

Dear NRC Colleagues and Friends,

Welcome to Miami and the 2005 Annual Meeting of the National Reading Conference (NRC). The National Reading Conference is the largest organization in the world devoted solely to literacy research. The Area Chairs and I have put together an exciting four days of research reports, theoretical discussions, meetings, book displays and more for this 55th meeting of NRC.

As we gather once again in a “warm location during the first week in December,” I wish to highlight some important features of the conference for you. As the Program Chair, I chose a focus for the conference that I believe is a critical one for us to collectively consider: The need to reach out across our own research epistemologies, methodologies, and literacy areas to center our research efforts on reducing the disparity in access, attainment, and achievement in literacy between the socio-culturally marginalized peoples of the world and those who enjoy status and material wealth. Toward this end, we have invited plenary speakers who represent quite disparate approaches to literacy and literacy research, and invited symposia representing equally wide ranges of epistemologies and topics.

Vital Issues this year will center around this topic each evening. I will start each Vital Issues evening off with a focusing question that is intended to start a brainstorming session linked to the day’s presentations and centered on possibilities for multi-methodological research designs, questions, methods, samples, and so on that speak to this challenge of socio-culturally-based disparities in literacy achievement. These will be excellent sessions to attend for opportunities to connect with other researchers in planning, what I hope will become, exciting and cutting edge future research agendas. With a start time of 9:30 p.m., you should find it possible to enjoy a great dinner and attend Vital Issues. We will have a cash bar available until 10:30 at which time we will adjourn to the lobby bar to continue discussions.

The Invited Program represents invited speakers and topics that will help us focus on how to address, through research, achievement disparities that are based not in individual differences but in socio-cultural factors. These are listed below, along with daily highlights:

Wednesday, November 30

- Study Group sessions begin on selected topics (see page 7 for topics and location). Complimentary coffee and tea.
- Area 4 Invited Symposium: ***Educational Policy: Implications for Teacher Education and Literacy***
- The Research Methodology Series, organized by Marla Mallette and Nell K. Duke, begins, focusing this year on Research Designs. The series is designed specifically for graduate students but it is open to all. All sessions will take place in the Trade Room.
- The Newcomers Luncheon provides first-time attendees to NRC with lunch and mid-day conversation with other researchers from around the world.
- Donald J. Leu, University of Connecticut, gives the Presidential Address: ***New Literacies, Reading Research, and the Challenges of Change: A Deictic Perspective of Our Research.***
- Presidential Reception, following the Presidential Address, will be held on the Lower Pool Deck (Ballroom Foyer in case of rain).
- We present the winner of this year’s Student Research Award.
- Following dinner, at 9:30 p.m., we meet to discuss, plan, argue, and agree as we, along with the day’s presenters, consider future efforts toward reducing the literacy achievement gap between the Haves and the Have Nots in today’s world. Trade Room/Exchange Room.

Thursday, December 1

- Plenary Session: Brian Street, King’s College, London, ***Literacies Across Cultural Contexts: Implications for Pedagogy and Curriculum***
- Area 1 Invited Symposium: ***Preparing Literacy Teachers to Teach All Students: Studies of New Practices***, Junko Yokota, National-Louis University; Steven Z. Athanases, University of California/Davis; and Joanne Kilgour Dowdy, Kent State University.
- Research Methodologies Series continues with morning and afternoon sessions
- We present the National Reading Conference Early Career Award.
- Area 6 Invited Symposium: ***Problematizing Adolescent Multiliteracies***, David O’Brien, University of Minnesota; Theresa Rogers, University of British Columbia; Andrew Schofield, Newton Learning Center; Gay Ivey, James Madison University, and Phillip Wilder, University of Illinois/Champaign Central High School.

Welcome to NRC 2005

Thursday, December 1, continued

- Graduate Student Luncheon on the Pool Deck.
- We announce this year's winner of the Oscar Causey Award.
- Victoria Purcell-Gates, University of British Columbia, gives the Oscar Causey Address: *What Does Culture Have to Do With It?*
- Area 8 Invited Symposium: *Understanding the Variation in Reading Performance Among English Language Learners*, Georgia Garcia, University of Illinois at Urbana-Champaign; Heriberto Godina, University of Iowa; and Flora Rodriguez-Brown, University of Illinois at Chicago.
- Program Chair Invited Symposium: *Latina Scholars Working Within and Across Paradigms in Biliteracy and Bilingual Education*, Maria Carlo, University of Miami; Carmen M. Martinez-Roldán, Arizona State University; and Carmen Medina, University of British Columbia
- The annual Town Meeting, where we come together to raise issues of concern, of celebration, and to get some popcorn and relax after a long day of sessions and meetings!
- Vital Issues in the Trade Room where, along with Brian Street and other presenters of the day, we continue our brainstorming and discussions around future research potentials that cut across epistemologies and methods.

