
National Reading Conference

51st Annual Meeting

December 5 - 8, 2001

San Antonio, Texas



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NRC/AWARD/RECIPIENTS

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)

Rebecca Barr (1999)

Michael Pressley (2000)

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)

Lea McGee (1999)

Lee Gunderson (2000)

Distinguished Scholar Award

Ann Brown (2000-01)

Early Career Award

Cynthia Brock (1999)

Joyce Many (1999)

Elizabeth Birr Moje (2000)

Student Research Award

Peter Afferbach (1985)

Deborah Wells Rowe (1986)

Maribeth Cassidy Schmitt (1987)

Sally Hague (1988)

Joyce Many (1989)

Douglas Hartman (1990)

Joyce Holt Jennings (1990)

Sarah J. McCarthy (1991)

J. Michael Parker (1991)

Debra K. Meyer (1992)

Janice F. Almasi (1993)

Janet W. Bloodgood (1994)

Ann Watts Pailliotet (1994)

Jane West (1995)

Kathryn H. Davinroy (1996)

Susan J. Dymock (1997)

Lawrence R. Sipe (1997)

Josephine Peyton Young (1998)

Patrick Manyak (1999)

Emily M. Rodgers (1999)

Rebecca Rogers (2000)

Ed Fry Book Award

Elizabeth Bernhardt (1995)

Sarah Warshauer Freedman (1996)

David Reinking (1999)

Michael McKenna (1999)

Linda Labbo (1999)

Ronald Kieffer (1999)

Sarah Warshauer Freedman (2000)

Elizabeth Radin Simons (2000)

Julie Shallhope Kalnin (2000)

Alex Casareno (2000)

The M-Class Team (2000)

NRC PAST PRESIDENTS

Oscar Causey 1952–59

William Eller 1960–61

George Spache 1962–64

Albert Kingston 1964–65

Paul Berg 1967–68

Alton Raygor 1969–70

Wendell Weaver 1971–72

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

Linda B. Gambrell 1998–99

Taffy E. Raphael 1999–2000

NRC 2001

WELCOME

Dear Colleagues:

Greetings everyone! Lee Gunderson, Judi Burnison and Crissy Coit (at NRC Headquarters), and I have had the pleasure of preparing this conference program for the membership and I want to thank each of these individuals for their stellar efforts. Thanks also go to the 14 Area & Study Group Chairs and assistants who adjudicated a huge number of quality proposals submitted for the 2001 conference. I want to acknowledge the outstanding efforts of the following individuals: Kerry Hoffman and Michele Pittard at Purdue University, Heriberto Godina and Carmen Maria Martinez-Roldan at the University of Iowa, Patricia Schmidt at LeMoyne College; Jodi Patrick Holschuh at The University of Georgia; Beth Berghoff and Mitzi Lewison at Indiana University-Purdue University-Indianapolis and Indiana University respectively; Elizabeth Moje and LeeAnn Sutherland, at the University of Michigan; Tom Bean and Lisa Stevens, at the University of Nevada-Las Vegas; Willam Rupley, at Texas A&M University; William Dee Nichols, at the Virginia Tech University; Kelly Chandler-Olcott, at Syracuse University; Pamela Ross and Marva Cappello, at San Diego State University; Eurydice Bouchereau Bauer and Linda Harkins, at the University of Illinois and The University of Georgia respectively; Anne McGill-Franzen and Zhihui Fang, at the University of Florida; Dennis Mike and John McEneaney, at Buffalo State College and Oakland University respectively; and Brenda Shearer, at the University of Wisconsin-Oshkosh. These individuals have worked extremely hard to ensure that we will have papers and presentations of the highest quality at the 2001 NRC Conference.

The 2001 NRC conference site is the Adams Mark Hotel, 111 Pecan Street, East, San Antonio, Texas. The hotel is beautiful and a perfect setting for our conference in terms of space and location. The hotel is only minutes from the airport and is located on the Riverwalk in downtown San Antonio. This means that not only will you be able to attend lots of interesting meetings, but you can also enjoy many cultural and historical sites nearby such as The Alamo, the El Mercado/Market Square, the Majestic Theatre, the Children's Museum, the Riverwalk Mall, and many shops and restaurants that line the river itself. You may walk or take a rivertaxi (available right outside the back entrance of our hotel). Also of interest are Sea World and Six Flags Fiesta Texas (only minutes away from the hotel).

We guarantee a stimulating program for the 2001 conference. We have invited several outstanding Plenary Speakers who will be presenting across the entire four days of the conference. These speakers include Peter Mosenthal, President of NRC; Michael Pressley, 2000 NRC Oscar Causey Award recipient; James Gee, Professor at the University of Wisconsin, Madison; Concha Delgado Gaitan, writer from El Cerrito, California; and James Hoffman, University of Texas, Austin, who has been asked to present the annual NRC Research Address. Of course, the heart of our conference includes the insightful and compelling scholarly work that colleagues bring to share with one another. We will also have legislative and research center panels; opportunities for you to hear about and discuss state, national, and international literacy issues; and participate in committee meetings and a luncheon for the JLR Review Board and a breakfast for members of the Yearbook Review Board. We have also planned several social events where we can enjoy our surroundings and each other's company. For example, we will have a special reception following Peter Mosenthal's Presidential Address on Wednesday evening. This event will be held at the Southwest Arts and Craft Center. This unique 5-acre site is listed on the National Historic Register and used to serve as an Ursuline Academy (young women's school) and Convent. The Center, set on the banks of the San Antonio River, is a five-minute walk from our hotel and has a wonderful garden, limestone patio, and a gazebo, which will be perfect for a reception for all NRC members. We also have a reception on-site at the hotel following the Thursday Plenary Address and our Town Meeting. At this gathering, NRC members will have the opportunity to congratulate NRC award recipients, enjoy the books/materials display, and talk with publishers who are attending our meeting. Don't miss a special raffle on Saturday December 8th at the Research Review Session. You could win a free hotel room (weekend) at the Intercontinental Hotel in Miami, as well as other items. You must be present to win!

This year we piloted a new proposal review system. Specifically, Area 13 asked members to submit proposals electronically and they were reviewed this way as well. This process was a smashing success due to the efforts of John McEneaney and Dennis Mike. We are also trying out a new way of distributing the conference program. The contents will be placed on the website www.nrc.oakland.edu and the official booklet will be handed out at registration instead of being mailed to you prior to the conference. We are piloting this new procedure for the 2001 conference because many NRC members are dedicated to moving us forward in the use of technology to save expenses and trees. We hope you are supportive of these efforts and we value your suggestions for improvement.

In summary, Lee and I (along with Judi and Crissy at HQ and countless other NRC members) have worked to build on the outstanding efforts of past Program Chairs in preparing the 2001 NRC Conference. We are pleased with the quality and diversity of offerings at the conference and the broad range of colleagues presenting papers. We hope that you have an inspiring and educational experience at this year's annual meeting. Welcome to San Antonio and the 51st meeting of the National Reading Conference!

Sincerely,

Deborah R. Dillon, Program Chair

Lee Gunderson, Assistant Program Chair

**Mark your calendar for next Year's NRC Conference in Miami, Florida
(December 4-7, 2002)**

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NRC 2001

General Information

Information about NRC

The National Reading Conference, a not-for-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practices. NRC sponsors a conference each year in late November, early December. The program consists of round table discussions, sessions with nontraditional or alternative formats, symposia, paper sessions, and plenary addresses.

In addition to sponsoring the annual conference, NRC publishes a quarterly journal (*Journal of Literacy Research*); the *NRC Yearbook*, which contains peer-reviewed papers from the previous year's conference; and an IRA-NRC co-sponsored Literacy Studies Monograph Series, a Newsletter, Web Site, 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 11 E. Hubbard Street, Suite 5A, Chicago, IL 60611, Phone: 312/755-0635, Fax: 312/431-8697, E-mail: nrc@smtp.bmai.com or visit our website at <http://nrc.oakland.edu>

Conference and Registration Information

- The 2001 Conference functions will be held at The Adam's Mark Hotel in San Antonio, Texas, December 5 – 8, 2001.
- Please make hotel reservations directly with The Adams Mark Riverwalk at 210.354.2800, Fax: 210.354.2700. The address is: 111 Pecan Street East, San Antonio, Texas. The room rates are \$135/single and \$155/double.
- Registration fees are as follows:

	Advance	On-Site	Daily
Regular Member	\$160.00	\$190.00	\$120.00
Student* or Emeritus	\$ 80.00	\$ 90.00	\$ 50.00
Non-Member	\$190.00	\$220.00	\$140.00

- Registrations must be postmarked by November 16, 2001 to receive the early registration rates. ALL CONFERENCE REGISTRATIONS POSTMARKED ON OR AFTER NOVEMBER 16, 2001 ARE SUBJECT TO THE ON-SITE RATE.
- TO REGISTER: Please download a registration form <http://nrc.oakland.edu> or call NRC Headquarters at 312-755-0635.
- One copy of the NRC Program Book (which will be distributed on-site at the conference) is included with your registration fee. If you would like the program book mailed in advance, you must include \$3.00 for shipping and handling.
- Full registration includes the NRC Yearbook #51, published in December 2002.

NRC 2001

Program

- Program Session Formats**
- 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 research. The three papers submitted individually are grouped by the conference area chair and program chairs.
- Symposium Sessions**
In a symposium session, researchers give individual research 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 discussive formats.
- Joint Session Format**
Joint sessions include a symposium, alternative format, or roundtable session that requires two session slots, back-to-back, to present information about a topic in great breadth and/or depth.

Keynote Speakers



Presidential Address
Defining Reading: Science in Search of Art, or Art in Search of Science?
Peter B. Mosenthal, Syracuse University
Wednesday, 4:45 – 6:00 p.m.
Texas Ballroom



Plenary Address
Words In and Out of Print: The Power of Literacy in Community
Concha Delgado Gaitan
Friday, 4:45 – 6:00 p.m.
Texas Ballroom



Oscar Causey Address
Effective Beginning Reading Instruction
Michael Pressley, University of Notre Dame
Thursday, 10:15 – 11:45 a.m.
Texas Ballroom



Research Address
Historical Trends and Current Issues Surrounding the Vocabulary in Beginning Reading Texts
James V. Hoffman,
University of Texas-Austin
Saturday, 10:15 – 11:45 a.m.
Texas Ballroom



Plenary Address
Reading in "New Times"
James Paul Gee, University of Wisconsin-Madison
Thursday, 4:45 – 6:00 p.m.
Texas Ballroom

NRC 2001

Meetings

	TIME	ROOM	COMMITTEE/EVENT	CHAIR
Daily (Please see page 7 for descriptions of the daily special events)	7:25 a.m. – 8:25 a.m.	Fiesta Pavilion 1	Study Groups	Brenda Shearer
	Lunch Time	Fiesta Pavilion 2	Birds of a Feather	Sara Ann Beach
	9:00 a.m. – evening	Texas Ballroom Preconvenc	Book Display/Silent Auction/ Exhibits	
	9:00 p.m. – Midnight	Lobby Bar	Vital Issues	
Tuesday	8:00 a.m. – 6:00 p.m.	Rose Garden	Board of Directors Meeting	Peter B. Mosenthal
	6:00 p.m. – 7:00 p.m.	Governor's Suite	Board of Directors and Standing Committee Chairs Reception	Peter B. Mosenthal
	5:00 p.m. – 8:00 p.m.	Texas Ballroom Preconvenc	Conference Registration	
Wednesday	7:00 a.m. – 5:30 p.m.	Texas Ballroom Preconvenc	Conference Registration	
	10:00 a.m. – 10:15 a.m.	Texas Ballroom Preconvenc	Coffee Break	
	11:45 a.m. – 1:00 p.m.	Rose Garden	Newcomers' Welcome Luncheon with NRC Board and Committee Chairs	Deborah Tidwell & Joyce Many
	11:45 a.m. – 12:45 p.m.	Executive Salon 3	Distinguished Educator Award Committee	Trika Smith-Burke
	11:45 a.m. – 12:45 p.m.	Executive Salon 2	Oscar Causey Award Committee	Don Leu
	11:45 a.m. – 12:45 p.m.	Executive Salon 1	Publications Committee	Lesley Mandel Morrow
	11:45 a.m. – 1:00 p.m.	Executive Salon 4	Multicultural Issues Committee	Patty Schmidt & Shelly Hong Xu
	4:45 p.m. – 6:00 p.m.	Texas Ballroom	Presidential Address/Presentation of Student Research Award & Early Career Award	Taffy E. Raphael
	6:15 p.m. – 7:30 p.m.	Southwest Craft Center (off-site)	Opening/President's Reception	Deborah R. Dillon
	7:30 p.m. – 8:30 p.m.	Executive Salon 5	Field Council Meeting	Deborah Tidwell & Joyce Many
9:00 p.m. – Midnight	Lobby Bar	Vital Issues		
Thursday	8:00 a.m. – 5:30 p.m.	Texas Ballroom Preconvenc	Conference Registration	
	10:15 a.m. – 11:45 a.m.	Texas Ballroom	Plenary/Oscar Causey Award Address & Presentation of Oscar Causey Award	Peter B. Mosenthal
	11:45 a.m. – 12:45 p.m.	Executive Salon 2	Ethics Committee	Nancy F. Knapp
	11:45 a.m. – 12:45 p.m.	Executive Salon 3	International Issues Committee	Riitta-Liisa Korkeamäki & Jeannie Steele
	11:45 a.m. – 12:45 p.m.	Executive Salon 4	Policy & Legislative Committee	Barbara Kapinus
	11:45 a.m. – 12:45 p.m.	Executive Salon 1	Student Research Award Committee	Maribeth Schmitt & Josephine Young
	11:45 a.m. – 1:00 p.m.	Rose Garden	JLR Editors & Editorial Advisory Board Luncheon	JLR Editors
	4:45 p.m. – 6:00 p.m.	Texas Ballroom	Plenary/Distinguished Educator Award Presentation	Deborah R. Dillon
	6:00 p.m. – 7:00 p.m.	Texas Ballroom	NRC Town Meeting	Newsletter Co-Editors
	7:00 p.m. – 8:00 p.m.	Texas Ballroom Foyer	Reception with Exhibitors	Deborah R. Dillon
9:00 p.m. – Midnight	Lobby Bar	Vital Issues		

NRC 2001

Meetings

	TIME	ROOM	COMMITTEE/EVENT	CHAIR
Friday	7:00 a.m. – 8:30 a.m.	Rose Garden	Yearbook Editors & Advisory Board Breakfast	Yearbook Editors
	8:00 a.m. – 5:30 p.m.	Texas Ballroom Preconvenc	Conference Registration	
	11:45 a.m. – 12:45 p.m.	Directors Room 1	Albert J. Kingston Award Committee	Richard Beach
	11:45 a.m. – 12:45 p.m.	Directors Room 2	Diversity Committee	Laurie MacGillivray
	11:45 a.m. – 12:45 p.m.	Executive Salon 4	Early Career Achievement Award Committee	Jeanne Paratore
	11:45 a.m. – 12:45 p.m.	Executive Salon 3	Ed Fry Book Award Committee	Linda Kucan
	11:45 a.m. – 12:45 p.m.	Executive Salon 2	Long Range Planning Committee	Kathryn H. Au
	11:45 a.m. – 12:45 p.m.	Rose Garden	Technology Committee	Michael Kamil
	4:45 p.m. – 6:00 p.m.	Texas Ballroom	Plenary/Ed Fry Book Award Presentation	Lee Gunderson
	6:00 p.m. – 7:00 p.m.	Texas Ballroom	NRC Annual Business Meeting	Peter B. Mosenthal
	9:00 p.m. – Midnight	Lobby Bar	Vital Issues	
Saturday	7:30 a.m. – 10:00 a.m.	Board Room	Miami Conference Planning Meeting/Breakfast for 2002 Area Chairs	Lee Gunderson & Deborah R. Dillon
	8:00 a.m. – 1:00 p.m.	Texas Ballroom Preconvenc	Conference Registration	
	10:00 a.m. – 10:15 a.m.	Texas Ballroom	Coffee & Rolls Reception & Raffle	Deborah R. Dillon
	10:15 a.m. – 11:45 a.m.	Texas Ballroom	Plenary/Albert J. Kingston Award Presentation	Leslie M. Morrow
	12:00 p.m. – 1:15 p.m.	Directors Room 1	A Conversation about Human Subject Approval	Kathy Short and colleagues
	1:00 p.m. – 2:00 p.m.	Rose Garden	Executive Board Meeting	Deborah R. Dillon
	2:00 p.m. – 5:00 p.m.	Rose Garden	Board Meeting	Deborah R. Dillon
	5:00 p.m. – 6:00 p.m.		Board Reception	
	9:00 p.m. – Midnight	Lobby Bar	Vital Issues	

Conference Closes

NRC 2001

Important Daily Events

Study Groups

Daily

7:25 a.m. – 8:25 a.m.

(Fiesta Pavilion 1)

Coordinator: Brenda Shearer

The purpose of the study groups is to provide a forum for people interested in specific topics or areas, such as teacher education, technology, reading clinics and portfolios. These groups meet informally every morning, and people may attend any or all of the discussions. Many times, these study groups have led to research projects and sessions for subsequent NRC conferences. These sessions are a great way to collaborate with people sharing common research interests. This is also an excellent forum for new people and long-time members to become involved in NRC.

Study Group 1

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

Linnea Ehri – CUNY Graduate Center, Irene Gaskins – Benchmark School,

Francine Johnston – University of North Carolina-Greensboro

Study Group 2

Teaching Literacy through Technology: Today and Tomorrow

Kenneth J. Weiss – Nazareth College of Rochester, Gregory W. Brooks, Nazareth College of Rochester

Study Group 3

Teacher Education Research Study Group (TERSG)

Carole S. Rhodes – Adelphi University, Sheila Cohen – SUNY Cortland

Study Group 4

Adolescent Literacy

Patricia L. Anders – University of Arizona, Elizabeth G. Sturtevant – George Mason University

Study Group 5

Contemporary Approaches to Discourse Analysis

Cynthia Lewis – University of Iowa, Rebecca L. Rogers – Washington University in St. Louis

Study Group 6

Theses? Portfolios? Exams? All Three? Evaluation of M.A. Candidates in Reading

Joy Stone – Montclair State University, Ruth D. Handel – Montclair State University

Study Group 7

The National Reading Conference — Proposal for the Approval of the History of Literacy

Norman A. Stahl – Northern Illinois University

Study Group 8

Reading/Literacy Clinics

Penny Freppon – University of Cincinnati, Barbara Laster – Towson University

Study Group 9

Cross-Cultural Analyses for Literacy Learning

Patricia R. Schmidt – Le Moyne College

Book Display Room, Silent Auction and Exhibits

Wednesday, 9:00 a.m. – 5:00 p.m.

Thursday, 9:00 a.m. – 7:00 p.m.

Friday, 9:00 a.m. – noon

Texas Ballroom Preconvene Area

The silent auction provides a unique opportunity to add to your professional library while bringing revenue to NRC. Professional books will be displayed throughout the conference outside the Texas Ballroom at the times listed above.

As you browse through the books, place your name and bid price on the bidding sheet in each book. Bids must be in increments of no less than \$1.00. The highest bid wins the book. Bidding will close at noon on Friday. Names of the highest bidders will be circled on the bidding sheets.

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. Credit cards are also accepted.

Please be sure to stop by and welcome our exhibitors.

Birds of a Feather

Wednesday, 7:30 p.m. – 8:30 p.m.

Daily, 11:45 a.m. – 12:45 p.m.

(Fiesta Pavilion 2)

Coordinator: Sara Ann Beach

Birds of a Feather is an informal gathering of scholars who want to continue discussions on topics of interest. Specific topics will be posted daily at the NRC Registration Desk.

Vital Issues

Daily, 9:00 p.m. – midnight

Lobby Bar of the Adam's Mark

Vital Issues is a forum for conference attendees to meet in an informal setting. Many of the day's presenters will be present to discuss, clarify, and explore issues stimulated by the sessions. Dress is casual.

Wednesday

December 5, 2001

8:30 — 10:00 a.m.

Texas Ballroom/C

Alternative Session

A Critical Look at Using Discourse as a Means of Examining How Knowledge is Socially Constructed in Literacy Classrooms

Chair: Mary McVee — University at Buffalo, SUNY

This session explores issues related to examining, analyzing, and interpreting discourse as children socially construct knowledge. Two roundtable sessions will provide opportunity for interaction related to studies. Remarks from the discussant and an interactive discussion with presenters and participants will offer critical examination of issues associated using this theoretical/methodological lens.

I. Constructing Historical Texts: The Role of Peer Discussion

Rebecca L. Rogers — Washington University in St. Louis
Virginia Goatley — SUNY/Albany

II. The Discourse of Kindergartners at Work: Effects of Task Structure

Laura Klenk — University at Buffalo, SUNY

III. Community or Counterscript? Peer Conversation during Writing Lessons in an Elementary Inclusion Classroom

Ruth A. Berry — University at Buffalo, SUNY

IV. Links in a Dialogic Chain: Adolescent Discourse through Multicultural Literature

Fenice B. Boyd — University at Buffalo, SUNY

V. Just Talking Isn't Interesting: Social and Cognitive Development among Second and Third Graders during Peer Discussions of Text

Janice F. Almasi — University at Buffalo, SUNY
Mary S. Rozendal — University at Buffalo, SUNY

Discussant: George Kamberelis — University at Albany, SUNY

8:30 — 10:00 a.m.

Directors Room 2

Alternative Session

Cross-Talk/Teacher-Talk: Building the Knowledge Base for Effective Secondary Reading Instruction

Chair: James Patterson — University of Iowa

This session invites participants to discuss their research findings, generate common themes, and formulate directions for new inquiries. Each presenter will make a brief presentation focusing on research insights. Small group discussions follow in which participants generate common patterns and questions. Remarks from small groups will be shared, followed by a discussant linking patterns and themes between small group discussions and current research.

I. Literacy Instruction and the First Years of Teaching: What Happens AFTER Preservice Education?

Victoria Gentry Ridgeway — Clemson University

II. Are We on the Same Page? How Student Teachers' Perceptions of Classroom Management Influence Instruction

Bruce Taylor — University of Iowa

III. Cross-fire: Student Teachers Negotiating the Teaching of Reading and Literature

Jean Rasmussen — University of Iowa

IV. Reconsidering How We Teach Reading in a Secondary Language Arts Classroom

Carolyn Colvin — University of Iowa

Discussant: David G. O'Brien — University of Minnesota

8:30 — 10:00 a.m.

Texas Ballroom A

Alternative Session

Culturally Responsive Partnerships in Teacher Education: A Report on the 2000 TERSG Pre-Conference

Chair: Dana L. Grisham — San Diego State University

In this alternative session, presenters provide a summary of the 2000 TERSG Pre-Conference, sponsored by a Spencer Foundation grant, on the topic of culturally responsive partnerships in education. Study results show positive impacts of collaborative research on the lives of TERSG members and on the field. Participants are invited to join the ongoing discussion about teacher education research.

I. Providing a Context for Teacher Education Research in Literacy

II. Summary of the Pre-Conference

III. Impact of the Research Agenda on the Work and Lives of Members

IV. Extending the Conversation

Dana L. Grisham — San Diego State University

Sheila Cohen — SUNY-Cortland

Carole S. Rhodes — Adelphi University

Discussant: Carole S. Rhodes — Adelphi University

8:30 — 10:00 a.m.

Fiesta Meeting Room B

Symposium

The Design and Validation of the Illinois Snapshot of Early Literacy

Chair: Michael Dunn — Illinois State Board of Education

The purpose of this symposium is to describe the process of designing and validating The Illinois Snapshot of Early Literacy (ISEL), an instrument developed in both English and Spanish to assess the literacy skills and abilities of young children in grades K-1. The symposium will present the research base for the ISEL, the interview data that helped shape it, the design and validation process, and issues relating to its use.

