

National Reading Conference

52nd
Annual
Meeting



December 4-7, 2002
Miami, Florida



Reflections on Literacy and Diversity

Welcome

NRC 2002

Dear NRC Colleagues:

Lea McGee, Ed Grochowski and Roy Smith (at the new NRC Headquarters in Milwaukee), Deborah Dillon and I have had the awesome responsibility and pleasure of organizing the 2002 conference program. We have designed features of the conference around the theme of "Reflections on Literacy and Diversity." The task of organizing the conference has been made more complex by the transition from NRC's former management company to Technical Enterprises, Incorporated in Milwaukee, Wisconsin and the transition to on-line submissions. In this regard, the Area Chairs have been superb! They deserve medals.

Thank you Heriberto Godina and Carmen Maria Martinez-Roldan (University of Iowa), Patricia Schmidt (LeMoyne College), Jodi Holschuh (University of Georgia), Beth Berghoff and Mitzi Lewison (Indiana University), LeeAnn Sutherland and Elizabeth Moje (University of Michigan), Tom Bean and Lisa Stevens (University of Nevada-Las Vegas), William H. Rupley (Texas A&M University), William Dee Nichols (Virginia Polytechnic Institute and State University), Kelly Chandler-Olcott (Syracuse University) Pamela Ross and Marva Capelo (San Diego State University), Eurydice Bauer and Linda Harklau (University of Illinois), Anne McGill Franzen (University of Florida), Dennis Mike (Buffalo State), Brenda Shearer (University of Wisconsin-Oshkosh), and Jim Anderson (University of British Columbia) for your magnificent and unstinting contributions to the 2002 conference and to the good of NRC's membership. They have helped us maintain the very highest of standards for papers accepted for the 2002 NRC conference.

We believe you will find the conference to be most interesting and provocative. The Plenary Speakers are outstanding, including Deborah Dillon (University of Minnesota), NRC President; Patricia Alexander (University of Maryland), the 2001 Oscar Causey Award recipient; John Willinsky (the University of British Columbia); Allan Luke (University of Queensland); and Kathy Au (University of Hawaii), Patricia Edwards (Michigan State University), and Dorothy Strickland (Rutgers University) who will present the annual review of the literature. Dr. Louise Rosenblatt will attend the conference, be awarded the Distinguished Educator Award, and conduct a research session. There are a number of other exciting awards that will be given to NRC members.

You will find that the Hotel Inter-Continental Miami is a grand hotel overlooking Biscayne Bay. It is located next to the Bayside Marketplace that contains 200 shops and restaurants. The meeting rooms are spacious and the open areas are large and inviting. We have a movie theatre that will feature a daily noontime literacy-related movie.

Countless people have worked to make the 52nd annual NRC an outstanding professional research meeting. We are extremely pleased with the number of papers that focus on the theme of the conference "Reflections on Literacy and Diversity." We are convinced the conference will be exciting and meaningful. Welcome to the 52nd meeting of the National Reading Conference.

Lee Gunderson, Program Chair • Lea McGee, Assistant Program Chair

***Mark your calendar for next Year's NRC Conference
in Scottsdale, Arizona (December 3-6, 2003)***

Table of Contents NRC 2002

General Information	3
About NRC	
Conference & Registration Information	
Program Information	4
Keynote Speakers	
Meeting Schedule	5
Session Formats	
Important Daily Events	7
Study Groups	
Book Display, Silent Auction, Exhibits	
Vital Issues	
Wednesday Schedule	8
Thursday Schedule	21
Friday Schedule	30
Saturday Schedule	43
Research-Based Best Practices in Literacy Instruction	
Appendix I	49
2002 Board of Directors & Key Personnel	
Appendix II	51
2002 Area Chairs	
Appendix III	52
Participants Index	

General Information

NRC 2002

About NRC The National Reading Conference, a non-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; a Newsletter, Web Site and Listserv. To support these activities, NRC maintains a full-time administrative staff in Oak Creek, Wisconsin.

For more information, contact the NRC Office at 7044 South 13th Street, Oak Creek, Wisconsin 53405, Phone: 414-768-8000 ext. 119, Fax: 414-768-8001, E-mail: nrc@nrconline.org or visit our web site at <http://www.nrconline.org>.

Conference & Registration The 2002 Conference will be held at the Hotel Inter-Continental in Miami, Florida December 4-7. Please make reservations directly with the Hotel inter-Continental at 305-577-1000, Fax 305-577-0382. The address is 100 Chopin Plaza, Miami, Florida, 33131. The conference room rates are \$165/single and \$175/double.

Registration fees are as follows:

Category	Regular	On-Site	Daily
Regular Member	\$ 170.00	\$ 200.00	\$ 125.00
Student or Emeritus	\$ 80.00	\$ 90.00	\$ 50.00
Non-member	\$ 200.00	\$ 220.00	\$ 140.00

Registrations must be postmarked by November 15, 2002 to receive the early registration rates. ALL CONFERENCE REGISTRATIONS POSTMARKED AFTER NOVEMBER 15, 2002 ARE SUBJECT TO THE ON-SITE RATE.

TO REGISTER: You can register online or download the registration form at <http://www.nrconline.org> or call the NRC Headquarters at 414-768-8000 ext. 119.

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 \$5.00 for shipping and handling.

Full Registration includes the NRC Yearbook #52, published in December 2003.

Program

NRC 2002

WEDNESDAY 4:45 - 6:00 P.M. VERSAILLES ROOM



Presidential Address

In Leaving No Child Behind Have We Forsaken Individual Learners, Teachers, Schools, and Communities?

Deborah Dillon, Professor
University of Minnesota

THURSDAY, 4:45 - 6:00 P.M. VERSAILLES ROOM



Plenary Address

Reading in an Age of Information

John Willinsky, Professor
University of British Columbia

THURSDAY, 10:15 - 11:45 A.M. VERSAILLES ROOM



Oscar Causey Address

Profiling the Developing Reader: The Interplay of Knowledge, Interest, and Strategic Processing.

Patricia Alexander, Professor
University of Maryland

FRIDAY, 4:45 - 6:00 P.M. VERSAILLES ROOM



Plenary Address

Making Literacy Policy Differently: Globalisation, Diversity and Semiotic Economies

Allan Luke, Professor
Queensland University

2002 Research Address

Saturday, 10:15 - 11:45 a.m. • Versailles Room



Literacy Research and Students of Diverse Backgrounds: Issues, Findings, and Missed Opportunities

*Kathryn Au, Dia Ho Chun
Professor of Education
University of Hawaii*



Literacy Interventions for Young Children Considered to be at Risk

*Dorothy S. Strickland,
Samuel DeWitt Proctor
Professor of Education
Rutgers, the State University of New Jersey*



The Impact of Family on Literacy Development: Convergence, Controversy, and Instructional Implications

*Patricia A. Edwards
Professor of Language & Literacy
Michigan State University*

Meetings

NRC 2002

	Time	Room	Committee/Event	Chair
Daily	7:25 a.m. – 8:25 a.m.	Bayfront A	Study Groups	Brenda Shearer
	9:00 a.m. - Evening	Registration Area	Book Display/Silent Auction	
	Wednesday and Friday	Lobby Bar		
	9:00 p.m. – Midnight			
<i>Please see page 7 for descriptions of the Important Daily Events.</i>	Thursday	Trianon	Vital Issues	Willinsky and the Blue Notes
	9:00 p.m. – 11:00 p.m.			
Tuesday	8:00 a.m. – 6:00 p.m.		Board of Directors Meeting	Deborah R. Dillon
	8:30 a.m. - 12:00 p.m.	Trade	Strategic Planning Session, Executive Board, Board and Others	
	12:00 p.m. - 2:00 p.m.	Exchange	Board Luncheon - Executive Board, Board and Committee Chairs	
	12:00 p.m. - 2:00 p.m.	Trade	Orientation for Board and Committee Chairs	
	2:00 p.m. - 5:00 p.m.	Trade	Board Meeting	
	6:00 p.m. – 7:00 p.m.		Board of Directors and Standing Committee Chairs Reception	
	5:00 p.m. – 8:00 p.m.		Conference Registration	
Wednesday	8:00 a.m. – 5:30 p.m.		Conference Registration	
	11:45 a.m. – 12:45 p.m.	Escorial	Ethics Committee	Nancy F. Knapp
	11:45 a.m. – 12:45 p.m.	Balmoral	International Issues Committee	Karin Dahl & Katrin Poom-Valickis
	11:45 a.m. – 12:45 p.m.	Gusman	Policy and Legislative Committee	Peter Winograd & Barbara Kapinus
	11:45 a.m. – 12:45 p.m.	Michelangelo	Diversity Committee	Laurie MacGillivray
	11:45 a.m. – 12:45 p.m.	Chopin	Newcomers' Welcome Luncheon with NRC Board and Committee Chairs	
	4:45 p.m.- 6:00 p.m.	Versailles	Presidential Address/Presentation of Student Research Award & Early Career Award	Kristiina Montero
	6:15 p.m. – 7:30 p.m.	Trianon	Opening/Presidents' Reception	Peter B. Mosenthal
	7:30 p.m. – 8:30 p.m.	Escorial	Field Council Meeting	Joyce Many
	9:00 p.m. – 11:00 p.m.	Lobby Bar	Vital Issues	
Thursday	7:00 a.m. – 5:30 p.m.	Lobby	Conference Registration	
	7:15 a.m. – 8:15 a.m.	Chopin	JLR Editors & Advisory Board Breakfast	JLR Editors
	7:25 a.m. - 8:25 a.m.	Escorial	A Shande Meeting - Ethics Committee	Nancy F. Knapp
	10:00 a.m. – 10:15 a.m.		Coffee Break	
	10:15 a.m - 11:45 a.m.	Versailles	Plenary/Oscar Causey Award Address & Presentation of Oscar Causey Award	Paolo Martin
	11:45 a.m. – 12:45 p.m.	Escorial	Technology Committee	Michael McKenna
	11:45 a.m. – 12:45 p.m.	Balmoral	Publications Committee	Lesley Mandel Morrow
	11:45 a.m. – 12:45 p.m.	Gusman	Multicultural Issues Committee	Patty Schmidt & Shelley Hong Xu

Meetings

NRC 2002

	Time	Room	Committee/Event	Chair
Thursday - continued	11:45 p.m. - 12:45 p.m.	Theatre	On-Line Submissions of 2003 NRC Proposals	Lea McGee
	4:45 p.m. - 6:00 p.m.	Versailles	Plenary/Distinguished Educator Award Presentation	Fatima Pirbhai-Illich
	6:15 p.m. - 7:15 p.m.	Trianon	NRC Town Meeting	Laurie MacGillivray
	6:00 p.m. - 6:30 p.m.	Mezzanine	Publishers Reception	
	9:00 p.m. - 11:00 p.m.	Trianon	Vital Issues	Willinsky and the Blue Notes
Friday	7:00 a.m. - 8:30 a.m.	Chopin	Yearbook Editors & Advisory Board Breakfast	Yearbook Editors
	8:00 a.m. - 5:30 p.m.		Conference Registration	
	11:45 a.m. - 12:45 p.m.	Escorial	Albert J. Kingston Award Committee	Peter Afflerbach
	11:45 a.m. - 12:45 p.m.	Gusman	Early Career Achievement Award Committee	Janet Bloodgood
	11:45 a.m. - 12:45 p.m.	Michelangelo	Ed Fry Book Committee	Linda Kucan
	11:45 a.m. - 12:45 p.m.	Balmoral	Oscar Causey Award Committee	Mark Conley
	11:45 a.m. - 12:45 p.m.	Alhambra	Student Research Award Committee	Josephine Young
	11:45 a.m. - 12:45 p.m.	Oxford	Distinguished Scholar Lifetime Achievement Award Committee	James Gavelek
	4:45 p.m. - 6:00 p.m.	Versailles	Plenary/Ed Fry Book Award Presentation	Louis Chen
	6:00 p.m. - 7:00 p.m.	Trianon	NRC Annual Meeting	Deborah R. Dillon
	9:00 p.m. - Midnight	Lobby Bar	Vital Issues	
Saturday	7:30 a.m. - 8:30 a.m.		Area Chairs Breakfast	
	8:00 a.m. - 1:00 p.m.		Conference Registration	
	10:00 a.m. - 10:15 a.m.	Versailles	Coffee, Rolls, & Raffle Reception	
	10:15 a.m. - 11:45 a.m.	Versailles	Plenary/Albert J. Kingston Award Presentation	J�r�mie S�ror
	1:00 p.m. - 2:00 p.m.		Executive Board Meeting	
	2:00 p.m. - 5:00 p.m.		Board Meeting	
	9:00 p.m. - Midnight		Vital Issues	

Program Session Formats

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 Sessions

Include a symposium, alternative format, or roundtable session that requires two sessions as 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.

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 chair and program chairs.

Roundtable Sessions

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

Sessions

Paper sessions are occasions for three researchers to present information.

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.

Important Daily Events

NRC 2002

Study Groups

Daily
7:25 a.m. - 8:25 a.m.
(room)
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

Cross-Cultural Awareness and Teacher Preparation

Claudia Finkbeiner – University of Kassel, Andrea Izzo – Le Moyne College

Study Group 3

Teacher Education Research Study Group (TERSG)

Nancy Farnan – San Diego State University, Dana Grisham – San Diego State University

Study Group 4

Literacy and Technology: The Past, the Present, but Mostly the Future

David M. Lund, Southern Utah University, Gregory W. Brooks – Nazareth College of Rochester

Study Group 5

Contemporary Approaches to Discourse Analysis

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

Study Group 6

Reading/Literacy Clinics

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

Study Group 7

History of Literacy Study Group

*Douglas K. Hartman – University of Pittsburgh, Norm A. Stahl – Northern Illinois University
Richard D. Robinson – University of Missouri-Columbia, E. Jennifer Monaghan – CUNY-Brooklyn*

Study Group 8

Adolescent Literacy

Elizabeth G. Sturtevant – George Mason University

Book Display Room, Silent Auction & 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

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 registration area at the times listed.

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 circulated 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.

Please be sure to stop by and welcome our exhibitors.

Vital Issues

Daily
9:00 p.m. - Midnight

Lobby Bar of the Intercontinental 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 4, 2002

8:30-10:00 A.M.

ESCORIAL

Symposium Session***The Impact of Reading Programs on 2nd Graders' Reading*****Chair:** Barbara Laster - Towson University

This study presents findings and discusses implications of multi-dimensional investigations of four constraining reading programs and their impact on the reading strategies and comprehension of low, average, and high second grade readers. Findings will be discussed in relation to controversial issues in reading instruction underlying current reading policies and practices.

- I. Introduction
Barbara Laster - Towson University
- II. Brief Description of the Four Sites
Pat Wilson - Towson University
- III. Report on Research
Functions of Language and Reading Materials Used in the Twelve Classrooms
Nancy Renman - Towson University
Deb Lang - Towson University
Approaches to Words: Phonics, Sound & Graphic Similarity, Semantic and Syntactic Acceptability and Other Patterns
Poonam Arya - Towson University
Lijun Jin - Towson University
Students' Metacognitive Concepts and Teacher Stance.
Nancy Wiltz - Towson University
Bonnie Mackey - Towson University
Story Comprehension
Prisca Martens - Towson University
Sharon Pitcher - Towson University
Implications
Bess Altwerger - Towson University
- IV. Audience Response and Questions
- V. Reaction
Discussant: Penny Freppon - University of Cincinnati

8:30-10:00 A.M.

ALHAMBRA

Symposium Session***Using Learning Community Perspectives as Multifaceted Lenses to Explore Literacy Learning and Teaching in a Diverse Urban School Setting*****Chair:** Laura Parks - University of Nevada

This symposium examines the complexity of literacy teaching and learning at one, at-risk urban elementary school. The first paper frames the learning community perspective used for the two subsequent studies. One study explores perspective teachers' learning about literacy instruction for diverse children.

- I. Exploring Conceptualizations of Learning Communities: Theoretical Considerations
Marilyn McKinney - University of Nevada Las Vegas
- II. Students as a Community of Literacy Learners in an At-Risk School
Diane Barone - University of Nevada Reno
- III. Problematizing the Complexity of Learning and Teaching When Communities of Practice Overlap Contextually but not Conceptually
Cynthia Brock - University of Nevada Reno
Dorothy K. Moore - University of Nevada Reno
Laura Parks - University of Nevada Reno
Sharon Stander - University of Nevada Reno
Discussant: Fenice B. Boyd - State University of New York-Buffalo

8:30-10:00 A.M.

RAPHAEL

Paper Session***Promoting and Supporting Bilingual Development of Young Bilinguals*****Chair:** Eurydice Bauer - University of Illinois at Urbana-Champaign

- I. On the Threshold of Bilingual Writing Processes of Young, Developing Bilinguals in a Dual Language Program
Mileidis Gort - University of Connecticut
- II. Using Guided Writing as a Summer School Intervention to Accelerate Literacy Among English Language Learners
Kathleen A. J. Mohr - University of North Texas
- III. Readers' Workshop in a Bilingual Classroom: Examining the Literacy Development of Young Latino Readers
Julie Coppola - Boston University
Brent Stephens - Harvard University

8:30-10:00 A.M.

MICHELANGELO

Paper Session***Examining the Impact of Cultural Capital and Cultural Mediation on Children's Social Identities*****Chair:** Beth Morton Christian - Austin Peay State University

- I. The Body Reading: Negotiating Cultural Capital and Social Identities in a Culturally and Linguistically Diverse First-Grade Classroom
Beth Morton Christian - Austin Peay State
- II. Negotiating Voice: The Risky Business of Writing
Amy Seely Flint - University of Indiana
Marva Cappello - San Diego State University
- III. Cultural Mediation and the Development of Bilinguality in Elementary-Age Mexicano and Mexican American Children
Evangelina Bustamante Jones - San Diego State University

8:30-10:00 A.M.

DUPONT

Paper Session

Supporting Struggling Readers in Schools and Communities

Chair: William Bintz - University of Kentucky

- I. Perceptions and Perpetuation: High School Remedial Readers
Kerry A. Hoffman - Indiana University-Indianapolis
- II. Building Sophisticated Literacy Curricula for Struggling Secondary Students
Theresa Rogers - University of British Columbia
- III. Improvising Literacy Instruction: Adult Community Members as Literacy Tutors
William McGinley - University of Colorado
Shuaib Meacham - University of Delaware
Sirat Al Salim - University of Colorado

8:30-10:00 A.M.

TRADE ROOM

Symposium Session

Problems of Participation: The Researcher's Role in the Study of Home-School Literacy Partnerships

Chair: Nancy Anderson - Texas Woman's University

The purpose of this interactive session is to provide a broader and more complex understanding of the researcher's role and to examine how the roles constructed are related to the researcher's (and the research team members') ideological assumptions. Those assumptions, if left unexamined, may influence the home-school literacy partnerships developed.

- I. Voices of Change: Self-Reflections on the Critical Role of the Researcher in the Study of Home-School Literacy Partnerships
Sheri Pentecost - Texas Woman's University
- II. Representing or Constructing Social Reality? Troubling the Role of the Researcher in the Study of Home-School Literacy Partnerships
Nora L. White - Texas Woman's University
Discussant: Yvonne Rodriguez - Texas Woman's University

8:30-10:00 A.M.

VERSAILLES

Symposium Session

Learning to Teach Reading: Perspectives and Understandings of Elementary School Preservice Teachers

Chair: Francine Johnston - University of North Carolina at Greensboro

The purpose of this symposium is to examine the perspectives of pre-service elementary school teachers enrolled in reading and language arts methods courses. We will discuss preservice teachers' accounts of their learning in order to provide an alternative view on ways that reading teacher education programs may be strengthened

- I. "I Expect You to Teach Me": Preservice Teachers' Voices on What They Learned and Wanted to Learn in a Reading Methods Course and Professional Development School Internship
- II. Complex Lessons in Literacy: Preservice Teacher Case Studies of Struggling Readers
- III. "I'd Rather be Teaching": Preservice Teachers' Perspectives on Literacy Methods Courses
Ann M. Duffy - University of North Carolina - Greensboro
Mollie W. Lloyd - University of North Carolina at Greensboro
Karen Broaddus - James Madison University
Dixie D. Massey - University of North Carolina at Greensboro
Discussant: Gay Ivey - James Madison University

8:30-10:00 A.M.

SANDRINGHAM

Symposium Session

Tensions in Practice: Critical Literacy in Teacher Preparation

Chair/Discussant: Laura Apol - Michigan State University

In this alternative session, literacy teacher educators (elementary and secondary) will share critical literacy teaching, document their successes and frustrations, discuss the tensions they have encountered, share resources they use and describe revisions to teaching practices which are helping them to prepare critically literate reading and English teachers.

- I. Tensions with Critical Literacy within a Trends and Issues in Secondary Education Course
- II. Preservice Teachers Collaborate with Families
- III. Critical Literacy: From Reading to Action
Kevin Dupré - Athens State University
Devon Brenner - Mississippi State University
Teresa Jayro - Mississippi State University
Angela Boutwell - Mississippi State University
Ann Potts - Virginia Technical University

8:30-10:00 A.M.

WINDSOR

Paper Session

Time to Teach and Time to Reflect about Teaching

Chair: Jennifer Altieri - St. Louis University

- I. It's All About the Teacher...: Teacher Discourse and a Mandated Scripted Reading Program.
Laurie MacGillivray - University of Southern California
Amy L. Ardell - University of Southern California
Margie S. Curwen - University of Southern California
Jennifer Skoda - University of Southern California
- II. Self Awareness of Past Learning as Motivation for Continued Learning: The Application of a General Model to Specific Areas of Literacy Learning for Preservice Reading Teachers
Diane S. Kaplan - Texas A&M University
- III. Time Given to Preparing Reading Teachers: Is It Sufficient?
Michael F. Graves - University of Minnesota
Raymond A. Philippot - St. Cloud University

National Reading Conference

8:30-10:00 A.M.

FLAGLER

Symposium Session

Reading Rocks! Shaking up an Urban High School

Co-Chairs: Victor Lopez, Principal, Miami Senior High, Ben Nelms, Director, Center for School Improvement, University of Florida

Miami Senior High School – a Florida Historic Site – is home to 88% Hispanic, 9% Black, and 3% White students. In the 2000-2001 school year, the school was struggling with typical problems of urban schools, including an increasing number of students who fell into the lowest quartile of the FCAT (State Assessment). The University of Florida invited Miami Senior into a partnership to work on these issues through their UF Alliance Initiative. U of F brought Sandra Hollingsworth to Florida to help the school implement "Reading Rocks!" – a whole school intervention plan.

Phase 1 (implemented in the 2001-2002 school year) requires that students in every class read on an independent level when the period bell rings. Another bell rings after 10 minutes, signaling the start of the regular lesson. Results of Phase I have been remarkable! The between-period hallway struggles have all but ended (security guards report being "bored.") Students begin lessons in a quiet, reflective manner...content learning has increased. FCAT scores increased 52% overall, and 50% for the lowest quartile. Come and listen to this incredible story of teachers' dedication to their students' success. Afterward, visit their school to see for yourselves!

Author/Participants:

Stella Crespo - Language Arts Chair, MSH

Maria Elena Diaz-de-Villegas - Counselor, MSH

Evan Ilefsky - Research Asst., University of Florida

Albert Kunze - Fine Arts Chair/School Advisory Council, MSH

Mickie Miller - Assistant Director, Center for School Improvement, University of Florida

Tania R. Seale - Social Studies Chair, MHS

Joe Underwood - TV Production, MSH

Author and Discussant:

Sandra Hollingsworth - Literacy Program Coordinator

San José State University

8:30-10:00 A.M.

THEATRE

Symposium

Linking Theory and Practice in Digital Literacies.

Chair: Elizabeth A. Baker - University of Missouri-Columbia

Work exploring technology in literacy sometimes focuses on differences and effects without considering what core theories can tell us about why and how these differences and effects occur, and what they might mean for our broader understanding of literacy theory and practice. The symposium will focus on the relationship between literacy technologies and the broader theoretical frameworks that guide our thinking as literacy practitioners and researchers.

- I. Reconceptualizing Classroom Computer Activities as Semiotic Acts.

Linda D. Labbo & Mary Love - University of Georgia

- II. An Activity Theory Perspective on Hypermedia Production

Richard Beach - University of Minnesota

Aaron Doering - University of Minnesota

- III. Toward a Transactional Theory of Hypertext Structure

John E. McEneaney - Oakland University

Discussant: Jamie Myers, Pennsylvania State University

8:30-10:00 A.M.

SEVILLA

Alternative Format

Issues in Electronic Publishing: An Irresistible Force?

Chair: Donald J. Leu - University of Connecticut

Editors of scholarly and professional literacy journals that are published online join together to discuss critical issues in electronic publishing. Participants will hear each editorial team discuss their journal as well as responding to a set of questions across journals. Time will also be allotted for participant questions.

Participants:

Kyle Higgins - University of Nevada Las Vegas (JSET)

Randall Boone - University of Nevada Las Vegas (JSET)

Donna Alvermann - University of Georgia (RRQ)

David Reinking - University of Georgia (RRQ)

Andrew Garber - University of Georgia (RRQ)

Jonathan Eakle - University of Georgia (RRQ)

Bridget Dalton - CAST (ROL)

Dana L. Grisham - San Diego State University (ROL)

8:30-10:00 A.M.

BALMORAL

Alternative Format

A Workshop on Applying for NICHD and NIH Funding

Chair: Peter B. Mosenthal - Syracuse University

Peggy McCardle - NICHD

8:30-9:15 A.M.

BAYFRONT A

Round Tables

- I. Does Using an Electronic Bulletin Board Promote Collegial Conversation and Reflection?
Carol D. Wickstrom - University of North Texas
- II. Enhancing Critical Thinking Skills and Cultural Awareness Through Problem-Posing Dialogue
Sarah B. Nixon - Southwest Missouri State University
- III. Identity, Methodology, & Epistemology: Dilemmas in Early Literacy Research
Richard J. Meyer - The University of New Mexico
- IV. Influence of Bilingual Instruction on Bilingual First Graders' Code-Switching Patterns
Jiening Ruan - University of Oklahoma
Beverly E. Cox - Purdue University

9:15-10:00 A.M.

