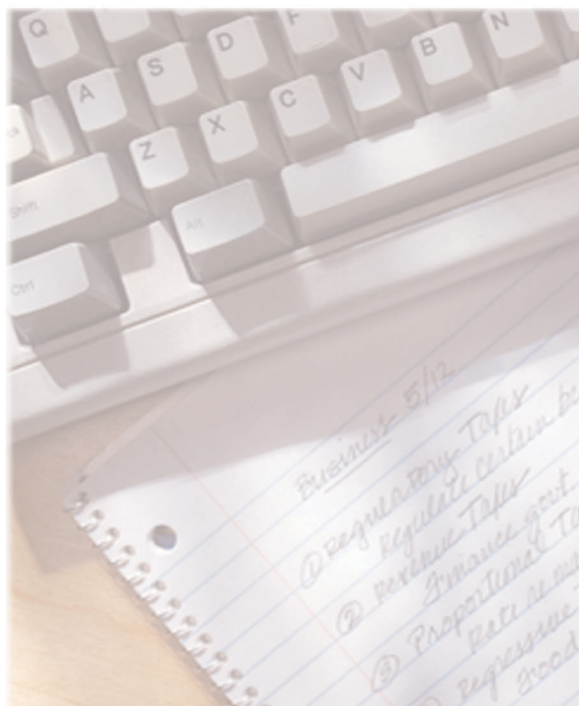


National Reading Conference 53rd Annual Meeting

December 3-6, 2003
Scottsdale, Arizona



Dear NRC Members and Friends:

A warm welcome to Scottsdale and the 2003 National Reading Conference. This year's program is packed with thoughtful and well-crafted research presentations and critiques. The program represents NRC's diversity of perspectives and research traditions. It should prove to be a lively meeting!

Our opening plenary session, on Wednesday afternoon, will feature the NRC Presidential Address delivered by Lee Gunderson, University of British Columbia. His address, "**The Language, Literacy, Achievement, and Social Consequences of English-Only Programs for Immigrant Students,**" will challenge us to think deeply about issues of English Language Learning and Instruction.

Thursday morning Connie Juel, the winner of the 2002 Oscar Causey Award for Research, will present musings about the directions we are taking in reading research. Her presentation, titled "**Reading Research: What Questions Keep Me Up At Night?**," will challenge NRC members to consider the thrust of current research and its effects on children's experiences inside and outside school.

Thursday afternoon's plenary session will be delivered by Dr. Marilyn Cochran-Smith, Boston College. Dr. Cochran-Smith will critique the ways that research and researchers have been positioned in discussions of teacher education in her talk titled "**Promises and Politics: Images of Research in the Discourse of Teaching and Teacher Education.**"

Friday at noon NRC will host a special session in which Dr. Marie M. Clay will be presented the NRC Distinguished Scholar Award. Dr. Clay has graciously agreed to provide remarks titled "**Simply by Sailing in a New Direction.**"

The plenary session Friday afternoon will be presented by Dr. Frederick Erickson, University of California, Los Angeles. His talk titled "**Teaching, Learning, and Research in 'Real Reading': Some Observations from a Laboratory Setting**" will question how reading is currently being defined and measured.

The annual review of research will be presented in the final plenary session on Saturday morning. This review will be delivered by Dr. Robert Jimenez, University of Illinois and Dr. Kris D. Gutierrez, University of California, Los Angeles. Their titles ("**Theoretical Promise, Perennial Problems, and Empirical Progress Concerning Latino Students**" and "**Literacy and Literacy as Laminated Activity: Rethinking Literacy for English Language Learners**") reflect concerns about the contributions of research on our understandings of issues in English Language Learning and Instruction.

Please plan to attend the Town Meeting on Thursday evening and our Annual Business Meeting on Friday evening. We will be distributing information about a special Art Walk on Thursday evening in Old Town, Scottsdale. From 7:00-9:00 pm merchants and art galleries hold open houses welcoming visitors to their galleries. Transportation will be available to and from Old Town from 6:00 to 10:00 to accommodate NRC visits to this exciting local event.

I am sure you will have a wonderful time at the 2003 NRC Conference

Lea M. McGee, Conference Chair • Donald J. Leu, Assistant Conference Chair

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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, or 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*) and the *NRC Yearbook*, which contain peer-reviewed papers selected 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 53154, Phone: 414-768-8000 ext. 103, Fax: 414-768-8001, E-mail: nrc@nrconline.org or visit the Web site at <http://www.nrconline.org>.

Conference & Registration

The 2003 Conference will be held at the Doubletree Paradise Valley Resort in Scottsdale, Arizona December 3-6.

Please make reservations directly with the Doubletree at 887-445-6677, Fax 480-481-0209. The address is 5401 North Scottsdale Road, Scottsdale, AZ 85250. The conference room rates are \$139 per night.

Registration rates are as follows:

Category	Early	On-Site	Daily
Regular Member	\$170	\$200	\$125
Student or Emeritus	\$80	\$90	\$50
Non-member	\$200	\$220	\$140

Registrations must be postmarked by November 14, 2003 to receive the early registration rates. ALL CONFERENCE REGISTRATION POSTMARKED AFTER NOVEMBER 14, 2003 ARE SUBJECT TO THE ON-SITE RATES.

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. 103.

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 BEFORE NOVEMBER 1. Programs will be mailed November 5, 2003.

Full registration includes the NRC Yearbook #53, published in December 2004.

**Mark your calendar for NRC 2004 in San Antonio, TX!
December 1-4, 2004**

Plenary Address

**Wednesday, 4:45-6:00 P.M. – Forum
Presidential Address**



***The Language, Literacy, Achievement, and Social Consequences
of English-Only Programs for Immigrant Students***

Lee Gunderson
University of British Columbia

**Thursday, 10:30 A.M.-Noon – Forum
Oscar Causey Address**



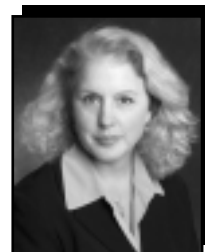
***Reading Research:
What Questions Keep
Me Up at Night***

Connie Juel
Stanford University

**Thursday, 4:45-6:00 P.M. – Forum
Plenary Address**

***Promises and Politics:
Images of Research
in the Discourse of
Teaching and Teacher
Education***

Marilyn Cochran-Smith
Boston College



**Friday 12:15-1:00 P.M. – Forum
Distinguished Scholar Address**



***Simply By Sailing in
a New Direction***

Marie M. Clay
University of Auckland

**Friday, 4:45-6:00 P.M. – Forum
Plenary Address**

***Teaching, Learning, and
Research in “Real
Reading:” Some
Observations from a
Laboratory School Setting***

Frederick Erickson
University of California,
Los Angeles



**Research Address
Saturday 10:30 A.M.-12:00 P.M. – Forum**



***Theoretical Promise,
Perennial Problems,
and Empirical Progress
Concerning Latino
Students and Literacy***

Robert T. Jimenez
University of Illinois

***Literacy as Laminated
Activity: Rethinking
Literacy for English
Language Learners***

Kris Gutierrez
University of California,
Los Angeles



	Time	Committee/Event	Room
General Session Schedule	8:45-10:15 a.m.	Session I	
	10:15-10:30 a.m.	Break	
	10:30- 12:00 p.m.	Session II	
	12:00-1:15 p.m.	Break/Lunch	
	1:15-2:45 p.m.	Session III	
	2:45-3:00 p.m.	Break	
	3:00-4:30 p.m.	Session IV	
Tuesday 12.2.03	5:00-8:00 p.m.	Conference Registration	Foyer
Wednesday 12.3.03	8:00 a.m.-5:30 p.m.	Conference Registration	Foyer
	Noon-1:15 p.m.	Newcomer's Luncheon	Paradise Park ^o
	4:45-6:00 p.m.	Presidential Address	Forum
	6:00-6:45 p.m.	Opening Night/Presidents' Reception	Poolside
	6:45-7:15 p.m.	Memorial in Remembrance of Rebecca Barr	Chambers
	7:30-8:30 p.m.	Field Council	Rio Verde
	9:00-Midnight	Vital Issues	Loggia Bar
Thursday 12.4.03	7:00 a.m.-5:30 p.m.	Conference Registration	Foyer
	8:00-8:45 a.m.	Student Outstanding Research Award Chair: Josephine Peyton Young, Arizona State University	Sedona
		Multicultural Committee Chairs: Patricia Schmidt, LeMoyne College Hong (Shelly) Xu, California State University at Long Beach	Four Peaks
		Policy and Legislative Committee Chairs: Peter Winograd, University of New Mexico Barbara Kapinus, National Education Association	Flagstaff
		Technology Committee Chair: Michael McKenna, University of Southern Georgia	San Carlos
	10:30 - Noon	Oscar Causey Award Presentation and Address	Forum
	12:15-1:00 p.m.	Albert J. Kingston Award Committee Chair: Peter Afflerbach, University of Maryland	Sedona
		Oscar Causey Award Committee Chair Mark W. Conley, Michigan State University	Four Peaks
		Diversity Committee Chair: Laura MacGillivray, University of Southern California	Flagstaff
		Publications Committee Chair: Lesley Mandel Morrow, Rutgers University	San Carlos
	12:15-1:00 p.m.	Student Outstanding Research Award Committee Pizza Reception	Prescott
	4:45 - 6:00 p.m.	Plenary Session	Forum
	6:00-6:45 p.m.	Town Meeting Beer & Popcorn	Center Ballroom
	7:00-9:00 p.m.	Art Walk	Old Town Scottsdale
	9:00-Midnight	Vital Issues	Loggia Bar

Meetings

Meetings

	Time	Committee/Event	Room
Friday 12.5.03	7:00 a.m.-5:30 p.m.	Conference Registration	Foyer
	8:00-8:45 a.m.	Early Career Achievement Award Committee Chairs: Janet W. Bloodgood, Appalachian State University Wendy C. Kasten, Kent State University	Sedona
		Edward B. Fry Book Award Committee Chair: Linda Kucan, Appalachian State University	Four Peaks
		International Committee Chairs: Karin Dahl, Ohio State University Katrin Poom-Valickis, Tallinn Pedagogical Univeristy	Flagstaff
		Journal of Literacy Research Editorial Board Meeting Chairs: Nancy D. Padak, Kent State University Tim Rasinski, Kent State University Elizabeth G. Sturtevant, George Mason University Wayne M. Linek, Texas A & M University, Commerce	San Carlos
	12:15-1:00 p.m.	Distinguished Scholar Award Address and Presentation	Forum
	4:45 - 6:00 p.m.	Plenary Address	Forum
	6:00-7:00 p.m.	Yearbook, Journal of Literacy Research, and Publishers Reception	Rattlers & Patio
	6:30-7:15 p.m.	Annual Business Meeting	Center Ballroom
	9:00-Midnight	Vital Issues	Loggia Bar
Saturday 12.6.03	8:00 a.m.-1:00 p.m.	Conference Registration	Foyer
	7:15-8:45 a.m.	Program Area Chairs Breakfast Chair: Donald J. Leu, University of Connecticut	Flagstaff
	8:00-8:45 a.m.	Distinguished Scholar Lifetime Achievement and Award Committee Chair: James Gavalek, University of Illinois at Chicago	Sedona
		Ethics Committee Chair: Nancy Knapp, University of Georgia Southern University	Four Peaks
		Yearbook Editorial Board Meeting Chairs: Diane L. Schallert, University of Texas Collen M. Fairbanks, University of Texas Jo Worthy, University of Texas James V. Hoffman, University of Texas	San Carlos
	10:30-Noon	Research Address	Forum

Daily Events

Study Groups

Daily
7:00-7:45 a.m.

8:00-8:45 a.m.
Wednesday ONLY

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

Teacher Education Research Study Group (TERSG)

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

Study Group 3

Literacy and Technology: The Future is Now

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

Study Group 4

Reading/Literacy Clinics

Barbara Laster, Towson University
Cheryl Dozier, State University of New York – Albany

Study Group 5

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 6

Adolescent Literacy

Elizabeth G. Sturtevant, George Mason University

Study Group 7

Conversations on Writing Up Research and Practice With New Scholars and Experienced Authors

Gay Ivey, James Madison University
Marianne Baker, James Madison University

Chaparral

Rio Verde

Sonora

San Carlos

Prescott

Coronado

Palomas

Book Display Room, Silent Auction & Exhibits

Rattlers
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.

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 1:00p.m. – 5:30p.m. or Saturday from 8:00a.m. – Noon. Checks are to be made payable to NRC.

Please be sure to stop by and welcome our exhibitors.

Vital Issues

Loggia Lounge
Daily
9:00 p.m.–midnight

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.

Cyber Café

Bouchon
Daily
7:00 a.m.–7:00 p.m.

Don't forget to bring a laptop and enjoy high speed Internet access in the Cyber Café. In addition, the Doubletree Paradise Valley Resort offers wireless access to those with the capability throughout the lobby and Loggia Lounge areas of the hotel.

8:45-10:15 A.M. Center Ballroom
Alternative Format - Area 15

Accountability and Adequate Yearly Progress: Implications of the Federal "No Child Left Behind Act"; for the Reading Research Community

The No Child Left Behind Act represents the most significant expansion of the federal role in K-12 education since Congress first enacted high poverty programs. This session describes the implications of the accountability provisions for reading reform and instruction for low-income and minority populations.

I. *An Overview of the No Child Left Behind Act Accountability Provisions*

Susan B. Neuman, University of Michigan

II. *Accountability in California: Implications for the Reading Research Community*

P. David Pearson, University of California, Berkeley

III. *Accountability in Michigan: Implications for the Reading Research Community*

Scott Paris, University of Michigan

Key Questions for Discussion:

- Implications for Reading Interventions
- Adolescent Literacy Interventions
- Tutoring Programs

8:45-10:15 A.M. Chambers
Paper Session - Area 7b

Reading Practices of Beginning Teachers

Chair: Gregory Brooks, Nazareth College

I. *Three years in the making: A cross-case analysis of three beginning teachers' literacy beliefs and practices*

Amy S Flint, Indiana University, Bloomington
Beth Maloch, University of Texas, Austin
Christine Leland, Indiana U-Purdue U, Indianapolis

II. *I LOOK Like a Teacher, But What Do I KNOW?: A Study of First Year Teachers' Developing Literacy Practices*

Randi Stanulis, Michigan State University
Sara Dolezal, Michigan State University
Jackie LaRose, Michigan State University
Barb Meloche, Michigan State University
Michael Pressley, Michigan State University

III. *Literacy Methods Courses and Beginning Teachers: Do They Really Use What They've Been Taught*

Dixie D. Massey, North Carolina A & T State University
Ann M. Duffy, University of North Carolina
Gregory Brooks, Nazareth College

8:45-10:15 A.M. Chaparral
Paper Session - Area 13

Supporting Early/Elementary Literacy Skills with Technology

Chair: Heidi Ann Mesmer, Oklahoma State University

I. *Phonological Awareness and Print Concepts: Analysis of Skill Acquisition by Kindergarten Children Using Computer-Assisted-Instruction*

Kathryn L. Bauserman, Ball State University
Heidi Anne Mesmer, Oklahoma State University

II. *Technology in Literacy Education: Evaluation of the Waterford Early Reading Program*

Diane H. Tracey, Kean University,

III. *Scaffolding students' response to digital literature with embedded strategy supports: The role of audio-recording vs. written response options*

Bridget Dalton, CAST, Inc.
Peggy Coyne, CAST, Inc.

8:45-10:15 A.M. Coronado
Paper Session - Area 5

Innovations in Middle School Literacy

Chair: Kathleen Hinchman, Syracuse University

I. *Making Scientific Explanations: The Development Of Scientific Literacy In Project-Based Science Classrooms*

LeeAnn M. Sutherland, University of Michigan
Elizabeth Birr Moje, University of Michigan
Deborah Peek Brown, Detroit Public Schools
Phyllis C. Blumenfeld, University of Michigan
Joseph S. Krajcik, University of Michigan
Ronald W. Marx, University of Michigan

II. *Middle School Students Examine Humor and Characterization in Young Adult Literature*

Karen A Onofrey, Arizona State University, West

III. *Exploring the Use of Text in Middle School Science Classrooms*

Wayne M. Linek, Texas A&M University-Commerce
Mary Beth Sampson, Texas A&M University-Commerce
Patricia E. Linder, Texas A&M University-Commerce
Ceretha Levingston, Texas A&M University-Commerce
Karyn Gomez, Texas A&M University-Commerce
Kimberly Klakamp, Texas A&M University-Commerce

8:45-10:15 A.M. Flagstaff
Symposium Session - Area 7b

Partners in Reading, Partners in Learning: Children, Preservice Teachers, and Researchers in a Reading Apprenticeship Project
Partners in Reading, Partners in Learning: Children, Preservice Teachers, and Researchers in a Reading Apprenticeship Project

Discussant: Cynthia Brock, University of Nevada - Reno

In a joint university/school project, 41 preservice teachers read child-selected books in partnership with 44 delayed fourth and fifth grade readers. They used the Reading Apprenticeship, a Vygotskian-based intervention proven to increase standardized test scores by offering at-risk readers the opportunity to do supported reading of authentic texts as a supplement to regular classroom reading instruction. This symposium briefly explains the intervention and the research supporting it.

