshkosh

III. Shadowing Reading Specialists: What We Can Learn from the Frontlines

Judy C. Lambert – The University of Wisconsin Oshkosh

IV. Returning to Iowa: A Summer of Self-Study as Tutor, Teacher and Supervisor in a Reading Clinic

Patricia A. Scanlan – The University of Wisconsin Oshkosh

Discussant: Michael P. Ford – University of Wisconsin Oshkosh

Alternative Format

8:30 – 9:50 a.m. • Cambridge

Change Management Aspects of a Major Urban Literacy Reform Effort: Focus on K-3

This session investigates change management factors relative to a major urban systemic reform effort. Of particular interest was the identification of variables that interact with, and sometimes stifle, major shifts in literacy education practices by teachers in K-3 classrooms. These variables include factors at the classroom, building, school district, and community levels. Also of interest was the effectiveness of a public school/university teacher education collaborative in promoting changes in classroom practice which utilized two fundamental elements: "deep training" of teachers (i.e., 90+ hours of formal instruction on balanced literacy strategies), and weekly peer mentoring by highly skilled lead reading teachers (LRTs). The session begins with an overview of change management theory as applied to teacher education, a description of The Dallas Reading Plan paradigm and results of the data analyses. Breakout sessions will permit participants to discuss project specifics in more detail and pose new questions for the research team. The session closes with a report by the discussant addressing future avenues of investigation for teacher education and public school reform, followed by ample participant discussion.

Participants: Robert B. Cooter, Jr. – Dallas Public Schools
 Kathleen S. Cooter – Texas Christian University
 William J. Webster – Dallas Public Schools

Discussant: Timothy V. Rasinski – Kent State University

Alternative Format

8:30 – 9:50 p.m. • Knave/Scribe

Critical Reflections of Vocabulary Instruction and Learning: Year Two of Sharing the Gift of Words

Chair: Bonnie Konopak – University of Oklahoma

The purpose of this session is to present the on-going critical conversations of a teacher researcher group about their experiences with teaching vocabulary to diverse populations. In the second year of this collaboration we examined new methods of vocabulary acquisition, teacher research, and critical feminist research. We will provide opportunities for the audience to dialog about teaching vocabulary to: a) elementary ESL students, b) special education students, c) urban students; d) middle school students in content areas, and e) undergraduate preservice students.

Participants: Rene Rubin – University of Houston

Dawn J. Bradford – University of Houston

Leigh Van Horne – University of Houston

Joan Webster – University of Houston

Connie Graves – University of Houston

Nancy L. Williams – Cedarcrest College

Discussant: Bonnie Konopak – University of Oklahoma

Alternative Format

8:30 – 9:50 a.m. • Windsor

A Conversation on Multicultural Literacy in Teacher Preparation: What, When, and How?

Chair: Peter J. Fisher – National-Louis University

The purpose of this session is to discuss the nature of multicultural literacy and how teacher educators should be addressing issues of multiculturalism as a component of their preservice literacy courses. Papers from the presenters will be posted on the NRC web site prior to the conference so that participants may engage in a conversation before attending the session, should they wish to do so. The three themes of the research papers are (a) what has been successfully incorporated into courses, (b) practicing teachers' attitudes to multicultural literacy and when it should be taught in teacher preparation, (c) what practicing teachers and educators consider is the nature of multicultural literacy, and what this means for the content of our preservice classes. After a short introduction, presenters will give a brief outline of their research. A summary of the conversations from the web will be followed by continuing conversation, either as a whole group or in small theme groups.

I. Introduction and Overview

Peter J. Fisher – National-Louis University

II. Brief Research Reports: Pedagogy that Works

Janet C. Richards – University of Southern Mississippi

Carole S. Rhodes – Adelphi University

III. Teacher Attitudes and Preparation

Mary Draper – Temple Heights Christian School

Mary Alice Barksdale-Ladd – University of South Florida

IV. Teacher Views of the Nature of Multicultural Literacy

Peter J. Fisher – National-Louis University

Mary Alice Barksdale-Ladd – University of South Florida

Donna Ogle – National-Louis University

V. Summary of the Conversation from the Web

Donna Ogle – National-Louis University

Roundtables

9:15 – 9:50 a.m. • Islander

- 1** *Teacher Acceptance of the "Click on a Word to Hear It" Option*
Dennis G. Mike – Buffalo State College
- 2** *Teacher Qualifications and Student Performance on Reading Tests: Issues and Findings*
William L. Rutherford – University of Texas/Austin
- 3** *"I Never Met a Phoneme I Didn't Like" or "Would You Know a Phoneme if You Saw One?": Elusion and Illusion Amidst the Buzz about Phonemic Awareness*
Donald J. Richgels – Northern Illinois University
- 4** *Independent Word Learning Strategies of Struggling Middle School Students: Negotiating Meaning Through Dialogues*
Janis M. Harmon – University of Texas/San Antonio
- 5** *Conceptual Change in Two Children: Five Years Later*
Katherine Maria – College of New Rochelle
- 6** *First Grade Students Constructing Meaning with Informational Texts: A Qualitative Study*
Tanya Peters – Texas Tech University
- 7** *The Medium Influences the Ability to Get the Message: How Different Print Formats Affect the Ability of Students to Read Graded Passages*
Frieda Kalb – Union College/Barbourville, Kentucky
- 8** *A Review of the Research on Active Learning: An Update*
Sherrie L. Nist – University of Georgia
Michele L. Simpson – University of Georgia
Michelle Andersen Francis – University of Georgia
- 9** *Fluency in the Classroom: A Review of an Often Overlooked Component of Reading Development*
Melanie R. Kuhn – University of Georgia/Athens
- 10** *Can a Less Coherent Text Help College Students Evaluate Their Understanding?*
Ana Claudia Harten – University of Texas/Austin
Diane L. Shallert – University of Texas/Austin
- 11** *Undergraduate Apprentices to Graduate Certification Students in a Literacy Center*
Marie B. Koals – Beaver College
Michael A. Koals – Educational Consultant

PLENARY SESSION

10:20 a.m. – 11:40 a.m. • Pavilion

Language, Literacy and Culture: Intersections and Implications

Sonia Nieto – University of Massachusetts

The trend to link language, literature and culture, evident in faculty of Higher Education and current theoretical perspectives research, reflects a growing awareness of their common concerns: One result of this tendency is a richer picture of learning, especially for students whose language and culture have low status in the discourse of schooling. Dr. Nieto will discuss the benefits of understanding language, literature and culture from a sociocultural and sociopolitical perspective and implications of doing.

Chair: Linda B. Gambrell – President, NRC, Clemson University

SPECIAL LUNCH-TIME SESSION

11:45 a.m. – 12:45 p.m. • Islander II

Conversations about Literacy with OERI Centers: Missions, Plans, and Politics

Center on English Learning and Achievement (CELA)
Judith Langer – CELA/State University of New York
Arthur Applebee – CELA/State University of New York
Peter Johnston – CELA/State University of New York

Center for Research on Evaluation, Standards, and Student Testing (CRESST)
Eva Baker – CRESST/University of California, Los Angeles
Alison Imbens – CRESST/University of California, Los Angeles
Frances Butler – CRESST/University of California, Los Angeles

Chair: C. Kent McGuire – OERI/U.S. Department of Education

Roundtables**12:50 – 1:25 p.m. • Islander**

1 *Pushing Intertextual Boundaries during Discussions about Literature*
Susan Davis Lenski – Illinois State University

2 *Clinic versus Theory: Reading and the Double Deficit Theory*
Kathleen A. Burgess – University of Virginia

3 *Fundamental Issues of Construct Validity in Commercially Available ESL Assessment*
Youb Kim – CIERA/Michigan State University
Lisa Sensale – CIERA/Michigan State University

4 *Opening the Portfolio Again: Conflicting Viewpoints on Assessment in K-12 Classrooms*
Rebecca S. Anderson – The University of Memphis
Beverly Bruneau – Kent State University
Michael P. Ford – University of Wisconsin Oshkosh
Marilyn McKinney – University of Nevada
Laura R. Roehler – CIERA/Michigan State University
Patricia A. Scanlan – University of Wisconsin Oshkosh

5 *The Examination of Teacher Discourse with Fourth-Grade Appalachian Students During Writing Instruction*
Sherry W. Powers – University of Kentucky

6 *Teachers' Perceptions of the Efficacy of an America Reads Program*
Pamela Ross – San Diego State University

7 *Examining Preservice Teachers' Beliefs and Understandings about the Nature of Teaching Reading*
Carole Janish – Texas Tech University
Hong Xu – Texas Tech University

8 *Taiwanese Primary Grade Teachers' Attitudes Toward Alternative Teaching Materials and Methods in Language Arts*
Hsiang-ju Ho – SUNY/Buffalo

9 *Preservice Teachers' Views of Technology: Using HyperQual2v1.2 in Small Group Research Projects*
Teresa L. Folger – University of Missouri/Columbia

10 *"Pinata Pajama Book Talk: "Exploring Responses to Mexican American Literature for Young Adults*
Jennifer Battle – Southwest Texas State University

11 *Three Struggling Readers' Reactions to Reader Response Instruction*
Joan Primeaux – University of Alabama
Georgia Earnest Garcia – University of Illinois/Urbana-Champaign

Paper Session

12:50 – 2:10 p.m. • Senate
Emergent Literacy: Investigating the Impact of Group Size, Teacher Scaffolding, & Children's Perceptions

Chair: Susan B. Neuman – Temple University

I. *Effect of Group Size on Two-Year-Old Children's Interactions During Story Time and Voluntary Reading During Freeplay*
Laurelle B. Phillips – East Tennessee State University
Sandra Twardosz – The University of Tennessee/Knoxville

II. *Capturing the Richness of Kindergartner's Writing in Contexts with Limited Teacher Scaffolding*
Laurie Kaufman – Madonna University

B. Joyce Wienczek – Oakland University

III. *Kindergartner's Perceptions of School Literacy Tasks as Work or Play*
Laura Klenk – SUNY/Buffalo

Paper Session

12:50 – 2:10 p.m. • Exhibit Hall A/B
Literacy and Teacher's Classroom Instruction
Chair: Beth Asbury – Rutgers University

I. *Does Reading Recovery Training Affect a Teacher's Classroom Teaching?*
Alysia D. Roehrig – University of Notre Dame
Michael Pressley – University of Notre Dame

II. *Teachers' Knowledge: Children's Learning*
Helen Freidus – Bank Street College of Education
Margaret McNamara – Bank Street College of Education

III. *Creating Successful Teacher Professional Development*
Kathleen J. Shoop – University of Pittsburgh
Margaret G. McKeown – University of Pittsburgh
Isabel L. Beck – University of Pittsburgh

Paper Session

12:50 – 2:10 p.m. • Cambridge
Phonological and Orthographic Knowledge: Programs

Chair: I. LaVerne Raine – Texas A&M University-Commerce

I. *The Utility of Phonic Generalizations: Let's Take Another Look at Clymer's Conclusions*
Francine R. Johnston – University of North Carolina/Greensboro

II. *Phonics Programs Today: Forcing Round Pegs in Square Holes*
Debra Price – Sam Houston State University
Mary Robbins – Sam Houston State University
Jeanne Carter – Sam Houston State University

III. *Young Children's Early Attention to Print: Visual Strategies in Pre-Invented-Spelling Writing*
Donald J. Richgels – Northern Illinois University
Lea M. McGee – University of Alabama

Paper Session

12:50 – 2:10 p.m. • Gallery
Teacher's Decision – Making and Reading Instructions

Chair: Victor L. Willson – Texas A&M University

I. *Making Decisions About Integrated Instruction: Two Case Studies of Classroom Teachers*
Virginia J. Goatley – CELA/SUNY/Albany
Susan I. McMahon – CELA/National-Louis University

II. *Connecting Theoretical Conceptions of Reading to Practice: A Longitudinal Study of Elementary Teachers*
Dana L. Grisham – San Diego State University

III. *Coming into Her Own: A Longitudinal Case Study of a Novice Teacher's Decision-Making Processes*
Jacqueline K. Peck – Cleveland State University

Symposium

12:50 – 2:10 p.m. • Council
"How Do You Measure a Paradigm Shift?": The Evaluation of the Reading & Writing for Critical Thinking Project in 17 Countries

Chair: Vincent Greaney – World Bank/Washington, DC

I. Background to the Problem: The Context, Goals, and Activities of the RWCT Project

Charles Temple – Hobart & William Smith Colleges

II. The Development, Administration, and Analysis of Instruments to Measure Teachers' Beliefs and Knowledge Related to RWCT

Donna Ogle – National-Louis University

Ami Golden – Open Society Institute/New York

III. The Development of Rubrics to Assess Changes in Critical Thinking Teaching Behaviors of Teachers and Critical Thinking Learning Behaviors of Pupils in Four Former C.I.S. Countries

Alan Crawford – California State University/Los Angeles

Samuel Mathews III – The University of West Florida

Discussant: Vincent Greaney – World Bank/Washington, DC

Symposium

12:50 – 2:10 a.m. • Windsor
Literacy Environments for Accelerated Progress (LEAP): Constructing Learning Communities for a Diversity of Students

Chair: Carol Sue Englert – CIERA/Michigan State University

I. Quantitative Results of the Learning Environments for Accelerated Progress (LEAP) Curriculum

Mark Gover – CIERA/Michigan State University

II. Constructing Reading from Reading: How Do Classroom Literacy Practices Inform Student Beliefs About the Nature and Purposes of Reading?