I. What Teachers Want: A Survey of K-1 Teachers on Beliefs and Needs About Assessment

Roberta L. Berglund — National Louis University

Ann Bates — National Louis University

Beth Birsa — National Louis University

II. The ISEL and ISEL-S: Design and Validation

Rebecca Barr — National Louis University
 Camille L.Z. Blachowicz — National Louis University
 Roberta Buhle — Mannehim District 83
 Guadalupe Surez-Silva — Chicago Public Schools

III. Where Do We Go From Here?: Implementation and Issues

Rebecca Barr — National Louis University
 Camille L.Z. Blachowicz — National Louis University
 Carol Ivy — National Louis University
 Jeanne Chaney — National Louis University
 Discussant: Darrell Morris — Appalachian State University

8:30 — 10:00 a.m. Rose Garden

Alternative Session
Echoes of Jazz: Improving Roles and Merging
Voices in Qualitative Research

The purpose of this alternative format session is to focus upon the inherent tensions of conducting classroom literacy research as one establishes productive and appropriate working relationships with those key participants in their classroom studies. The session will address such issues as establishing trust, sharing interpretations, and reporting findings.

Paul M. Molinelli — University of California-Berkeley
 Maureen Carroll — University of California-Berkeley
 Shari Fetterhoff — Pleasanton School District, Pleasanton, CA
 Amy Seely Flint — Indiana University
 Mary Riordan Karlsson — Karlsson Consulting

8:30 — 10:00 a.m. Executive Salon 1

Alternative Session
Every Moment Is Two Moments: Interpreting
History and Memory with Literacy Anthropological
Methods

Chair: Dennis J. Sumara — University of Alberta

This alternative format session consists of three separate performances that attempt to portray three researchers' efforts to use literacy anthropology as a research method. Developed from the researchers' engagements with fiction and with philosophical, historical, and conceptual literature, these performances portray the difficulties of understanding the relationships among memory, language, geography and the ongoing development of personal and collective identities.

I. Every Moment is Two Moments
 Dennis J. Sumara — University of Alberta

II. Performing History Otherwise
 Paula Salvio — University of New Hampshire

III. The Cadence of Interpretation
 Rebecca J. Luce-Kapler — Queen's University

8:30 — 10:00 a.m. Fiesta Pavillion/2

Joint Roundtables
I. Creating and Implementing a School-Wide
Literacy Assessment System: Exploring Reform,
Professional Development and Collegial Leadership
 Chair: Ann Watts Pailliotet — Whitman College

A. The Core Planning Group: Liaisons, Moderators, Communicators
 Deanna Birdyshaw — University of Michigan/CIERA
 Lisa M. Sensale — Michigan State University
 Carolyn Jaynes — Michigan State University
 P. David Pearson — University of California-Berkeley/CIERA

B. Enacting a School-Wide Spelling Assessment: The Ebb and Flow of Uptake and Resistance
 P. David Pearson — University of California-Berkeley/CIERA
 Carolyn Jaynes — Michigan State University
 Lisa M. Sensale — Michigan State University
 Deanna Birdyshaw — University of Michigan/CIERA

II. Spelling

Chair: Thomas G. Gunning — Central Connecticut State University

A. Does Implicit Learning of Orthographic Patterns Differentiate Good and Poor Spellers?
 Dorothy J. Steffler — University of Alberta

B. Through Children's Eyes: Using Spelling Strategies and Developmental Spelling Knowledge in Classroom Writing, Grades K-5
 Karin L. Dahl — The Ohio State University
 Patsy E. Todt — The Ohio State University

III. High Stakes Assessment and Reading Standards

Chair: Darcy H. Bradley — Western Washington University

A. High-Stakes Assessments and the Reading Skills of Fourth-Grade Native American Students - Research in Progress
 Marsha Riddle Buly — Western Washington University
 Darcy H. Bradley — Western Washington University

B. Reading Strategies and Beliefs about Proficient Reading as Reported by Fourth Grade Native American Students Who Did and Did Not Meet State Standards in Reading
 Darcy H. Bradley — Western Washington University
 Marsha Riddle Buly — Western Washington University

8:30 — 10:00 a.m. Texas Ballroom/B

Symposium
Improving Urban Reading Instruction Through Deep
Training and Coaching

Chair: Robert B. Cooter, Jr. — Dallas Public Schools

This session describes a major urban systemic reform effort involving extensive staff development. A "Reading Academy" offered K-3 teachers six graduate hours, materials, implementation goals, and coaching by a master reading teacher. Pre-and post observations indicated that participation in the Academy impacted positively teacher and student behavior.

I. The Academy - Structure of the Delivery System
 Georgia Thompson — Dallas Public Schools

II. Coaching Content and the Mentoring Process
 Jane Moore — Dallas Public Schools

III. Authentic Examples of Change
 Wendy Eldredge — Dallas Public Schools

IV. Impact of the Academy on Teacher and Student Interaction
 Katy Denson — Dallas Public Schools

WEDNESDAY

■ National Reading Conference

V. Principals' Fellowship

Kathleen Cooter — Texas Christian University
Discussant: Marilyn J. Adams — BBN Technologies

8:30 — 10:00 a.m. Executive Salon 5

Symposium

Inside a Literacy Collaborative Classroom: The Link between Teacher Decision-Making and Development of Strategic Learners

Chair: Andrea McCarrier — The Ohio State University

This symposium will look at instructional decision-making in a Literacy Collaborative classroom and its impact on student learning. Presentations will describe: (1) the Literacy Collaborative project and its effectiveness across classrooms; (2) results from a study of one teacher's decision-making on Managed Independent Learning over nine-months; and (3) results from the same teacher on decision making when teaching reading.

I. Inside a Literacy Collaborative Classroom: Teaching for Shifts in Student Learning

E. Jane Williams — The Ohio State University

II. Inside a Literacy Collaborative Classroom: Decision-Making in Managed Independent Learning

Barbara Joan Wiley — The Ohio State University

III. Inside a Literacy Collaborative Classroom: Decision-Making in Teaching Reading

Justina Henry — The Ohio State University

Discussant: Diane DeFord — The Ohio State University

8:30 — 10:00 a.m. Executive Salon 4

Symposium

Multiple Pathways to Developing Home-School Literacy Connections for "At-Risk" African American Elementary Students

Chair: Cynthia H. Brock — University of Nevada, Reno

The purpose of this symposium is to explore multiple pathways to developing effective home-school literacy connections for "at-risk" African American elementary students. As African American researchers, we present findings from three research studies contextualized by our personal and professional experience, and provide practical strategies for developing home-school connections from culturally-situated perspectives.

I. Rethinking Home-School Literacy Connections in High-Poverty Schools

II. Developing Home-School Literacy Connection via Reading, Writing and Resilience

III. Looking Beyond the Classroom: Literacy Development in the African American Church

Patricia A. Edwards — Michigan State University

Jennifer D. Turner — Michigan State University

Gwendolyn T. McMillon — Michigan State University

Discussant: Victoria Purcell-Gates — Michigan State University

8:30 — 10:00 a.m.

Executive Salon 2

Paper Session

Oral Reading Drama and Read Alouds: Developing Fluency

Chair: Shelley Hong Xu — Texas Tech University

I. A Study of Readers Theater as a Fluency Intervention in First Grade

Susan Strecker — University of Texas, San Antonio

II. Within-Text Oral Reading Rate Variability in Proficient and Non-proficient Reading

Alan D. Flurkey — Hofstra University

III. Examining the Components and Implementation of Interactive Read Alouds

Douglas Fisher — San Diego State University

Diane Lapp — San Diego State University

James Flood — San Diego State University

Nancy Frey — San Diego State University

8:30 — 10:00 a.m.

Executive Salon 3

Paper Session

Phonics and Decoding

Chair: Zhihui Fang — University of Florida

I. The Componential Model of Reading: Implications for Diagnosis and Instruction

Angelia Holcomb — Texas A&M University

R. Malatesha Joshi — Texas A&M University

P.G. Aaron — Indiana State University

Regina Boulware-Gooden — Texas A&M University

Nancy Hill — Oklahoma State University

II. The National Literacy Strategy in England: Changing Phonics Teaching?

Roger F. Beard — University of Leeds

8:30 — 10:00 a.m.

Directors' Room 1

Paper Session

Young Children's Book Selection and Reading Activities

Chair: Rosalie Forbes — National-Louis University

I. Phonological Activation in Reading Multi-syllabic Words

Chang H. Lee — University of Texas, Austin

II. Peer Discussions of Kindergartners' Original Stories

Lois A. Groth — George Mason University

III. "Eeney, Meeney, Miney, Moe" and Other Book Selection Strategies of Second-Grade Students

Ann M. Duffy — University of North Carolina at Greensboro

8:30 — 9:15 a.m.

Fiesta Pavillion/1

Roundtables

Chair: Ed Paradis — University of Wyoming

I. Interactive Picture Storybook Readalouds as Hypertextual Learning

Patricia A. Daley — University of Pennsylvania

II. Performance-Based Writing Assessment: Congruency between Character Development and Story

Craig S. Shwery — University of Alabama
 Don Belcher — University of Alabama
 Louis Harrison, Jr. — Louisiana State University
 Bryan McCullick — University of Georgia
 Paul Brawdy — St. Bonaventure University

III. Calling All Reading Tutors: Just What Are Your Chances for Success With Children At-Risk?

Dorothy Leal — Ohio University

IV. Dramatizing at the Center of the Text to Investigate Children's Response to Picture Books Portraying Nontraditional Gender Roles

Peggy S. Rice — Ball State University

V. Scaffolding Small Group Reading Instruction: A Case Study of an Accomplished First Grade Teacher

Kathleen F. Clark — Oakland University

9:15 — 10:00 a.m. Fiesta Pavillion/1

Roundtables

Chair: Ed Paradis — University of Wyoming

I. Attention to Language Development in the Kindergarten Curriculum

Diane C. Nielsen — University of Kansas
 Jennifer Hightower — University of Kansas

II. Exploring the "Value" of the Visual: Assessing and Evaluating Visual Representation in the Language Arts Classroom

Lynn S. Bustle — Radford University

III. Learning to Teach Reading: What Promotes Change in Preservice Teachers' Perceptions about Literacy Instruction?

Erica C. Boling — Michigan State University

IV. Expectations, Conceptions, and Realizations: Exploring Critical Literacy with Undergraduate Teacher-Education Students

Tasha T. Laman — Indiana University
 Natalie Ann Legan — Indiana University
 Katie P. Van Sluys — Indiana University
Discussant: Mitzi A. Lewison — Indiana University

V. Shifting Responsibilities: Perceptions and Practices of Teachers in Technology-Rich Classrooms

Shelley B. Wepner — Widener University
 Liqing Tao — Widener University

VI. Science Concepts and Comprehension during Science Trade Book Read Alouds

Laura B. Smolkin — University of Virginia
 Carol A. Donovan — University of Alabama

10:15 — 11:00 a.m. Fiesta Pavillion/1

Roundtables

Chair: Veda McClain — Arkansas State University

I. "Why" Suzanne Can Read: A Case Study of Literacy Acquisition by a Young Girl from a Chinese Immigrant Family

Gaoyin Qian — CUNY, Lehman College

II. Adolescent Mothers and Their Children: Moving Toward Educated Independence

Joan Scott Curtis — Texas Woman's University

III. Teachers' Theoretical and Pedagogical Approaches to Literacy and Their Effect on Students' Literacy Learning in Kindergarten

Nuria Castells — University of Barcelona

IV. Innovations in Teacher Education: Literature Response Circles

Beverly W. Brink — Washington State University
 Dana L. Grisham — San Diego State University

V. A Comparison of Authoring "How-to" Books with Decreasing Secondary Preservice Teachers' Writing Apprehension

Peggy Daisey — Eastern Michigan University

10:15 — 11:45 a.m. Directors Room 1

Symposium

Appropriate Literature for Children?: Hard Truths at a Tender Age

Chair: Cynthia Lewis — University of Iowa

This symposium addresses the question of "appropriateness" in children's literature by presenting four cases of literary production, selection, and interpretation that exemplify competing definitions of childhood and realism. The presenters will consider how each constructs the meanings of childhood, children's literature, and young readers' (potential or actual) response to literature.

I. "Making the World Safe for Janey Larkins": The Rise of Realism in Children's Literature, 1928 - 1945

Christine Jenkins — University of Illinois at Urbana-Champaign

II. Silenced by Sex: Hard Truths & Taboos in Teaching

Shelby A. Wolf — University of Colorado/Boulder

III. Mas Alla de la Amistad: Reading Equity and Social Justice in Latino/a Children's Literature

Patricia Enciso — Ohio State University
 Carmen L. Medina — Fordham University

IV. The "Hard Truths" of Story Selling

Daniel D. Hade — Pennsylvania State University
Discussant: Mark Dressman — University of Illinois at Urbana-Champaign

10:15 — 11:45 a.m. Executive Salon 3

Symposium

Assessing the Impact of the Reading Classroom Explorer (RCE) on Literacy Learning

Chair: Richard E. Ferdig — Michigan State University

In this interactive session we discuss: (1) an evaluation of RCE, comparing the development of knowledge, skills, and dispositions of pre-service teachers (2) an ethnographic analysis of the literacy learning of pre-service teachers and (3) dilemmas we face in making decisions about what to include in our cases.

I. A Quasi-Experimental Evaluation of the Impact of Reading Classroom Explorer as a Component of Preservice Teacher Education Courses

Sharman Oliver — Michigan State University/CIERA
 Yonghee Suh — Michigan State University/CIERA
 P. David Pearson — University of California-Berkeley/CIERA

■ National Reading Conference

II. *Creating and Sustaining Literacy Learning through Social Interactions*

Laura Roehler — Michigan State University/CIERA
Erica C. Boling — Michigan State University/CIERA
Sharman Oliver — Michigan State University/CIERA
Richard E. Ferdig — Michigan State University

III. *Challenges and Dilemmas of Creating Quality Video Cases*

Karen Lowenstein-Damico — Michigan State University/CIERA
James Damico — Michigan State University/CIERA
Discussant: Devon Brenner — Mississippi State University

10:15 — 11:45 a.m. Executive Salon 2

Alternative Session

Bringing Word Study to Upper Elementary and Preservice Teacher Classrooms

Chair/Discussant: Francine R. Johnston — University of North Carolina, Greensboro

This session is designed to present theoretical and practical background for incidental, upper level word study and its application to pre-service teacher, upper elementary, and middle school classrooms. Participants will engage in word study activities focused on vocabulary, spelling and grammar. The session will conclude with a discussion.

I. Wheres and Whyfors: How Upper Level Word Study Fits into the Classroom and Curriculum

II. Engaging Hands and Minds: Homophones, Homographs, and Root of the Day

III. What Makes Sense: Audience Discussion

Janet W. Bloodgood — Appalachian State University
Linda C. Pacifici — Appalachian State University
Alice Rullman — Catawba County Schools, North Carolina

10:15 — 11:45 a.m. Texas Ballroom A

Paper Session

Changing and Strengthening Literacy Instruction

Chair: Catherine K. Zeek — Texas Woman's University

I. *Strengthening Literacy Instruction: The Promise of University and Public School Partnerships*

Judy A. Abbott — West Virginia University

II. *Learning to Teach Reading: Familiar and Unfamiliar Concepts Dictate Future Literacy Instruction*

Dixie D. Massey — University of North Carolina, Greensboro

III. *I Do Have this Right. You Can't Strip that from Me: Issues of Value and Agency as Factors of Literacy Instructional Change*

Sharon M. Peck — SUNY, Genesee

10:15 — 11:45 a.m. Texas Ballroom/B

Paper Session

Creating and Understanding Reflective and Collaborative Learning Environments

Chair: George Font — University of Georgia

I. *Difficulties in Balancing Issues of Power in Feminist Action Research*

Lenora de la Luna — Skidmore College

Vicki Hibbert — Murdock Elementary School

George Kamberelis — University at Albany, SUNY

II. *Fostering Student Reflection and Interaction During Reading Internships through Journal Writing in E-mail List Serves*

Diane S. Kaplan — Texas A&M University

III. *Restructuring the Roles of Teaching Assistants in the Teaching and Learning Process*

Rebecca S. Anderson — University of Memphis

Carole L. Bond — University of Memphis

Valeria G. Chapman — University of Memphis

Amy P. Dietrich — University of Memphis

Kantaylieniere Y. Hill-Clarke — University of Memphis

Jane B. Puckett — University of Memphis

Lana J. Smith — University of Memphis

10:15 — 11:45 a.m. Fiesta Pavillion/2

Joint Roundtables

I. High Stakes Testing

Chair: Elizabeth G. Sturtevant — George Mason University

A. *High Stakes Testing in Reading and Prescribed Direct, Systematic Phonics Instruction: An Investigation of the Effects on Students with Reading Disabilities*

Jeanne Cobb — University of North Texas

Amy White — University of North Texas

B. *Learning to Teach Literacy in a High Stakes Testing Environment: A Three-Year Study of Pre-service and Beginning Early Childhood and Middle Grade Teachers*

Elizabeth G. Sturtevant — George Mason University

C. Stephen White — George Mason University

Kristy L. Dunlap — George Mason University

II. Bilingual and Chinese Language Instruction

Chair: Jane Hansen — University of Virginia

A. *Influence of Bilingual Instruction on First Graders' Development of Literate Register Knowledge*

Jiening Ruan — University of Oklahoma

B. *Using Mnemonics to Facilitate Learning Chinese Characters*

Ling Wang — Purdue University

III. Classroom Decisions about Information Books: What Preferences and Definitions Tell Us

Chair: Ann Dromsky — University of Maryland, College Park

A. *"I like real books": Children's Genre Preferences*

Sharon B. Kletzien — West Chester University

Eileen A. Lambert — West Chester University

Anna K. DeRenzi — West Chester University

B. *"Information Book": Definitional Complexities and Implications for Classroom Decisions*

Mariam Jean Dreher — University of Maryland, College Park

Alternative Session

The Inequity Blues: Issues of Literacy, Social Justice, and Teacher Research on the Emerging Global Platform

This session chronicles, from a global perspective, current understandings about issues of social justice and literacy classrooms derived from teacher research, and encourages participants through vignettes, discussion, and song to problem-solve ways in which these issues can and need to be addressed across the spectrum of literacy research.

Bob Fecho — University of Georgia
JoBeth Allen — University of Georgia

10:15 — 11:45 a.m.

Executive Salon 4

Alternative Session

Issues in Cultural and Linguistic Diversity

Chair: Eurydice Bauer — University of Illinois, Champaign-Urbana

Research on literacy and linguistic diversity is by its very nature an interdisciplinary undertaking. Yet researchers are often isolated in different scholarly discourse communities. This panel brings together researchers across disciplinary boundaries of applied linguistics, second language, and critical literacy. It aims to highlight commonalities and foster new dialog across these boundaries.

Arlette Ingram Willis — University of Illinois, Champaign-Urbana
Rose-Marie Weber — University of Albany, SUNY
Diane August — Center for Applied Linguistics
Discussant: Georgia Earnest Garcia — University of Illinois, Champaign-Urbana

10:15 — 11:45 a.m.

Fiesta Meeting Room B

Alternative Session

Making Thinking about Intertextual Connections & Forms Visible through the Lens of Performance-based Assessment

Chair: Carmen I. Coballes-Vegas — University of Wisconsin, Oshkosh

This session presents media literacy learning as critical inquiry, as a social constructivist process, and as "performance," supportive of national and state curriculum and professional standards. Research with preservice teacher education students describes media literacy performance-based instruction and assessment along with broadening perspectives about text, intertextuality, comprehensibility, and literacy.

I. Performance Assessment of Intertextuality in Hypermedia Productions
Richard W. Beach — University of Minnesota
Aaron H. Doering — University of Minnesota

II. Media Literacy Performance Assessments in Preservice Teacher Education Programs
Patricia I. Mulcahy-Ernt — University of Bridgeport
Sherry L. Macaul — University of Wisconsin, Eau Claire

III. The Infusion of Media Literacy in Restructuring a Preservice Teacher Language Arts Course to Performance-Based Instruction and Assessment
Regina G. Chatel — St. Joseph College, West Hartford

IV. Literacy and the Internet: A Blueprint for Predicting Hypertext Comprehensibility

Karen E. Smith — University of Manitoba
Discussant: Ann Watts Pailliotet — Whitman College

10:15 — 11:45 a.m.

Directors Room 2

Paper Session

Middle and Secondary Inservice and Preservice Teachers' Instructional Practices and Reflections: Do They Match?

Chair: Mary Frances Agnello — University of Texas, San Antonio

I. Round Robin Reading Anonymous (RRRA): Investigating Inservice and Preservice Teachers' Continued Pursuit of Round Robin Reading

Gwynne Ellen Ash — University of Delaware
Melanie R. Kuhn — Rutgers, The State University of New Jersey

II. Developing a Balanced Literacy Framework for Middle School

Instruction: *Learning with and from Teachers*
Gwynne Ellen Ash — University of Delaware

III. Scaffolding Critical Reflection in Preservice and Inservice Teachers

Lisa Patel Stevens — University of Nevada, Las Vegas
Thomas W. Bean — University of Nevada, Las Vegas

10:15 — 11:45 a.m.

Rose Garden

Symposium

Perspectives on the State of Qualitative Research in Literacy

Chair: Deborah R. Dillon — University of Minnesota

This symposium presents criticisms of qualitative research in literacy through critiques of the extant research by legislatures and policy makers from a policy maker in literacy, systematic review of literacy research of one genre (gender and literacy) by a university researcher and a university/teacher researcher, and a discussant's synthesis and elaboration.

I. The Role of Qualitative Methodologies and Scientific Research
Cathy M. Roller — International Reading Association

II. Silences in Qualitative Research in Gender and Literacy
Barbara Guzzetti — Arizona State University

III. Silences in Teacher Research in Gender and Post-typographical Text
Marion Fey — SUNY, Geneseo

Discussant: Donna E. Alvermann — University of Georgia

10:15 — 11:45 a.m.

Texas Ballroom/C

Paper Session

Social Positioning and Literacy Learning

Chair: Merry Boggs — Texas A&M University, Corpus Christi

I. Disrupting and Maintaining Social Positioning: Local and Institutional Influences in Student Led Discussions

Beth Maloch — University of Texas, Austin

II. Reframing the Concept of a Struggling Reader: Analysis of a Heterogeneous Literature Group's Discussion of Books with Social Justice Themes

Karla J. Moller — University of Georgia

WEDNESDAY

■ National Reading Conference

III. Supporting Inner City Children's Literacy: The Relationship Between Theories of Literacy, Perceptions of Self, and Literacy Learning
Prisca Martens — Indiana University, Indianapolis

10:15 — 11:45 a.m. Executive Salon 5

Paper Session

Studies of Motivation, Attitude & Literacy

Chair: Debra Bayles Martin — San Diego State University

I. Three Decades of Sustained Silent Reading: A Meta-Review of the Effect of Sustained Silent Reading on Attitude Toward Reading
Jun-Chae Yoon — University of Georgia
Jinsook Won — Seoul National University of Education

II. Negotiating the Boundaries of Intrinsic and Extrinsic Motivation
Sarah McCarthey — University of Illinois at Urbana-Champaign
Jung-ah Choi — University of Illinois at Urbana-Champaign

III. Dimensions of Reading Motivation and Types of Rewards: Considering the Reward Proximity Hypothesis
Jennifer J. Kovach — University of Virginia

10:15 — 11:45 a.m. Fiesta Meeting Room A

Paper Session

Tapping the Potential of All Readers and Writers

Chair: Marva Cappello — San Diego State University

I. Lee, Who was a "Good" Reader
Nancy Flanagan Knapp — University of Georgia

II. Developmental College Students' Negotiations of Literacy Practices Between Home, Family, Workplace, and University Worlds
Richard W. Beach — University of Minnesota
Dana Lundell — University of Minnesota
Hyangjin Jung — University of Minnesota

11:00 — 11:45 a.m. Fiesta Pavillion/1

Roundtables

Chair: Veda McClain — Arkansas State University

I. A Five Year Study of Literacy Development in Two-Way Bilingual Immersion Programs
Bertha Perez — University of Texas, San Antonio

II. A Foucauldian Reading of Teachers' Guides to "Balanced Reading Instruction"
Marjorie Siegel — Teachers College, Columbia University

III. Extending Preservice Teachers' Understanding of Children from Diverse Populations: Connecting University Course Content to the Reality of Classrooms
Margaret Compton-Hall — Texas Woman's University

IV. A Storytelling Style: A Kindergarten Teacher's Roles and Scaffolding of Literary Understanding during Storybook Readalouds
Lawrence R. Sipe — University of Pennsylvania

V. Literacy in the Face of Poverty: Two Case Studies of High Achieving Low-Income African American Fifth Grade Readers
Pamela Faulkner Robert — The University of Washington

1:00 — 1:45 p.m. Fiesta Pavillion/1

Roundtables

Chair: Edward Fry — Rutgers University (Emeritus)

I. First and Second Language Writing: Making Connections
Sarah E. Dietrich — Salem State College

II. What is it about Learning Communities?
Marilyn McKinney — University of Nevada, Las Vegas

III. Practice What We Preach?: Exploring Relationships Between Teachers' Reading and Writing and Their Teaching of Reading and Writing
Gregory W. Brooks — Nazareth College of Rochester

IV. Confronting Tensions: Discipline-Based Preservice Teachers Exploring Literacy Beliefs
Stephen Wellinski — Purdue University
Kerry A. Hoffman — Purdue University

V. Family Literacy: A Study of Lost Opportunities in a Middle Class Suburban Family
Gretchen G. Greenman — State University of New York, Buffalo

VI. Why I Write: Exploring Students' and Teachers' Perspectives on Purpose
Marva Cappello — San Diego State University

1:00 — 2:30 p.m. Directors Room 2

Symposium

Aligning our Practice: An Inquiry Discourse for the Literacy Classroom, for Teacher Education, and for Professional Development

Chair: Jamie Myers — Pennsylvania State University

Three co-authored papers illustrate how members of a high school-university collaboration have struggled for four years to make inquiry the centerpiece of learning activity for students and teachers.