Friday, December 2

- Plenary Session: Charles Perfetti, University of Pittsburgh, *How the Mind Meets the Brain in Literacy: New Perspectives from Reading Science*
- Area 2 Invited Symposium: *Literacy Coaching Cathy Roller, International Reading Association*; Rita Bean, University of Pittsburgh; and Nancy Frey, Doug Fisher, James Flood, and Dianne Lapp, San Diego State University.
- Program Chair Invited Session: *Federal Funding Opportunities Through IES*, Elizabeth Albro, U.S. Department of Education; Georgia Garcia, University of Illinois, Urbana-Champaign; Donald J. Leu, University of Connecticut; and Joanna Williams, Teachers College, Columbia University
- Area 9 Invited Symposium: *Reader Response and Critical Stances: Issues of Race, Class, Gender, & Access*, Richard Beach, University of Minnesota; Karla Möller, University of Illinois, Urbana-Champaign; Pat Enciso, Ohio State University; and Larry Sipe, University of Pennsylvania
- Distinguished Scholar Recipient Address: Courtney Cazden, Harvard University, *Reading Comprehension in Classroom Discourse*
- Area 10 Invited Symposium: *Gender Issues in Post-Typographic Texts and Talk: Past, Present, & Future*, Marion Fey, State University of New York at Geneseo; Donna Alvermann, University of Georgia; Suzanne Wade, University of Utah; and Angela Thomas, University of Sydney
- Research Methodologies Series Continues with morning and afternoon sessions
- Technology Committee Invited Symposium: *Reading Laboratory: How Hypertext Opens the Black Box of Reading*, Jane Yellowlees Douglas, University of Florida
- Program Chair Invited Symposium: *Writing for Teachers: Points from the Publishers*, Ray Coutu, Scholastic Teaching Resources; Chris Jennison, Guilford Publications; and Brenda Power, Stenhouse Publishers
- Last day of the Silent Auction! Get your bids in and receive your book!
- The Editors of the NRC Yearbook and the Journal of Literacy Research invite members of their review boards to a reception from 6-7 pm.
- The Annual Business Meeting: Attend and have a say in how NRC is run, how we spend our money, and where we meet for future NRCs.
- Our final Vital Issues where we, along with Charles Perfetti and Courtney Cazden, can ponder the vision of combining neuro-imaging and the frame of multiple literacies in our quest for research questions and designs that promise an end to the literacy achievement gap that reflects socioeconomic factors within relationships of power that marginalize certain social and cultural groups. Don't miss this one!

Saturday, December 3

- Patricia A. Edwards invites 2006 Area Chairs to the Program Area Chair's Breakfast Meeting to begin work on next year's program.
- We announce this year's winner of the Albert J. Kingston Award.
- Ernest Morrell, University of California at Los Angeles, delivers the NRC Annual Research Address, ***Critical Action Research and Literacy Education***.
- Janette Klingner, University of Colorado, delivers the Research Into Practice keynote address, ***Why Are So Many Minority Students in Special Education?*** Understanding race and disability in schools at the annual Saturday afternoon Research into Practice Conference.
- We present our annual Saturday afternoon Research into Practice Conference for Miami educators. Sessions presenting exceptional classroom practices, derived from research, will be led by Jill Castek, University of Connecticut, Susan Lenski, Portland State University, Carmen Martinez-Roldan, Arizona State University, Carmen Medina, University of British Columbia, Eugenia Moraflores, University of Southern California, Susan Neuman, University of Michigan, Taffy Raphael, University of Illinois at Chicago, Patricia Ruggiano Schmidt, Le Moyne College and Cindy West, Lincoln Public Schools; Lincoln, NE.

What a week! Thanks for the memories....

Victoria Purcell-Gates,
Conference Chair

Patricia A. Edwards,
Conference Co-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 practice. NRC sponsors a conference each year the first week of December. The program consists of round table discussions, sessions with 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 contains peer-reviewed papers selected from the previous year's conference, and a newsletter. It also sponsors a 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: 414-908-4924 ext. 108, Fax: 414-768-8001, E-mail: nrc@nrconline.org or visit the Web site at www.nrconline.org.