KaiLonnie Dunsmore – CIERA/Michigan State University

III. Appropriating the Conventions of Literacy Through Discursive Apprenticeships

Michael Pardales – CIERA/Michigan State University

IV. What Reading Tests Don't Show: An Alternative Look at Literacy Disability

Ruth Berry – CIERA/Michigan State University

Discussant: Robert S. Rueda – CIERA/University of Southern California

Paper Session

12:50 – 2:10 p.m. • Exhibit Hall C1/D1
Personal Literacy

Chair: Jane Agee – SUNY/Albany

I. Colorblindness and Other Problems of Vision in Literacy Teacher Education: Exploring the Discourse of Two Teacher Educators

Rosary Lalik – Virginia Polytechnic and State University

Kathleen A. Hinchman – Syracuse University

II. Using Personal Text Sets as a Mediating Activity for Autobiographical Reflection

Deborah Anders – University of Arizona

Patricia L. Anders – University of Arizona

Lea Prassas – Marana School District

Barbara Thompson – University of Indiana Southeast

III. Tracing the "Family" in Literacy Education in the Context of Post-Civil Rights Reform

Lynn Hall – University of Wisconsin/Madison

Symposium

12:50 – 2:10 p.m. • Ireland A
Starting with the Child: Designing Classroom Instruction to Foster Diverse Children's Literacy Learning

Chair: Fenice B. Boyd – The University of Georgia

I. Crafting Literacy Instruction From Bilingual Children's Worlds: Exploring the Discursive Production of Literate Identities in a First Grade Bilingual Classroom

Leila Flores Dueñas – The University of New Mexico

Cynthia Brock – University of Nevada/Reno

Niria Treviño – Albuquerque Public Schools

II. Exploring Participation Patterns During Two First Grade Literacy Events: The Read Aloud and the Literature Dramatization

Claudia Haag – Texas Woman's University

III. Discourse in Special Education Literacy: A Responsive Literacy Curriculum for Students with Mild/Moderate Disabilities

Mary S. Rozendal – SUNY/Buffalo

Christine Morgan – New Haven Accelerated Elementary School

IV. The Collaborative Implementation of an Early Literacy Curriculum in a Full-Inclusion Primary Classroom: Teachers and Students Working Together to Accomplish Literacy Goals

Kathi Tarrant-Parks – Wayne State University

Discussant: Fenice B. Boyd – The University of Georgia

Paper Session

12:50 – 2:10 p.m. • Exhibit Hall F/G
Understanding the Role of Language in Literacy Learning

Chair: Madge T. Craig – University of North Texas

I. Applying Whole Language in an Upper-Grade Classroom in Taiwan: A Report on Its Benefits and Some Cultural and Linguistic Limitations

Victor Tien-cheng Shen – National Chiayi Teachers College/Taiwan, ROC

II. Success in Teaching Students to Read Non-European Languages

David L. Red – Foreign Service Institute

III. Jon, Tell Me About Your Reading: A Struggling Reader's Perception of His Reading Acquisition in a Dual Language Program

Sherry Dickinson – SUNY/Albany

Alternative Format**12:50 – 2:10 p.m. • Exhibit Hall C/D****Looking Backwards and Forwards: A Dialogue Among Colleagues**

Chair: Martha Rapp Ruddell – Sonoma State University

The purpose of this session is for fourteen of the Past Presidents of NRC to reflect on the essays they wrote for the Anniversary Issue of the Journal of Literacy Research and to react to essays written by each other. The session will begin with a brief statement from each of the Past Presidents as they reconsider what they wrote. This will be followed by four small group meetings in which presenters will react to the essays written by their colleagues. It is suggested that members planning to attend this session read the essays in the Journal of Literacy Research, Vol. 31.1 prior to the annual meeting as they will be part of the dialogue. The session will close with a discussion of the commonalities noted across the essays and reflections/reactions.

Participants: Richard L. Allington – SUNY/Albany
 Donna E. Alvermann – University of Georgia
 Kathryn H. Au – University of Hawaii
 Rebecca Barr – National-Louis University
 Gerald G. Duffy – Michigan State University
 James Flood – San Diego State University
 Edward Fry – Rutgers University
 Jane Hansen – University of New Hampshire
 Jerome C. Harste – Indiana University
 James V. Hoffman – University of Texas
 P. David Pearson – CIERA/Michigan State University
 Lenore H. Ringler – New York University
 M. Trika Smith-Burke – New York University
 Robert J. Tierney – Ohio State University

Discussant: Taffy E. Raphael – CIERA/Oakland University

Alternative Format**12:50 – 2:10 p.m. • Exhibit Hall E/G1****Reshaping Literacy Instruction: Crossing Boundaries in Eastern Europe**

Chair: Patricia L. Bloem – Cleveland State University

The purpose of this session is to provide a forum for sharing perspectives on international education in Eastern Europe and on what American educators can learn from the Eastern European educators. Four literacy educator volunteers from the Reading and Writing for Critical Thinking Project will describe experiences visiting classrooms, observing literacy lessons, and leading workshops. Through music, photographs, discussion, and the sharing of experiences, participants may gain a broader perspective on educational reform and the cultures presented.

I. What Can American Educators Learn from Czechs?
 Patricia L. Bloem – Cleveland State University

II. Linking Content Reading Instruction with the Arts in Estonia
 Janet C. Richards – University of Southern Mississippi

III. Teaching and Learning in Georgia
 Susan S. Smith – Drake University

IV. Bulgarian Secondary Teachers on the Teaching of Reading and Writing
 Sarah Nixon-Ponder – Southwest Missouri State University

Discussant: Jeannie Steele – University of Northern Iowa-Orava Project

Alternative Format**12:50 – 2:10 p.m. • Exhibit Hall H/I****Raising Readers and Writers: Approaches to School-Wide Literacy Initiatives in Conservative Times**

Chair: Judy Wallis – Spring Branch Independent School District

This alternative session reports the results of case studies of school-wide literacy initiatives. Discussion will reveal themes and patterns that emerged from analyses of the data collected from the sites. The session will include perspectives about staff development, student achievement, and obstacles and challenge to school-wide reform in complex settings. The session will begin with a theoretical frame, a brief overview of the projects, followed by breakout sessions where participants will have an opportunity to discuss the specific projects in greater detail. The session closes with a moderated panel discussion.

Participants: Judy Wallis – Spring Branch Independent School District
 Robert B. Cooter, Jr. – Southern Methodist University
 Kathleen Spencer Cooter – Texas Christian University
 Catherine Kell – Maple West Elementary
 Linda Sievert – Maple West Elementary
 Rick Hy – Maple West Elementary
 Mary Gregory – Maple West Elementary
 Sharee Cantrell – Alexander Elementary School
 Chuck Lang – Alexander Elementary School
 Stacey Mathews – Alexander Elementary School

Discussant: Leslie Patterson – University of Houston

Panel Moderator: John O'Flahavan – University of Maryland

Roundtables**1:35 – 2:10 p.m. • Islander**

1 The Dynamic Duo: Exploring Two Students' Interactive Writing Strategies

Jenifer Jasinski Schneider – University of South Florida

2 A Study of the Influence of Student Perceptions on Reader Motivation and Meaning Construction in a Third Grade Classroom
 Mary Riordan-Karlsson – University of California/Berkeley

3 Children's Perceptions of Their Literacy Development as They Author with Hypermedia
 Sandra K. Goetze – University of Oklahoma

4 Reading and Writing Our Teaching Selves: An Investigation Through E-Mail Journaling
 Victoria Gentry Ridgeway – Clemson University
 Pamela J. Dunston – Clemson University
 Kathy N. Headley – Clemson University

5 The Role of Reflective Inquiry in Shaping Change in Classroom Practice: When Effective Fourth Grade Teachers Explain the Decisions They Make as They Teach
 Kim Boothroyd – University of New Hampshire
 Ruth Wharton-McDonald – University of New Hampshire

6 Teacher Expectations and Cultural Influences: An Examination of Students' Access and Use of Books from Teacher Perspective in Modern China
 Liqing Tao – Western Kentucky University
 Yuan Haiwang – Western Kentucky University
 Gao Shizheng – Greenview Regional Hospital
 Lighting Zuo – University of Georgia

7 *Content Area Literacy: A Professional Development Study*
Lisa Stevens – University of Nevada/Las Vegas

8 *Revisiting Teacher Response and Student Revision: A Qualitative Study*
Jennifer Grove – University of Southern Florida/Tampa

9 *Effects of Literacy Circles, Picturebooks, and Personal Reflections on Preservice Teachers' Perspectives of Multicultural Education: A Multicultural Social-Reconstructionist Approach*
Debra Wellman – Bowling Green State University
Cassandra El-Amin – Bowling Green State University

Roundtables

2:20 – 2:55 p.m. • Islander

1 *Reading Paradise: Negotiating Literacy Instruction in a Professional Development School*
Maria J. Meyerson – University of Nevada/Las Vegas
Trudi Abell – Clark County School District

2 *A K-5 Teacher Research Group Develops a School-Wide Spelling Rubric*
Kelly Chandler – Syracuse University

3 *The Progress of English Language Learners in Reading Recovery*
Jane Ashdown – New York University
Patricia R. Kelly – San Diego State University

4 *Building Intercultural Friendships through Story Development and Socialization: A Middle School/University Partnership*
Andrea DeBruin-Parecki – University of Northern Iowa
Cheryl Timion – Malcolm Price Laboratory School

5 *Critical Incidents Influencing Early Literacy Instruction: Learning From Teacher Narratives*
Sharon M. Peck – SUNY/Albany

6 *"I Have Developed a Philosophy about How Reading and Writing Should be Taught": Studying the Reflective Writing of Preservice Teachers*
Susan L. Nierstheimer – Illinois State University
Carol J. Hopkins – Purdue University

7 *Evolving Partnerships: A Framework for Creating Cultures of Teacher Learning*
Sandra J. Moore – Radford University/Virginia
Ann Potts – Radford University/Virginia
Melissa Kile – Montgomery County Public Schools/Virginia
Susan Frye – Montgomery County Public Schools/Virginia
Carolyn Wojtera – Radford University/Virginia
Donna Criswell – Radford University/Virginia

8 *Meeting the Challenge in English Language Arts Assessment: A Case Study of a Fourth Grade Classroom*
Kimberly L. Anderson – CELA/SUNY/Albany
Virginia J. Goatley – CELA/SUNY/Albany

9 *Rethinking an Upper-Elementary School Reading Program*
Sharon Walpole – University of Virginia
Derek Furr – University of Virginia
Marcia Invernizzi – University of Virginia

10 *Exploring the Effects of Students' Emotions on Their Achievement in Science and Language Arts*
William Dee Nichols – University of North Carolina/Charlotte
Jeanneine Jones – University of North Carolina/Charlotte
Dawson Hancock – University of North Carolina/Charlotte
Ron Lunsford – University of North Carolina/Charlotte

11 *Some Historical Hindsight: An Overview of Literacy Education Practices of the Song Dynasty in China*
Liqing Tao – Western Kentucky University

Symposium

2:20 – 3:40 p.m. • Senate
Classroom Talk about Literature: The Social Dimensions of a Solitary Act
Chair: Lee Galda – University of Minnesota

I. *I Get By With a Little Help From My Friends*
Robert Probst – Georgia State University

II. *Urban Kindergartners' Oral Responses to Interactive Readalouds of Picture Storybooks*
Lawrence R. Sipe – University of Pennsylvania

III. *An Ecology of Communication: Peer Discussions as Semiotic Systems*
Janice F. Almasi – SUNY/Buffalo
William Russell – New York Institute of Technology

Discussant: Lee Galda – University of Minnesota

Paper Session

2:20 – 3:40 p.m. • Exhibit Hall H/I
Basic Issues in Strategies and Practices

I. *Preventing Reading Failure in Early Elementary Grades: A Five Tier Model*
William D. Bursuck – Northern Illinois University
Shirley V. Dickson – Northern Illinois University

II. *Reading Literature to Remedial Students as an Avenue for Enhancing the Reader/Text Relationship*
Theresa Deeney – Tufts University

III. *The Vocabulary Self-Collection Strategy (VSS) in a Middle School Reading Intervention Program*
Brenda Shearer – University of Wisconsin Oshkosh
Martha Rapp Ruddell – Sonoma State University

Symposium

2:20 – 3:40 p.m. • Council
Exemplary Teachers Start the Year
Chair: Peter Winograd – University of New Mexico

I. *Principals of Practice – The Common and Unique*
The Genesis of Democratic Literacy

II. *Zoning in on Instruction: Organizing to Learn About Literacy Development*

Participants: Jennifer Day – SUNY/Albany
Haley Woodside-Jiron – SUNY/Albany
Peter Johnston – SUNY/Albany
Richard L. Allington – SUNY/Albany
Jean Veltema – SUNY/Albany
Stephen Powers – SUNY/Albany
Gay Ivey – Rutgers University
Ruth Wharton-McDonald – University of New Hampshire
Kim Boothroyd – University of New Hampshire

Discussant: Peter Winograd – University of New Mexico

Symposium**2:20 – 3:40 p.m. • Gallery****Boundaries of Difference: The Language and Practice of Family Literacy**

Chair: Pamela Ross – San Diego State University

- I. Disadvantaged No Longer: One Family's Struggle Against Defining Discourses**
Marianne Whitehouse – The University of Iowa
- II. Between Contexts: Everyday Language and Literacy Practices of the Readers**
Rebecca Rogers – University of Albany
- III. Media and Community Representations of Mexican-Origin Families: Examining the Myth, Power, and Reality of Those Images**
Carolyn Colvin – The University of Iowa

Discussant: Jeanne R. Paratore – Boston University

Symposium**2:20 – 3:40 p.m. • Exhibit Hall E/G1****In Our Practice-In Our Heads: Cultural Models and Literacy Practice in the Narratives of Parents, Preservice Teachers, and Inservice Teachers**

Chair: Theresa Penland – Tucson High Magnet School/Tucson Unified School District

- I. Mainstream Parents: Cultural Models of Literacy**
Steven Bialostok – The University of Arizona
- II. Language, Narrative, and Ideology in the Cultural Models of Preservice Teachers**
Robert Leader Whitman – The University of Arizona
- III. Cultural Models of Literacy: Inservice Teachers**
Patricia L. Anders – The University of Arizona

Discussants: Judith Green – The University of California/
Santa Barbara
Theresa Burant – The University of Wyoming

Symposium**2:20 – 3:40 p.m. • Exhibit Hall C1/D1****Assessing Reading Comprehension of Non-Native Adult Speakers of English**

Chair: Patricia I. Mulcahy-Ernt – University of Bridgeport

- I. Understanding Performance on the Current TOEFL Reading Comprehension Section**
Kathleen M. Sheehan – Educational Testing Service
April Ginther – Purdue University
Mary Schedl – Educational Testing Service
- II. An Alternative Framework for Assessing Proficiency of Non-Native Speakers of English in College Reading Tasks**
Patricia I. Mulcahy-Ernt – University of Bridgeport
Mary K. Enright – Educational Testing Service
Mary Schedl – Educational Testing Service
- III. Developing Tasks to Assess "Reading to Learn"**
Mary K. Enright – Educational Testing Service
Mary Schedl – Educational Testing Service

Discussant: Peter B. Mosenthal – Syracuse University

Symposium**2:20 – 3:40 p.m. • Cambridge****Entering the Hot Lava Zone: Multicultural Texts, Book Club Discussions, and Issues of Diversity**

Chair: Patricia A. Edwards – Michigan State University

- I. Revising Multicultural Teaching Through Talk about Texts: Literature Discussion Groups for Teachers in Multilingual Settings**
Catherine H. Reischl – University of New Hampshire
- II. Discovering the "Heart and Soul" of African American Women: Exploring Issues of Race, Gender, and Identity in a Book Club**
Jennifer C. Danridge – Michigan State University
- III. A Word After a Word After a Word is Power: When Book Club Participants Contend with Texts and Representations of Diversity**
Mary McVee – University of Nevada/Reno

Discussant: Laura Apol – Michigan State University

Symposium**2:20 – 3:40 p.m. • Exhibit Hall C/D****Influence of Writing Systems on Learning to Read**

Chair: William Nagy – Seattle Pacific University

- I. Finnish Writing System**
Riitta-Liisa Korkeamaki – University of Oulu
- II. English Writing System**
Linnea C. Ehri – City University of New York
- III. Chinese Writing System**
Richard C. Anderson – University of Illinois
Wenling Li – University of Illinois
Hua Shu – Beijing Normal University
- IV. Japanese Writing System**
Keiko Koda – Carnegie Mellon University

Discussant: William Nagy – Seattle Pacific University

Paper Session**2:20 – 3:40 p.m. • Windsor****Students' Understandings and Perceptions About Literacy**

Chair: Nancy Farnan – San Diego University

- I. Reading Responses of a Bilingual Preschooler: A Case Study Purpose**
Eurydice B. Bauer – University of Georgia
- II. Constructing Literate Identities: Experiences and Understandings of Students in Different Reading Groups**
Poonam Arya – Towson University
- III. Developing a Sense of Audience: An Examination of One School's Instructional Contexts**
Joyce E. Many – Georgia State University
Susan D. Henderson – Georgia State University-The Atlanta School

Alternative Format

2:20 - 3:40 p.m. • Outback Veranda
Using Critical Texts to Nurture Critical Literacy
Chair: Christine H. Leland – Indiana University

This alternative session explores how critical books and the conversations they invite can help to build elementary students' awareness of how systems of meaning and power affect people and the lives they live. The session begins with a discussion of the criteria for identifying critical books and an opportunity for participants to view books that meet the criteria. Videotapes of children's literature discussions following the reading of one or more of these books will then be presented and discussed.