I. Democratic Classroom
Corey O'Brien — Pennsylvania State University
Jason McMurtire — State College Area School District

II. Learning in the Triangle
Betsy Fetchko — State College Area School District
Ann Vandervelde — State College Area School District

III. The Necessity of Tension in Discourses of Inquiry
Rod Pederson — Pennsylvania State University
Jamie Myers — Pennsylvania State University
Discussant: Larry Ferguson — Pennsylvania State University

1:00 — 2:30 p.m. Fiesta Pavillion/2

Joint Roundtable

I. Through the Years of NRCMAIL: Past Reflections and Future Directions

Chair: Ann Watts Pailliotet — Whitman College

This joint roundtable session presents an analysis of the National Reading Conference's listserv, NRCMAIL. Subscribers' uses of the list were analyzed by a content and gender analysis from the archives of the users of the list, and by an email survey of current subscribers. Findings are presented by comparisons between reported and actual uses and directions for the future of the listserv.

A. The NRC Listserv: A Gender Analysis
Marion Fey — SUNY/Geneseo

B. A Content Analysis of the NRC Listserv
Martha Dillner — University of Houston at Clear Lake

C. *An Analysis of NRCEMAIL Subscribers' Uses of and Intentions for the List*

Barbara Guzzetti — Arizona State University

1:00 — 2:30 p.m. Fiesta Meeting Room B

Symposium

Implementing Research-Based Reading Reform in High-Poverty Elementary Schools

Chair: P. David Pearson — University of California-Berkeley/CIERA

In the four papers in this symposium, we provide both a global and local account of a research-based reading program reform model. The global lens is a statistical analysis of the impact of various elements of the reform effort (both school-level and classroom-level) on gains in student performance. Taking a local lens, we describe and analyze the reform as it played out in one school; first we describe the school-wide efforts at reform, including professional development activities, and then we turn to an analysis of classroom practices to determine whether changes at the classroom level seem to reflect the emphasis in the school-wide reform effort.

I. *The Impact of the School Reform Model on School Practices, Classroom Practices, and Student Achievement*

Barbara Taylor — University of Minnesota/CIERA

P. David Pearson — University of California-Berkeley/CIERA

Debra Peterson — University of Minnesota/CIERA

II. *School Level Factors in School Reform: National Findings*

Debra Peterson — University of Minnesota/CIERA

Barbara Taylor — University of Minnesota/CIERA

III. *Organizational Sensemaking and School Reform: A Case Study*

Matthew Janger — University of Michigan/CIERA

IV. *School-Wide Reform and Classroom Level Change: A Case Study*

Penelope Bender — Michigan State University/CIERA

Carolyn Jaynes — Michigan State University

Suzanne Knezek — Michigan State University/CIERA

1:00 — 2:30 p.m. Executive Salon 3

Paper Session

Issues in Online Learning

Chair: Dana L. Grisham — San Diego State University

I. *A Year of Living Dangerously: The Perils and Promise of Publishing Online Literacy Instruction*

Michael Hillinger — Lexicon Systems

II. *Making Things Clearer: Preservice Teachers Using a Video Ethnography of a Balanced Literacy Classroom*

Janet R. Young — Brigham Young University

R. Carl Harris — Brigham Young University

III. *Online Resources for Fostering Understanding and Higher Order Thinking with Widely Used Secondary School Texts*

Michael F. Graves — University of Minnesota

Lauren Aimonette Liang — University of Minnesota

1:00 — 2:30 p.m.

Directors Room 1

Paper Session

Literacy Transitions: Investigations of Five-and-Six Year Olds' Transactions with Print

Chair: Lea McGee — University of Alabama

I. *Making the Transition from Emergent to Conventional Literacy*

George Kamberelis — University of Albany/SUNY

Lenora de la Luna — Skidmore College

Susan Carmody — University of Albany/SUNY

II. *Is More Better? The Efficacy of Implementing Extended-Day Kindergarten*

Beverly L. Zakaluk — University of Manitoba

Stanley B. Straw — University of Manitoba

Donna C. Haydey — University of Manitoba

III. *Explorations for the Narrative Self in the Emergent Literacy of Five and Six Year Old Children*

Judith T. Lysaker — Indiana University

Cynthia Brabson — Indiana University

Jan Buckwalter — Indiana University

Karl Uhrig — Indiana University

1:00 — 2:30 p.m.

Texas Ballroom A

Alternative Session

Little Red Riding Hood Goes to College: Inviting the Language of Critique in Teacher Education

Chair: Richard J. Meyer — University of New Mexico

This alternative session invites participants to experience and critique, in light of students' journal entries and self-evaluations, curricular invitations that were developed to support undergraduate teacher education students in becoming more critically literate.

I. *Exploring Curricular Invitations that Support a Critical Stance*

II. *Evidence of Growth: Students' Journal Entries and Self-Evaluations*

Christine H. Leland — Indiana University (IUPUI)

Jerome Harste — Indiana University

Cynthia Jackson — Indiana University (IUPUI)

1:00 — 2:30 p.m.

Rose Garden

Alternative Session

Preparation for New Literacy Researchers in Multi-Epistemological, Multi-Methodological Times: A Panel Discussion

Chair/Discussant: David Reinking — University of Georgia

This session will provide a forum for discussing the preparation of future literacy researchers, particularly how that influences, and should be influenced by, the diversification of literacy research methods and epistemologies. Members of a panel, and the audience, will respond to issues regarding changes in the preparation of literacy researchers. The discussant will consider the feasibility and practicality of the thoughts and ideas discussed.

WEDNESDAY

■ National Reading Conference

Marla H. Mallette — Southern Illinois University
Nell K. Duke — Michigan State University
Elizabeth Birr Moje — University of Michigan
Colin Harrison — University of Nottingham
Janna Hollman — Southern Illinois University
Gwendolyn T. McMillon — Michigan State University

1:00 — 2:30 p.m. Texas Ballroom/B

Symposium

Reading Excellence and Equity: A Descriptive Examination of School-Wide Literacy Models and Instructional Practices for Struggling Elementary Readers from Diverse Backgrounds

The symposium will address preliminary findings of the first year of a two-year Reading Excellence Act project. Primary focus is placed on data gathered from three low-achieving elementary schools that differ by multiple factors. Audience comments will be solicited along with the discussant's observations for future focus of the continuing project.

- I. Literacy Achievement in REA and non-REA Funded Schools: A Statewide Description
- II. Literacy Achievement of Students in Three Diverse Schools
- III. Program Similarities and Differences in Three Diverse Schools
- IV. Parental Involvement in Children's Literacy Development in Three Diverse Schools

Deneese L. Jones — University of Kentucky
Mary C. Shake — University of Kentucky
Angela J. Cox — University of Kentucky
Discussant: Dorothy S. Strickland — Rutgers University

1:00 — 2:30 p.m. Executive Salon 4

Paper Session

Teacher Development of Culture and Literacy

Chair: Arlette Ingram Willis — University of Illinois, Urbana-Champaign

- I. *AB(2)C(2): Using Book Club and the ABC Model to Foster Multicultural Understandings of Preservice Teachers*
Terry S. Atkinson — University of North Carolina, Greensboro
- II. *Teachers Learn to Integrate into Literacy Instruction Diverse Students' "Funds of Knowledge" with Popular Culture*
Shelley Hong Xu — Texas Tech University
- III. *Creating Critical Spaces in Classroom Practice*
Amy Seely Flint — Indiana University
Mitzi A. Lewison — Indiana University

1:00 — 2:30 p.m. Executive Salon 1

Symposium

Theorizing Power Relations in Literacy Research

Chair: Patricia L. Anders — University of Arizona

The symposium is designed to explore the ways that power works in literacy research. Using a Foucaultian perspective, authors turn their own and others' research to examine and theorize about power dynamics. Discussants draw on various elements from poststructural, critical discourse, and performance theories to raise relevant issues. The chair will facilitate an audience discussion.

I. *Power Relations in Data Collection: Reversible and Mobile*
Donna E. Alvermann — University of Georgia

II. *Power Relations in Framing Research Foci: Stigma and Exclusion*
Kathleen Hinchman — Syracuse University

III. *Power Relations in Collaborations with Teachers: Imbalance and Constraint*

Ann Potts — Virginia Polytechnic Institute and State Univ.
Rosary Lalik — Virginia Polytechnic Institute and State Univ.
Discussants: Deborah Appleman — Carleton College
Cynthia Lewis — University of Iowa

1:00 — 2:30 p.m. Executive Salon 5

Symposium

Understanding and Motivating Children's Developing Literacy

This session presents three papers which consider primary grade students' understandings of literacy and literacy engagement, and the teachers who motivate them to engage in literate activities. The relationship of teachers' and students' perceptions will be explored.

I. *First Grade Perspectives on School and Learning to Read*
Ruth M. Wharton-McDonald — University of New Hampshire
Elizabeth Merrill — University of New Hampshire
Alice Pattison — University of New Hampshire

II. *Being Literate in Urban Third Grade Classrooms*
Kim Boothroyd — University of New Hampshire

III. *Teachers who Motivate, Students who Learn to Read and Write*
Michael Pressley — University of Notre Dame
Melissa Vincent — University of Notre Dame
Sara Dolezol — University of Notre Dame
Lindsey Mohan — University of Notre Dame
Discussant: John G. Guthrie — University of Maryland

1:00 — 2:30 p.m. Texas Ballroom/C

Symposium

W(h)ither the Language Arts?

Chair: Terry Rogers — University of British Columbia

Recent developments in "2nd generation" cognitive science, social semiotics, and the new digital media call into question the adequacy, if not viability, of the language arts as an integrative force in the curriculum. Participants explore the fate of the language arts in the light of these more inclusive conceptions of meaning-making.

I. *Social Semiotics as an Alternative to the Language Arts in Integrating the Elementary School Curriculum*
James R. Gavelek — University of Illinois-Chicago

II. *Transmediation to Multiliteracies: A Review of Research on Multiple Signs Systems in Literacy Education*
Marjorie Siegel — Teachers College, Columbia University

III. *The Language Arts (Di)lemma*
John E. McEneaney — Oakland University
Discussant: Kathy G. Short — University of Arizona

Roundtables

Chair: Edward Fry — Rutgers University (Emeritus)

- I. Exploring Field Experiences in the Preparation of Literacy Teachers**
Sarah H. Martin — University of Southern Mississippi
Michael A. Martin — University of Southern Mississippi
- II. A Comparison of State Mandated Reading and Writing Test Scores with Independent Measures of Reading and Oral and Written Language: A Case of Exigency for African American Students**
Monica Gordon Pershey — Cleveland State University
- III. Symbolic Representation Interview: A Method for Studying Popular Literacies**
Pamela J. Tracey — The Ohio State University
Patricia Enciso — The Ohio State University
- IV. Relevance of Culturally Relevant Literature in Researching Lived Relationships and Experiences**
Gurjit Sandhu — Queen's University
- V. Reading-Spelling Relationships in First Grade Whole Language Classrooms**
Patricia L. Scharer — The Ohio State University
Jerry Zutell — The Ohio State University
- VI. The Impact of Student Teaching on Beliefs and Knowledge: Three Student Teachers' Personal Narratives**
Michele Pittard — Purdue University

3:00 — 3:45 p.m. Fiesta Pavillion/1

Roundtables

Chair: Susan L. Nierstheimer — Illinois State University

- I. Partnership of Promise: Tackling Writing Achievement**
Mary F. Roe — University of Oregon
Carol Vukelich — University of Delaware
Michael Kelley — Delaware Dept. of Education
Bonnie Albertson — University of Delaware
- II. Zen and the Art of Test Prep: A Model of Professional Development in a Low-Achieving Chicago Public High School**
Karen Boran — Northeastern Illinois University
Tim Braun — Northeastern Illinois University
Mary Massie — Northeastern Illinois University
- III. Pre-service Teachers' Views of Their Literacy**
Mary Frances Agnello — University of Texas, San Antonio
- IV. How a University Inservice Course Helps Practitioners to Create Local Curriculums from the National Literacy Core Curriculum for Finnish Six-Year-Old Children**
Riitta Liisa Korkeamaki — University of Oulu
Mariam Jean Dreher — University of Maryland, College Park
- V. The Effects of Staff Development, Modeling and Coaching on Instructional Repertoires of K-1 Teachers**
Nancy Frey — San Diego State University
Patricia R. Kelly — San Diego State University

VI. Stories from the Shadows: High Stakes Testing and Teacher Preparation

- Carol Abel — Stephen F. Austin State University
- Vi Alexander — Stephen F. Austin State University
- Jan Lacina — Stephen F. Austin State University
- Karen E. Mayo — Stephen F. Austin State University
- Pat Watson — Stephen F. Austin State University

VII. Critical Incidents and their Impact on EDL Teachers
Yvonne Tixiery Vigil — University of Nebraska, Omaha

3:00 — 4:30 p.m. Executive Salon 5

Alternative Session

Carnival and Second Language Learning in a Kindergarten Classroom

Chair: Lee Galda — University of Minnesota

This session will focus on a half-day kindergarten class in an American public school located in a metropolitan area of the Southwest. Most of the instruction is carried out in English, although the teacher is proficient in Spanish. The study examines how two of the second language learners when by themselves and engaged in story-retelling tasks based on age-appropriate books transform the activity in a carnival-like fashion.

- Chris Idding — Peabody College of Vanderbilt University
- Steve McCafferty — University of Nevada, Las Vegas

3:00 — 4:30 p.m. Executive Salon 1

Paper Session

Critical Discourse Analysis and the Future of Adolescent Literacy

Chair: LeeAnn M. Sutherland — University of Michigan

- I. The Possibilities of Critical Discourse Analysis for Literacy Studies**
Rebecca L. Rogers — Washington University in St. Louis
- II. A Critical Discourse Analysis of Two Content Area Teachers' Literacy Decisions**
Lisa Patel Stevens — University of Nevada, Las Vegas
- III. Intermediality and the Future of Adolescent Literacy**
Roger A. Stewart — Boise State University
David G. O'Brien — University of Minnesota

3:00 — 4:30 p.m. Fiesta Meeting Room B

Paper Session

Developing State Policy: The Process

Chair: Richard Allington — University of Florida

- I. Supporting Struggling Readers: The Development of State Statute and Policy**
Julie Collins — University of Oklahoma
Sara Ann Beach — University of Oklahoma
- II. The Nature of Influence in National Reading Policymaking: The Role of Beliefs and the Importance of Collaboration**
Julie E. McDaniel — University of Michigan
- III. Policy Making in State-Level Reading Education: The Formation of the Governor's Reading Initiative**
Kelly R. Fox — Texas Woman's University

3:00—4:30 p.m.

Executive Salon 3

Symposium

From Japanese Teachers to American School Children: Exploring Challenges and Opportunities Afforded by Digital Technologies

The purpose of this session is to explore complex conceptualizations of digital literacies. We compare and contrast three levels of challenges and opportunities afforded by digital technologies: 1) divergent perspectives offered by a range of educational users (Japanese inservice teachers, American preservice teachers, and American elementary children) 2) a variety of technologies (Information Communication Technologies, e-books and other pronunciation-supported text, and multimedia literacy portfolios) and 3) a range of theoretical stances for these diverse users and learning technologies.

Elizabeth (Betsy) A. Baker — University of Missouri
Linda D. Labbo — University of Georgia
Wakio Oyanagi — Nara University of Education
David Reinking — University of Georgia
Michael C. McKenna — Georgia Southern University
Etta Young — Waynesboro Primary School
Judy Wedman — University of Missouri
Discussant: John E. McEneaney — Oakland University

3:00—4:30 p.m.

Texas Ballroom/C

Paper Session

Inventing Frameworks for Analyzing Writing Practice, Instruction, and Research

Chair: Jane Hansen — University of Virginia

- I. Students in Transition: The Visual-Verbal Connections of Composition at the Fifth and Sixth Grade Level**
Kay W. Cowan — Walker County Schools, Georgia
- II. Unexpected Landscapes: Using Literacy Anthropology as a Method for Researching Writing**
Linda Laidlaw — York University
- III. Towards a Framework for Analysis of Teacher Modeling of Nonnarrative Writing**
Margaret K. Aikman — Auckland College of Education

3:00—4:30 p.m.

Directors Room 1

Paper Session

Issues and Ideas for the Adolescent Literacy Classroom

Chair: Heriberto Godina — University of Iowa

- I. Guiding Student Interaction with Texts to Increase Comprehension and Engagement: Picture Book Read-Aloud Sessions in Middle School Social Studies Class**
Lettie Albright — Texas Woman's University
- II. High School Students' Ways of Valuing in Responding to Multicultural Literature**
Richard W. Beach — University of Minnesota
Julie Kalnin — University of Minnesota
Elizabeth Leer — University of Minnesota
- III. Creating a Shared Moral Community: Female Adolescent Readers and "A Book to Protest"**
Sally A. Smith — Hofstra University

3:00—4:30 p.m.

Executive Salon 2

Symposium

Learning Information and Procedural Genres in Second Grade Science Instruction: A Test of Immersion versus Explicit Instruction

Chair: Nell K. Duke — Michigan State University

This symposium is devoted to presenting first-year results of the two-year, longitudinal TEXT study. After an overview of the study and measures by the Chair, presenters will share the results of statistical growth modeling of reading comprehension and writing scores from 3 assessment points as well as qualitative results from focal children in the 12 classrooms.

- I. Reading Growth Patterns**
Leigh Hall — Michigan State University
- II. Writing Growth Patterns**
Cathy Tower — Michigan State University
- III. Genre Development Up Close**
Victoria Purcell-Gates — Michigan State University
Discussant: Michael Pressley — University of Notre Dame

3:00—4:30 p.m.

Texas Ballroom/B

Paper Session

Learning to Teach Writing

Chair: Diane Kaplan — Texas A&M University

- I. The T-I-P Writing Project: Developing a Writing Program in Two West Texas Rural School Districts**
Roger Passman — Texas Tech University
Deborah Huntsucker — Education Service Center Region XV
Martha Ellis — Menard Independent School District
Kathy Gonzalez — Eden Consolidated Independent School District
- II. I Never Thought a First Grader Could Teach Me How to Write: Examining Beliefs and Positioning within Author Circles**
Amy Seely Flint — Indiana University, Bloomington
Katie P. Van Sluys — Indiana University, Bloomington
Debbie East — Indiana University, Bloomington
Y. Gloria Lo — Indiana University, Bloomington
- III. Teacher Research at the Teacher Education Level: Learning to Teach Writing Through Ethnographic Observation**
Carolyn R. Frank — California State University, Los Angeles

3:00—4:30 p.m.

Fiesta Meeting Room A

Paper Session

Literacy Learning in the Content Areas

Chair: Tim Lensmire — University of Minnesota

- I. Making the Science Literacy Connection: Its Impact on Science Concept Knowledge, Writing Performance, and Interest in Science and Writing of Elementary Students**
Margaret A. Moore-Hart — Eastern Michigan University
- II. Does Reading and Writing in Elementary School Science Reflect Authentic Science Practices?**
Debbly Deal — Loyola College of Maryland
- III. Integrating Language Arts and Social Studies Instruction: What is Gained and Lost?**
Susan I. McMahon — National-Louis University

3:00 — 4:30 p.m. Directors Room 2

Alternative Session
Negotiating Change: The Role of Teacher Knowledge in Literacy Instruction and School Mandates

Chair/Discussant: Anne DiPardo — The University of Iowa

This session integrates literature reviews and case studies to explore teacher knowledge of literacy practices from multiple perspectives. Through the use of individual presentations and group discussion, participants will examine the specialized body of knowledge that teachers possess and how teachers negotiate the application of that knowledge in different school settings.

- I. Teacher Knowledge and Changing Perceptions of Literacy**
Christine L. Potter — The University of Iowa
- II. Teacher Knowledge and Barriers to Best Practice**
Pamela Ames Coke — The University of Iowa
- III. Teacher Knowledge and School Change Mandates**
Bonnie K. Sonnek — The University of Iowa

3:00 — 4:30 p.m. Texas Ballroom A

Paper Session
Professional Development Programs in Reading

Chair: Victor Willson — Texas A&M University

- I. Perceptions of Literacy: The Impact of Reflective Practice in a Professional Development School**
Mary Beth Allen — East Stroudsburg University
Maureen McLaughlin — East Stroudsburg University
- II. Literacy Educators Assessing and Developing Early Reading Success: A Case Study on the Effects for a Professional Development Project in Early Reading Instruction**
Allison Swan — University of Pittsburgh
- III. Professional Development Programs in Reading: A Follow-Up with District Directors**
Michele C. Mits Cash — University of Miami
Marie Tejero Hughes — University of Miami
Janette Klingner — University of Miami
Suzette M. Ahwee — University of Miami

3:00 — 4:30 p.m. Executive Salon 4

Symposium
Studies of Literacy, Discourse, Science, and Space in Urban Communities and Schools

Chair/Discussant: Kris D. Gutierrez — University of California, Los Angeles

This symposium brings together research studies that employ hybridity and spatiality theories to examine the Discourses (Gee, 1996) in different urban communities, with an eye toward constructing hybrid learning spaces in and out of school. The session will include three paper presentations followed by a discussant and an open discussion period.

- I. "Everything That Can Be Measured, Must Be Measured": Competing Discourses in an Inquiry-Based Science Classroom**
Kimberley Williams — Northwestern University
Marjorie Faulstich Orellana — Northwestern University

- II. Looking for the Third Spaces: Exploring the Intersections of Community and Classroom Discourses**
Elizabeth Birr Moje — University of Michigan
Ruth Athan — University of Michigan
Kathryn McIntosh Ciechanowski — University of Michigan

- III. Latina Mothers Use Literacy to Claim Spaces in an After-School Computer Program**
Rosario Carrillo — University of Michigan
Elizabeth Birr Moje — University of Michigan

3:00 — 4:30 p.m. Rose Garden

Alternative Session
Writing About Research: Advice from Editors

Chair: Nancy D. Padak — Kent State University

This session is designed to support researchers who wish to prepare journal-length manuscripts of their work. Presenters include current and former editors of the *Journal of Literacy Research*, the *NRC Yearbook*, *Reading Research Quarterly*, *Reading Research and Instruction*, *Reading Psychology* and chairs of NRC's and IRA's Publications Committees.