Conference & Registration

The 2005 Conference will be held at the Hotel Inter-Continental Miami, 100 Chopin Plaza, Miami, FL 33131.

Please make reservations directly with the Hotel Inter-Continental at 800-327-3005. The conference room rate is \$145 per night.

Registration for the Conference may be done online, downloading the registration form at <http://www.nrconline.org> or by calling NRC Headquarters at 414-908-4924 x450.

One copy of the NRC Program Book (which will be distributed on-site at the conference) is included with your registration fee.

Full registration includes the NRC Yearbook 54, published in December 2005.

Mark your calendar for
NRC 2006 in
Los Angeles, CA
November 29 - December 2, 2006

Major Addresses

Presidential Address — Wednesday, 4:45 – 6:00 P.M., Versailles

New Literacies, Reading Research, and the Challenges of Change: A Deictic Perspective of Our Research Worlds

Donald J. Leu, University of Connecticut



Oscar Causey Address — Thursday, 10:15 – 11:45 A.M., Versailles

What Does Culture Have to Do With It?

Victoria Purcell-Gates, University of British Columbia



Plenary Address — Thursday, 4:45 – 6:00 P.M., Versailles

Literacies Across Cultural Contexts: Implications for Pedagogy and Curriculum

Brian Street, King's College, London



Plenary Address — Friday, 4:45 – 6:00 P.M., Versailles

How the Mind Meets the Brain in Literacy: New Perspectives from Reading Science

Charles Perfetti, University of Pittsburgh



NRC Research Review Address — Saturday, 10:15 – 11:45 P.M., Versailles

Critical Action Research and Literacy Education

Ernest Morrell, University of California/Los Angeles



Saturday Conference Keynote Address — Saturday, 12:45-1:45 P.M., Versailles

Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools

Janette Klingner, University of Colorado



Study Groups

Daily
7:25 – 8:25 a.m.
Bayfront A

STUDY GROUP 1 - Techno-literacy, media literacy, new literacies, and beyond: The ever-changing terrain of technology-mediated literacy experiences

Gregory W. Brooks, *St. John Fisher College*
David M. Lund, *Southern Utah University*
Patricia A. Young, *University of Maryland Baltimore County*

STUDY GROUP 2 - Teacher Education Research Study Group

Janet R. Young, *Brigham Young University*
Debra Wellman, *Rollins College*

STUDY GROUP 3 - Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes

Francine R. Johnston, *University of NC at Greensboro*
Janet Bloodgood, *Appalachian State University*

STUDY GROUP 4 - Approaches to Critical Discourse Analysis

Samantha Caughlan, *California State University, Fresno*
Rebecca Rogers, *Washington University in St. Louis*

STUDY GROUP 5 - Reading/Literacy Clinics

Barbara Laster, *Towson University*
Cheryl Dozier, *University at Albany*

STUDY GROUP 6 - Doctoral Students as Researchers

Sara B. McCraw, *University of Delaware*
Katrin Blamey, *University of Delaware*
Noreen Miller, *University of Delaware*
Kathryn Bailey, *Syracuse University*
Wendy Bunker, *Syracuse University*
Joanna Calogero, *Syracuse University*
Jolene Malavasic, *Syracuse University*
Maria Murray, *Syracuse University*
Rene Beisley, *Oklahoma State University*

STUDY GROUP 7 - Adolescent Literacy

Elizabeth G. Sturtevant, *George Mason University*
Victoria G. Ridgeway, *Clemson University*
Jill Lewis, *New Jersey City University*
Richard D. Robinson, *University of Missouri-Columbia*
E. Jennifer Monaghan, *CUNY-Brooklyn*

STUDY GROUP 8 - Acknowledging Alternatives: Examining Family Constructs in the Stories of Early Childhood

Anne E. Gregory, *Boise State University*
Jennifer L. Snow-Gerono, *Boise State University*

STUDY GROUP 9 - History of Literacy

Douglas K. Hartman, *University of Connecticut*
Norm A. Stahl, *Northern Illinois University*

Book Display Room, Silent Auction & Exhibits

W - F
Chopin Ballroom

The Silent Auction provides a unique and fun way to add to your professional library while bringing much needed revenue to NRC. Professional books authored by NRC members will be displayed throughout the conference. Each book will have a bidding sheet inside of it. If you wish to bid, add your name to the end of the list of bids. Bids must be in increments of no less than \$3 (NOTE: this is a change from the \$1 required in the past). The highest bid wins the book. Bidding closes at noon on Friday. Names of the highest bidders will be circled on the bidding sheet. Please purchase books Friday from 1:00 p.m. – 5:30 p.m. Checks are to be made payable to NRC.