I. How did it work?
Introduction and project overview
Nancy Flanagan Knapp, University of Georgia

II. What do you wanna read?
Factors influencing book choice by struggling, minority fourth and fifth grade readers in a Reading Apprenticeship
Ambika Jack, University of Georgia
Stephanie Pritchett, University of Georgia

III. What did they learn?
Preservice teachers' learning from an early field experience reading with struggling elementary readers
Nancy Flanagan Knapp, University of Georgia
Linda Kight Winter, University of Georgia

IV. Looking back in the mirror: Researchers and school professionals learning from a Reading Apprenticeship project
Linda Kight Winter, University of Georgia

8:45-9:30 A.M. Forum
Roundtables

- I. Matchmaking.com: An Evaluation Framework Designed to Match Literacy Programs with Appropriate Technologies**
Elizabeth A Baker, University of Missouri
- II. Examining Literacy as an Interaction of Individuals and Culture: The Design Framework**
Leslie S. Rush, University of Wyoming
- III. The Effect of Text Set Use in the Secondary Content Classroom On Student Efficacy and Achievement**
Evan B. Lefsky, University of Florida
- IV. "You Mean, I'm Responsible for Teaching THOSE Students?": Using Hypermedia, Narrative Cases, and Autobiographical Writing To Prepare Novices for Teaching Literacy in Diverse Classrooms**
Erica C. Boling, Rutgers University

8:45-10:15 A.M. Four Peaks
Alternative Session - Area 2

Improving Reading Comprehension in K-12 Education

Chair: Linda Fielding, University of Iowa

Literacy faculty at a large western university and a large mid-western university collaborated to investigate the impact of comprehension lesson instruction on the actual teaching repertoires of both preservice (elementary and secondary) and inservice (graduate students in reading education) levels.

Presenters:

Pamela Ross, San Diego State University
Nancy Farnan, San Diego State University
Dana L. Grisham, San Diego State University
Carolyn Colvin, University of Iowa
Amy Shultz, University of Iowa
Barbara Moss, San Diego State University
Marva Cappello, San Diego State University
Cynthia Mc Daniel, San Diego State University

8:45-10:15 A.M. Palomas
Paper Session - Area 2

Complexity: Orthographic Patterns and Change

Chair: Kimberly H. Creamer, University of North Carolina-Chapel Hill

- I. Phonics Content for Reading and Spelling Based on Frequency Data**
Edward Fry, Rutgers University
- II. Variety, Complexity, and Change in Second Graders' Reading Behavior**
Elizabeth L. Kaye, Texas Woman's University
- III. Investigating First Graders' Sensitivity to Orthographic Patterns**
James W. Cunningham, University of North Carolina-Chapel Hill
Kimberly H. Creamer, University of North Carolina-Chapel Hill

8:45-10:15 A.M. Sonora
Alternative Format - Area 12

Provoking conversations and action around literacy education policy: Research, analysis, and critique

As a result of legislative action based on national reading panel and other expert reports, we are inviting participants to come and discuss recent issues surrounding educational policy in reading. The organizers will begin by reviewing the critiques which have been made by professional associations, literacy educators, teachers, administrators, and researchers.

Jerome C. Harste, Indiana University
Robert J. Tierney, University of British Columbia

8:45-10:15 A.M. Rio Verde
Alternative Format - Area 7a

***From Reading Clinic to Classroom:
Diagnostic Teaching and its Sustainability***

Access to the research designs and findings of current clinic-based projects related to (a) diagnostic teaching, (b) the sustainability of learning after teachers, children and parents leave this setting, and (c) opportunities to learn from clinic research including its limitations, strengths, and future agendas.

Chair: Barbara Laster, Towson University
Discussant: Barbara Walker, Oklahoma State University

- I. *Application of a Clinical Teaching Model to Regular Classroom Settings***
Terry Deeney, University of Rhode Island
- II. *The Effects of a Clinic Experience on Two Classroom Teachers: Diagnostic Teaching and Reflective Practice***
Jeanne Cobb, Eastern New Mexico University
- III. *The Sustainability of Parent Learning: Short-term and Long-term Results of Parent Workshops in Reading Clinic***
Barbara Laster, Towson University, Maryland
Poonam Arya, Towson University, Maryland
- IV. *The Impact of Reading Clinic on Leadership Roles of Reading Teachers***
Margaret Hill, University of Houston-Clear Lake
- V. *Conversations, Collaboration, and Transfer: Multiple Layers of Learning from Videotaped Lessons in a Literacy Lab***
Cheryl Dozier and Ilene Rutton, State University of New York at Albany
- VI. *Honing the Craft: A Clinical Case Study of Diagnostic Teaching***
Deanna Sellers, University of Cincinnati
Penny Freppon, University of Cincinnati
- VII. *Sustainability: A Study of Three Primary-Grade Teachers***
Lisa Campbell, University of Cincinnati
Penny Freppon, University of Cincinnati
- VIII. *Scaffolding Word Study with Struggling Readers: Developing Effective Reflective Practice***
Verlinda Angell, Southern Utah University
- IX. *Transformation of Knowledge on Literacy Instruction through Reflective Practices: One Reading Clinics Model***
Charline J. Barnes, University of Northern Iowa

8:45-10:15 A.M. San Carlos
Symposium Session - Area 9

Examining Environmental Print As a Learning Tool in Diverse Primary Classrooms

Discussant: Jim Christie, Arizona State University

Ample evidence exists that environmental print plays an important role in early home literacy learning. However, can the use of environmental print in primary classroom serve a literacy bridge for diverse primary students? Three studies examine the explicit use of EP in primary classrooms.

- I. *Overview: Understanding How Environmental Print Supports Early Literacy***
Billie Enz, Arizona State University
Myae Han, Arizona State University
- II. *I know what this says: Assessing the Instructional Impact of Environmental Print in Diverse SES Settings***
Jennifer Prior, Northern Arizona University
- III. *Environmental Print as a “Cognitive Anchor” for English Language Learners***
Maureen Gerard, Arizona State University
- IV. *Environmental Print as “Funds of Knowledge” for African American Kindergartners***
Shelly Xu, California State University, Long Beach
Amanda Rutledge, Texas Tech University.

8:45-10:15 A.M. Sedona
Symposium Session - Area 10

Creating Space for Diverse Stories: Inviting Family Voices into Schooling Conversations

We offer narrative contributions that families make to the conversation on literacy and how schooling works for populations of students that are marginalized. The discussant will engage the audience in an exploration of the meanings of the papers and the application of such approached to diverse populations.

- I. *Living in the “So On”;; Ghosthunting for Learning Disabilities in Literature on Marginalization***
Teri Holbrook, The University of Georgis
- II. *Zunilda’s Crossing: Participatory Action Research with Latina Mothers***
Carmen Urdanavia-English, The University of Georgia
- III. *Narrative Revelations: Challenging the Language of Disability through Stories***
Shane Rayburn, The University of Georgia

9:30-10:15 A.M.
Roundtables

Forum

I. *The Use of Familiar Versus Unfamiliar Texts on Strategic Reading Comprehension of Nonnative Spanish Readers*

Julie Jacobson, San Diego Unified School District
Diane Lapp, San Diego State University
James Flood, San Diego State University

II. *Three Teacher Educators' Study of the Interaction of their Technology Proficiencies, Shifting Responsibilities, and Contextual Complexities on Teacher Candidates' Knowledge and Use of Technology*

Liqing Tao, College of Staten Island/CUNY
Nancy Ziomek, Widener University
Shelley Wepner, Widener University

III. *Literate identity and an early adolescent reader: How does one early adolescent identify herself as a reader of narrative and informational texts?*

Terry A. Sylvester, University of Nevada Reno

8:45-10:15 A.M.
Symposium Session- Area 15

Prescott

Problems and Issues in Researching Information Literacy: Cross-Developmental Inquiries

Facilitator: Lee Gunderson, University of British Columbia
Participants:

James Anderson, University of British Columbia
Ann Anderson, University of British Columbia
Marlene Asselin, University of British Columbia
Marilyn Chapman, University of British Columbia
Ray Doiron, University of British Columbia
Margaret Early, University of British Columbia
Margot Filipenko, University of British Columbia
Maureen Kendrick, University of British Columbia
Jackie Lynch, University of British Columbia
Jon Shapiro, University of British Columbia

Discussant: Mariam Jean Dreher, University of Maryland

10:30 A.M.-Noon
Alternative Session

Rio Verde

Implementing a large-scale early literacy assessment

In this session, researchers involved in a statewide early literacy initiative will explore three central issues in our state's efforts at large-scale literacy assessment over the past six years: (1) development of a sound instrument, (2) obstacles and logistical problems, and (3) impact on students with identified disabilities.

Marcia Invernizzi, University of Virginia - PALS
Joanne Meier, University of Virginia - PALS
Tim Landrum, University of Virginia - PALS
Heather Partridge, University of Virginia - PALS
Jenni Ballow, University of Virginia - PALS
Jenny Reifenberger, University of Virginia - PALS

10:30 A.M.-Noon
Symposium Session - Area 10

Center Ballroom

Making the Most of Summers: Mediating the Achievement Gap

Chair: Richard L. Allington, University of Florida
Discussant: Timothy Rasinski, Kent State University

The purpose of this symposium is to discuss the role of summer learning opportunities in fostering literacy achievement. Presenters will discuss the effects of various summer literacy interventions provided to children who are considered at-risk for literacy failure.

I. *Summer Book Fairs: Providing Easy Access to Books*

Richard L. Allington, University of Florida
Jennifer Graff, University of Florida
Evan Lefsky, University of Florida - Urban Alliance
Lunetta Williams, University of Florida

II. *Supporting Students Who Fail on the Florida Comprehensive Assessment Test (FCAT): A Summer Fluency & Comprehension Intervention*

Anne McGill-Franzen, University of Florida
Jacqueline Love, University of Florida
Courtney Zmach, University of Florida
Marylou Matoush, Florida Reading Association

III. *Combining Summer School for Kids & Professional Development for Teachers: The Role of Teacher-Coach Interactions*

Rhonda Nowak, University of Florida
Theresa Wishart, Knox County Schools

10:30 A.M.-Noon
Paper Session - Area 6

Chambers

Exploring Teacher Instructional Processes

Chair: Francine Falk-Ross, Northern Illinois University

I. *Investigating How Teachers Instruct Science and Social Studies in the Primary Grades*

Linda E. Martin, Ball State University
Sherry Kragler, Ball State University

II. *Impact of an Expert Teacher and National Board Certification upon Reading Reform in One Urban Middle School*

Bonnie Mackey, University of Houston - Clear Lake
Margaret H. Hill, University of Houston - Clear Lake
Pamela Perkins, Jackson Middle School

III. *Shared Instructional Responsibilities for Literacy Learning: Reading Specialists' and Classroom Teachers' Collaboration on Lessons for Struggling Readers*

Anne T. Wallace, Illinois School District #153
Francine C. Falk-Ross, Northern Illinois University

**10:30 A.M.-Noon
Paper Session - Area 7a**

Chaparral

Developing Models of Professional Development

Chair: Judy Abbott, West Virginia University

- I. *Practitioner Generated Research through Partnership: A Model that Works***
Cynthia R. Smith, University of North Carolina at CH
- II. *Coaching Literacy Coaches: Assessing Coaches' Needs and Pondering How to Address Those Needs***
Cathy A. Toll, Illinois State University
- III. *Are Study Groups a Viable Staff Development Effort? A Cross-Case Analysis of Teacher Study Groups***
Mary S. Rozendal, University at Buffalo-SUNY

**10:30 A.M.-Noon
Symposium Session - Area 4**

Coronado

Genre Development and the Negotiation of Social and Literacy Worlds

Chair: Beverly E. Cox, Purdue University

Discussant: Charles Elster, Purdue University

- I. *A Review of Genre-Based Literacy Research and Theory***
Zhihui Fang, University of Florida
Jiening Ruan, Oklahoma University
- II. *Genre Development of First Graders Under Different Instructional Conditions***
Jeni J. Arndt, Purdue University
- III. *Adolescent Academic Conversations: The Genres of Information Exchange while Establishing Identities***
Sharon Snyders, Purdue University and
Ivy Tech State University
Beverly E. Cox, Purdue University

**10:30 A.M.-Noon
Alternative Session - Area 2**

Flagstaff

Discussing the Challenges Facing Adolescent Literacy

Adolescent literacy represents an amalgam of movements. It is thus a complex phenomenon emerging in complex times. This session will continue to problematize the adolescent literacy agenda and in so doing outline, define, and extend this emerging field.

- I. *Setting the Context for Discussing the Challenges Facing Adolescent Literacy***
Roger A. Stewart, Boise State University
David G. O'Brien, University of Minnesota
- II. *Small Group Discussions of Four Assertions that Problematize the Adolescent Literacy Field***
- III. *Reporting Out of Discussion Groups, Final Comments, and Closing***
Penelope Saurino, Eastern Oregon University

**10:30-11:15 A.M.
Roundtables**

Forum

- I. *Walking the Tightrope: Dilemmas of a literacy researcher and teacher under current federal policy***
Diane L. Stephens, University of South Carolina
Nancy Flanagan Knapp, University of Georgia,
NRC Ethics Chair
- II. *A Comprehension Checklist: Using Student-directed Comprehension Strategies with a Struggling Reader***
Dixie D. Massey, North Carolina A & T State University
- III. *Enhancing Young Children's Experience with Information Text: Motivation to Read and Reading Habits***
Mariam Jean Dreher, University of Maryland, College Park
Linda Baker, University of Maryland, Baltimore County
Anita Voelker, University of Maryland, College Park
Angela Katenkamp, University of Maryland, Baltimore County
- IV. *Using Cross Case Analysis to Examine the Literacy Beliefs and Change Process of Undergraduate Teacher Preparation Students with an Academic Concentration in Reading Methods: Describing the Impact of Three Preservice Contexts***
Kimberly L. Klakamp, Texas A&M University - Commerce
Ceretha Levingston, 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
Mary Beth Sampson, Texas A&M University - Commerce

**10:30 A.M.-Noon
Paper Session - Area 6**

Four Peaks

Exploration of Literacy Practices

Chair: Sharon Walpole, University of Delaware

- I. *Effects of three instructional methods on reading comprehension***
Katherine A.D. Stahl, University of Illinois at
Urbana-Champaign
- II. *Flying in the Face of Research: Inservice Teachers' Use of Round Robin Reading (Research in Progress)***
Gwynne Ellen Ash, University of Delaware
Melanie R. Kuhn, Rutgers - State University of New Jersey
Sharon Walpole, University of Delaware
- III. *The Language and Literacy Practices of Secondary, Reading Apprenticeship Classrooms***
Cynthia L. Greenleaf, Strategic Literacy Initiative
Jane Braunger, Strategic Literacy Initiative

**10:30 A.M.-Noon
Symposium Session - Area 6**

San Carlos

Understanding Learning Systems: Literacy Education and Complexity Science

Using illustrative examples of complex learning systems, some of the possible contributions of complexity science to discussions of literacy learning and teaching are explored.

Brent Davis, University of Alberta
Dennis Sumara, University of Alberta

**10:30 A.M.-Noon
Paper Session - Area 2**

Palomas

Addressing Diverse Classroom Literacy Learning Needs

Chair: Diane Fini

I. *A Remedial Reader in Social Studies: A Case Study*

Leigh A. Hall, Michigan State University

II. *Voices from the middle: At-risk readers in an urban middle school*

Peggy D. Cuevas, University of Miami

III. *Examining Teachers Ability to Plan Comprehension Instruction from a Text Processing Perspective*

Peter Dewitz, Somerset County Schools
Laura B. Smolkin, University of Virginia

**10:30 A.M.-Noon
Symposium Session- Area 1**

Prescott

Cultivating Meaningful Transactions with Culturally Relevant Literature for Children

This symposium examines discussions about African American children's books that occurred in an urban kindergarten classroom and community based literacy site.

Wanda Brooks, Howard University
Susan Brown, Rowan University
Theresa Miller, University of Pennsylvania

**10:30 A.M.-Noon
Symposium Session - Area 5**

Sedona

Teachers students and popular culture: Literacy development through alternative texts

Chair: Josephine Peyton Young, Arizona State University
Discussant: Donna Alvermann, University of Georgia

This symposium expands our awareness and understandings of these multi-literacies and provides insights and implications for educators.

I. *Zining: The Unsanctioned Writing Practices of Adolescents*

Barbara Guzzetti, Arizona State University

II. *"I Don't Get It": Teachers' Reading of Students' Popular Culture Texts*

Shelly Xu, California State University

III. *Snapshots of Rosa: Researching Yaquihood and Reflecting on Race, Marginal Status, and the Future*

Eliane Rubenstein-Avila, University of Arizona

**10:30 A.M.-Noon
Paper Session - Area 12**

Sonora

Researchers, Teachers, and Parents React to "No Child Left Behind"

Chair: Sarah Mahurt, Purdue University

I. *Merging Quantitative and Qualitative Assessment in the Age of Scientifically Based Research*

Larry J. Mikulecky, Indiana University
Paul Lloyd, Center for Innovation in Assessment

II. *Building Ideology About "A Reading Crisis": Taking a Closer Look at the NCLB Website*

Renita R. Schmidt, University of Iowa

III. *No Child Left Behind: teacher perceptions of literacy and literacy reform*

Mary J. Drucker, Utica College
Sarah Mahurt, Purdue University

**11:15 A.M.- Noon
Roundtables**

Forum

I. *Instructional change: The dimensions of professional development*

Melissa Stinnett, University of Wisconsin Oshkosh

II. *Implementation Integrity of Preservice Teachers' Assessment and Analysis of the Literacy Learning of First Graders*

Carol A. Angell, University of Wisconsin-La Crosse
Delores E. Heiden, University of Wisconsin-La Crosse

III. *An Examination of the Context and Development of Children's Story and Informational Writing Across the First Grade Year*

Carol A. Donovan, The University of Alabama
Linda C. Golson, The University of Alabama

IV. *Grade six readers: the application of syntactic knowledge in the comprehending of science text*

Dianne Chretien, The University of British Columbia
Elizabeth Lee, The University of British Columbia

**1:15-2:45 P.M.
Symposium Session**

Four Peaks

Roots of Partnerships/Emerging Identities

This session examines the ways in which children's and teachers' literacy lives within school settings are rooted in a web of language and literacy partnerships and relationships. In each paper an understanding and appreciation of the importance and complexity of literate identities and strategies for enriching their development will be explored.