- Diane M. Barone — University of Nevada
- William A. Henk — Southern Illinois University
- Kathleen Hinchman — Syracuse University
- James V. Hoffman — University of Texas, Austin
- Cynthia R. Hynd — University of Georgia
- Wayne M. Linek — Texas A&M, Commerce
- Sam D. Miller — University of North Carolina, Greensville
- Lesley Mandel Morrow — Rutgers University
- Penny Oldfather — University of Georgia
- Tim Rasinski — Kent State University
- John E. Readence — University of Nevada
- Ray Reutzel — Southern Utah University
- Flora Rodriguez-Brown — University of Illinois, Chicago
- William H. Rupley — Texas A&M University
- Diane L. Schallert — University of Texas, Austin
- Tim Shanahan — University of Illinois, Chicago
- Elizabeth G. Sturtevant — George Mason University
- Colleen M. Fairbanks — University of Texas
- Jo Worthy — University of Texas
- Beth Maloch — University of Texas, Austin

3:45 — 4:30 p.m. Fiesta Pavillion/1

Roundtables

Chair: Susan L. Nierstheimer — Illinois State University

- I. A Content Analysis of Teacher Representations in Children's Picture Storybooks**
Sarah Jo Sandefur — Texas A&M University, Commerce
Leeann Moore — Texas A&M University, Commerce
- II. A Decade of Literacy Research in the *Journal of Research and Development in Education***
Karen A. Onofrey — California State University
Ruth E. Knudson — California State University

■ National Reading Conference

III. *Supporting the Literacy Instruction of Classroom Educators: A State-wide Reading Consortium Explores the Effectiveness of Distance Learning*

Joyce E. Many — Georgia State University

Mary Agnew — Fort Valley State University

Maggie Philbin — Georgia College and State University

Sharon Feaster — Augusta State University

Beth Pendergraft — Augusta State University

Cindy Beatty — North Columbia Elementary School

Meg Walworth — Armstrong Atlantic State

Faith Wallace — Georgia State University

Sallie Averitt — Columbus State University

Linda Akanbi — Kennesaw State University

Janine Kaste — The City University of New York

Stacy Byous — Georgia State University

Gerald Boyd — Georgia Department of Education

Kristi Kuber — Georgia Department of Education

IV. *Learning to Write/Learning to Do School: A Longitudinal Case Study of Written Genres across the Curriculum, K-3*

Marilyn L. Chapman — The University of British Columbia

V. *Talking About Our A.R. Books: A First Year Teacher Sparks Interest through Literature Discussion Groups*

Patricia E. Linder — Texas A&M University-Commerce

VI. *The Perils and Promises of Stage Theories of Writing*

Nancy Anderson — Texas Woman's University

Paula Mitchell — Texas Woman's University

4:45 — 6:00 p.m.

Texas Ballroom

Presidential Address Session

Chair: Taffy E. Raphael — Oakland University

Welcome

Deborah R. Dillon — University of Minnesota

Early Career Award Presentation

Chair of Committee:

Jeanne R. Paratore — Boston University

Student Research Award Presentation

Co-Chairs of Committee:

Maribeth Cassidy Schmitt — Purdue University

Josephine Peyton Young — Arizona State University

Introduction of Speaker:

Taffy E. Raphael — Oakland University

Presidential Address:

Defining Reading: Science in Search of Art, or Art in Search of Science?

Peter B. Mosenthal, Professor — Syracuse University

As Bronowski noted many years ago, true progress is achieved in knowledge only to the extent that science can be used in the service of art, and art used in the service of science. We, in reading, have talked a great deal about balancing "basics" conceived as skills but have thought little about balancing basics conceived as the "science and art" of reading. Most research articles have focused largely on the science question of "What is?," while most applied articles have focused on the art question of "What should be?" Little consideration has been given for developing a rapprochement between these two complementary concepts. In light of this problem, this talk presents a framework for understanding the science-art relationship and how this relationship can be maximized to more effectively enhance reading research and instruction, as well as policy.

6:15 — 7:30 p.m.

Southwest Craft Center

Opening Night / President's Reception

Please join us to honor our 2001 NRC President Peter B. Mosenthal and to welcome each other to the conference.

9:00 p.m. — Midnight

Lobby Bar

Vital Issues

Thursday**December 6, 2001****8:30 — 10:00 a.m.****Executive Salon 5****Symposium****Examining the Evolution of Successful Teachers and Schools in Times of New Philosophies and Changing Policies**

Chair: Tamara Jetton — James Madison University

This symposium brings together several researchers who have studied the philosophies and instruction of successful literacy teachers in the elementary and middle grades. Specifically, we will examine how expert teachers interpret and function within state, local, and school policies that affect reading and language arts instruction.

- I.** *What Constitutes Success?: A Review of Studies of Expert Practice in Light of Current Reforms*
Gay Ivey — University of Maryland, College Park
- II.** *Exemplary 4th Grade Teachers' Perceptions of the Influence of SEA Policy-Making on Practice & Students' Opportunities to Learn in 3 States: NY, CA, TX*
Anne McGill-Franzen — University of Florida
- III.** *Creating the Disposition to Read: The Complexity of Developing and Studying Successful Reading Environments in the Middle Grades*
Karen Broadus — James Madison University
Discussant: Richard Allington — University of Florida

8:30 — 10:00 a.m.**Rose Garden****Symposium****International Reading Association Urban Diversity Initiatives Commission: Improving Achievement in Urban Schools**

Chair: David Hernandez — Ironwood School, Casa Grande, AZ

The IRA Urban Diversity Initiatives Commission first met at the 2000 Conference in Indianapolis, Indiana for the purpose of improving urban education. 2/3 of all people in the United States reside in urban centers and face challenges such as reduced funding, economic poverty, safety issues, and increased language, cultural, and ethnic diversity (Snyder, 1997). These challenges require sensitive and responsive actions from the community (Kozol, 1991; Shirley, 1997; Schmidt, 2000a; Schmidt, 2000b; Diller, 1999; Edwards, 1999; Danridge, Edwards & Pleasants, 2000). The purpose of this session is to present the background, rationale, charges, accomplishments, and future plans of the Urban Diversity Initiatives Commission. IRA presidents and researchers will share their information and insights and take questions and comments regarding the commission's work and progress.

Patricia Ruggiano Schmidt — Le Moyne College
Dolores Malcolm — IRA Past President & Chair, Urban Diversity Initiatives Commission
Carmelita Williams — IRA Past President & IRA Board Liaison: Norfolk State University
Donna Ogle — IRA President 2001, National-Louis University
Patricia A. Edwards — Michigan State University

8:30 — 10:00 a.m.**Executive Salon 2****Symposium****Investigating Texts for Beginning Instruction: Predictability, Decodability, and Genre**

Chair: Marla H. Mallette — Southern Illinois University

This session convenes studies on features of texts for beginning readers and their implications for literacy teaching and learning. The studies involve analysis of texts used in first grade reading instruction, with a focus on their predictability, decodability, and genre. Studies also include data on the impact of these features on children's reading development.

- I.** *Investigating Decodable Features of Basal Texts and First-Grade Reading Performance*
James V. Hoffman — University of Texas, Austin
Misty Sailors — University of Texas, Austin
- II.** *Investigating the Supportiveness of Phonetically Decodable Text for Onset-Rime-Based Decoding Instruction*
James W. Cunningham — University of North Carolina, Chapel Hill
David A. Koppenhaver — Gustavus Adolphus College
Karen A. Erickson — University of New Hampshire
Stephanie A. Spadorcia — Lesley University
- III.** *Investigating the Impact of Diversifying Genres of Text Used in First Grade Literacy Instruction*
Nell K. Duke — Michigan State University/CIERA
Susan Bennett-Armistead — Michigan State University/CIERA
Discussant: Patricia M. Cunningham — Wake Forest University

8:30 — 10:00 a.m.**Directors Room 1****Paper Session****Investigations of Preschool Children's Literacy Learning Across Contexts**

Chair: Maria Riojas-Cortez — University of Texas, San Antonio

- I.** *Quality of Book Reading Matters for Emergent Readers: An Experiment with the Same Book in a Regular or Electronic Format*
Maria T. de Jong — Leiden University
Adriana G. Bus — Leiden University
- II.** *Does Environmental Print Recognition or Recall Lead Children into Word Reading?*
Sherri L. Horner — University of Memphis
Johanna R. Price — University of Memphis
- III.** *"Writing Is So that You Learn!" A Profile of Preschool Children's Writing Conceptualizations*
Joan Massa — University of Southern California
David B. Yaden, Jr. — University of Southern California

8:30 – 10:00 a.m. Executive Salon 1

Paper Session

Literacy Journeys of Adult Readers and Writers

Chair: Laretta Henderson — University of Iowa

I. Literacy and Life Changes: Perceptions of Adult Students

Victoria Purcell-Gates — Michigan State University

Sophie C. Degener — Harvard University

Erik Jacobson — University of Massachusetts, Boston

II. The GED Journey as a Window to African American Women's Character

Joanne Kilgour Dowdy — Georgia State University

III. Poetry and the Ecology of Writing

Rebecca J. Luce-Kapler — Queen's University

8:30 – 10:00 a.m. Executive Salon 3

Symposium

Merging Technology, Teaching and Learning: Developing and Using Learning Environments Supported by Technology

Chair: Susan Florio-Ruane — Michigan State University

We examine the issues related to development and use of technology-supported learning environments, focusing on what is learned in these environments. Drawing on conceptual work done in the field, we present cases of ongoing investigations that provide insight into how these technology-based environments are supportive of learning. A discussant panel will examine cross-cutting themes from these cases such as literacy, culture, teaching and complexity, to help draw out themes that need further examination and discussion.

Jenny Denyer — Michigan State University

Richard E. Ferdig — Michigan State University

Marcella Kehus — Berkley Schools & Oakland University

Andrew G. Topper — GVSU School of Education

Discussants: Susan Florio-Ruane — Michigan State University

Kathryn Au — University of Hawaii, Manoa

Taffy E. Raphael — Oakland University

Rand Spiro — Michigan State University

8:30 – 10:00 a.m. Texas Ballroom/A

Alternative Session

Passing the PRAXIS/Promoting Reflective Practices about Teaching for Multiple Literacies: Strategies and Techniques for Facilitating Preservice Teachers' Case Writing and Discussions

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

This session provides opportunities for participants to observe and practice how to facilitate effective, purposeful multiple literacy teaching case discussions through a variety of approaches. Presenters will offer a dramatic enactment based upon an authentic teaching case that portrays a preservice teacher's dilemma linking print-based literacy lessons with computer technology.

I. A Brief Overview of the Particular Properties that Constitute a Well-Written Case and the Goals and Dimensions of Effective, Purposeful Case Mediation

II. Case Facilitation through Dramatic Enactment: "Having Computers in the Classroom Isn't Always the Answer"

III. Sharing Authentic Multiple Literacy Teaching Cases (e.g., Dramatic Arts, Music, Technology, Dance, Visual Arts, the Use of Popular Culture, Viewing and Visually Representing)

Janet C. Richards — University of Southern Mississippi

Ramona C. Moore — Western Washington University

Joan P. Gipe — California State University, Sacramento

Deborah L. Begoray — University of Manitoba, Winnipeg

Discussant: Janet C. Richards — University of Southern Mississippi

8:30 – 10:00 a.m. Directors Room 2

Alternative Session

Sociocultural Influences on Content Literacy Teachers' Beliefs and Innovative Practices

Chair: Terry Sylvester — University of Nevada/Reno College of Education

This study examined sociocultural influences on content literacy teachers using innovative practices. This study was informed by social constructivist theory and research on teachers' beliefs and practices. Multiple data sources, including autobiographies, journals, teaching cases and action plans, were used. Constant-comparison analysis was employed to determine the categories of sociocultural influences, which include state standards.

I. The Role of Innovative Practice in Content Literacy

II. Autobiographies, Journals, Teaching Cases, and Action Plans as Data Sources for Content Literacy Teachers

III. Sociocultural Influences on Innovative Practice in Content Literacy

IV. Demonstration of and Participation in Inquiry-based Teaching Techniques for Content Literacy: Exhibition of Teaching Cases and Action Plans

Maureen McLaughlin — East Stroudsburg State University of PA

Thomas W. Bean — University of Nevada, Las Vegas

Discussant: Martha Rapp Ruddell — Sonoma State University

8:30 – 10:00 a.m. Executive Salon 4

Paper Session

Students Position Themselves for Language Learning

Chair: Linda Harklau — University of Georgia

I. Learning Another Culture in Class: Student Experience in the Foreign-Language Classroom

Yasuko Akiyama — University of Iowa

II. What Difference does Relevance and Agency Make in the Literacy Engagement of Secondary ELLs?

Eliane Rubinstein-Avila — University of Arizona

III. The Reading Preferences of Amish Children in a Public School

Andrea M. Farenga — Malone College

Symposium

Two Studies and the Evolution of the Process to Capture Depth of Engagement Across Different Item Formats in NAEP Reading Data

Chair: P. David Pearson — University of California-Berkeley/CIERA

Participants present their findings and insights into the nature and depth of cognitive engagement elicited by multiple choice vs. constructed response items. The first paper addresses the development of a category system and provides illustrative case studies derived from think-aloud data. The second paper discusses the retooling of the category system based on findings from a novel pilot study coupled with the theoretically driven lens of cognitive flexibility.

I. Probing the Depths: Do Different Item Formats Elicit Different Sorts of Cognitive Engagement?

II. Surfacing from the Depths: Two Differences in Engagement Across Item Format, Multiplicity and Intertextuality

Diane Hamm — Michigan State University

Kara Lycke — Grinnell University

Ebony Roberts — Michigan State University

Discussant: Jay Campbell — Educational Testing Service

8:30 — 10:00 a.m.

Texas Ballroom/C

Symposium

Violence: The Children We Hurt in the Name of Literacy

Chair: Josephine Peyton Young — Arizona State University

The symposium explores the impact of decisions about literacy curriculum, including the mandating of literacy programs on students. Using the lenses of critical and poststructural theories and Stuckey's (1991) notions of the violence of literacy, data from three qualitative studies will be presented that reveal the ways that these decisions perpetuate inequity in schools.

I. *Implementation of a Reading Program: Inner-City Teachers Reflect*
Laurie MacGillivray — University of Southern California
Jennifer Skoda — University of Southern California
Margie Saucedo Curwen — University of Southern California
Amy Lassiter Ardell — University of Southern California

II. *Making Decisions Based about Literacy Programs: A Case Drawn from the Rural South*

Devon Brenner — Mississippi State University

Terry Jayroe — Mississippi State University

III. *Literacy Instruction as Disciplinary Practice in First-Grade English Immersion Class: A Foucauldian Analysis*

Patrick Manyak — Cal State University, Fullerton

Discussant: Richard J. Meyer — University of New Mexico

8:30 — 9:15 a.m.

Fiesta Pavillion/1

Roundtables

Chair: Kenneth J. Weiss — Nazareth College of Rochester

I. *An Analysis of Second Graders' Attempts to Read Multisyllabic Words*
Thomas G. Gunning — Central Connecticut State University

II. *The Kindergarten Group-Administered Phonological Awareness Tests*
Beth A. Bader-Paetschow — Alfred University
Mary Walton — Mesa Public Schools

III. *Examining the Implementation and Sustainability of Research-Based Practices*

Suzette M. Ahwee — University of Miami

Janette Klingner — University of Miami

Michele C. Mits Cash — University of Miami

Marie Tejero Hughes — University of Miami

IV. *Professor in Residence: A New Role for Learning and Leadership*
Beverly J. Bruneau — Kent State University

V. *A Latina Perspective: A Look at White Preservice Teachers Tutoring Hispanic Children*

Rachel G. Salas — Texas A&M University, Corpus Christi

VI. *The Role of Literacy Instruction in the Reform-Oriented Mathematics Classroom: Locating the Common Ground in Preservice Education*

Roni Jo Draper — Brigham Young University

Daniel K. Siebert — Brigham Young University

VII. *Using CMC with Student Teachers in Reading/Language Arts Methods Courses and During Student Teaching Internship*

Lori Assaf — University of Texas at Austin

VIII. *Building a Community of Inquiry to Enhance Teaching and Learning*

Deborah R. Dillon — University of Minnesota

Kerry A. Hoffman — Purdue University

David G. O'Brien — University of Minnesota

Michele Pittard — Purdue University

Joy Seybold — Purdue University

Ling Wang — Purdue University

Stephen Wellinski — Purdue University

9:15 — 10:00 a.m.

Fiesta Pavillion/1

Roundtables

Chair: Kenneth J. Weiss — Nazareth College of Rochester

I. *In Line with the On-Line Class: Using the Internet for Field Experience Responses*

Rebecca S. Anderson — University of Memphis

Jane B. Puckett — University of Memphis

II. *Co-Constructing Scientific Explanations in Integrated Science-Literacy Units: Dialogic Inquiry and Heteroglossia in Urban Primary Grade Classrooms*

Christine C. Pappas — University of Illinois at Chicago

Maria Varelas — University of Illinois at Chicago

Anne Barry — Jungman Elementary School

Amy O'Neill — Alexander Hamilton Elementary School

III. *The Journey of Explicit Comprehension Instruction: From Struggling Readers to Strategic Readers*

Joan Primeaux — University of Alabama

IV. *These Are Not My Words: Fostering Vocabulary Through Transdisciplinary Learning*

Nancy L. Williams — University of South Florida

Mary Lou Morton — University of South Florida

Bonnie Konopak — California Polytechnic State Univ, San Luis

Obispo

■ National Reading Conference

V. Intermediate Teachers' Attitudes, Understandings, and Knowledge about Informational Books

Denise N. Morgan — Ohio State University

VI. What Methods Textbooks Cover in Light of Current Recommendations

Angelique VanBoden — Syracuse University
Robin Greer — Syracuse University

VII. Facilitating the Literacy Learning of Children in a Diverse Setting: Children as Teachers and Preservice Teachers as Learners and Researchers

Cynthia H. Brock — University of Nevada, Reno
Dorothy Kincaid Moore — University of Nevada, Reno

VIII. The Whys of the Writing Process: A Call for More Research

Julia Kara-Soteriou — University of Connecticut
Douglas Kaufman — University of Connecticut

III. Students' Letters Tell About the Appeal of Literature

Wilma D. Kuhlman — University of Nebraska, Omaha
Carol L. Moutray — Bethel College
Kimberly A. Bowman — Luzerne County Community College

IV. The Nature of Collaboration Among Clinicians in a Summer Reading Program

Keli A. Garas — University at Buffalo

V. Does It Matter Whether the Teacher or the Computer Reads the Story?

A Comparison between Native and Immigrant Kindergartens
Eliane Segers — Nijmegen University
Lianne Takke — University of Nijmegen
Ludo Verhoeven — University of Nijmegen

VI. Increasing Automaticity and Background Knowledge: An Intervention

Elfrieda H. Hiebert — University of Michigan

10:15 — 11:45 a.m. Texas Ballroom

Oscar Causey Address and Award Presentation Session

Chair: Peter B. Mosenthal — Syracuse University

Oscar Causey Award Presentation

Chair of Committee:
Donald J. Leu — University of Connecticut

Introduction of Speaker

Peter Afflerbach — University of Maryland

2000 Oscar Causey Honoree Address:

Effective Beginning Reading Instruction

Michael Pressley — University of Notre Dame
The Notre Dame Professor of Catholic Education

Recent reports about scientifically validated reading instruction are narrow. A complete statement about improving beginning reading achievement would cover instruction at home, television effects, community resources, whole language, and school reform movements. Ethnographic analyses of effective primary literacy instruction especially deserve attention.

1:00 — 1:45 p.m. Fiesta Pavillion/1

Roundtables

Chair: Diane M. Truscott — Buffalo State College

I. Pushing the Limits to Early Intervention: An In-Class Model for Teachers

James R. King — University of South Florida
Susan Homan — University of South Florida
Margie Tuck — Broward County Schools

II. Teaming up for Professional Development in Literacy: One School's Experience

Shirley A. Long — Eastern Kentucky University
Margaret B. Davis — Eastern Kentucky University

1:00 — 2:30 p.m.

Executive Salon 3

Alternative Session

The ABC's of Cultural Understanding and Communication for Literacy Teacher Education

Chair: Flora Rodriguez Brown — University of Illinois, Urbana-Champaign

The purpose of this alternative session is to give participants opportunities to discuss findings from national and international studies of present and future teachers' experiences with the model known as the ABC's of Cultural Understanding and Communication (authors, 1998; 1999; 2000; 2001). First, researchers will briefly present their work. Next they will lead small groups in the analyses of findings and implications for literacy teacher education. Finally, groups will share their reflections in the session.

I. Use of the ABC's Model: Report from Cross-National Research

Jyotsna Pattnaik — California State University/Toyo Eiwa University

II. Raising Awareness and Understanding Cultural Concepts

Claudia Finkbeiner — University of Kassel, Germany
Christine Koplín — University of Kassel, Germany

III. Issues of Exploring Diversity in Literacy Education Courses

Shelley Hong Xu — Texas Tech University

IV. Using the ABC's Model to Help Preservice Teachers Implement

Culturally Diverse Literature in Their Future Classrooms
Stacey Leftwich — Rowan University

V. Models for Implementing the ABC's in Elementary and Secondary Schools

Patricia Ruggiano Schmidt — LeMoyne College

1:00 — 2:30 p.m.

Texas Ballroom/C

Paper Session

Access & Interaction: What Do Parents and Kids Do With and Without Books?

Chair: Jiening Ruan — University of Oklahoma

I. Incorporating Family Literacy Strategies into Urban Elementary Schools

Francesca Pomerantz — ReadBoston
Heidi Sampson — ReadBoston

II. If You Dunno the Alphabet, then You Can't Read: Emergent Literacy Competencies and Home Literacy Environments of Kindergartners in South Africa

Ingrid Willenberg — Harvard Graduate School of Education

III. What Can Be Learned From Parent-Child Interactions in Bookstores and Libraries?

Susan K. L'Allier — Northern Illinois University

Barbara A. Winicki — Governors State University

1:00 — 2:30 p.m.

Directors Room 2

Paper Session

Alternative Approaches Aimed at Creating Change and Growth in Preservice Teachers' Attitudes and Beliefs in Regards to Middle/Secondary Literacy

Chair: Melanie R. Kuhn — Rutgers, The State University of New Jersey

I. Media Literacy for Preservice Teachers in Canada, Scotland and England: Motives and Methods of Three Teacher Educators

Deborah L. Begoray — University of Manitoba

II. Student Achievement in the Professional Development School: Do We Matter?

Douglas Fisher — San Diego State University

Nancy Farnan — San Diego State University

Nancy Frey — San Diego State University

III. A Literacy Program to Promote Awareness of Disabilities Issues Among Preservice Teachers

Carol A. Mullen — University of South Florida

1:00 — 2:30 p.m.

Texas Ballroom/A

Paper Session

Cultural Awareness and Diversity in Literacy

Chair: K. LaNette Dellinger — James Madison University

I. A Focus on Family Stories: Enhancing Preservice Teachers' Cultural Awareness

Julie K. Kidd — George Mason University

Eva K. Thorp — George Mason University

Sylvia Y. Sanchez — George Mason University

II. Multicultural Literacy Begins at Home: Research with Parents

Jyotsna Pattnaik — California State University

III. White Preservice Teachers in an Urban Literacy Practicum: A Cultural Odyssey

Althier M. Lazar — West Chester University

1:00 — 2:30 p.m.

Directors Room 1

Paper Session

Elementary Students' Responses to Literature: Different Ways of Constructing Literary Understanding

Chair: Carmen M. Martinez-Roldan — University of Iowa

I. Reading Multiculturally: Conceptualizations of Multiculturalism and Their Implications for Instruction and Response to Literature in Schools

Karla J. Moller — University of Georgia

II. Children's Developing Understanding of Characterization

Susan Strecker — University of Texas at San Antonio

Miriam G. Martinez — University of Texas at San Antonio

Janis Harmon — University of Texas at San Antonio

Sharon F. O'Neal — Southwest Texas State University

Nancy Roser — University of Texas at Austin

III. "That's Why I Was Crying on this Book": Trauma and Testimony in Children's Responses to Literature

Elizabeth M. Dutro — University of Washington

1:00 — 2:30 p.m.

Executive Salon 5

Alternative Session

Ensuring that Classroom Discussion is Progressive: Learning to Guide with a Light Rein

Chair: James R. Gavelek — University of Illinois at Chicago

We believe that teacher development (both preservice and inservice) could be facilitated through study of teachers' in situ decision-making, drawing on a bank of video clips from real classrooms, together with transcripts and commentaries from different perspectives. This session invites participants to join in viewing and discussing prototype examples. The video clips to be discussed have been selected to include literacy practices across a range of contexts (e.g., grade, subject area, etc.)