BAYFRONT A

Round Tables

- I. A Young Child's Written Responses to Information Books
Ida K. Maduram - North Park University
- II. Reading Success: Implications and Indications from a Coached, Cross-Age Tutoring Project
Greta K. Nagel - California State University, Long Beach
- III. Teaching Literacy Specialists via Web-Based Programs
Virginia Goatley - State University of New York at Albany

10:15-11:45 A.M.

ESCORIAL

Paper Session

Texts and Reading: A Content Analysis Across Genres and Time

Chair: Kathy Whitmore - University of Iowa

- I. Comparing Authentic Children's Literature to the Literature Found in Three Currently Used Canadian Elementary Student Anthology Series
Linda M. Phillips - University of Alberta
Martha L. Smith - University of Alberta
Marion R. Leithead - University of Alberta
- II. Constructing Readers and Reading: Depictions of Learning to Read in Children's Literature
Laura Apol - Michigan State University
Devon G. Brenner - Mississippi State University
- III. The Evolution of Genres and Literacy Processes
Charles A. Elster - Purdue University

10:15-11:45 A.M.

ALHAMBRA

Symposium Session

Listening to the Immigrant Voice in Texts, Talk and Family

Chair: Aurelia de Silva - San Antonio, Texas

This symposium synthesizes findings from three separate studies that address the immigrant literacy experience. The studies illustrate how text, talk and family create the context and the conditions in which immigrant discourses can be integrated into the curriculum, and which children's voices can be heard in US elementary schools.

- I. Listening to Text: Visual and Textual Representations of Immigrants in Latino/a Children's Literature
Carmen L. Medina - Departamento de Educación San Juan, P.R.
- II. Listening to Talk: An Immigrant Girl Reading Against the Grain
Carmen Martinez-Roldan - Arizona State University
- III. Listening to Families: Teresita Finds Her Voice
Kathryn F. Whitmore - University of Iowa
Discussant: Aurelia de Silva - San Antonio, Texas

10:15-11:45 A.M.

RAPHAEL

Symposium Session

Closing the Gap Between Concept and Practice: Towards More Dialogic Discussion in the Language Arts Classroom.

Chair: Discussant: Dawnene Hammerberg - University of Wisconsin-Madison

These papers present research-in-progress from a large-scale implementation study of secondary English classrooms. Teachers are enabled to move beyond recitation and teacher-centered discourse to identify and use more dialogic methods for literature discussion through discourse communities in which teachers write curriculum and develop innovative methods in a supportive professional environment.

- I. Exploring the Gap Between Espoused and Enacted Cultural Models of Literature Discussion
Samantha Caughlan - University of Wisconsin-Milwaukee
- II. Teachers Moving from Recitation to Discussion: An Analysis of the Process
Mary Alder - State University of New York at Albany
Eija Rougle - State University of New York at Albany
- III. Cookies and Dialogic Conversations: The Influence of Interaction on Teacher Change
Eileen Kaiser - University of Wisconsin/Madison
Discussant: Dawnene Hammerberg - University of Wisconsin-Madison

10:15-11:45 A.M.

MICHELANGELO

Symposium Session

Voices of Teacher Change: Challenges and Successes in Implementing Guided Reading Instruction.

Chair: Dorothy S. Strickland - Rutgers School of Education

This symposium will look at the process of instructional change as literacy teachers in two schools move toward implementing guided reading instruction. We will examine accompanying issues from the perspectives of various participants-university facilitators/researchers, teachers, and students-and discuss considerations for teacher professional development.

- I. Enabling and Limiting Contexts: The Schools
- II. I Think I Can . . . I Think I Can: Perceptions of a Third Grade Teacher
- III. Through the Eyes of Third Grade Readers and the Researcher
- IV. Who Sees What: A Contrast in Perspectives
Kathy Ganske - Rowan University
Pamela Chase - Glenview Elementary School
Elizabeth Asbury - Rowan University
Discussant: Dorothy S. Strickland - Rutgers University

National Reading Conference

10:15-11:45 A.M.

DUPONT

Paper Session

Crossing Discourse Communities

Chair: Kevin Leander - Vanderbilt University

- I. Mediated Literacy Learning: The Effect of Peers, Media, and Popular Culture on Middle School Students' Literacy Achievement
Pamela J. Dunston - Clemson University
Kathy N. Headley - Clemson University
Victoria G. Ridgeway - Clemson University
Brenda Phillips - Clemson University
- II. Exploring Academic Discourses: Supporting Graduate Students' Writing of Research
Elizabeth K. Noll - University of New Mexico
Dana L. Fox - Georgia State University
- III. Crossing Within and Between Achievement Spaces: Literacy Practices of Working-Class Rural Adolescents
Laura Payne-Bourcy - Syracuse University

10:15-11:45 A.M.

TRADE

Paper Session

Complex and Digital Texts and Comprehension

Chair: Louis Chen - University of Toronto

- I. The Influence of Gender on Group Interactions through Post-Typographical Text
Marion H. Fey - State University of New York - Genesee
- II. An Analysis of Proficient Readers as they Process Complex Text
JoAnne Caldwell - Cardinal Stritch University
Lauren Leslie - Marquette University

10:15-11:45 A.M.

VERSAILLES

Alternative Session

Foucault and Literacy: Arbitrary Institutions and Alternative Freedom

Chair: Amy Lassiter Ardell - University of Southern California

This session employs the works of Michael Foucault to examine the current state of literacy education, from individual classroom experiences to issues of globalization. Offering both empirical and theoretical outlooks, we begin with individual opening remarks, continue with a "fishbowl" dialogue between presenters, and culminate with a broader audience discussion.

- I. Foucault, Governmentality, Literacy
- II. "If I Could Choose I Would be a Whole Language Teacher": Subjugated Knowledges Through a Mandated Scripted Reading Program
- III. On Foucault and Phonics: Utility, Docility, and Diversity in Beginning Literacy Instruction
- IV. Post-Focaulty: Analyzing the Discourse and Material Consequences of Literacy Education

Carmen Luke - University of Queensland
Laurie MacGillivray - University of Southern California
Margie Saucedo Curwen - University of Southern California
Jennifer Skoda - University of Southern California
Patrick Manyak - University of Wyoming
Allan Luke - University of Queensland

10:15-11:45 A.M.

SANDRINGHAM

Paper Session

Engaging Middle School Students Using Comprehensive Literacy Programs

Chair: Mary Shake - University of Kentucky

- I. Focusing on Struggling Readers: The Evaluation of a Long-term Professional Development Program for Middle School Teachers
Gwynne Ellen Ash - University of Delaware
- II. From Guided Reading to Promoting Thoughtful Literacy: Explorations of a Teacher-Researcher Team
Susan K. Villaume - Auburn University
Edna G. Brabham - Auburn University
Jennifer B. Hall - East Alabama Regional Inservice Center
Kelli W. Pettit - Auburn City Schools
Resia R. Thornton - Auburn University
Teri B. Prim - Auburn University
Tonya R. Hill - Auburn University
- III. Multitext Reading/Multigenre Writing: Inviting Students to Engage Critically and Creatively with Text
Linda Kucan - Appalachian State University

10:15-11:45 A.M.

WINDSOR

Paper Session

Emerging Assessment Issues

Chair: Sharon Walpole - Charlottesville City Schools

- I. An Investigation of Elementary School Teachers' Ability to Effectively Diagnose Student Reading Strengths and Needs and Plan Effective Instruction
Diane Lapp - San Diego State University
Douglas Fisher - San Diego State University
James Flood - San Diego State University
Kelly Moore - San Diego State University
Nancy Frey - San Diego State University
- II. Telling Tales: Using Story Structure in Pre-Reader Comprehension Assessment across Languages
Marilyn Low - Pacific Resources for Education and Learning
- III. Predictive Validity of the Lexile Framework
Sharon Walpole - Charlottesville City Schools
Latisha Hayes - University of Virginia
Valerie Robnolt - University of Virginia

10:15-11:45 A.M.

BALMORAL

Symposium Session

A Description of the School Change Process Across Two Years: Looking Across Eight High-Poverty Schools

Chair: Ann Kroll - University of Minnesota/CIERA

This symposium will describe the school change process in eight high-poverty schools and how their reform efforts over two years have impacted their students' reading achievement. A teacher from one of these schools will share her perspectives on the complexities, challenges, and successes from implementing school-wide reform.

- I. Changes in Classroom Reading Instruction and Reading Achievement.
Barbara M. Taylor - University of Minnesota/CIERA
- II. Changes in School-Level Factors and Reading Achievement
Debra Stevens Peterson - University of Minnesota/CIERA
- III. A Case Study of One School: McKinistry Elementary School
Carol Watson - Waterloo Community Schools/Title I
Discussant: P. David Pearson - University of California, Berkeley/CIERA

10:15-11:45 A.M.

THEATRE

Symposium Session

Literacy Events with Technology: Text Processing, Electronic Discussions and New Assessment Strategies

Chair: Joanna M. Kulikowich - University of Connecticut

Three presentations focus on students' literacy processes with computerized texts, electronic discussions, as well as assessment practices evaluating use of the Internet. Results suggest that there is significant need for research in the area of strategic processing. Further, assessments of student reading and writing performance with technology are needed.

- I. The Effects of Online Environments on Students' Knowledge, Strategies, and Beliefs: A Study of Persuasive Texts
P. Karen Murphy - Ohio State University
- II. Preservice Teachers' Use of Electronic Discussions to Understand Literacy Instruction and Assessment in the Middle Grades
Tamara L. Jetton - James Madison University
- III. The Role of Technology in Measuring Reading and Writing Performance: Surveying State Assessment Strategies
Donald J. Leu - University of Connecticut
Rosemarie L. Ataya - University of Connecticut
Discussant: Patricia A. Alexander - University of Maryland at College Park

10:15-11:00 A.M.

BAYFRONT A

Round Tables

- I. Building on What They Bring With Them: Bridging the Literacy Gap for English Language Learners
Diane M. Staehr - George Mason University

- II. Study Skills, Students with Learning Disabilities, and Middle School
Marie Tejero Hughes - University of Illinois at Chicago
Michele Mits Cash - University of Miami

- III. Things to Know about Pokemon: Shared Literacy Experiences with a First Grader
Susan L. Nierstheimer - Purdue University

- IV. Multimedia Technology and Anchored Instruction as Tools to Enhance Middle School Students' Learning of Literacy and Social Studies
LeAnn Seifert - Vanderbilt University
Charles Kinzer - Vanderbilt University

- V. Making the Trade Book to Textbook Transfer Using the Talking-About-Books (TAB) Approach
Janis Harmon - University of Texas at San Antonio
Wanda Hedrick - University of Texas at San Antonio
Karen Wood - University of North Carolina at Charlotte

11:00 - 11:45 A.M.

BAYFRONT A

Round Tables

- I. "How Many Feet You Meet": Bakhtin's Dialogism in a Preschooler's Talk
Sarah J. McCarthey - University of Illinois at Urbana-Chicago
- II. Teaching Reading on the Margins: Re-Visioning "Remedial" Reading Pedagogy
Mellinee Lesley - Eastern New Mexico University
- III. Teachers Speak Out: The Efficacy of University Clinic Practice on Professional Lives
Deborah Tidwell - University of Northern Iowa
Charline Barnes - University of Northern Iowa
Kathy Carr - Central Missouri State University
- IV. In the Middle: Reading Instruction for Students with Learning Disabilities
Marie Tejero Hughes - University of Illinois at Chicago
Maria Elena Arguelles - University of Miami

1:00 - 2:30 P.M.

ESCORIAL

Symposium Session

No Straight Lines: Teacher Educators Theorizing Preservice Teachers' Engagement with Literature, Diversity, and Equity.

Chair: Pamela Tracey - Ohio State University

Teachers of children's literacy will present critical and poststructural analysis of descriptive data pointing to intersections among preservice teachers' identities, the literature we select for them, and the learning they/we "borrow, negotiate, and own." Across the presentations, we examine the meaning of engagement as a construct for guiding our teaching and mediations of literature.

- I. "Annie on my Mind": Preservice Teachers Rethinking the Rules of Engagement
Christine Jenkins - University of Illinois
- II. Bearing Witness: Preservice Teachers Reading "What Jamie Saw"
Lesley Colabucci - Ohio State University

National Reading Conference

- III. Exoticism, Care Work, and Literacies of Difference Among Preservice Teachers

Tamara Lindsey - University of Wisconsin-Eau Claire

- IV. Virgie, Claudia, and Kate: The Paradoxes of Literary Engagement with "Girlhood" in a Preservice Literature Course

Patricia Enciso - Ohio State University

Discussant: Cynthia Lewis - University of Iowa

1:00 - 2:30 P.M.

ALHAMBRA

Symposium Session

Negotiating Boundaries: Studies of Youth, Literacy, and Positioning

Chair: Elizabeth Birr Moje - University of Michigan

In this session, we examine how urban youth use literacy and language to negotiate boundaries they encounter in school, social lives, families, and communities. The three papers are drawn from studies of different young people, but are united by their focus on how youth use oral and written texts to position themselves in different spaces and relationships.

- I. Youths' Language and Literacy Practices in Enactments of Identity

Kathryn McIntosh Ciechanowski - University of Michigan

Elizabeth Birr Moje - University of Michigan

- II. Becoming Critical Researchers: Literacy and Empowerment for Urban Youth

Ernest Morrell - Michigan State University

- III. Multiple Constructions of Black Womanhood: Literacy and Identity in Black Girls' Readings of African American Literature

LeeAnn Sutherland - University of Michigan

Discussant: Donna E. Alvermann - University of Georgia

1:00 - 2:30 P.M.

RAPHAEL

Paper Session

Enhancing Preservice Teacher Education by Using Technology

Chair: Ann Duffy - University of North Carolina at Greensboro

- I. Preservice Teachers as Literacy Tutors: Individualizing Instruction for At-Risk Readers

Dixie Massey - University of North Carolina at Greensboro

- II. Using Interactive DVD to Enhance Pre-Service Teachers' Understandings of Critical Responses to Literature

Laura Apol - Michigan State University

Sheri K. Rop - Michigan State University

Rand J. Spiro - Michigan State University

- III. Comparing Traditional Journal Writing with Journal Writing Shared over E-mail List Serves as Tools for Facilitating the Reflective Thinking of Preservice Teachers During Reading Internships

Diane S. Kaplan - Texas A&M University

1:00 - 2:30 P.M.

MICHELANGELO

Paper Session

Struggling Readers and Literacy Issues

Chair: Kathleen Brown - University of Utah

- I. Who Can Provide Effective Intervention After Grade One: The Role of Teachers' Aides in Serving Maximum Numbers of Struggling Readers

Kathleen J. Brown - University of Utah

Darrell Morris - Appalachian State University

Matthew Fields - University of Utah

Stacey Lowe - University of Utah

Deborah Skidmore - University of Utah

Constance Weinstein - University of Utah

- II. The Other 85%: Ineffective Teaching in the Elementary Classroom

Sara Dolezal - University of Notre Dame

Michael Pressley - University of Notre Dame

- III. The Development of Conceptual Understandings of Literacy by Struggling Readers in Print-Rich Classrooms

Misty Sailors - University of Texas at Austin

1:00 - 2:30 P.M.

DUPONT

Paper Session

Perspectives on Secondary School Literacy Reform Initiatives

Chair: James Flood - San Diego State University

- I. Tales Out of School: Accounting for Adolescents in a Literacy Reform Community

William G. Brozo - University of Tennessee

- II. Secondary School Administrators' Perspectives on Systematic Literacy Reform in an Urban District

Kelly Chandler-Olcott - Syracuse University

Kathleen A. Hinchman - Syracuse University

- III. Literacy at Fletcher High: A Case Study of One High School's Focus on Literacy

Carol J. DeLaney - Syracuse University

1:00 - 2:30 P.M.

VERSAILLES

Alternative Format

Reflection, Research and Instruction: Finding the Practical in Good Theory

Chair: Carol Vukelich - University of Delaware

In this alternative session, presenters will describe reflection as a developmental component of effective teaching from multiple theoretical perspectives (e.g., cognitive, skills-based, levels of thinking, developmental, activity theory, critical inquiry, socio-cultural) and articulate what they know about teaching for reflection from these different stances. With audience participation, this session is designed to take a fresh look at the reflection construct in order to generate significant questions for future investigation on reflection

instruction in reading coursework. Ultimately this discussion will lead to efforts to recast research in ways that will facilitate the study of multiple factors and conditions that affect reflective practices.

- I. Reflection: Looking Back to Move Forward
Kathleen Roskos - John Carroll University
Victoria J. Risko - Peabody College of Vanderbilt University
Carol Vukelich - University of Delaware
- II. Drawing on Activity Theory to Design Reflective Environments
Tom Bean - University of Nevada-Las Vegas
- III. Social Contexts Can Support or Thwart Reflective Development
Sheila Valencia - University of Washington
- IV. Taking a Critical Inquiry Stance on Reflection
Bob Fecho - University of Georgia
Michelle Commeyras - University of Georgia
Audience Participation: *Victoria J. Risko - Peabody College of Vanderbilt University*
Discussant: *Rebecca Barr - National-Louis University*

1:00 - 2:30 P.M.

SANDRINGHAM

Paper Session

Examining Teachers' Beliefs and Practices Across the Curriculum: Making an Impact

Chair: Gwynne Ellen Ash - University of Delaware

- I. Investigating Reading Content Specialists' (RCS) Impact on Teaching Reading across the Curriculum at the Middle and High School Levels: A Report on Round Two of a Teacher Survey
Mary Shake - University of Kentucky
William P. Bintz - University of Kentucky
- II. Examining Middle School Teachers' Beliefs and Self-Reports of Instructional Practices
Richelle O'Connor - Wright State University
- III. What happened in Four Finnish Six-Year-Old Children's Classrooms When the Teachers Designed the Curriculum Based on the Principles Set in the Core Curriculum
Riita Liisa Korkeamaki - University of Oulu
Mariam Jean Dreher - University of Maryland

1:00 - 2:30 P.M.

WINDSOR

Paper Session

Evaluation of Effective Teaching Practices

Chair: Sharon A. Feaster - Augusta State University

- I. Impact of Preservice Teachers on Student Learning During Field Experiences
Sharon A Feaster - Augusta State University
Beth M. Pendergraft - Augusta State University
- II. Teachers' Use of More Cognitively Challenging Teaching Practices and Child Literacy Outcomes in High Poverty Elementary Schools
Lowry Hemphill - Harvard Graduate School of Education
Terrence Tivnan - Harvard Graduate School of Education
Claire White - Harvard Graduate School of Education

- III. With So Much Book Sharing Research, How Come We Know So Little? The Promise of Underutilized Statistical Tools
Lisa A. Hammett - University of Georgia
Anne van Kleeck - University of Georgia
Carl Huberty - University of Georgia

1:00 - 2:30 P.M.

BALMORAL

Paper Session

Implementation and Evaluation of Effective Reading Instruction

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

- I. Evaluating the Success of a Professional Development Initiative: Teacher Satisfaction is Not Enough
Rita M. Bean - University of Pittsburgh
Allison Swan - University of Pittsburgh
- II. Multifaceted Staff Development in an Urban District and its Effect on Student Achievement.
Diane Corcoran Nielsen - University of Kansas
Laurie Leiker - Kansas City Kansas Public Schools
- III. Field Experiences or Cognitive Apprenticeships: What's the Difference?
Deb Eldridge - Hunter College
Joyce Fine - Florida International University
Janis Harmon - University of Texas at San Antonio
Wanda Hedrick - University of Texas at San Antonio
Miriam Martinez - University of Texas at San Antonio
LeAnn Steinmetz - University of Texas at San Antonio
Susan Keehn - University of Texas at San Antonio
Misty Sailors - University of Texas at San Antonio

1:00 - 2:30 P.M.

TRADE ROOM

Paper Session

Explorations of Literacy, Digital Texts, and Distance Education

Chair: Danhua Wang - Oakland University

- I. Undergraduate Students' Learning, Comprehension, and Transfer of Knowledge: Differences Among Digital Multimedia, Video Tapes, and Illustrated Text
Jerrell C. Cassidy - Ball State University
- II. Students' Learning Experiences, Their Locus of Control and Use of Web Resources
Danhua Wang - Oakland University

1:00 - 2:30 P.M.

SEVILLA

Paper Session

Writing Approaches and Practices

Chair: Douglas Kaufman - University of Connecticut

- I. Middle School Students' Perceptions of Their Note-Taking from Text
Rachel Brown - Syracuse University

National Reading Conference

- II. The Sub-Architecture of the Writing Workshop: Conditions that Support Conditions that Support Methodology
Douglas K. Kaufman - University of Connecticut
- III. Engaging Students in Writing Tasks: Effective Teaching and Literacy Learning
Susan D. Martin - University of Washington

1:00 - 2:30 P.M.

FLAGLER

Alternative Session

Research Methodologies for Teacher and Student Learning In Reading Clinics/Literacy Centers

Chair: Debra Martin - University of San Diego

This session will examine clinic-based research methodologies used in the study of teacher and children learning. A fishbowl format followed by an open session will provide opportunities to critique clinic methodologies and discuss options for future research.

Barbara Laster - Towson University
Penny Freppon - University of Cincinnati
Margaret Hill - University of Houston - Clear Lake
Jeanne Cobb - University of North Texas
Cheryl Dozier - State University of New York - Albany
Sharon Pitcher - Towson University
Verlinda Angell - Southern Utah University
Debra Martin - San Diego State University
Barbara Walker - Oklahoma State University

1:00 - 2:30 P.M.

BAYFRONT B

Alternate Session

Seeking Higher (and Lower) Ground: Advocacy Research in Literacy Education

Chair: Renee Weisberg - Arcadia University

Helen Harper - University of Western Ontario
Meredith Rogers Cherland - University of Regina

1:00 - 1:45 P.M.

BAYFRONT A

Round Tables

- I. Exploring Inservice and Preservice Teacher Beliefs About Best Instructional Practices in Beginning Reading: A Study Using Forced-Choice Methodology
April D. Nauman - Northern Illinois University
Terry Stirling - Northeastern Illinois University
Arlene C. Borthwick - National-Louis University
- II. A Volunteer Tutoring Program in the Costa Rican Context: A Comparison with the United States
Anadylia Cuadra - Harvard University
Graduate School of Education
Gabriela Murillo - La Nación en el Aula, Costa Rica
Andrea Rolla San Francisco - Amigos del Aprendizaje, Costa Rica
Catherine Snow - Amigos del Aprendizaje, Costa Rica
Carmen Ugalde - Amigos del Aprendizaje, Costa Rica
Renata Villers - Harvard University Graduate School of Education

- III. What Discourse Do Children Learn to Value in School?: The Continued Privileging of Upper Middle-Class Socio-economic Discourse in a Current Basal Reader
Sheila Benson - The University of Iowa

1:45-2:30 P.M.

BAYFRONT A

Round Tables

- I. Examining the Effect of Teacher Literacy Practices on Reading Achievement of Kindergarten Students
Patricia R. Kelly - San Diego State University
Nancy Frey - San Diego State University
Maureen Begley - San Diego State University
- II. What Are the Effects of a Multi-Layered Collaborative Reflection Process?
Ilene R. Rutten - State University of New York - Albany
Cynthia A. Lassonde - State University of New York - Albany
Christine A. Woodcock - State University of New York - Albany
- III. Writing Development in the Preschool Year: Functions, Forms and Perceptions
Joan Massa Tardibuono - University of Southern California
David B. Yaden - University of Southern California
- IV. The Reading Skills of American Indian Students: Challenging Assumptions
Marsha Riddle Buly - Western Washington University
Darcy Bradley - Western Washington University

3:00 - 4:30 P.M.

ESCORIAL

Alternative Format

Whose Glass Slipper Fits? Examining Multiple Facets of Traditional Literature and Their Impact on the Classroom.

Chair: Alice P. Naylor - Appalachian State University

This session explores the evolution of traditional literature and preservice/classroom teachers' perceptions of it. Presenters will share several provocative perspectives on traditional literature and current understandings held by many preservice/practicing teachers. Breakout groups will examine these issues more thoroughly. Groups will reconvene to share insights and practical recommendations.

- I. The History of Traditional Literature and the Continuum Across Media
- II. The Cultural-Commercial Dichotomy as Evidenced in Traditional Literature
- III. Consensus? What Does It Mean for the Teacher
Janet W. Bloodgood - Appalachian State University
Lynne Bercau - Appalachian State University
Mary Timothy - Appalachian State University

3:00 - 4:30 P.M.

ALHAMBRA

Symposium Session

Literacy Teacher Education for the Appreciation of Diversity

Chair: Patricia R. Schmidt - Le Moyne College

The purpose of this symposium is to present qualitative studies from the sociocultural perspective that explore the problems and possibilities associated with preparing literacy teachers for the appreciation of diversity.

- I. Using the ABC's Model to Address Multicultural Issues with Inservice Teachers.
Stacey Leftwich - Rowan University
Midge Madden - Rowan University
- II. Comparing Two Studies of Culturally Responsive Pre-Service Teaching
Shelley Hong Xu-Texas Tech University
- III. Teachers and Students Coming to Know Each Other Through the ABC's Model.
Maria Ortiz - University of Arizona
Discussant: *Greta Nagel - California State University Long Beach*

3:00 - 4:30 P.M.

RAPHAEL

Paper Session

Theoretical and Empirical Analysis of Readers' Transactions with Texts: Exploring Different Models

Chair: Renita Schmidt - University of Iowa

- I. Modeling Transactional Theories of Reading
John E. McEaney - Oakland University
- II. A Culturally Grounded Reader Response Model: Valuing the Words of Ethnically Diverse Children and Authors
Wanda Brooks - Howard University
- III. Promoting Self-Regulated Learning with High School Students: Is There a First Step?
Samuel D. Miller - University of North Carolina at Greensboro
Dixie Massey - University of North Carolina at Greensboro
Tina Heafner - University of North Carolina at Greensboro
David B. Strahan - University of North Carolina at Greensboro

3:00 - 4:30 P.M.