Richard Meyer, Towson University
Paula Wolfe, Towson University
Prisca Martens, Towson University
Poonam Arya, Towson University

1:15-2:45 P.M.
Symposium Session - Area 9

Chambers

Meeting the School Readiness Challenge for Low-Income Children: An Evaluation of Prekindergarten Standards in 35 States

Discussant: Rebecca Barr*, National Louis University

This symposium examines current policy initiatives in early childhood. It examines prekindergarten standards, which are required by states in 2005 and the quality (rigor, research-base, and appropriateness) for children 3-5 years of age.

- I. Good Start Grow Smart: Early Literacy Initiatives for Prekindergarten Children**
Susan B. Neuman, University of Michigan
- II. Prekindergarten Standards: A Methodology for Examining their Rigor, Research-base and Developmentally Appropriate Practice in Early Childhood**
Kathleen Roskos, John Carroll University
- III. State-by-State Report Card: An Examination of the Quality of State Standards**
Carol Vukelich, University of Delaware

1:15-2:45 P.M. **Center Ballroom**
Symposium Session - Area 5

Teaching children to become fluent readers - Year 2

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

Discussant: Paula Schwanenflugel, University of Georgia

This symposium will present three papers designed to understand fluent reading and how it should be taught. The papers will report on a two-year study involving 27 classrooms and will focus on fluency-oriented literacy intervention, the observations of the differing classroom instruction, and a home reading program.

- I. Developing Fluency in Classrooms**
Steven A. Stahl, University of Illinois - Urbana Champaign
Paula Schwanenflugel, University of Georgia
Carolyn Groff, Rutgers -State University of New Jersey
Franklin Turner, Rutgers - State University of New Jersey
Beth Meisinger, University of Georgia
- II. An Observational Study of Second Grade Fluency Instruction**
Melanie R. Kuhn, Rutgers - State University of New Jersey
Deborah Woo, Rutgers - State University of New Jersey
Claire H. Smith, University of Georgia
Barbara Bradley, University of Georgia
- III. Home Literacy: Expanding the School Day**
Lesley M. Morrow, Rutgers - State University of New Jersey

1:15-2:45 P.M.
Paper Session - Area 10

Chaparral

Urban Settings: Perspectives on Literacy Practice

Chair: Margaret Gallego

- I. Outcomes of an Urban Family Literacy Program on Parents' and Children's Literacies and Lives**
Laurie A. Elish-Piper, Northern Illinois University
- II. Urban Early Middle School Students' Views about Literacy Practices: What Does or Does Not Engage Them in Learning**
Columbus M. Grace, Syracuse University
- III. The Implementation of Content-Area Reading to English Language Learners with Reading-Related Disabilities: Bilingual Education Teachers' Beliefs about Their Students' Instructional Needs**
Millicent I. Kushner, University of Maryland

1:15-2:45 P.M.
Symposium Session- Area 1

Coronado

Capitalism, Christianity, and Sexual Orientation: Issues of Power and Ideology in Children's Literature

Chair: JoBeth Allen, University of Georgia

Discussant: Violet J. Harris, University of Illinois at Urbana-Champaign

Presenters and participants will explore issues of power and ideology in children's literature. The first paper examines the growing influence of multinational corporations over the past decade. The following papers particularize these influences to niche publishers, specifically the Christian market and markets for literature addressing gay and lesbian families and youths.

- I. Sociocultural and Economic Forces: Impact on Children's Literature**
Joel Taxel, University of Georgia
- II. Ideology and Reality: The Intersection of School Ideologies and Gay and Lesbian Children's Literature**
Jill Hermann-Wilmarth, University of Georgia
- III. The prophet's message and the profit motive: Christian values in children's books packaged for sale**
Diane Sekeres, University of Georgia
- IV. Promoting books by and/or featuring GLBTQ youth: Lessons from a stalled interview**
Karla J. Moller, University of Illinois at Urbana-Champaign

1:15-2:45 P.M. Flagstaff
Symposium Session- Area 7b

Qualitative Case Studies in Professional Development Literacy Initiatives

Chair: Gay Su Pinnell, Ohio State University

Discussant: Gay Su Pinnell, Ohio State University

This session presents three case studies that include examples from preservice and inservice teacher education contexts using primary, middle and secondary school settings. By using such a broad base, the session fosters the authors' and audience's consideration of emerging themes and implications of professional development initiatives on educational renewal.

- I. Professional development that makes a difference for early literacy teachers**
Emily Rodgers, Ohio State University
- II. Preservice teachers and effective middle level literacy instruction**
Mary C. Sableski, University of Dayton
- III. Alternatives to traditional supervision models with literacy preservice teachers in a secondary school**
Adrian Rodgers, University of Dayton

1:15-2:00 P.M. Forum
Roundtables

- I. The Family Stories Project: Children's Literacies in Two Languages**
Joel E. Dworin, University of Texas at Austin
- II. Teacher Study Groups: Impact on Reading Comprehension Instruction**
Marie Tejero Hughes, University of Illinois at Chicago
- III. Practice What We Preach? Exploring Relationships Between Teachers' Reading and Writing and Their Teaching of Reading and Writing-A Further Look**
Gregory W. Brooks, Nazareth College of Rochester
Kenneth J. Weiss, Nazareth College of Rochester
- IV. Characteristics of Undergraduate Elementary Reading Teacher Education Programs in Pennsylvania's State System of Higher Education**
Nancy L. King, Muhlenberg School District

1:15-2:45 P.M. Palomas
Paper Session- Area 2-3

Word Identification: The Impact on Comprehension

Chair: Laveria F. Hutchinson, University of Houston

- I. Cognitive Development and Reading: The Contribution of Reading-Specific Cognitive Flexibility to Word Identification in First to Third Grade Children**
Kelly B. Cartwright, Christopher Newport University
Stacey J. Green, Christopher Newport University
Timothy R. Marshall, Christopher Newport University
Laveria F. Hutchinson, University of Houston
- II. Linking Reading Assessment with Instructional Strategies**
Stephanie L. McAndrews, Southern Illinois University – Edwardsville
- III. How are beginning reading materials used in K-3 classrooms? Results of a national survey**
Heidi Anne E. Mesmer, Oklahoma State University

1:15-2:45 P.M. Prescott
Symposium Session- Area I

Developing Global Awareness: International Picture Books as Visual Narratives

Chair: Carol D. Mihalevich, Central Missouri State University

Discussant: Carol D. Mihalevich, Central Missouri State University

The symposium presents a study to assess the use of the European Picture Book Collection, along with international student speakers, to increase cultural and linguistic understanding, visual literacy, and literature response among preservice teachers, inservice teachers, and elementary students in grades 4 and 5 in the U.S.

- I. Introduction to the study and findings related to cultural and linguistic features of the countries studied**
- II. Literature responses of the students**
- III. Aspects of Visual Literacy**
- IV. Trends emerging from the preservice and inservice teachers' responses to the illustrations of the EPBC texts**

Participants:

Kathryn Chapman Carr, Central Missouri State University
Dawna Lisa Buchanan, Central Missouri State University
Ann Powell Brown, Central Missouri State University
T. Gail Pritchard, University of Alabama

1:15-2:45 P.M.
Paper Session- Area 7a

Rio Verde

Developing Quality Teachers for All Students

Chair: Lori Assaf, University of Texas at Austin

- I. *Teacher Efficacy and Literacy Instruction***
Denise Johnson, The College of William & Mary
- II. *Classroom Literacy Facilitators: Training Teachers and Promoting Literacy Development for All Students***
Margaret A. Compton-Hall, Texas Woman's University
Pat Vollenwieder, Arlington Independent School District
- III. *Transformations: An Inquiry into the Experiences of New Teachers in a Literacy Instruction Professional Development Group***
Tiffany S. Coleman, Georgia State University
Lori Assaf, The University of Texas at Austin

1:15-2:45 P.M.
Symposium Session- Area 13

San Carlos

Intersecting Literacies: How Students and Teachers Negotiate Print, Multimedia, and Web Literacies in School Curricula

Discussant: Charles K. Kinzer, Teachers College, Columbia University

This interactive symposium will examine the intersection of print, multimedia-, and web-based literacy practices in primary, intermediate, middle school, and college classrooms. The centerpiece will be small group discussions of data that show how students and teachers in diverse settings negotiate the labyrinth of literacies that are increasingly part of school curricula.

- I. *Intersecting Literacies in K-12 Classrooms: Practices and Discourses***
Marjorie Siegel, Teachers College, Columbia University
- II. *Negotiating New Texts for New Times: An Exploration of 4th Grade Children's Literacy Practices Using Print and Multimedia Texts***
Francine DelVecchio, Teachers College and Charles A. Selzer School (Dumont, NJ)
- III. *Reinventing Adolescent Literacy Instruction: Curricular Web site Design for New Times***
Chris Walsh, Teachers College and Manhattan School for Science and Technology (New York, NY)
- IV. *Inclusions/Expansions: Understanding Multimedia Literacy Practices in College Settings***
Dana W. Cammack, Teachers College, Columbia University

1:15-2:45 P.M.
Paper Session- Area 5

Sedona

School and District-Wide Decisions About Secondary Literacy

Chair: Kerry Hoffman, Indiana University-IUPUI

- I. *5 Years Later: The Outcomes of a Schoolwide Literacy Effort in an Urban High School***
Douglas Fisher, San Diego State University
Nancy Frey, San Diego State University
- II. *Urban Secondary School Literacy Reform: One Curriculum Coordinator's Views***
Kathleen A. Hinchman, Syracuse University
Kelly Chandler-Olcott, Syracuse University
- III. *The Negative Impact of Placing On-Level Students in Remedial Reading Programs***
Georgia Thompson, Dallas Independent School District
Jane Moore, Dallas Independent School District
Katy Denson, Dallas Independent School District
Marcelo F. Pinto, Dallas Independent School District
Kerry Hoffman, Indiana University - IUPUI

1:15-2:45 P.M.
Paper Session- Area 12

Sonora

Examining the Impacts of High Stakes Testing

Chair: Stephen Willinski, Illinois State University

- I. *Capturing Multiple Discourses Around High Stakes Assessments, Their Impact and Policies***
Mark W. Conley, Michigan State University
Victoria Purcell-Gates, Michigan State University
- II. *Looking at Literacy Success Over Time: Who's Succeeding? At What? And Can They Keep It Going?***
Marjorie Y. Lipson, University of Vermont
Barbara Russ, University of Vermont
- III. *Third and Fifth Graders' Perceptions of High Stakes Testing***
Cheri F. Triplett, Virginia Tech
Mary Alice Barksdale, Virginia Tech
Stephen Wellinski, Illinois State University

2:00-2:45 P.M.
Roundtables

Forum

- I. *Reflections on the benefits of reading for writing in L2***
Jeremie Seror, University of British Columbia
Monique Bournot-Trites, University of British Columbia
- II. *Assessing the complexity of collaborative reading and writing: Preliminary findings of the Activity Assessment Tool***
Margaret Sheehy, University at Albany
- III. *Preservice Teachers' Collaborative Conversations: Using Web CT to Support Tutoring Primary Children***
Beverly J. Bruneau, Kent State University

3:00-4:30 P.M. Center Ballroom
Symposium Session- Area 5

Evidence and Epistemology in Adolescent and Adult Literacy Research

Donna Alvermann, University of Georgia
Gay Ivey, James Madison University
Kevin Leander, Vanderbilt University
LeeAn Sutherland, University of Michigan
Mark Dressman, University of Illinois at Urbana-Champaign
Patricia Anders, University of Arizona
Wayne Linek, Texas A&M University-Commerce

3:00-4:30 P.M. Chambers
Paper Session- Session 8

Thinking About Educators

Chair: Gwynne Ellen Ash, University of Delaware

I. *Effects of an Urban Middle School Literacy Tutoring Program on Prospective Secondary School Teachers*

Julia Reynolds, Michigan State University
Mark W. Conley, Michigan State University

II. *Preservice Teachers' Participation in a Co-inquiry Practicum Experience in an Urban Neighborhood*

David G. O'Brien, University of Minnesota, Twin Cities
Richard Beach, University of Minnesota, Twin Cities

III. *Progress as Potential: The Evaluation of a Long-term Literacy Professional Development Program for Middle School Teachers*

Gwynne Ellen Ash, University of Delaware

3:00-4:30 P.M. Coronado
Paper Session- Area 15

Literacy Development: The Role of Core Reading Programs

Chair: Rita M. Bean, University of Pittsburgh

I. *Librarians in the Classroom: A Collaborative Program between the Community Library and an Urban Public School*

Maureen Curley, University of Pittsburgh
Rita M. Bean, University of Pittsburgh

II. *Theories of reading and literacy development: Some lessons from the developmental sciences*

George G. Hruby, University of Georgia

3:00-3:45 P.M. Forum
Roundtables

I. *How Does the Finnish Core Curriculum Come Alive in a Finnish Preschool Classroom?*

M. Jean Dreher, University of Maryland
Riitta-Liisa Korkeamäki, University of Oulu, Finland

II. *Situating a History of Reading in a Course Context*

James R. King, University of South Florida
Norman A. Stahl, Northern Illinois University

III. *Critical Literacy and Popular Culture: Writing Processes in Identity Construction*

Jason P. Ranker, University of Iowa

3:00-4:30 P.M. Palomas
Symposium Session- Area 6

Hybridity and Genre: Perspectives, Theories, and Practices

Chair: Kris Gutierrez, University of California, Los Angeles

The symposium will explore different perspectives of this role of hybridity in genre theories and practices.

I. *The Dialogization of Genres in Teaching Narrative: Moving Beyond Primary and Secondary Genres in Studies of Classroom Discourse*

Mary M. Juzwik, University of Wisconsin-Madison

II. *Three's Company: Hybridity in/and the Articulation of Text Genres, Activity Genres, and Micropolitics*

George Kamberelis, University at Albany-State University of New York

III. *Hybridity and the Read-Aloud Curriculum Genre: Using Intertextuality to Develop Scientific Understandings in Primary Classrooms*

Christine C. Pappas, University of Illinois at Chicago
Maria Varelas, University of Illinois at Chicago

IV. *Rethinking Genre in New Times: A Comparative Look at Student-Written Biographies, Children's books, Web sites, and Music Videos*

Jennifer Stone, University of Wisconsin-Madison

**3:00-4:30 P.M. Four Peaks
Paper Session- Area 7b**

The Novice Teacher in the Field: Looking at Mentors, Excellence, and a Framework

Chair: Theresa Deeney, University of Rhode Island

I. *Features of Field Experiences at Sites of Excellence in Reading Teacher Education Programs*

Deborah Eldridge, Hunter College
Janis Harmon, University of Texas at San Antonio
Joyce Fine, Florida International University
Miriam G. Martinez, University of Texas at San Antonio
Misty Sailors, University of Texas at Austin
Susan Keehn, University of Texas at San Antonio
Wanda Hedrick, University of Texas at San Antonio

II. *Partnership, Professional Development, and Literacy Education: Common Ground for Intern Teachers and Their Mentors*

Janet R. Young, Brigham Young University
Roni Jo Draper, Brigham Young University
Theresa A. Deeney, University of Rhode Island

III. *Developing a Framework for Evaluating Literacy Teacher Preparation*

Bonnie La Duca, College of St Katherine
Judith Davison-Jenkins, St Cloud State University
Julie S. Kalnin, University of Minnesota
Mark Vagle, University of Minnesota
Vicki Olson, Augsburg College

**3:00-4:30 P.M. Chaparral
Symposium Session- Area 11**

Look What a Look at Yourself Can Do: Research Based on the ABC's of Cultural Understanding

Chair: Patricia R. Schmidt, Le Moyne College

Discussant: Claudia Finkbeiner, University of Kassel

The purpose of this symposium is to present various research adaptations of the model of Cultural Understanding and Communication. Participants will share research based on the model including: an examination of collaboration among classroom teachers and staff, the identification of shifts in pre-service teachers' literacy beliefs, and an examination of the instructional practices of classroom teachers.

I. *Collaboration at Work: Teachers Engage in a Multi-faceted Project to Increase Literacy Learning*

Andrea Izzo, Gallaudet University

II. *Pre-service teachers use the ABC's Model to inquire about literacy related beliefs, practices and cultural/ethnic diversity*

Maria Ortiz, Minnesota State University, Mankato

III. *Using the ABC's Model to Reflectively Examine the Instructional Practices of Classroom Teachers*

Stacey Leftwich, Rowan University
Midge Madden, Rowan University

**3:00-4:30 P.M. Prescott
Paper Session- Area 9**

Parental and Community Influences on Early Literacy Development

Chair: Annie Moses

I. *Dynamic Interactions between Parents and Preschoolers during Book Sharing: A Mixed Methods Study with Two Families with Twins*

Barbara A. Bradley, The University of Georgia
Lisa A. Hammitt, The University of Georgia

II. *Parental Involvement in Reading Excellence Funded Schools*

Angela Cox, University of Kentucky
Deneese Jones, University of Kentucky
Mary C. Shake, University of Kentucky
Tierra Freeman, University of Kentucky

**3:00-4:30 P.M. Rio Verde
Alternative Session- Area 4**

A Critical Analysis of Elementary Teachers' Talk about the Literacy Arts

Chair: Kathryn F. Whitmore, The University of Iowa

Discussant: Richard J. Meyer, University of New Mexico

This session engages participants in a viewing, discussion, and analysis of a video vignette that illustrates the power of a multiple sign system approach to teaching language (Berghoff & Harste, 2003), particularly in an English-as-a-Second Language learning context.

I. *Explanation of the Research Design and Critical Discourse Analysis Procedures*

II. *Video Vignettes for Participant Interpretation*

III. *Findings and Conclusions*

Participants:

Kathryn F. Whitmore, University of Iowa
Renita R. Schmidt, University of Iowa
Stacey King-Medd, Iowa City Community School District

3:00-4:30 P.M. Sedona
Symposium Session- Area 4

Whole Language And Critical Literacy, Discourses of Schooling: Interrogating (Mis)Understandings

Discussant: Jerry Harste, Indiana University, Bloomington

The purpose of this symposium is to examine what happens when whole language practitioners build curricula of critical literacies from the conversations and questions of the education's silent stake-holders.