Participants: Christine H. Leland – Indiana University
Jerome C. Harste – Indiana University
Anne Ociepa – Indiana University
Mitzi Lewison – Indiana University

Paper Session

2:20 - 3:40 p.m. • Exhibit Hall A/B
Influence of Intervention on Teacher's Literacy Instruction
Chair: Jodi Patrick Holschuh – Texas A&M University

I. But I'm a Teacher: Competing Identities in a Teacher-Research Collaboration

Lenora de la Luna – Purdue University
Vicki Hibbert – Murdock Elementary School

II. Literacy Teachers as Innovators: Who Are They and What Are Their Beliefs?

Julie M. Wood – Harvard Graduate School of Education

III. The Influence of an Intermediate Intervention Model on Two Teachers' Literacy Practices

Margaret M. Smith – University of Nevada/Las Vegas
John E. Readence – University of Nevada/Las Vegas
Marilyn McKinney – University of Nevada/Las Vegas

Symposium

2:20 - 3:40 p.m. • Exhibit Hall F/G
Responding to the Structured Silencing of Homosexuality in the School Context
Chair: Randal Donelson – The Ohio State University

I. Exploring the Structured Silencing of Homosexuality in the School Setting: Sources of Tension for Gay and Lesbian Educators
Randal Donelson – The Ohio State University

II. Using Children's Literature as a Medium for Discussing Gay and Lesbian Issues in Teacher Education
Susan Constable – SUNY/Geneseo

III. No Blood, Guns, or Gays Allowed: The Silencing of the Elementary Writer
Jenifer Jasinski Schneider – University of South Florida

Discussant: James R. King – University of South Florida

SPECIAL SESSION

2:20 p.m. - 3:40 p.m. • Ireland A

An Informal Chat with OERI Assistant Secretary C. Kent McGuire

Guest: C. Kent McGuire – Assistant Secretary, OERI

Introduction: Anne P. Sweet – OERI

Roundtables

3:05 - 3:40 p.m. • Islander

1 Transitioning Elementary Bilingual Students into English Reading
Joan Williams – Texas Woman's University/Denton

2 Fostering Successful Literacy Development in an Urban School: An Examination of Teachers' Reported Practices and Beliefs
Margaret Russell Ciardi – Education Development Center/Newton, MA

3 An Exploratory Study of Emergent Literacy Development as Demonstrated Through Play
Michele Baker – Lubbock Independent School District
Jeanne Swafford – Texas Tech University

4 The Use of a Listserv to Foster Didactic and Reflective Dialogues among Instructors and Their Preservice Teachers Enrolled in a Reading Course
Diana Valle-Riestra – University of Miami
Maria Elena Arguelles – University of Miami
Jeanne S. Schumm – University of Miami

5 A Constructivist-Based Staff Development Model
Marcia Lawton – Wesley College
Kathryn L. Liptak – Wesley College
Patricia B. Patterson – Wesley College
Lorena Stone – Wesley College

6 "It's Like a Video Camera in My Head!": Reading and Multi-sensory Imaging within a Constructivist Framework
Patricia Douville – University of North Carolina/Charlotte
Karen D. Wood – University of North Carolina/Charlotte

7 Textual Content and Textual Context: Some Comments on E-mail Research Methodology in Literacy Education
Liqing Tao – Western Kentucky University
Brenda Sabey – Western Kentucky University

8 Conversations in the Round: Electronically Mediated Discussion Groups
Victoria Gentry Ridgeway – Clemson University
T. Gail Pritchard – University of Alabama
Janis M. Harmon – University of Texas/San Antonio

9 America Reads – The Collaboration Between a University and the Surrounding Community: Two Years into the Journey
Diane Brantley – University of Nevada/Las Vegas

10 Reading Strategies Used by Students Who Are Deaf
Barbara R. Schirmer – Kent State University
M. Lynn Woolsey – The Ohio State University
Jill Bailey – Northwest Regional Program

11 *A Synthesis and Systematic Transdisciplinary Field-based Teacher Preparation Evaluation — Experiences from One Professional Development School Site*

Linda Ellis – Stephen F. Austin State University

12 *The Development of Pedagogical Knowledge through Computer Mediated Communication in Language Arts Methods Classes*

Sandra K. Goetze – University of Oklahoma
Barbara J. Walker – Oklahoma State University

Joint Roundtables

3:50 – 5:10 p.m. • Pavilion

1A *Instructional Practices that Produce Gains in Reading Performance*

Victor L. Willson – Texas A&M University/College Station
William H. Rupley – Texas A&M University/College Station
Sandra L. Mergen – Texas A&M University/College Station

1B *"Funds of Knowledge for Practice and Research": A Research in Progress Discussion of a Collaborative Exploration of Alternative Forms of Data Representation*

JoBeth Allen – The University of Georgia
Linda D. Labbo – The University of Georgia
George Font, III – The University of Georgia
Cathy R. Payne – The University of Georgia
Donald Tauferner – The University of Georgia
Steffanie Bowles – The University of Georgia

2A *Teacher Research by Teacher Educators*

Sharon Gill – University of Akron
Kevin Dupré – University of Southern Mississippi

2B *The Relationship Between Secondary Preservice Teachers' Literacy Histories and Their Preferences for Literacy Instruction*

Julie H. Lester – Southeastern Louisiana University

3A *Sustaining a PDS Through Change, Evolution and Maturity*

Beverly Brink – Washington State University/Vancouver
Dana L. Grisham – San Diego State University

3B *Complicating Community: Negotiating the Tensions of Critical Inquiry in an Undergraduate Literacy Classroom*

Bob Fecho – University of Georgia
Leslie S. Rush – University of Georgia

4A *Informal Literacy Groups: Girls Play with Possibilities of Being*

Sally A. Smith – City University of New York
Lisa Simon – City University of New York

4B *Contemporary Elementary Reading Instruction: Perspectives From the Reading Hall of Fame*

James F. Baumann – University of Georgia
James V. Hoffman – University of Texas/Austin
Jennifer S. Moon – University of Georgia
Ann M. Duffy-Hester – University of Georgia

5 *What Language Is Doing to Me: Five Perspectives on the Role of Literacy in Shaping Adult Literacy*

A *Calling the Strange as my Own: Literacy for Foreign Language Speakers*

Yasuko Akiyama – The University of Iowa

B *Linking the Heart and the Head: A Study of the Relationship Between Family and Literacy*

Nancy Hayes – The University of Iowa

Discussant: Carolyn Colvin – The University of Iowa

6 *Mandated Beginning Reading Assessment*

A *Mandated Beginning Reading Assessment in Texas: Perspectives from the District Office*

Sharon Skeans – University of Houston/Clear Lake

B *Mandated Beginning Reading Assessment in Texas: Perspectives from the Classroom*

Leslie Patterson – University of Houston
Margaret Hill – University of Houston

7A *Family and Classroom Predictors of Children's Early Language and Literacy Development*

Judith Stoep – University of Nijmegen/The Netherlands
Ludo Verhoeven – University of Nijmegen/The Netherlands

7B *Reading Character in Children's Literature: A Character Trait Study of Newbery and Caldecott Award Books*

Dorothy Leal – Ohio University/Athens
Deirdre Mitchell – Ohio University/Athens

Alternative Format

3:50 – 5:10 p.m. • Senate

Creating and Sustaining Communities of Inquiry

Chair: Shirley J. Magnusson – University of Michigan

The speakers in this session belong to one or other of two school-university collaborative groups that are working to bring about change in educational practice. In both cases, the attempt is to explore ways to make inquiry the preferred approach to learning and teaching and, at the same time, to make the groups' practices themselves the subject of inquiry. In this session, through short presentations followed by discussion, we propose to focus on two issues that both groups find of central concern: 1) the ways in which the roles of the different participants in such communities of inquiry influence the kinds of collaborative relationships that develop and how these relationships, in turn, facilitate or constrain the achievement of the participants' goals, and 2) the conceptual and organizational tools and practices that the two groups have developed within their communities and the ways in which these facilitate or constrain the achievement of the participants' goals.

Participants: Annemarie S. Palincsar – University of Michigan
Gordon Wells - OISE/University of Toronto
Karen Hume – E.A. Fairman P.S./Whitby, ON
Shirley J. Magnusson – University of Michigan
Fe MacLean – Paddock Elementary School/Milan, Michigan
Deborah Swanson – Ford Elementary School/Ypsilanti, Michigan

Alternative Format

3:50 – 5:10 p.m. • Cambridge

Literacy Education Mandates: Ethical Perspectives, Professional Responsibilities

Chair: Maureen McLaughlin – Chair-NRC Ethics Committee
Mary Ellen Vogt – Chair-NRC Policy and Legislative Committee

In recent years, legislators from numerous states have issued mandates concerning literacy education. Situations in which policies have been enacted have left teachers and professors struggling with ethical issues. This alternative format, presented jointly by the NRC Ethics and Policy and Legislative committees, is designed to examine these ethical questions and provide a forum for NRC members to discuss these issues and their relationship to the NRC Ethics Statement. The session will open with a pair of authentic vignettes, followed by small roundtable discussion, and large group analysis.

Participants: Maureen McLaughlin – East Stroudsburg University of Pennsylvania
Samuel D. Miller – University of North Carolina/Greensboro
Mary Ellen Vogt – California State University/Long Beach
Colin Harrison – University of Nottingham/UK
Carol V. Lloyd – University of Omaha

Alternative Format

3:50 – 5:10 p.m. • Exhibit Hall E/G1

Reading and Writing Beyond School Walls: Emic Descriptions of Literacy Events Among Children, Adults, and Family Members in Diverse Communities

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

The purpose of this session is to promote examination and dialogue about the work of five groups of researchers who are studying the types and purposes of literacy embedded within the daily lives of Latino families, Latina educators and paraeducators and teenage mothers. Through the use of poster displays, the session will highlight daily uses of literacy at home and at work, the comments and beliefs of parents and extended family members regarding the place of reading and writing in their lives, and some of the barriers erected by institutional uses of literacy which may impede the acquisition of important human services. This session hopes to promote a maximum amount of dialogue between researchers and the audience and, by so doing, encourage insight into and possible solutions for at least some of the misunderstandings that arise for non-mainstream groups and their children in school.

I. Latino Mothers' Views of Reading and Writing in their Daily Lives: Revelations from Parent Literacy Logs

Jeanne R. Paratore – Boston University
Gigliana Melzi – New York University
Barbara Krol-Sinclair – Chelsea Public Schools

II. Changing Literacies – Changing Identities

Laura Apol – CIERA/Michigan State University
Kara L. Lycke – CIERA/Michigan State University

III. Opportunities are in the Eyes of the Beholder: Literacy Around Downtown Los Angeles

Laurie MacGillivray – CIERA/University of Southern California
Robert S. Rueda – CIERA/University of Southern California
Karen Monkman – CIERA/University of Southern California

IV. How Early Experiences in Reading and Writing Influence Latina Educators/ParaEducators' Views of English Literacy

Jill A. Aguilar – CIERA/University of Southern California
Nancy T. Walker – CIERA/University of Southern California
Laurie MacGillivray – CIERA/University of Southern California

V. Assessing the Impact of a Book Loan Program in the Inner-City: Tales from Parents Working in the Factories of Los Angeles' Garment District

Patricia Madrigal – CIERA/University of Southern California
Joan Massa – CIERA/University of Southern California
David B. Yaden, Jr. – CIERA/University of Southern California

Discussant: Victoria Purcell-Gates – Michigan State University

Alternative Format

3:50 - 5:10 p.m. • Exhibit Hall C/D

Evaluating Media Literacy Representations: Critical Perspectives and Practices

Chair: Sherry Macaul – University of Wisconsin/Eau Claire

The purpose of this alternative session is to involve participants in the evaluation of different media representations. Authentic assessment of media literacy involves a critical awareness of the social, cultural, and political perspectives inherent in viewing and representing a variety of media. Participants will analyze work created by middle level learners and college students. They will engage in dialogue about student artifacts, data collection methods, choice of media, and performance criteria. The session will conclude with ideas for assessing the quality of student learning in media literacy learning environments.

I. Evaluating Students' Critical Discourse Analysis of Media Texts and Media Ethnographies

Richard W. Beach – University of Minnesota

II. Assessing Media Responses to Inquiry-Based Learning

Sherry Macaul – University of Wisconsin/Eau Claire

III. Assessing Media Responses to Literature: Perspectives from Instructional Stances

Patricia I. Mulcahy-Ernt – University of Bridgeport

IV. Critical Media Literacy Assessment for Varied Media Texts: Current Issues & Future Directions

Ann Watts Pailliotet – Whitman College Education Department

V. Critical Review of Students' Instructional Media Decisions & Instructors' Assessment Rubric in a Graduate Instructional Design

Neal Shambaugh – Virginia Tech University

Discussant: Carmen I. Coballes-Vega – University of Wisconsin Oshkosh

Alternative Format Session I

3:50 – 5:10 p.m. • Gallery

Graduate Student Focus: The Job Search

Chairs: Sharon M. Peck – University of Albany
Janice Strop – University of Wisconsin

The purpose of this alternative session is to give graduate students an opportunity to dialogue with three assistant professors from a range of institutions about the job search process. The following topics concerning the job search will be explored: deciding which institutions to apply to; preparing a job talk; presentation of an application letter and vita and preparing for an interview. The session begins with brief presentations from each of the participants followed by time for questions and answers.