Kathryn Au — University of Hawaii

Susan Florio-Ruane — Michigan State University

Judit Moschkovich — University of California, Santa Cruz

Taffy E. Raphael — Oakland University

Rand Spiro — Michigan State University

Gordon Wells — University of California, Santa Cruz

1:00 — 2:30 p.m.

Texas Ballroom/B

Alternative Session

Preparing Culturally Responsive Literacy Teachers: Issues, Strategies, and Dilemmas

Chair/Discussant: Georgia Earnest Garcia — University of Illinois, Urbana-Champaign

This session features practices that facilitate preparation of literacy teachers for culturally responsive teaching. Participants join one of four small group presentations followed by a discussion and question/answer session. Session concludes with summary and discussion of emerging themes. Presenters are members of the NRC Teacher Education Research Study Group.

I. Beyond Awareness: Preparing Teachers in a Diverse World

Sue Davis Lenski — Illinois State University

Kathleen Crawford — Illinois State University

Thomas Crumpler — Illinois State University

Corsandra Stallworth — Illinois State University

II. English Language Learners: Preparing Teacher Candidates for Linguistically and Developmentally Appropriate Literacy Instruction

Dana L. Grisham — San Diego State University

Jill Kerper Mora — San Diego State University

III. Clashing Values: The Challenge of State Reform, Changing Demographics, and Teacher Preparation

Beverly W. Brink — Washington State University

Janet Curley — Washington State University

THURSDAY

IV. This Isn't Indiana: A First Year Teacher's Experiences in an Ethnically Diverse Setting
Bette Bergeron — Arizona State University East

1:00 — 2:30 p.m.

Rose Garden

Alternative Session

RAND Reading Study Group Report, Reading for Understanding: Towards an R&D Program in Reading Comprehension

Co-Chair: Catherine Snow — Harvard University
Anne P. Sweet — RAND

The RAND Reading Study Group (RRSG) drafted a report to help the U.S. Department of Education solicit future proposals for R&D and to develop strategies for planning and managing programs of research in reading comprehension and learning content through reading. An important piece of this initiative includes building community among researchers, practitioners, and policy makers by widely sharing study group ideas and seeking critique of the draft. Commentary generated via presentations at professional associations and through the web-site that was launched in conjunction with this effort, will be used to inform the revision. The revised report is scheduled for release in the fall, 2001. Members of the RRSG will be present to talk about the revised report and the direction that reading research in comprehension is likely to take over the next two decades.

Donna E. Alvermann — University of Georgia
Janice Dole — University of Utah
Jack Fletcher — University of Texas-Houston Health Science Center
Georgia Earnest Garcia — University of Illinois at Urbana-Champaign
Irene Gaskins — Benchmark School
Arthur Graesser — University of Memphis
John G. Guthrie — University of Maryland
Michael L. Kamil — Stanford University
William Nagy — Seattle Pacific University
Annemarie Sullivan Palincsar — University of Michigan
Dorothy S. Strickland — Rutgers University
Frank Vellutino — State University of New York
Joanna P. Williams — Teachers College, Columbia

1:00 — 2:30 p.m.

Executive Salon 4

Symposium

Re-Thinking Adolescents' Literacy Practices in Evolving Electronic Environments

Chair: Beth Morton — Vanderbilt University

To date, most analysis of communication and discourse have occurred through constructs that we call Historical understandings of literacy (created to account for and to analyze literacy practices in a paper-based world). In addition, analyses have often incorporated conceptions of Technological literacy present at the time of a given analysis—for example, conceptions of cartoons, television technology, graphics, and so on. This symposium argues for and applies two additional lenses to discourse/conversational analysis: the synergistic effects of Media with the codefined Contexts in which interactions occur. We feel using all four lenses to examine (1) literacy practices as well as (2) definitions of literacy and (3) literate behavior is necessary if we are to more fully understand evolving literacy definitions and needs, especially in electronic environments. Thus, this symposium will present and discuss the HTMC construct as a unified lens through which to view literacy situations, and will explain how this was done in three separate studies.

I. Observing Online Conversations: Literacy, Technology, and a Space of Her Own
Dana W. Cammack — Vanderbilt University

II. Analyzing Anchored Instruction: Four Ways of "Unpacking" Literate Acts
Charles K. Kinzer — Vanderbilt University

III. Whereintheworldareteens.com: Fictional Constructions of Adolescent Journeys in Cyberspace
Kevin M. Leander — Vanderbilt University
Discussant: David Reinking — University of Georgia

1:00 — 2:30 p.m.

Fiesta Meeting Room B

Paper Session

Reading Assessments and Issues of Validity

Chair: Sharon Arthur Moore — Peoria (AZ) Unified School District

I. Relative Reading Achievement: A Longitudinal Study of 187 Children from First Through Sixth Grade
Linda M. Phillips — University of Alberta
Stephen P. Norris — University of Alberta

II. The Predictive Value of Five Early Literacy Screening Assessments
Sharon Arthur Moore — Peoria (AZ) Unified School District

III. Mobility and Achievement: A Look at Internal and External Assessments in One School Building
Sharon Walpole — Charlottesville City Schools

1:00 — 2:30 p.m.

Executive Salon 2

Paper Session

Reading to Learn & Learning to Read for Comprehension

Chair: Stacey Leftwich — Rowan University

I. Content Area Reading: An Analysis of Comprehension Strategies for Primary Grade Textbooks
Linda E. Martin — Ball State University
Sherry Kragler — Ball State University
Carolyn Walker — Ball State University
Kathryn L. Bauserman — Ball State University

II. Texts and Contexts: Linking Literature, Primary Sources, and Discussion

Virginia Goatley — SUNY/Albany/CELA
 Rebecca L. Rogers — Washington University at St. Louis/CELA
 Vanessa-Larae Machado — University at Albany, SUNY/CELA
 Alice O'Neill — South Colonie Central School District/CELA

III. Effects of Interactive Reading Aloud and Multimedia Interactions with Alphabet Books on Phoneme Awareness, Letter Knowledge, and Vocabulary

Edna Greene Brabham — Auburn University
 Bruce A. Murray — Auburn University
 Shelly Hudson — Auburn University, Montgomery

1:00 — 2:30 p.m. Executive Salon 1

Alternative Session

What If? Adolescent Literacy Programs Past, Present, and Possible Futures

Chair: Josephine Peyton Young — Arizona State University

This alternative format session will explore secondary literacy programs of the past and present and search for possible futures for such programs. We will consider past and present adolescent literacy programs in order to develop new ones that better suit the needs of millennial teenagers during the next decade.

I. Secondary Reading Programs: What Was
 Patricia L. Anders — University of Arizona

II. Secondary Literacy Programs: What Is
 Kathleen Hinchman — Syracuse University
 Laura Payne-Bourcy — Syracuse University

III. Secondary Literacy Programs: What If?
 Josephine Peyton Young — Arizona State University
 David G. O'Brien — University of Minnesota
 Judith Irvin — Florida State University
 Lisa Cohen Snyder — Arizona State University
 James Rycik — Ashland University
 Elizabeth Birr Moje — University of Michigan

1:45 — 2:30 p.m. Fiesta Pavillion/1

Roundtables

Chair: Diane M. Truscott — Buffalo State College

I. Understanding Culture through Engagements with Multicultural Children's Literature: Four Readers' Stories
 Janelle B. Mathis — University of North Texas

II. An African American Mother-Daughter Literature Discussion Group: A Search for Identity
 Laretta Henderson — University of Iowa

III. "I Cannot do it Alone": A Taiwanese Teacher's Struggle in the Process of Implementing Literature-Based Reading Activities
 Hsiang-Ju Ho — Le Moyne College

IV. Guiding Teacher Reflections in a Clinical Setting: Are There Relationships between Teacher Reflection Patterns and Client Growth?
 Debra Bayles Martin — San Diego State University

V. Preservice Teachers Developing Philosophies of Teaching Literacy: Laying the Foundation for Future Decision Makers
 Carol D. Wickstrom — University of North Texas

VI. Critical Incidents Protocol: Helping Student Teachers Reflect on Their Experiences Collaboratively

Linda Kucan — Teachscape

3:00 — 3:45 p.m. Fiesta Pavillion/1

Roundtables

Chair: Karen Armstrong — York University

I. Modeling Internet Inquiry-Based Teaching for Preservice Educators in Literacy Methods Courses

Rachel Karchmer — Virginia Commonwealth University
 Marla H. Mallette — Southern Illinois University

II. Election 2000: Developing Critical Curriculum with First Grade Children

Terry J. Burns — Gwinnett County Public Schools

III. Technology and Book Clubs with At-Risk Readers

Sandra K. Goetze — Oklahoma State University
 Barbara J. Walker — Oklahoma State University

IV. Letters From Home: Teacher Educators Learn the Lives of Students

Sharon F. O'Neal — Southwest Texas State University
 Ann Hall — Southwest Texas State University
 Susan Hubbard — Southwest Texas State University

V. Preservice Teachers' Learning Logs: Formative Feedback on Methods Course Instruction

Beverly J. Bruneau — Kent State University
 Donna M. Ruttan — Kent State University
 Denise M. Barr — Kent State University

VI. Studies on Improving Middle School Reading

Peter Dewitz — Somerset County Schools
 Jane Balea — Somerset County Schools

3:00 — 4:30 p.m. Fiesta Meeting Room B

Symposium

An Early Literacy Initiative for All Students in High Needs Schools: A Whole School Approach

Chair/Discussant: Katherine Maria — College of New Rochele

Following a description of the Whole School Approach to literacy development, impressive findings of student achievement and insights into contributing influences will be presented from a longitudinal study of early literacy (prevention and intervention) in high-risk schools in a western Canadian city. Discussant's remarks and audience questions/concerns will conclude the session.

I. The Whole School Approach to Early Literacy: An Overview
 Miriam Trehearne — Calgary Board of Education

II. Student Achievement: Year Two Results in a Three-Year Project
 Tyrone Donnon — University of Calgary

III. Students, Teachers, Parents and the Instructional Environment: Findings on Components in the Equation

Christine J. Gordon — University of Calgary

3:00 — 4:30 p.m. Executive Salon 4

Paper Session

English Language and Early Literacy Development

Chair: Eurydice Bauer — University of Illinois, Champaign/Urbana

I. The Role of Written Language in English Oral Language Development for ESL Students

Youb Kim — CIERA/Michigan State University
P. David Pearson — University of California-Berkeley/CIERA

II. The Early English Reading Development of Latino English Learners in the "Low" Reading Group

Paul Neufeld — Simon Fraser University
Jill Fitzgerald — University of North Carolina, Chapel Hill

III. Dictation as a Multipurpose Literacy Activity for ESL Students

Kathleen A. J. Mohr — University of North Texas

3:00 — 4:30 p.m. Directors Room 1

Paper Session

Home-School Connections: Exploring the Role of Families in Emergent and Early Literacy

Chair: Sandra Twardosz — University of Tennessee

I. The Effects of a Kindergarten School-Home Book Project on Reading Behaviors in School and Home Contexts

Patricia L. Scharer — The Ohio State University
Sharan Gibson — The Ohio State University
Allyson VanOrder — The Ohio State University

II. Exploring the Comparative Influences of the Home and Child Care Center on Preschool Children's Literacy Development

Daniel J. Weigel — University of Nevada, Reno
Sally S. Martin — University of Nevada, Reno
Kymberley K. Bennett — University of Nevada, Reno

III. The Role of Families in the Early Literacy Development of Their Children: Difference in Beliefs of Families and Educators

Diane Lapp — San Diego State University
James Flood — San Diego State University
Douglas Fisher — San Diego State University
Karen Gates — San Diego Unified School District
Kelly Moore — San Diego Unified School District
Walter Kuduma — San Diego Unified School District

3:00 — 4:30 p.m. Texas Ballroom/C

Symposium

The Impact of Three Contrasting Reading Programs on Urban Second Graders' Knowledge and Processes of Reading

Chair: Barbara Laster — Towson University

The purpose of this symposium is to report research which investigates three contrasting reading programs, SRA Reading Mastery (Direct Instruction), Open Court and Guided Reading, in terms of how reading practices are defined and constructed in second grade classrooms, and the impact on students' knowledge and use of the reading process.

Bess Altwerger — Towson University
Poonam Arya — Towson University
Lejun Jin — Towson University
Debra Lang — Towson University
Bonnie Mackey — Towson University
Nancy Renman — Towson University
Patricia Wilson — Towson University
Discussant: Margaret Hill — University of Houston, Clear Lake

3:00 — 4:30 p.m. Executive Salon 2

Symposium

Monitoring the Course of Reading Acquisition: Kindergarten through First Grade

Chair: Shane Templeton — University of Nevada/Reno

Based on a K-1 longitudinal study of 112 children, we discuss which kindergarten literacy understandings are the best predictors of first-grade reading success; provide a context for understanding the development of phoneme awareness; and describe the instruction offered to 33 children who entered kindergarten with limited literacy.

I. Predicting End-of-First-Grade Reading Achievement at the Beginning, Middle and End of Kindergarten

Jan Perney — National-Louis University

II. The Relationship between Concept of Word and Phoneme Awareness in the Learning-to-Read Process

Darrell Morris — Appalachian State University

III. Instruction for Children Who Enter School With Limited Literacy Knowledge

Janet W. Bloodgood — Appalachian State University
Discussant: Lea McGee — University of Alabama

3:00 — 4:30 p.m. Rose Garden

Alternative Session

The National Reading Conference Oral History Project - Year Three & Retrospective of NRC Presidential Addresses

Co-Chair: Brenda Shearer — University of Wisconsin, Oshkosh
Norman A. Stahl — Northern Illinois University

This poster presentation continues the celebration of the human treasures of the National Reading Conference. Through oral history interviews of our senior membership, we preserve and share the knowledge and perspectives of a generation of professionals who served our field and NRC across the decades.

Norman A. Stahl — Northern Illinois University
Nancy Walker — University of Southern California
John E. Readence — University of Nevada, Las Vegas
Brenda Shearer — University of Wisconsin, Oshkosh
Kathy Neal Headley — Clemson University
Carole S. Rhodes — Adelphi University
Ann L. Loranger — University of New Hampshire
Laurie A. Elish-Piper — Northern Illinois University
James R. King — University of South Florida
Mary Ellen Vogt — California State University, Long Beach
Maria Kristiina Montero — University of Georgia
Charline J. Barnes — University of Northern Iowa
Richard D. Robinson — University of Missouri

3:00 — 4:30 p.m.

Texas Ballroom/B

Symposium

Professional Development as the Keystone to Reading Research and Practice

Chair/Discussant: Robert C. Calfee — University of California, Riverside

These papers describe how enhancing teacher knowledge improves early literacy through metacognitive decoding-spelling instruction, and later-grade literacy by joining science comprehension/composition. Data come from several projects: summer/intersession school, year-long events, and reading institutes. Methodology includes observations, interviews, and student achievement measures. Results demonstrate significant impact on professional knowledge/practice, reflected in student achievement.

I. Using Professional Development to Increase Performance of at Risk Students

Kathleen Wasserman — University of California, Riverside
Evelyn Haralson — University of California, Riverside

II. Assessing the Long-Term Impact of Professional Development

Kimberly A. Norman — California State University, Fullerton
Kathleen Wasserman — University of California, Riverside

III. Sustaining Professional Development: Case Studies of Changes in Teachers' Beliefs about Literacy Instruction

Kathleen M. Wilson — University of California, Riverside
Crystal Howard — University of California, Riverside
Makeba Rangel — University of California, Riverside

IV. Professional Development and Student Achievement: What Matters?

Guy Trainin — University of California, Riverside

3:00 — 4:30 p.m.

Texas Ballroom/A

Symposium

Statewide Assessment: Keeping the End in Mind

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

As Texas develops a new statewide assessment, the balance of student achievement, rigorous standards, and technical adequacy plays a strong role. We present the procedures and safeguards followed to assure each, including the roles of teachers, the statewide curriculum, and the statewide reading initiatives to improve reading achievement. Finally, we focus on the format of the reading/writing portion of the high school exit examination and how theme-linked passages and writing prompts facilitate student success.

Shirley V. Dickson — Texas Education Agency
Mary Livaudais — Texas Education Agency
Melanie Pritchett — Assistant Commissioner of Statewide Initiatives

3:00 — 4:30 p.m.

Executive Salon/1

Paper Session

Struggling Readers/Struggling Schools: Studies of Middle School Readers and Reading Program

Chair: Carol DeLaney — Syracuse University

I. Reading the Lives and Literacy Histories of Disaffected, Disenfranchised Adolescents

Mark Dressman — University of Illinois at Urbana-Champaign
Phillip Wilder — University of Illinois at Urbana-Champaign
Julia Johnson — University of Illinois at Urbana-Champaign

II. CAL Reads: Literacy Intervention in the Middle School

Richard McCallum — UC Berkeley
Paolo C. Martin — UC Berkeley
John A. Zwolinski — UC Berkeley

III. Struggling Readers to Struggling Readers: Student Perceptions of a Cross-Aged Tutoring Program

Patricia O. Paterson — Clayton County Public Schools
Lori N. Elliott — Georgia State University
Leslie DeMarco — Clayton County Public Schools

3:00 — 4:30 p.m.

Executive Salon 5

Paper Session

Teachers' Beliefs and Practices in Literacy Development

Chair: Marilyn McKinney — University of Nevada, Las Vegas

I. Johnny Learns to Read: A Case Study of Mediated Learning

Emily M. Rodgers — The Ohio State University

II. Organization as Promoter of Movement in the Language Arts Classroom: Preservice Teachers' Beliefs and Concerns

Douglas Kaufman — University of Connecticut
David Moss — University of Connecticut

III. Balanced Early Literacy Instruction: An Investigation of the Practices and Theoretical Orientation of Effective First-Grade Teachers

Julie-Anne Walsh — Fordham University

3:00 — 4:30 p.m.

Executive Salon 3

Paper Session

Technology and Comprehension Support

Chair: Mark W. Conley — Michigan State University

I. Fifth Grade Students' Use of Tools and Sign Systems to Mediate Understanding in the Content Area Classroom

Kimberly Kimbell-Lopez — Louisiana Tech University
Kathryn I. Mathew — Louisiana Tech University
Libby Manning — AEP Laboratory School
Dale Johnson — Homer Elementary, Claiborne Parish
Elizabeth C. Stephens — Southwest Texas State University

II. Developing Strategic Readers: A Comparison of Computer-Supported Versus Traditional Strategy Instruction on Struggling Readers' Comprehension of Quality Children's Literature

Bridget Dalton — CAST, Inc.
Bart Pisha — CAST, Inc.

III. Counteracting Effects of Two Instructional Strategies for Improving Text Learning: Map Displays and Adjunct Questions

William A. Kealy — University of South Florida

3:00 — 4:30 p.m.

Directors Room 2

Paper Session

What Medical Research Says about the Development of Literacy Processes

Chair: Diane Maletta — Purdue University

I. Exploring Areas of Vulnerability in the Literacy Skills of Children with a History of Corrective Heart Surgery

Sarah W. Beck — Harvard Graduate School

David Coker — Harvard Graduate School

Lowry Hemphill — Harvard Graduate School

David Bellinger — Neuroepidemiology Unit, Children's Hosp., Boston

II. A Primer on Neuroimaging and Reading: Why Does It Matter? How is It Done? What Do We Know?

William A. Henk — Southern Illinois University

3:45 — 4:30 p.m.

Fiesta Pavillion/1

Roundtables

Chair: Karen Armstrong — York University

I. Supporting At-Risk Learners in Writing: Teacher Decision-Making in Scaffolded Instruction

Susan King Fullerton — Ohio State University

II. An International Study of the Role of Home-School Literacy Partnership Models and Research in Pre-Service Education University Programs

Nora L. White — Texas Women's University

III. Situating Culture with White Middle Class Literacy Educators

Cheryl A. Kreutter — SUNY/Geneseo

Sharon M. Peck — SUNY/Geneseo

IV. The Power of Uncertainty: Reflections of Preservice Literacy Tutors

Peggy A. Grant — North Central Regional Educational Laboratory

Arlene Hambrick — North Central Regional Educational Laboratory

Edyth Young — North Central Regional Educational Laboratory

V. Pre-service Teacher Reflection: Is It a Given or Can It Be Nurtured?

Diana J. Quatroche — Indiana State University

Pat Wheeler — Indiana State University

VI. Scaffolding Through Cases for Diverse Constructivist Teaching in the Literacy Methods Course

Janine Kaste — College of Staten Island, CUNY

4:45 — 6:00 p.m.

Texas Ballroom

Plenary Session

Chair: Deborah R. Dillon — University of Minnesota

Distinguished Scholar Award

Chair of Committee:

Trika Smith-Burke — New York University

Introduction of Speaker

Elizabeth Birr Moje — University of Michigan

Plenary Address:

Reading in "New Times"

James Paul Gee, Tashia Morgridge Professor of Reading — University of Wisconsin-Madison

I start with an argument that school success is contingent not on "reading," but mastery of "academic language." I will then discuss the nature of such language and its connections to socially-situated identities, the growing chasm between learning inside and outside school, and the nature of new digital literacies.

6:00 — 6:45 p.m.

Texas Ballroom

2001 NRC Town Meeting

6:45 — 7:30 p.m.

Texas Ballroom Foyer

NRC Reception with Exhibitors

9:00 p.m. — Midnight

Lobby Bar

Vital Issues

Friday

December 7, 2001

8:30 — 10:00 a.m. Executive Salon 5**Symposium*****Classroom Discourse and Children's Responses in the Primary Grades***

Chair: Karen Miller — Roby Elementary School

This session will examine the role of classroom discourse within different instructional models and perspectives in primary grade classrooms. Discourse became the primary element for excellence and mediocrity in the teaching of reading and writing. Three studies will illustrate research procedures for looking at communication in the classroom and student achievement.

I. *Teachers' Responses to Children's Responses: Classroom Discourse in Three Instructional Settings*

Nuria Castells — University of Barcelona

II. *Classroom Discourse during Reading Instruction for Primary Grade Children: A Comparison within and across Instructional Models*

Ellen McIntyre — University of Louisville

III. *Teachers' Discourse during Writing Conferences: Connections and Missed Opportunities*

Sherry Powers — Western Kentucky University

Discussant: Gordon Wells — University of California, Santa Cruz

8:30 — 10:00 a.m. Executive Salon 3**Symposium*****Developments in Special Education Technology Research: Opportunities for Interaction***

Chair: Dennis G. Mike — Buffalo State College

This session is intended to identify current issues in special education technology research. Each participant will describe his or her own research agenda and discuss the place of that research within the broader special education literature. The discussant will then seek to identify those areas of greatest intersection between the research described and literacy-based technology research. Areas having the greatest potential for collaboration between the two disciplines will be emphasized.

Kyle Higgins — University of Nevada, Las Vegas

Randall Boone — University of Nevada, Las Vegas

David Edyburn — University of Wisconsin

Discussant: David Reinking — University of Georgia

8:30 — 10:00 a.m. Texas Ballroom/B**Alternative Session*****The Expertise of Literacy Teachers: Synthesis of Exemplary Teacher Studies***

Co-Chair: Cathy D. Collins Block — Texas Christian University

Lesley Mandel Morrow — Rutgers University

Presenters will highlight qualities of teaching repertoires from four national studies that contributed to at-risk, at-level, and above-level readers' significantly higher levels of literacy achievement than school-aged peers of comparable sociocultural backgrounds. Following data explanations, presenters and participants will engage in a discussion about the promising venues for future research.