MICHELANGELO

Symposium Session

How to do Things with Discourse Analysis: Three Examples

Chair: Marjorie Siegel - Teachers College- Columbia University

The purpose of this interactive symposium is to show how Gee's discourse analysis system can unpack the social meanings of literacy events as varied as volunteer reading programs, dramatic interpretations of Biblical texts, and science writing in a bilingual classroom.

- I. Adult-Child-Text Interactions in a Volunteer Read-Aloud Program
Erika Thulin - Columbia University
- II. Interpreting Ancient Narratives Through Tableau
Shira Epstein - Columbia University
- III. Writing Science in a Bilingual Classroom
Nadine Bryce - Columbia University
Discussant: *Suzanne Wade - University of Utah*

3:00 - 4:30 P.M.

DUPONT

Alternative Format

Expanding Our Lens When Thinking About Adolescent Literacies: Learning From Multiple Research Perspectives and Considering Future Directions For Research

Chair: Kimberly Young - Lawrence Public Schools - Kansas

This session will begin with brief overviews of each perspective. Participants will then have the opportunity to join a small group to discuss one perspective in more depth. Each small group will propose research questions and designs to share with the entire group. These will later be posted on NRC-EMAIL.

- I. Interviews With Adolescents in Two Regions
Deanna Birdyshaw - University of Michigan/CIERA
Joan Scott Curtis - Dallas Public Schools
- II. A Cultural Psychological Perspective
Lisa Simon - City University of New York
- III. The Views of Content Area Educators
Lettie K. Albright - Texas Woman's University
- IV. Using Popular Culture in the Curriculum
Victoria G. Ridgeway - Clemson University
Pamela J. Dunston - Clemson University
Kathy N. Headley - Clemson University
- V. Talking to Parents and Community Members
Elizabeth G. Sturtevant - George Mason University
Discussant: *Carol Lloyd - University of Nebraska at Omaha*

3:00 - 4:30 P.M.

TRADE ROOM

Paper Session

Comprehension, Identity, and Literacy Development in the Digital World

Chair: Deborah Woo - Rutgers University

- I. Words That Yield: A Study of Link Choice in Literary Hypertext
Teresa M. Dobson - University of British Columbia
- II. A Sociocultural Look at Power and Identity in Students' Digital Texts
Jennifer C. Stone - University of Wisconsin - Madison
- III. Laptop Literacy: A Qualitative Study of the Use of Wireless Laptop Computers in Literacy Instruction for Kindergarten, First and Second Grade Students
Amy H. Staples - University of Wisconsin-Milwaukee
Judith A. Winn - University of Wisconsin-Milwaukee

3:00 - 4:30 P.M.

VERSAILLES

Paper Session

Explorations of Phonemic Awareness and Spelling Instruction

Chair: Carolyn Groff - Rutgers University

National Reading Conference

- I. Examining the Effects of Developmental Spelling Instruction
Steven A. Stahl - University of Georgia
Laura Massey - University of Georgia
Katherine A.D. Stahl - University of Georgia
- II. The Effect of Three Segmentation Options on Ease of Blending for Pre-Alphabetic and Partial Alphabetic Readers
Edna G. Brabham - Auburn University
Bruce A. Murray - Auburn University
Margo L. Veal - Auburn University
Susan K. Villaume - Auburn University
- III. Developmental Models of Phonological and Phonemic Awareness: A Comparison and Reformulation
Jerrell C. Cassady - Ball State University
Scott Popplewell - Ball State University
Carolyn Walker - Ball State University
Katherine Bouserman - Ball State University
Felecia Jordan - Ball State University
Lawrence L. Smith - Ball State University

3:00 - 4:30 P.M.

SANDRINGHAM

Paper Session

Creating Change Within Self, Within Technology, and Within Literacy Instructional Practices.

Chair: Ewa Jazab – Syracuse University

- I. Reflexive Portfolios: Documenting the Influence of Other on Self
Julie Cheville - Rutgers University
- II. Which Way do Bilingual-Biliterate Teachers Think?
Imelda Basurto - California State University - Fresno
- III. Teacher, Technology, and Change: Literacy Teachers' Perspectives
Ewa Jarzab - Syracuse University

3:00 - 4:30 P.M.

WINDSOR

Alternative Session

How Does a Sociocultural Perspective Transform the Roles of the Reading Specialist?

Chair: Tom Crumpler - Illinois State University

This session is designed to engage participants in a discussion of the evolving and emerging roles of the reading specialist in culturally responsive literacy programs. Participants will explore literacy programs that honor the community, family, and school contexts in which literacy events occur. Topics include: multiple literacies, communities, needs assessment, collaborative leadership, “new literacies,” contextualized assessment, and innovative curriculum development.

- I. How Does a Sociocultural Perspective Transform the Roles of the Reading Specialist?
- II. How Does a Sociocultural Perspective Foster Contextualized Assessment?
- III. How Does a Sociocultural Perspective Transform the Curriculum?
Brenda A. Shearer - University of Wisconsin-Oshkosh

MaryEllen Vogt - California State University - Long Beach
Martha Rapp Ruddell - Sonoma State University

Discussant: Patricia Reggiano Schmidt - Le Moyne College

3:00 - 4:30 P.M.

THEATRE

Alternative Session

Excellence in Reading Teacher Preparation

Chair: James V. Hoffman - University of Texas-Austin

The purpose of this presentation is to share the results of the final year's achievement data for the National Commission on Excellence in Elementary Teacher Preparation's study of beginning reading teachers. These groundbreaking data are the first to directly examine the relationship between reading teacher preparation and student reading achievement.

- I. National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction Background
- II. The Programs
- III. The Beginning Teachers
- IV. Student Reading Achievement

Diane Barone - University of Nevada - Reno
Cynthia H. Brock - University of Nevada - Reno
Mona Bryant-Shanklin - Norfolk State University
Caitlin Dooley - University of Texas-Austin
Deborah Eldridge - Hunter College
Joyce C. Fine - Florida International University
Amy Seely Flint - Indiana University - Bloomington
Janis M. Harmon - University of Texas - Austin
Wanda B. Hedrick - University of Texas - Austin
Susan Keehn - University of Texas - Austin
James V. Hoffman - University of Texas - Austin
Christine H. Leland - Indiana University - Bloomington
Denise Littleton - Norfolk State University
Beth Maloch - University of Texas - Austin
Miriam G. Martinez - University of Texas - Austin
Bertha Perez - University of Texas - Austin
Connie Poulton - University of Nevada - Reno
Rachelle Loven - University of Sioux Falls
Cathy M. Roller - International Reading Association
Misty Sailors - University of Texas - Austin
Mary A. Zapata - University of Texas - Austin
Discussant: Cathy M. Roller - International Reading Association

3:00 - 4:30 P.M.

BALMORAL

Paper Session

Social Justice, Immigrant Students, and Success in School

Chair: Paolo Martin - University of California, Berkeley

- I. The Effects of English as a Second Language and the Length of Stay in ESL Programs on Secondary Learners' Academic Performance
Fatima Pirbhai-Illich - University of British Columbia
- II. Learning from Success: ESL Students' Reflections on Reading and Achievement
Louis Chen - University of Toronto
Jerémie Séror - University of British Columbia

3:00 - 4:30 P.M.

SEVILLA

Symposium Session

Books for Beginning Readers: Multiple Perspectives in Leveling Texts

Chair: Nora White - Texas Women's University

The purpose of this presentation is to initiate a dialogue among researchers of differing theoretical orientations regarding determining levels of difficulty in texts for beginning readers. A variety of perspectives will be shared. Findings from studies aligned with those perspectives will also be presented.

- I. Text as Scaffold: The Use of Little Books in Beginning Reading
- II. Text-Based and Reader-Based Considerations in Leveling Texts
- III. Gradients of Difficulty: A Continuum for Texts
- IV. Begin with the Child: Leveling Texts for the Hardest-to-Teach Children
Georgia Nemeth - Texas Women's University
Nancy Anderson - Texas Woman's University
Elfrieda Hiebert - University of Michigan Ann Arbor
Shalajja Menon - University of Michigan Ann Arbor
James W. Cunningham - University of New Hampshire
Stephanie Spadorcia - Lesley University
Karen Erikson - University of New Hampshire
Gay Su Pinnell - Ohio State University
Irene Fountas - Lesley University
Discussant: Nora White - Texas Woman's University

3:00 - 3:45 P.M.

BAYFRONT A

Round Tables

- I. An Online Window to the Classroom: Monitoring Inservice Teachers' Literacy Field Experiences
Jane B. Puckett - University of Memphis
Rebecca S. Anderson - University of Memphis
- II. Story Discussion in the Kindergarten: What Are The Links Between the Text and the Talk?
Lois A. Groth - George Mason University
- III. "Today was a Good Day": Contextual Influences on Language Arts Instruction Provided by Special Education Teachers
Rhonda Nowak - University of Florida
Nancy Corbett - University of Florida
- V. Principals and Literacy: The Forgotten Connection
Sara A. Beach - University of Oklahoma
Joanne McKay - University of Oklahoma
Vickie Hinkle - University of Oklahoma
Pamela Fry - Oklahoma State University

3:45 - 4:30 P.M.

BAYFRONT A

Round Tables

- I. Comparing The Influence of Peer and Academic Status Characteristics During Three Different Peer-Only Literacy Group Configurations

Mona W. Matthews - Georgia State University
John E. Kesner - Georgia State University

- II. Literacy Needs of English-Language-Learners: What Information is Available to Mainstream Teachers?
A. Jonathan Eakle - University of Georgia
- III. Equity Pedagogy in Education: Teacher Discourse During Literacy Instruction With Culturally Diverse Learners
Sherry W. Powers - Western Kentucky University
- IV. Describing Reflection: Preservice Literacy Teachers Using Video Cases
Sarah H. Martin - University of Southern Mississippi
- V. Joint Roundtable: "Growing-up" Better Teachers: Two Perspectives
Karen M. Feathers - Wayne State University

3:00 - 4:30 P.M.

BAYFRONT B

Symposium Session

National Reading Conference Oral History Project - Year Four

Co-Chairs: Norman A. Stahl - Northern Illinois University
 Brenda A. Shearer - University of Wisconsin-Oshkosh

The celebration of the human treasures of the National Reading Conference continues for the 2002 meeting. Through oral history interviews of our senior leadership and honorees, we preserve and share the unique knowledge and perspectives of a generation of professionals who served our field and NRC across the decades.

Oral Historians:

Laurie Elish-Piper - Northern Illinois University
Ann L. Loranger - University of New Hampshire
M. Kristiina Montero - University of Georgia
Linda S. Wold - Purdue University Calumet
Ruth S. Allman - University of British Columbia

3:00 - 4:30 P.M.

FLAGLER

Alternative Format

Introduction: Lessons We Have Learned: Integrating Technology into Literacy Teaching and Learning

Chair/Discussant: David G. O'Brien - University of Minnesota

This session describes methods used to confront roadblocks to classroom technology integration. Presenters will share successful tips and strategies used to deal with these challenges — including integration of web-based course management tools, comprehension of internet text, software evaluation, best teaching practices integrating technology, and empowering teachers to use technology.

David M. Lund - Southern Utah University
Gregory W. Brooks - Nazareth College of Rochester
Kenneth J. Weiss - Nazareth College of Rochester
Elizabeth Schmar - Emporia State University
Julie Coiro - University of Connecticut
Peggy A. Coyne - CAST
Linda Norris - University of Buffalo

National Reading Conference

<p>4:45 - 6:00 P.M. VERSAILLES ROOM</p> <p style="text-align: center;">Presidential Address Session</p> <p>Chair: Kristiina Montero - University of Georgia - Welcome</p> <p style="text-align: center;">Announcements <i>Lee Gunderson - University of British Columbia</i></p> <p style="text-align: center;">Student Outstanding Research Award Presentation <i>Chair of Committee: Josephine Young - Arizona State University</i></p> <p style="text-align: center;">Introduction of Speaker <i>Donna E. Alvermann - University of Georgia</i></p> <p style="text-align: center;">Presidential Address “In Leaving No Child Behind Have We Forsaken Individual Learners, Teachers, Schools, and Communities?” <i>Deborah R. Dillon, Professor University of Minnesota</i></p> <p>Accountability to students and their parents for the literacy learning of young people is a moral and professional responsibility that teachers and literacy researchers embrace. However, the current political and economic climate has the potential of diverting educators’ and parents’ efforts away from developing the literacy skills and motivations of individual learners—preschool through young adulthood. Teachers and researchers, partnering with parents, other educators, and community leaders, must move the current conversation surrounding literacy teaching and learning beyond the singular focus on standardized testing designed to sort out successful and</p>	<p>unsuccessful kids, teachers, and schools. This destructive focus highlights, reproduces, and amplifies existing inequities in broader society. A preoccupation with who can succeed and who can’t as defined by test results, is generally accompanied by packaged programs and strategies that promise remediation of teachers and students alike, but which do nothing to solve deeper issues that must be addressed such as:</p> <ul style="list-style-type: none"> (a) understanding how individual students from various cultures and educational backgrounds learn and interact during literacy lessons in home and school contexts, (b) using this knowledge along with the best strategies, appropriate materials, and experiences we can develop to meet various students’ literacy learning at school, home and in community programs; (c) learning to adapt teaching and learning strategies in flexible and timely ways to promote quality, equitable, learning that results in high achievement for all students; and (d) determining ways that educators, schools, parents, and community leaders can work together to solve literacy concerns by developing common goals instead of agendas that contradict each other or promote the abandonment of so-called failing kids, their parents, teachers, and schools, and ultimately the communities in which these schools are located. <p>What role will NRC members assume in refocusing the current discourse? What can we do individually, community-by-community, state-by-state, and country by-country to collectively provide quality literacy learning experiences for all learners?</p>
---	---

<p>6:15 - 7:30 P.M. POOLSIDE</p> <p style="text-align: center;">Opening Night/Presidents’ Reception</p> <p style="text-align: center;">Master of Ceremonies <i>Peter B. Mosenthal, Syracuse University</i></p> <p>Please join us to honor our 2002 NRC President Deborah R. Dillon and our previous NRC Presidents, and to welcome each other to the conference.</p>	<p>9:00 - MIDNIGHT LOBBY BAR</p> <p style="text-align: center; font-size: 1.5em;">Vital Issues</p>
---	--

Thursday

December 5, 2002

8:30-10:00 A.M.

ESCORIAL

Paper Session

Literature and Reading Intervention

Chair: Jo Worthy - University of Texas at Austin

- I. "I Finally Have it in My Hands!" An Ethnographic Study of Reading Interests in a Fifth Grade Bilingual Classroom
Jo Worthy - University of Texas at Austin
Nancy Roser - University of Texas at Austin
Lori Assaf - University of Texas at Austin
Caitlin Dooley - University of Texas at Austin
- II. The Influence of Accelerated Reader on the Affective Literacy Orientations of Intermediate Level Children
William A. Henk - Southern Illinois University Carbondale
Marla H. Mallette - Southern Illinois University Carbondale
- III. The Effects of Scaffolding Multicultural Short Stories on Students' Comprehension and Attitude
Cheryl L. Cooke - University of Minnesota/Stillwater Public Schools

- I. Addressing the Literacy Needs of English Language Learners in Multiple Settings
Georgia Earnest García - University of Illinois at Urbana-Champaign
Angela López - University of Illinois at Urbana-Champaign
- II. Literacy Practices of Four Bilingual Students in Three Contexts (Home, School, Church)
Jennifer M. Ro - University of Georgia
- III. Learning About the Literate Lives of Latino Families
Jeanne R. Paratore - Boston University
Gigliana Melzi - New York University
Barbara Krol-Sinclair - Massachusetts Public Schools

8:30-10:00 A.M.

ALAHAMBRA

Symposium Session

Commonalities in Orthographic Development Across Languages among Second and Foreign Language Learners

Chair: Donald Bear - University of Nevada, Reno

The three papers in this session examine students' development in orthographic knowledge in the context of second and foreign language learning. Key ideas addressed include the specific factors of the focus languages (Spanish and Chinese) that influence the development of word knowledge for students learning a new language.

- I. An Ecological View of the Interaction of Languages and Literacies
Donald R. Bear - University of Nevada, Reno
- II. Examining the Orthographic Development in English of Native Spanish Speaking Primary-Grade Students
Lori A. Helman - University of Nevada, Reno
- III. An Investigation of Word Decision Process Among Learners of Chinese as a Foreign Language
Helen H. Shen - University of Virginia

Discussants:

- Chuanren Ke - University of Iowa
- Shane Templeton - University of Nevada, Reno

8:30-10:00 A.M.

MICHELANGELO

Symposium Session

Reading Genres: Methods and Findings from Recent Research

Chair: Nell Duke - Michigan State University

This symposium brings together methods and findings from recent research applying genre theory to reading practices and text construction. Using a variety of aspects of genre theory, presenters explore how young readers acquire genre knowledge and how genre theory can help researchers and teachers analyze texts written for children.

- I. Paradigms and Methodologies in Genre Research
Laura B. Smolkin - University of Virginia
Carol Donovan - University of Alabama
- II. Identifying and Describing the Information Book Genre: The Analysis of Discursive Features of both Typical and Atypical Texts
Christine C. Pappas - University of Illinois Chicago
- III. The Role of Genre in Early Reading Development
Charles Elster - Purdue University
- IV. Literacy Interpretation as a "Mangle of Practice": Reading at the Intersection of Genre, Identity, Social Network, and Audience Theories
George Kamberelis - University at Albany
Lenora de la Luna - Skidmore College
Discussant: Nell Duke - Michigan State University

8:30-10:00 A.M.

RAPHAEL

Paper Session

The Role of Social Context in Literacy Development of ESL Students

Chair: Rosalinda Barrera - University of Illinois at Urbana-Champaign

8:30-10:00 A.M.

DUPONT

Paper Session

Exploring the Link Between Accountability and Practice

Chair: Diane Jackson Schnoor - University of Virginia

- I. Classroom Libraries: A Study of Differences in Best Practices for Primary (K-2) and Upper Elementary (3-6) Teachers
Diane Jackson Schnoor - University of Virginia
- II. Research and Practice in Teaching Writing: A Trans-Atlantic Perspective
Roger F. Beard - University of Leeds-England

National Reading Conference

- III. Accelerated Reader: The Absorption of Reading Instruction
Renita Schmidt - University of Iowa

Janice Almasi - State University of New York at Buffalo
Paul Thompson - University of Nottingham
Discussant: Richard Allington - University of Florida

8:30-10:00 A.M.

TRADE ROOM

Paper Session

Promoting Change in Classroom Reading Instruction

Chair: Diane S. Kaplan - Texas A&M University

- I. Voices from the Classroom: Literacy Beliefs and Practices of Three Novice Elementary Teachers
Debby Deal - Loyola College of Maryland
C. Stephen White - George Mason University
- II. "Its Been Taken Out of the Teachers' Hands:" Beginning Teachers Respond to Prescriptive Reading Programs
Deb Eldridge - Hunter College
Joyce Fine - Florida International University
Mona Bryant-Shanklin - Norfolk State University
- III. Professional Development: Changes in Teachers and Students
Sarah F. Mahurt - Purdue University
Maribeth Cassidy - Schmitt - Purdue University
Tammy Younts - Purdue University
Mary K. Lose - Purdue University

8:30-10:00 A.M.

SANDRINGHAM

Paper Session

Reflections on Teaching and Learners

Chair: Tiffany S. Coleman- Georgia State University

- I. Self-Assessment to Promote Preservice and Practicing Teachers' Literacy Teaching
Linda S. Wold - Purdue University - Calumet
- II. Who's the Teacher and Who's the Learner?: Scaffolding Literacy Experiences for Struggling Readers
Terry S. Atkinson - East Carolina University
Susan A. Colby - East Carolina University
- III. Facilitating Change in Assessment in Literacy Classrooms: The Impact of a Reading Endorsement
Tiffany S. Coleman- Georgia State University
Faith H. Wallace - Georgia State University

8:30-10:00 A.M.

VERSAILLES

Alternative Session

How Should Qualitative Research be Used to Drive Government Policy? A Panel Discussion

The purpose of this session is to provide a forum for discussing how qualitative research should be used to drive literacy policy at a government level, and how researchers might help to encourage this process. The panel will evaluate the mechanisms by which qualitative research can link to pedagogy and policy.

Colin Harrison - University of Nottingham
Victoria Purcell-Gates - Michigan State University

8:30-10:00 A.M.

WINDSOR

Paper Session

Investigations of Home and Family Influences on Emergent Literacy

Chair: Sandra Twardosz - University of Tennessee-Knoxville

- I. Storybook Reading in Family Literacy From a Resource Perspective
Kathleen Roskos - John Carroll University
Sandra Twardosz - University of Tennessee-Knoxville
- II. Exploring the Longitudinal 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
Kymerly K. Bennett - University of Nevada-Reno
- III. Parents' Beliefs and Children's Early Literacy Achievement in Families From Culturally Diverse Backgrounds
Jacqueline Lynch - University of British Columbia
Jim Anderson - University of British Columbia
Ann Anderson - University of British Columbia
Jon Shapiro - University of British Columbia

8:30-10:00 A.M.

BALMORAL

Paper Session

Struggling Readers: The Intersection of Literacy Contexts

Chair: Pamela Ross - San Diego State University

- I. (Dis)ability and a Trajectory of Literate Development: Implications From a Longitudinal Case Study
KaiLonnie Dunsmore - State University of New York at Albany
- II. Literacy in Homes, Family Programs, and Schools: An Analysis of the Intersection of Literacy Uses and Expectations in Multiple Contexts for Low-Income, Low-Literate Families
Laurie A. Elish-Piper - Northern Illinois University
- III. Reading Renaissance and Accelerated Reader: Is it a Renaissance for Lowest Quartile Readers?
Carol A. Angell - University of Wisconsin-La Crosse

8:30-10:00 A.M.

THEATRE

Paper Session

The Internet and the Teaching of Literacy Teachers

Chair: Dennis G. Mike - Buffalo State University

- I. Inquiry on the Internet: Constructing Literacy Events Using WebQuest as a Framework
Kimberly Kimbell-Lopez - Louisiana Tech University

- II. Electronic Discourse: Thinking Made Visible
JoAnne Vazzano - Oakland University
Kristine J. Allen - Oakland University
Virginia M. Daniels - Fraser Public Schools
- III. Online Teacher Education: Options, Activities and Student Response
Dennis G. Mike - Buffalo State University

- III. Traveling Literacy: Listening to Literacy Transactions that Travel from Preschool to Home
Ida K. Maduram - North Park University
- IV. Barriers to School-Wide Reform in Literacy Instruction
Peter Dewitz - Somerset County Schools (MD)
Jennifer J. Kovach - University of Virginia

8:30-10:00 A.M.

SEVILLA

Alternative Session

Graduate Preparation for Secondary (and Elementary) Literacy Specialists: What are our "Critically Best Practices?"

Chair: Katharine Davies Samway - San Jose State University

Program One: The Challenge of Hierarchical Control
Dana Grisham - San Diego State University

Program Two: Theoretical Backgrounding, Fieldwork and Research
Mary Wolfersberger - California State University-Bakersfield

Program Three: Meeting State Standards and Beyond
Brenda H. Spencer - California State University-Fullerton

Program Four: Political Skills for Elementary and Secondary Coaches

Rocio Dresser - San Jose University
Kate Evans - San Jose State University
David Whitenack - San Jose State University

Discussant: Sandra Hollingsworth - San Jose State University

8:30-9:15 A.M.

BAYFRONT A

Roundtables

- I. Doing What We Want to Become: Preparing New Urban Teachers
Christine H. Leland - Indiana University
Jerome C. Harste - Indiana University
- II. Math and Literacy in Kindergarten
Donald J. Richgels - Northern Illinois University
- III. Using Imagination and the Arts with The Story of Ruby Bridges to Examine Preservice Teachers' Engagement with African American Multicultural Children's Literature
Peggy S. Rice - Ball State University

9:15-10:00 A.M.

BAYFRONT A

Roundtables

- I. Can Eighth Graders Talk About Race Relations Through Discussion of Multicultural Literature?
Jennifer Battle - Southwest Texas State University
- II. What Undergraduate Reading Specialization Students Learn in a Field-Based Teacher Education Program: A Cross Case Analysis Describing Contextual Literacy Beliefs
Wayne M. Linek - Texas A&M University-Commerce
Mary Beth Sampson - Texas A&M University-Commerce
I. Laverne Raine - Texas A&M University-Commerce
Kimberly Klakamp - Texas A&M University-Commerce

10:15 - 11:45 A.M.

VERSAILLES ROOM

Oscar Causey Address and Award Presentation Session

Chair: Paolo Martin, University of California, Berkeley

Announcements

Lea McGee - University of Alabama

Early Career Achievement Award Presentation

Chair of Committee

Janet W. Bloodgood - Arizona State University

Oscar Causey Award Presentation

Chair of Committee

Mark W. Conley - Michigan State University

Introduction of Speaker

Diane L. Schallert - University of Texas at Austin

2001 Oscar Causey Honoree Address

Patricia Alexander, Professor
University of Maryland

Profiling the Developing Reader: The Interplay of Knowledge, Interest, and Strategic Processing

For all the decades of systemic research and concomitant advancements, there is yet no comprehensive theory or model that captures the nature of reading development. Without such a developmental theory, it is difficult to profile the changes in knowledge, interest, and strategic processing that should occur in readers as they move toward competence. It is likewise difficult to orchestrate learning environments that fit the needs of readers who populate these distinct profile groups. In this presentation, a model of domain learning will be described and its relevance to the domain of reading considered. Related to this model, various databased profiles of development will be shared. Each profile represents diverse relationships between knowledge, interest, and strategic processing and a varied degree of reading competence. The implications of this model and resulting profiles for reading research and educational practice will be considered.