Participants: Nell K. Duke – Michigan State University
Stacey Henderson – University of Albany
Mary McVee – University of Nevada/Reno

Discussant: Donna E. Alvermann – University of Georgia

Paper Session**3:50 – 5:10 p.m. • Exhibit Hall C1/D1****Children's Literature and Literature Response**

Chair: April Ginther – Purdue University

I. Literature-Based Beginning Reading Instruction: Where are We Now? How Did We Get Here? Where are We Headed?

Lea M. McGee – University of Alabama

Miriam G. Martinez – University of Texas/San Antonio

II. A Tale of Two Leaders: Leadership in Literature Response Groups

Dixie Lee Spiegel – University of North Carolina/Chapel Hill

Valerie Brown – Wake County (NC) Schools

Yolanda Lyght Dunstan – University of North Carolina/Chapel Hill

Jennifer Day – SUNY/Albany

Janet McLellan

III. Amish Literature for Children: Where is It?

Elizabeth Jared – Ball State University

Paper Session**3:50 – 5:10 p.m. • Exhibit Hall H/I****The Literacy Development of Secondary ESL Students**

Chair: Scott F. Oates – University of Wisconsin/Eau Claire

I. Writing in the Lab: Five Research Scientists Talk About Their Use of Writing in Pursuit of Scientific Inquiry

Debby Deal – George Mason University/Fairfax, Virginia

II. Writing Conference Relationships, How Affective and Social Connections Influence Literacy Performance

Douglas Kaufman – Cleveland State University

III. Integration of Academic Content Learning and Academic Literacy Skills Development of L2 Students: A Case Study of an ESL Science Class

Jingzi Huang – Monmouth University/New Jersey

Paper Session**3:50 – 5:10 p.m. • Exhibit Hall F/G****Teacher Attitudes, Beliefs & Expertise**

Chair: Kelly Chandler – Syracuse University

I. Preservice English Teachers' Beliefs: Negotiating with More Experienced Others

Raymond Philippot – University of Minnesota

II. Use of Discussion to Foster Changes in Preservice Teachers' Attitudes About Multicultural Diversity

Pamela Halsey – Texas Tech University

III. Understanding the Development of Teachers' Expertise: An Examination of the Reading Recovery Professional Development Program

Carol A. Lyons – Ohio State University College of Education

Symposium**3:50 – 5:10 p.m. • Ireland A****Making a Case for Exceptional Early Literacy Instruction**

Chair: Dianne F. Frasier – Texas Woman's University

I. A Case for Differentiated Services: Access to Literacy and the Growing Knowledge Gap

Susan B. Neuman – Temple University

II. A Case for Exemplary Classroom Instruction Especially for Students Who Come to School Without the Precursors for Literacy Success

Cathy Collins Block – Texas Christian University

III. A Case for Quality Storytime: What We Know and What We Need to Know

Ann Dromsky – University of Maryland

Linda B. Gambrell – Clemson University

IV. A Case for Continuous Quality Instruction: Exemplary Practices in First and Fourth Grade

Lesley Mandel Morrow – Rutgers University

Discussant: Dorothy Strickland – Rutgers University

Paper Session**3:50 – 5:10 p.m. • Exhibit Hall A/B****Developing a Sense of Literacy**

Chair: Lane Roy Gauthier – University of Houston

I. Early Literacy Learning and Teaching: Co-constructing Literacy Practices Within Multiple Layers of Context

Maria Luiza Dantas – Ohio State University

II. Primary-Grade Children's Evolving Sense of Being Literate at School

Janet R. Young – Brigham Young University

Sara A. Beach – University of Oklahoma

III. An Investigation of the Challenges Faced by Beginning Teachers in the Areas of Reading and Writing

Alysia D. Roehrig – University of Notre Dame

Michael Pressley – University of Notre Dame

Paper Session**3:50 – 5:10 p.m. • Windsor****Teachers' Challenges**

Chair: Michelle Anderson – University of Georgia

I. Using Multimedia Cases to Facilitate Generative Learning in a Literacy Course

Judy M. Wedman – University of Missouri/Columbia

Elizabeth Baker – University of Missouri/Columbia

Kyeong-Hee Rha – University of Missouri/Columbia

Laurie Hawkins Kingsley – University of Missouri/Columbia

II. Standards-Based Scenarios: Assessing Knowledge and Analysis

Barbara Martin-Palmer – Mount Saint Mary's College/

Emmitsburg, Maryland

III. Changing Perceptions: Teachers' Challenges to Plan and Organize Their Instruction to Implement the Writing Workshop

Linda Martin – Ball State University

Sherry Kragler – Ball State University

Carolyn Walker – Ball State University

Alternative Format

3:50 - 5:10 p.m. • Council

Title I Program Models: Deconstructed and Reconstructed

Chair: Abha Gupta – Old Dominion University

The purpose of this session is to provide a forum for those who are interested in program change in Title I Compensatory Education Programs. School communities involved in both inclass and team teaching programs for reading instruction are concerned with their impact on the roles of the teachers involved and reading instruction. This session begins with the presentation of vignettes and case studies emerging from change to the inclass model. By providing an opportunity for mutual discussions and sharing, the participants may generate ideas for a new paradigm of reading instruction in the Title I programs.

I. Title I Program Historical Perspectives: Impact on Teacher Change

Eileen S. Oboler – Spring Hill College

II. Newly Constructed Roles for the Reading Teacher: A Paradigm Shift

Abha Gupta – Old Dominion University

III. Implications for a Practitioner: A Reading Teacher is a SE

Elementary School

Mary Putnam Wilborn – Mobile County Schools

Discussant: Betty Fowler – Mobile County Schools

Reading for Meaning
FOSTERING COMPREHENSION IN THE MIDDLE GRADES
EDITED BY BARBARA M. TAYLOR, MICHAEL J. GRAVES & PAUL VAN DER LINDEN

Building Family Literacy in an Urban Community
Ruth D. Handel

literacymatters
writing and reading the social self
Robert F. Yagelski

Young Adult Literature & the new literary theories
Anna O. Soter
Edited by Frances Thrift

TEACHERS COLLEGE PRESS NEW TITLES — 800.575.6566

Notes

THURSDAY

TIME	EVENT	PLACE

Events of the Day Friday

TIME	EVENT		ROOM
7:25 – 8:25 a.m.	Study Groups and Birds of a Feather		Islander
7:30 – 8:25 a.m.	Literacy Study Series	Tom Bean Bonnie Konopak	Cambridge
8:00 a.m. – 5:30 p.m.	Registration		Great Hall Booth
8:00 a.m. – 6:00 p.m.	Silent Auction		Oxford
8:30 – 9:50 a.m.	Sessions and Roundtables		See Schedule
9:50 – 10:20 a.m.	NRC Business Meeting		Pavilion
9:50 – 10:20 a.m.	Coffee Break Hosted by The Wyndham Hotel, Orlando		Pavilion
10:20 – 11:40 a.m.	Second Plenary Session Presentation of Ed Fry Book Award	<i>Reading for Possible Worlds</i> Jerome Bruner – New York University School of Law	Pavilion
11:45 – 12:45 p.m.	Lunch		on your own
11:45 – 12:45 p.m.	Past Presidents' Lunch		Presidential Suite
11:45-12:45 p.m.	Meeting – Technology	Michael Kamil	Sussex
11:45 – 12:45 p.m.	Meeting – Early Career Achievement Award	Chair: Susan McMahon	Exhibit Hall C1/D1
11:45-12:45 p.m.	Meeting – Albert J. Kingston Award (open to all members)	Chair: Sheila Valencia – University of Washington	Knave/Scribe
11:45-12:45 p.m.	Meeting – Oscar Causey Award (open to all members)	Chairs: Peter Mosenthal – Syracuse University, Cathy Roller – International Reading Association	Exhibit Hall H/I
11:45-12:45 p.m.	Meeting – Ed Fry Book Award (open to all members)	Chair: Laura Roehler – Michigan State University	Exhibit Hall F/G
11:45-12:45 p.m.	Meeting – Critical Spaces (open to all members)	Chair: Carolyn Colvin – University of Iowa	Exhibit Hall A/B
11:45-12:45 p.m.	Meeting – Long Range Planning (open to all members)	Chair: Jamie Myers – Pennsylvania State University	Exhibit Hall C/D
11:45-12:45 p.m.	Meeting – JLR Editors and Editorial Advisory Board	Chairs: David Reinking, Donna E. Alvermann, Cyndie Hynd – University of Georgia	Windsor
11:45 – 12:45 p.m.	CIERA and CREDE	Chair: Anne P. Sweet – OERI, U.S. Dept. of Education	Exhibit Hall E/G1
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 Award Address	<i>Literacy Education in the Process of Community Development</i> Kathryn H. Au – University of Hawaii	Pavilion
5:30 – 6:30 p.m.	JLR and NRC Yearbook Reception	Chairs: David Reinking, Donna E. Alvermann, Cyndie Hynd – University of Georgia	Islander
9:00 p.m. – midnight	Vital Issues		Lobby Lounge

Friday**December 3, 1999****Roundtables****8:30 - 9:05 a.m. •Islander**

- 1** "Just Like Jazz": Reader Stance, Shared Authority, & "Improvisation" in a 12th Grade English Course
Paul Molinelli - University of California/Berkeley
- 2** *The Emergent Writing of ESL Kindergartners: Journal Writing as an Optimal Context for Literacy Learning*
Luisa Araujo - William Paterson University
- 3** *Off the Record: What Makes the Difference for Low Literacy Mexican American Students?*
Irene Welch-Mooney - Georgia State University/Atlanta
- 4** *Collaborative Research, Reflection and Refinement: The Process of Utilizing "Feedback from the Field" to Enhance Literacy Coursework in a Professional Development Center*
Mary Beth Sampson - Texas A&M University/Commerce
Carole Walker - Texas A&M University/Commerce
- 5** "Literacy After School, at Home and, en la Comunidad: Preservice Teachers' Views on Literacy Resources of Low-Income Latino Students"
Rachel Salas - The University of Texas/Austin
Julie Pennington - The University of Texas/Austin
James V. Hoffman - The University of Texas/Austin
- 6** *Preservice Teachers Emerging Sense of Professional Identity as a Teacher of Literacy: Components of a Process of Inquiry.*
Linda McElroy - University of Oklahoma
- 7** *Comparisons of First Graders' Development of Metacognitive Knowledge Over Time*
Maribeth Cassidy Schmitt - Purdue University
Anne E. Gregory - Purdue University
- 8** *Teaching the Discourse of Work in a Career Education Program*
Stephen A. Wellinski - Purdue University
- 9** *Whitecaps on the Keyboard: A Study of the Role of Technology in a First Grade Classroom*
Maureen Carroll - University of California/Berkeley
- 10** *From the University Classroom to the Secondary Social Studies Classroom: An Examination of Teacher's Beliefs about Reading*
Elizabeth Wilson - University of Alabama
- 11** *To Read or Not to Read: Avid and Reluctant Readers Speak Out*
Sharon S. McKool - Southwest Texas State University

Alternate Format**8:30 - 9:50 a.m. •Westminster
Agriculture and Ideology in Children's and Young Adult Literature**

Chair: Kevin Dupré - University of Southern Mississippi

Participants will read picture books and selections of children's novels, compare those to facts and statistics as provided by agriculture industries, and discuss issues such as: accuracy and representation in texts published for children, the power of the ideology of children's books in shaping young readers' sense of the world, and the importance of teaching children, including young children, to be critical readers.

Participants: Kevin Dupré - University of Southern Mississippi
Devon G. Brenner - University of Southern Mississippi

Paper Session**8:30 - 9:50 a.m. •Scotland A
Picture Books as Tools for Literacy**

Chair: Bena R. Hefflin - University of Pittsburgh

I. Picture Books as Sites for Helping Young Children Construct Mathematical Knowledge

Jim Anderson - University of British Columbia
Ann Anderson - University of British Columbia
Jon Shapiro - University of British Columbia

II. Lorries, Conkers, and Queues: An Examination of American Primary Student Reaction to Children's Picture Books Written by English Authors

James K. Leonard - University of South Florida

III. Aesthetic Responses to Multiethnic Picture Books: A Means of Developing Cultural Literacy

Charlotte Skinner - Arkansas State University

Symposium**8:30 - 9:50 a.m. •Ireland A
Focus on Adult Literacy: Results from the National Center for the Study of Adult Learning and Literacy (NCSALL)**

Chair: John Comings - NCSALL/Harvard University

I. Literacy Practices of Adult Learners

Victoria Purcell-Gates - NCSALL/Michigan State University
Sophie Degener - NCSALL/Harvard University
Erik Jacobson - NCSALL/Harvard University
Marta Soler - NCSALL/Harvard University

II. Literacy and Health: Trends Reflected in Public Health and Medical Literature

John Comings - Harvard Graduate School of Education
Rima Rudd - NCSALL/Harvard University

III. Longitudinal Study of Adult Literacy

Stephen Reder - NCSALL/Portland State University

Discussant: John Comings - NCSALL/Harvard University

Symposium

8:30 – 9:50 a.m. • Exhibit Hall E/G1

Summer School: A Viable Policy Alternative for Struggling Readers?

Co-Chairs: Kathy Humphrey – Ingham Intermediate School District
Tamara Bashore-Berg – Ingham Intermediate School District

I. Does Summer School Really Help Struggling Readers?

Scott G. Paris – CIERA/University of Michigan
Kathy Humphrey – Ingham Intermediate School District
Joseph Martineau – Michigan State University

II. How Can We Measure Student Growth During Summer Programs?

Joseph Martineau – Michigan State University
Scott G. Paris – CIERA/University of Michigan
Tamara Bashore-Berg – Ingham Intermediate School District

III. Consequences of Summer Programs

Robert Capenter – CIERA/University of Michigan
Alison H. Paris – CIERA/University of Michigan
Gina Cervetti – Michigan State University

IV. Are We All Looking at the Same Kids?: Congruence Between Students', Parents', and Teachers' Views of Student Knowledge, Skills and Dispositions

Gina Cervetti – Michigan State University
Alison H. Paris – CIERA/University of Michigan
Robert Capenter – CIERA/University of Michigan

Discussant: Kathy Humphrey – Ingham Intermediate School District

Symposium

8:30 – 9:50 a.m. • Exhibit Hall H/I

Popular Youth Culture and Literacy: Mapping the Terrain

Chair: Yasuko Akiyama – University of Iowa

I. The Significance of Critical Media Studies in Literacy Research: A Theoretical Overview

Donna E. Alvermann – University of Georgia
Margaret Hagood – University of Georgia

II. "You Gotta Be Bad": Popular Culture and School-Sponsored English as Identity Maintenance

Margaret Finders – Purdue University

III. Chatting On-Line: Girls' Use of Chat Room Literacy

Cynthia Lewis – University of Iowa
Bettina Fabos – University of Iowa

Discussant: Elizabeth Moje – University of Michigan

Paper Session

8:30 – 9:50 a.m. • Scotland C

Emergent Literacy and Reading

Chair: Poonam Arya – Towson University

I. Young Children's Reading of Environmental Print: Talk, Play, and Print-Related Knowledge

Janet R. Young – Brigham Young University
Ray Reutzel – Southern Utah University
Timothy G. Morrison – Brigham Young University
Parker C. Fawson – Brigham Young University
Bradley R. Wilcox – Brigham Young University

II. Emergent Writing Introductions: English and Spanish Language Classrooms

Elizabeth Sulzby – CIERA/University of Michigan
Mary Yonker – CIERA/University of Michigan
Katherine Strasser – CIERA/University of Michigan

III. Kindergarten Finger-point Reading Revisited: The Relationship with Later Reading

Joanna K. Uhry – Fordham University

Paper Session

8:30 – 9:50 a.m. • Exhibit Hall F/G

Adolescent Literacies, Representations, and Identities

Chair: LeeAnn M. Sutherland – University of Michigan

I. Unveiling the Color Line: Literacy Processes in Thinking, Talking, and Writing about Racial and Cultural Identities in a High School Theater Arts Project