I. Talking Back: Re-Theorizing Arguments between Whole Language and Critical Literacy

Andy Manning, Mount St. Vincent University

II. From the Personal and the Critical: "And They All Have Their Dreams and They've Just Been Squelched": "Mother Tensions"

Connie White, Indiana University, Bloomington

III. Interrogating New Understandings

Janice Tucker, Indiana University, Bloomington

3:00-4:30 P.M. San Carlos
Symposium Session- Area 13

Collaboration and Interaction through New Technologies: Implications for Literacy

Chair: Margaret Hagood, College of Charleston

Discussant: Suzanne Wade, University of Utah

This symposium describes and interprets recent collaborations and interactions that took place through Internet technologies at three different sites with elementary, adolescent, and college students. Researchers and the discussant will reflect on themes that emerged from each study and questions raised for classroom practices and literacy research.

I. Elementary Students Collaborating with Older Peers and Adults to Develop Electronic Compositions

Martha Dillner, University of Houston Clear Lake

II. Collaboration in the Wireless Classroom: Implications for Literacy Development among Future Teachers and Their Students

Marion Fey, State University of New York at Geneseo

III. Interacting on the Web: Technologies, Adolescents, and Literacies

Barbara Guzzetti, Arizona State University

3:00-4:30 P.M. Sonora
Symposium Session- Area 2-3

Developmental spelling inventories: Ways to understand students' literacy and guide instruction

Discussant: Shane Templeton, University of Nevada, Reno

This symposium examines their validity as predictors of the development of student word knowledge and reading, how developmental spelling inventories help us identify the specific needs of English-proficient and English-learning students, and how they guide teachers in planning developmentally-appropriate literacy instruction.

I. The Primary Spelling Inventory: Exploring the validity of the inventory and its relationship to reading levels

Francine Johnston, University of North Carolina at Greensboro

II. Qualitative differences in the spelling errors of English-only students and students from Spanish-language backgrounds on a developmental spelling inventory

Lori Helman, University of Nevada, Reno

III. How teachers use developmental spelling inventories to organize reading and spelling instruction

Donald Bear, University of Nevada, Reno
Darl Venner, University of Nevada, Reno

3:45-4:30 P.M. Forum
Roundtables

I. The Multi in Multicultural Literature: Definitions and Developmental Factors

Jennifer F. Wortzel, University of Iowa

II. Exploring the Construction of Gender in Adolescent Texts

Mark M.D. Esch, Arizona State University

III. Service Learning Connects Preservice Teachers and Urban Children: A Teaching and Learning Partnership

Shelia C. Baldwin, Monmouth University
Mary Lee Bass, Monmouth University

4:45 - 6:00

Forum

Presidential Address

Chair: Donald J. Leu, University of Connecticut

I. Announcements

Lea M. McGee, University of Alabama

II. Student Research Award Presentation

Josephine Peyton Young, Arizona State University

III. Presidential Address

Lee Gunderson, University of British Columbia

The Language, Literacy, Achievement, and Social Consequences of English-Only Programs for Immigrant Students

Introduction of Speaker:

Jon Shapiro, University of British Columbia

6:00-6:45

Poolside

Opening Night/Presidents' Reception

Master of Ceremonies:

Deborah R. Dillon, University of Minnesota

6:45-7:15

Chambers

Memorial in Remembrance of Rebecca Barr

Chair: Deborah R. Dillon, University of Minnesota

*Rebecca Barr's name remains on the program in acknowledgement and as a tribute to her long-standing willingness to serve NRC.

8:45-10:15 A.M. Center Ballroom
Symposium Session - Area 4

***Revaluing Readers and Teachers:
Retrospective Miscue Analysis***

This symposium focuses on recent research in Retrospective Miscue Analysis and explores RMA's impact in different settings, including with families, with small groups of children, and in classrooms. The presentations demonstrate relationships between readers' revaluing the reading process, revaluing themselves as readers and revaluing their reading proficiency.

Alan D. Flurkey, Hofstra University
James V. Hoffman, University of Texas at Austin
Kenneth S. Goodman, University of Arizona
Prisca Martens, Towson University
Yetta M. Goodman, University of Arizona

8:45-10:15 A.M. Chambers
Paper Session - Area 6

Adolescent Literacy Issues

Chair: Marino Alvarez, Tennessee State University

- I. *High School Students Using Electronic Literacy Environments for Informing Learning and Practice***
Marino C. Alvarez, Tennessee State University
- II. *"It's good to read if you can read it": What Matters to Middle School Students in Content Area Independent Reading***
Gay Ivey, James Madison University
Karen Broadus, James Madison University
- III. *"Discussion is about Voicing Opinions": Adolescent Students Discourse on Talk, Text, and Ideas in Class Discussions***
Kristy L. Dunlap, George Mason University

8:45-10:15 A.M. Chaparral
Paper Session - Area 6

Elementary Literacy Issues and Practices

Chair: Kathryn Prater, The University of Texas at Austin

- I. *"Finding Voice": A longitudinal study of teaching and learning at an urban charter school for girls***
Annette M. Henry, Associate Professor
- II. *Providing Autonomy Support for Young Writers: A Case Study of Two Teachers***
John F. O'Flahavan, University of Maryland
Karen Fischer, University of Maryland
- III. *Readers' Theater Leaves No Child Behind***
Kathryn A. Prater, The University of Texas at Austin

8:45-10:15 A.M. Coronado
Symposium Session - Area 4

Rethinking Responses to Literature

The disappointing performance of elementary grade readers at comprehending text is creating a sense of urgency among researchers and educators (Snow, 2002). Increasingly, teachers of the elementary grades want to know and understand which strategies have the potential to boost readers' comprehension (Block & Pressley, 2002). The purpose of this symposium is to explore the role of discussion in improving student's reading comprehension.

Discussant: Janice Almasi, SUNY - Buffalo

- I. *Children's Responses to Literature in Small Group Settings***
Brenda A. Phillips, Clemson University
Kathy N. Headley, Clemson University
Linda B. Gambrell, Clemson University
- II. *Responding to Literature: Peer Group Discussion Complemented by Journal Writing***
Kim M. Bobola, University of Maryland
- III. *Developing Teacher Expertise in Facilitating Literature Response***
Barbara M. Palmer, Mount Saint Mary's College

8:45-10:15 A.M. Flagstaff
Paper Session - Area 7a

Chair: Doug Fisher, San Diego State University

Understanding Current Practices for Reading Interventions

- I. *Early Reading Incentive Grant Models in Kentucky: The Implementation, Impact and Effects of Early Reading Intervention***
Sherry W. Powers, Western Kentucky University
Deneese L. Jones, University of Kentucky
Angela Cox, University of Kentucky
- II. *Reading clinics in the U.S.: A national survey of present practice***
Jeanne S. Schumm, University of Miami
Michele Mits-Cash, University of Miami
Paola Pilonieta, University of Miami
Peggy D. Cuevas, University of Miami
- III. *Using the CIERA School Change Framework in 24 REA Schools***
Barbara M. Taylor, University of Minnesota
Deborah S. Peterson, University of Minnesota

8:45-9:30 A.M.
Roundtable - Area 1 I

Forum

- I. *Can K-3 Reading Reform Make a Difference? Examining the Utah Reading Excellence Act***
Janice A. Dole, University of Utah
D. Ray Reutzler, Utah State University
- II. *Social Identity and L2/Literacy Acquisition: A Comparative Study of Elementary School Students (Let's Hear What Students Have To Say)***
Olha V. Tsarykovska, Purdue University
Xiaoning Chen, Purdue University
- III. *Knowing in Part: Rhetorics of Work and Play in Early Literacy***
Karen Wohlwend, University of Iowa
- IV. *Remedial Readers: How They Can Help Us Understand the Social Structures of School***
Kerry A. Hoffman, Indiana University at IUPUI

8:45-10:15 A.M.
Paper Session - Area 1 I

Four Peaks

Language Literacy: Several Perspectives

Chair:

- I. *Negotiating Social Identities in a Bilingual Classroom***
Lori Assaf, The University of Texas at Austin
Jo Worthy, The University of Texas at Austin
Alejandra Rodriguez, The University of Texas at Austin
- II. *Talk about Text: Examining Academic Language of ELL Students***
Joan A. Williams, Texas Lutheran University
Georgia Garcia, University of Illinois
- III. *Understanding Struggling Asian English Language Learners: Two Case Studies***
Guofang Li, SUNY at Buffalo

8:45-10:15 A.M.
Alternative Format - Area 1 5

Rio Verde

Preparing Reading Specialists and Secondary Teachers in New Times

This session explores how changing times impact the preparation of teachers to teach literacy. Two studies examine: 1) how reading specialist candidates' written vignettes influence their understandings and beliefs about their new roles; and 2) the beliefs and understandings of secondary preservice teachers related to multiple literacies fostered by technology.

- I. *The Perceptions and Insights of MA Candidates about the Roles of Reading Specialists as Viewed through their Written Vignettes***
MaryEllen Vogt, California State University, Long Beach
Brenda A. Shearer, University of Wisconsin, Oshkosh
- II. *A Study of Secondary Preservice Teachers' Knowledge, Experience, and Beliefs about Technology Use in Teaching***
Martha Rapp Ruddell - Sonoma State University

8:45-10:15 A.M.
Paper Session - Area 2

Palomas

Metacognition and Comprehension: What do Good Readers Do?

Chair: Kelly Cartwright, Christopher Newport University

- I. *An Image-Based Investigation into Children's Understandings of Metacomprehension Strategies: What do Good Readers Do?***
Jeanne B. Cobb, Eastern New Mexico University
- II. *Why Content-Area Literacy Messages Do Not Speak to Content-Area Teachers: A Critical Review of the Literature***
Roni Jo Draper, Brigham Young University
Daniel Siebert, Brigham Young University
- III. *Universality and Diversity in First- and Second- Language Academic Reading***
Li Cheng, University of British Columbia
Lee Gunderson, University of British Columbia
Kelly B. Cartwright, Christopher Newport University

8:45-10:15 A.M.
Symposium Session - Area 1

Prescott

Gendered geographies: Mapping femininities and masculinities in young adult literature

Chair: Maureen Kendrick, University of British Columbia
Discussant: Rebecca Luce-Kapler, Queens University

This symposium addresses representations of gender and adolescence within the textual landscapes of young adult literature. Three papers, one on Nancy Drew, one on Holocaust narratives, and one on Frankenstein and a companion hypertext novel, focus on the territories protagonists inherent in young adult literature that inform the production and construction of masculinity/femininity.

- I. *Citizen Drew: Mapping Race, Class and Sexuality in the Nancy Drew Mysteries***
Elizabeth Marshall, University of Maryland
- II. *Disrupting childhood landscapes: Mapping gendered bodies on to fragmented narratives of the Holocaust***
Theresa Rogers, University of British Columbia
- III. *Stitching Texts: Gender and Geography in Frankenstein and Patchwork Girl***
Teresa Dobson, University of British Columbia

8:45-10:15 A.M.
Alternative Format - Area 1

San Carlos

The Complexity of Cultural Authenticity in Children's Literature

Chairs: Dana L. Fox, Georgia State University
Kathy G. Short, University of Arizona

In this alternative format session, participants are invited into a conversation about research on cultural authenticity in literature for young people. The purpose of this session is to provide an overview of recent research and inquiry related to cultural authenticity in children's literature, to outline and discuss the various definitions and interpretations of cultural authenticity that exist in the field, and to set an agenda for future research on this topic.

Participants:

Violet Harris, University of Illinois
Elizabeth Noll, University of New Mexico
Zhihui Fang, University of Florida
Laura Smolkin, University of Virginia
Judi Moreillon, Sabino High School, Tucson, AZ
Curt Dudley-Marling, Boston College
Weimin Mo, University of South Florida
Wenju Shen, Valdosta State University
Vivian Yenika-Agbaw, Bloomsburg University
Hazel Rochman, Editor, Booklist, American Library Association
Rosalinda Barrera, University of Illinois

8:45-10:15 A.M.
Paper Session - Area 5

Sedona

Perception and Policy in Adolescent Literacy

Chair: Colleen Fairbanks, University of Texas at Austin

- I. *Adjusting our focus: Examining the interplay of district, teacher, and student perceptions of reading instruction in the middle grades***
Deanna M Stoube, St. Ambrose University
- II. *On the Margins: Struggling Adolescent Readers in the Context of Current Literacy Learning Theory and Educational Policy***
Judi Franzak, University of Wisconsin-Milwaukee (8/03)
Colleen Fairbanks, University of Texas at Austin
- III. *Youths' Views of Literacy Practices In-and Out-of-School: A National Survey***
Donna E. Alvermann, University of Georgia
David W. Moore, Arizona State University-West
Kathleen A. Hinchman, Syracuse University

8:45-10:15 A.M.
Symposium Session - Area 13

Sonora

Effective Reading Instruction with Technology: Results of a National Survey of Exemplary Primary Grade Teachers

Chair: Linda D. Labbo, The University of Georgia
Discussant: Dr. Deborah Dillon, University of Minnesota

This session presents a national survey of K-3rd grade teachers who were nominated because of exemplary use of computers for literacy instruction. Analysis of a four-part, recursive e-mail interview/survey revealed 11 major themes within and across grade levels and focused on what, why, and how they enact specific technological strategies.

- I. *Symposia Overview & Introduction***
Don J. Leu, Jr., University of Connecticut
- II. *Themes in literacy and technology: Results of a national survey of teachers at the kindergarten level***
Linda D. Labbo, The University of Georgia
Mary Love, The University of Georgia
Miri Park, The University of Georgia
Betty Hubbard, The University of Georgia
- III. *A Qualitative Study on the Integration of Internet and Computer Technologies in Second Grade Literacy Classrooms***
Julia Kara-Soteriou, University of Bridgeport,
Donald J. Leu, Jr., University of Connecticut
- IV. *Themes in Literacy and technology: Results of a national survey at first and third grades***
Charles K. Kinzer, Teachers College, Columbia University
Dana Cammack, Teachers College, Columbia University

9:30-10:15 A.M.
Roundtables

Forum

- I. *Improving How We Teach Conventional Literacy: Deaf College Students' Recollections of Learning English and What We Can Learn From Them***
Kathryn L. Schmitz, Rochester Institute of Technology
- II. *The Language and Literacy Practices in a Mexican Community***
Robert T. Jimenez, University of Illinois at Urbana-Champaign
Patrick H. Smith, University of the Americas
Natalia Martínez-León, University of the Americas
- III. *From Confucius to Zhu Xi: A partial review of the ancient Chinese perspectives on learning and study methods***
Gaoyin Qian, Lehman College/CUNY
Liqing Tao, College of Staten Island/CUNY
- IV. *Concentric learning circles: The rippling academic and attitudinal impacts of a field-based reading course***
Lori Elliott, Georgia State University
Danielle Battle, Parkside Elementary School
Shannon Hawkins, Georgia State University

10:30 A.M. - Noon **Forum**
Oscar Causey Award Presentation and Address

Chair: Lee Gunderson, University of British Columbia

- I. Oscar Causey Award Presentation**
Mark W. Conley, Michigan State University
- II. 2003 Oscar Causey Honoree Address**
Connie Juel, Stanford University
Reading Research: What Questions Keep Me Up At Night?
Introduction of Speaker:
Patricia Alexander, University of Maryland

1:15-2:45 P.M. **Chambers**
Paper Session - Area 7a

Negotiating Teacher Voice within Power Relationships

Chair: Cynthia Smith, University of North Carolina, Chapel Hill

- I. Relationships Among Choice, Voice, and Ownership in Teacher Decision Making**
Colleen P. Gilrane, The University of Tennessee
- II. Conundrums, contradictions, and constraints: Using positioning theory to explore teachers' talk about literacy and culture**
Mary McVee, University at Buffalo/SUNY
Maria Baldassarre, University at Buffalo/SUNY
Nancy Bailey, University at Buffalo/SUNY
- III. Cookies as Power: Thinking about the Relationship between University Researchers and Teachers in a School-Based Inquiry Group**
Laurie MacGillivray, University of Southern California
Margaret Saucedo Curwen, University of Southern California
Amy Lassiter Ardell, University of Southern California

1:15-2:45 P.M. **Chaparral**
Symposium Session - Area 4

Writing Across the Curriculum: PreKindergarten, Kindergarten, and Grade-One Children Sometimes Differentiate between Nonfiction and Fiction

Cathy Roller, IRA
Holly Conti, University of Virginia
Jane Hansen, University of Virginia
Jenesse Evertson, University of Virginia

1:15-2:45 P.M. **Center Ballroom**
Symposium Session - Area 7a

Assisting Practicing Teachers in Using Community Resources

Chair: Sarah McCarthey, University of Illinois, Urbana-Champaign
Discussant: Luis Moll, University of Arizona

Participants:

Kathy Au, University of Hawaii
Kris Gutierrez, University of California, Los Angeles
Michele Foster, CUNY

1:15-2:45 P.M. **Coronado**
Symposium Session - Area 4

Retelling Profiles of Second Graders in Literature-Based and Scripted Commercial Programs

Findings of retellings by children in Direct Instruction, Open Court, and adapted Guided Reading classrooms will be reported. The papers explore the influence of these programs on elements of retellings, the relationship between retellings and children's models of reading, and present profiles of readers with the highest and lowest retellings.