National Reading Conference

11:45 A.M. - 12:45 P.M.

THEATRE

Alternative Session

On-Line Submissions of 2003 NRC Proposals

Chair: Lea McGee, University of Alabama

This session will describe and discuss the procedures for submitting 2003 NRC proposals for the meeting to take place in Scottsdale, Arizona. All areas will require that proposals be submitted on-line for the 2003 program.

Donald Leu, University of Connecticut

1:00 - 2:30 P.M.

ALHAMBRA

Symposium Session

Interrogating Cultural Constructs, Negotiating Cultural Borders: Critical Inquiry as a Tool for Teachers, Students, and Parents

Chair/Discussant: JoBeth Allen - University of Georgia

This symposium uses the perspective of critical inquiry to explore what it is we come to understand when teachers, students, and parents in elementary, high school, and college settings are asked to cross cultural boundaries in efforts to gain multiple perspectives on the way they interrogate and negotiate the world through literacy.

- I. Critical Inquiry Pedagogy: Constructing New Understandings of Classroom Culture
Betty Hubbard - University of Georgia
- II. The Integration of Diverse Viewpoints: An Analysis of "Community" in Two Critical Inquiry High School Classrooms
Alison Heron - University of Georgia
- III. Learning the Rules of the Game of "Parent Involvement" with Latino Families
Carmen Urdanivia-English - University of Georgia/Hall County School District
- IV. Resisting, Complying, or Engaging: Teacher and Students Transacting Through Critical Inquiry
Bob Fecho - University of Georgia

1:00 - 2:30 P.M.

RAPHAEL

Paper Session

Young People's Perspectives on Experiences with Literacy In and Out of School

Chair: Margaret Sheehy - State University of New York - Albany

- I. "The Smallest Thing in the World": Reading Iraqi Secondary Students in an American High School
Loukia K. Sarroub - University of Nebraska-Lincoln
- II. Insights About Discussions: Students' Perspectives on Understanding Challenging Texts
Kristy L. Dunlap - George Mason University
- III. Boys' Literacies: Perceptions and Practices
Heather Blair - University of Alberta
Kathy Sanford - University of Victoria

1:00 - 2:30 P.M.

MICHELANGELO

Symposium Session

Identity Construction in Three Contexts: Exploring Across Classroom Events and Over Time

Chair/Discussant: Kevin Leander - Vanderbilt University

The purpose of this symposium is to explore the links between Bourdieu's notions of capital and the social construction of identities. Across these three papers, we examine how school and classroom

practices intersect with and mediate the ways students, particularly non-mainstream students, enact identities and position themselves in various ways.

- I. A Microethnographic Exploration of Symbolic Capital and Social Identity in a Linguistically Diverse Classroom
Beth Morton Christian - Austin Peay State University
- II. An Exploration of Participation and the Construction of Identities Within Literature Discussion Groups in a Third Grade Classroom
Beth Maloch - University of Texas at Austin
- III. Negotiating School: Three Contrasting Cases
Colleen Fairbanks - University of Texas at Austin
Mary Ariel Broughton - Texas Woman's University

1:00 - 2:30 P.M.

DUPONT

Symposium Session

Transgressions, Transformations, and Tensions: Adult Learners Developing Literacy

Chair: Patricia L. Anders - University of Arizona

This symposium reports on studies of adult's development of literacy. In each of these studies, boundaries of typical adult education are transgressed (hooks, 1994), transformations are observed (Mezirow, 1991) and tensions are revealed (Fingeret & Drennon, 1997). Micro-educational processes are described and clarified in contexts of practical activity.

- I. Transformations for What?
Bill Walton - Prescott College
- II. Educational Biography: A Tool for Transformative Learning
Joanna Arnold - The University of Arizona
Patricia Griesel - Pima Community College
- III. Transgressing Learning Disabilities: Women Literacy Learners
Heidi Silver-Pacuilla - Pima Community College
Discussant: Perry Gilmore - University of Arizona

1:00 - 2:30 P.M.

TRADE ROOM

Paper Session

NRC - Past and Present

Chair: Jon Shapiro - University of British Columbia

- I. Oscar S. Causey, The Founder of NRC: A Retrospective View
Richard Robinson - University of Missouri-Columbia

- II. Albert J. Kingston: A Retrospective
Richard Robinson - University of Missouri -Columbia
- I. The Research Context of NRC: Taking Stock of our International Perspective
Nora L. White - Texas Women's University
Nancy Anderson - Texas Women's University
Yvonne Rodriguez - Texas Women's University

Thomas V. Shepley - University of Michigan
Cecil G. Miskel - University of Michigan

- II. No Child Left Behind: What Will It Mean for America's Adolescents?
Mark W. Conley - Michigan State University
Kathleen A. Hinchman - Syracuse University
- III. Reading First: A Critical Policy Analysis
Lisa Patel Stevens - Hawaii Department of Education

1:00 - 2:30 P.M.

VERSAILLES

Symposium Session

What are We Fighting About? Politics and Perceptions of K-Adult Reading

Chair: Bruce Taylor - University of Iowa

In this session we argue for a kindergarten through university perspective on teaching and learning to read. We map out key tensions around the texts, teaching approaches, and politics of reading instruction that have emerged over time when elementary, middle, secondary and college reading are not considered part of a k-16 continuum.

- I. The Texts of Reading Instruction Across the Grades
Carolyn Colvin - University of Iowa
- II. Reading Instructional Approaches Across the Grades
Linda Fielding - University of Iowa
- III. Public Awareness and Politics of Reading Across the Grades
James Marshall - University of Iowa
Discussant: P. David Pearson - University of California at Berkeley

1:00 - 2:30 P.M.

SANDRINGHAM

Paper Session

Decisions About Literacy in the Secondary School

Chair: David G. O'Brien - University of Minnesota

- I. Sociocultural Influences in Content Area Teachers' Selection And Use of Multiple Texts
Nancy T. Walker - University of LaVerne
Thomas W. Bean - University of Nevada-Las Vegas
- II. Literacy Narratives as Critical Instruments: Three Women Teachers' Stories
Marie D. Hardenbrook - Vanderbilt University
- III. The Challenge of Privileging All Adolescent Literacies in Classrooms
Roger A. Stewart - Boise State University
David G. O'Brien - University of Minnesota

1:00 - 2:30 P.M.

WINDSOR

Paper Session

Critical Policy Analysis

Chair: Mark W. Conley - Michigan State University

- I. Reading From the Top: The Role of Governors in Reading Policy Agenda Setting
Tamara V. Young - University of Michigan

1:00 - 2:30 P.M.

BALMORAL

Paper Session

Preservice Instruction: Theory and Practice

Chair: Mary Timothy - Appalachian State University

- I. Constructing Essential Knowledge and Skill in the Pre-Service Reading Teacher
Deborah Jenkins - Tarleton State University
- II. Family Stories in K-3 Classrooms: Developing Preservice Teachers' Awareness of Cultural and Linguistic Diversity
Julie K. Kidd - George Mason University
Sylvia Y. Sánchez - George Mason University
Eva K. Thorp - George Mason University
- III. What Preservice Teachers Learn by Playing Games to Assist Learning in Tutoring
Mary Timothy - Appalachian State University
Corinne Kelsey - Appalachian State University

1:00 - 4:30 P.M.

DOUBLE FORMAT

SEVILLA

Symposium Session

Role of the Reading Specialist in Urban School Reform: Teachers Leading Teachers in Inservice Reading Education

Chair: Connie Bridge - University of Illinois at Chicago

Many reform models try to improve reading through commercial programs and coaching to the program. However, the Chicago Public Schools has undertaken a large-scale reform based on improving teacher/principal knowledge, and reading specialists are a cornerstone of that effort. This symposium explores the development and role of the reading specialist within the context of this urban school reform.

- I. The Chicago Reading Initiative
Geralynn Wilson - Chicago Public Schools
- II. Issues of Early Implementation and the Reading Specialists' Enactment of their Role
Sharon Greenberg - University of Chicago
Discussant: Connie Bridge - University of Illinois at Chicago

1:00 - 2:30 P.M.

THEATRE

Alternative Session

Guided Comprehension and SQP2RS: Two Viable Approaches for Curricularizing Reading Comprehension Instruction

Chair: Mathew W. Baker - International Reading Association

National Reading Conference

A review of the current research on comprehension and two new studies focused on curricularizing comprehension instruction in grades 3-8 will be presented in this session. In addition, participants will examine student artifacts and actively engage in Guided Comprehension and SQP2RS (Survey, Self-Question, Predict, Read, Respond, Summarize) in small group settings.

Participants:

Maureen McLaughlin - East Stroudsburg State University of PA
MaryEllen Vogt, California State University, Long Beach

- I. Review of Current Research on Comprehension
- II. Guided Comprehension: Helping Students Transact with Text
- III. Engaging Students' Metacognition During Expository Text Reading with SQP2RS
- IV. Examination of Student Artifacts
- V. Demonstration of and Participation in Guided Comprehension and SQP2RS (Survey, Self-Question, Predict, Read, Respond, Summarize)

Discussant: Martha Rapp Ruddell, Sonoma State University, California

1:00 - 1:45 P.M.

BAYFRONT A

Round Tables

- I. How Multicultural Children's Literature is used in Four Primary Classrooms: Year Two
Bena R. Hefflin - University of Pittsburgh
- II. Becoming Teachers: Literacy Instruction as a Context for Constructing Self
Janet R. Young - Brigham Young University
Roni Jo Draper - Brigham Young University
- III. One Institution's Change in Reading Program as a Result of Participation in the National Commission for Excellence in Teacher Preparation in Reading: A Case Study
Susan Keehn - University of Texas at San Antonio
Janis Harmon - University of Texas at San Antonio
Miriam Martinez - University of Texas at San Antonio
Wanda Hedrick - University of Texas at San Antonio
Bertha Perez - University of Texas at San Antonio
Leann Steinmetz - University of Texas at San Antonio
- IV. The Shaping of Literate Behavior in Literature-Based, Multiage Classrooms
Zhihui Fang - University of Florida

1:45 - 2:30 P.M.

BAYFRONT A

Round Tables

- I. Educating Brenda: Literacy Engagement Through Explorations in Young Adult Literature
B. Joyce Stallworth - University of Alabama
- II. Beliefs and Practices of Early Literacy in Spain and the U.S.: Patterns and Implications
Nuria Castells - University of Barcelona
Kelly Bright - University of Louisville

- III. The Impact of Constructive Comprehension and Metacognitive Strategy Instruction on a Pre-service Teacher's Field-based Student Teaching Experience: Phase II of a Longitudinal Study - Participant One
Michelle M. Fazio - Texas A&M University-Commerce
- IV. Cognitive Connections: An Early Intervention Study with "At-Risk" Students
Mary Kathleen Barnes - Ohio State University at Marion

3:00 - 4:30 P.M.

ESCORIAL

Paper Session

Discussion in Literacy Instruction

Chair: Ted Grace - Syracuse University

- I. Facilitating Teachers' Use of Expanded Questioning Routines in Pedagogic Discourse During Reading Instruction
Francine Falk-Ross - Northern Illinois University
Linda Wold - Purdue University-Calumet
- II. Cognitive, Social, and Affective Development During Peer Discussions of Text in Grades K-3
Janice F. Amasi - State University of New York at Buffalo
Lynn Shanahan - State University of New York at Buffalo
Hyunhee Cho - State University of New York at Buffalo
Ma Wen - State University of New York at Buffalo
- III. Literacy Engagement, African American Students, and Response to Oral-Based Literacy Instruction
Ted Grace - Syracuse University

3:00 - 4:30 P.M.

ALHAMBRA

Symposium Session

Early Literacy Instruction for Diverse Learners: Factoring in Parents' Understandings of Schooling and Literacy

Chair: Susie Kruger - Champaign Unit 4 Schools, Illinois

Parental perspectives on schooling and literacy, gained in a year-long qualitative case study of a pre-kindergarten classroom serving mostly low-income minority children of Mexican immigrant and African American backgrounds, will be presented and related to the children's school literacy behaviors, experiences, and outcomes. Implications for educators and researchers will be discussed.

- I. Views of Schooling and Literacy of Working-Class African American Parents
Shawyn Williams - University of Illinois at Urbana-Champaign
- II. "Cultural Models" of Schooling and Literacy of Mexican Immigrant Parents
Yolanda Sosa-Ortiz - University of Illinois at Urbana-Champaign
- III. Implications of Parents' Literacy Perspectives for Teachers and Researchers of Latino and African American Children
Sunita Singh - University of Illinois at Urbana-Champaign
Alex Lopez - University of Illinois at Urbana-Champaign
Discussant: Rosalinda B. Barrera - University of Illinois at Urbana-Champaign

3:00 - 4:30 P.M.

RAPHAEL

Alternative Session

What Counts as Literacy: Challenging the School Standard

Chairs: Marjorie Siegel - Columbia University
Sandra Hollingsworth - San Jose State University

In this alternative session, participants are invited to a conversation on experimenting with the concepts of "multiple literacies." That is, in spite of the political pressure across the United States to maintain a hegemonous single standard of school literacy, mainstream and minority teachers and researchers are recognizing the need to advocate for "community" and "personal literacies," as as the accepted "standard" literacy. The purpose of the session is to clarify the "name the obstacles" that challenge a broadened definition of literacy, and to share ways that participants have been able to enact multiple literacies in their practices, regardless of the many obstacles. Panelists (chapter contributors) will provide an overview of their research and guide small group discussions regarding multiple literacies.

Participants:

- Rene Galindo - University of Colorado, Denver*
- Margaret A. Gallego - San Diego State University*
- Sandra Hollingsworth - San Jose State University*
- Christine Leland - Indiana University*
- Leslie Turner Minarik - Highland Elementary*
- Elizabeth Noll - University of New Mexico*
- Kathy Short - University of Arizona*
- Marjorie Siegel - Columbia University*

3:00 - 4:30 P.M.

MICHELANGELO

Symposium

The Effects of School Reform in Literacy Collaborative® Schools

Chair: Gay Su Pinnell - Ohio State University

This symposium studies the effects of long-term school reform on students and classrooms in Literacy Collaborative® schools. Papers presented will include national data analysis of student achievement, results from a three-year comparison study of children in grades K-2, and a classroom case study of third grade students.

- I. Student Achievement in Literacy Collaborative® Schools
Patricia L. Scharer - Ohio State University
Jane Williams - Ohio State University
 - II. The Literacy Collaborative Framework and Reading Achievement in the Primary Grades: A Three-Year Longitudinal Study
Donna Johnson - Tift County Schools
 - III. The Voice of the Urban Child Within the Intermediate Literacy Collaborative Framework
Laurie Desai - Ohio State University
- Discussant:** Robert Tierney - University of British Columbia

3:00 - 4:30 P.M.

DUPONT

Symposium Session

Official Curriculum, Hidden Literacies and Identity in Middle School Students.

Chair: KaiLonnie Dunsmore - New York State University at Albany

A Year-Long Ethnographic multi-site study of three "reforming" urban middle school ELA classrooms explores the ways official curricula, hidden literacies, and ("struggling") student and teacher identities interact. Papers include interactional analyses and case studies emphasizing the identity dynamics in literature discussions in the complex institution and social ecologies.

- I. Ecology, Identity and Literacy
James Collins - State University of New York at Albany/CELA
Christine Woodcock - State University of New York at Albany/CELA
- II. The Evolution of Literature Discussion Groups and their Participants
Paula Costello - State University of New York at Albany/CELA
Peter Johnston - State University of New York at Albany/CELA
- III. Mutually Consequential Identity in the Middle School ELA Class
Cheryl Dozier - State University of New York at Albany/CELA
Liz Yanoff - State University of New York at Albany/CELA
- IV. Discussion

3:00 - 4:30 P.M.

TRADE ROOM

Paper Session

Reflections on Research and Practice

Chair: Theresa Rogers - University of British Columbia

- I. Success for All (Some) in Four Urban Schools
Elizabeth D. Cramer - Colorado University
Janette K. Klingner - University of Miami
- II. What Do Teacher Researchers and Facilitators Learn in a Literacy-Focused, Teacher-Research Course? A Content Analysis of System, Learner, and Spheres of Influence
Ann M. Duffy - University of North Carolina at Greensboro
Dixie D. Massey - University of North Carolina at Greensboro
- III. A Closer Look At Ourselves
Cathy A. Toll - Illinois State University

3:00 - 4:30 P.M.

VERSAILLES

Symposium

Exploring the Intricacies of the Doctoral Mentoring Process in Reading and Writing

Chair: William A. Kealy - University of South Florida

Faculty mentors and the advisees are engaged in a socialization process that involves negotiation concerning the parameters of doctoral coursework and preparation for the academy. This symposium explores the creativity involved in effective doctoral mentoring in

National Reading Conference

reading/writing through the presentation of three studies of the mentoring process.

- I. How the WITS Learn: The Process and Effect of Mentoring on an Informal Doctoral Cohort
Carol A. Mullen - University of South Florida
- II. It's "Like Going to Disneyland": An Examination of the Doctoral Mentoring Process
John E. Readence - University of Nevada-Las Vegas
Thomas W. Bean - University of Nevada-Las Vegas
Diane M. Barone - University of Nevada-Reno
Terry Sylvester - University of Nevada-Reno
- III. Being a Friend and a Mentor at the Same Time: Pooled Case Comparison
Josephine Peyton Young - Arizona State University
Donna E. Alvermann - University of Georgia
Joyce E. Many - Georgia State University
Janie Kaste - College of Staten Island, CUNY
Susan D. Henderson - The Atlanta School
Discussant: Thomas W. Bean - University of Nevada-Las Vegas

3:00 - 4:30 P.M.

SANDRINGHAM

Paper Session

Teaching Teachers: Can Literacy Teaching Skills be Taught?

Chair: Susan K. L'Allier - Northern Illinois University

- I. The Effects of Mentoring on Beginning Early-Primary Teacher Effectiveness, Student Engagement, and Literacy Achievement
Alysia D. Roehrig - University of Notre Dame
Catherine Bohn - University of Notre Dame
- II. Examining the Influence of Graduate Education on Teachers' Conceptual Frameworks and Practices
Susan K. L'Allier - Northern Illinois University
June E. Barnhart - Northern Illinois University
- III. Can Teachers Become Comprehension Strategies Teachers Given a Small Amount of Training?
Katherine Hilden - University of Notre Dame
Michael Pressley - University of Notre Dame

3:00 - 4:30 P.M.

WINDSOR

Symposium Session

The Evolution of a School-Wide Literacy Assessment System: Professional Development, Leadership, Change Processes, and Accountability

Chair: P. David Pearson - University of California-Berkeley

This symposium describes the development of a school-wide literacy assessment system. It characterizes the situative nature of the professional development process, elaborates on the leadership roles that individuals assumed during the process, describes the motives behind teachers' changing practices, and addresses how teachers articulate and manage accountability issues.

- I. The Nature of Professional Development in the Development of a School-Wide Assessment System: The "Community of Practice" Metaphor.

- II. The Principal, Support Staff, Core Planning Team and the Curriculum Director: The Role of Leadership in Implementing a School-Wide Assessment Program
- III. The Professional Development Process: A Catalyst for Teacher Change
- IV. Accountability and Instruction: Teachers Become Engaged Mediators Between Policy and Practice

Participants

Deanna Birdyshaw - University of Michigan
Lisa Sensale - Michigan State University
Cheryl Rau - Michigan State University
Carolyn Jaynes - Michigan State University
P. David Pearson - University of California-Berkeley
Discussant: Pam Crookedacre - Woodworth Elementary School

3:00 - 4:30 P.M.

BALMORAL

Paper Session

Trends in Early Literacy

Chair: Maureen Kendrick - University of British Columbia

- I. Homegrown Change: Scaling-Up Literacy in Kindergarten
Anne McGill-Franzen - University of Florida
Theresa Wishart - Knox County Schools
Mike Winstead - University of Tennessee
- II. The Impact of America Reads Tutors on the Reading Achievement and Attitudes of Young At-Risk Children
Pamela Ross - San Diego State University
Wendy Ranck-Buhr - San Diego City Schools
- III. Images of Family Literacy
Jim Anderson - University of British Columbia
Maureen Kendrick - University of British Columbia
Suzanne Smythe - University of British Columbia

3:00 - 4:30 P.M.

THEATRE

Symposium Session

Building Knowledge, Fashioning Success in Schools

We present the results of a two-year Reading Excellence Act staff development project in grades K-3 of a public school. We address change in teacher knowledge and student learning. In addition, we address the nature of the staff development in the context of studies of successful schools.

- I. Teacher Knowledge Growth in Staff Development
Jim Mosenthal - University of Vermont
Marjorie Lipson - University of Vermont
- II. Staff Development to Build a Successful School
Jane Mekelsen - University of Vermont
Ellen Thompson - University of Vermont
- III. Change in Student Performance
Robert Pequignot - JFK Elementary School-Winooski, Vermont
Mary O'Rourke - JFK Elementary School-Winooski, Vermont
- IV. Sharing a Vision and the Opportunity to Engage Text: Change in Kindergarten Instruction
Deborah LaForce - JFK Elementary School-Winooski, Vermont

- V. Text Collections, Reading Strategies, and Assessment: Change in Grade 2 Instruction
Regan Galipeau - JFK Elementary School-Winooski, Vermont
- VI. Building Knowledge and Fashioning Success One School at a Time
Marjorie Lipson - University of Vermont
Jim Mosenthal - University of Vermont

3:00 - 3:45 P.M.

BAYFRONT A

Roundtables

- I. Creating Multicultural Text Sets: Nurturing Critical Readers, Learners, and Teachers
Janelle B. Mathis - University of North Texas
- II. First Year Teacher as a Teacher Researcher: Literacy Practices for At-Risk Middle School Students
Teresa B. Jayroe - Mississippi State University
Janet McCarra - Mississippi State University
Diane Stegall - Mississippi State University
- III. Why Do High School Students with Learning Disabilities Keep Reading and Writing?
Kathleen M. Wilson - University of Nebraska-Lincoln
- IV. Literacy in an Alternative Program: Adolescents with Fetal Alcohol Syndrome
Elizabeth A. Lee - University of British Columbia
- V. Reading, Writing and Alternative Literacies as a Form of Activism: One First Grade Class Speaks
Lori Wolf - Adelphi University
- VI. The Effect of Text Set Use in the Secondary Content Classroom on Student Attitude and Achievement
Evan Lefsky - University of Florida

3:45 - 4:30 P.M.

BAYFRONT A

Roundtables

- I. A National Survey of Spelling Instruction: Investigating Teachers' Beliefs and Practices
Jerome B. Zutell - Ohio State University
Mary Jo Fresch - Ohio State University
- II. Making the Trade Book to Textbook Transfer Using the Talking About Books (TAB) Approach
Janis M. Harmon - University of Texas at San Antonio
Karen D. Wood - University of North Carolina at Charlotte
Wanda B. Hedrick - University of Texas at San Antonio
- III. An Investigation Into the Use of Reading Book Satchels: As a Way to Improve the Home-School Literacy Connection
Thea Williams-Hayes - University of Southern Mississippi
Michael Martin - Eastern Kentucky University
Jennifer-Page Mitchell Bailey - University of Southern Mississippi
- IV. It's Like Mining With Heavy Equipment: Exploring How the Process of Engaging in Oral and Written Discourse Shapes Teachers' Thinking About Literacy Learning and Instruction
Terry A. Sylvester - University of Nevada-Reno
Cynthia H. Brock - University of Nevada-Reno
Lorraine Highsmith - Desert Heights E.S.
Denise Pierce - Lincoln Park E.S.

4:45 - 6:00 P.M.

VERSAILLES ROOM

Plenary Session

Chair: Fatima Pirbhai-Illich - University of British Columbia

Distinguished Scholar Award

James Gavelek - University of Illinois-Chicago

Introduction of Speaker

Fatima Pirbhai-Illich - University of British Columbia

Plenary Address:

Reading in an Age of Information

John Willinsky

*Department of Language and Literacy Education
University of British Columbia*

The changes to reading wrought by this digital age are considered within a history of literacy in an effort to address both the required extension of reading skills and the contribution that education research can make, not only to understand this new literacy, but to the political economy of reading.

6:00 - 6:30 P.M.

MEZZANINE

Publishers Reception

6:15 - 7:00 P.M.

TRIANON

2002 NRC Town Meeting

9:00 - 11:00 P.M.

TRIANON

**Dance with Willinsky
and the Blue Notes**

Friday

December 6, 2002

8:30-10:00 A.M.

ESCORIAL

Paper Session***Literacy Instruction: Early Primary Grades*****Chair:** James V. Hoffman - University of Texas at Austin

- I. How Early-Primary Teachers Start the Year
Catherine M. Bohn - University of Notre Dame
Alysia D. Roehrig - University of Notre Dame
Michael Pressley - University of Notre Dame
- II. Assessing the Quality of Early-Primary Grade Teachers' Classroom Behaviors
Alysia D. Roehrig - University of Notre Dame
Sara E. Dolezal - University of Notre Dame
Lindsey Mohan - University of Notre Dame
Catherine M. Bohn - University of Notre Dame
Michael Pressley - University of Notre Dame
- III. First Grade Reading Performance and the Instructional Design of Decodable Texts
James V. Hoffman - University of Texas at Austin
Misty Sailors - University of Texas at Austin
Angelica Zapata - University of Texas at Austin
Candice Knight - University of Texas at Austin
Melissa Howitt - University of Texas at Austin

8:30-10:00 A.M.

ALAHAMBRA

Symposium Session***Teaching Literacy to Diverse Populations: Voices From Different Traditions*****Chair:** Jiening Ruan - University of Oklahoma

The purpose of this symposium is to examine three different means that have been used to address the literacy needs of English Language learners within different educational settings. Participants will have the opportunity to discuss the implications of (a) satellite distance learning programs with migrant families, (b) sustained gains of Spanish-speaking children who participated in early literacy intervention programs in Spanish and have since transitioned to English literacy instruction, and (c) whether English language learners profit from early literacy interventions provided in English.