Ann Egan-Robertson – University of Wisconsin

II. TeenLit.com: A Virtual Discourse Community of Adolescent Writers

Marcella J. Kehus – Oakland University and Berkley, MI Schools

III. Engaging "At-Risk" High School Students: Adventures into the Mediasphere

David G. O'Brien – Purdue University
Deborah R. Dillon – Purdue University

Paper Session

8:30 – 9:50 a.m. • Sussex

Multiple Perspectives on Literacy Development

Chair: Mary Lee Bass – Monmouth University

I. Reauthenticating the Reading Experience: Learning Through a Teacher Book Club

Shari Goldberg – CIERA/Washington Township Schools/Long Valley, New Jersey
Ellen Pesko – CIERA/University of Michigan

II. How are they Meeting the Challenge? Former Successful Students of Academic Assistance in a Subsequent Reading-Intensive College Course

Clare M. Connell – University of Georgia

III. Reader, Teacher, Researcher: A Biographical Case Study of Metacognition and Comprehension Instruction

Brian Walker Johnson – Principia College
Jill Weisner – Maryville University

Paper Session**8:30 – 9:50 a.m. Exhibit Hall C1/D1
Teachers' Opportunities for Interacting About
Their Literacy Instruction**

Chair: Robert J. Nistler – University of St. Thomas

I. Understanding the Complexities of Teacher Study Groups:*Investigating Discourse and Genre*

Amy Seely Flint – Indiana University/Bloomington

Mitzi Lewison – Indiana University/Bloomington

**II. SAM: A Student Achievement Model Designed to Empower
Teachers and Increase Student Achievement in Reading and Writing
Through Action Research**

Barbara J. Frye – University of South Florida/St. Petersburg

Marilyn McKay – Pinellas County Schools

Oscar Robinson – Pinellas County Schools

Shelby Harvey – Pinellas County Schools

Barbara Fugerer – Pinellas County Schools

III. Literacy Learning in Teacher Inquiry Groups

Diane Henry Leipzig – University of Maryland/College Park

Paper Session**8:30 – 9:50 a.m. • Scotland B
Beginning Teachers of Reading: Transitions from
the University to the Classroom**

Chair: William H. Rupley – Texas A&M University

**I. Reflection and the Beginning Teacher of Reading: A Review of the
Professional Education Research**

Kathleen Roskos – John Carroll University

Victoria Risko – Peabody College/Vanderbilt University

Carol Vukelich – University of Delaware

**II. Transitions into Teaching: The Paths of Beginning Elementary
Language Arts Teachers**

Sheila Valencia – University of Washington

Pam Grossman – University of Washington

Nancy Place – University of Washington

Susan Martin – University of Washington

**III. Preservice and Inservice Reading Teachers' Knowledge of Literary
Concepts and Literary Analysis**

Mark Sadoski – Texas A&M University

Donna E. Norton – Texas A&M University

Maximo Rodriguez – Texas A&M University

William Dee Nichols – University of North Carolina/Charlotte

Jacqueline Parten Gerla – University of Texas/Tyler

Paper Session**8:30 – 9:50 a.m. • Knave/Scribe
Enhancing Teachers Knowledge of Pedagogy:
Teachers as Researchers**

Chair: Courtney J. Kahn – The University of Texas

**I. Teachers Using Technology in Support of Middle School Language
Arts: Toward a Model of Teacher Learning**

Joan E. Hughes – Michigan State University

**II. The Development of Pedagogical Knowledge in a Collaboration
Between a Researcher-Teacher and a Veteran Teacher**

Adrian Rodgers – University of Toledo

**III. A Study of First-Year and Experienced English Teachers
Conceptions of and Approaches to Literature**

Jane Agee – CELA/SUNY/Albany

Alternative Format**8:30 – 9:50 a.m. • Exhibit Hall A/B
Professional Development Schools and the
Transformation of Teacher Education: Addressing
the Challenges of "A New Orthodoxy"**

Chair: Elizabeth A. Rudenga – Trinity Christian College

This alternative format session refocuses the dialogue on Professional Development Schools (PDS) to consider the impact of teacher education's "new orthodoxy," currently characterized by national movements towards infusing professional standards and performance-based assessments into teacher preparation programs. This session will consider how four distinct PDS partnerships are addressing the challenges enacted through these new mandates and their impact on reforms in teacher education and the preparation of literacy teachers. The audience will be invited to share their experiences through the joint construction of effective responses to mandated policies. In addition to this interactive exchange will be opportunities for the audience to peruse a variety of artifacts from each of the partnerships, including portfolios, student work, performance and assessment instruments, photo montages, and classroom videos.

Participants: Bette S. Bergeron – Purdue University Calumet

Susan K. L'Allier – Governors State University

Marilyn McKinney – University of Nevada/Las Vegas

Maria J. Meyerson – University of Nevada/Las Vegas

Discussant: Dana L. Grisham – San Diego State University

Alternative Format**8:30 – 9:50 a.m. • Exhibit Hall C/D
Instructional Research on Reading: A Report on
the Work of the National Reading Panel**

Chair: Michael L. Kamil – Stanford University

This session is a follow-up report on the progress of the National Reading Panel. A preliminary report was presented to the National Reading Conference at the 1998 meetings. The term of the Panel has been extended to January 2000. Thus, the report to be delivered at the 1999 NRC meetings is a comprehensive description of the methodology, findings, and conclusions reached by the NRP. The presentations will cover the substantive findings from each of the subgroups of the Panel. In addition, time will be set aside for questions from the audience.

Participants: Linnea C. Ehri – CUNY Graduate School

Michael L. Kamil – Stanford University

Timothy Shanahan – University of Illinois/Chicago

Joanna Williams – Teachers College/Columbia University

Roundtables

9:15 – 9:50 a.m. • Islander

1 *A Glimpse into Preschool Classrooms: An Examination of Children's Literacy Behaviors and Teachers' Beliefs and Practices Regarding Literacy Acquisition*

Kathleen A. Burgess – CIERA/University of Virginia
 Kristin A. Lundgren – CIERA/University of Virginia
 John Wills Lloyd – CIERA/University of Virginia
 Robert C. Pianta – CIERA/University of Virginia

2 *Examining the Impact of Literature-Based Instruction on Second Graders' Understanding of Written Register*

Zhihui Fang – University of Florida
 Carrie Geiger – Idylwild Elementary School
 Dawn Graziani – University of Florida
 Beverly E. Cox – Purdue University

3 *"Literacy Leaps": Emerging Writers in a Bilingual Kindergarten Classroom*

Shellie Prater – Lubbock Independent School District

4 *Critical Literacy: An Entitlement of All Students*

Sharon M. Chubbuck – University of Illinois/Urbana-Champaign

5 *Heroes and Friends: Girls' and Boys' Understanding of Male and Female Characters in Children's Fiction*

April D. Nauman – Northeastern Illinois University/Chicago

6 *New Approaches to Data Collection and Analysis in Online Reading Studies*

URL: <http://www.oakland.edu/~mceneaney/nrc/conf99>
 John E. McEneaney – Oakland University

7 *Developing an Understanding of Multicultural Education: Pre-Service Teachers' Perspectives of Reading Multicultural Literature in the Elementary Classroom*

JoAnn Dugan – Texas A&M University/Commerce
 I. LaVerne Raine – Texas A&M University/Commerce

8 *Being "Social": Expanding Our View of What is Social in the Writing Workshop*

Terry J. Burns – Mercer University

9 *Children's Perceptions of Literacy Collaboration in a Multi-Age Primary Classroom*

Jane West – Agnes Scott College

10 *Unpacking Character Representation in Caldecott Award-Winning Literature*

Peggy Albers – Georgia State University

11 *Teacher Perceptions: Children's Literature as a Tool for Second Language Acquisition Through Cross-Age Tutoring*

Julie Jacobson – San Diego City Schools
 Diane Lapp – San Diego State University
 James Flood – San Diego State University

PLENARY SESSION

10:20 a.m. – 11:40 p.m. • Pavilion

Reading for Possible Worlds

Jerome Bruner – Research Professor of Psychology, Senior Research Fellow in Law, New York University, School of Law

Nothing matches the excitement of entering possible worlds of the imagination, worlds that print can reach by using the power of narrative better than any other medium. Dr. Bruner explores how print provides a means of going beyond new worlds. If pictures demystify the world, word (especially printed words) remystify it. And that's reading's appeal, and what an appeal!

Chair: Annemarie S. Palincsar – University of Michigan

SPECIAL LUNCH-TIME SESSION

11:45 a.m. – 12:45 p.m. • Exhibit Hall E/G1

Conversations about Literacy with OERI Centers: Missions, Plans, and Politics

Center for the Improvement of Early Reading Achievement (CIERA)

Elfrieda H. Hiebert – CIERA/University of Michigan
 Barbara M. Taylor – CIERA/University of Minnesota
 David B. Yaden, Jr. – CIERA/University of Southern California

Center for Research on Education, Diversity, and Excellence

Roland Tharp – CREDE/University of California/Santa Cruz
 Ellen McIntyre – CREDE/University of Louisville/Kentucky
 Claude Goldenberg – CREDE/California State University/Long Beach

Chair: Anne P. Sweet – OERI/U.S. Department of Education

Conference Registration/Membership Application

1999 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 a NRC newcomer at the conference.

YES I am NOT a member or presenter. Please send me a program book (\$8.00 charge).

CONFERENCE REGISTRATION (Full registration includes NRC Yearbook #49.)

CATEGORY	ADVANCE Postmarked by 11/8/99	ON SITE After 11/8/99	DAILY (Specify days) W <input type="checkbox"/> TH <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/>	AMOUNT
Regular Member	\$135.00	\$155.00	\$55.00	
Student or Emeritus	\$65.00	\$85.00	\$40.00	
Non-Member	\$155.00	\$175.00	\$75.00	

MEMBERSHIP

You may take this opportunity to join NRC or to renew your membership. Membership includes a subscription of the JLR (one per family) and voting rights for all members but students. Consider the following categories with the understanding that a range of variables will account for where you place yourself in this voluntary or regular structure. Please choose one out of the 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)		
Platinum	<input type="checkbox"/> \$170.00	
Gold	<input type="checkbox"/> \$130.00	
Silver	<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)		

<input type="checkbox"/> VISA <input type="checkbox"/> MC <input type="checkbox"/> AMEX	Credit Card number _____	Exp. Date ____/____/____
Signature of card holder _____		

Student Status may be held for four years. To obtain such status, an appropriate individual at your institution must attest to your current status by signing in the signature space on the next line.

Signed _____ School _____

Note: you may copy this form for multiple registrations.

NRC membership dues are not tax-deductible as a charitable contribution, but they may be deductible as a business expense.

PLEASE TEAR OUT ALONG THE DOTTED LINE

PLEASE NOTE PROCEDURAL CHANGE:

To reserve your hotel room, contact the
Wyndham Palace Resort & Spa directly at 407-827-2727.

*If you reserve your room after the
cut-off date of November 5, 1999,
or after the room block has sold out,
WHICHEVER COMES FIRST,
you WILL NOT receive the NRC-negotiated hotel rates.*

Note: HOTEL CANCELLATION POLICY

*Individual deposits are refundable
if notice of cancellation is received by the hotel
at least four (4) days prior to arrival.*

*Additionally, if you check-out of your room prior to your scheduled
departure date established at time of check-in, a fifty dollar (\$50.00)
early departure fee will be added to your bill.*

1999 Membership Participation Form

1999 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 2000 conference, please check below.

- Chair Session

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PLEASE TEAR OUT ALONG THE DOTTED LINE

1999 Conference Evaluation Form

1999 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

PLEASE TEAR OUT ALONG THE DOTTED LINE

Notes

Lined writing area for notes.

FRIDAY

TIME	EVENT	PLACE

Joint Roundtables

12:50 – 2:10 p.m. • Islander

Chair: Nancy Anderson – Texas Woman's University

1A *Who am I to Study You?: White Literacy Researchers' Reflections on Working in Cross-Cultural Settings*
Jill A. Aguilar – University of Southern California

1B *Using Picture Books as Tools of Confrontation: Exploring Issues of Social Justice in Teacher-Education Courses*
Holly Johnson – Grand Valley State University
Lauren Freedman – Western Michigan University
Catherine Fallona – University of Georgia

2 *Multiple Vantage Points: Studying the Process of Learning to Engage in Teacher Research from Different Theoretical Perspectives*

A *Using a Sociocultural Theoretical Framework to Explore the Complexities of Learning to Conduct Teacher Research*
Cynthia Brock – University of Nevada/Reno
Marlene Riddle – Texas Woman's University
Leslie Stein – Richardson School District

B *Using a Feminist Theoretical Perspective to Explore the Complexities of Learning to Conduct Teacher Research*
Ann Huestis – Texas Woman's University

3A *Writing with Their Whole Being: A Cross Study Analysis of Children's Writing from Five Classrooms Using Process Drama*
Thomas P. Crumpler – Illinois State University
Jennifer Jasinski Schneider – University of South Florida

3B *Case Studies of Texts That Parents and Students Construct About Their Home Literacies and Literacy Tutoring*
Penny L. Beed – University of Northern Iowa
David Landis – University of Northern Iowa

4 *Looking Through the Far-Away End: Teaching Reading with Children's Literature*

A *Reading Strategies and Literary Response: Striking a Balance*
Lisa Stanzi – Barrow Elementary School/Athens, Georgia

B *Literature-Based Reading Instruction: Meeting the Standards*
Shane Rayburn – University of Georgia

Discussant: Lee Galda – University of Minnesota

5A *Developing Literacy Practices in School and at Home: A Discussion of Collaboration Models of Teachers and Parents in a Diverse Educational Setting*
Lane Roy Gauthier – University of Houston
Clarissa Booker – Prairie View A&M University
Laveria Hutchison – University of Houston

5B *Cross Comparisons of Three Case Studies: A Discussion of the Results of Teachers and Parents Working to Make a Difference in Literacy Practices of Three African-American Students*
Clarissa Booker – Prairie View A&M University
Joan Clark – Prairie View A&M University
Dawn J. Bradford – University of Houston
Laveria Hutchison – University of Houston

6 *Literacy Instruction across The Content*

A *Art and Content Literacy: Teacher's Competence vs. Talent*
Lee Haugen – Idaho State University

B *Reflection as an Agent of Change in Content Area Literacy Instruction*

Maureen McLaughlin – East Stroudsburg University of Pennsylvania

Mary Ellen Vogt – California State University/Long Beach

Discussant: Joan E. Hughes – Michigan State University

Alternative Format Session II:

12:50 – 2:10 p.m. • Exhibit Hall E/G1

Graduate Student Focus: Research Workshop

Co-Chairs: Rebecca Rogers – SUNY/Albany

Ruth Berry – Michigan State University

This session offers a range of perspectives on the research process from former Student Research Award Winners. Specifically, this research workshop will include several areas of interest for doctoral students involved in data collection and analysis; making decisions about writing choices in terms of representation; and writing for publication. Presenters will offer a vignette of their experiences with the research process. Next, participants in this session will have the opportunity to dialogue with the presenters. The session will close with comments from the discussant.