I. *Cohesive Aspects of Exemplary Teacher Studies: Moving Beyond "Time on Task" and "High Expectations"*

Richard Allington — University of Florida

II. *A Closer Look: A Comparison of Exemplary Characteristics in First and Fourth Grade Teachers*

Lesley Mandel Morrow — Rutgers University

III. *Distinctions between the Expertise of Literacy Teachers from Preschool through Grade 5*

Cathy D. Collins Block — Texas Christian University

IV. *From Past to the Present: Historical Synthesis and Future Projections from Initial Studies of Exemplary Literacy Teachers*

Michael Pressley — University of Notre Dame

8:30 — 10:00 a.m. Directors Room 1**Symposium*****Improving Early Literacy Achievement through Professional Development and Policy Initiatives***

Current efforts to improve early reading achievement occur through the context of systemic reform. These initiatives involve the interaction of a number of forces: a) creating higher standards for children; b) developing assessments to measure the achievement of the standards; and c) improving the capacity of teachers and schools to ensure that children achieve the standards. States have become especially pivotal in these efforts and this symposium evaluates a number of state initiatives. The first study focuses on how state prekindergarten standards might help to close the gap for low-income children. This study is followed by initiatives in Ohio and Massachusetts to improve professional development among early childhood teachers. The final study examines key policy actors in the new national arena. The discussant will examine these papers in the context of the overall systemic reform movement.

I. *The Relationship Between Play and Literacy*

Dorothy Sluss — Clemson University

II. *Learning in and from Practice: Improving the Teaching of Early Literacy through an Ohio State-Wide Initiative*

Kathleen Roskos — John Carroll University

III. *The Literacy Place: Professional Development for Prekindergarten Teachers*

David Dickinson — Education Development Center/CIERA

IV. *Reading First: Policy Actors in the National Reading Arena*

Celia Sims — University of Michigan/CIERA

Cecil Miskel — University of Michigan/CIERA

Discussant: Karen Wixson — University of Michigan/CIERA

8:30 — 10:00 a.m. Executive Salon 4

Symposium

Literacy Instruction and Latina/o Learners in California: Sociocultural Perspectives on Policy, Practice, and Professional Identity

Chair/Discussant: Jill Kerper Mora — San Diego State University

This session examines factors that influence the current literacy instruction of California's Latina/o students. In particular, the papers address the consequences of Proposition 227, prescriptive literacy curricula, and high stakes testing for teachers, para-educators, and children in English immersion classrooms.

- I. *Life and Literacy in the Borderlands of Proposition 227: Ethnographic Insights from Two Primary-Grade English Immersion Classes*
Patrick Manyak — Cal State University, Fullerton
- II. *When Meaning Matters: Latino Students Learning to Read in a Structured-English Immersion (SEI) Classroom*
Tom Stritikus — University of Washington
- III. *Shaping Literacy Education through Diverse "Funds of Knowledge": A Life Narrative Approach to Understanding One Latina Para-Educator's Experiences and the Impact on Teaching*
Lilia Monzo — University of Southern California
Robert Rueda — University of Southern California

8:30 — 10:00 a.m. Fiesta Meeting Room B

Paper Session

Literacy Interventions in Home and School

Chair: Janet Gaffney — University of Illinois, Champaign-Urbana

- I. *How Parents Can Help Their Children with Reading: The Effects of a Home Repeated-Reading Intervention*
Alisa D. Hindin — Boston University
- II. *Outcomes of an Urban Family Literacy Program: Looking at Literacy, Lives, and Learning*
Laurie A. Elish-Piper — Northern Illinois University
- III. *Reading Renaissance: A Renaissance for Lowest Quartile Learners?*
Carol A. Angell — University of Wisconsin-La Crosse

8:30 — 10:00 a.m. Rose Garden

Symposium

Literate Bodies and Potential Ecologies

Chair: Donna E. Alvermann — University of Georgia

This symposium reviews three theoretical constructs of ecologically situated embodiment as frameworks for understanding literacy development. Using different theoretical lenses, the three authors will share their approaches to the body/environment/literacy triad drawn from their dissertation research.

- I. *Exhibition of the Body in Back-to-Basics Literacy*
Margaret C. Hagood — University of Georgia
- II. *Socionaturalism and the Investigation of Adolescent Literacy Development*
George G. Hruby — University of Georgia

III. Ecological Literacy: Reading Bodies and Nature

Leslie S. Rush — University of Georgia

Discussant: P. David Pearson — University of California-Berkeley/CIERA

8:30 — 10:00 a.m. Texas Ballroom/A

Symposium

Reading Teachers as Cultural Workers: Reconceptualizing Reading Teacher Education at One University

Chair/Discussant: Jacqueline Edmondson — Pennsylvania State University

As teacher educators and researchers, we consider three areas of exploration as we work to reconceptualize reading teacher education at our university. Based on interviews, observations, and artifacts from our work with teachers, we consider: 1) the effects of space; 2) participatory practices; and 3) developing literacy leaders.

- I. *Wide Open Spaces: Negotiating Teacher Education Within and Without of School Structures*
Kathleen Shannon — State College Friends School
- II. *Participatory Practices: Democratic Processes and Engagements*
Susan O'Brien — Pennsylvania State University
- III. *Literacy Leadership: Defining Roles as a Reading Specialist*
Anne Slonaker — State College Area H.S./Pennsylvania State University

8:30 — 10:00 a.m. Executive Salon 2

Paper Session

Secondary Vocabulary Developments: Let Us Count the Ways

Chair: Ann Watts Pailliotet — Whitman College

- I. *Vocabulary for Reading & Vocabulary for Writing: Examining the Difference*
Leif Fearn — San Diego State University
Nancy Farnan — San Diego State University
Kris Rodenberg — Monroe Clark Middle School
- II. *The Effect of the Vocabulary Self-Collection Strategy in a High School English and a Junior College Reading Improvement Class*
Martha Rapp Ruddell — Sonoma State University
- III. *The Effect of Daily Verbal Analogy Practice on General Vocabulary Knowledge*
Susan K. L'Allier — Northern Illinois University
Ferbie F. Claudon — Forest Trail Middle School

8:30 — 10:00 a.m. Texas Ballroom/C

Symposium

Text Matters: The Influence of Predictable and Decodable Texts on Reading and Readers

Chair: Susan Adamson — Indiana University

This symposium will use miscue analysis to examine the influence of predictable and decodable texts on readers and reading. The analysis of the texts and the miscues readers made while reading them will reveal how texts limit, constrain, and support the opportunities readers have to use the language cueing systems.

I. The Analysis of Predictable and Decodable Texts
Kenneth Goodman — University of Arizona, Tucson

II. Texts Teach: How Predictable and Decodable Texts Influence First Grade Readers
Prisca Martens — Indiana University, Indianapolis

III. Texts Teach: How Predictable and Decodable Texts Influence Third Grade Readers
Yetta Goodman — University of Arizona, Tucson

8:30 — 10:00 a.m. Executive Salon 1

Symposium
With Literacy and Justice for All: Negotiating Literacies, Negotiating Citizenship(s)

Chair: Virginia Goatley — SUNY/Albany

This symposium explores intersections of adult literacy, learning and identity by looking across a range of literacy practices, contexts, and interpersonal and institutional relationships. It examines how, in negotiating these relationships, these particular literate ways of being within particular contexts, the case study participants stake claims to kinds of citizenship.

I. When Becoming an American Citizen Means Literacy Expertise: A Case Study of Mexican-Origin Adults and the US Citizenship Test
Carolyn Colvin — University of Iowa

II. Imprisoning Literacies: A Case Study of Literacy Learning and Instruction in a Medium Security Prison
Mark R. Jury — SUNY/Albany
Pat Audi — SUNY/Albany

III. Re-Conceiving the Conventional: Transformative Literate Practice in Working Women's Lives
Marta Albert — SUNY/Albany

8:30 — 10:15 a.m. Directors Room 2

Symposium
Communicating with Policy Makers on Literacy Issues

Chair/Discussant: Barbara Kapinus — National Education Association

This session will offer some suggestions for communicating and working with policy makers especially on literacy issues. How to respond to and take charge of the current legislative agendas at the national and state levels will be included as well as lessons from past experiences. The presenters, who have worked at the national, state, and local levels on a wide range of issues, will bring varied experiences as the basis of their recommendations. There will be time for exchange of ideas with participants.

Cheryl Tibbals — Council of Chief State School Officers
Stephanie Fanjul — National Education Association
E.C. Walker — Texas State Teachers Association

8:30 — 9:15 a.m. Fiesta Pavillion/1

Roundtables

Chair: Carol Delaney — Syracuse University

I. Taking a Closer Look at Literacy Progress of Second Grade Readers
Rosalie Forbes — National-Louis University
Connie Briggs — Emporia State University

II. The Factors That Impact Adolescents' Perpetuation in Remedial Reading Programs
Kerry A. Hoffman — Purdue University

III. In Their Own Words: A Survey of Children's Views on Writing
Jennifer Jasinski Schneider — University of South Florida

IV. Where Are We Now? Literacy Instruction in Kentucky's Primary Program
Pamela M. Jukes — Western Kentucky University
N. Faye Newsome — Alice Lloyd College

V. Preparing Literacy Teachers for a Diverse Society: An Examination of the Beliefs and Change Processes of Preservice Teachers in a Professional Development Center

Mary Beth Sampson — Texas A&M University, Commerce
Harvetta Robertson — Texas A&M University, Commerce

VI. Are We Having Fun Yet?: Pre-service Teachers' Conceptions of Literacy Instruction
Margaret A. Gallego — San Diego State University
David J. Scanlon — Boston College

9:15 — 10:00 a.m. Fiesta Pavillion/1

Roundtables

Chair: Carol Delaney — Syracuse University

I. Literacy Instruction & Learning of Young Children in a High-Poverty School
Diane M. Barone — University of Nevada, Reno

II. An Eighth Grade Holocaust Unit: A Comparison of Electronic Dialogue Journaling Versus Paper and Pencil
Mary Strong — Widener University
Tao Liqing — Widener University
Carol Smith — Clearview Middle School (NJ)

III. The Influence of Mandated Early Reading Assessment on Teachers' Thinking and Practice
Nancy A. Place — University of Washington

IV. A Survey of Amish Children's and Young Adult Literature
Andrea M. Farenga — Malone College

V. "I Got a Cousin Named That!": Varied Response to Multicultural Children's Literature by Diverse Urban 1st, 2nd, and 3rd Grade Students
Chris Carger — Northern Illinois University

VI. Becoming an Author: Stories from a Preservice Language Arts Class
Janelle B. Mathis — University of North Texas

10:15 — 11:00 a.m. Fiesta Pavillion/1

Roundtables

Chair: Joanna Neel — Texas A&M University

I. Black Girls Reading Black Women: "I Wanna be Just Like Her"
LeeAnn M. Sutherland — University of Michigan

II. Meeting the Parent: Factors Influencing the Quality Literacy Experience of One Caribbean Immigrant in American Schools
Ioney James — Our Lady of the Lake University

■ National Reading Conference

III. *Development of the Literacy Beliefs and Practices of Preservice Reading Specialists in a Field-Based Program*

Wayne M. Linek — Texas A&M University, Commerce
Mary Beth Sampson — Texas A&M University, Commerce
I. LaVerne Raine — Texas A&M University, Commerce
Brenda J. Smith — Texas A&M University, Commerce
Kimberly Klakamp — Texas A&M University, Commerce

IV. *Understanding a Process of Urban Teacher Development through Guided Inquiry and Reflection*

Susan Watts-Taffe — University of Minnesota
Julie Johnson — University of Minnesota
Audrey Appelsies — University of Minnesota

V. *Using Paraprofessional Tutors to Support Early Literacy Achievement*

Mary Ellen Isaacs — University of Texas, Austin
Margo Turner — Ouachita Baptist University
Sheryl Prater — Allison Elementary School

VI. *Correlations among Teachers' Beliefs, Instructional Practices, and Student Achievement in Early Reading Interventions*

Kelly Bright — University of Louisville

10:15 — 11:45 a.m.

Executive Salon 2

Symposium

Adult Support for Word Learning in Naturalistic Contexts

Chair: Donald L. Compton — Vanderbilt University

In our three presentations and discussion, we consider conditions that affect word learning in different naturalistic contexts (e.g., computer gamers, math learning from textbooks, social studies reading) with a particular interest in the effects of adult mediation on students' word learning.

I. *Computer Games: Is There a Silver Lining of Vocabulary Growth?*

Judith A. Scott — University of California, Santa Cruz

II. *Gains in Word Knowledge in Math Classes Reliant on Textbook Learning*

Joanne F. Carlisle — University of Michigan

III. *Teaching Structural and Contextual Analysis in Social Studies Lessons*

James F. Baumann — University of Georgia
Elizabeth Carr Edwards — University of Georgia
Eileen Boland — University of Georgia
Edward J. Kame'enui — University of Oregon
Stephen F. Olejnik — University of Georgia
Discussant: William E. Nagy — Seattle Pacific University

10:15 — 11:45 a.m.

Executive Salon 5

Symposium

Application of Design-Experiment Methods to Research on Effective Elementary Literacy Instruction

Chair/Discussant: Robert C. Calfee — University of California, Riverside

Design experiments are a popular methodology for educational research, but technical details remain fuzzy. We present results from two year-long studies of "cornerstone" principles-curriculum design, teacher knowledge and practice, discourse patterns, and metacognition. Findings support the effectiveness of basic principles, and advance understanding of the Design-Experiment concept, informing tensions between experimental control and design flexibility.

I. *Variations on the Design Experiment*

Robert C. Calfee — University of California, Riverside

II. *Variations on the Theme of Effective Literacy Practice: Professional Development to Change Practice*

Kathleen M. Wilson — University of California, Riverside
Kathleen Wasserman — University of California, Riverside

III. *Modifying Teacher Beliefs and Practice to Scaffold Student Discourse*

Kimberly A. Norman — California State University, Fullerton
Roxanne G. Miller — University of California, Riverside

10:15 — 11:45 a.m.

Texas Ballroom/C

Alternative Session

Comprehension Instruction: New Directions for Future Research

Presenters will highlight recent research findings that are proving to improve at-risk, at-level, and above-level readers' comprehension, and their abilities to reach significantly higher levels of literacy achievement than school-aged peers of comparable sociocultural backgrounds who do not receive enriched instruction. Following data explanations, presenters and participants will engage in a discussion about the promising venues for future research and practice.

I. *Comprehension Strategies Instruction: A Turn of the Century Status Report*

Michael Pressley — University of Notre Dame

II. *The Case for Direct Explanation of Strategies*

Gerald G. Duffy — Michigan State University

III. *Process-Based Comprehension Instruction*

Cathy D. Collins Block — Texas Christian University

IV. *Using the Theme Scheme to Improve Story Comprehension*

Joanna P. Williams — Teachers College, Columbia University

V. *A New Generation of Researchers Looks at Comprehension*

Nell K. Duke — Michigan State University

VI. *What Have We Learned in 30 Years?*

P. David Pearson — University of California-Berkeley/CIERA

Symposium**Examining the Doctoral Mentoring Relationship from Multiple Perspectives**

Chair/Discussant: John E. Readence — University of Nevada, Las Vegas

This symposium examines the issue of doctoral mentoring in literacy through the presentation and discussion of three case studies of faculty mentors and their doctoral students. Using different theoretical perspectives, the case studies describe/interpret data that focused on participants' concepts of mentoring and their expectations for the mentoring relationship.

I. The Doctorate, Mentoring, and Appropriation of Positions as Artifacts
John A. Unger — University of Nevada, Las Vegas

II. Slippery Descriptors and Wriggle-Room in Professional Identity Appropriation

Ted Grace — Syracuse University
Kathleen Hinchman — Syracuse University
George G. Hruba — University of Georgia

III. "Mentoring Is Like Playing Cards": A Doctoral Student's Perception of the Process

Donna E. Alvermann — University of Georgia
James R. King — University of South Florida
Paula Leftwich — University of South Florida

10:15 — 11:45 a.m.**Directors Room 2****Paper Session****Functioning in Hyperspace**

Chair: Barbara Guzzetti — Arizona State University

I. Electronic Submission & Review of NRC Conference Proposals: Re-engineering Social Literacies for Online Environments

John E. McEneaney — Oakland University
Dennis G. Mike — Buffalo State College

II. Hypertext Reading Strategies for L2 Readers
Mikyeong Kim — Indiana University

III. Experiencing Literature in the Electronic Space
Teresa M. Dobson — University of British Columbia

10:15 — 11:45 a.m.**Texas Ballroom/A****Paper Session****Implementing Instructional Practices in Literacy Programs**

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

I. Implementing Guided Reading: Teachers' Beliefs and Practices

Joan A. Williams — Texas Women's University
Georgia Nemeth — Texas Women's University

II. The Implementation of Literature Circles: When Theory and Practice Collide

Debra K. Wellman — Rollins College

III. One Thousand Questions: Teachers Developing Literacy Knowledge
Jennifer P. Day — University at Albany, SUNY

10:15 — 11:45 a.m.**Fiesta Meeting Room B****Symposium****Literacy and Educational Equity: Perspectives in the Standards Movement**

Chair: Kathleen Collins — University of San Diego

This session assumes that the standards movement, for both proponents and opponents, is about equity in educational achievement. It examines the major equity issues at the intersection of standards-based reform and literacy instruction, and provides practical ideas to prepare all students to meet the literacy demands of high-stakes assessments.

Literacy Standards, "Non-Standard" Learners, and the Social Construction of Ability and Disability

Kathleen Collins — University of San Diego

Literacy Standards and Classroom Practices: Perspectives from Teachers

Elizabeth M. Dutro — University of Washington

To Teach to the Test or Not: An Examination of Materials Designed to Prepare Students for the Demands of High-Stakes Testing

James Collins — SUNY at Buffalo

Discussant: Karen Wixson — University of Michigan

10:15 — 11:45 a.m.**Texas Ballroom/B****Alternative Session****The National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction: A Progress Report**

The Commission is a three-year effort devoted to the study of excellence in four-year undergraduate teacher preparation programs. The research is conducted at eight Commission sites. There are three studies: the Features of Excellence Study, the Teacher Educator Survey, and the Beginning Teacher Study. These studies examine important relationships among teacher preparation programs, beginning teachers' reading instruction, and children's reading achievement.

Cathy M. Roller — International Reading Association

10:15 — 11:45 a.m.**Executive Salon 1****Paper Session****Other Kinds of Literacy: Studies of Adolescent Literacy Out of School**

Chair: Diane M. Truscott — Buffalo State College

I. Interaction and Inter-mediality: Performing Multi-media and Social Literacy Practice in Community Arts Workshops

Stephanie L. Hodde — University of Illinois at Chicago

II. Developing Critical Literacy among African American Adolescent Girls
K. LaNette Dellinger — James Madison University

III. Doing Shakespeare: Transmediation in a Community-Based Theater Arts Program

Jill A. Aguilar — University of Southern California

10:15 — 11:45 a.m. Executive Salon 3

Symposium

Professional Development in the Twenty-First Century: Issues in Constructing Understanding from a Multimedia Environment

Chair: Janice F. Almasi — SUNY/Buffalo

This symposium presents perspectives on constructing knowledge through multimedia professional development courses. The courses offer multiple pathways, information in multimedia formats, and options for ongoing collaboration. Participants will contrast the potential benefits of multimedia courses to more traditional professional development resources through an analysis of the cognitive demands and the collaborative opportunities each provides.

I. A Multimedia Environment for Professional Development

Linda Kucan — Teachscape

Cecilia Minden-Cupp — University of Virginia

Kendra Winner — Teachscape

II. Electronic Genres: Constructing Understanding from Multimedia Resources

Theresa Deeney — University of Rhode Island

Linda Kucan — Teachscape

III. Cyberspace Colleagues: The Social Contexts of Distance Learning Environments

Cecilia Minden-Cupp — University of Virginia

Kendra Winner — Teachscape

Discussant: Dorothy S. Strickland — Rutgers University

10:15 — 11:45 a.m. Directors Room 1

Paper Session

Technology and Media Literacy Perspectives: Considerations for the Classroom

Chair: Monie Hayes — University of Iowa

I. Children, Literature and Computers in Elementary Classrooms

Sheri K. Rop — Michigan State University

II. Challenging Preservice Teachers' Assumptions about Children's Responses to Literature through the Use of Video Example

Laura Apol — Michigan State University

Sheri K. Rop — Michigan State University

III. Computer-Based Text Analysis of Semantic Characteristics in Aesthetic and Efferent Reader Response

Helen R. Abadiano — Central Connecticut State University

Kenneth J. Weiss — Nazareth College of Rochester

Catherine Kurkjian — Central Connecticut State University

10:15 — 11:45 a.m. Executive Salon 4

Paper Session

Understanding and Meeting the Needs of Children from Diverse Academic & Cultural Backgrounds

Chair: Susan L. Nierstheimer — Illinois State University

I. Fourth and Sixth Graders' Beliefs about Reading: Are they Important?

Julia Kara-Soteriou — University of Connecticut

II. Creating Opportunities to Learn: English Language Learners in the Mainstream Classroom

Julie M. Coppola — Boston University

III. It Depends: How Different Academic Task Structures Affect the Writing Experiences of Students with Learning Disabilities in Two Inclusion Classrooms

Ruth Wiebe Berry — University at Buffalo, SUNY

11:00 — 11:45 a.m. Fiesta Pavillion/1

Roundtables

Chair: Joanna Neel — Texas A&M University

I. Preservice Teacher Interactions with Fifth-Grade Students during Electronic Conversations about Books

Ronald D. Kieffer — Ohio State University, Lima

II. Telling and Writing Stories: An Investigation of the Oral and Written Narrative Abilities and Perceptions of Sixth-Grade Students in Urban and Suburban School Settings

Ted Grace — Syracuse University

III. Going On-Line in a Content Reading Class: Illuminating Education Majors' Tensions, Enhanced Technology Competence, and Subjective Realities

Janet C. Richards — University of Southern Mississippi

IV. Investigating a Collaborative Effort by the University of KY and the Fayette County Public School System to Develop and Implement a MS and HS Reading Specialist Program

William P. Bintz — University of Kentucky

Kim Walters-Parker — Fayette County Public Schools

Steve Schenck — Fayette County Public Schools

Jack Hayes — Fayette County Public Schools

Claire Batt — Fayette County Public Schools

Nawanna Privett — Collaborative Center for Literacy Development

Carrie Pappas — Collaborative Center for Literacy Development

Carol McKee — Collaborative Center for Literacy Development

Mary C. Shake — University of Kentucky

V. When Knowing and Doing Collide: Doctoral Students as Theorists and Practitioners

Steven A. Stahl — University of Georgia

Alison H. Heron — University of Georgia

Barbara A. Bradley — University of Georgia

Miri Park — University of Georgia

Patricia Waldrip — University of Georgia

Katherine A. Dougherty Stahl — University of Georgia

VI. Examinations of Four Asian American Students' Responses to Children's Literature

Jia-Ling Yau — Ming Chaun University

VII. Students' Distinctions between Picture Book Read-Alouds and "School": Are We Meeting the Needs of Early Adolescents?

Lettie Albright — Texas Women's University

Mary Ariail Broughton — Texas Women's University

12:00 — 1:00 p.m. Fiesta Pavillion/1

Alternative Session

Informal Discussion with Concha Delgado Gaitan

Chair: Susan Watts-Taffe — University of Minnesota

Please feel free to bring your lunch to an informal session with Concha Delgado Gaitan to discuss her Friday plenary address and other related topics.

Concha Delgado Gaitan

12:00 — 1:00 p.m. Fiesta Pavilion/1**Alternative Session****Informal Discussion with James Gee**

Chair: Elizabeth Birr Moje — University of Michigan

Please feel free to bring your lunch to an informal session with James Gee to discuss his Thursday plenary address and other related topics.