- I. An Inquiry into Learner Support for Early Childhood Migrant Students: Project SMART's Home-Based Summer Distance Learning
Mary Garza - Texas Women's University
 - II. Descubriendo la Lectura: Examining Sustaining Effects
Kathy Escamilla - University of Colorado-Boulder
 - III. Early Literacy Intervention for English Language Learners
Yvonne Rodriguez - Texas Women's University
- Discussant:** Priscilla L. Griffith - University of Oklahoma

8:30-10:00 A.M.

RAPHAEL

Paper Session***Second Language Learners in English Dominant Classrooms*****Chair:** Robert Jimenez - University of Illinois at Urbana-Champaign

- I. On Breaking Ground: Second Language Learners in English Dominant Classrooms
Chris DaSilva-Iddings - University of Nevada, Las Vegas
- II. Fifth Grade Bilingual Students and the Precursors to "Subtractive Schooling"
Jo Worthy - University of Texas at Austin
Alejandra Rodriguez - University of Texas at Austin
Lori Assaf - University of Texas at Texas
- III. Content Literacy Development and ESL Students in Regular Classrooms: What Do Core Curriculum Content Standards Have to Say?
Jingzi Huang - Monmouth University-NJ
Bonnie B. Mullinix - Monmouth University-NJ

8:30-10:00 A.M.

MICHELANGELO

Paper Session***The Role of Perception and Social Interaction in Learning to Read*****Chair:** Kelly B. Cartwright - Christopher Newport University

- I. Reading in a Social Context: Influences of Gender, Male Role Models, and Culture on Children's Self-Perceptions of Reading Skill
Kelly B. Cartwright - Christopher Newport University
Timothy R. Marshall - Christopher Newport University
- II. I Like to (read) to Learn About Interesting Stuff And I Write a Lot of Things...: First Graders' Perceptions of Themselves as Readers and Writers
B. Joyce Wiencek - Oakland University
- III. Teacher Interruption Within Literacy Processes: Bringing the Literature Together.
Tania C. Mertzman - University of South Florida.

8:30-10:30 A.M.

DUPONT

Symposium Session***Researching the Online Literacy Practices of Adolescents: New Questions and Methodologies for New Literacies*****Chair:** Beth Maloch - University of Texas at Austin

In this symposium, we address methodological challenges in researching the online literacy practices of adolescents. Drawing upon diverse

theoretical orientations as well as data from ethnographic studies, we consider how researching online practices challenges current assumptions about literacy, research methods, space-time contexts, and adolescence.

- I. Understanding Online Literacy Practices: Issues of Access and Participant Observation in "Electronic Ethnography"
Dana Cammack - Vanderbilt University
- II. Situated Literacies, Digital Practices, and the Constitution of Space-Time
Kevin Leander - Vanderbilt University
- III. Adolescents' Online Literacy Practices: A Methodological Exploration
Donna Alvermann - University of Georgia
Discussant: Cynthia Lewis - University of Iowa

8:30-10:00 A.M.

TRADE ROOM

Paper Session

Texts, Science, Literacy, Disabilities and Program Considerations

Chair: Jerémie Serór - University of British Columbia

- I. Mathematics Trade Books: Quality Math, Quality Literature, Both, or Neither?
Tricia D. Hunsader - University of South Florida
- II. "This is How we do Literacy Here": A Collaborative Planning Team Negotiates Meanings of Literacy within a Framework of Science Inquiry
Ann M. Duffy - University of North Carolina at Greensboro
Heidi B. Carlone - University of North Carolina at Greensboro
Sandra M. Webb - University of North Carolina at Greensboro
- III. Universally Designed Digital Picture Books to Support Beginning Reading in Children with Cognitive Disabilities
Bridget Dalton - CAST, Inc.
Margaret A. Coyne - CAST, Inc.

8:30-10:00 A.M.

VERSAILLES

Paper Session

Critical Literacy, Critical Inquiry

Chair: Peter Johnston - State University of New York at Albany

- I. The Beauty Walk, This Ain't My Topic: Learning About Critical Inquiry with Adolescent Girls
Kimberly L. Oliver - University of Georgia
- II. At a "Critical" Juncture: Critical Literacy, Critical Thinking, Critical Reading
James P. Patterson - ACT, Inc./University of Iowa
- III. "It Depends on How You Use It!" Young Adolescents' Uses of Popular Culture and Formations of Self
Margaret C. Hagood - University of Georgia

8:30-10:00 A.M.

SANDRINGHAM

Alternative Format

OERI's New Program of Research on Reading Comprehension (PRRC)

Chair: Deborah R. Dillon - University of Minnesota - Twin Cities

The purpose of the PRRC is to expand scientific knowledge of how students develop proficient levels of reading comprehension; how reading comprehension can be taught most optimally, and how reading comprehension can be assessed in ways that reflect as well as advance our current understanding of reading comprehension and its development. The first year of the program targeted research that focuses on one or more of three areas of inquiry:

- Developmental Patterns of Students' Reading Comprehension
- Instructional Interventions for Reading Comprehension;
- Measures of Reading Comprehension that Reflect Empirically Justified Dimensions, Distinguish Reader Differences, and are Sensitive to Instructional Goals.

During this session, Anne P. Sweet will talk about the program, and several grant recipients will describe research projects funded under this national research umbrella.

Anne Sweet - OERI
Bridget Dalton - CAST, Inc.
Annemarie Palinscar - University of Michigan

8:30-10:00 A.M.

WINDSOR

Paper Session

Teachers' Roles During Read-Alouds with Emergent Readers

Chair: Laura Klenk - University of Buffalo

- I. Alphabet Book Read-Alouds in Pre-Kindergarten and Kindergarten Classrooms: An Analysis of Teacher Interactions with Emergent Readers
Barbara A. Bradley - University of Georgia
Jennifer J. Kovach - University of Virginia - Roanoke Center
- II. The Child-Care Teacher's Role in Providing Reading-Related Literacy Experiences for Four-Year-Old Children
Sandra Stone - Jacksonville State University
Sandra Twardosz - University of Tennessee
- III. Types of Text and Types of Talk: Preschool Teacher and Assistant Instructional Moves during Alliteration, Rhyme, and Alphabet Text Read Alouds
Jodi Welsch - University of Virginia

8:30-10:00 A.M.

BALMORAL

Paper Session

Online Exploration in Teacher Education

Chair: Mark W. Conley - Michigan State University

- I. When the Zone of Proximal Development Becomes a Virtual Zone: An Examination of Scaffolded Instruction in n Online Literacy Course

National Reading Conference

C.C. Bates - Georgia State University
Joyce E. Many - Georgia State University
Tiffany S. Coleman - Georgia State University

- II. Evaluating the Potential of Online Instructional Conversations for Literacy Teacher Education
Mark W. Conley - Michigan State University
Laura R. Roehler - Michigan State University
- III. Digital Literacy Portfolios, Case-Based Instruction, and Teacher Education: Evaluation From the Perspective of Preservice Literacy Teachers
Elizabeth A. (Betsy) Baker - University of Missouri

8:30-10:00 A.M.

THEATRE

Symposium Session

The Multiple Literacies of Diverse Populations of Young Children

Chair: Ellen McIntyre - University of Louisville

The focus of this session is the relationship between the home and community literacies and school instructional practices of diverse populations. This session will share the results of four studies of home-school relationships of African American, Appalachian and Mexican families living in the U.S. Three panelist scholars will respond to questions that emerged across the studies as well as on related work. The panel presentation will be followed by time for audience interaction.

- I. Case Study of an African American Parents Role in their Child's Education: Case Study of an African American Family
Melissa Sutherland - Byck Elementary and University of Louisville
- II. Home and School Literacies of Urban and Rural African American and Appalachian Children
Ellen McIntyre - University of Louisville
Diane Kyle - University of Louisville
Karen Miller - Roby Elementary
Gayle Moore - LaGrange Elementary
- III. Home Literacies and Writing Instruction for Primary-Grade Mexican Immigrants
Susan Ghiaciuc - University of Louisville
- IV. Patterns of Interaction in Home Activity Settings of Mexican Immigrant Children in Kentucky
Billy Bettes - Wright Elementary and University of Louisville

Presenters:

Ellen McIntyre - University of Louisville
Patricia Edwards - Michigan State University
Victoria Purcell-Gates - Michigan State University
Kris Gutierrez - University of California-Los Angeles

8:30 - 10:100 A.M.

FLAGLER

Symposium Session

Writing Across the Curriculum: Pre-Kindergarten, Kindergarten, and Grade-One Children Learn to Write and Write to Learn

Chair: Cathy Roller – International Reading Association
This symposium shows the benefits to young children of writing across the curriculum. They use writing to figure out new, puzzling information, and gain an appreciation for the significance of both print and illustrations. The presenters each serve as a classroom-based researcher twice weekly.

- I. Pre-Kindergarten Writers Plan and Assess Their Learning
Jenesse Evertson – University of Virginia
- II. Kindergarten Writers Talk and Write about the Content of Their Studies
Dorothy Suskind – University of Virginia
- III. Grade-One Writers Collaborate to Bring Their Voices into Informational Writing
Jane Hansen – University of Virginia

Discussant: Cathy Roller – International Reading

8:30-9:15 A.M.

TRINITY

Round Tables

- I. Integrating Sign Systems in a Field-based Literacy Methods Class: Preservice Teachers' Concerns and Dilemmas
Janet C. Richards - University of Southern Mississippi
- II. Middle and High School American Indians and Reading: What is the Struggle? – Research in Progress
Marsha Riddle Buly - Western Washington University
- III. Preservice Teachers Attitudes/Beliefs toward ESL Students
Juwan Bae - Syracuse University
- IV. New Technologies, New Literacies: Rethinking Literacy Teacher Education
Marla H. Mallette - Southern Illinois University
Rachel A. Karchmer - Virginia Commonwealth University

9:15-10:00 A.M.

TRINITY

Round Tables

- I. Three Teacher Educators? Perspectives About the Contextual Complexities of Infusing Technology into the Curriculum
Liqing Tao - College of Staten Island
Nancy Ziomek - Widener University
Shelly Wepner - Widener University
- II. Conducting Participatory Action Research in Literacy: The Unfolding Matrix
Heidi Silver-Pacuilla - Pima College
- III. Three Steps Forward, One Step Back: Two Preservice Teachers Learn to Teach in Consecutive, Field-Based Courses
Janet C. Richards - University of Southern Mississippi
- IV. Supporting ESL Students' Learning: Perceptions of Secondary Content Teachers
Kristine Akey - University of Oklahoma
Sara Ann Beach - University of Oklahoma

10:15-11:45 A.M.

ESCORIAL

Paper Session

Elementary (K-6) Students' Transactions with Literature: Responding to Different Genres

Chair: Carmen M. Martinez - Arizona State University

- I. Exploring Sixth Graders' Engagement with Nonfiction Trade Books
Barbara Moss - San Diego State University
- II. Exploring Young Children's Understandings of Radical Change Characteristics and Metafictional Techniques
Sylvia J. Pantaleo - University of Victoria
- III. Extending the Response: Elementary Students Analyze Their Own Responses to Poetry
Elizabeth Willner - University of Oklahoma

10:15-11:45 A.M.

ALHAMBRA

Symposium Session

Cultural Awareness for Literacy Development: Competence, Conflicts, and Cautions

Chair: Youb Kim - Michigan State University

The purpose of this symposium is to present qualitative research reports that examine cultural awareness for literacy development. The studies, performed in the United States and Europe, were guided by the sociocultural perspective.

- I. Intercultural Competence: An Autobiographic and Biographic Approach Toward Raising Cultural Awareness in Preservice teachers
Claudia Finkbeiner - University of Kassel
- II. Making Cultural Connections: Using Minority Parent Autobiographies as a Tool
Ioney James - Our Lady of the Lake University
- III. Awareness Raising in the Multicultural Classroom: Report on Empirical Research in Content and Language Integrated Learning (CLIL)
Sylvia Fehling - University of Kassel
- III. Using the ABC's as Inspiration for Parallel Practices in the Elementary Classroom
Barbara Regenspan - Binghamton University
Discussant: Elias Matinez - Binghamton University

10:15 - 11:45 A.M.

RAPHAEL

Paper Session

Instructional Interventions

Chair: Elizabeth Meisinger - University of Georgia

- I. Increasing On-Task Behavior in Partner Reading
Elizabeth Meisinger - University of Georgia
Barbara Bradley - University of Georgia
Paula Schwanenflugel - University of Georgia

- II. Engaging Sixth-Grade Readers: An Instructional Intervention
Emma Schorzman - University of Texas
Earl H. Cheek, Jr. - Louisiana State University
Lane Roy Gauthier - University of Houston
- III. Interactions That Scaffold Reading Performance
Emily M. Rodgers - Ohio State University

10:15-11:45 A.M.

MICHELANGELO

Paper Session

Strategies that Foster Literacy Development of ESL Students

Chair: Georgia Garcia - University of Illinois at Urbana-Champaign

- I. Read Alouds in a Fifth Grade Bilingual Class: Developing Biliterate Readers, Thinkers, and Bilingual Speakers
Jo Worthy - University of Texas at Austin
Caitlin Dooley - University of Texas at Austin
Rosemary Flores - Allison Elementary School
- II. Defining Literacy for Urban Latino Youth Through Mandated Commercial Reading Programs: A Case Study
Lilia D. Monzó - University of Southern California
Robert Rueda - University of Southern California
- III. Literacy Development for Language Minorities: A Study of U.S.-Born Second Language Learners in Middle School
Sharon L. Besser - University of California at Berkeley

10:15-11:45 A.M.

DUPONT

Symposium Session

Beyond School: Literacies in Diverse Communities

Chair/Discussant: Barbara J. Guzzetti - Arizona State University

The presentation in this symposium examines aspects of literacy beliefs and practices within diverse community settings. Viewed from complementary theoretical issues, all four studies rely primarily on ethnographic/qualitative data collection and analysis. This research direction has the potential to bridge and transform the social and cultural gap between school and other literacies.

- I. Points of Contact: School, Community and Personal Literacies Outside the Classroom
Marjorie Gallego - San Diego State University
- II. Community Members' Views on Literacy and Pedagogy
Elizabeth Noll - University of New Mexico
- III. Writing and to Publishing: Urban Youth Expand Upon and Integrate Literacies.
Elaine Rubinstein-Avila - University of Arizona
- IV. Access to Literacy: The Tale of Two Communities.
Patricia Anders - University of Arizona

National Reading Conference

10:15-11:45 A.M.

TRADE ROOM

Symposium Session

Technology Mediated Assessment in Media Literacy Learning Environments

Advancing models of interactive learning and emerging digital tools are encouraging us to seek alternative systems of assessment in media literacy learning settings. This session will present classroom-based media literacy studies from K-12 and higher education settings. Participants, in this alternative hands-on station format session, will view student artifacts and mediated conversations and apply technology mediated assessments to evaluate student learning processes.

Station 1. Technology-based Literacy Assessments in a Fourth-Grade Classroom.

Ronald D. Kieffer - Ohio State University, Lima

Station 2. Juxtaposing Traditional and Intermedial Assessments to Redefine Literate Competence of Struggling Adolescents

David G. O'Brien - University of Minnesota-Twin Cities

Station 3. Preservice Teacher e-Portfolios: Multiple Dimensions of Electronically Mediated Portfolio Development

Sherry L. Macaul - University of Wisconsin-Eau Claire

Regina G. Chatel - Saint Joseph College, West Hartford

Station 4. Cultivating & Assessing Creativity and Aesthetic Response through Digital Essays

Karen E. Smith - University of Manitoba

Station 5. Learning from Online Conversations: Assessment that Truly Informs Instruction

David M. Lund - Southern Utah University

Station 6. Fostering Students' Critical Thinking of Media Literacy Events: Assessment Rubrics

Ladislav M. Semali - Pennsylvania State University

10:15-11:45 A.M.

VERSAILLES

Alternative Format

Writing About Research: Advice from Editors

Chair: Nancy Padak - Kent State University

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

- I. Introduction and Overview
- II. Individual Reflections
- III. Small Group Interactions
- IV. Summary and Synthesis

Participants:

Diane Allen - University of North Texas

Donna E. Alvermann - University of Georgia

James V. Hoffman - University of Texas at Austin

Alexandra Leavell - University of North Texas

Wayne Linek - Texas A&M-Commerce

Janelle B. Mathis - University of North Texas

Lesley Mandel Morrow - Rutgers University

Kit Moore - University of North Texas

Nancy Padak - Kent State University

Timothy Rasinski - Kent State University

David P. Reinking - University of Georgia

Bill Rupley - Texas A&M University

Diane Schallert - University of Texas at Austin

Elizabeth G. Sturtevant - George Mason University

10:15-11:45 A.M.

SANDRINGHAM

Alternative Session

Ethical Issues in Literacy Teaching and Research: Developing an Agenda.

Chair: Nancy F. Knapp - Chair of NRC Ethics Committee

Ethical issues involved in literacy teaching and research at all levels are arising with increasing frequency. The current proposal is intended to facilitate discussion on these issues and encourage members who share a common interest in a specific area to form a collaborative groups for research and action.

Facilitators: *Members of the Ethics Committee*

10:15-11:45 A.M.

WINDSOR

Paper Session

Local Interpretations of Reading Reform

Chair: Janice Dole - University of Utah

- I. A Wolf in Sheep's Clothing? The Relationship Between State and Local Reading Standards
Sheila W. Valencia - University of Washington
Elizabeth Dutro - University of Washington
- II. Getting Everyone on the Same Page: Agreement of Educators on Classroom Implementation of Reading Reform
Janice A. Dole - University of Utah
David E. Nelson - The Institute for Behavioral Research in Creativity
David G. Fox - The Institute for Behavioral Research in Creativity
John L. Gardner - The Institute for Behavioral Research in Creativity
Laurie Lacy - Utah State Office of Education
- III. Reading Excellence and School Improvement: An Investigation of Student Outcomes
Mary C. Shake - University of Kentucky
Angela J. Cox - University of Kentucky

10:15-11:45 A.M.

BALMORAL

Paper Session

Issues in Secondary Reading Instruction

Chair: Carol Wickstrom - University of North Texas

- I. Reconceptualizing Literacy in Content Area Learning
Deborah Begoray - University of Victoria
Kathy Sanford - University of Victoria

II. Secondary Literacy Teachers' Decision-Making in a Mandated Environment

Carol D. Wickstrom - University of North Texas
Joan Scott Curtis - Texas Woman's University
Leslie Patterson - University of North Texas

10:15-11:45 A.M.

THEATRE

Special Research Session

A Pragmatist Theoretician Looks at Research: Implications and Questions Calling for Answers

Chair: Lea McGee - University of Alabama

Louise Rosenblatt - Princeton, New Jersey

10:15-11:45 A.M.

SEVILLA

Symposium Session

Reading From Outside of Reading: Perspectives from Beyond the Literacy Literature

Chair/Discussant: Joe Kincheloe - City University of New York

This panel will address the specific implications for how literacy is conceived and taught, and how the act of reading is conceived, by considering the theoretical developments that have been developed outside of the traditional focal points of reading and literacy education, namely social justice, ecology, and indigenous knowledge.

- I. Literacy Wars: And Where Do We Fit, Where Do We Stand?
Shirley Steinberg - Montclair State University
Monica Taylor - Monclair State University
- II. Elementary Iconoclasm and the Limits of Experience in Reading the World
David W. Jardine - University of Calgary
- III. Repositioning the Place of Literacy and Meaning Beyond the West
Jan Hare - University of British Columbia

10:15 - 11:45 A.M.

FLAGLER

Paper Session

Exploration of Fluency Training and Automaticity

Chair: Judith Wylie - Queen's University-Belfast

- I. Fluency: Its Nature and Impact
P. David Pearson - University of California at Berkeley
Gina Cervetti - University of California at Berkeley
Carolyn Jaynes - University of California at Berkeley
- II. Group Instruction for Fluency Development
Melanie R. Kuhn - Rutgers University
- III. Using a Chronometric Measure to Explore the Relationship Between Spelling Automaticity and Reading Comprehension in Children
Gerry Mulhern - Queen's University-Belfast
Judith Wylie - Queen's University-Belfast

10:15-11:00 A.M.

TRINITY

Round Tables

- I. A Synthesis of Adult Reading Instruction Research: Report of the Reading Research Working Group of the National Institute for Literacy and the National Center for the Study of Adult Learning and Literacy
John R. Kruidenier - National Institute for Literacy
Daphne Greenberg - Georgia State University
Larry Mikulecky - Indiana University
- II. Evaluating the Impact of a Writing Process Course for Urban Teachers
Althier Lazar - West Chester University
Sunita Mayor - West Chester University
- III. Making Sense of the ESL Learner's World: How Four Adults Experienced Personal Narrative Writing in the Adult Basic Education Classroom
Nancy L. Goldstein - Arizona State University
- IV. Service Learning in Culturally Diverse Contexts: The Pilsen Neighbors Project in Literacy and the Arts
Chris Liska Carger - Northern Illinois University

11:00 - 11:45 A.M.

TRINITY

Round Tables

- I. Literacy Instruction and Collaborative Internet Projects: Providing Students with Online Learning Opportunities
Rachel A. Karchmer - Virginia Commonwealth University
- II. Rawlings Reads: The Impact of an Out-of School Reading Program on Reading Achievement
Barbara J. Frye - University of South Florida
Gwyn Lightsey - University of South Florida
- III. Defining the Middle Ground: Reading Instruction in the Middle Grades
Deanna M. Stoube - St. Ambrose University
- IV. Using Narrative and Case Scenarios in a Literacy Teacher Education Course: A Look at Preservice Teachers Confronting Issues of Diversity
Erica Boling - Michigan State University

1:00 - 2:30 P.M.

ALHAMBRA

Alternative Format

Being There and Being Here: Exploring Teachers' and Researchers' Experiential Processes of "Becoming Multicultural"

Chair: Patricia Ruggiano Schmidt - Le Moyne College

Focusing on experiences and critical reflections as a tool for developing a multicultural perspective, this alternative session will explore (1) multiple pathways that successful Euro-American teachers of culturally-diverse students have taken in becoming "multicultural"; and (2) discuss significant issues and practical implications of conducting multicultural research in literacy research.

National Reading Conference

Investigating successful Euro American teachers' experiential process of "becoming multicultural."

Part One:

- I. An Effective ESL Teacher: Her Teaching Practice and Personal Stories
Youb Kim - Michigan State University
- II. Can "Colorblind" Teachers Be Multicultural Too? Insights From Two Euro-American Teachers who are Successful with Culturally-Diverse Students
Jennifer Danridge-Turner - Michigan State University

Part Two:

- I. Multicultural Research - Creating Spaces and Crossing Borders
Sonja Denise Moman - Peoria Unified School District
Youb Kim - Michigan State University/CIERA
Jennifer Danridge-Turner - Michigan State University/CIERA

1:00 - 2:30 P.M.

RAPHAEL

Paper Session

Adolescent Reading Process

Chair: Mary L. Arthur - University of North Texas

- I. The Effects of Small Group Peer-led Discussion on Ninth Grade Students' Comprehension of Literary Text: A Pilot Study
Kathleen Clark - Oakland University
Jennifer Berne - Oakland University
- II. Understanding Strategy Utilization During Reading Comprehension: Relations Between Text Type and Reading Levels Using Verbal Protocols
Susan E. Israel - Ball State University
- III. Reading Apprenticeship with Adolescents: The Nature of Interactions which Facilitate Learning of Word Recognition Strategies
Mary L. Arthur - University of North Texas

1:00 - 2:30 P.M.

MICHELANGELO

Paper Session

Emergent Literacy Development of Bilinguals: Cultural and Linguistic Factors

Chair: Eurydice Bauer - University of Illinois at Urbana-Champaign

- I. Lessons from La Maestra Niria: Deconstructing Deficit Myths About Spanish/English Bilingual Children's Early Literacy Learning Development
Leila Flores Dueñas - University of New Mexico
- II. The Impact of Spanish/English Language Emergent Literacy Activities During the Preschool Years on First and Second Grade Achievement in English Language and Reading
David B. Yaden, Jr. - University of Southern California
Jesus Salazar - Los Angeles Unified School District
- III. Early Biliteracy Development: Creating Meaning in Two Languages
Eurydice Bauer - University of Illinois at Urbana-Champaign

1:00 - 2:30 P.M.

DUPONT

Symposium Session

Negotiating Agency Across Social Spaces: Literacy Practices and Identity Work Among Rural, Suburban, and Urban Middle School Students

Chair/Discussant: Margaret Sheehy - State University of New York at Albany

This session looks closely at rural, suburban and urban middle school students' discursive, social and material practices within and across a range of school, home and community contexts. The papers consider how students' understandings, uses and production of particular social spaces, in particular instances over time, facilitate and/or constrain kinds of literacy learning and development.

- I. Case One: Cara's Literacy Journey from Elementary to Middle School
Virginia Goatley - State University of New York at Albany/CELA
Venessa Machado - State University of New York at Albany/CELA
- II. Case Two: Trying to "Be Somebody" In and Out of School
George Kamberelis - State University of New York at Albany/CELA
Ilene Rutten - State University of New York at Albany/CELA
- III. Case Three: Back Road, Body Shop, Superhighway: Spaces for Rural Literacy and Youth Development
Mark Jury - State University of New York at Albany/CELA
Marta Albert - State University of New York at Albany/CELA

1:00 - 2:30 P.M.

TRADE ROOM

Alternative Session

Pitfalls and Possibilities: Using Distance and Up-Close Reader Response Groups to Help Teacher Education Students Bridge Differences of Race, Class, Ethnicity, and Sexual Orientation.

Chair: Joan Zaleski - Hofstra University

This presentation explores conversations about diversity in the social context of literature discussions when response occurs over distances of race and geography and when it is up close and personal. Aspects of Readers' Theater foreground participant voices as they talk to one another about texts, race and sexual orientation.