Participants: Lawrence R. Sipe – University of Pennsylvania
Josephine Peyton Young – Arizona State University

Discussant: Donna E. Alvermann – University of Georgia

Paper Session

12:50 – 2:10 p.m. • Exhibit Hall C1/D1

Phonological and Orthographic Knowledge Research

Chair: Mary Beth Sampson – Texas A&M University/Commerce

I. *Can a Chronometric Measure of Spelling Automatically Predict Reading Comprehension Ability?*

Judith Wylie – The Queen's University of Belfast

Gerry Mulhern – The Queen's University of Belfast

II. *The Joint Development of Phonological and Orthographic Knowledge*

Steven A. Stahl – University of Georgia

Michael C. McKenna – Georgia Southern University

Judy Gatliff – Burke County Public Schools

Katherine Stahl – Clarke County Public Schools

III. *The Highly Lawful Relationships Among Pseudoword Decoding, Word Identification, Spelling Knowledge, Listening Level, and Reading Level*

Ronald P. Carver – University of Missouri/Kansas City

Paper Session**12:50 – 2:10 p.m. • Exhibit Hall F/G****Examining the Effects of Early Interventions**

Chair: Vanessa-Larae' Machado – SUNY/Albany

I. Effects of Developmental Kindergarten on School Performance

Susan S. Smith – Drake University

Kirsten McCauley – Drake University

II. Can They Make it in Fourth Grade? A Follow-Up Study of At-Risk Children Who Participated in an Early Literacy Intervention Project

Lauren Leslie – Marquette University

Linda Allen – Marquette University

III. Subsequent Performance of Reading Recovery Children: Results of a Four-Year Study

Billie J. Askew – Texas Woman's University

Dianne F. Frasier – Texas Woman's University

Nancy Anderson – Texas Woman's University

Betsy Kaye – Texas Woman's University

Yvonne Rodriguez – Texas Woman's University

Alternative Format**12:50 – 2:10 p.m. • Exhibit Hall C/D****The Human Treasures of the National Reading Conference: An Oral History Project**

Co-Chairs: Norman A. Stahl – Northern Illinois University

James R. King – University of South Florida

The purpose of this alternative poster presentation is to provide a showcase for the initial fruits of the oral history research agenda that grew out of sessions at the 1998 meeting of the National Reading Conference. Through the oral history interviews undertaken of our senior membership, we have begun the activity of preserving the professional knowledge and unique understandings of a generation of reading professionals who are reaching or have reached retirement age after serving in the field across the past 30 years or more.

Participants: Nancy T. Walker – University of Southern California

John E. Readence – University of Nevada/Las Vegas

Bena R. Hefflin – University of Pittsburgh

Brenda Shearer – University of Wisconsin Oshkosh

Kathy N. Headley – Clemson University

Carole S. Rhodes – Adelphi University

Elizabeth Patterson – University of Texas/Austin

James R. King – University of South Florida

Norman A. Stahl – Northern Illinois University

Alternative Format**12:50 – 2:10 p.m. • Exhibit Hall A/B****Literacy as School Reform: Supporting Systemic Change to Increase Reading Achievement**

Chair: Richard L. Allington – SUNY/Albany

An assumption underlying this session is that increasing student literacy achievement requires systemic change in the way many schools operate. The purpose of this session is to explore ways of helping teachers and administrators to make thoughtful choices and engage in collaborative discussions that move schools reform from rhetoric to reality. The session begins with an introduction of two schools' approaches to creating effective, lasting change – one through the adoption of an extended day/extended year model of schooling (Minnesota) and one through the adoption of a situated training professional development model (New York). Audience participants will then break out into small groups of 3-4 where they will explore a school reform discussion question/problem. Ideas generated in these groups will be disseminated to the larger group using the Jigsaw approach. Finally, the discussant will share his perspective on critical issues and questions related to school-wide reformation approaches to literacy improvement.

I. If Not a Quick Fix, Then What? One School's Effort to Improve Student Reading Achievement From the Inside Out

Susan Watts-Taffe – University of Minnesota

Katherine M. Bryn – University of Minnesota

Jill Caton Madvig – University of Minnesota

II. Situated Training: Offering Teachers Lasting Ways to Learn

Diane M. Truscott – Buffalo State College

Discussant: Richard L. Allington – SUNY/Albany

Alternative Format**12:50 – 2:10 • Scotland B****Seeking Excellence in Teaching and Teacher Education: Building a Research Base**

Chair: James V. Hoffman – University of Texas/Austin

I. The International Reading Association and the Preparation of Reading Teachers

Carol Santa – President, International Reading Association

II. Poster Sessions: Commission Members

Joyce C. Fine – Florida International University

Deborah Eldridge – Hunter College

Amy Seely Flint – Indiana University

Denise Littleton – Norfolk State University/Virginia

Shane Templeton – University of Nevada/Reno

James V. Hoffman – University of Texas/Austin

Miriam G. Martinez – University of Texas/San Antonio

Rachel Loven – University of Sioux Falls/South Dakota

III. The International Reading Association National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction

Alan Farstrup – Executive Director, International Reading Association

IV. The Research Agenda for the IRA Commission on Teacher Excellence in Reading Teacher Education

Cathy Roller – Director of Research, International Reading Association

Discussant: Anne P. Sweet – OERI

Paper Session

12:50 – 2:10 p.m. • Scribe

Tutoring: From the Perspective of Tutor, Children and Evaluator

Chair: Jennifer Day – SUNY/Albany

- I. Evaluation of an America Reads Program: Does it Work?**
Abha Gupta – Old Dominion University/Virginia
- II. From University Classrooms to Elementary Schools: The Recent and Past Literacy Experiences of Latino/a America Reads Tutors**
Jennifer Day – SUNY/Albany
Melissa Cedeno – SUNY/Albany
- III. A Comparison of Running Records to Other Assessment Tools for Purposes of Determining Reading Levels and Administration Time**
Virginia Daniels – Fraser Public Schools/Oakland University
Kelley Walters – North Branch Area Schools/Oakland University
Sandy Biondo – Oakland University
Marcella J. Kehus – Berkley Michigan Schools/Oakland University

Paper Session

12:50 – 2:10 p.m. • Sussex

Stakeholders' Perceptions of State Assessments

Chair: Heather M. Pleasants – CIERA/Michigan State University

- I. Teachers' Perspectives on State Education Reform**
Colleen T. Hayes – University of North Carolina/Greensboro
Terry S. Atkinson – University of North Carolina/Greensboro
Samuel D. Miller – University of North Carolina/Greensboro
- II. It Starts as a Rumor: Teacher and Parent Perceptions of Literacy Evaluations Mandated by State & District Policies**
Karen F. Thomas – Western Michigan University
Mary Alice Barksdale-Ladd – University of South Florida
- III. Policymakers' Perceptions of State Education Reform: What Happens When You Swim Upstream?**
Terry S. Atkinson – University of North Carolina/Greensboro
Samuel D. Miller – University of North Carolina/Greensboro

Paper Session

12:50 – 2:10 p.m. • Exhibit Hall H/I

Talk About Text

Chair: James A. Erikson – University of Western Colorado

- I. Getting the Picture: Talk About Story in a Kindergarten Classroom**
Cory Cooper Hansen – Arizona State University/Tempe
- II. Helping Each Other: Scaffolding Responses to Literature for Linguistically Diverse Middle School Students**
Ruth A. Hough – Georgia State University
Karen A. Norton – East Cobb Middle School/Georgia
- III. A Prosody in Performance: Talking the Text in Elementary School**
James A. Erikson – University of Western Colorado

Paper Session

12:50 – 2:10 p.m. • Windsor

Literacy and Cultural Diversity

Chair: Jeanne R. Paratore – Boston University

- I. Becoming Successful Readers: A Volunteer Tutoring Program for Culturally Diverse Students**
Margaret A. Moore-Hart – Eastern Michigan University
- II. Parallels Between Two Domains: Addressing Multicultural Education Through State English and Language Arts Standards**
Stacey E. Henderson-Leftwich – Rowan University
- III. Interrelations Among Reading Skills, Reading Motivations and Reading Strategies for Different Socio-Cultural Groups in the Intermediate Grades**
Willy van Elsäcker – University of Nijmegen/The Netherlands
Ludo Verhoeven – University of Nijmegen/The Netherlands

Symposium

12:50 – 2:10 p.m. • Scotland C

Reading Research, Practice, and Policy: Issues and Investigations in a New Policy Context

Chair: P. David Pearson – CIERA/Michigan State University

- I. Early Reading Policy: Interest Groups and Policy Processes**
Cecil Miskel – CIERA/University of Michigan
- II. The Congruence of State Standards and State Assessments: Is there Hope for the Title I Alignment Strategy**
Karen K. Wixson – CIERA/University of Michigan
Maria Chesley-Fisk – CIERA/University of Michigan
- III. Discretion in the Translation of Research to Policy: A Case from Beginning Reading**
Barbara M. Taylor – CIERA/University of Michigan
Richard Anderson – CSR/University of Illinois/Urbana-Champaign
Kathryn H. Au – University of Hawaii
Taffy E. Raphael – CIERA/Oakland University

Discussant: Sheila Valencia – University of Washington

Symposium Double Session

12:50 – 2:10 p.m. • Scotland A

Part 1

From Theory to Practice: Fostering Literacy Growth Through Technology

Chair: David Reinking – University of Georgia

- I. Theoretical Perspectives about Literacy and Technology: Convergence in a Deictic World**
Donald J. Leu – Syracuse University
- II. Case-Based Learning Theories: Not Just for Learners Any More**
Betsy Baker – University of Missouri/Columbia
Judy M. Wedman – University of Missouri/Columbia
Laurie Kingsley – University of Missouri/Columbia
Kyeong-Hee Rha – University of Missouri/Columbia
- III. Group Communication and Communicative Intent: Uses and Perceptions of Listservs in Preservice Literacy Education Courses**
Charles K. Kinzer – Vanderbilt University

Discussant: David Reinking – University of Georgia

Roundtables**2:20 – 2:55 p.m. • Islander**

1 *A Case of Resilience: The Influence of Home and Community on Achievement Orientation Toward Literacy*

Lilia D. Monzo – CIERA/University of Southern California
Robert S. Rueda – CIERA/University of Southern California

2 *The Nesting of Challenges: When America Reads*

Carol Vukelich – University of Delaware
Mary Roe – University of Delaware
Kristina Najera – University of Delaware

3 *A Young Childs Responses to Information Books: An Analysis of Child-Initiated Statements During Three Years of Parent-Child Book-Sharing Events*

Ida K. Maduram – University of Illinois/Chicago

4 *Constructing Collaboration in Professional Development Schools: Achieving Community and Organizational Change*

Mary Beth Sampson – Texas A&M University/Commerce
Martha M. Foote – Texas A&M University/Commerce

5 *Portfolios: Learning Transfer from University to Public Schools Classrooms*

Madge T. Craig – University of North Texas
Alexandra G. Leavell – University of North Texas
Diane D. Allen – University of North Texas

6 *Beyond Methods: Integrating Literacy, Science, and Math in Preservice Experiences*

Carol V. Lloyd – University of Nebraska/Omaha

7 *What Do First Grade Children Learn from Literature-Based Reading/Writing Instruction?*

Beverly E. Cox – Purdue University
Jiening Ruan – Purdue University

8 *Gendered Response Patterns of Same-Sex and Mixed-Sex Peer-Led Literature Discussions*

Peggy Rice – Ball State University

9 *Increasing Content Area Literacy in Elementary and Secondary Rural, Low SES Schools*

Nancy Michelson – Salisbury State University
Laurie Andes – Salisbury State University

10 *Multiple Forms of Evidence: A Longitudinal Case Study of Student Achievement*

Rebecca Rogers – SUNY/Albany
Virginia J. Goatley – SUNY/Albany

11 *Cases of Middle Grades Preservice Teachers Who Want to Be Culturally Responsive: Ways They Scaffold Literacy Learning during Content Area Instruction*

Janine Kaste – Georgia State University/Atlanta

Symposium Double Session**2:20 – 3:40 p.m. • Scotland A****Part 2**

From Theory to Practice: Fostering Literacy Growth Through Technology, continued

IV. *A Young Child Learns to Make Sense of Informational CDs During Kindergarten Thematic Studies*

Linda D. Labbo – University of Georgia
George Font, III – University of Georgia
Melanie R. Kuhn – University of Georgia

V. *Integrating Talking Books into a Second-Grade Classroom: Their Impact on Struggling Readers*

Michael C. McKenna – Georgia Southern University
Ellen Cowart – Bulloch County/Georgia Public Schools

VI. *Electronic Book Club Conversations Between Preservice Teachers and Fifth-Grade Students*

Ronald D. Kieffer – University of North Dakota
Shelby J. Barrentine – University of North Dakota

Discussant: David Reinking – University of Georgia

Symposium**12:50 – 2:10 • Knave**

Increasing the Literacy Achievement of Children in Urban Schools: Studies of Teachers' Learning, Development, and Practice

Chair: Sharon G. Rollow – University of Chicago

I. *The Impact of the Literacy Collaborative Framework on K-2 Urban Students' Learning*

Gay Su Pinnell – Ohio State University
David Kerbow – University of Chicago

II. *An Examination of Classroom Teachers' Thinking and Practice*

Linda Wold – University of Chicago
Colleen Y. Griffiths – Midwestern State University
Carmen Manning – University of Chicago

III. *Understanding Literacy Coordinators' Reasoning and Actions While Coaching Primary Classroom Teachers*

Carol A. Lyons – Ohio State University
David Kerbow – University of Chicago
Virginia Watson – University of Chicago

Discussant: Anthony Bryk – University of Chicago

Symposium

2:20 – 3:40 p.m. • Exhibit Hall E/G1
Contexts and Practices of Successful Schools Within a Standards-Based Environment
Chair: Patricia A. Daniels – University of Vermont

I. Theoretical and Empirical Basis for the Study of Successful Schools in Vermont

James Mosenthal – University of Vermont
Marjorie Lipson – University of Vermont

II. Context and Practices of Successful “Uptown” School

Jane Mekkelsen – University of Vermont
Susan Sortino – University of Vermont
James Mosenthal – University of Vermont

III. Context and Practices of Successful “Main Street” Schools

Marjorie Lipson – University of Vermont
Barbara Russ – University of Vermont

IV. Context and Practices of Successful “Country” Schools

Marjorie Lipson – University of Vermont
Barbara Russ – University of Vermont
Susan Sortino – University of Vermont

Discussant: Kathryn H. Au – University of Hawaii

Symposium

2:20 – 3:40 p.m. • Knave
Kindergarten Literacy Assessment as a Prelude to Effective Early Intervention
Chair: Janet W. Bloodgood – Appalachian State University

I. Assessment of Phonological and Literacy Development Across a 2-Year Span: A Preliminary Analysis

Janet W. Bloodgood – Appalachian State University
Darnell Morris – Appalachian State University