James Paul Gee — University of Wisconsin-Madison

1:00 — 1:45 p.m. Fiesta Pavillion/1**Roundtables**

Chair: Laurie Andes — Salisbury State University

I. Promoting Technology Literacy through Electronic Portfolios in Preservice Teacher Education

B. Joyce Stallworth — University of Alabama

Vivian Wright — University of Alabama

Elizabeth K. Wilson — University of Alabama

II. A Naturalistic Diagnostic Study of Reading Comprehension and the Automaticity of Metacognitive Strategies: Students with Varying Reading Abilities Using Metacognitive Self-Assessments and Verbal Protocols

Susan E. Israel — Ball State University

III. Influence of Bilingual Instruction on First Graders' Metacognitive Development

Jiening Ruan — University of Oklahoma

Beverly E. Cox — Purdue University

IV. One Catholic Home Schooling Group: A Look at Their Literacy Experience

Jennifer L. Altieri — St. Louis University

V. Collaborations and Personal Conceptualizations: Preservice Teachers' Decision-Making and Reflective Inquiries

Linda J. McElroy — University of Science & Arts of Oklahoma

VI. Award Winning Informational Books for Children

Jeanne Swafford — Texas Tech University

Amma Akrofi — Texas Tech University

VII. How Literacy Education Is Accomplished in a School-University Partnership: The Preservice Teacher Experience

Deborah J. Augsburger — Northern Illinois University

1:00 — 2:30 p.m. Executive Salon 4**Symposium****A Sociocultural Perspective on Ideology and Language Socialization within Bilingual Contexts**

Chair/Discussant: Luis C. Moll — University of Arizona, Tucson

This symposium addresses ideology and language issues in culturally and linguistically diverse contexts. The works examine, from sociocultural and critical perspectives, the discourses on language and literacy of Latino students, parents, and teachers, uncovering how ideology, literacy, and identity are intertwined.

I. The Language of Politics and the Politics of Language Use: Novice Teachers and the New Times

Patricia Baquedano-Lopez — University of California, Berkeley

Kris D. Gutierrez — University of California, Los Angeles

II. Early Language Learning and Literacy Experiences: How They Impact Current Ideology and Teaching Practices of Latina Teachers and Paraeducators

Robert Rueda — University of Southern California

Laurie MacGillivray — University of Southern California

Lilia Monzo — University of Southern California

Nancy Walker — University of Southern California

III. Latino Parents' Discourses on Language and Literacy: Ideology from a Vygotskian Perspective

Guillermo Malave — University of Arizona, Tucson

IV. Children's Discourses on Language and Identity in Bilingual Literature Discussions

Carmen M. Martinez-Roldan — University of Iowa

1:00 — 2:30 p.m. Texas Ballroom/B**Paper Session****Beginning Teachers' of Reading Instruction**

Chair: Sarah F. Mahurt — Purdue University

I. The Evolution of Three First-Year Literacy Teachers

Kathy Ganske — Rowan University

II. Exemplary Teachers as Models and Mentors: What Beginning Grade-1 Teachers Learn from Exemplary Teachers about Literacy Instruction During the Development of an Alternative Mentoring Program

Alysia D. Roehrig — University of Notre Dame

Catherine M. Bohn — University of Notre Dame

III. What Happens When They're on Their Own?: Novice Teachers' Beliefs and Practices in Reading Instruction

Karen S. Evans — Marquette University

1:00 — 2:30 p.m. Directors Room 2**Symposium****Brilliant Talk, Brilliant Technologies: Second-Generation Analyses of Mediated Learning**

Chair: Diane L. Schallert — University of Texas at Austin

Reading and writing, the processes they entail and the factors that influence them, become ever more central as computer-mediated communication and learning become more common. Until recently, not much had been done in the way of a psychological analysis of what happens when learners encounter technology. In this symposium, we are interested in the cognitive, social, and emotional experiences of learners who find themselves in technological rich environments.

I. A Deeper Psychology of Literacy Technologies: A Case Study of eMates and Virtual Friends

Richard E. Ferdig — Michigan State University

II. Thinking through the Issues: Discussions among Prospective Teachers in Cyberspace

Suzanne E. Wade — University of Utah

■ National Reading Conference

III. *Perceptions of Psychological Engagement When Technology Enters the Classroom*

JoyLynn H. Reed — 3M

Alison G. Boardman — University of Texas at Austin

Fanni L. Coward — University of Texas at Austin

Alicia Beth — University of Texas at Austin

Ronald E. Benton — University of Texas at Austin

Melissa M. Dodson — University of Texas at Austin

Diane L. Schallert — University of Texas at Austin

Discussant: Sharon B. Kletzien — West Chester University

1:00 — 2:30 p.m.

Executive Salon 1

Symposium

Construction Domain Knowledge: Implications for Secondary and Post-Secondary Education in Times of High-Stakes Testing

Chair/Discussant: Leslie S. Rush — University of Georgia

This symposium is designed to examine the notion that direct instruction models work best to prepare students for standardized measures of achievement. Each paper presents examples to demonstrate how constructivist models can guide students to develop rich knowledge bases and flexible reading strategies.

I. *Locating Interpretations: The Social Construction of Historical Knowledge in a College Reading Class*

Alison H. Heron — University of Georgia

II. *Student-Led Discussions: What Is the "Right" Answer?*

Michelle Andersen Francis — Jamestown Community College

III. *Critical Inquiry: Developing a Purpose for Learning*

Betty Hubbard — University of Georgia

1:00 — 2:30 p.m.

Rose Garden

Alternative Session

How OERI Centers Envision Research on Reading Comprehension: A Response to the RAND Reading Study Group Report

Chair: Anne P. Sweet — RAND/OERI

The RAND Reading Study Group released its report, *Reading for Understanding*, in the fall, 2001. In this report, the RRSRG envisions a long-term research agenda in reading comprehension that was developed through an interactive process with the research and practice communities. Current OERI R&D Centers will reflect on this new report and evaluate its potential impact on the future of R&D in reading, especially in relation to currently supported OERI research in reading and related areas.

P. David Pearson — Center for the Improvement of Early Reading Achievement (CIERA)

Steven A. Stahl — Center for the Improvement of Early Reading Achievement (CIERA)

Arthur Applebee — Center on English Learning and Achievement (CELA)

Yolanda Padron — Center for Research on Education, Diversity, and Excellence (CREDE)

1:00 — 2:30 p.m.

Directors Room 1

Paper Session

Issues Around Secondary Reading Comprehension

Chair: Jennifer Kagan — SUNY-Oswego

I. *A Meta-Analytical Review of the Research on the Effect of Sustained Silent Reading on Reading Comprehension*

Jun-Chae Yoon — University of Georgia

Jinsook Won — Seoul National University of Education

II. *An After-School Literacy Program: Cognitive Strategy Instruction for Decoding, Comprehension and Writing Composition*

Tiffany L. Gallagher — Brock University

Karen Forgrave — Brock University

Liz McAnanama — Brock University

Vera E. Woloshyn — Brock University

Sheila Bennett — Brock University

III. *Investigating Current Problems in Teaching Reading Across the Curriculum at the Middle and High School Levels: A Report on a Teacher Survey*

William P. Bintz — University of Kentucky

Mary C. Shake — University of Kentucky

1:00 — 2:30 p.m.

Texas Ballroom/C

Symposium

Issues in Early Literacy Development: Environment, Instruction, and Engagement

Chair: Barbara Martin Palmer — Mt. Saint Mary's College

This symposium explores issues in early literacy instruction: the effects of environmental influences on the long-term success of 3 and 4 year-old precocious early readers, exemplary literacy instruction and the process of teacher change (preK-3rd grade), and the role of choice and reward in the literacy engagement of third-grade students.

I. *The Relationship between Play and Literacy*

Dorothy Sluss — Clemson University

II. *Exemplary Practice in Early Literacy Instruction*

Lesley Mandel Morrow — Rutgers University

III. *Literacy Engagement: Choices and Rewards*

Barbara Marinak — University of Maryland

Linda B. Gambrell — Clemson University

Discussant: William H. Teale — University of Illinois, Chicago

1:00 — 2:30 p.m.

Texas Ballroom/A

Symposium

Kentucky's Early Reading Incentive Grant Models: An Examination for Implementation, Controversies and Effects of Multiple Intervention Models

Chair: Deneese L. Jones — University of Kentucky

This session is designed to share findings of a 27-month study of Kentucky's Early Reading Incentive Grants. We will examine the beliefs and practices of teachers, discuss the achievement results of the primary grade students and compare case studies that identify facets of the importance of model fidelity in reading interventions.

I. *Teacher Beliefs and Practices About Early Intervention Literacy Models*

Naah Yemeh — University of Kentucky

II. *Achievement Indicators of Early Intervention Literacy Models*

Kelly Bright — University of Louisville

Leah Condon — University of Louisville

III. Examination of Instructional Features of Early Intervention Literacy Models

Ellen McIntyre — University of Louisville

IV. Teacher Fidelity and Implementation of Early Intervention Literacy Models

Todd Savage — University of Kentucky

Sherry Powers — Western Kentucky University

Discussant: Peter Winograd — University of New Mexico

1:00 — 2:30 p.m. Fiesta Meeting Room B**Paper Session****Models of Learning that Underlie State Assessments and Reform**

Chair: Mark W. Conley — Michigan State University

I. Designing Assessment Tools for Teaching and Learning in Writing

Judy M. Parr — The University of Auckland

Kathryn Glasswell — Queensland University of Technology

Margaret K. Aikman — Auckland College of Education

II. Identifying the Mental Models Underlying State Proficiency Tests:*When Teaching to the Test Means Responsible Literacy Practices*

Mark W. Conley — Michigan State University

III. What Kinds of Activities Predominate in First Grade Literacy Blocks? A Comparison of Four Models for Literacy Reform

Lowry Hemphill — Harvard Graduate School of Education

Terrence Tivnan — Harvard Graduate School of Education

Kathleen Ivins — Harvard Graduate School of Education

Ingrid Willenberg — Harvard Graduate School of Education

1:00 — 2:30 p.m. Executive Salon 5**Symposium****Moving Toward Research-Based Practice: Teacher Change, Strategy Instruction and Student Achievement**

Chair: Ann Marie Longo — Goucher College

This symposium presents three studies of teachers' implementation of research-based literacy instruction, focusing on how it influenced their knowledge, beliefs, and practice, as well as students' achievement. The promise and challenge of situating professional development in the context of teachers' everyday practice will be discussed.

I. Vocabulary Instruction for Adolescents with Learning Disabilities:*Teacher Strategies and Student Growth*

Mary E. Curtis — Lesley University

II. Differentiating Instruction for Teachers: Professional Development in Early Reading in High Poverty Schools

Margaret Russell Ciardi — Education Development Center

III. Computer-Supported Strategy Instruction: Scaffolding Teachers; Scaffolding Students

Bridget Dalton — CAST

Discussant: Jeanne R. Paratore — Boston University

1:00 — 2:30 p.m. Executive Salon 3**Paper Session****Technology in Teacher Education and Staff Development**

Chair: Lee A. Dubert — Boise State University

I. Monologues, Dialogues, and Interactive Conversations: Exploring an On-line Discourse Community for Literacy Educators

Joyce E. Many — Georgia State University

Shannon Howrey — Georgia State University

Cassie Race — Georgia State University

Raquel Pottinger-Bird — Georgia State University

Mark Stern — Georgia State University

II. Promoting Reflection in an Online Literacy Course

Lynn Romeo — Monmouth University

Glenn Morgan — Monmouth University

Bruce Normandia — Monmouth University

III. "Side-by-Side": A Technology Education Model for Pre-Service and In-Service Teachers

Diane Tracey — Kean University

Mellisa Heath — South Brunswick, NJ Public Schools

1:00 — 2:30 p.m. Executive Salon 2**Symposium****Thinking about Early Literacy: Phonological Awareness, Word Recognition, and the Alphabet**

Chair: Steven A. Stahl — University of Georgia

This symposium will examine various aspects of early literacy - phonological awareness, the alphabet, and word recognition — and how they relate to each other. The papers will attempt to re-think many of our assumptions about these aspects, suggesting new directions for research and practice.

I. Phonological Awareness, Word Recognition, and Spelling: Rethinking the Relations

Steven A. Stahl — University of Georgia

Michael C. McKenna — Georgia Southern University/CIERA

Jennifer J. Kovach — University of Virginia/CIERA

Jonathan Eakle — University of Georgia

II. Rethinking Phonological Awareness as Knowledge of Phoneme Identities

Bruce A. Murray — Auburn University

III. Learning the Alphabet

Barbara A. Bradley — University of Georgia

Steven A. Stahl — University of Georgia

Discussant: Marilyn J. Adams — Harvard University/CIERA

1:45 — 2:30 p.m. Fiesta Pavillion/1**Roundtables**

Chair: Laurie Andes — Salisbury State University

I. Documenting the Role of Standards in Teacher's Practice

Ellen Lawrence Pesko — University of Michigan

Nina Yochum — University of Michigan

Deanna Birdyshaw — University of Michigan

II. When More May be More: A Preliminary Exploration of the Impact of Well-Trained College Tutors on the Reading Achievement of Young At-Risk Children

Pamela Ross — San Diego State University

Wendy Ranck-Buhr — San Diego City Schools

III. A Comparison of Reading Recovery with a Small Group Intervention Program

Sara R. Angeletti — University of Georgia

■ National Reading Conference

IV. Electronic Discourse in a Community of Practice in a Reading Diagnosis and Correction Course

JoAnne M. Vazzano — Oakland University
Virginia Daniels — Fraser Public Schools, Oakland

V. Chicano Perspectives on Prison Literacy: Letters from La Pinta Heriberto Godina — University of Iowa

VI. Changing Teacher Understandings and Practice in Reading Through Focused Decision-Making

Deborah R. Jinkins — Tarleton State University

3:00 — 4:30 p.m. Executive Salon 3

Paper Session

Alternative Literacies in the Classroom

Chair: Ronald D. Kieffer — Ohio State University, Lima

I. Computer Composing and Classroom Snapshots: Young Children's Multimedia Opportunities for Literacy Development

Linda D. Labbo — University of Georgia
Jonathan Eakle — University of Georgia
Maria Kristiina Montero — University of Georgia

II. Factors that Influence Internet Inquiry Strategies: Case Studies of Middle School Students with and without Learning Disabilities

Maya B. Eagleton — Center for Applied Special Technology

III. The Strategic Reader

Peggy Coyne — CAST
Bart Pisha — CAST

3:00 — 4:30 p.m. Executive Salon 4

Paper Session

Alternative Methodology and Literacy Research

Chair: Kathy Neal Headley — Clemson University

I. Family Literacy at the Turn of the Millennium: The Costly Future of Maintaining the Status Quo

David B. Yaden, Jr. — University of Southern California
Jeanne R. Paratore — Boston University

II. Reading as Semiotics in ESL

Peter S. Shieh — Chih Lee Institute of Business and Technology

III. Postmodern Ethnography for Literacy Researchers: Problems and Possibilities

Leslie S. Rush — University of Georgia

3:00 — 4:30 p.m. Executive Salon 2

Paper Session

Decodability, Morphological Awareness & Word Learning: Early Childhood Literacy Development

Chair: Hsiang-Ju Ho — LeMoyne College

I. Preschool Alphabet Letter Instruction and Preschool Word Learning: Connections to Kindergarten

Theresa Roberts — California State University, Sacramento

II. Measuring Morphological Awareness in Literacy Research: Issues Raised by a Comparison of Tasks in Two Studies

Martha L. Smith — University of Alberta

III. Decodability, Its Effects and Side Effects on First Grade Readers

Heidi Anne Mesmer — Virginia Commonwealth University

3:00 — 4:30 p.m.

Texas Ballroom/A

Alternative Session

Engaging in the Dance of Discourse and Ideas: Educators Study Literacy Practices in Teacher Research Groups

Chair: Jenny Denyer — Michigan State University

This session brings four research studies that investigate how educators use language to teach and learn from each other in teacher-research groups. An overview of each paper will be followed by small group presentations. The discussants will engage all participants in a conversational synthesis of the four papers.

I. Now I Can Help My Students Become Better Writers: The Power of Collaborative Analysis in a Teacher Research Group

Jenny Denyer — Michigan State University

II. How To Do Teacher Research: The Complexities of Learning and Implementing Reflective Practices

Cynthia H. Brock — University of Nevada, Reno
Dorothy Kincaid Moore — University of Nevada, Reno

III. Positioning Others, Positioning Ourselves: Using Narrative to Explore Understandings of Culture, Literacy, and Identity in an Educational Community

Mary McVee — University of Buffalo, SUNY

IV. Collaborative Learning about Peer Discussion: Negotiating Ways of Knowing

Mary S. Rozendal — University at Buffalo, SUNY
Janice F. Almasi — University of Buffalo, SUNY

Discussants: Diane M. Barone — University of Nevada, Reno
Donald Bear — University of Nevada, Reno

3:00 — 4:30 p.m.

Texas Ballroom/C

Paper Session

Investigating the Long-Term Impact of Primary-Level Reading Intervention

Chair: Joanna Neel — Texas A&M University, Commerce

I. Student Achievement in Literacy Collaborative Schools

Patricia L. Scharer — The Ohio State University
E. Jane Williams — The Ohio State University
Diane DeFord — The Ohio State University

II. The Impact of Early Literacy Interventions: Where Are the Children Now?

Maribeth Cassidy Schmitt — Purdue University
Anne E. Gregory — Purdue University
Tammy Younts — Purdue University

III. The Results of Comprehensive Literacy Instruction in Grades 1-3: The Impact of Teacher Education

Patricia McCarthy — SUNY/Genesee
Robin Gleason — Wauwatosa School District

Alternative Session**Literacy Policies, Standards, and Mandates: A Comparative Study of Educators in the United States and Central and Eastern Europe and Central Asia**

The goal of this alternative format session is to share the results of an international survey of practicing teachers' beliefs regarding their freedoms to teach in a pedagogically-responsible manner. This session will explain and compare the findings of a cross-national and cross-international survey of teachers in Missouri, Michigan, Iowa, Florida, Bulgaria, the Czech Republic, Republic of Georgia, and Kazakstan.

I. Missouri and Bulgaria

Sarah Nixon — Southwest Missouri State University

II. Michigan and the Czech Republic

Patricia Bloem — Grand Valley State University

III. Iowa and the Republic of Georgia

Susan Sydney Smith — Drake University

IV. Florida and Kazakstan

Sam Mathews — University of West Florida

3:00 — 4:30 p.m.**Executive Salon 1****Paper Session****Locating Literacy and Identities: Studies of Adolescents Across Contexts and Cultures**

Chair: Veda McClain — Arkansas State University

I. Existential Transactions: Literacy, Identity, Agency and the Urban Classroom

Bob Fecho — University of Georgia

II. In the Middle of the Middle: Seventh-Grade Girls' Perceptions of Language Arts and School

Mary Ariail Broughton — Texas Woman's University

Colleen M. Fairbanks — University of Texas, Austin

III. Troubling Identity and Literacy: Young Adolescents' Subjectivities and Literate Practices Using Popular Culture Texts

Margaret C. Hagood — University of Georgia

3:00 — 4:30 p.m.**Fiesta Meeting Room B****Paper Session****Meeting the Needs of Struggling Readers: Inclusion, Professional Development, and Tutoring**

Chair: Eileen Oboler — Spring Hill College

I. If They Don't Read at Grade Level, They Can't Be Promoted: One School's Response to its State's New Accountability Mandates

Sam D. Miller — University of North Carolina

II. Classroom Connections: A Reading Specialist's Collaborative Moves to Integrate Classroom Curriculum into a Reading Resource Program

Francine C. Falk-Ross — Northern Illinois University

Anne Wallace — School District 153, Homewood, IL

III. Addressing the Reading Needs of "At Risk" Students through Teacher Change

Shirley V. Dickson — Texas Education Agency

William Bursuck — Northern Illinois University

3:00 — 4:30 p.m.**Executive Salon 5****Alternative Session****Research on Teacher Learning in Clinical Settings: Examining Ways to Better Prepare Reading Educators**

Chair: Barbara Laster — Towson University

The purpose of this presentation is to discuss the results of teacher-learning research conducted in varied clinical settings across seven states. The participants will present their studies in small groups and discuss with the audience other research questions and methods for studying teacher learning.

I. Findings on Teacher Learning in University-Based Reading Clinics**II. Findings on Teacher Learning in Community-Based Clinical Settings****III. Findings on Teacher Learning in Classroom-Based Clinical Settings**

Penny Freppon — University of Cincinnati

Lisa Campbell-Froelich — University of Cincinnati

Jeanne Cobb — University of North Texas

Patricia Grogan — University of Dayton

Katie Kinnucan-Welsch — University of Dayton

Margaret Hill — University of Houston

Peter Johnston — SUNY Albany

Cheryl Dozier — SUNY Albany

Vanessa-Larae Machado — SUNY Albany

Catherine A. Rosemary — John Carroll University

Barbara J. Walker — Oklahoma State University

Miriam Ward — Oklahoma State University

Joyce Feist-Willis — Youngstown State University

Belinda Zimmerman — Kent State University

Discussant: Kathleen Roskos — John Carroll University

3:00 — 4:30 p.m.**Texas Ballroom/B****Alternative Session****Teachers Who Read and Readers Who Teach**

Chair/Discussant: JoBeth Allen — University of Georgia

Multiple perspectives will be shared on teachers as readers based on a reading odyssey assignment given to preservice teachers and based on studying one's teaching life in relation to one's reading life. This will provide a backdrop for attendees discussing with presenters research and collaboration possibilities on reader as teacher.

I. Sending Preservice Teachers on a Reading Odyssey

Michelle Commeyras — University of Georgia

Mary F. Roe — University of Oregon

Eurydice Bauer — University of Illinois, Champaign-Urbana

II. Our Reading Odyssey Experience

Sarah Bridges — Fowler Drive Elementary School

III. Reading as a Path to Self-Study in Teaching Reading/Language Arts

Betty Shockley Bisplinghoff — University of Georgia

3:00 — 4:30 p.m.

Directors Room 2

Symposium

What Happens When Students Are More “Tech Savvy” Than Their Teachers? Perspectives from Three Studies

Chair: Donald J. Leu — University of Connecticut

Increasingly, teachers are encountering students whose “tech savvy” (AAUW, 2000) surpass their own. This symposium explores various perspectives on technology integration in the English language arts classroom, with particular consideration of what happens when traditional hierarchies between the instructor as “expert” and students as “novice” are interrupted.

I. What Happens When Students Are More “Tech Savvy” Than Their Teachers? Middle-School Students’ Perspectives

Donna Mahar — Syracuse University

II. What Happens When Students Are More “Tech Savvy” Than Their Teachers? English Language Arts Teachers’ Perspectives

Ewa Jarzab — Syracuse University

III. What Happens When Students Are More “Tech Savvy” Than Their Teachers? A Teacher Educator’s Perspective

Kelly Chandler-Olcott — Syracuse University

Discussant: Rachel Karchmer — Virginia Commonwealth University

6:00 — 7:00 p.m.

Texas Ballroom

2001 NRC Business Meeting

9:00 p.m. — Midnight

Lobby Bar

Vital Issues

4:45 — 6:00 p.m.

Texas Ballroom

Plenary Session

Chair: Lee Gunderson — University of British Columbia

Ed Fry Book Award Presentation

Chair of Committee:

Linda Kucan — Teachscape

Introduction of Speaker

Susan Watts-Taffe — University of Minnesota

Plenary Address:

Words In and Out of Print: The Power of Literacy in Community

Concha Delgado Gaitan — Independent Writer, El Cerrito, CA

Literacy usually conjures notions of written text through which we are expected to achieve academic, social and economic status. Becoming literate in a different culture extends beyond reading the written word. It is knowledge learned on the road traveled. By challenging adversity collectively, people in the communities where I worked have also learned the literacy of resilience.

Saturday**December 8, 2001****8:30 — 10:00 a.m. Executive Salon 4****Alternative Session****A Dialogue on International Work in School Reform: Building an Interpretive Framework**

Chair: Jan Bernath — Ingham County Intermediate School District

In this session, we (1) present a case study of the implementation and nationalization of the RWCT project in the Republic of Georgia; (2) foreground an ecological framework used to help analyze our success and struggles; and (3) engage in discussion with other researchers involved in international school reform efforts.

Cynthia R. Hynd — University of Georgia

Penny Oldfather — University of Georgia

Discussant: Susan Sydney Smith — Drake University

8:30 — 10:00 a.m. Texas Ballroom/B**Alternative Session****The Alaska Statewide Reading Endorsement: Building a Comprehensive Program for Reading Specialists**

Students and the instructor/program director from the University of Alaska Fairbanks involved in the development and delivery of the Alaska statewide reading endorsement program will present (1) the development of the program, (2) teachers' classroom research which is represented in the performance assessments, and (3) instructor's and students' analysis and evaluation of the program.