Poonam Arya, Towson University
Deborah Lang, Towson University
Prisca Martens, Towson University
Patricia Wilson, Towson University
Alan D. Flurkey, Hofstra University

1:15-2:45 P.M. **Palomas**
Paper Session - Area 4

Evaluating Instructional Strategies for Reading Achievement

Chair: Linda Bausch, LIU, Southampton College

- I. Teaching Reading Comprehension Strategies Using Information Texts: A Comparison of the Effects of Explicit Single and Multiple Transactional Strategy Instruction on Young Children's Content Knowledge Acquisition, Reading Engagement and Reading Development**
D. Ray Reutzell, Utah State University
Parker C. Fawson, Utah State University
John A. Smith, Utah State University
- II. Developing Fluency through Neurological Impress: A study of struggling readers who are "On the Bubble"**
Diane Alpert, Santee School District
Diane Lapp, SDSU
James Flood, San Diego State University
Sharon Flood, SDSU
- III. CAL Reads: The Efficacy of Small Group Reading Intervention**
Richard D. McCallum, University of California, Berkeley
Paolo C. Martin, University of California, Berkeley
Maren S. Aukerman, University of California, Berkeley

1:15-2:45 P.M.
Paper Session - Area 13

Flagstaff

Using Technology in Teacher Education

Chair: Julie Coiro, University of Connecticut

I. "I know them better than students in my on-campus courses": Exploring A Personalized Approach to Online Instruction

Joyce E. Many, Georgia State University
Faith Wallace, Georgia State University
Judy Stephenson, Georgia State University
Lisa Eickholdt, Georgia State University

II. Building Their Stories: Electronic Case Studies of Struggling Readers

Terry S. Atkinson, East Carolina University
Sarah C. Williams, East Carolina University
Julie Coiro, University of Connecticut

III. Case-based Multimedia Studies via the Internet: Principles of Effective Literacy Instruction in Preservice Teacher Education

Francine Falk-Ross, Northern Illinois University
Catherine Kurkjian, Central Connecticut State University
Ann Courtney, University of Hartford
Regina Chatel, Saint Joseph College
Victoria Gentry Ridgeway, Clemson University

1:15-2:45 P.M.
Alternative Format - Area 5

Four Peaks

Uses of Space and Spatial Theory in Literacy Research and Pra

In this alternative format session, 6 exemplars from literacy research will be shared by 6 presenters who use space and spatial theory in different ways. The papers address relationships between agency, structure, surprise, imagination, and how power plays in the geographic distribution of literacy.

Anita Wilson, Lancaster University
Margaret Sheehy, University at Albany
Kevin M. Leander, Vanderbilt University
Elizabeth Birr Moje, University of Michigan
Margaret Hagood, The College of Charleston
George Kamberelis, University at Albany
Jay Lemke, University of Michigan

1:15-2:45 P.M.
Alternative Format - Area 15

Prescott

How to write an award-winning student research paper and more: Past award winners tell all!

Chair: Josephine Peyton Young, Arizona State University
Discussants: Gregory Brook, Nazareth College of Rochester
Valerie Chapman, University of Texas at El Paso

This alternative session is designed to provide information about the NRC Outstanding Student Research Award. This session will be interactive and small-and large-group discussions will focus on writing a winning research paper; reviewing and selecting the outstanding student research award paper; and publishing the paper.

Participants:

Kim Bobola, University of Maryland
Nancy A. Place, University of Washington-Bothell
Larence Sipe, University of Pennsylvania
Emily Rodgers, Ohio State University

1:15-2:45 P.M.
Symposium Session - Area 11

San Carlos

Examining second-language issues in light of the National Reading Panel Report

Chair: Elizabeth Bernhardt, Stanford University
Discussant: Michael Kamil, Stanford University

The three papers in this symposium examine conclusions drawn from the National Reading Panel Report from the perspective of second-language reading research, theory, and practice. The panel report documented the criticality of phonemic awareness, of vocabulary development, and of comprehension. Each paper in this symposium examines one of these critical areas.

I. Learning the Structural Properties of Chinese Characters: Examining Beginning Textbooks for Adult Foreign Language Learners

Michael Everson, University of Iowa

II. Spanish English Language Learners Beginning to Read in English: A Test of the Interactive Compensatory Hypothesis on Cognates

Lawrence Tova, Stanford University

III. Examining the role of syntactic proficiency in second-language reading comprehension

Elizabeth Bernhardt, Stanford University

1:15-2:45 P.M.

Rio Verde

Alternative Format - Area I I

International Perspectives on Literacy Instruction and Literacy Teacher Education

Chair and Discussant: Rebecca Barr*, National Louis University

This alternative format session centers on current literacy contexts and literacy teacher education in five different countries, and summarizes research findings from literacy projects being completed in these countries.

I. Malawi

Mary Alice Barksdale
Jerome A. Niles, Virginia Tech
Manuel Kazembe, Virginia Tech
Edith Mmela, Virginia Tech
Patricia Proudfoot Kelly, Virginia Tech
Josiah Tlou, Virginia Tech

II. Mozambique

Jeni Arndt, Purdue University

III. China

Jiening Ruan, The University of Oklahoma
Lijun Jin, Towson University

IV. South Africa

Misty Sailors, University of Texas at Austin
Natasha Beretvas, University of Texas at Austin
James Hoffman, University of Texas at Austin
P. David Pearson, University of California, Berkeley

V. Burmese Refugee Camps in Northern Thailand

Karin Dahl, Ohio State University

1:15-2:00 P.M.

Forum

Roundtables

I. Preservice Teachers' Attitudes toward English as a Second Language and Limited English Proficiency Students

Juwan Bae, Syracuse University

II. Seeking "Free Spaces Unbound:" Exploring the Literacy and Social Experiences of Biracial Adolescents Through Biracial Literature

Julia Johnson Connor, University of Illinois Urbana-Champaign

III. To Modify or Not to Modify, What is the Strategy's Power

Valerie G. Chapman, The University of Texas at El Paso

IV. Techno-Teaching in the Digital Age: Investigating the influence of CTELL Video-Cases on the Pedagogical Approaches and Course Curriculum of Four Teacher Educators

Ruby Sanny, University of Illinois at Chicago

1:15-2:45 P.M.

Sonora

Paper Session - Area I

The Ideological Content of Children's Literature

Chair: Carmen Martinez-Roldan, Arizona State University

I. Female Images in Caldecott Award Books: Gender Readings through Visual Text

Luz Carime Bersh, The University of Alabama

II. Messages About Literacy in Children's Literature: To Inform or Transform

Janelle B. Mathis, University of North Texas
Leslie Patterson, University of North Texas

III. Toward a Socio-Political Framework for Multiethnic Children's Literature

Jann L.M. Pataray-Ching, California Polytechnic Univ, Pomona
Stuart H.D. Ching, Loyola Marymount University

1:15-2:45 P.M.

Sedona

Alternative Format - Area I 3

Situated Media Literacy: Grounded in Virtual and Real Spaces

Chair: Stanley B. Straw, University of Manitoba

Discussant: David O'Brien, University of Minnesota

This alternative session explores the integration of technology in English language arts studies as situated media literacy. Presenters will demonstrate classroom-based research findings from K-12 and higher education settings in ways that have grounded their situated literacy concepts in virtual and real spaces.

I. Transmediating through Multiple Texts in Media Literacy Classrooms

Ladi M. Samali, Pennsylvania State University

II. Mediated Critical Thinking: Preservice Teachers, Web Quests, and Future Practice

David M. Lund, Southern Utah University

III. Situating Literacy Case Studies in Real and Virtual Time

Patricia I. Mulcahy-Ernt, University of Bridgeport

IV. Multiple Dimensions of Electronically Mediated Portfolio Development

Ronald D. Kieffer, Ohio State University, Lima

V. Situated Media Literacy Differentiated in Computer Room Dialogue

Karen E. Smith, University of Manitoba

2:00-2:45 P.M.
Roundtables

Forum

I. Pre-service teachers' use of the portfolio as a framework for recognizing and demonstrating achievement of course goals
Karen Nolan, West Chester University

II. Learning to Foster Literacy in an At-Risk Urban Middle School: Report of a Teacher-Research Collaboration
Kathleen A. Hinchman, Syracuse University
Margaret Marone-Wilson, Syracuse City School District

3:00-4:30 P.M.
Symposium Session - Area I I

Four Peaks

Beyond Cultural and Linguistic Mismatch: Exploring Broader Factors Contributing to the Marginalization of Non-mainstream Students

Chair: Deneese L. Jones, University of Kentucky
Discussant: Deneese L. Jones, University of Kentucky

As non-mainstream students struggle to make sense of their environment, teachers are challenged to make classroom interaction culturally responsive. Findings from these studies indicate that teachers must be aware of how their practices are shaped by their cultures and modify them so that all students have greater opportunities to learn.

Sherry W. Powers, Western Kentucky University
Beth Morton Christian, Western Kentucky University
Margaret Compton-Hall, Texas Women's University

3:00-4:30 P.M.
Paper Session - Area I I

Chambers

Approach to Language Programs

Chair: Josephine Moon Ro, Binghamton University-SEHD

I. An Investigation of The Effects of a Language Program Designed To Enable Middle School Speakers to Expand Their Range of Language Registers Through Mediated Social Interactions
Diane Lapp, San Diego State University
James Flood, San Diego State University
Douglas Fisher, San Diego State University
Kelly Moore, San Diego State University

II. Improving Mainstream Classroom Instruction for English Language Learners Through Staff Development: Cycle 2
Karen M. Feathers, Wayne State University

III. Memoir Writing as Culturally Responsive Pedagogy in an Adult Multilingual Classroom
Nancy L. Goldstein, Arizona State University

3:00-4:30 P.M.
Symposium Session - Area I I

Chaparral

Preparing Preservice and Inservice Teachers for "Culturally Relevant Pedagogy"

Chair: Joan Theurer, California State University, Long Beach

In this symposium 3 teacher educators will present their studies on preparing teachers to develop "culturally relevant pedagogy" for literacy instruction.

I. Preservice Teachers' Changing Perceptions and Behaviors of Teaching Diverse Students
Shelley H. Xu, California State University, Long Beach

II. Culturally Relevant Pedagogy: A Study of Successful Inservice Learning
Patricia R. Schmidt, Le Moyne College

III. Teachers Learn and Relearn about Parental Involvement in Children's Literacy Development
Jyotsna Pattnaik, California State University, Long Beach

3:00-4:30 P.M.
Symposium Session - Area I I

Center Ballroom

National Literacy Panel on Language Minority Children and Youth: Findings from the Panel's Research Synthesis

Chair: Timothy Shanahan, University of Illinois at Chicago
Discussants: In lieu of discussants, the audience is invited to comment on and raise questions about this research synthesis.

Following an overview of the panel's work, one participant from each of the six major domains that the report covers will summarize the findings resulting from the synthesis of research in the domain. There will be ample opportunity for discussion of the report, which will still be in prepublication form.

- I. Overview**
Diane August, Center for Applied Linguistics
- II. Relationship Between Oracy and Literacy**
Esther Geva, Ontario Institute for Studies in Education, University of Toronto
- III. Transfer of Literacy Skills from First Language to Second Language**
Michael Kamil, Stanford University
- IV. Literacy Development**
Linda Siegel, University of British Columbia
- V. Context for Literacy Development**
Margarita Calderon, Center for Research on the Education of At Risk Students, Johns Hopkins University
- VI. Strategies and Professional Development for Promoting Literacy**
Timothy Shanahan, University of Illinois at Chicago
- VII. Assessment of Literacy**
Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

3:00-4:30 P.M.
Paper Session - Area 5

Coronado

Literacy and Adolescent Identity

Chair: Josephine Young, Arizona State University

I. Adolescent Literacy and Popular Culture: Can this Marriage Work?

Kathy Headley, Clemson University
Pamela J. Dunston, Clemson University
Victoria G. Ridgeway, Clemson University
Josephine Young, Arizona State University

II. Literacy and Identity: A Longitudinal Study of Latina Adolescents

Colleen M Fairbanks, University of Texas at Austin
Mary Ariail Broughton

III. A Touch of Grey: Rethinking Adolescent Identity, Popular Culture, and Literacy

Margaret C. Hagood, College of Charleston

3:00-3:45 P.M.
Roundtables

Forum

I. Theory of Caring for African American Kindergartners During Picturebook Readalouds

Patricia A. Daley, University of Pennsylvania

II. Prospective Teachers' Response to Adolescent Literature: Implications for Teacher Preparation

Susan King Fullerton, The Ohio State University
Trish Bandre, The Ohio State University

III. Exploring Peer Assessment in Literacy Education

Amy P. Dietrich, The University of Memphis
Rebecca Anderson, The University of Memphis
Ingrid Haynes-Mayes, The University of Memphis
Jane Puckett, The University of Memphis
Jerrie Scott, The University of Memphis
Lana Smith, The University of Memphis

3:00-4:30 P.M.
Paper Session - Area 8

Prescott

Examining Multiple Sign Systems, Genres, Discourses and Educational Equity in Preservice Secondary Literacy Teacher Education

Chair: Leslie Rush, University of Wyoming

I. Reflective Multigenre Reading and Writing in Pre-service Teacher Education

Leslie S. Rush, University of Wyoming

II. "There is definitely literacy in music": Investigating responses of Canadian pre-service band/choral teachers to a reformulated content area reading course

Deborah L. Begoray, University of Victoria

III. Infusing Concerns for Educational Equity in a Reading Methods Course: Preservice Teachers' Understandings

Carol V. Lloyd, University of Nebraska Omaha

3:00-4:30 P.M.
Alternative Format - Area 9

Flagstaff

Guided Comprehension in the Primary Grades: A Framework for Curricularizing Strategy Instruction

A review of the current research on reading comprehension and details of a new study focused on curricularizing comprehension instruction in the primary grades will be presented in this alternative format. Those in attendance will actively engage in the session in a variety of ways, including examining primary students' strategy applications and participating in Guided Comprehension in small group settings.

Chair: Matthew W. Baker, International Reading Association
Discussant: Maureen McLaughlin, East Stroudsburg State University of PA

I. Review of Current Research on Reading Comprehension

II. Guided Comprehension: Helping Students in the Primary Grades Transact with Text

III. Examination of Student Artifacts

IV. Participation in Guided Comprehension

Participants:

Maureen McLaughlin, East Stroudsburg State University of PA
Leslie Fisher, East Stroudsburg State University of PA
Karolyn Martin, East Stroudsburg State University of PA

3:00-4:30 P.M.
Alternative Format - Area 13

Sonora

Towards Critical Multimedia Literacy

Jay Lemke, University of Michigan

In this presentation I will try to outline some conceptual perspectives for producing useful answers for particularly important and difficult questions in the case of disciplinary discourses such as those in science and other academic fields

3:00-4:30 P.M.
Paper Session - Area 1

Palomas

Reader Response and the Nature of Texts

Chair: Janice Harmon, University of Texas at San Antonio

I. Children's Strategic Awareness for Reading Different Genres and/or Text Types

Miriam G. Martinez, University of Texas at San Antonio
Janis M. Harmon, University of Texas at San Antonio
Amy Deckard, University of Texas at San Antonio

II. STORIES READ, STORIES TOLD: The Intersection of Texts and Discourses

Jennifer L. Carlson, University of Wisconsin-River Falls
Linda Gordy, Cardinal Stritch University
Janice J. Strop, Cardinal Stritch University

III. Learning to Negotiate Meaning in Children's First Chapter Books

Nancy L. Roser, University of Texas at Austin
Miriam G. Martinez, University of Texas at San Antonio
Kathleen McDonnold, Austin Independent School District/UT Austin
Charles Fuhrken, University of Texas at Austin

3:00-4:30 P.M.
Paper Session - Area 7a

Sedona

Changes in Teachers' Literacy Beliefs and Practices

Chair: Jerome Harste, Indiana University-Bloomington

- I. *Literacy Changes: A Case Study of One Teacher's Journey***
Mary F. Roe, Washington State University
- II. *Influences and evolving literacy beliefs of elementary teachers: A longitudinal study***
Debby Deal, Loyola College of Maryland
C. Stephen White, George Mason University
Jerome Harste, Indiana University, Bloomington

3:00-4:30 P.M.
Alternative Format - Area 8

San Carlos

The Camera is a Writing Instrument

Chair: Joanne Kilgour Dowdy, Kent State University
Discussant: David Bruce, Kent State University

This presentation will model ways in which video technology can be integrated into the curriculum of pre-service teachers and doctoral students involved in learning research methodology. Ideas will be presented on teaching and learning video writing and provide information about video editing applications that are useful to research assignments.

- I. *The College Bound Filmmaking Academy***
- II. *Bringing Video Technology to Teacher Preparation Training***
- III. *I Am Not Creative: The Road to Using Imovie Software in Qualitative Research***
- IV. *Is This Macramé Jewelry Making?: How Video Editing Helps to Shape Research Reports***

Participants:

Jacqueline Peck, Kent State University
Debbie S. Bruce, Kent State University
Sunny-Marie Birney, Kent State University
Joanne Kilgour Dowdy, Kent State University

3:45-4:30 P.M.
Roundtable - Area 12

Forum

- I. *Interpersonal Qualities of Tutoring Pairs***
Judith T. Lysaker, Butler University
Kimberly McCormick, Butler University
- II. *Exploring Issues of Implementing Alternative Literacy Assessment: Opportunities and Obstacles***
Xiaoming Liu, Texas Tech University
Carole Janisch, Texas Tech University
- III. *Taking the Lead: How Eight Elementary Principals Influence Their Schools' Reading Programs***
Bonnie Mackey, University of Houston-Clear Lake
Sharon M. Pitcher, Towson University
John M. Decman, University of Houston-Clear Lake

3:00-4:30 P.M.
Symposium Session - Area 7a

Rio Verde

The "Million Learner Project": Examining the Effects of Professional Development and Curriculum Resourcing

Chair: James V. Hoffman, University of Texas at Austin

We report an evaluation study of a project designed to raise the reading and literacy achievement levels of students in rural South African schools. In this symposium we describe: (1) the content and context for the professional development plan; (2) the development of the assessment tools; and (3) the statistical analysis of the data collected over the three years of the project.