- I. Bringing the World into the Classroom: Finding Self in Literature and Engaging the Other
- II. "Engaged but Experientially Limited": White Students Respond to Diversity
- III. Bringing Ourselves into the Classroom Through Multicultural Literature

Participants:

Sally A. Smith - Hofstra University
Judith Y. Singer - Long Island University-Brooklyn
Jessica Trubeck - Long Island University-Brooklyn

Discussant: Patricia Enciso - Ohio State University

1:00 - 2:30 P.M.

SANDRINGHAM

Paper Session

Reflections on Instruction: Teachers, Parents, Students

Chair: Dana Reisboard - Rutgers University

- I. Modeling the Path of Kindergarten Literacy Outcome Predictors
Laura Justice - University of Virginia
Sharon Walpole - Charlottesville City Schools
Chow Sy Miin - University of Virginia
- I. Reflections of the Past and Present: The Influence on Skill and Will in Scaffolded Instruction
Susan King Fullerton - Ohio State University
- III. Literacy, Culture and Contact Points: A Study of Home/School Relationships
Sheri Pentecost - Texas Woman's University

1:00 - 4:30 P.M. DOUBLE FORMAT SESSION VERSAILLES

Symposium Session

Exploring the Use of Video and Web-Based Tools in Literacy Pre-Service Instruction: The Design, Implementation, and Evaluation of Two Federally Funded Literacy Projects.

Chair: Dennis G. Mike - Buffalo State University

The purpose of this double session is to discuss the various aspects of video and web-based technologies for literacy instruction from two perspectives/projects. Short introductions to each technology will be provided, followed by papers representing the (1) design, (2) implementation, and (3) evaluation of both the CTELL and RCE literacy projects.

- I. Overview of the Case Technologies Enhancing Literacy Learning (CTELL) Project - Making the Complex Visible
Linda D. Labbo - University of Georgia
Jonathan Eakle - University of Georgia
Mary Love - University of Georgia
- II. Overview of the Reading Classroom Explorer Project: Video-Based Cases of Exemplary Literacy Instruction
Aman Yadav - Michigan State University
Suzanne Knezek - Michigan State University
Richard E. Ferdig - University of Florida
- III. Identifying Effective Practice in Literacy and Technology: Research-based Principles that Inform Instruction
Donald J. Leu - University of Connecticut
Julie Coiro - University of Connecticut
Julia Kara-Soteriou - University of Connecticut
- IV. Experience-Informed Design in the CTELL Development Process
Michael Hillinger (LexIcon Systems)
- V. The Challenges in Developing a School-Wide Video Case of Early Childhood Learning
Susan Bennett-Armistead - Michigan State University
James Damico - Michigan State University
Karen L. Lowenstein - Michigan State University

- VI. Teacher Educators Going Digital: Effects on Pre-Service Literacy Methods Courses
William H. Teale - University of Illinois at Chicago
Ruby Sanny - University of Illinois at Chicago
- VII. Technology and Pre-service Literacy Methodology Courses: Understanding the Role of the Teacher as Implementer
Richard E. Ferdig - University of Florida
Jacqueline Love - University of Florida
Erica Boling - Michigan State University
Zhihui Fang - University of Florida
- VIII. Evaluating the Impact of On-line, Multimedia CTELL Cases in Preservice Literacy Education Courses
Charles K. Kinzer - Vanderbilt University
Dana W. Cammack - Vanderbilt University
- IX. Exploring the Use of Reading Classroom Explorer in Multiple University Pre-Service Classrooms
Sharman Siebenthal - Michigan State University
Laura Roehler - Michigan State University
P. David Pearson - University of California-Berkeley
Discussant: David Reinking - University of Georgia

1:00 - 2:30 P.M.

WINDSOR

Symposium

The Design and Validation of the Illinois Snapshot of Early Literacy-Spanish Version.

Chair: Michael Dunn - National Louis University

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

- I. ISEL-S: Design and Validation Issues.
Rebecca Barr - National Louis University
Camille Blachowicz - National Louis University
 - II. The ISEL-S: Procedures for Assessing the Early Literacy of Young Spanish Speaking Children.
Roberta Buhle - Naperville School District
Guadalupe Suarez Silva - Chicago Public Schools
 - III. The ISEL-S: Where Do We Go From Here: Linguistic and Political Issues in Design.
Roberta Buhle - Naperville School District
Guadalupe Suarez Silva - Chicago Public Schools
- Discussants:**
Rosalinda Barrera - University of Illinois - Urbana Champaign
Cheryl Woelfel - CCSD 15-Palintine, IL
Rebecca Barr - National Louis University
Camille Blachowicz - National Louis University

National Reading Conference

1:00 - 2:30 P.M.

BALMORAL

Paper Session

Words, Vocabulary, Teaching, Literacy, and Culture

Chair: Kris Rodenberg - San Diego State University

- I. Counter-Cultural Literacy: A Textual and Artistic/Sculptural Response to the Work of E. D. Hirsch
Eugene Provenzo - University of Miami
- II. The New Role of Leveled High Frequency Word Lists in a Balanced Literacy Classroom
Iveta Maska - University of South Florida
- III. Vocabulary for Reading and Vocabulary for Writing: Examining the Difference
Kris Rodenberg - San Diego State University
Leif Fearn - San Diego State University
Nancy Farnan - San Diego State University

1:00 - 2:30 P.M.

THEATRE

Symposium Session

Literacy as Social Practice: Expanding Cultural Resources/Creating Social Identities

Chair: Amy Seely Flint - Indiana University

This symposium explores how elementary students use classroom literacy practices to mediate relationships, shape identities, negotiate power, and take local action. The three studies offer new understandings of both the promising and problematic aspects of implementing critical literacy practices that encourage children to use a wide-range of cultural resources.

- I. The Risk Zone: Identities and Literacy in a Multiage, Multilingual Classroom.
Katie Van Sluys - Indiana University
- II. The Cultural-Commercial Dichotomy as Evidenced in Traditional Literature. Battlefields, Shooter Guys, and Invitations to Belong: Young Learners' Mediation of Literacy
Tasha Tropp Laman - Indiana University
- III. Consensus? What Does It Mean for the Teacher Reclaiming the Lunchroom: Literacy Practices and Power Relationships in a Third Grade Classroom.
Lee Heffernan - Childs Elementary School and Indiana University
Mitzi Lewison - Indiana University
Discussant: Jerome Harste - Indiana University

1:00 - 2:30 P.M.

SEVILLA

Alternative Format

Critical Literacy as Comprehension: Teaching and Learning at the Middle School Level

Chair: MaryEllen Vogt - California State University, Long Beach

This session will provide a review of the research on critical literacy theory, introduce new data about middle school students' use of critical

literacy to comprehend text, and offer participants opportunities to learn about classroom applications of critical literacy. The alternative format will provide opportunities for small group discussion, examination of students' artifacts and active engagement in critical literacy-based teaching and learning experiences using narrative and expository text.

- I. Critical Literacy as Comprehension: Two Studies
- II. Student Artifacts: Writing, Sketches, Drama, Discussion Transcripts Critical Literacy
- III. Critical Literacy in Action: Demonstration of and Participation in Classroom Applications of Critical Literacy

Participants:

Maureen McLaughlin - East Stroudsburg State University of PA
Glenn DeVoogd - California State, University Fresno

1:00 - 2:30 P.M.

FLAGLER

Symposium

Bodies that Speak

Chair: Julie Cheville- Rutgers University

This symposium examines the ways that bodies are intricately entwined as part of literate practices. Informed by various theoretical perspectives (phenomenology, developmental psychology, neurobiology, psychotherapy, and philosophy of mind, Deweyan instrumentalism, poststructural theories of desire) four studies illustrate how the body speaks in literate activities in both in-school and out-of-school environments.

- I. Body/Language/Culture: Thru-hiker's Use of Literacies to Describe Pain
Leslie S. Rush - University of Georgia
- II. Meaning is an Ecologically Mediated Bodily State
George G. Hraby - University of Georgia
- III. Emotional Response and Intellectual Interpretation: Responding to "Culturally Relevant" Texts in Senior English
Alison Heron - University of Georgia
- IV. Reading What? Adolescents, Popular Culture, Desire, and Embodiment
Margaret C. Hagood - University of Georgia
Discussant: Dennis Sumara - University of Alberta

1:00 - 1:45 P.M.

TRINITY

Roundtables

- I. Bringing Out Multi-Logues: Using Existing Electronic Discussion Forums for Enhancing Reflective Exchange Among Graduate Literacy Education Students
Gaoyin Qian - City University of New York
Liqing Tao - City University of New York
- II. Transactional Comprehension Strategies: The Centerpiece of Sixth Grade Reading Instruction
Joan Primeaux - University of Alabama
- III. Adolescents' Perspectives on The Literacy-Learning Connection in Career Education
Stephen Wellinski - Illinois State University

- IV. Attack on America: The Use of the Language Experience Approach to Help Preservice Teachers Deal with Tragedy While Increasing their Knowledge of the Teaching Approach

Michelle M. Fazio - Texas A&M University-Commerce

Wayne M. Linek - Texas A&M University-Commerce

1:45-2:30 P.M.

TRINITY

Roundtables

- I. A Study of Readers Theater in Eighth Grade
Janis M. Harmon - University of Texas at San Antonio
Susan Keehn - University of Texas at San Antonio
- II. Using Professional Development to Raise Students' Reading Achievement in a Low Socio-Economic School Setting
Margaret B. Davis - Eastern Kentucky University
Shirley A. Long - Eastern Kentucky University
- III. A Partner Model of Professional Development: Middle School Content Area Literacy
Rebecca S. Anderson - University of Memphis
Amy Dietrich - University of Memphis
Jane Puckett - University of Memphis
Jerrie Scott - University of Memphis
Lana Smith - University of Memphis
- IV. Evaluation of the National Literacy Strategy (NLS) in England
Kathy A Hall - Leeds Metropolitan University - UK

3:00 - 4:30 P.M.

ESCORIAL

Alternative Session

Scaffolding Teacher Learning as a Scaffold for Student Learning: Self Examination of a Classroom Practice

Chair: Jeanne Cobb - University of North Texas

The researchers discuss findings that stem from teacher learning research in classroom settings. Teachers were coached in using a transcript analysis process to self-examine practice. Following brief presentations, the researchers and participants will discuss issues of method and other topics of interest in studying teacher learning.

- I. What Literacy Coaches and Teachers Learn about the Teaching-Learning Process through Self-Examination of Practice
- II. Efficacy of the Teacher Learning Instrument
- III. Relationship Between Teachers' Learning and Students' Learning in Teachers' Self-Examination of Practice

Participants:

Cathy Rosemary - John Carroll University

Penny Freppon - University of Cincinnati

Lisa Campbell - University of Cincinnati

Katie Kinnucan-Welsch - University of Dayton

Pat Grogan - University of Dayton

Joyce Feist-Willis - Youngstown State University

Belinda Zimmerman - Kent State University

3:00 - 4:30 P.M.

ALHAMBRA

Alternative Session

Developing a Knowledge Base for Reading: Case Studies in the Alaska Context

Joan Parker Webster - University of Alaska Fairbanks

Mary Claire Tarlow - University of Alaska Southeast

Marsha Van Abel - University of Alaska Anchorage

Lee Haugen - University of Alaska Fairbanks-Nome Campus

Session participants will examine analyses and preliminary findings of teacher research conducted in rural Alaska. An overview of the unifying themes is followed by small group discussion designed to involve participants and presenters in critical dialogues about language and culture issues in literacy development and explore new directions for future research.

- I. Prescriptions and Meaning-Making in the Bush
- II. Accessing Background Knowledge and Re-Telling a Story
- III. Frameworks for Thought: Linguistic and Cultural Differences
- IV. Mediating Through Culturally Responsive Curriculum
Karen Halpin - Akiak School
Sharon Anderson - Akiachuk School
Brenda Soland - Little Diamede School
Frank Cook - Nunapitchuk School
Sharon Brooks - Metlakatla School
Shannon O'Brien - Kalskag School
Felicia Reidel - Kenny Lake School
Carla Schierholt - Kenny lake School

3:00 - 4:30 P.M.

RAPHAEL

Symposium Session

The Effects of Professional Development Models in Literacy for In-Service and Pre-Service Teachers

Chair: Dana Reisboard - Rutgers University

The purpose of this symposium is to present three different settings where in-service or pre-service teachers are involved in professional development. In each setting, we examine the models used for professional development and study the strategies teachers are learning to help enhance the literacy development of the children they teach.

- I. The Effects of Professional Development in Assisting Teachers to Incorporate New Comprehension Strategies into their Literacy Programs
Cathy Collins Block - Texas Christian University
- II. The Effects of Professional Development when Embedding Technology into an Early Literacy Course for In-Service and Pre-Service Student Teachers
Lesley M. Morrow -Rutgers University
- III. The Effects of Professional Development in Enabling Teachers to Help Children with Peer Discussions and Journal Writing
Linda B. Gambrell - Clemson University
Kim Bobola - University of Maryland
Discussant: Michael Pressley - University of Notre Dame

National Reading Conference

3:00 - 4:30 P.M.

MICHELANGELO

Paper Session

Preparing Teachers to Become Culturally Responsive

Chair: Arlette Willis - University of Illinois at Urbana-Champaign

- I. Preparing Literacy Teachers in a Diverse World
Susan Davis Lenski - Illinois State University
Kathleen Crawford - Illinois State University
Thomas Crumpler - Illinois State University
Corsandra Stallworth - Illinois State University
- II. Constructing Culturally Responsive Literacy Teacher Education: Exploring the Practices of Two Teacher Educators
Kathleen A. Hinchman - Syracuse University
Ted Grace - Syracuse University
- III. Encountering Cultural Disequilibrium: A Novice Teacher's Journey
Betty S. Bergeron - Arizona State University

3:00 - 4:30 P.M.

DUPONT

Symposium Session

Students' Popular Culture in Literacy Instruction: Lessons from Students' Literacy Practices with WWF, Teen Zines, and Other Popular Culture Texts

Chair: Shelley H. Xu - Texas Tech University

This symposium explores connections among students' popular culture interests, literacy practices, and school literacy instruction. Using different theoretical perspectives and research methodologies, two students illustrate students' literacy perspectives with WWF and teen zines; one student shares pre-service teachers' experiences with learning about students literacy practices with popular culture texts and implementing thematic units using student popular culture.

- I. What Could the WWF and a High School English Curriculum Possibly Have in Common?
Donna Alvermann - University of Georgia
Andrew Huddleston - Texas Tech University
Margaret Hagood - University of Georgia
- II. Exploring Teen Zines: Adolescent Girls Writing Differently on Their Own
Barbara Guzzetti - Arizona State University
Margaret Gamboa - Arizona State University
- III. Pre-Service Teachers Learn to Integrate Student Popular Culture Texts into Literacy Instruction
Shelley H. Xu - Texas Tech University
Discussant: Margaret Finders - Washington University

3:00 - 4:30 P.M.

TRADE ROOM

Symposium Session

Creating an Effective Reading-Writing Connection in K-3 Classrooms Through Deep Training and Coaching: A Large Urban District's Experience

Chair: Marcelo F. Pinto - Dallas Independent School District

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. Classroom observations paired with student test scores revealed that the highest scoring students had received a balanced instructional content with a reading-writing connection.

- I. The Academy - History of the Delivery System
Georgia Thompson - Dallas Independent School District
- II. Coaching a Balance of Content
Jane Moore - Dallas Independent School District
- III. Impact of a Balanced Content on Student Achievement in Reading
Katy Denson - Dallas Independent School District
Discussant: Michael Sampson - Texas A&M University at Commerce

3:00 - 4:30 P.M.

SANDRINGHAM

Symposium

Research and Reflection: Pathways to Professional Development

Chair: Mary S. Rozendal - State University of New York at Buffalo

This symposium presents an analysis of the impact of a variety of approaches designed to engage and scaffold preservice and inservice teachers in the development of reflective thinking. The approaches include: retrospective miscue analysis, transcript analysis, journals, written responses to assigned readings, and action research in classroom and clinical settings.

- I. Supporting Reflection in Graduate Reading Courses
Theresa A. Deeney - University of Rhode Island
- II. Transcript Analysis as a Research Tool for Mediating Practical Inquiry.
Linda Kucan - Appalachian State University
- III. Retrospective Miscue Analysis and Reflective Practitioners.
Barbara Palmer - Mount Saint Mary's College
Discussant: Victoria J. Risko - Vanderbilt University

3:00 - 4:30 P.M.

WINDSOR

Symposium

CAL Reads: Teaching, Service and Change in an Integrated Professional Development Program

Chair: Kay Moss - Illinois State University

This symposium presents an analysis of projects that provide individualized literacy instruction to struggling readers and professional development to undergraduate tutors, classroom teachers, and reading specialists in training. Using quantitative and qualitative means, the content of the symposium focuses on the nature of how participating teachers or tutors conceptualize reading instruction and the reading abilities of their students, and how this is related to their effectiveness as teachers relative to their instructional practice and the academic achievement of the students they serve.

- I. CAL Reads: Pitfalls and Possibilities for Literacy Intervention within Schools
Richard D. McCallum
Paolo Martin - University of California, Berkeley
- II. A Whole Different Story: The Discoursa (re)Construction of Student Ability in Teacher-Generated Assessment Narratives
Maren S. Aukerman - University of California, Berkeley
John Zwolinski - University of California, Berkeley
- III. Using Professional Development to Change Teachers Conceptions of Teaching
John Gargani - University of California, Berkeley
Discussant: Richard D. McCallum

3:00 - 4:30 P.M.

BALMORAL

Paper Session

Literature Reviews: Struggling Readers, Writing and Response to Literature

Chair: Stanley B. Straw - University of Manitoba

- I. Literacy Calls: What Does Research Suggest for Middle Level Poor Readers
Mary F. Roe - Washington State University
- II. Cooperative Learning in Writing and Response to Literature
Stanley B. Straw - University of Manitoba
- III. Teaching without Tracking: Strategies for Supporting Struggling Readers in Secondary Content Area Learning
Nancy Knapp - University of Georgia

3:00 - 4:30 P.M.

FLAGLER

Symposium

Literature Circles, Classroom Practices and Vocabulary Learning: Case Studies of Primary, Intermediate and Middle School Teachers.

Chair: Martha Harrison - University of South Florida

- I. Literature Circles, Vocabulary and a Primary Perspective: A Case Study of a Third Grade Teacher
Rewa C. Williams - University of South Florida
- II. Literature Circles, Vocabulary and an Intermediate Insight: A Case Study of a Fourth/Fifth Grade Teacher
Nancy L. Williams - University of South Florida
- III. Literature Circles, Vocabulary and a Middle School Viewpoint: A Case Study of a Middle School Teacher
Keva Mitchell - University of South Florida
Discussant: Camille Blachowicz - National-Louis University

3:00 - 4:30 P.M.

THEATRE

Symposium Session

NRC and the Reading Policy Agenda: Where Do We Fit In?

In this featured session, four leading reading policy researchers will engage in a panel discussion on the role of NRC (and literacy researchers more generally) in helping to set federal and state reading policy initiatives. Findings regarding NRC's current position and influence with policy makers will be presented. Panel members will then present their views on the implications of these findings and will suggest strategies for addressing NRC's limited influence in the current policy agenda.

- Cecil Miskel - University of Michigan*
Cathy Roller - International Reading Association
Richard Allington - University of Florida
Anne McGill-Franzen - University of Florida

3:00 - 3:45 P.M.

TRINITY

Roundtables

- I. Effects of a Research-Based Middle School Language Arts Program on Struggling Readers and Writers: Stories of Three Middle School Teachers
Jamie Ellis, Jeanne-Marie Tamez, Judy Northrup
Linda Ellis - Stephen F. Austin University
- II. Pre-Service Secondary Teachers: Building Content Area Literacy through Electronic Notebook Development
B. Joyce Stallworth - University of Alabama
Elizabeth Wilson - University of Alabama
Vivian H. Wright - University of Alabama
- III. Children's Emerging Knowledge of Genre and Register
Jeni Arndt - Purdue University
Sharon Snyders - Purdue University
- IV. Exploring Inservice Teachers' Learning to Teach Literacy and Language Arts
Chitlada B. Patchen - University of Nevada-Reno
Diane Barone - University of Nevada-Reno

3:45 - 4:30 P.M.

TRINITY

Roundtables

- I. A View of the Literacy Beliefs and Growth Processes of Undergraduate Students Specializing in Reading: Non-Certified Teachers vs. Traditional Field-Based Students
Mary Beth Sampson - Texas A&M University-Commerce
I. Laverne Raine - Texas A&M University-Commerce
Patricia E. Linder - Texas A&M University-Commerce
Wayne M. Linek - Texas A&M University-Commerce
Ceretha Levingston - Texas A&M University-Commerce
- II. White Pre-service Teachers in Urban Schools
Julie L. Pennington - University of Texas at Austin
- III. An Examination of How Teacher Education Programs Prepare Pre-Service Teachers to Utilize School Library Programs to Support Literacy Development and Instruction
Marlene M. Asselin - University of British Columbia
Ray Doiron - University of Prince Edward Island
- IV. Organization and Management Decision-Making in a Second-Grade Classroom: Frequently Ignored but Critical Aspects of Effective Literacy
James F. Baumann - University of Georgia

National Reading Conference

4:45 - 6:00 P.M.

VERSAILLES ROOM

Plenary Session

Chair: Louis Chen - Ontario Institute for Studies in Education

Edward B. Fry Book Award Presentation

Chair of Committee:

Linda Kucan - Appalachian State University

Introduction of Speaker

Louis Chen - Ontario Institute for Studies in Education

Plenary Address:

Making Literacy Policy Differently:

Globalisation, Diversity and Semiotic Economies

*Allan Luke, Professor
Queensland University*

The making of state and national literacy education policy is not simply a matter of finding the 'scientific truth' of literacy education. This is an insider/outsider narrative account of the making of Australian literacy policy in the face of new economic, cultural and social conditions. Aside from providing an alternative narrative account about working within government bureaucracies, it makes three broad claims: that educational policy formation is a complex and embedded textual, hermeneutic and cultural practice; that educational policy requires complex and articulated linkages with other social policies in order to make a difference; and that, therefore, policy making must draw upon as broad a range of disciplinary and social scientific theory and data as possible. Policy needn't be boring or mysterious.

6:00 - 6:45 P.M.

TRIANON

2002 NRC Business Meeting

9:00 - Midnight

LOBBY BAR

Vital Issues

7:~ 8:30 A.M.

BAYFRONT A

Alternative Session

"An Encyclopedia of Literacy: Reflections on and Projections for the Field"

Chair: Barbara J. Guzzetti - Arizona State University

The purpose of this alternative format session is to allow participants to review where the field of literacy has been and is currently, as well as to stimulate thought about future directions for the field. As a vehicle for doing so, after brief introductory remarks by the session's chair, the organizer, and the moderator, participants will be given overviews of selected entries representing major categories in a forthcoming encyclopedia of literacy. These overviews will be presented in roundtable format by their authors to allow for audience questioning and interactions with the presenters.

The encyclopedia of literacy (in press) is intended as a complement to, and extension of, The Literacy Dictionary (Harris & Hodges, 1995). Entries present a comprehensive overview of the field, including topics of long standing, as well as recent trends in the field. Each entry begins with a definition of the construct and continues with a review or overview of research related to the topic or issue, including citations and references. The almost 300 entries in the volumes were written by about 250 contributors — researchers well known for their lines of inquiry on the topic, as well as early career scholars and graduate students becoming experts in an area, and practitioners with specialized expertise related to the entry.

Participants:

David Pearson - University of California, Berkeley
Patricia Alexander - University of Maryland
Yetta Goodman - University of Arizona
Yolanda Majors - University of Georgia
Victoria Purcell-Gates - Michigan State University
David Reinking - University of Georgia
Timothy Shanahan - University of Illinois at Chicago
Suzanne Wade - University of Utah

Roundtable Presenters:

JoBeth Allen - University of Georgia
Richard Allington - University of Florida
Patricia Anders - University of Arizona
Rebecca Barr - National Lewis University
James Baumann - University of Georgia
Robert Calfee - University of California, Riverside
James Christie - Arizona State University
Michelle Commeyras - University of Georgia
Martha Dillner - University of Houston
Janice Dole - University of Utah
Mark Dressman - University of Illinois at Urbana - Champaign
Jacqeline Edmondston - Pennsylvania State University
Laurie Elish-Piper - Northern Illinois University
Marion Fey - State University of New York
Margaret Finders - Washington University
Margaret Gamboa - Arizona State University

Linda Gambrell - Clemson University
Kenneth Goodman - University of Arizona
Margaret Hagood - University of Georgia
Jerome Harste - Indiana University
Douglas Hartman - University of Pittsburgh
Cynthia Hynd - University of Illinois at Chicago
Cynthia Lewis - University of Iowa
Michael McKenna - Georgia Southern University
Larry Mikulecky - Indiana University
Elizabeth Moje - University of Michigan
David Moore - Arizona State University
Lesley Morrow - Rutgers University
Sherrie Nist - University of Georgia
David O'Brien - University of Minnesota
Jeanne Paratore - Boston University
Taffy Raphael - University of Illinois at Chicago
Victoria Ridgeway - Clemson University
Richard Robinson - University of Missouri
Martha Ruddell - Sonoma State University
Leslie Rush - University of Georgia
Terry Sallinger - American Institutes for Research
Diane Schallert - University of Texas at Austin
Norman Stahl - Northern Illinois University
Steven Stahl - University of Georgia
Susan Swan - Carnegie Mellon University
Barbara Taylor - University of Minnesota
Sheila Valencia - University of Washington
Arlette Willis - University of Illinois at Urbana - Champaign
Peter Winograd - University of New Mexico

8:30-10:00 A.M.

ESCORIAL

Alternative Session

High-Stakes Literacy Testing: Issues and Dilemmas

Chair: Richard Allington - University of Florida

The purpose of this alternative format is to present the history, economics, politics, and philosophy of high-stakes testing, and the impact upon the ultimate stakeholders - the children. Possible solutions will be discussed.