Joan Parker Webster — University of Alaska-Fairbanks

Maureen Hogan — University of Alaska-Fairbanks

Terri Austin — Fairbanks Northstar Borough School District

Doug Noon — Fairbanks Northstar Borough School District

Suzanne Graves — Fairbanks Northstar Borough School District

Evelyn Sfraga — Fairbanks Northstar Borough School District

June Ann Cotter — Fairbanks Northstar Borough School District

Margo Mackenzie — Dillingham School District

8:30 — 10:00 a.m. Executive Salon 2**Symposium****Being Fast Is Only Part of Being Fluent: Automaticity, Advanced Word Recognition, and Prosody**

Chair: Steven A. Stahl — University of Georgia

Children who do not have advanced word recognition abilities and fluency are at significant risk of educational failure. This symposium will present three papers that will move from structural analysis, to a general model of how aspects of word recognition relate to automaticity, to prosody and how it relates to reading comprehension.

I. The Use of Structural Analysis in Word Reading: Developmental Changes

Joanne Caldwell — CIERA/The University of Michigan

II. Toward a Model of Automatic Word Recognition

Paula Schwanenflugel — University of Georgia

Steven A. Stahl — University of Georgia

Robin Morris — Georgia State University

Melanie R. Kuhn — University of New Jersey, Rutgers

Lesley Mandel Morrow — University of New Jersey, Rutgers

III. Prosody and Comprehension

James Erikson — Western State College

Discussant: Andrew Biemiller — University Toronto

8:30 — 10:00 a.m. Directors Room 2**Symposium****Combining School Reform Movements to Improve Literacy: Toward a Working Model of an Accelerated Professional Development School**

Chair: Diane Brantley — University of Nevada, Las Vegas

This symposium focuses on the evolution of an elementary school that embraced two school reform movements, the Accelerated Schools Project and Professional Development Schools. Key personnel from the university and school discuss the collaborative efforts between the two institutions to improve literacy development for children and literacy education for preservice teachers and the working model that resulted.

Trudi Abell — Paradise Professional Development School

Maria J. Meyerson — University of Nevada, Las Vegas

Dorothy Kulesza — Paradise Professional Development School

Discussant: LeAnn Putney — University of Nevada, Las Vegas

8:30 — 10:00 a.m. Texas Ballroom/A**Symposium****Compatible Agendas for Change? The Collaboration of School and University in Response to a Federal Grant**

Chair: James H. Mosenthal — University of Vermont

We present the perspectives of parties involved in a federally sponsored, staff development project in grades K-3 of a public school. These parties are teachers, staff developers, school administrators, and university researchers. We ask: How do the different parties act, and what do they think is necessary for literacy improvement?

I. The University Researcher's Agenda for Change

Marjorie Lipson — University of Vermont

James H. Mosenthal — University of Vermont

II. The School Administrator's Agenda for Change

Robert Pequinot — JFK Elementary School

Mary O'Rourke — JFK Elementary School

III. The Staff Developer's Agenda for Change

Jane Mekkelsen — University of Vermont

Ellen Thompson — University of Vermont

IV. The Teacher's Agenda for Change

Robin Hood Whitehouse — JFK Elementary School

Jennifer Ferland — JFK Elementary School

8:30 — 10:00 a.m. Executive Salon 1

Alternative Session
Critical Literacy and Social Justice: Practical Challenges

Chair/Discussant: Laura Apol — Michigan State University

This session examines the role that studying critical literacy can play in preparing teachers to teach for social justice. The presenters will introduce data from, and invite responses to, a case study of one pre-service teacher, her responses to teacher education curriculum based on the premises of critical literacy, and her translation of this teaching into practice during her first year of teaching.

Kevin Dupre — University of Southern Mississippi
Devon Brenner — Mississippi State University

8:30 — 10:00 a.m. Rose Garden

Symposium
Expanding our Understanding of Literacy Research and Instruction through Conducting Teacher Research: Perspectives from Elementary School, Middle School, and University-Based Educators

Chair: Ann M. Duffy — University of North Carolina, Greensboro

The purpose of this symposium is to present the understandings and perspectives related to literacy research and instruction that elementary school, middle school, and university-based educators gleaned from conducting teacher research. Common themes, implications for teacher education and development, and suggestions for future research will be discussed.

I. Comprehension Strategies, Literacy Experiences, and Teaching for the Test: A Teacher Researcher Balances Demands of Accountability and Beliefs about Literacy in a Fifth-Grade Classroom

Sandra Webb — University of North Carolina, Greensboro

II. Motivating Students to Become Critical Thinkers through the Use of High-Interest, Real-Life Texts in a Sixth-Grade Classroom

Richard Mihans — University of North Carolina, Greensboro

III. An Analysis of the Effectiveness of a Developmentally Based, Word-Study Program with Sixth-Grade Struggling Readers

Kellie Alston — University of North Carolina, Greensboro

IV. Personal Journeys: A University-Based Educator's Transition from Teacher to Teacher Educator

Dixie D. Massey — University of North Carolina, Greensboro
Discussant: James F. Baumann — University of Georgia

8:30 — 10:00 a.m. Fiesta Meeting Room B

Symposium
Forging Consensus on Reading Education: A Study of Values in Policy Making

Chair/Discussant: Kim McCollum-Clark — Millersville State University

This symposium presents research on contemporary efforts to construct and utilize consensus in order to inform policies in reading education. Utilizing theories and tools from recent trends in policy studies, we will examine the ways in which values are evident in the process of forging consensus on reading education.

I. The Power of Consensus: Agree, Disagree, Consent
Patrick Shannon — Pennsylvania State University

II. Things We Should Have Said Today: Consensus and the National Reading Panel

Jacqueline Edmondson — Pennsylvania State University

III. Big Boss Man: Who's Who in Forging Consensus
Susan O'Brien — Pennsylvania State University

8:30 — 10:00 a.m. Texas Ballroom/C

Symposium
Literacy Collaboration in the Primary Grades: Theory, Research, and Practice

Chair: Kathy Froelich — Agnes Scott College

The purpose of this session is to examine primary grade children's literacy collaboration. The first two papers will report research on children's collaboration in multi-age classrooms, and the third will propose a model describing how multiple dimensions of collaborative peer work interact when children work together in a literacy event.

I. Children's Perceptions of Literacy Collaboration in a Multi-age Kindergarten/First-Grade Classroom
Jane West — Agnes Scott College

II. Children's Perceptions of Literacy Collaboration in Two Multi-age Classrooms: A Cross-Case Comparison

Penny Freppon — University of Cincinnati
Lisa Campbell-Froelich — University of Cincinnati

III. When Knowing What to Do Isn't Enough: Unraveling the Dynamics of Collaborative Literacy Work

Ramona Matthews — Georgia State University
Discussant: Joyce E. Many — Georgia State University

8:30 — 10:00 a.m. Directors Room 1

Paper Session
The Role of Reflection in Learning to Teach

I. Writing, Teaching Autobiographies as Social Endeavor
Monica Taylor — Wagner College
Lesley Coia — Wagner College

II. For Instructional Purposes: Theoretical Paradigms, Definitional Features, and the Pedagogy of Reflection in Preparing Literacy Teachers

Kathleen Roskos — John Carroll University
Victoria Risko — Peabody College/Vanderbilt University
Carol Vukelich — University of Delaware

III. When Reading Instruction Is an Obstacle to Content Area Learning: A Case From One Urban School District

Carol Lloyd — University of Nebraska at Omaha

8:30 — 10:00 a.m. Executive Salon 3

Symposium
Technology as a Mediation Tool for Literacy Pedagogy and Practice: A Framework for Analysis

Chair: KaiLonnie Dunsmore — Michigan State University

This symposium is intended to extend the conversation about technology beyond the specific research findings of the three studies presented, to create a framework for thinking about the construction and transformation of the tools, resources, and identities that both shape and are shaped by the use of technology in classrooms.

I. Elementary Students Collaborating on Web-Based Writing Projects

II. Conceptualizing the Role of the Teacher Educator: Using the Ethnographic Lens as a Mediation Tool to Examine Video Cases of Literacy Instruction in Diverse Settings

III. Sharing, Transforming, and Resisting Literacy: TELE-Web and the Mediation of Literacy Practice

KaiLonnie Dunsmore — SUNY/Albany

Carol Sue Englert — Michigan State University

Virginia Goatley — SUNY/Albany

Mary McVee — SUNY/Buffalo

Discussant: Mark R. Jury — University at Albany, SUNY

8:30 — 10:00 a.m. Executive Salon 5

Symposium

Text Variables in Literacy Instruction

Chair/Discussant: Mariam Jean Dreher — University of Maryland

This symposium will examine text variables in instruction—issues that have been under-researched. The topics include the use of texts with second language learners, effects of genre on instruction, and the characteristics and potentials of electronic texts. Discussions of future research will also be included.

I. Instruction Implementation of Information Text

Emma Nicolls — Stanford University

Michael L. Kamil — Stanford University

II. Adaptive Learning Guides in Reading Instruction

Helen S. Kim — Stanford University

Michael L. Kamil — Stanford University

III. Reading Hypertext: Instructional Implications for Young Readers

Elizabeth Pang — Stanford University

Michael L. Kamil — Stanford University

IV. Literature Learning and Literacy Learning: Compatible or Conflicting Processes?

Elizabeth B. Bernhardt — Stanford University

8:30 — 9:15 a.m. Fiesta Pavillion/1

Roundtables

Chair: Hsiang-Ju Ho — LeMoyne College

I. Scaffolding Literacy Method Instructors' Use of a Web-Based Discussion Forum

Kristine J. Allen — Oakland University

JoAnne M. Vazzano — Oakland University

Kathryn Brimmer — Oakland University

Ronald Cramer — Oakland University

II. Literacy Assessment and its Cost: The Real Stakes in High-Stakes Testing

Karen F. Thomas — Western Michigan University

Mary Alice Barksdale-Ladd — University of South Florida

III. A Review of Quantitative Methods Used in Behavioral Genetic Studies of Reading Disabilities

J. Michael Pickle — Indiana University, South Bend

IV. Enhancing Teacher Education & Beginning Reading Instruction with Technology: The C-TELL Project (Case Technologies to Enhance Literacy Learning)

Linda D. Labbo — University of Georgia

Jonathan Eakle — University of Georgia

William H. Teale — University of Illinois, Chicago

Sarah Bassuk — University of Illinois, Chicago

Donald J. Leu — University of Connecticut

Charles K. Kinzer — Vanderbilt University

Dana W. Cammack — Vanderbilt University

Michael Hillinger — Lexicon Systems

David Reinking — University of Georgia

Dennis G. Mike — Buffalo State College

V. Two Third Grade Teachers' Case Studies of Struggling Readers in Times of High Stakes Accountability

Meredith Combs — Dilworth Elementary

Clare Endres — Derita Elementary

William Dee Nichols — Virginia Tech

9:15 — 10:00 a.m. Fiesta Pavillion/1

Roundtables

Chair: Lisa Patel Stevens — Honolulu, Hawaii

I. Effective Content Area Literacy Instruction for Preservice and Inservice Teachers

Adnan M. Salhi — Dearborn Public Schools, Dearborn Michigan

II. Developmental Reading Issues in the Content Areas: Preservice Teachers Research Assessment and Instruction in the Middle Grades

Tamara Jetton — James Madison University

Karen Broaddus — James Madison University

III. Effect of Early Intervention on the Rate of Literacy Learning of Low-Performing First Graders

Robert M. Schwartz — Oakland University

IV. Consequences of High-Stakes Testing on the Literacy Programs of High-Performing Learning Communities

Luana J. Zellner — Texas A&M University

Deborah R. Jinkins — Tarleton State University

V. Teacher Education: Creating an Organic Framework for Understanding and Applying Literacy-Learning Theory

Reba Powers — LeTourneau University

Lacey Ames — LeTourneau University

Sandra Botello — LeTourneau University

Emily Briggs — LeTourneau University

Stephanie Brown — LeTourneau University

Breanna Sellers — LeTourneau University

Serena Sentell — LeTourneau University

Ian West — LeTourneau University

Darnesha Young — LeTourneau University

VI. Learning from One Preservice Teacher's Inquiry Using Retrospective Miscue Analysis

Barbara Martin Palmer — Mt. Saint Mary's College

SATURDAY

10:00 — 10:15 a.m. Texas Ballroom
Coffee and Rolls Reception
 (complimentary)

10:15 — 11:45 a.m. Texas Ballroom
Research Address Session
 Chair: Lesley Mandel Morrow — Rutgers University
Albert J. Kingston Award
 Chair of Committee:
 Richard W. Beach — University of Minnesota
Introduction of Speaker
 Lesley Mandel Morrow — Rutgers University
2001 NRC Research Address:
Historical Trends and Current Issues Surrounding the Vocabulary in Beginning Reading Texts
 James V. Hoffman, Professor — University of Texas-Austin
 Chall (1967) characterized the first half of the twentieth century as a period of growing consensus regarding the teaching of beginning reading. She used the most popular beginning readers of the 1950's to illustrate the features of this consensus. She described the quantity and quality of the words in these texts as particularly revealing of an underlying set of assumptions about how reading is learned and how reading should be taught. Over the past twenty-five years we have seen this consensus view disintegrate. We have witnessed radical changes in the words in beginning reading texts both in terms of quantity and quality. Currently, we find ourselves locked in a debate over the merits of "decodable" texts. In this review, I will attempt to situate the debate over words into a broader historical context that stretches across the entire twentieth century. I will offer a conceptual model for understanding the theoretical and practical aspects of the current debate. I will summarize and interpret recent trends in texts drawing largely on the data that I have gathered over the last ten years. Finally, I will attempt to offer a set of recommendations for research, policy and practice designed to move us ahead in our thinking.

12:00 — 1:15 p.m. Directors Room 1

Symposium
"Here are Your IRB, RFP, and OERI Forms":
Overcoming University Obstacles to Collaborative Research

Chair/Discussant: Richard J. Meyer — University of New Mexico

This session focuses on strategies to circumvent the frustrating barriers that universities raise for collaborative research. Brief presentations from the participants about how they have dealt with issues such as small grant funding, human subjects procedures, and teacher researcher stipends will be followed by small group brainstorming of additional strategies.

JoBeth Allen — University of Georgia
 Patricia Enciso — The Ohio State University
 Kathy G. Short — University of Arizona
 Shelby A. Wolf — University of Colorado at Boulder

1:00 — 2:00 p.m. Rose Garden
Executive Board Meeting

2:00 — 5:00 p.m. Rose Garden
Board Meeting

5:00 — 6:00 p.m. Rose Garden
Board Reception

9:00 p.m. — Midnight President's Suite
Vital Issues

Appendix I

2001 Donor Recognition List

NRC would like to recognize the following individuals and organizations 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.

Anonymous (multiple individuals)

Judy A. Abbott
Richard Allington
Janice F. Almasi
Donna Alvermann
Patricia L. Anders
Richard C. Anderson
Susan M. Anderson
Billie Askew
Kathryn H. Au
Kim Baker
Rebecca Barr
Richard Beach
Sara Ann Beach
Donald R. Bear
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Randy Bomer
Connie A. Bridge
Roger Bruning
Kathryn Button
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Marilyn Chambliss
Carmen Coballes-Vega
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David O'Brien
John O'Flahavan
Annemarie Palincsar
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David Reinking
Lesley Rex
Lenore Ringler
Laura Roehler
Cathy M. Roller
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Mark Sadoski
Terry Salinger
Diane Schallert
Patricia Schmidt
Jeanne Shay Schumm
Brenda A. Shearer
Lynn C. Smith
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Dana Thames
Diane Tracey
Sheila Valencia
Mary Ellen Vogt
Lydia Walker
Doris Walker-Dalhouse
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A. Roxanne Wilson
Karen Wixson
David Yaden
Sharon Yates
Hallie Kay Yopp
Ruth Helen Yopp
Jane A. Zaharias
Nina Zolt

Appendix II

2001 Area Chairs

GENERAL PROGRAM CHAIR: *Deborah R. Dillon*

AREA 1: **Children's, Young Adult, and Adult Literature**

Heriberto Godina & Carmen Maria Martinez-Roldan (2001, 2002, 2003)

AREA 2: **Literacy Processes: Long-Standing NRC Emphasis: Elementary, Middle, & Secondary**

Patricia R. Schmidt (2000, 2001, 2002)

AREA 3: **Literacy Processes: Long-Standing NRC Emphasis: College/Adult Reading**

Jodi Patrick Holschuh (1999, 2000, 2001)

AREA 4: **Literacy Processes: Focusing on Pre-School, Early Childhood and Elementary-Age Learners**

Beth Berghoff & Mitzi Lewison (2001, 2002, 2003)

AREA 5: **Literacy Processes: Middle School, High School, and Adult Learners**

Elizabeth Moje & LeeAnn Sutherland (1999, 2000, 2001)

AREA 6: **Learning/Teaching Processes**

Tom Bean & Lisa Stevens (2001, 2002, 2003)

AREA 7: **Teacher Education - Early Childhood/Elementary**

William H. Rupley (1999, 2000, 2001)

AREA 8: **Teacher Education - Middle School/Secondary**

William Dee Nichols (1999, 2000, 2001)

AREA 9: **Emergent Literacy**

Kelly Chandler-Olcott (2000, 2001, 2002)

AREA 10: **Special Populations**

Pamela Ross & Marva Cappello (2001, 2002, 2003)

AREA 11: **Linguistic and Cultural Diversity**

Eurydice Bouchereau Bauer & Linda Harklau
(2001, 2002, 2003)

AREA 12: **Assessment, Evaluation, and Policy Issues**

Anne McGill-Franzen & Zhihui Fang (1999, 2000, 2001)

AREA 13: **Technology and Media**

Dennis Mike (1999, 2000, 2001)

AREA 14: **General**

Deborah R. Dillon, Kerry Hoffman, Michele Pittard (2000 – 2001)

Study Groups

Brenda Shearer (2000, 2001, 2002)

Appendix III 2001 Proposal Reviewers

Area 1

Laura Apol
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Linda DeGross
Patricia Enciso
Dana Fox
Maria Franquiz
Monie Hayes
Laretta Henderson
Christine Jenkins
Holly Johnson
Jean Ketter
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Cynthia Lewis
Janelle Mathis
Theresa Rogers
Masha Rudman
Kathy G. Short
Larry Sipe
Arlette Ingram Willis
Shelby Wolf

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Cathy Collins Block
Diane Bottomley
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J. David Cooper
Douglas Fisher
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Wanda B. Hendrick
Hsiang Ju Ho
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Timothy Rasinski
Elaine Roberts
Jiening Ruan
Brenda Sabey
Brenda A. Shearer
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Appendix IV

2001 NRC Committees

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(2000 - 01)
Board Liaison: Deborah Dillon
(2000 - 01)

2000 - 01
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Fenice Boyd
Carolyn Colvin
Mary Deming
Pamela Dunston
Rona Flippo
Leela Flores-Duenas
Joyce Wienczek

Ethics

Chair: Nancy F. Knapp
(2000 - 03)
Board Liaison: Rick Beach
(1999 - 01)

1998 - 01
Nancy Padak
Barbara Martin Palmer
Janet Richards
1999 - 02
Allen Berger
Charlene Fleener
Mary Beth Sampson
Barbara Laster Towson
2000 - 03
John A. Smith

International

Co-Chairs: Jeannie Steele
(1999 - 02)
Tia Liis Korkeamaki (1999 - 02)
Board Liaison: Freddy Hiebert
(1999 - 01)

1998 - 01
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Bridget Dalton
Susanna Fernandes
John Guthrie
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Scott Paris
Scott Walter
1999 - 02
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Lia Maimon
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David Red
2000 - 03
Alan Farstrup
Rebecca Barr
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Sylvia Pantaleo
Nora L. White

Long-Range

Chair: Kathryn H. Au
(1998 - 01)
Board Liaison: Freddy Hiebert
(1999 - 01)

1998 - 01
Gay Ivey
John O'Flahavan
Tim Rasinski
Diane Tracey
Barbara Walker
1999 - 02
Dick Allington
Judy Langer
Jerry Niles
Victoria Ridgeway
2000 - 03
Donna Ogle
Dorothy Strickland
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Multicultural Issues

Co-Chairs: Patty Schmidt
(2000 - 03)
Shelly Hong Xu (2000 - 03)
Board Liaison: Vicki Purcell-Gates
(2001 - 02)

1998 - 01
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Patricia Koskinen
LeAnn Putney
1999 - 02
Sheila Baldwin
LaNette Dellinger
Jeanette Klingner
Trika Smith-Burke
2000 - 03
Helen R. Abadiano
Althier Lazar
Yi-Hsuan Lo
Ted Grace

Policy & Legislative

Chair: Barbara Kapinus
(1999 - 02)
Board Liaison: Steve Stahl
(2001 - 02)

1998 - 01
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Sharon Arthur Moore
Mark Sadoski
1999 - 02
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Marie DiBiasio
Colleen Gilrane
Lauren Leslie
Leslie Patterson
2000 - 03
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Mary Lou Morton
Cathy Roller

Publications

Chair: Lesley Mandel Morrow
(2000 - 03)
Board Liaison: Steve Stahl
(2001 - 02)

1998 - 01
Robert Calfee
Gay Su Pinnell
1999 - 02
Deborah Begoray
Janet Gaffney
Sarah J. McCarthy
Jeanne Swafford
2000 - 03
Carolyn Ann Walker
Cathy Block
Rachel Karchmer
John Readence

Technology

Chair: Michael Kamil
(1998 - 01)
Board Liaison: Don Leu
(1999 - 01)

1998 - 01
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Barbara Guzzetti
John McEneaney
Michael McKenna
Carol Rhodes
Michael Sampson
Kenneth Weiss
1999 - 02
Sandra Goetze
Ronald Kieffer
Chuck Kinzer
Sherry Macaul
2000 - 03
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Appendix IV (cont'd)

2001 NRC Awards Committees

Albert J. Kingston Award

Chair: Rick Beach (1999 - 01)

Board Liaison: Victoria Purcell-Gates (2001 - 02)

1998 - 01

Peter Afflerbach
Pat Cunningham
Virginia Goatley

1999 - 02

John George
Barbara Diamond
Shane Templeton

2000 - 03

Stephen P. Norris
Darrell Morris
Connie Juel

Distinguished Scholar Award

Chair: Trika Smith-Burke (1999 - 02)

Board Liaison: Don Leu (2000 - 01)

1999 - 02

David Bloome
James R. Gavelek
P. David Pearson
Robert Rueda
Ileana Seda

2000 - 03

Mark Condon
Arlette Ingram Willis

Early Career Achievement Award

Chair: Jeanne Paratore (1998 - 01)

Board Liaison: Steve Stahl (2001 - 02)

1998 - 01

Denise Johnson

1999 - 02

Janet Bloodgood
John Guthrie
Jim Hoffman
Lenore Ringler

2000 - 03

Dana Salter
Linda Phillips
Jane Hansen
Charline Barnes
Wendy Kasten
Mary Strong

Ed Fry Book Award

Chair: Linda Kucan (2000 - 03)

Board Liaison: Annemarie Palincsar (2001 - 02)

1998 - 01

Rose Marie Codling
Ellen Jampole
Sherry Kragler
Elizabeth Sturtevant

1999 - 02

Linnea Ehri
Kathy Headley
Brenda Shearer
Gordon Wells

2000 - 03

Janice Strop
Kelly Chandler-Olcott

Oscar Causey Award

Chair: Don Leu (2000-01)

Board Liaison: Annemarie Sullivan Palincsar (2001 - 02)

1998 - 01

Janice Almasi
Marilyn Chambliss

1999 - 02

Arthur Applebee
Bonnie Armbruster
Patricia Edwards

2000 - 03

Bonnie Konopak
Mark Conley
Peter Johnston

Student Outstanding Research Award

Co-Chairs: Maribeth Schmitt (1998 - 01)

Josephine Peyton Young (2001 - 04)

Board Liaison: Vicki Purcell Gates (2001 - 02)

1998 - 01

Patricia Alexander
Diane Allen

1999 - 02

Camille Blachowicz
Ray Reutzel
Emily Rodgers
David O'Brien
Lawrence Sipe

2000 - 01

Patrick Manyak

2000 - 03

Gregory Brooks
Heather Thomas
Ruth Wharton-McDonald
Valerie G. Chapman

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 Cynthia Brabson — 15
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