- I. *The READ South Africa "Million Learner Project": Project Overview***
P. David Pearson, Dean, University of California at Berkeley
Cynthia Hugo, Director, READ South Africa
- II. *The Evaluation Plan for the Million Learner Project***
James V. Hoffman, The University of Texas at Austin
Bertus Mathee, Director of Assessment and Evaluation, READ South Africa
- III. *Findings from the Evaluation of the Million Learner Project: Years 1 through 3***
Tasha Beretvas, University of Texas at Austin
James V. Hoffman, University of Texas at Austin
P. David Pearson, University of California, Berkeley
- IV. *The Effects of First and Second Language Instruction in South African Rural Schools***
Misty Sailors, The University of Texas at Austin
Natasha Beretvas, The University of Texas at Austin

4:45 - 6:00 P.M.
Plenary Session

Forum

Chair: Janice Almasi, SUNY at Buffalo

- I. *Early Career Award Presentation***
Janet W. Bloodgood, Arizona State University
- II. *Plenary Address***
Marilyn Cochran-Smith, Boston College
Promises and Politics: Images of Research in the Discourse of Teaching and Teacher Education
Introduction of Speaker:
Lea M. McGee, University of Alabama

6:00-6:45 P.M.
Town Meeting

Center Ballroom

Beer & Popcorn

8:45-10:15 A.M. Center Ballroom
Symposium Session - Area 6

Evidenced-Based Research: Instructional Models for Vocabulary, Comprehension, Fluency, Motivation, and Writing Development

Barbara Marinak, University of Maryland
Diane Lapp, San Diego State University
James Flood, San Diego State University
Lesley Morrow, Rutgers University
Linda Gambrell, Clemson University
Richard Allington, University of Florida
Cathy Collins Black, Texas Christian University

8:45-10:15 A.M. Coronado
Alternative Format - Area 6

"Life for me ain't been no crystal stair!"

Chair: Doris Walker-Dalhouse, Minnesota State University Moorhead

Discussant: Gwendolyn Thompson McMillon, Oakland University

Panel: Kathryn Au, University of Hawaii
Patricia Edwards, Michigan State University
Kris Guitierrez, University of California, Los Angeles

8:45-10:15 A.M. Chambers
Paper Session - Area 5

Studies in Critical Literacy

Chair: Leslie Patterson, University of North Texas

I. *Critical Reading in Practice: Surveying Secondary Instruction and Postsecondary Expectations*

James P. Patterson, ACT, Inc./University of Iowa

II. *What Does Social Justice Have to Do with Us? :Constructing An Inquiry Community of Sixth Graders and Pre-Service Teachers*

Monica Taylor, Montclair State University
Gennifer Otinsky, Grover Cleveland Middle School
Leslie Patterson, University of North Texas

III. *Critical Literacy in the History Classroom*

Gina N. Cervetti, University of California, Berkeley

8:45-10:15 A.M. Flagstaff
Alternative Format - Area 6

Peer Discussion as an Ecosystem: The Impact of Identity, Power, Authority, and Scaffolding on the Development of Dialogic Inquiry

Chair: Barbara Martin Palmer, Mt. St. Mary's College

This session examines peer discussion of text as an ecosystem. A framework for the entire study, followed by two roundtable sessions will provide opportunity for dialogue about each study. An interactive panel discussion will enable authors and participants to discuss how the studies inform, and are informed by, each other.

I. *The Genesis of Dialogic Inquiry: Phases of Language Development during Peer Discussion*

Janice F. Almasi, University at Buffalo, SUNY
Hyunhee Cho, University at Buffalo, SUNY
Keli Garas, University at Buffalo, SUNY
Lynn Shanahan, University at Buffalo, SUNY
Ma Wen, University at Buffalo, SUNY
Bogum Yoon, University at Buffalo, SUNY

II. *Three Ethnic Minority Children's Negotiation of Identity through Peer Discussion of Text*

Hyunhee Cho, University at Buffalo, SUNY

III. *The Impact of Identity and Social Interaction on Interpretation of Text*

Keli Garas, University at Buffalo, SUNY

IV. *Power and Authority within Peer Discussion: A Comparative Case Study of Dominance*

Lynn Shanahan, University at Buffalo, SUNY

V. *Coaching on the Edges: A Case Study of Teacher Scaffolding in Peer Discussion*

Ma Wen, University at Buffalo, SUNY

8:45-10:15 A.M. Chaparral
Alternative Format - Area 2

At Risk: Independent Reading: Gauging Wide Reading through a Title Recognition Task in a Statewide Student Literacy Assessment

Research suggests that children's scores on a title recognition task (TRT) provide a valid and reliable index of independent reading and are significantly associated with essential literacy skills. TRTs can also serve statewide literacy initiatives that seek to identify at risk students and provide additional reading instruction.

I. *Year 1: Evaluating Title Recognition Scores and Student Literacy Assessments*

Marianne Baker, James Madison University

II. *Selecting Book Titles for a Student Title Recognition Task*

Joan Kindig, University of Virginia

III. *Year 2: Administering the TRT Online*

Marcia Invernizzi, University of Virginia

8:45-9:30 A.M.
Roundtables

Forum

I. Dialogic Spaces: Bakhtin's Social Theory of Utterance in Reader Response

Karen A Krasny, Texas A&M University

II. Electronic Portfolios in Preservice Teacher Education: Defining and Closing the Gap

B. Joyce Stallworth, University of Alabama
Elizabeth K. Wilson, University of Alabama
Vivian Harris Wright, University of Alabama

III. Preschool Alphabet Letter Instruction and Preschool Word Learning: Connections to First Grade

Theresa A. Roberts, CSU, Sacramento

IV. Social studies in the literacy block

Sally A. Smith, Hofstra University

8:45-10:15 A.M.
Paper Session - Area 7b

Four Peaks

Expanding Our Understanding of Reflection in Teacher Education

Chair: Victoria Risko, Peabody College

I. Fostering Pre-service Teachers' Inquiry as They Learn about and Tutor Struggling Readers

Marg Mast, Goshen College
Victoria Risko, Peabody College

II. Encouraging and constraining pre-service teacher reflection: Considerations and cautions in the accreditation process

Theresa A. Deeney, University of Rhode Island

III. Becoming a Teacher: The Identity Development of Two Preservice Teachers in a Reading Specialization Program

Lori Assaf, The University of Texas at Austin

8:45-10:15 A.M.
Symposium Session - Area 12

San Carlos

Assessing Elementary and Middle School Student's Understanding of the Language of Schooling

Beverly E. Cox, Purdue University
Mary Schleppegrell, University of California at Davis
Zhihui Fang, University of Florida

8:45-10:15 A.M.
Paper Session - Area 13

Palomas

Examining Critical Thinking Skills When Using the Internet

Chair: Denise Johnson, The College of William and Mary

I. Essential literacies in the digital age: Adolescents' Internet inquiry strategies

Maya B. Egleton, Center for Applied Special Technology

II. A Review of Research on Literacy and Technology: Replicating and Extending the NRP Subcommittee Report on Computer Technology and Reading Instruction

Julie Coiro, University of Connecticut
Donald J. Leu, University of Connecticut
Charles K. Kinzer, Teachers College, Columbia University
Linda Labbo, University of Georgia
William Teale, University of Illinois at Chicago
Lisa Bergman, University of Connecticut
James Sulzen, University of Connecticut
Dongping Zheng, University of Connecticut

III. Web-based Intertextuality: What Does Watching OPRAH and C-SPAN Have to do With Reading?

Rachel Brown, Syracuse University

8:45-10:15 A.M.
Paper Session

Prescott

Development of Informational Writing

Chair: Carol Donovan, University of Alabama

I. Second Grade Classrooms Including More Informational Text: Impacts on Student Achievement and Motivation

Nell K. Duke, Michigan State University
Peter Dewitz, Somerset County Schools

II. Informational Writing Development of Fourth Grade Students

Cathy L. Tower, Michigan State University
Carol Donovan, University of Alabama

III. Insights into Early Genre Knowledge and Writing Development: Primary Grade Children's Story and Informational Writing, and Reasoning about the Differences between the Two

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

8:45-10:15 A.M.
Alternative Format - Area 7b

Sonora

Conversations on Teacher Education Reform

Chair: Alan Farstrup, International Reading Association

Participants:

James V. Hoffman, University of Texas, Austin
Cathy M. Roller, International Reading Association

8:45-10:15 A.M.
Paper Session - Area 12

Rio Verde

Analysis of State/National Reading Policies and Their Implementation in the U.S. and Britain

Chair: Richard Ferdig, University of Florida

I. *The National Literacy Strategy in England: Evaluation and Implications*

Laura Huxford, National Literacy Strategy, Reading, UK
Maureen Lewis, National Literacy Strategy, Reading, UK
Nancy Watson, Ontario Institute for Studies in Education,
Toronto, Canada
Beard F. Roger, Reader in Literacy Education
Peter Afflerbach, Professor

II. *A Qualitative Analysis of the Implementation of Wyoming's*

Patrick Manyak, University of Wyoming
Ann-Margaret, Manyak, University of Wyoming

III. *What Reading Comes First? A Policy Analysis of "Reading First"*

Syna K. Erb, University of Nevada, Reno

8:45-10:15 A.M.
Paper Session - Area 4

Sedona

Perspectives on Emergent Literacy

Chair: Charles Elster, Purdue University

I. *The Gift of Time: Providing Literacy Support to First Grade Struggling Readers in an Urban Professional Development School*

Nancy Frey, San Diego State University

II. *Eight Kindergartners Reading: Genre in Early Reading Development*

Charles A. Elster, Purdue University

III. *Examining Literacy Learning in One First-grade Classroom From a Sociocultural Perspective: Considering Context, Activity, and Participation*

Mona W. Matthews, Georgia State University
Mark Cobb, Georgia State University
John Kesner, Georgia State University

9:30-10:15 A.M.
Roundtables

Forum

I. *Choice of Self-Protective mechanisms and Achievement Gains during Reading Remediation: A Conditional Relationship*

Diane S. Kaplan, Texas A&M University

II. *The Impact of Full and Half-Day Kindergarten In Schools Offering Both Programs On Reading Achievement*

Joann Honigman, The University of Michigan

III. *The Co-construction of Positional Writing Practices in the Context of My Fifth-Grade Classroom*

Cynthia A. Lassonde, University at Albany, SUNY

10:30 A.M.-Noon
Symposium Session - Area 15

Center Ballroom

Closing the Gap Between Research and Practice: Formative Experiments and Pragmatism

Chair: David Reinking, Clemson University
Discussant: Robert T. Jimenez, University of Illinois

This symposium addresses a methodological terrain between experimental and naturalistic inquiry focusing on formative experiments (a.k.a., design experiments). A rationale for and examples of formative experiments are presented as one response to a call for a pragmatic orientation to literacy research.

I. *What Are Formative Experiments and Why Are They Needed?*

David Reinking, Clemson University
Barbara A. Bradley, University of Georgia

II. *Teaching Vocabulary in Fifth-Grade: A Year-Long Formative Experiment*

James F. Baumann, University of Georgia
Donna Ware, Clarke County (GA) School District
Elizabeth Carr EdwardsóUniversity of Georgia

III. *The Role of Formative Experiments within the Broader Framework of Pragmatism and Practicality in Literacy Research*

Deborah R. Dillon, University of Minnesota
David G. O'Brien, University of Minnesota

10:30 A.M.-Noon
Alternative Format - Area 2

Chambers

From Content to Context: Critical Conversations on Reframing Content Area Literacy

Chair: Leslie Patterson-University of North Texas

This session opens conversation about a new approach to Content Area Literacy. Session participants will interpret data through multiple perspectives, using an analysis technique in which audience members are actors constructing meaning in a forum similar to Boal's Theatre of the Oppressed.

Participants:

Lee Haugen, University of Alaska Fairbanks
Joan Parker Webster, University of Alaska Fairbanks.

10:30 A.M.-Noon
Symposium Session - Area 7a

Chaparral

Multiple Perspectives on Professional Development Focused on a Word Study Curriculum

Chair: Janet W. Bloodgood, Appalachian State University
Discussant: Karen Broaddus, James Madison University

This symposium describes the evolution of a word study program created with 3rd and 4th grade teachers and students, presents the professional development of two classroom teachers as they learn to make curricular and instructional decisions about word study, and examines pre-service teachers' professional development and word study knowledge.

Janet W. Bloodgood, Appalachian State University
Linda C. Pacifici, Appalachian State University
Beth M. Frye, Appalachian State University

10:30-11:15 A.M.
Roundtable - Area 7a

Forum

I. *The Impact of A Life-Application Learning Instructional Program on Struggling Readers at the Middle School Level*

Angelle Stringer, Louisiana State University
Neva V. Cramer, Louisiana State University
Earl Cheek, Louisiana State University

II. *“I’m just going to tell him I don’t believe in standardized testing!”: Navigating the assessment waters with preservice teachers*

Carol J. Hopkins, Purdue University
Susan L. Nierstheimer, Purdue University

III. *Shifts in Teacher Beliefs and Practices that Impact Student Literacy Learning*

Maribeth Cassidy Schmitt, Purdue University
Sarah F. Mahurt, Purdue University
Lisa A. Kelley, Purdue University

IV. *Culture, Literacy, and Intersubjectivity: Influences of Parent and Teacher Relationships*

Sheri Pentecost, Texas Woman’s University

10:30 A.M.-Noon
Symposium Session - Area 6

Coronado

Critical Perspectives in Elementary Literacy

Chair: Diane Barone, University of Nevada-Reno
Discussant: Shelley Hong Xu, California State University Long Beach

This symposium examines the complexity of literacy teaching and learning through critical perspectives. The discussion will range from the definition of literacy from the viewpoint of teachers and preservice university students to the critical literacy experiences of kindergarten students from diverse cultures and backgrounds at a low socioeconomic school.

I. *The Institutionalization of Literacy: A Critical Perspective on Literacy Instruction in a High Stakes Testing Environment*

II. *Critically Analyzing the Process of Preparing Preservice Teachers to Teach in Culturally and Linguistically Diverse Classrooms*

III. *Critical Interactions in Kindergarten*

Participants:

Diane Barone, University of Nevada-Reno
Cynthia Brock, University of Nevada-Reno
Dorothy K. Moore, University of Wisconsin-River Falls
Laura Parks, University of Nevada-Reno
Julie Pennington, University of Nevada-Reno
Sharon Stander, University of Nevada Reno

10:30 A.M.-Noon
Paper Session

Flagstaff

The Sociocultural Perspective: Guiding Adolescent Literacy

Chair: Roger A. Stewart, Boise State University

I. *Content Area Teachers’ Selection And Use of Multiple Texts: Sociocultural Dimensions*

Nancy T Walker, University of La Verne
Thomas W Bean, University of Nevada, Las Vegas

II. *The Effects of Explicit Comprehension Strategy Instruction on Struggling Readers*

Joan Primeaux, University of Alabama

III. *Attitudes and Engagements: Understanding adolescent readers academic viewpoints*

Carol J Delaney, SUNY Geneseo
Sharon M Peck, SUNY Geneseo
Roger A. Stewart, Boise State University

10:30 A.M.-Noon
Paper Session - Area 10

Four Peaks

Enhancing Literacy for Adolescent and Adult Struggling Readers

Chair: Columbus Grace, Syracuse University

I. *Enhancing Literacy Assessment for Adult Struggling Readers Who Are Visually Impaired: A Sociocultural Perspective*

Brenda A. Shearer, University of Wisconsin-Oshkosh
Michael Nelipovich, Wisconsin State Bureau for the Blind

II. *Literacy in Lock-up: Exploring literature circles with incarcerated male juvenile detainees*

Keva L. Mitchell, University of South Florida
Jody Fernandez, University of South Florida

III. *What Matters Most? A Survey of Middle Level Educators’ Beliefs and Values about Literacy*

Marla H. Mallette, Southern Illinois University Carbondale
William A. Henk, Southern Illinois University Carbondale
Jan Waggoner, Southern Illinois University Carbondale

**10:30 A.M.-Noon
Symposium Session - Area 4**

Palomas

Talking spaces: Expanding current methodologies for interpreting the spatial and material features of literacy events

Discussant: Julie Cheville, Rutgers University

In this symposium we critically review how material, embodied activity has been represented in video-based literacy research. We also share new methodologies we are developing for the interpretation of video data as we analyze a diverse set of literacy events.

I. Paper 1

Kevin M. Leander, Vanderbilt University
Deborah Rowe, Vanderbilt University

II. Paper 2

Deborah Rowe, Vanderbilt University
Daneell Edwards, Vanderbilt University

III. Paper 3

Beth Aplin, Vanderbilt University

**10:30 A.M.-Noon
Paper Session - Area 9**

Prescott

Evaluating Emergent Literacy Knowledge and Development

Chair: Margaret Taylor Stewart, Louisiana State University

I. Growing Readers Early Literacy Assessment: Evaluating Young Children's Developing Reading Skills in a Meaningful Context

Andrea DeBruin-Parecki, High/Scope Early Reading Institute
Lea M. McGee, High/Scope Early Reading Institute
Marijata Daniel-Echols, High/Scope Educational Research Foundation
Mary Hohmann, High/Scope Early Reading Institute

II. Profiling Early Spanish-English Bilingual Preschool Literacy Growth from ages 4-6: Relationships or Lack Thereof

David B. Yaden Jr., University of Southern California
Linda Gubler Junge, University of Southern California
Tina Tsai, University of Southern California
Robert Rueda, University of Southern California

III. Kindergarten and First Graders' Use of Syntactic Knowledge in Text Reading

Georgia M. Nemeth, Texas Woman's University

**10:30 A.M.-Noon
Paper Session**

Rio Verde

Biliteracy Development of Young Children

Chair: Eurydice Bauer, University of Illinois

I. Reading Comprehension Processes of English Language Learners: Using L1 to Learn about L2

Anayanci Murphy, Arizona State University
Carmen M. Martínez-Roldán, Arizona State University
Linda Hawes, Arizona State University

II. Revising Strategies of Young Bilingual Writers

Mileidis Gort, University of Connecticut

**10:30 A.M.-Noon
Alternative Format - Area 11**

San Carlos

Home/School Matches and Mismatches in Literacy Practices and Beliefs: Case Studies From Diverse Cultures

Chair: Victoria Purcell-Gates, Michigan State University

Discussants: Erik Jacobson, Harvard University
Sophie Degener, Harvard University

Increasing globalization renders the unresolved issues of educational underachievement of marginalized groups more complex and urgent. This symposium presents case studies of matches/mismatches between in- and out-school literacy practices, beliefs, and values of four diverse cultural groups within an evolving theory of literacy development within and outside of formal instruction.