- I. High Stakes Literacy Standards and Testing: The Legislation and the Legislators
- II. Current Activities in Florida Literacy Accountability Legislation
- III. Fiscal Costs of High-Stakes Testing at Elementary Levels.
- IV. High for Whom?: Students' Perceptions of High-Stakes Testing
- V. I got a 6 on the Florida Writes!: The Impact of High-Stakes Testing on Students' Perceptions of their Writing Ability
- VI. I was So Scared!: Children's Knowledge of Words on High-Stakes Tests and their Attempts to Figure it All Out
- VII. How it Came to Be: The Perceptions of Multiple Stakeholders about the Emergence of a Statewide High-Stakes Assessment

National Reading Conference

Participants:

Paula Leftwich - Polk County Public Schools
Jennifer Jasinski Schneider - University of South Florida
Heidi Ann Mesmer - Virginia Commonwealth
Karen F. Thomas - Western Michigan University
Cheri F. Triplett - Virginia Tech
Nancy L. Williams - University of South Florida
Mary A Barksdale - Virginia Tech
Discussant: Richard Allington - University of Florida

Yetta Goodman - University of Arizona
Discussant: Ken Goodman - University of Arizona

8:30-10:00 A.M.

ALHAMBRA

Symposium Session

Teaching Children to Become Fluent Readers

Chair: Steven A. Stahl - The University of Georgia

This symposium will present three papers from a larger project designed to implement and understand fluency and its instruction. The first strand of this project examines the effects of two different classroom implementations – one based on repeated reading and one based on wide reading – on children’s growth in fluency and comprehension. The second strand is testing the effects of a remedial program, designed to bring children with reading problems to the point where they can take advantage of the instruction provided in strand one. The final strand examines how different reading behaviors relate to fluent reading and, thus, to comprehension.

- I. Prosodic Reading and Reading Skill
Anne Marie Hamilton - University of Georgia
Paula J. Schwanenflugel - University of Georgia
Melanie R. Kuhn - Rutgers University
Katherine Anderson - Rutgers University
- II. Home Literacy: Expanding the School Day
Lesley M. Morrow - Rutgers University
- III. Developing Fluency in Classrooms
Steven A. Stahl - University of Georgia
Melanie R. Kuhn - Rutgers University
Discussant: Timothy Rasinski, Kent State University

8:30-10:00 A.M.

RAPHAEL

Symposium Session

Eye Movements from a Whole Language Perspective

Chair: Ken Goodman - University of Arizona

This symposium focuses on eye movement research viewed through a whole language, constructivist framework. Presentations will center around a new method of eye movement analysis combined with miscue analysis and will describe research with experienced and beginning readers. Whole language pedagogical principles derived from eye movement research will be discussed.

- I. Eye Movements and Miscue Analysis
Eric Paulson - University of Cincinnati
- II. Eye Movements and Beginning Reading
Alan Flurkey - Hofstra University
- III. Principles for Reading Instruction Based on Eye Movements and Miscue Analysis

8:30-10:00 A.M.

MICHELANGELO

Symposium Session

Reviews of the Reading Research Literature: Updates and Extensions of the National Reading Panel Reviews

Chair: Anne Sweet – Office of Educational Research and Improvement

This symposium reports on updates and extensions to The National Reading Panel syntheses of reading research. Updates to NRP reviews include new work in teacher education, vocabulary, and technology. The teacher education review was updated to include non-experimental research. New syntheses of research in second language reading and reading assessment are reported.

- I. Updates to the Vocabulary and Technology Research Databases
Helen S. Kim - Stanford University
Michael L. Kamil - Stanford University
- II. Updates and Extensions to the Teacher Education Research Database
Elizabeth Pang - Stanford University
Michael L. Kamil - Stanford University
- III. Synthesis of Research on Assessment of Reading and Reading Instruction
Ray Jarvis Rivera - Stanford University
Michael L. Kamil - Stanford University
- IV. Synthesis of Research on Second Language Reading
Elizabeth Bernhardt - Stanford University
Helen S. Kim - Stanford University
Elizabeth Pang - Stanford University
Michael L. Kamil - Stanford University
Discussant: Anne Sweet – Office of Educational Research and improvement

8:30-10:30 A.M.

DUPONT

Symposium Session

Silenced Literacies: Reconceptualizing the Critical Literacies of Black and Latina/o Children and Youth

Chair: Marjorie Siegel - Columbia University

This interactive symposium is designed to raise questions about teaching critical literacies. The centerpiece will be small group discussions of data that show how Black and Latina/o children and youth negotiate critical literacies in the school, peer, family, religious, and community worlds they move within and across.

- I. Critical Literacies Within/Across the Multiple Worlds of African American Youth
Iris Dixon - Columbia University
- II. Transforming Our Lives: Collaborating with Children to Create Their Worlds
Nadjwa Norton - Columbia University
Discussant: Penny Oldfather - University of Georgia

8:30-10:00 A.M.

GUSMAN

Symposium Session

Literacy and the Neurosciences: Myriad Perspectives and Approaches

The purpose of this symposium is to discuss current studies of literacy conducted within the theoretical framework of the neurosciences. The foci for these studies include the simulation and description of the reading process, the remediation of reading disabilities, and the description of neuroanatomical and associated behaviors from biological perspectives.

- I. Net-Based Models in Neurology, Cognition, and Social Processes
John McEneaney - Oakland University
- II. Rainbow-Colored Phonemes in fMRI Research: What You See is What Exactly?
George Hruby - University of Georgia
- III. Technical Advances in the Diagnosis and Treatment of Reading Disabilities
Liqing Tao - City University of New York
- IV. Diagnosis and Correction: How Best Practice in the Classroom Informs Biology
Denise Smith - Indiana University-South Bend
- V. Where Are We? Where Might We go?
Bill Henk - Southern Illinois University
- VI. From Lateral Lines to Audition: Evolution and Auditory Processing
J. Michael Pickle - Indiana University South Bend
John Hoover - St. Cloud State University
- VII. Superior Colliculus and the Control of Eye Movements
J. Michael Pickle - Indiana University South Bend
Roxanne W. Bridges - College of Saint Catherine

8:30-10:00 A.M.

SANDRINGHAM

Symposium Session

Literacy, Teaching, and Learning with Hypermedia: Using RCE in Pre-service Education

RCE is a hypermedia environment created to support literacy learning in teacher education programs. Previous studies have shown the need for researchers to explore different ways teacher educators use RCE in their classrooms. This session provides data on student learning and the varied ways instructors use RCE to enhance that learning.

Presenters:

- Laura Roehler - Michigan State University/CIERA*
- P. David Pearson - University of California-Berkeley/CIERA*
- Suzanne Knezek - Michigan State University/CIERA*
- Erica Boling - Michigan State University/CIERA*
- Terry Atkinson - East Carolina University/CIERA*
- Sharman Siebenthal - Michigan State University/CIERA*
- Karen Nolan - West Chester University/CIERA*
- Yonghee Suh - Michigan State University/CIERA*

8:30-10:00 A.M.

WINDSOR

Symposium Session

Relationships Between Text and Instruction: Evidence from Three Studies

Chair/Discussant: William H. Teale - University of Illinois-Chicago

This session convenes three papers related to relationships between text and instruction. Although stemming from three very different studies, all suggest that texts used in classrooms influence the nature of instruction in classrooms. Text should not be underestimated not only in its role in the reading process, but also in its role in the instructional process.

- I. Text and Text-In-Use: A Research Tool for Assessing the Classroom Literacy Environment
James V. Hoffman - University of Texas at Austin
Gerald G. Duffy - Michigan State University
Misty Sailors - University of Texas at Austin
- II. Text Purposes and Text Use: A Case from Elementary Science Instruction
Victoria Purcell Gates - Michigan State University
Nell K. Duke - Michigan State University
Leigh Hall - Michigan State University
Cathy Tower - Michigan State University
- III. Text Interventions and Text use: A Study in grade One and Two Classrooms
Nell K. Duke - Michigan State University
Susan Bennett-Armistead - Michigan State University
Mary Kay Johnson - Michigan State University

8:30 - 10:00 A.M.

BALMORAL

Symposium Session

The Role of Sign Systems in K-12 and Preservice Teacher Literacy

Chair: Ramona C. Moore - Western Washington University

This symposium extends participants' understanding of transmediation, multiple literacies, semiotic theory, and sign systems. Following a brief discussion of the role of sign systems in literacy education, presenters will discuss research they conducted investigating K-12 students', preservice teachers', and literary teacher educators' use and understanding of signs.

- I. So What is Unique about Reading and Writing on a Computer Screen?: Young Students' Cognitive Computer Engagements with Multiple Sign Systems
- II. Noticing What's There: A Study of Art in Language Arts/English Projects
- III. What Do Literacy Teacher Educators Know about Semiotics and Sign Systems
- IV. Sign, Sign, Everywhere a Sign: Multiplying Literacies in the Preservice Teacher Curriculum
- V. Integrating Sign Systems in Two Field-Based Literacy Courses: Starting Over and Doing It Right!
Janet C. Richards - University of Southern Mississippi
Linda D. Labbo - University of Georgia

National Reading Conference

Michael C. McKenna - Georgia Southern University
Peggy Albers - Georgia State University
Dana Grisham - San Diego State University
Deborah Begoray - University of Victoria, Canada
Discussant: Jamie Myers - Pennsylvania State University

8:30-10:00 A.M.

THEATRE

Symposium Session

New Times: First Person Shooter Games Go to College

Chair: Jerome C. Harste - Indiana University

In these "new times" everyday literacies, like computer games, are said to teach young people more about literacy than what happens in the English language arts classroom. In order to value such everyday literacies, however, many adult literacy educators will need a change of attitude. Come explore what we know.

- I. The Case for Why Literacy Professionals Need to Understand the Everyday Literacy of First Person Shooter Games
Devon C. Sanner - Indiana University
Beth M. Lehman - Indiana University
- II. The Attitudes and Assumptions Which Adult Literacy Workers Hold Toward First Person Shooter Games
Kimberly S. Conway - Indiana University
Cynthia Jackson - Indiana University
- III. The Issues and Concerns Adult Literacy Workers Have About the Literacies Involved in First Person Shooter Games
Julie Ann Enyeart - Indiana University
Sibel Ariogul - Indiana University
- IV. New Literacies in New Times: How Enlightened are Future Elementary Teachers?
Debra K. East - Indiana University
Gloria A. Reeves - Indiana University

Discussants:

Vivian Vasquez - Indiana University
Charles K. Kinzer - Vanderbilt University

8:30-10:00 A.M.

FLAGLER

Symposium Session

International Reading Association Urban Diversity Commission: Making Progress Through the Creation of Possibilities, and Promotion of Publications

Co-Chairs: David Hernandez, Bill Hammond, Jeanne Schumm, Pamela Mason, Richard Long

Since Spring 2000, the IRA Urban Diversity Initiatives Commission has been an active group of educators interested in the improvement of urban literacy education. Since 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 language, cultural and ethnic diversity (Snyder, 1997), the Commission has been analyzing the effects on urban education. Through problem-posing and problem-solving activities in meetings across the nation, commission members have developed goals that will meet the educational challenges through sensitive and responsive actions (Kozol, 1991; Shirley, 1997; Diller,

1999; Edwards, 1999; Danridge, Edwards, & Pleasants. 2000; Schmidt, 1999 & 2001; Sleeter, 2001, Hammerberg & Grant, 2001). "Making it different to make a difference," has been the guiding principle established by the commission's founders, Dolores Malcom and Carmelita Williams, past presidents of the International Reading Association Commission. Co-Chairs, David Hernandez and Bill Hammond, educational leaders in public schools, have provided the guidance to move the commission's work forward. The purpose of this session is to report on the Commission's activities with presentations from Commission Members in the following areas:

Dean's Network for Teacher Education
Alliances and Partnerships with Urban Organizations
Leadership and Academies for Urban Education Leaders
Publications for the Urban Teacher and Teacher Preparation
Ambassadors to Urban Organizations

8:30-9:15 A.M.

TRINITY

Round tables

- I. Informational Texts Read Aloud: Preferences and Opinions of Middle School Students
Lettie K. Albright - Texas Women's University
- II. The Uses of Student Voice in Designing a Reading Class for At-Risk Teens
April D. Nauman - Northeastern Illinois University
Becca Manery - Northeastern Illinois University
Charles Pistorio - Northeastern Illinois University
- III. Teacher Perspectives: Assessing Text Difficulty
Linda M. Carr - State University of New York at Albany

9:15-10:00 A.M.

TRINITY

Round tables

- I. Joint Roundtable: Reading Excellence Grants: Case Studies of University/School Partnerships in Literacy Education
Beverly J. Bruneau - Kent State University
James Mosenthal - University of Vermont
- II. "I Can Write About Anything I Want? Gee Miss, Where Do I Start?" Preservice Teachers Working with Low-Income Latino Students in an After-School Writing Club
Rachel G. Salas - Texas A&M-Corpus Christi
Merry Boggs - Texas A&M-Corpus Christi
Ruth Rechis - University of Texas at Austin

10:00 - 10:15 A.M

VERSAILLES

Coffee and Rolls Reception
(complimentary)

10:15 - 11:45 A.M.

VERSAILLES

Research Address Session

Chair: Jerémie Serór - University of British Columbia

Albert J. Kingston Award

Chair of Committee:

Peter Afflerbach - University of Maryland

Introduction of Recipient

Linda Gambrell - Clemson University

Introduction of Speaker

Lesley Mandel Morrow - Rutgers University

2002 NRC Research Address:

Literacy Research and Students of Diverse Backgrounds:
Issues, Findings, and Missed Opportunities

Kathryn Au,

Dai Ho Chun Professor of Education

University of Hawaii

Research addressing the challenge of the literacy achievement gap is considered in the context of debates about how literacy is defined, taught, and assessed; what constitutes research; who conducts research; and how research questions are shaped.

**The Impact of Family on Literacy Development:
Convergence, Controversy, and Instructional Implications**

Patricia Edwards

Professor of Language and Literacy

Michigan State University

Research addressing the impact of family on literacy development has been at the center of many hotly contested debates. This review highlights the convergence, controversy, and instructional implications from current research related to: (1) the nature and function of children's emergent literacy knowledge on instruction; (2) the role that poor, minority, and immigrant parents can, should, and do play in literacy development; and (3) the ways that social and cognitive norms acquired at home mediate school literacy practices.

**Literacy Interventions for Young Children
Considered to be at Risk**

Dorothy Strickland

Samuel DeWitt Proctor Professor of Education

Rutgers, the State University of New Jersey

Research on School Readiness Literacy intervention in early care and education is achieving increasing attention as a means to prevent failure in beginning reading. This review attempts to determine what is known about these interventions relative to: (1) key features of curriculum, instruction, and professional development and; (2) how well children demonstrate progress in the established literacy (includes language) goals of the intervention.

12:45 - 4:15 P.M.

VERSAILLES

**Research-Based Best Practices
in Literacy Instruction**
(see next page for details)

1:00 - 2:00 P.M.

Executive Board Meeting

2:00 - 5:00 P.M.

Board Meeting

9:00 - Midnight

LOBBY BAR

Vital Issues

Research-Based Best Practices in Literacy Instruction

Conference on Instructional of Research

PRELIMINARY SCHEDULE Saturday, December 7, 2002

- 8:00-8:30** Early bird registration
- 8:30-10:00** Early bird research break out sessions
(see daily schedule)
- 9:30-10:15** Registration/Coffee
- 10:15-11:45** 2002 NRC Research Address
- 11:45-12:45** Box Lunch
- 12:45-1:45** Afternoon Keynote Speaker
- 2:00-3:00** Breakout sessions A
- 3:15-4:15** Breakout sessions B

Box lunch is provided with paid registration only.

Registration is free of charge to NRC members who are registered for the entire conference. NRC members who wish to attend NRC's 2002 Research-Based Best Practices in Literacy Instruction Conference (free of charge) must register for this portion of the conference prior to December 7, 2002.

12:45-1:45 P.M. AFTERNOON KEYNOTE

VERSAILLES

What REALLY Matters for Struggling Readers

Richard L. Allington - University of Florida

2:00-3:00 P.M. BREAKOUT SESSION A

ESCORIAL

Implications of Mandated Commercial Reading Programs on the Literacy Development of Latino Urban Youth

Lilia D. Monzo, Robert Rueda, University of Southern California

SANDRINGHAM

Organization, Management, and Instructional Decision-Making in a Second Grade Classroom

James F. Baumann, University of Georgia

WINDSOR

Reaching Out to ALL Families: Improving Literacy through Alternative Family Involvement

Karen Miller, Roby Elementary School, Bullitt County
Gayle Moore, LaGrange Elementary, Oldham County
Melissa Sutherland, Byck Elementary, Jefferson County
Ellen McIntyre, University of Louisville
Diane Kyle, University of Louisville Room

BALMORAL

What We Have Learned from Studying Exemplary Teachers about Developing Comprehension and Word Study Skills

Lesley Mandel Morrow, Rutgers University
Linda B. Gambrell, Clemson University
Cathy Collins Block, Texas Christian University

3:15-4:15 P.M. BREAKOUT SESSION B

ESCORIAL

Early Literacy Instruction for Diverse Learners: Factoring in Parents' Understandings of Schooling and Literacy

Rosalinda Barrera, University of Illinois

SANDRINGHAM

Using Student Popular Culture Interests for Literacy Instruction in Elementary, Middle, and High Schools

Shelley Hong Xu, California State University at Long Beach
Donna E. Alvermann, University of Georgia

WINDSOR

Access is More than Providing Books

Jo Worthy, Nancy Roser, Lori Assaf, University of Texas
Rosemary Flores, Allison Elementary, Austin

BALMORAL

Fostering Comprehension Acquisition through Classroom Read Alouds

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

Appendix I

Board of Directors and Key Personnel

2002 Board of Directors

President

Deborah R. Dillon (2001-02)
University of Minnesota
dillon@umn.edu

President-Elect

Lee Gunderson (2001-02)
University of British Columbia
lee.gunderson@ubc.ca

Past President

Peter B. Mosenthal (2001-02)
Syracuse University
pbmosent@sued.syr.edu

Vice President

Lea McGee (2001-02)
University of Alabama
lmcgee@bamaed.ua.edu

Secretary

Janice F. Almasi (2000-03)
SUNY/Buffalo
almasi@acsu.buffalo.edu

Treasurer

Peter A. Dewitz (2000-02)
Somerset County Schools (MD)
pdewitz@cstone.net

Board Members

Marjorie Youmans Lipson (2001-03)
University of Vermont
mlipson@zoo.uvm.edu

Elizabeth Moje (2001-03)
University of Michigan
moje@umich.edu

Annemarie Palincsar (2000-02)
University of Michigan
annemari@umich.edu

Scott Paris (2001-03)
University of Michigan/CIERA
sparis@umich.edu

Victoria Purcell-Gates (2000-02)
Michigan State University
vpgates@msu.edu

Steven A. Stahl (2000-02)
University of Georgia
sstahl@moe.coe.uga.edu

Field Council Chair

Joyce E. Many (2000-02)
Georgia State University
mstjem@gsu.edu

Publications Chair

Lesley M. Morrow (2002)
Rutgers University
lmorro@rci.rutgers.edu

Technology Committee Chair

Michael McKenna (2002)
Georgia Southern University
mmckenna@gasou.edu

Board Advisors

Historian

Norman Stahl (2000-02)
Northern Illinois University
stahl@niu.edu

Parliamentarian

Bette S. Bergeron (2001-02)
Arizona State University East
bette.bergeron@asu.edu

NRC Listserve

Barbara Guzzetti (2000-03)
Arizona State University
guzzetti@asu.edu

NRC Editors

NRC Web-Page Co-Editors

John McEneaney (2000-03)
Oakland University
mceaneane@oakland.edu

Dennis Mike
Buffalo State College
mikedg@bscmail.buffalostate.edu

JLR Co-Editors

Tim Rasiniski (2000-03)
Kent State University
traskinsk@kent.edu

Wayne M. Linek (2000-03)
Texas A&M University
Wayne_Linek@tamu-commerce.edu

Nancy D. Padak (2000-03)
Kent State University
npadak@literacy.kent.edu

Elizabeth Sturtevant (2000-03)
George Mason University
esturtev@gmu.edu

NRC Newsletter Co-Editors

Rachel A. Karchmer (2000-03)
Virginia Commonwealth Univ.
rkarchmer@hotmail.com

Marla Mallett (2000-03)
Southern Illinois University
mmallett@siu.edu

NRC Yearbook Co-Editors

Colleen M. Fairbanks (2000-03)
University of Texas
cmf@ccwf.cc.utexas.edu

James V. Hoffman (2000-03)
University of Texas-Austin
jhoffman@mail.utexas.edu

Beth Maloch (2000-03)
University of Texas at Austin
bmaloch.mail.utexas.edu

Diane Schallert (2000-03)
University of Texas/Austin
dschallert@mail.utexas.edu

Jo Worthy (2000-03)
University of Texas/Austin
worthy@mail.utexas.edu

2002 NRC Committee Chairs

Diversity Committee

Chair: Laurie MacGillivray (2002-03)
University of Southern California
macgill@usc.edu

Ethics Committee

Chair: Nancy Knapp (2002-03)
University of Georgia
nknapp@coe.uga.edu

International Committee

Co-Chair: Karin Dahl (2002-03)
Ohio State University
kldahl@magnus.acs.ohio-state.edu

Co-Chair: Katrin Poom-Valickis (2002-03)
Tallinn Pedagogical University
katrinpv@tpu.ee

Legislative & Policy Committee

Co-Chair: Peter Winograd (2002-03)
University of New Mexico
winograd@unm.edu

Co-Chair: Barbara Kapinus (2002-03)
National Education Association
bkapinus@nea.org

Multicultural Committee

Co-Chair: Patricia Schmidt (2002-03)
LeMoyne College
schmidt@lemoyne.edu

Co-Chair: Hong (Shelly) Xu (2002-03)
Texas Tech University
shelley.xu@ttu.edu

National Reading Conference

2002 NRC Award Committee Chairs

Distinguished Scholar Lifetime Achievement Award Committee

Co-Chair: James Gavelek (2002-03)
Univ. of Illinois at Chicago
Co-Chair: Trika Smith Burke
New York University
ms4@nyu.edu

Early Career Achievement Award Committee

Co-Chair: Janet W. Bloodgood (2002-03)
Appalachian State University
bloodgoodjw@appstate.edu

Co-Chair: Wendy C. Kasten (2002-03)
Kent State University
wkasten@kent.edu

Ed Fry Book Award Committee

Chair: Linda Kucan (2002-03)
Linda.Kucan@appstate.com

Albert J. Kingston Award Committee

Chair: Peter Afflerbach (2002-03)
University of Maryland
pal5@umail.umd.edu

Oscar Causey Award Committee

Chair: Mark W. Conley (2002-03)
Michigan State University
conleym@msu.edu

Student Outstanding Research Award Committee

Chair: Josephine Young (2002-03)
Arizona State University
jyoung@asu.edu

NRC Award Recipients

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)
Linda Gambrell (2001)

Distinguished Scholar Lifetime Achievement Award

Ann Brown (2000-01)

Early Career Achievement Award

Cynthia Brock (1999)
Joyce Many (1999)
Elizabeth Birr Moje (2000)
Lawrence R. Sipe (2001)

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)
Susan Florio-Ruane (2001)

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)
Patricia Ann Alexander (2001)

Student Outstanding Research Award

Peter Afflerbach (1985)
Deborah Wells Rowe (1986)
Maribeth Cassidy Schmitt (1987)
Sally Hague (1988)
Joyce Many (1989)
Douglas Hartman (1990)
Joyce Holt Jennings (1990)
Sarah J. 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)
Nancy A. Place (2001)

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)
Peter B. Mosenthal (2000 - 01)

For a complete list of area reviewers and committee members go online at nrconline.org.