II. Phonological Awareness Literacy Screening: What Virginia Kindergartners Know About Sound and Print

Marcia Invernizzi – CIERA/University of Virginia

III. Spotlight Schools: Success Stories from High-Risk Kindergartens

Joanne D. Meier – CIERA/University of Virginia

Discussant: Anne McGill-Franzen – SUNY/Albany

Symposium

2:20 – 3:40 p.m. • Exhibit Hall H/I
Literacy and Learning with Internet Technologies: Descriptive Studies of K-12 Educators, Literacy Education Courses, and the Harvard Literacy Lab
Chair: Laura Payne-Bourcy – Syracuse University

I. Teachers on a Journey: Literacy and Learning in the Connected Classroom

Rachel A. Karchmer – Virginia Commonwealth University

II. The Future is Now: Using On-Line Interaction in Literacy Teacher Education Courses

Carole S. Rhodes – Adelphi University

III. Creating a Web Site to Promote Authentic Literacy Activities: Harvard’s Literacy Laboratory Model

Julie M. Wood – Harvard Graduate School of Education

Discussant: Donald J. Leu – Syracuse University

Symposium

2:20 – 3:40 • Scribe
Improving Reading Achievement Across School: Research on Reading Beyond the Primary Grades
Chair: Elizabeth Birr Moje – CIERA/LeTUS/University of Michigan

I. What’s the Water Like Where You Live? Toward Culturally Responsive Science and Literacy Curricula

Elizabeth Birr Moje – CIERA/LeTUS/University of Michigan
Tehani Collazo – LeTUS/University of Michigan

II. A Cross-Age Tutoring Intervention in Reading for Third and Fourth-Grade Children

Barbara M. Taylor – CIERA/University of Minnesota

III. Read-2-Succeed

Mary Ellen Vogt – CIERA/California State University/Long Beach

Discussant: Donna E. Alvermann – University of Georgia

Symposium

2:20 – 3:40 p.m. • Exhibit Hall F/G
Reconciling the Cognitive and the Social in Conceptualizing Literacy Processes
Chair: Mary McVee – University of Nevada/Reno

I. The Once and Future Status of Schema Theory in Social Conceptions of Reading Comprehension

Mary McVee – University of Nevada/Reno
James Gavelek – Oakland University

II. Individual Mental Functioning in a Sociocultural Context: Schematic Representations of Cultural Knowledge in Comprehending Text

Kailionne Dunsmore – Michigan State University

III. Sound Meanings: The Role of Prosody in Children’s Comprehension of Text and Developing Sense of Voice

James A. Erikson – University of Western Colorado

IV. Genre Knowledge as Writer’s Schema

Marcella J. Kehus – Oakland University/Berkley, Michigan, School District

Discussant: Richard C. Anderson – University of Illinois/Urbana-Champaign

Paper Session

2:20 – 3:40 p.m. • Sussex
Issues and Interventions for Special Education
Chair: Mary S. Rozendal – SUNY/Buffalo

I. Learning to Participate in a Research Community: Writing Scientific Texts in Primary Grade Special Education Classrooms

Paul F. Conway – Cleveland State University

II. Quarks, Jaguars, and Fractal Walks Down Wall Street: How Connectionist Models of Reading Miss the Point in Employing Systems Concepts to Interpret the Causes of Reading Disability

David B. Yaden, Jr. – CIERA/University of Southern California

III. L.E.A.P.: Literacy Intervention Model, Year 3

Sharon Arthur Moore – Peoria Arizona Unified School District
Linda R. Bromert – Peoria Arizona Unified School District

Paper Session

2:20 – 3:40 p.m. • Exhibit Hall C1/D1
Understanding Reading Success for Schools Considered at Risk
 Chair: Susan I. McMahon – National-Louis University

I. A Cross Case Analysis of Successful Early Reading Programs in High Poverty, High Performing Schools
 Martha A. Adler – CIERA/University of Michigan
 Charles Fisher – CIERA/University of Michigan

II. Re-Designing a Volunteer Tutoring Program: Participants' Implementation of and Reaction to a Research-Based Literacy Curriculum
 Joyce E. Many – Georgia State University
 Lori Elliott – Georgia State University
 Frances Howard – Hands On Atlanta Schools Program
 Bobbie Hiltbrand – Georgia State University

III. Examining Instructional Networks: A Tale of One Urban Elementary School
 Patricia A. Edwards – CIERA/Michigan State University
 Jennifer C. Danridge – CIERA/ Michigan State University

Paper Session

2:20 – 3:40 p.m. • Exhibit Hall C/D
Developing Exemplary Teachers of Literacy
 Chair: Cheryl Dozier – SUNY/Albany

I. Interpreting Learning in the Discourse of the Portfolio Process: Assessing the Levels of Thinking
 Carol D. Wickstrom – Texas Woman's University

II. Are Novice Teachers Ready to Teach Literacy?: Beginning Teacher and Mentor Perceptions in Two States and Policy Implications
 Jill D. Lewis – New Jersey City University
 Janet C. Richards – University of Southern Mississippi

III. Linking Literacy and Technology: The State of Georgia's Initiative for Reading Endorsement
 Joanne Ratliff – University of Georgia
 Toni Bellon – North Georgia College and State University
 Elaine Roberts – University of West Georgia

Alternative Format

2:20 – 3:40 p.m. • Exhibit Hall A/B
Diving for the Pearls: Metaphor as a Cross-Cultural Research Tool
 Chair: Susan S. Smith – Drake University

Our purpose in this alternative session is to present ways in which metaphor can be used as a research tool in accessing participants' understandings in cross-cultural/cross lingual research settings. More specifically, we provide examples from our work in the Republic of Georgia with the Reading and Writing for Critical Thinking (RWCT) Project to illustrate ways in which metaphors can access tacitly-held conceptualizations of teachers' roles in supporting students' critical thinking and active learning. Additionally, we will invite participants to participate in breakout sessions to consider the implications of metaphors from teachers in The Republic of Georgia, and to generate and analyze their own metaphors. We will begin the session by presenting the theoretical grounding of the use of metaphor as a research tool, and then will share examples of these from our data. This will be followed by the breakout sessions previously described. The session will close with comments from the discussant and open discussion.

Participants: Penny Oldfather – The University of Georgia
 Cynthia Hynd – The University of Georgia
 Jan Bernath – Ingham Intermediate School District/Mason, Michigan
 Susan S. Smith – Drake University

Discussant: Jane West – Agnes-Scott College

Alternative Format

2:20 – 3:40 p.m. • Scotland B
Hyper/Text/Scholarship:

Trans {lation
 formation

URL: <http://www.oakland.edu/~mceneane/nrc/conf99>
Chair: John E. McEneaney – Oakland University

Although educators and scholars have shown great interest in electronic text, most efforts to create online scholarly work have relied on a traditional linear format. Most online journals, for instance, consist of articles formatted in a single large file, sometimes elaborated with links to supporting multimedia, to sections within the same file, or to reference entries. This approach to formatting electronic scholarship is fast and easy, we simply apply new technologies to recreate an older way of doing things, like medieval scribes who used quill pens to replicate "chiseled" letterforms originally designed for stone. But this approach to electronic scholarship does little to extend the boundaries of our traditional ways of thinking about reading and writing, it is essentially a "translation". It is the purpose of this alternative format session to consider the capacity of the new technologies of literacy for both translation and transformation of scholarship in literacy.

I. Me and My Hypertext Revisited: A Multiple Digression Analysis of Technology and Literacy (sic).
 David Reinking – University of Georgia

II. Visualizing and Assessing Reader Navigation in Hypertext
 John E. McEneaney – Oakland University

III. Challenges of Publishing Professional Reading Journals On-Line
 Martha Dillner – University of Houston/Clear Lake

Links to online papers and the session discussion site are available at the URL indicated above.

FRIDAY

Alternative Format

2:20 – 3:40 p.m. • Scotland C

English as Experienced in Programs Where Students are Beating the Odds: Three Case Studies

Chair: Rita Foy – OERI/Washington, D.C.

This session offers research reports of three case studies of English/language arts teachers in programs where students perform better than students in comparable schools. The case studies, each of which is based on one to three years of research in diverse middle and high schools in New York, Florida, California, and Texas are part of a large, federally-funded research project conducted by the National Center for English Learning and Achievement. The director of the project will provide an overview of the project, including salient findings, after which overviews of each of the three case studies will be presented by the individual researchers who have been closely studying the features of English instruction that make a difference for student achievement. After these presentations, researchers and participants will break into groups to discuss questions and issues which the presentations have raised.

I. Beating the Odds: Programs of Excellence in English
Judith Langer – CELA/SUNY/Albany

II. English as an Enabling and Empowering Experience
Tanya Manning – CELA/SUNY/Albany

III. English as Enacted in an Outstanding Language Arts Program: Avenues for Literacy Growth and Vistas for Mindful Community in Two 7th Grade Classrooms
Eija Rougle – CELA/SUNY/Albany

IV. English as Experienced in the Neighborhood Academic Initiative: Connecting Community, Curriculum, and College
Anita Stevens – CELA/SUNY/Albany

Discussant: Sherry Guice – CELA/SUNY/Albany

Roundtables

3:05 – 3:40 p.m. • Islander

1 Sharing the Experience: Teacher and Professor Team Teach Reading to First Grade Students
Linda K. Billman – Ashland University
Debra McNaull – Montgomery Elementary School/Ashland, OH

2 Supervision of Paraprofessionals (New IRA Standard for Reading Professionals): Evaluation of the Advanced Reading Clinic Experience
Barbara P. Laster – Towson University/Maryland

3 Incorporating Gardner's Theory of Multiple Intelligences in the Literacy Instruction of ESL Children
JoAnn Parla – SUNY/Fredonia
Melinda Karnes – SUNY/Fredonia
Patricia Chrosniak – SUNY/Fredonia

4 Embedding Early Literacy Interventions in Ecologically Sound Transitions from Head Start to Kindergarten: Pueblo Culture, Public School Culture, Head Start Culture
Laura B. Smolkin – CIERA/University of Virginia
Joseph H. Suina – CIERA/University of New Mexico

5 Literacy Education Courses as a Vehicle for Promoting the Research and Leadership Skills of Minority Teachers
Margaret J. Maaka – University of Hawaii

6 "Am I Doing This Right?": Teacher Assistants Construct and Reconstruct Meanings of Literacy Instruction
Hong Xu – Texas Tech University

7 The Construction of Meaning Through Intertextual Connections in a Third Grade Literature-Based Classroom
MariAnne George – CIERA/Oakland University/Rochester Community Schools

8 Understanding Fictional Others: A Reader-Response Study of How Sixth Graders Relate to and Understand Characters Unlike Them
April D. Nauman – Northeastern Illinois University/Chicago

9 "We're Scientists, Right?" Exploring the Discourse Genres of Science in Integrated Primary-Grade Science Inquiries
Christine C. Pappas – University of Illinois/Chicago
Maria Vacelas – University of Illinois/Chicago
Anne Barry – Jungman Elementary School
Amy O'Neill – Alexander Hamilton Elementary School

10 Sink or Swim?: Two Interpretations of Titanic's Message for Adolescent Female Viewers
Monie Hayes – University of Iowa
Yasuko Akiyama – University of Iowa
Margaret Finders – University of Iowa

SPECIAL SESSION
3:50 p.m. – 5:10 p.m. • Pavilion

Literacy Education in the Process of Community Development
Kathryn H. Au – University of Hawaii

The literacy education and home and school literacy experiences of preservice teachers are discussed in the context of teacher education. Efforts are aimed at increasing numbers of native Hawaiian's schools in their communities. Research on this effort, a sociohistorical prospect, looks at the connections among literature, schooling, and cultural identity in the lives of service and mentor teachers in the history of education in Hawaii.

This research suggests that, through connections to diversity, local communities, literature and teacher education efforts may contribute to the process of community development and social change.

Chair: Taffy E. Raphael – President-Elect, NRC/Oakland University

Notes

FRIDAY

TIME	EVENT	PLACE

<h1 style="margin: 0;">Events of the Day</h1>	<h2 style="margin: 0;">Saturday</h2>
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TIME	EVENT	ROOM
7:00 – 8:25 a.m.	NRC Research Dissemination Committee Martha Ruddell	Knave
7:00 – 8:25 a.m.	CERRIUS Committee James Cunningham	Scribe
7:25 – 8:25 a.m.	Study Groups and Birds of a Feather	Scotland B/C
8:00 a.m. – noon	Registration	Great Hall Booth
8:00 a.m. – noon	Silent Auction	Oxford
8:30 – 9:50 a.m.	Sessions and Roundtables	See Schedule
8:30 – 9:50 a.m.	America Reads Work Study Chair: Carol Rasco – U.S. Dept. of Education	Scotland A
10:00 – 11:20 a.m.	Research Address <i>Culture in Literacy Education: Thirteen Ways of Looking at a Blackbird</i> Susan Florio-Ruane – Michigan State University Presentation of Albert J. Kingston Award	Pavilion
11:30 – 1:00 p.m.	Lunch	on your own
11:30 – 12:30 p.m.	Handbook of Reading Research Roundtables Facilitator: Michael L. Kamil – Stanford University	Scotland B/C
1:00 – 2:00 p.m.	NRC Executive Board Meeting	Cloister
2:00 – 5:00 p.m.	Board of Directors/ Committee Chair Meeting	Cloister
9:00 p.m. – midnight	Vital Issues Join your colleagues	Lobby Lounge

Saturday**December 4, 1999****SPECIAL SESSION****8:30 a.m. – 9:50 a.m. • Scotland A****Communities Taking the Challenge:
The America Reads Challenge****Chair: Lesley Mandel Morrow – Rutgers University**Joseph C. Conaty — Director, Reading Excellence Program,
U.S. Department of Education, Washington, DCCarol H. Rasco – Senior Advisor to Secretary Riley, U.S.
Department of Education and Director, America Reads
Challenge, U.S. Department of Education, Washington, DC**Discussant: Lesley Mandel Morrow – Rutgers University****Alternative Format****8:30 – 9:50 a.m. • Exhibit Hall H/I****Large-Scale Early Reading Assessment:
Challenges, Strategies, and Implications****Chair: Sharon O'Neal – Texas Education Agency**

This alternative session is focused around issues concerning early reading assessment conducted at state, district, or school-wide levels. It begins with a review of one statewide, standards-based early reading assessment as an interesting example of balancing the public's need for accountability with educators' need for a developmentally appropriate, valid, reliable and useful assessment. This particular assessment involves teachers individually assessing the reading accuracy and comprehension of second graders. The session begins with brief, interrelated presentations concerning the context, implementation and impact of this assessment and then involves participants in small group discussions concerning challenges, strategies and impact of other large scale assessments being implemented or initiated in other locales. The session concludes with debriefing from the small group discussions, and then closes with comments from the discussant, noting commonalities and suggesting further issues for discussion.