I. New Lens for Literacy Development Across School/Community Boundaries

II. Four Case Studies of Cultural Practices of Literacy: U.S. Sudanese Immigrants; Children of Chinese Immigrants; Hispanic Migrant Families; Muslim-Malay Families

III. Dialogue in Response to Multiliteracies and Literacy Development

Small-Group Leaders:

Kristen Perry, Michigan State University
Gaoming Zhang, Michigan State University
Jacqueline Lynch, Michigan State University
Maimunah Othman-Rahman, University of Nottingham
Colin Harrison, University of Nottingham

10:30 A.M.-Noon
Paper Session - Area 6

Sedona

Exploring Text Comprehension

Chair: James Hoffman, University of Texas at Austin

- I. Readers' Representations of Examples in Expository Text**
Jerrell C Cassady, Ball State University
- II. Exploring Methods of Activating Student's Prior Knowledge When Reading Science Texts**
Peter Dewitz, Somerset County Schools
Traci L. Ennis, Princess Anne Primary School
- III. Qualities and characteristics of effective elementary classroom literate environments**
James V. Hoffman, University of Texas at Austin
Misty Sailors, University of Texas at Austin
Melissa Howitt, University of Texas at Austin

10:30 A.M.-Noon
Symposium Session - Area 13

Sonora

New Literacies in K-12 and Teacher Education: Examining Expanding Perspectives/Exploring Practical Applications

This symposium will examine expanding theoretical perspectives about new literacies and explore practical applications for implementing new literacy teaching in K-12 and teacher education. Following a brief overview of expanded conceptions of new literacies as representing the core of literacy, presenters will offer individual papers followed by discussant comments.

Chair: Jamie Myers, Pennsylvania State University
Discussant: John McEneaney, Oakland University

- I. The Benefits and Potential Problems of Teaching New Literacies**
- II. Toward a Theoretical Framework of New Literacies on the Internet: Central Principles**
- III. The Symbol Machine: Examining the Role of Electronic Symbol Making in Children's Literacy Development**
- IV. Integrating the Literacies of Reading, Writing, and Computer Technology**
- V. Practical Applications of New Literacies**

Participants:

Janet C. Richards, University of Southern Mississippi
Donald J. Leu, University of Connecticut
Charles Kinzer, Teachers College, Columbia University
Linda D. Labbo, University of Georgia
Michael C. McKenna, Georgia Southern University

11:15-12:00 P.M.
Roundtables

Forum

- I. Lost Opportunities for the Effective Instruction of Mexican Background Students: Results from an Ethnography in the Rural Midwest**
Heriberto Godina, University of Iowa
- II. A Call for a New Multicultural Literature Assessment**
Liz Hollingworth, University of Iowa
- III. Connecting Science and Literacy: Improving Instruction through Interdisciplinary Studies in High Risk Schools**
Maria J. Meyerson, University of Nevada, Las Vegas
Trudi Abell, Paradise Professional Development School
- IV. Crossing Cultural Borders: Urban teachers examining and responding to African American students' literacy experiences at church and at school**
Gwendolyn Thompson McMillon, Oakland University

12:15-1:00 P.M.
Distinguished Scholar Award Address and Presentation

Forum

Chair: Lea M. McGee, University of Alabama

- I. Distinguished Scholar Award Presentation**
James Gavelek, University of Illinois, Chicago
- II. Address**
Marie M. Clay, Professor Emeritus,
University of Auckland
Simply by Sailing in a New Direction
Introduction of the Speaker:
Billie Askew, Texas Woman's University

1:15-2:45 P.M.
Symposium Session - Area 4

San Carlos

Literature Circles Never Felt Like This: Reading in Multiple Sign Systems

This multiple-disciplinary research team asserts that reading in multiple sign systems is more effective than reading in language alone. The evidence for this assertion was collected in an integrated arts class for teachers. The presentation will deal with theory-building (a semiotic perspective and challenge to the inquiry cycle), methodological challenges (using video taping to document aesthetic experiences), and insights into the reading process.

Beth Berghoff, IUPUI
Cindy Borgmann, Herron School of Art
N. Carlotta Parr, Central Connecticut State University

1:15-2:45 P.M.
Paper Session - Area 7b, 5, 15

Coronado

Teacher Facing Literacy Issues

Chair: Rachel A. Karchmer, University of Delaware

I. *Impact of Hypermedia Instruction on Preservice Teachers' Motivation and Self-Efficacy*

Elaine Roberts, State University of West Georgia
Dawn Putney, State University of West Georgia
Jody Duncanson, State University of West Georgia

II. *A new digital divide: Teachers, the social construction of adolescence, and multiliteracies*

Lisa Patel-Stevens, University of Queensland

III. *Explicit Modeling of Internet Integration in Preservice Teacher Preparation: A Formative Experiment*

Rachel A. Karchmer, University of Delaware

1:15-2:45 P.M.
Symposium Session - Area 9

Center Ballroom

Statewide Literacy Initiatives: Spurring Collaborative Efforts Among Stakeholders

Catherine Snow, Harvard University
Chelli Smith, Nevada State Department of Education
Diane Barone, University of Nevada Reno
Jeanne Burns, Louisiana Governor's Office
Renee Casbergue, University of New Orleans

1:15-2:45 P.M.
Symposium Session - Area 5

Palomas

(Re)connecting with Adolescents: Popular Culture and Technologies in and out of School

The studies in this symposium highlight adolescents' literacy practices involving popular culture and technologies. Data analyses reveal that adolescents engage in sophisticated literacy practices that have traditionally been marginalized in school contexts.

Dana W. Cammack, Teachers College, Columbia University
Emily N Skinner, Teachers College, Columbia University
Heather R. Benson, Teachers College, Columbia University
Margaret Finders, Washington University
Marjorie Siegel, Teachers College, Columbia University

1:15-2:45 P.M.
Alternative Format - Area 11

Chambers

African American Language, Literacy, and Liberation: The Educational Implications of Sociolinguistic Research on Literacy

Angela Rickford, San Jose State University
H. Samy Alim, Duke University
John Rickford, Stanford University
Sonja Lanehart, University of Georgia
Theresa Perry,

1:15-2:45 P.M.
Paper Session - Area 1

Flagstaff

Analyzing the Literature of Diversity for Children and Young Adults

Chair: Lawrence Sipe, University of Pennsylvania

I. *Multiculturalism in Commercial Elementary Reading Programs in Canada*

Linda M. Phillips, Centre for Research on Literacy
Marion R. Leithead, Centre for Research on Literacy
Martha L. Smith, Centre for Research on Literacy

II. *The Brownies' Book (1920-1921): Chronicling a technology of literacy made by and for African Americans*

Patricia A. Young, Howard University

III. *Desperately Seeking Community: Theorizing a Model for Young Adult Literature with Gay/Lesbian/Queer Content.*

Christine A. Jenkins, Graduate School of Library and Info Sci
Laurence Sipe, University of Pennsylvania

1:15-2:45 P.M.
Paper Session - Area 5

Prescott

Literacy Education in Other Spaces

Chair: Kevin Leander, Vanderbilt University

I. *Becoming a community leader: Youth literacy practices in an after-school program*

Tracy L. Coskie, University of Washington

II. *Critical Museum Literacy in Mexico City*

A. Jonathan Eakle, University of Georgia
Kevin Leander, Vanderbilt University

III. *Career Education As Literacy Apprenticeship: A Case Study Of Literacy Events*

Stephen A Wellinski, Illinois State University

1:15-2:00 P.M.
Roundtable - Areas 10, 13, 7a, 8

Forum

I. *Silenced Voices in the Literacy Debate: Historical and Theoretical Perspectives for Teaching African American Students*

Tiffany J. Armstead-Flowers, University of Iowa

II. *Investigating how students use predicting strategies while reading on the Internet*

Julie Coiro, University of Connecticut
Elizabeth Schmar, Emporia State University

III. *An examination of the efficacy and implications of two urban University/School/Community Partnerships*

Carole Rhodes, Adelphi University
Lori B. Wolf, Adelphi University

IV. *Walking Softly Without a Big Stick: Guiding Teachers Implementing a Literacy Program*

Gregory Bryan, University of British Columbia
Theresa Rogers, University of British Columbia

1:15-2:45 P.M.
Symposium Session - Area 7a

Chaparral

Transactional professional development for federally funded school reform: Responding to leaders, to teachers, and to student achievement data

Chair: Sharon Walpole, University of Delaware
Discussant: Carol Vukelich, University of Delaware

This session brings together teacher educators currently working with school-based reform initiatives. Each paper has targeted a distinct school-level source to direct the content and process of professional development. The discussant and audience will help draw conclusions across papers for school-university partnerships in school change.

- I. Response to Building Leaders**
Khara Pence, University of Delaware
Sharon Walpole, University of Delaware
- II. Response to Classroom Teachers**
Jennifer J. Kovach, University of Virginia
- III. Response to Student Achievement Data**
Valerie Robnolt, Charlottesville City Schools
Tisha Hayes, Charlottesville City Schools

1:15-2:45 P.M.
Alternative Format - Area 11

Four Peaks

Pulling on Our Moorings: Pluralistic Literacy at the Intersection of Existential, Critical, and Post-Structural Perspectives

We suggest that other arguments for literacy, ones that go beyond economics, civic duty, and enhanced test performance, need to be embraced by teachers of marginalized student populations. This session investigates transactions among existential, critical, and post-structural perspectives that allow literacy to become a tool to combat what Cornell West calls the 'lived experience of a life of horrifying meaninglessness, hopelessness, and lovelessness'.

- I. (Re)Thinking Literacy Practices for Marginalized Students through Critical, Postmodern, and Existential Perspectives**
Tara Richardson, The University of Georgia
- II. Freire and Foucault in Dialogue: Imagining the Intersection of Postmodern and Critical Inquiry Perspectives for Marginalized Students**
Sharon Murphy, The University of Georgia
- III. If Camus and Freire Had Talked: Existential and Critical Perspectives on Literacy for Marginalized Students**
Bob Fecho, The University of Georgia
- IV. Discussion Leader**
Jamie Myers, The Pennsylvania State University

1:15-2:45 P.M.
Paper Session - Area 5

Rio Verde

Studies in Adult and Postsecondary Literacy Education

Chair: David O'Brien, University of Minnesota

- I. A Bakhtinian Analysis of Computer-Mediated Communication: How Students Create Animated Utterances in Graduate Seminar Discussions**
Yoon-Hee Na, The University of Texas at Austin
David O'Brien, University of Minnesota
- II. Motherhood and schooling in a puertorican community**
Laura Ruth Johnson, University of California, Berkeley
- III. "It's not like normal school:" School learning in adulthood**
Alisa A. Belzer, Rutgers University

1:15-2:45 P.M.
Symposium Session - Area 15

Sedona

Paradigms and Metatheories: Resisting the New Word Order

It is the worst of times for those who study and teach reading and writing, but out of this situation of extremes, in the rub between paradigms and metatheories, there is a possibility that new understandings of literacy will emerge which are both "mindful" and "social."

- I. Literacy and the New Word Order**
Denny Taylor, Hofstra University
- II. They Think I'll Be a Drug Dealer When I Get Older: And Other Thoughts From Teenagers Trying to Break Free From Labels Which Schools Give to Them**
Amy Hsu, Hofstra University
- III. An Ethnographic Study of the Lives of Individuals Who Experienced Brain Injury and Language Loss**
Limor Pinhasi-Vittorio, Hofstra University
- IV. Re-imagining Pedagogy for the 21st Century In Israel at the Tel-Aviv School**
Elite BenYosef, Hofstra University

1:15-2:45 P.M.
Symposium Session - Area 11

Sonora

Language Minority Students' Response to Reading

Chair: Kate Power, University of Maryland, Baltimore County
Discussant: Chris Worthman, DePaul University

The purpose of the presentation will be to reveal findings from four studies of language minority students'-adolescents and adults-engagement with literature. The studies will reveal interwoven dimensions of language development, identity formation, critical consciousness, and aesthetic exploration exhibited through students' response to literature while participating in distinct educational settings.

- I. *Homo Sapiens Win Out Against Mute Fate***
Cynthia Reyes, DePaul University
- II. *Mexican Immigrant Women and Their Connection to Literature in a Family Literacy Program***
Ana Colomb, Roosevelt University
- III. *The Skin is Talking***
Steve Mogge, Towson University
- IV. *Using Visuality to Access Textuality in the College Classroom***
Suzanne Blum Malley, Columbia College, Chicago

2:00-2:45 P.M.
Roundtables

Forum

- I. *From Broomsticks to Braille: An Examination of the Literacy Crisis for the Blind***
Priscilla L. McKinley, The University of Iowa
- II. *Exploring One-to-One Tutoring with Readers Who Are Deaf: A Review and Analysis of the Related Literature***
Susan King Fullerton, The Ohio State University
- III. *"It's Like An Injection": Reading as A Marked Term in Classroom Discourse***
Sheila Benson, University of Iowa
- IV. *From dialogic conversations to dialogic instruction: Teachers? talk in practice-based professional development***
Maren S. Aukerman, University of California, Berkeley

3:00-4:30 P.M.
Alternative Format - Area 13

Chaparral

Integrating Technology into the Curriculum: Current Directions of Literacy Educators

Chair/Discussant: William E. Blanton, University of Miami

The purpose of this alternative symposium is to examine what teacher educators, including NRC attendees, are learning from integrating technology into their literacy curriculum.

Participants:

Rebecca S. Anderson, University of Memphis
Gary Moorman, Appalachian State University
Jane Puckett, University of Memphis
Laura R. Roehler, Michigan State University

3:00-4:30 P.M.
Symposium Session - Area 2

Center Ballroom

Explicit Explanation of Genre Within Authentic Literacy Activities in Science: Does It Facilitate Development and Achievement?

Chair: Victoria Purcell-Gates, Michigan State University
Discussant: Joanna Williams, Columbia University

This symposium presents final results of a large-scale longitudinal study of the impact of explicit explanation of genre function and features on children's literacy development and achievement. The study focuses on two genres -- informational and procedural text -- in the context of second and third grade science.

- I. *The Impact of Explicit Explanation of Genre on Reading Comprehension Achievement***
- II. *The Impact of Explicit Explanation of Genre on Writing Achievement***
- III. *Insights into Development of Genre Knowledge***

Participants:

Nell K. Duke, Michigan State University
Leigh Hall, Michigan State University
Cathy Tower, Michigan State University

3:00-3:45 P.M.
Roundtables

Forum

- I. *Moving toward a contextual understanding of Spanish-speaking refugee children in Vancouver: a study in progress***
Lynne McGivern, University of British Columbia
- II. *Orthographic Development in Adolescents Who Struggle with School-based Literacies: Beginning to Understand the Phenomenon (Research in Progress)***
Gwynne Ellen Ash, University of Delaware
Deborah F. Knight, University of Delaware
- III. *Does Small Leap Spelling help at-risk kindergartners develop phonemic awareness and beginning reading skills?***
Richard M. Oldrieve, Kent State University

3:00-4:30 P.M. Chambers
Paper Session - Area 4

Texts, Relationships, and Subjectivities

Chair: Katie VanSluys, DePaul University

- I. "It's Not Like We're Just Playing"**
Tasha Tropp Laman, Indiana University, Bloomington
- II. *Creating critical social spaces: Living and learning in and about multiple languages and meaning systems***
Katie Van Sluys, DePaul University
- III. "I feel great about reading this book": Subjectivities, identity, and comprehension strategies in student/teacher dialogue journals**
Sandra M. Webb, University of North Carolina Greensboro

3:00-4:30 P.M. Flagstaff
Paper Session - Area 1

Interacting with Text and Teachers

Chair: Erika Thulin Dawes

- I. *Addressing Risk and Commitment: Embarking on Dangerous Journeys through Literate Practices***
Karla J. Moller, University of Illinois Urbana-Champaign
- II. *The Teacher's Role in Mediating Discourses of Race and Class in a Multicultural Literature Classroom***
Richard Beach, University of Minnesota
Daryl Parks, University of Minnesota
Amanda Thein, University of Minnesota
- III. *Adult-Child-Text Interactions in a Volunteer Read-Aloud Program***
Erika Thulin Dawes, Teachers College, Columbia University

3:00-4:30 P.M. Four Peaks
Symposium Session - Area 8

The Texts of Teacher Education: Diversity in Research and Practice

Jamie Myers, Penn State
Larry Ferguson, Norfolk State University
Lucretia Penny Pence, University of New Mexico
Margaret Finders, Washington University

3:00-4:30 P.M. Sonora
Symposium Session - Area 7a

An Exploration in Teacher Quality and Student Achievement

The South Carolina Reading Initiative is a three-year-long state-wide staff development effort involving 1800 teachers and their principals, 121 schools, and 51 school districts. In this symposium, we share findings related to changes in teacher beliefs and practices and changes in strategicness of children.