Appendix II

2002 Area Chairs

General Program Chair: Lee Gunderson

- 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, and Secondary
Patricia R. Schmidt (2000, 2001, 2002)
- Area 3: Literacy Processes: Long Standing NRC Emphasis: College/Adult Reading
Jodi Patrick Holschuh (1999,2000, 2001, 2002)
- 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, 2002)
- 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, 2002)
Richard McCallum (2002-2003)
- Area 8: Teacher Education - Middle School/Secondary
William Dee Nichols (1999, 2000, 2001, 2002)
- Area 9: Emergent Literacy
Kelly Chandler-Olcott (2000, 2001, 2002)
- Area 10: Special Populations
Pamela Ross & Marva Capello (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, 2002)
- Area 13: Technology and Media
Dennis Mike (1999, 2000, 2001, 2002)
- Area 14: General
Jim Anderson, Maureen Kendrick (2002-2003)
- Study Groups
Brenda Shearer (2000, 2001, 2002)

Appendix III

Participants Index

- Mary Adler 11
 Peter Afflerbach 47
 Kristine Akey 32
 Sirat Al Salim 9
 Peggy Albers 46
 Marta Albert 36
 Lettie K. Albright 17, 46
 Patricia A. Alexander 13, 43
 Diane Allen 34
 JoBeth Allen 24, 43
 Kristine J. Allen 23
 Richard Allington 22, 41, 43, 44, 48
 Janice F. Almasi 22
 Bess Altwenger 8
 Donna E. Alvermann 10, 14, 27, 31, 34, 40, 48
 Patricia L. Anders 24, 33, 43
 Ann Anderson 22
 Jim Anderson 28
 Katherine Anderson 44
 Nancy Anderson 24
 Rebecca S. Anderson 18, 19, 39
 Sharon Anderson 39
 Carol A. Angell 22
 Verlinda Angell 16
 Laura Apol 11
 Amy L. Ardell 9, 12
 Maria Elena Arguelles 13
 Mary Arial Broughton 24
 Sibel Ariogul 46
 Jeni Arndt 41
 Joanna Arnold 24
 Mary L. Arthur 36
 Poonam Arya 8
 Elizabeth B. Asbury 11
 Gwynne Ellen Ash 12, 15
 Lori Assaf 21, 30, 48
 Marlene M. Asselin 41
 Rosemarie L. Ataya 13
 Terry S. Atkinson 22, 45
 Kathryn H. Au 47
 Maren S. Aukerman 41
 Juwan Bae 32
 Elizabeth A. (Betsy) Baker 10
 Mathew W. Baker 25
 Mary A. Barksdale 44
 Charline J. Barnes 13
 Mary Barnes 26
 June Barnhart 28
 Diane Barone 8, 18, 27, 41
 Rebecca Barr 15, 37, 43
 Rosalinda Barrera 21, 37, 48
 Imelda Basurto 18
 Jennifer Battle 23
 James F. Baumann 41, 43, 48
 Richard Beach 10
 Sara Ann Beach 19, 32
 Rita M. Bean 15
 Thomas W. Bean 15, 25, 28
 Donald R. Bear 21
 Roger F. Beard 21
 Maureen Begley 16
 Deborah Begoray 34, 46
 Kymberly Bennet 22
 V. Susan Bennett-Armistead 37, 45
 Sheila Benson 16
 Lynne Bercaw 16
 Bette S. Bergeron 40
 Jennifer Berne 36
 Elizabeth Bernhardt 44
 Sharon Beser 33
 Billy Betes 32
 William P. Bintz 9, 15
 Deanna Birdyshaw 17, 28
 Camille L.Z. Blachowicz 37, 41
 Heather A. Blair 24
 Janet W. Bloodgood 16, 23
 Kim Bobola 39
 Merry Boggs 46
 Catherine M. Bohn 28, 30
 Erica Boling 35, 37, 45
 Randall Boone 10
 Arlene Borthwick 16
 Eurydice Bouchereau Bauer 36
 Katherine Bouserman 18
 Angela Boutwell 9
 Edna G. Brabham 12, 8
 Barbara A. Bradley 31, 33
 Darcy Bradley 16
 Devon Brenner 9, 11
 Connie Bridge 25
 Roxanne W. Bridges 45
 Kelly S. Bright 26
 Karen Broadus 9
 Cynthia H. Brock 8, 18, 29
 Gregory W. Brooks 20
 Sharon Brooks 39
 Wanda Brooks 17
 Kathleen J. Brown 14
 Rachel Brown 15
 William G. Brozo 14
 Beverly Bruneau 46
 Mona Bryant-Shanklin 18, 22
 Nadine Bryce 17
 Roberta Buhle 37
 JoAnne Caldwell 12
 Robert Calfee 43
 Dana W. Cammack 31, 37
 Lisa Campbell 39
 Marva Cappello 8
 Chris Carger 35
 Heidi B. Carlone 31
 Kathryn S. Carr 13
 Linda M. Carr 46
 Kelly B. Cartwright 30
 Jerrell C. Cassidy 15, 18
 Nuria Castells 26
 Samantha B. Caughlan 11
 Gina Cervetti 35
 Kelly Chandler-Olcott 14
 Pamela L. Chase 11
 Regina G. Chatel 34
 Earl H. Cheek 33
 Louis Chen 12, 19, 42
 Julie B. Cheville 18, 38
 Hyunhee Cho 26
 James Christie 43
 Kathleen Clark 36
 Jeanne B. Cobb 16, 39
 Julie Coiro 20, 37
 Lesley Colabucci 13
 Tiffany S. Coleman 22, 32
 James Collins 27
 Cathy Collins Black 39, 48
 Carolyn Colvin 25
 Michelle Commeyras 15, 43

Participants Index

- Mark W. Conley 23, 25, 31, 32
Kimberly S. Conway 46
Frank Cook 39
Cheryl L. Cooke 21
Julie Coppola 8
Nancy Corbett 19
Diane Corcoran Nielsen 15
Paula Costello 27
Angela J. Cox 34
Beverly E. Cox 10
Margaret A. Coyne 20, 31
Elizabeth D. Cramer 27
Kathleen Crawford 40
Stella Crespo 10
Pam Crookedacre 28
Tom Crumpler 18
Anadylia Cuadra 16
James W. Cunningham 19
Joan Scott Curtis 17, 35
Margie S. Curwen 9, 12
Chris Da Silva-Iddings 30
Bridget Dalton 10, 31
James S. Damico 37
Virginia M. Daniels 23
Jennifer Danridge-Turner 36
Katharine Davies Samway 23
Maragaret B. Davis 39
Lenora De la Luna 21
Debby Deal 22
Theresa A. Deeney 40
Carol DeLaney 14
Katy Denson 40
Laurie Desai 27
Aurelia DeSilva 11
Glenn DeVoogd 38
Peter Dewitz 23
Maria Elena Diaz de Villezs 10
Amy Dietrich 39
Martha Dillner 43
Deborah Dillon 20, 31
Iris Dixon 44
Teresa M. Dobson 17
Aaron Doering 10
Ray Doiron 41
Janice A. Dole 34, 43
Sara E. Dolezal 14, 30
Carol Donovan 21, 48
Caitlin Dooley 18, 21, 33
Cheryl Dozier 16, 27
Roni Jo Draper 26
Marivm Drehere 15
Mark Dresman 43
Rocio Dresser 23
Ann M. Duffy 9, 14, 27, 31
Ann M. Duffy 21, 45
Gerald G. Duffy 45
Nell K. Duke 24
Kristy L. Dunlap 37
Michael Dunn 22, 27
KaiLonnies Dunsmore 12, 17
Pamela J. Dunston 9
Kevin Dupre 34
Elizabeth Duto 10, 19, 37
A. Jonathan Eakle 10, 19, 37
Debra K. East 46
Jacqueline Edmondston 43
Patricia Edwards 32, 47
Deborah Eldridge 15, 18, 22
Laurie A. Elish-Piper 19, 22, 43
Jamie Ellis 41
Linda Ellis 41
Charles A. Elster 11, 21
Patricia Enciso 14, 36
Julie Ann Enyeart 46
Shira Epstein 17
Karen Erikson 19
Kathy Escamilla 30
Kate Evans 23
Jenesse Evertson 32
Colleen Fairbanks 24
Francine C. Falk-Ross 26
Zhihui Fang 26, 37
Nancy Farnan 38
Michelle Fazio 26, 39
Leif Fearn 38
Sharon A. Feaster 15
Karen M. Feathers 19
Bob Fecho 15, 24
Sylvia Fehling 33
Richard E. Ferdig 37
Marion H. Fey 12, 43
Linda Fielding 25
Matt Fields 14
Margaret Finders 40, 43
Joyce C. Fine 15, 18, 22
Claudia Finkbeiner 33
Douglas Fisher 12
Amy Seely Flint 18, 38
James Flood 12, 14
Rosemary Flores 33, 48
Leila Flores Duenas 36
Alan Flurkey 44
Irene Fountas 19
Dana L. Fox 12
David G. Fox 34
Penny Freppon 8, 16, 39
Mary Jo Fresch 29
Nancy Frey 12, 16
Pamela G. Fry 19
Barbara J. Frye 35
Susan King Fullerton 37
Rene Galindo 27
Regan Galipeau 28
Margaret A. Gallego 27
Margaret Gamboa 40, 43
Linda Gambrell 39, 43, 47, 48
Kathy A. Ganske 11
Andrew Garber 10
Georgia Garcia 21, 33
John L. Gardner 34
John Gargani 41
Mary Garza 30
Lane R. Gauthier 33
James Gavelek 29
Susan Ghiaciuc 32
Perry Gilmore 24
Virginia Goatley 11, 36
Nancy L. Goldstein 35
Kenneth Goodman 43, 44
Yetta Goodman 43, 44
Mileidis Gort 8
Ted Grace 26, 40
Michael F. Graves 9
Daphne Greenberg 35
Lonnie Grenberg 26
Patricia Griesel 24
Priscilla Griffith 30
Dana L. Grisham 10, 23, 46
Carolyn Groff 18
Patricia Grogan 39
Lois A. Groth 19
Kris Guitierrez 32
Lee Gunderson 20
Barbara J. Guzzetti 33, 40
Margaret C. Hagood 31, 38, 40, 43
Jennifer B. Hall 12
Kathy Hall 39
Karen Halpin 39
Anne Marie Hamilton 44
Dawnene Hammerberg 11

National Reading Conference

Lisa Hammet 15
Bill Hammond 46
Jane Hansen 32
Marie D. Hardenbrook 25
Jan Hare 35
Janis M. Harmon 13, 16, 18, 26, 29, 39
Helen Harper 16
Colin Harrison 22
Martha M. Harrison 41
Jerome C. Harste 23, 38, 43, 46
Douglas Hartman 43
Lee Haugen 39
Latisha Hayes 12
Kathy N. Headley 12, 17
Tina Heafner 17
Wanda B. Hedrick 13, 16, 18, 26, 29
Lee Heffernan 38
Bena Hefflin 26
Lori A. Helman 21
Lowry E. Hemphill 15
Susan D. Henderson 28
William A. Henk 21, 45
David Hernandez 46
Alison Heron 24, 38
Elfrieda Hiebert 19
Kyle Higgins 10
Lorraine Highsmith 29
Katerine Hilden 28
Margaret Hill 16
Michael Hillinger 37
Kathleen A. Hinchman 14, 25, 40
Vickie J. Hinkle 19
James V. Hoffman 18, 30, 34, 45
Kerry A. Hoffman 9
Sandra Hollingsworth 10, 23, 26, 27
John Hoover 45
Melissa Howitt 30
George G. Hruby 38, 45
Jingzi Huang 30
Betty Hubbard 24
Carl Huberty 15
Andrew Huddleston 40
Tricia D. Hunsader 31
Cynthia Hynd 43
Susan E. Israel 36
Gay Ivey 9
Cynthia Jackson 46
Diane Jackson Schnoor 21
Ioney James 33
David W. Jardine 35
Ewa Jarzab 18
Jennifer Jasinski 44
Carolyn Jaynes 28, 35
Teresa B. Jayroe 9, 29
Christine A. Jenkins 13
Tamara L. Jetton 13
Robert Jimenez 30
Lijun Jin 8
Deborah Jinkins 25
Donna Johnson 27
Mary Kay Johnson 45
Francine Johnston 9
Peter Johnston 27, 31
Evangelina B. Jones 8
Felecia Jordan 18
Mark Jury 36
Laura Justice 37
Eileen Kaiser 11
George Kamberelis 21, 36
Michael L. Kamil 44
Diane S. Kaplan 9, 14, 22
Julia Kara-Soteriou 37
Rachel A. Karchmer 32, 35
Janine Kaste 28
Douglas K. Kaufman 15, 16
Chuanren Ke 21
Susan Keehn 15, 18, 26, 39
Ronald D. Kieffer 34
Patricia R. Kelly 16
Corinne Kelsey 25
Maureen Kendrick 28
John E. Kesner 19
Julie K. Kidd 25
Helen S. Kim 44
Youb Kim 33, 36
Kimberly Kimbell-Lopez 22
Joe Kincheloe 35
Katie Kinnucan Welsch 39
Charles K. Kinzer 13, 46, 37
Kimberly L. Klakamp 23
Laura Klenk 31
Janette K. Klingner 27
Nancy Knapp 34, 41
Suzanne Knezek 37, 45
Candice E. Knight 30
Riitta-Liisa Korkeamki 15
Jennifer J. Kovach 23, 31
Ann Kroll 13
Barbara Krol-Sinclair 21
Susie Kruger 26
John R. Kruidenier 35
Linda L. Kucan 12, 40, 42
Melanie R. Kuhn 35, 44
Jonna M. Kulikowich 13
Albert Kunze 10
Diane Kyle 32, 48
Linda D. Labbo 10, 37, 45
Laurie Lacy 34
Deborah LaForce 28
Susan L'Ailler 28
Deb Lang 8
Diane Lapp 12
Cynthia Lassonde 16
Barbara Laster 8, 16
Althier Lazar 35
Kevin Leander 12, 24, 31
Alexandra Leavell 34
Elizabeth A. Lee 29
Evan Lefsky 29
Paula Leftwich 44
Stacey Leftwich 17
Beth M. Lehman 46
Laurie Leiker 15
Marion R. Leithead 11
Christine H. Leland 18, 23, 37
S.D. Lenski 40
Mellinee K. Lesley 13
Lauren Leslie 12
Donald J. Leu 10, 13, 37
Ceretha B. Levingston 41
Cynthia Lewis 14, 31, 43
Mitzi Lewison 38
Gwyn Lightsey 35
Patricia E. Linder 41
Tamara Lindsey 13
Wayne M. Linek 23, 34, 39, 41
Marjorie Lipson 28
Denise Littleton 18
Carol Lloyd 17
Mollie W. Lloyd 9
Richard Long 46
Shirley A. Long 39
Alex Lopez 10
Angela Lopez 21
Victor Lopez 10
Ann L. Loranger 19
Mary K. Lose 22
Jacqueline Love 37
Mary Love 10, 37
Rachelle Loven 18

Participants Index

- Marilyn Low 12
Stacey Lowe 14
Karen L. Lowenstein 37
Allan Luke 12, 20, 34, 42
Carmen Luke 12
David M. Lund 22
Wen Ma 34
Sherry L. Macaul 9, 12
Laurie MacGillivray 9
Venessa Larae Machedo 36
Bonnie Mackey 8
Midge Madden 17
Ida K. Maduram 11, 23
Sarah F. Mahurt 22
Yolanda Majors 43
Marla H. Mallette 21, 32
Beth Maloch 18, 24, 30
Becca Manery 46
Joyce E. Many 28, 32
Patrick Manyak 12
Timothy R. Marhsall 30
James Marshall 25
Prisca Martens 8
Debra Martin 16
Michael A. Martin 29
Paolo Martin 18, 23, 41
Sally Martin 22
Sarah H. Martin 19
Susan D. Martin 16
Elias Martinez 33
Miriam G. Martinez 15, 18, 26
Carmen M. Martinez-Roldan 11, 33
Iveta Maska 38
Pamela Mason 46
Dixie D. Massey 9, 14, 17, 27
Laura Massey 18
Janelle B. Mathis 28, 34
Mona W. Matthews 19
Sunita Mayor 35
Richard D. McCallum 41
Peggy McCardle 10
Janet McCarra 29
Sarah J. McCarthey 13
John E. McEaney 10, 17, 45
Lea M. McGee 35, 23
Anne McGill-Franzen 28, 41
William McGinley 9
Kathryn McIntosh Ciechanowski 14
Ellen McIntyre 32, 48
Joanne McKay 19
Michael McKenna 43, 46
Marilyn McKinney 8
Marilyn McLaughlin 38
Maureen McLaughlin 28, 38
Shuaib Meacham 9
Carmen L. Medina 11
Elizabeth B. Meisinger 33
Jane Mekkelsen 28
Gigliana Melzi 21
Shalajja Menon 19
Tania Christine Mertzman 30
Heidi Ann Mesmer 44
Richard J. Meyer 10
Chow Sy Miin 37
Dennis G. Mike 22, 23, 37
Larry Mikulecky 35, 43
Karen Miller 32, 48
Mickie Miller 10
Samuel D. Miller 17
Cecil G. Miskel 25, 41
Keva Mitchell 41
Michelle Mits Cash 13
Lindsey Mohan 30
Kathleen A. J. Mohr 8
Elizabeth Birr Moje 14, 43
Sonja Denise Moman 36
Kristina M. Montero 19, 20
Lilia D. Monzo 33, 48
David Moore 43
Dorothy K. Moore 8
Gayle Moore 32, 48
Jane Moore 40
Kelly Moore 12
Kit Moore 34
Ramona C. Moore 45
Ernest Morrell 14
Darrell Morris 14
Lesley M. Morrow 34, 39, 43, 44, 47, 48
Beth Morton Christian 24
James Mosenthal 10, 28, 46
Peter B. Mosenthal 20
Barbara Moss 33, 40
Michael R. Muise
Gerry Mulhern 35
Carol A. Mullen 27
Bonnie Mullinix 30
Gabriela Murillo 16
P. Karen Murphy 13
Bruce A. Murray 18
Jamie Myers 10, 46
Greta K. Nagel 11, 17
April Nauman 16, 46
Alice P. Naylor 16
Ben Nelms 10
David E. Nelson 34
Georgia Nemeth 19
Susan L. Nierstheimer 13
Sherrie Nist 43
Sarah B. Nixon 10
Karen Nolan 45
Elizabeth K. Noll 12, 27, 33
Linda Norris 20
Judy Northrup 41
Nadjwa Norton 44
Rhonda L. Nowak 19
David G. O'Brien 19, 25, 34, 43
Shannon O'Brien 39
Rochelle O'Connor 15
Penny Oldfather 44
Kimberly L. Oliver 31
Mary O'Rourke 28
Maria L. Ortiz 17
Nancy Padak 34
Jennifer Page-Mitchell Bailey 29
Anne Marie Palinscar 31
Barbara M. Palmer 40
Elizabeth Pang 44
Sylvia Pantaleo 33
Christine C. Pappas 21
Jeanne R. Paratore 21, 43
Joan Parker Webster 39
Laura Parks 8
Chitlada Patchen 41
James P. Patterson 31
Leslie Patterson 35
Eric Paulson 44
Laura Payne-Bourcy 12
P. David Pearson 13, 25, 28, 35, 37, 43, 45
Beth Pendergraft 15
Julie Penington 41
Sheri A. Pentecost 9, 37
Robert Peauignot 28
Bertha Perez 18, 26
Debra S. Peterson 13
Kelly W. Pettit 12
Josephine Peyton Young 27
Raymond A. Philippot 9
Brenda Phillips 12
Linda M. Phillips 11
J. Michael Pickle 45

National Reading Conference

- Denise Pierce 29
Gay Su Pinnell 19, 27
Marcelo F. Pinto 40
Fatima Piribhai-Illich 19, 29
Charles Pistorio 46
Sharon Pitcher 8, 16
Scott Popplewell 18
Ann Potts 9
Connie Poulton 18
Sherry W. Powers 19
Michael Pressley 14, 28, 30, 39
Teri B. Prim 12
Joan Primeaux 38
Eugene Provenzo 38
Jane B. Puckett 19, 39
Victoria Purcell-Gates 22, 32, 43, 45
Gaoyin Qian 38
I. LaVerne Raine 23, 41
Wendy Ranck-Buhr 28
Taffy Raphael 43
Timothy Rasinski 34, 44
Cheryl Rau 28
John E. Readence 27
Ruth Rechis 46
Gloria A. Reeves 46
Barbara Regenspan 33
Patricia Reggiano Schmidt 18
Felicia Reidel 39
David P. Reinking 10, 34, 37, 43
Dana Reisboard 37, 39
Nancy Renman 8
Peggy S. Rice 23
Janet C. Richards 32, 45
Donald J. Richgels 23
Marsha Riddle Buly 16, 32
Victoria G. Ridgeway 12, 17, 43
Victoria J. Risko 15, 40
Ray Jarvis Rivera 44
Jennifer Ro 21
Richard D. Robinson 24, 43
Valerie Robnolt 12
Kris Rodenberg 38
Emily M. Rodgers 33
Alejandra Rodriguez 30
Yvonne Rodriguez 24, 30
Mary F. Roe 41
Laura R. Roehler 32, 37, 45
Alysia D. Roehrig 28, 30
Theresa Rogers 9, 27
Meredith Rogers Cherland 16
Andrea Rolla San Francisco 16
Cathy M. Roller 18, 32, 41
Sheri Rop 14
Catherine A. Rosemary 39
Louise Rosenblatt 35
Nancy Roser 21, 48
Kathleen Roskos 15, 22
Pamela Ross 22, 28
Eija Rougle 11
Mary S. Rozendal 40
Jiengen Ruan 10, 30
Elane Rubinstein-Avila 33
Martha Rapp Ruddell 18, 26, 43
Robert Rueda 33, 48
Patricia Ruggiano Schmidt 35
Bill Rupley 15, 34
Leslie S. Rush 38, 43
Ilene R. Rutten 16, 36
Misty Sailors 14, 18, 30, 45
Rachel G. Salas 46
Jesus Salazar 36
Terry Sallinger 43
Mary Beth Sampson 23, 41
Michael Sampson 40
Sylvia Y. Sanchez 25
Kathy Sanford 24, 34
Devon C. Sanner 46
Ruby Sanny 37
Loukia K. Sarroub 24
Diane Schallert 23, 34, 43
Patricia L. Scharer 27
Carla Schierholt 39
Elizabeth Schmar 20
Patricia R. Schmidt 17, 35
Renita R. Schmidt 17, 22
Maribeth Cassidy Schmitt
Emma M. Schorzman 33
Jeanne Schumm 46
Paula J. Schwanenflugel 33, 44
Jerrie Scott 39
Tania Seale 10
LeAnn A. Seifert 13
Ladi M. Semali 34
Lisa Sensale 28
Jeremie Seror 29, 31, 47
Mary C. Shake 12, 15, 34
Lynn Shanahan 26
Timothy Shanahan 43
Jon Shapiro 22, 24
Brenda A. Shearer 18, 19
Margaret Sheehy 24, 36
Helen H. Shen 21
Thomas V. Shepley 25
Kathy G. Short 27
Sharman Siebenthal 37, 45
Marjorie Siegel 17, 27, 44
Guadalupe Suarz Silva 37
Heidi V. Silver-Pacuilla 24, 32
Lisa Simon 17
Judith Y. Singer 36
Sunita Singh 26
Terry Stirling 16
Deborah Skidmore 14
Jennifer Skoda 9, 12
Denise Smith 45
Karen E. Smith 34
Lana Smith 39
Lawrence L. Smith 18
Martha L. Smith 11
Sally A. Smith 36
Laura B. Smolkin 21, 48
Suzanne Smythe 28
Catherine Snow 16
Sharon Snyders 41
Brenda Soland 39
Yolanda Sosa-Ortiz 26
Stephanie Spadorcia 19
Brenda H. Spencer 23
Rand Spiro 14
Dane Staehr 13
Katherine A.D. Stahl 18
Norman A. Stahl 19, 43
Steven A. Stahl 18, 43, 44
B. Joyce Stallworth 26, 41
Corsandra Stallworth 40
Amy H. Staples 17
Diane Stegall 29
Shirley Steinberg 35
LeAnn Steinmetz 15, 26
Brent Stephens 8
Lisa Stevens 25
Roger Stewart 25
Jennifer C. Stone 17
Sandra Stone 31
Deanna M. Stoube 35
David B. Strahan 17
Stanley Straw 41
Dorothy S. Strickland 11, 47
Elizabeth G. Sturtevant 17, 34
Yonghee Suh 45

Participants Index

- Dennis Sumara 38
Dorothy Suskind 32
LeeAnn M. Sutherland 14
Melissa Sutherland 32, 48
Allison L. Swan 15
Susan Swan 43
Anne Sweet 31, 44
Terry A. Sylvester 29
Jeanne-Marie Tamez 41
Liqing Tao 32, 38, 45
Joan Massa Tardibuono 16
Mary Claire Tarlow 39
Barbara M. Taylor 13, 43
Bruce Taylor 25
Monica Taylor 35
William H. Teale 37, 45
Marie Tejero Hughes 13
W. Shane Templeton 21
Karen Thomas 44
Ellen Thompson 28
Georgia Thompson 40
Paul Thompson 22
Resia R. Thornton 12
Eva K. Thorp 25
Erika Thulin 17
Deborah L. Tidwell 13
Robert Tierney 27
Mary Timothy 16, 25
Terrence Tivnan 15
Cathy A. Toll 27
Pamela J. Tracy 13
Cheri Triplett 44
Tasha Tropp Laman 38
Jessica Trubeck 36
Leslie Turner Minarik 27
Sandra Twardosz 22, 31
Carmen Ugalde 16
Joe Underwood 10
Carmen Urdanivia-English 24
Sheila W. Valencia 15, 34, 43
Marsha Van Abel 39
Anne Van Kleeck 15
Katie Van Sluys 38
Vivian Vasquez 46
JoAnne Vazzano 23
Margo L. Veal 18
Susan K. Villaume 12, 18
Renata Villers 16
MaryEllen Vogt 18, 25, 38
Carol Vukelich 14
Suzanne Wade 17, 43
Barbara Walker 16
Carolyn Walker 18
Nancy T. Walker 25
Faith H. Wallace 22
Sharon Walpole 12, 37
Bill Walton 24
Danhua Wang 15
Carol Watson 13
Sandra M. Webb 31
Daniel J. Weigel 22
Constance Weinstein 14
Renee Weisberg 16
Kenneth J. Weiss 20
Stephen A. Wellinski 38
Jodi Welsch 31
Ma Wem 26
Shelly Wepner 32
C. Stephen White 22
Claire White 15
Nora L. White 9, 19, 24
David Whitenack 23
Kathryn F. Whitmore 11
Carol D. Wickstrom 10, 34, 35
B. Joyce Wiencek 30
E. Jane Williams 27
Nancy L. Williams 41, 44
Rewa C. Williams 41
Shawyn Williams 26
Thea Williams-Hayes 29
John Willinsky 29
Arlette Willis 43
Joyce Feist Willis 39
Elizabeth H. Willner 33, 41
Geraldyn Wilson 25
Kathleen M. Wilson 29
Judith A. Winn 17
Peter Winogad 43
Mike Winstead 28
Theresa Wishart 28
Cheryl Woelfel 37
Linda S. Wold 19, 22, 26
Lori Wolf 29
Mary Wolfersberger 23
Deborah Woo 17
Karen D. Wood 16, 29
Christine A. Woodcock 16, 27
Jo Worthy 21, 30, 33, 48
Vivian H. Wright 41
Judith Wylie 35
Shelley Hong Xu 17, 40, 48
Aman Yadav 37
David B. Yaden 16, 37
Liz Yanoff 27
Janet R. Young 26
Josephine Young 20
Kimberly Young 17
Tamara V. Young 25
Tammy Younts 22
Joan Zaleski 36
Angelia Zapata 30
Maria A. Zapata 18
Belinda Zimmerman 39
Nancy Ziomek 32
Jerome B. Zutell 29
John Zwolinski 41