I. One Example of Large-Scale Early Reading Assessment: Context and Implementation

Marjorie Lipson – University of Vermont

Susan Biggam – Vermont Department of Education

II. Challenges Faced and Strategies Used

Dan Connor – Ludlow Elementary School/Vermont

Jane Mekkelsen – University of Vermont

Susan Biggam – Vermont Department of Education

III. Implications: Information Gained, Lessons Learned and Lingering Questions

Marjorie Lipson – University of Vermont

Jane Mekkelsen – University of Vermont

Dan Connor – Ludlow Elementary School/Vermont

Susan Biggam – Vermont Department of Education

Discussant: Sheila Valencia – University of Washington**Alternative Format****8:30 – 9:50 a.m. • Exhibit Hall F/G****The Theory and Practice of Teachers' Stories:
From Parallel Inquiry to Synthesis****Chair: Catherine K. Zeek – Texas Woman's University**

This alternative format session offers an opportunity for interaction among literacy professionals with diverse perspectives on narrative, interactive analysis of narrative, and teachers' professional development. Recent research highlights the role of narrative in making visible teachers' thought processes, encouraging reflection, and identifying events that lead to change in beliefs. The session will use the strategy of transactional inquiry to engage participants in analyzing, writing, and sharing stories of professional development. Participants will also initiate a discussion of the challenges and values of this process in ongoing work with inservice and pre-service teachers. The session closes with a report from the discussant who will synthesize the conversation, including the parallel inquiries in which we are currently engaged, questions generated during the session, and possible directions for future collaboration and engagement.

Participants: Carole Walker – Texas A&M University/Commerce
Martha M. Foote – Texas A&M University/Commerce

Discussant: Jo Anne Ollerenshaw – University of
Nebraska/Lincoln

Alternative Format**8:30 – 9:50 a.m. • Exhibit Hall E/G1****Exploring a Literacy Hypermedia Environment:
Learning from Your Own Journeys Through the
Reading Classroom Explorer****Co-Chairs: Devon G. Brenner – University of Southern
Mississippi**

Joan E. Hughes – CIERA/Michigan State University

The purpose of this alternative session is to provide a forum for teacher educators to explore Reading Classroom Explorer (RCE), an Internet based hypermedia environment designed to help pre-service teachers study and reflect on a wide variety of successful literacy teaching practices in academically, economically and racially diverse classrooms. For most readers, hypermedia texts are relatively unfamiliar terrain. Little is known about how users of hypermedia go about "reading" and learning from those texts. This alternative session will give you a chance to explore hypermedia yourself and hear about how students experienced using it. Prior to the conference, interested participants should visit the RCE website (<http://reading.educ.msu.edu/rce>). Once a userid and password are obtained, participants will be invited to make use of the interactive and collaborative spaces in RCE and to draw on that use as they become active participants during the conference session. The conference session is divided into four parts: (1) background information on RCE; (2) participants react to and discuss their journeys through RCE; (3) stories of several novice users' journeys through RCE; and (4) a comparison of participants' and novice users' journeys. The session closes with a discussion of implications for using RCE in the teacher education classroom.

Participants: Devon G. Brenner – University of Southern Mississippi
Joan E. Hughes – CIERA/Michigan State University
Richard E. Ferdig – CIERA/Michigan State University
Mary McVee – University of Nevada/Reno
Patricia Norman – CIERA/Michigan State University
Becky E. Packard – CIERA/Michigan State University
Laura R. Roehler – CIERA/Michigan State University

Discussant: P. David Pearson – CIERA/Michigan State University

Alternative Format

8:30 – 9:50 a.m. • Westminster

Collaborative Knowledge Construction: Participation in a Professional Research/Writing Group

Chair: Lora L. Lawson – Ohio State University

The research process, like the reading/writing processes, is often viewed as an individual pursuit, sometimes competitive rather than cooperative in nature. This alternative session provides a forum for reflection and sharing for those interested in professional research/writing collaboratives. The session begins with reflective writing by the audience for the purpose of clarifying goals and needs for participating in a research/writing collaborative. Through simulation the members of a successful research/writing collaborative then share the format of their group and the individual and group sense-making of their collaboration over two years. Next, via concurrent discussion groups, audience members share experiences, needs, and goals related to participating in research/writing collaboratives. The session ends with a summarizing discussion of the research on collaborative research/writing, and directions for future research.

Participants: Cynthia D. Bertelsen – Bowling Green State University
Karin Dahl – Ohio State University
Colleen Y. Griffiths – Midwestern State University
Issac Willis Larison – Nannie Lee Frayser Elementary School
Lora L. Lawson – Ohio State University

Alternative Format

8:30 – 9:50 a.m. • Knave/Scribe

Phonics Software: Multiple Perspectives on Design and Development

Chair: Richard D. Robinson – University of Missouri/Columbia

I. Issues of Phonics Software Design: Reflecting Best Practice and Teacher Expectations

Michael C. McKenna – Georgia Southern University

II. Issues of Phonics Software Design: Optimizing Instructor and Learner Goals

Charles K. Kinzer – Vanderbilt University

III. Development of Commercial Phonics Software: A View from the Publisher

Steven A. Stahl – University of Georgia

Emily Johnson – McGraw-Hill School Publishing

IV. Panel Discussion

Emily Johnson – McGraw-Hill School Publishing

Charles K. Kinzer – Vanderbilt University

Michael C. McKenna – Georgia Southern University

Steven A. Stahl – University of Georgia

Alternative Format

8:30 – 9:50 a.m. • Exhibit Hall A/B

Future Research Directions: Examining Four Methodologies

Chair: David Bloome – Peabody College/Vanderbilt University

This alternative session is designed to explore four research methodologies and stimulate discussion about the research ahead, particularly future shifts in methodologies that relate to the issues, populations, and contexts for research. The symposium is an opportunity to develop through discussion a broader sense of what literacy professionals are thinking about when they consider research methodologies for the 21st century.

I. Texts, Practices, and Discourse Analysis: Definitions and Approaches to the Use of Discourse Analysis in the Study of Language and Literacy

David Bloome – Peabody College/Vanderbilt University

Mary Beth Morton – Peabody College/Vanderbilt University

Stephanie Power – Peabody College/Vanderbilt University

Nora Shuart – Peabody College/Vanderbilt University

Sheila Otto – Peabody College/Vanderbilt University

II. Critical Literacy Theory

Arlette Willis – University of Illinois

III. Philosophical and Theoretical Foundations for Interpretive Research

George Kamberelis – Purdue University

Greg Demitriodis – Purdue University

IV. Integrating Qualitative and Quantitative Research

Karin Dahl – Ohio State University

V. Research Methodologies for the Future: A Critical Perspective

JoBeth Allen – University of Georgia

Paper Session

8:30 – 9:50 a.m. • Senate/Gallery

Building Collaborative Relationships through Literature Conversations

Chair: Patricia E. Enciso – Ohio State University

I. The Role of Text in Peer-Led Literature Circles in the Secondary Classroom

Patricia Paterson – Georgia State University

II. Shifting Roles of Responsibility: Scaffolding Students' Talk during Literature Discussion Groups

Beth Maloch – Vanderbilt University

III. What Happens to Book Talk When the Author Joins the Literature Circle?

Nancy L. Roser – University of Texas/Austin

Miriam G. Martinez – University of Texas/San Antonio

Jeanette Ingold – Children's Author

Heather Mroska – St. Mary's School

Paper Session

8:30 – 9:50 a.m. • Exhibit Hall C1/D1
Getting Published in NRC Publications
 Chair: Susan B. Neuman – Temple University

This session is designed for all scholars interested in writing for NRC publication. It 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
 Tom Bean – University of Nevada/Las Vegas
 Bonnie Konopak – University of Oklahoma

Alternative Format

11:30 – 12:30 a.m. • Scotland B/C
**Reading Research at the Turn of the Millennium:
 The Handbook of Reading Research, Volume IV
 Revealed**

Chair: Michael L. Kamil – Stanford University

The Handbook of Reading Research, Volume III, will be published in 2000. The royalties from the sale of the Handbook are to be used to promote reading research under the auspices of The National Reading Conference. This session will introduce the Handbook, provide background on the processes used to develop an organizational structure, and select topics and authors. The session will begin with an overview of the process given by the four editors. Following that overview, there will be a series of three twenty-minute roundtable sessions. In each of those sessions, individual authors will be able to discuss their work with small groups of conference participants.

Section 1: *Literacy Research Around the World*

Section 2: *Methods of Literacy Research*

Section 3: *Literacy Processes*

Section 4: *Literacy Practices*

Section 5: *Literacy Policies*

A complete list of all titles and Handbook Chapter authors will be available at the conference registration desk.

Facilitator: Michael L. Kamil – Stanford University

Panelists: Peter B. Mosenthal – Syracuse University

P. David Pearson – CIERA/Michigan State University

Rebecca Barr – National-Louis University

NATIONAL READING CONFERENCE**RESEARCH REVIEW**

10:00 a.m. – 11:20 a.m. • Pavilion

***Culture in Literacy Education: Thirteen Ways
 of Looking at a Blackbird***

**Susan Florio-Ruane – CIERA/Michigan State
 University**

Culture is at once so ordinary as to go unnoticed and so important as to be idealized. What and how does culture mean to those who theorize and practice literacy education? Like "literacy," the idea of "culture" is one for which we seek essential definitions. We wish to frame and freeze a concept, to define culture once and for all—and for all purposes. We especially wish to do this to standardize the educational experience of youngsters within our schools. But, like literacy, culture does not submit to easy definition and how we understand culture shapes and colors literacy education—its goals, policies, and practices. My paper surveys four representations of culture influential in literacy education: "culture" in multiculturalism; "culture" in modern ethnography; postmodern, feminist views of culture; and "culture" in cultural psychology. The review is guided by the question: How can understanding culture's complexity inform our work as theorists and practitioners of literacy education?

Chair: Susan B. Neuman – Temple University

Appendix I

Donor Recognition List

NRC would like to recognize the following individuals for their voluntary contributions, thus helping NRC to continue pursuing a range of goals, including the support of literacy research projects and the conference attendance of emerging scholars.

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 Heriberto Godina (1998 – 2000)

Area II: Literacy Processes: Long-standing NRC Emphasis

Jay Blanchard (1997 – 1999)
 Lyndon Searfoss (1997 – 1999)

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Janice F. Almasi (1998 – 2000)

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Area XIII: Other

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colin.harrison@nottingham.ac.uk

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Rachel Salas
Carol Vacek
1997-2000
Chip Bruce
Carmen Coballes-Vegas
Glenn De Voogd
Cara Garcia
Dennis Mike
Ann Pailliotet
Mary Beth Sampson
1998-2001
Lee Dubert
Barbara Guzzetti
John McEaney
Michael McKenna
David Rhodes
Michael Sampson
Kenneth Weiss

Appendix V Ad Hoc Committees

Albert J. Kingston

Co-Chairs:

Jim Cunningham (1998-1999)

John George (1998-1999)

Board Liaison: Lesley Morrow

Committee Members:

Donna Alvermann

(recipient 1997)

Ronald Carver

(recipient 1998)

1996-1999

Arlette Ingram Willis

1997-2000

Cathy Collins-Block

Michael Pressley

Karen Wixson

1998-2001

Peter Afflerbach

Rebecca Barr

Patricia Cunningham

Early Career Achievement Award

Co-Chairs:

Susan McMahon (1999-2000)

Barbara Taylor (1999-2001)

Board Liaison: Peter Johnson

Committee Members:

1999-2001

Richard Anderson

Barbara Diamond

Jean Dreher

Jerry Johns

Annemarie Palincsar

Victoria Purcell-Gates

Ed Fry Book Award

Chair:

Laura Roehler (1997-2000)

Board Liaison: Lea McGee

Committee Members:

1996-1999

Nancy Farnan

Yetta Goodman

Rachel Grant

1997-2000

Jo Ann Cleland

Linda Kucan

Mark Sadoski

1998-2001

Rose Marie Codling

Ellen Jampole

Sherry Kragler

Elizabeth Sturdevant

Long Range Planning Committee

Chair: Kathryn Au (1997- 2001)

Board Liaison: Jim Cunningham

Committee Members:

1996-1999

Fenice Boyd

Diane DeFord

Penny Freppon

Judith Green

1997-2000

Sharon Kletzien

Larry Mikulecky

Ralph Reynolds

Karen Wood

1998-2001

Gay Ivey

John O'Flahavan

Tim Rasinski

Diane Tracey

Barbara Walker

Judith Burnison (ex-officio)

Oscar Causey Award

Co-Chairs:

Pat Edwards (1998- 2001)

Lea McGee (1998-1999)

Board Liaison: Doug Hartman

Committee Members:

Donna Alverman

(recipient 1997)

Kathryn Au (recipient 1998)

1996-1999

Vivian Gadsen

Luis Moll

1997-2000

Patty Anders

Diane Schallert

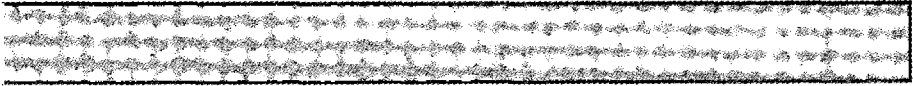
1998-2001

Janice Almasi

Marilyn Chambliss

Doug Hartman

Notes



A series of horizontal lines for taking notes, spanning the width of the page below the 'Notes' header.

TIME	EVENT	PLACE

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APPENDIX

Appendix VIII

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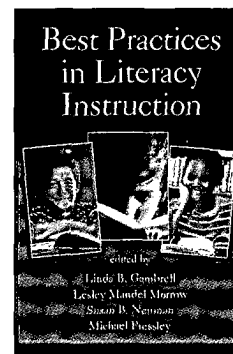
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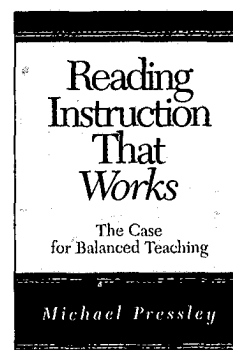
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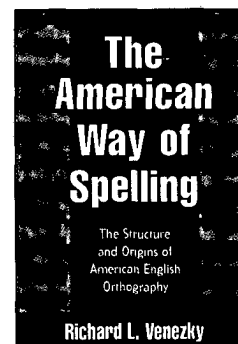
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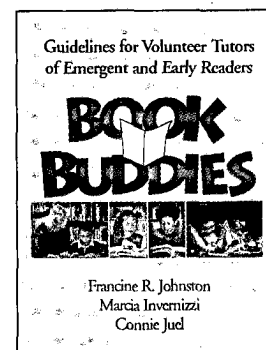
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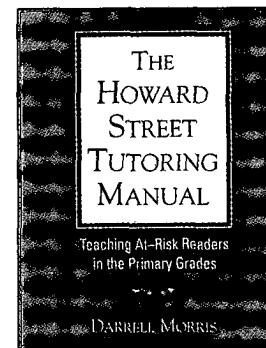
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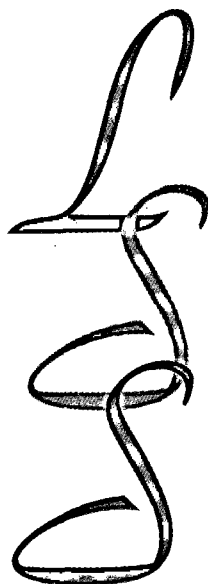
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