Diane DeFord, University of South Carolina
Amy Donnelly, University of South Carolina
Robert Johnson, University of South Carolina
Denise Morgan, University of South Carolina
Diane Stephens, University of South Carolina

3:00-4:30 P.M. Palomas
Paper Session - Area 7a

Evaluating the Impact of Staff Development

Chair: Mary Rozendal, University of Buffalo-SUNY

- I. *The Effects of Ongoing Professional Development on Kindergarten Achievement***
Maureen Begley, City Heights Educational Collaborative
Nancy Frey, San Diego State University
Patricia R. Kelly, San Diego State University
Mary Rozendal, University of Buffalo-SUNY
- II. *Connecting Literacy Teachers' Narratives and Professional Development: A Theoretical Framework for Transactional Inquiry***
Catherine Zeek, Texas Woman's University
Carole Walker, Texas A&M University, Commerce
- III. *Evaluating the Impact of Staff Development on Grade 4 Writing Instruction: Moving Beyond Smile Sheets***
Georgia Thompson, Dallas Independent School District
Jane Moore, Dallas Independent School District
Katy Denson, Dallas Independent School District
Marcelo F. Pinto, Dallas Independent School District
Michael Sampson, Texas A&M University-Commerce

3:00-4:30 P.M. Prescott
Paper Session - Area 9

Classroom and Program Contextual Influences on Early Literacy Development

Chair: Celeste Bates, Georgia State University

- I. *Contextual Elements and Literacy Learning: An Examination of Literacy Centers in a First Grade Classroom***
Celeste C. Bates, Georgia State University
- II. *Reading Recovery--Cognitions and Strategies: Onset and Growth in Reading or Writing First?***
Ann Ramsbotham, University of North Carolina-Chapel Hill
Jill Fitzgerald, University of North Carolina-Chapel Hill
- III. *Text comprehension in the early childhood classroom: narrative and expository texts***
Kendra M. Hall, Brigham Young University

3:00-4:30 P.M.
Alternative Format - Area 15

Rio Verde

The NAEP Framework for 2007

A new framework for the 2007 administration of the National Assessment of Educational Progress has been developed. This session will provide an overview of the framework and the process leading to its creation. A panel of members of the committee that drafted the framework will answer questions.

Carol Santa, Montana Academy
Charles Peters, University of Michigan
Donna Alvermann, University of Georgia
Karen Wixson, University of Michigan
Michael L. Kamil, Stanford University
Terry Salinger, American Institutes for Research

3:00-4:30 P.M.
Paper Session - Areas 4, 12, 15
Teachers and Method

San Carlos

Chair: Paula Wolfe, New Mexico State University

I. Model and Theory of the Reading Process as the Major Determiner of the Key Questions, Design, Data Collection & Analysis and Findings of Literacy Research.

Kenneth S. Goodman, University of Arizona
Alan D. Flurkey, Hofstra University

II. Core Reading Programs in Florida: How do three selected 3rd grade basals meet the needs of struggling readers and teachers who teach them?

Anne McGill-Franzen, University of Florida
Jacqueline Love, University of Florida
Courtney Zmach, University of Florida

III. Literacy Instruction: Implications from the Teaching Children to Read Database

Gregory Camilli, Rutgers University
Paula Wolfe, New Mexico State University

3:00-4:30 P.M.
Paper Session - Area 6

Sedona

Literacy Support Context

Chair: Roxanne Miller, University of California Riverside

I. Re-Construing the "Struggling" Young Reader: A Re-Conceptualization of Student Activity and Identity in a Classroom "Community of Practice"

Susan Florio-Ruane, Michigan State University
Taffy E. Raphael, University of Illinois, Chicago

II. What's the difference? The role of context in tutor-based adult literacy instruction

Alisa A. Belzer, Rutgers University

III. The Read-Write Cycle: Closing the Gaps in Adolescent Literacy in the Content Areas

Roxanne G. Miller, University of California Riverside
Robert C. Calfee, University of California Riverside

3:45-4:30 P.M.
Roundtables

Forum

I. "It Just Sounds Like a Guy": College Students' Self-Reflections in their Discourse about Technology

Michelle Holschuh Simmons, University of Iowa

II. Effective Metacognitive Application of Two Strategies Used by Students Enrolled in a College-Level Developmental Reading Course

Laveria F. Hutchinson, University of Houston
Emma Schorzman, University of Houston
Lane Roy Gauthier, University of Houston

III. A comparison study of the effects of Scholastic Reading Counts!, a computer-managed reading programme, and sustained silent reading, on reading comprehension, habits and attitudes of year 7 and 9 pupils

Dr. Susan J Dymock, University of Waikato

IV. Innovation, Fidelity, and Gatekeeping: A Story from Early Literacy Interventions

James R. King, University of South Florida
Susan P. Homan, University of South Florida

4:45 - 6:00
Plenary Address

Forum

Chair: Marjorie L. Lipson, University of Vermont

I. Edward B. Fry Book Award Presentation

Linda Kucan, Appalachian State University

II. Address

Frederick Erickson, George F. Kneller Professor of Anthropology of Education, University of California, Los Angeles

Teaching, Learning, and Research in "Real Reading": Some Observations from a Laboratory Setting

Introduction of Speaker:

Victoria Purcell-Gates, Michigan State University

6:00-7:00
Yearbook, Journal of Literacy Research, and Publishers Reception

Foyer

6:30-7:15
Annual Business Meeting

Center Ballroom

EXTENDED SESSION!

8:00-10:15 A.M.

Center Ballroom

Symposium Session - Area 12

How Reading Research Is Informing Federal Initiatives

David Reinking, Clemson University
 James W. Cunningham, University of North Carolina
 Janice A. Dole, University of Utah
 Michael C. McKenna, Georgia Southern University
 P. David Pearson, University of California, Berkeley
 Richard L. Allington, University of Florida
 Sharon Walpole, University of Delaware
 Steven A. Stahl, University of Illinois

8:45-10:15 A.M.

Chambers

Symposium Session - Area 11

Sociocultural Case Studies of Biliteracy Development

Chair and Disscuant: Flora Rodriguez-Brown--University of Illinois at Chicago

This symposium presents case studies of biliteracy development for Mandarin, Spanish, Turkish, and German speakers in U. S. instructional contexts (preschool-fifth grade). The case studies are informed by a sociocultural perspective, in which children's interactions with adults and peers are viewed as constructing and influencing their literacy development and identities.

- I. *The Identity Construction and Writing Development of Two Mandarin Speakers***
 Sarah McCarthey, University of Illinois at Urbana-Champaign
 Shumin Lin, University of Illinois at Urbana-Champaign
 Yi-Huey Guo, University of Illinois at Urbana-Champaign
- II. *Understanding the English Writing Development of Two Spanish Speakers***
 Georgia Earnest Garcla, University of Illinois at Urbana-Champaign
 Angela M. Lopez, University of Illinois at Urbana-Champaign
- III. *Literacy and Oral Language Development of Two Turkish First Graders in Turkish and English***
 Zeynep C. Camlibel, University of Illinois at Urbana-Champaign
- IV. *The Early Writing Development of a Simultaneous English/German Bilingual***
 Eurydice Bauer, University of Illinois at Urbana-Champaign

8:45-10:15 A.M.

Chaparral

Paper Session - Area 7b

Preparing Preservice Teachers with Diversity in Mind

Chair: Dixie Massey, North Carolina A&T University

- I. *An Urban Professional Development School and a Private University: A Look at Their Afterschool Literacy Club***
 Jennifer L. Altieri, The Citadel
 Mary "Rina" M. Chittooran, Saint Louis University
- II. *Adopting New Perspectives on Diversity and Literacy Development: A Challenge for Prospective Teachers***
 Victoria J. Risko, Peabody College of Vanderbilt University
- III. *Listening to the Stories Families Tell: Promoting Culturally Responsive Language and Literacy Experiences***
 Julie K. Kidd, George Mason University
 Sylvia Y. Sanchez, George Mason University
 Eva K. Thorp, George Mason University

8:45-10:15 A.M.

Flagstaff

Paper Session

Teacher Issues in Literacy

Chair: Mark Dressman, University of Illinois at Urbana-Champaign

- I. *Thinking about Research: Reflections of teachers beginning and ending a graduate program in reading***
 Theresa A. Deeney, University of Rhode Island
- II. *On the Work of Theory in Literacy Research***
 Mark Dressman, Univ. of Illinois at Urbana-Champaign
- III. *The Conception and Development of the Exemplary Literacy Classroom: A Study of Foundation-Building***
 Douglas K. Kaufman, University of Connecticut

8:45-9:30 A.M.
Roundtables

Forum

- I. Implementation of a Guided Reading Framework with Struggling Adult Readers**
Donita J. Massengill, University of Kansas
- II. Generational Poverty and Literacy Practices**
Teresa B. Jayroe, Mississippi State University
- III. Art as an Informant: The Relationship Between Art and Interpretation of Written Text**
Peggy M. Albers, Georgia State University
- IV. Supporting Teachers to Find Strategies that Work: Action Research meets Middle School Literacy**
Dr. Heather K. Sheridan-Thomas, Binghamton University

8:45-10:15 A.M.
Paper Session - Area 4

Four Peaks

Exploring Opportunities for Language Use for ELL in Multiple Contexts

Chair: Bonnie Norton, University of British Columbia

- I. "Boys will be boys..." An investigation into the multiple literacy clubs third grade boys negotiate in their classroom community**
Linda S. Bausch, LIU/Southampton College
- II. Reading and writing with Christina and DeAndre: Tracing children's identity work in literacy events in an urban fifth grade classroom.**
Jessica C. Zacher, University of California, Berkeley
- III. Archie comic readers and the gendered construction of literacy**
Lyndsay Moffatt, University of British Columbia
Bonnie Norton, University of British Columbia

8:45-10:15 A.M.
Alternative Format - Area 15

Prescott

2003 National Reading Conference Oral History Project

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.

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

Oral Historians:

Laurie Elish-Piper, Northern Illinois University
Ann L. Loranger, University of New Hampshire
M. Kristiina Montero, The University of Georgia
Dominic J. Voge, University of California, Berkeley

8:45-10:15 A.M.
Symposium Session

Palomas

Using Literature Discussions to Facilitate Explorations of Culture

Chair: Kathy G. Short, University of Arizona
Discussant: Dana L. Fox, Georgia State University

The increasing diversity of students has raised questions about the influence of culture and cultural differences on thinking and learning. This symposium focuses on research which examines several ways that students have conducted in depth inquiries into cultural issues through the use of children's literature.

- I. Mapping Identity: How Preservice Teachers Explore Cultural Identities through Mapping and Children's Literature**
Janine Schall, University of Arizona
- II. Crossing Consciousness: A Literature Discussion Exploring Friends From the Other Side**
Julia Lopez-Robertson, Hollinger Elementary and University of Arizona
- III. Parents and Children Constructing Dialogue Related to Issues of Language Diversity and Culture**
Jeanne Fain, University of Arizona

8:45-10:15 A.M.
Alternative Format - Area 7b

San Carlos

Ten Truths About Teacher Education

Chair: Bette S. Bergeron, Arizona State University East
Discussant: Janet Young, Brigham Young University

This session examines the research literature on teacher education, particularly as it relates to literacy teacher education. Through an analysis and synthesis of this knowledge base. As a result of the synthesis, conclusions are presented.

- I. Panel Presentation of the Ten Truths**
- II. Breakout Sessions for Closer Examination of the Research Base**
- III. Regroup for Discussant/Reactor**
- IV. Questions and Answers, Future Directions**

Participants:

Bette S. Bergeron, Arizona State University East
Linda Wold, Purdue University, Calumet
Carol Wickstrom, Florida State University
Cathy Zeek, Texas Woman's University
Leslie Patterson, University of North Texas
Susan Nierstheimer, Purdue University
Karen Smith, University of Manitoba
Nancy Farnan, San Diego State University
Dana L. Grisham, San Diego State University

8:45-10:15 A.M.
Paper Session - Area 9

Rio Verde

Literacy Development in Kindergarten Settings

Chair: Marla Mallette, Southern Illinois University Carbondale

I. *Contextualized Descriptions of the Literate Behavior of Children in Kindergarten Play Settings*

Jacque Anderson, Simon Fraser University
Paul Neufeld, Simon Fraser University

II. *Accelerated Kindergarten: Helping Early Literacy Learners Succeed*

Marla Mallette, Southern Illinois University Carbondale

III. *Children Constructing Meaning: Kindergarten Children's Textual Importations Following Modified Dialogic Reading Approach*

Anne E. Gregory, Boise State University

8:45-10:15 A.M.
Paper Session

Sonora

Research, Policy, and Technology

Chair: Maya Egleton

I. *Improving Reading Achievement with Computer-Based Literacy Programs*

Lawrence L. Smith, Ball State University
Jerrell C. Cassady, Ball State University

II. *Access and benefits: Assistive technology in adult literacy*

Heidi V. Silver-Paculla, University of Arizona
Maya Egleton,

III. *Informational Text and Internet Text: Similarities and Differences Among Text Features*

Elizabeth Schmar, Emporia State University
Denise Johnson, The College of William & Mary

8:45-10:15 A.M.
Symposium Session - Area 7a

Sedona

Professional Development Models Based On Specific Tools for Teacher Learning

Chair: Kathleen Roskos, John Carroll University
Discussant: Ronald Gallimore, University of California-Los Angeles

This symposium presents an analysis of two professional development contexts that make use of specific tools designed to scaffold teachers in the development of analytical, critical, and reflective stances in relation to their literacy practices. The tools include transcript analysis of classroom discussions focused on constructing meaning from text, and the Teacher Learning Instrument, which engages coaches and teachers in a collaborative process of analyzing literacy lessons to improve teaching effectiveness.

I. *Transcript Analysis as a Tool for Teacher Learning about Comprehension and Classroom Discourse*

Linda Kucan, Appalachian State University

II. *Honing the Craft of Teaching Through a Focus on Student Learning*

Catherine A. Rosemary, John Carroll University

III. *Coaching for Improved Teaching: An Analysis of Assisted Performance in a Professional Development Context*

Kathryn Kinnucan -Welsch, University of Dayton

9:30-10:15 A.M.
Roundtable - Areas 10, 11, 8

Forum

I. *Reading Recovery and the Double-Deficit Hypothesis*

Deborah G. Litt, University of Maryland, College Park

II. *Toward Mastery of School Discourse: A Middle School Biliterate Student's Story*

Jennifer Moon Ro, Binghamton University-SEHD

III. *Turning to the Artistic in a Field-Based Content Literacy Class: Preservice Teachers Perceptions and Understandings through their Self-Portraits*

Janet C. Richards, University of Southern Mississippi

10:30 A.M.-Noon
Research Address

Forum

Chair: Elizabeth B. Moje, Michigan State University

I. *Albert J. Kingston Award*

Peter Afflerbach, University of Maryland
Introduction of the Recipient: James Hoffman, University of Texas

II. *Introduction of Speakers*

Lesley Mandel Morrow, Rutgers University

III. *2002 NRC Research Address*

Theoretical Promise, Perennial Problems, and Empirical Progress Concerning Latino Students and Literacy
Robert T. Jimenez, University of Illinois

IV. *2002 NRC Research Address*

Literacy as Laminated Activity: Rethinking Literacy for English Language Learners
Kris D. Gutierrez, UCLA

Research Research-Based Practices in Literacy Instruction

Preliminary Schedule Saturday 12.6.03	8:00-8:45 A.M.	Early Bird Registration
	8:45-10:15 A.M.	Early Bird Research Breakout Sessions
	9:45-10:30 A.M.	Registration/Coffee
	10:30-Noon	Morning Research Keynote Addresses
	12:00-12:45 P.M.	Box Lunch
	12:45-1:45 P.M.	Afternoon Research Keynote Address
	2:00-3:00 P.M.	Breakout Sessions A
	3:15-4:15 P.M.	Breakout Sessions B

Morning Research Addresses

Forum
10:30 a.m.–Noon

Literacy as Laminated Activity: Rethinking Literacy for English Language Learners

Kris Gutierrez, University of California at Los Angeles

Theoretical promise, perennial problems, and empirical progress, concerning Latino students and literacy

Robert T. Jimenez, University of Illinois

Afternoon Research Addresses

Center Ballroom
12:45- 1:45p.m.

Multilevel Instruction: Comprehension and Word Activities All Levels of Readers can Profit from

Pat Cunningham, Wake Forest University

Chair and Introduction: Julie Coiro, University of Connecticut

Breakout Session A

2:00-3:00 p.m.

Informational Text in the Primary Grades (San Carlos)

Nell Duke, Michigan State University

Chair and Introduction: Jill Castek, University of Connecticut

Integrating Young Adult Literature and Content Area Teaching: Promising Practices (Sonora)

Thomas Bean, University of Nevada, Las Vegas

Helen Harper, University of Western Ontario

Chair and Introduction: Mary Love, University of Georgia

Engaging Young Children's Minds Through Discussions About Literature (Rio Verde)

Julia Lopez-Robertson, University of Arizona

Hollinger Elementary School, Tucson Unified School District

Chair and Introduction: Ruby Sanny, University of Illinois, Chicago

Writing in Two Languages: Lessons Learned from Classroom-based Research (Sedona)

Mileidis Gort, University of Connecticut

Chair and Introduction: Laurie Henry, University of Connecticut

Breakout Session B

3:15-4:15 p.m.

Reconstruing the "Struggling" Young Reader: A Re-Conceptualization of Student Activity and Identity in a Classroom "Community of Practice" (San Carlos)

Taffy E. Raphael, University of Illinois, Chicago

Susan Florio-Ruane, Michigan State University

Chair and Introduction: Dana Cammack, Teacher's College, Columbia University

Honoring the Voices of Urban Youth: Literacy Engagement through Listening and Action (Sonora)

Ted Grace, Syracuse University

Chair and Introduction: Dana Cammack, Teacher's College, Columbia University

What we learn from the literate lives of classroom teachers, and how we can learn more (Rio Verde)

Douglas K. Kaufman, University of Connecticut

Chair and Introduction: Ruby Sanny, University of Illinois, Chicago

Navigating the Differences in Classrooms between Text on the Internet and in Traditional Reading Materials (Sedona)

Elizabeth S. Schmar, Emporia State University

Chair and Introduction: Mary Love, University of Georgia

Appendix I

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(2002-2003)
Arizona State University
joyoung@asu.edu

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J. Jaap Tuinman (1982)
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Philip Gough (1986)
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Isabel Beck (1988)
P. David Pearson (1989)
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