Vital Issues

Wednesday-Friday
9:30 – 10:30p.m.
Trade Room/
Exchange Room

Vital Issues is a tradition of NRC that offers conference attendees a forum 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. We begin in the Trade Room and then adjourn to the Lobby Bar at 10:30. This year we will center our initial discussions around the issues of designing and conducting multi-methodological studies to address the long-standing disparity in literacy achievement that reflect sociocultural factors rather than individual differences.

Cyber Café

Daily
Cambridge

In the Cyber Café, you will have access to computers and a printer. In addition, remember to bring your laptop and enjoy wireless high speed internet access in the Cyber Café and specific places throughout the hotel. Ask hotel office for details.

Meetings

	Time	Committee/Event	Room
Daily	7:25 – 8:25 a.m.	Study Groups	Bayfront A
	7:00 a.m.–6:00 p.m.	Conference Registration	Registration Desk; Mezzanine
	7:00 a.m.-6:00 p.m.	Book Display & Silent Auction	Chopin Ballroom
	9:30 p.m. – 10:30 p.m.	Vital Issues	Trade Room
Tuesday 11.29.05	8:00 a.m. - 10:00 a.m.	Executive Committee Breakfast	Trade Room
	10:00 a.m. - Noon	Board Member Strategic Planning	Trade Room
	Noon - 1:00 p.m.	Committee Chairs Lunch	Trade Room
	2:00 p.m. - 5:00 p.m.	Board Meeting	Trade Room
	6:00 a.m. - 7:00 a.m.	Board Reception	Presidential Suite
	3:00 p.m. - 8:00 p.m.	Conference Registration	Mezzanine
Wednesday 11.30.05	Noon - 1:00 p.m.	Newcomer's Luncheon	Trianon
	4:45 p.m. - 6:00 p.m.	Presidential Address	Versailles
	6:00 p.m. - 7:30 p.m.	Field Council Chair: Rachel Karchmer, <i>University of Delaware</i>	Sandringham
	6:15 p.m. - 7:30 p.m.	Presidential Reception	Lower Pool Deck
	9:30 p.m. - 10:30 p.m.	Vital Issues	Trade Room
Thursday 12.1.05	7:30 a.m. - 8:30 a.m.	Policy and Legislative Committee Chair: Norm Stahl, <i>Northern Illinois University</i>	Trade Room
	7:30 a.m. - 8:30 a.m.	Student Outstanding Research Award Committee Chair: Rebecca Rogers, <i>Washington University/St. Louis</i>	Raphael
	7:30 a.m. - 8:30 a.m.	Oscar Causey Award Committee Chair: David Moore, <i>Arizona State University</i>	Balmoral
	7:30 a.m. - 8:30 a.m.	Publication Committee Chair: Diane Barone, <i>University of Nevada, Reno</i>	Alhambra
	7:30 a.m. - 8:30 a.m.	Ethics Committee Chair: Janet Richards, <i>University of South Florida</i>	Escorial
	7:30 a.m. - 8:30 a.m.	Ethnicity, Racism, Multilingualism Committee Chairs: Doris Walker-Dalhouse, <i>Minnesota State University Moorhead</i> Gwendolyn Thompson McMillon, <i>Oakland University</i>	Sandringham
	7:30 a.m. - 8:30 a.m.	Albert J. Kingston Award Committee Chair: Laura Smolkin, <i>University of Virginia</i>	Flagler

	Time	Committee/Event	Room
Thursday, cont. 12.1.05	7:30 a.m. - 8:30 a.m.	Technology Committee Chair: Linda Labbo, <i>University of Georgia</i>	Hibiscus/Isle
	10:15 a.m. - 11:30 a.m.	Oscar Causey Award Presentation and Address	Versailles
	Noon - 12:45 p.m.	Yearbook Editor's Meeting	Michaelangelo
	Noon - 1:00 p.m.	Graduate Student Pizza Luncheon	Pool Deck
	Noon - 1:00 p.m.	Luncheon for NRC Past Presidents	Presidential Suite
	12:15 p.m. - 1:00 p.m.	Distinguished Scholar Lifetime Award Committee Chair: William Teale, <i>University of Illinois-Chicago</i>	Windsor
	4:45 p.m. - 6:00 p.m.	Plenary Session	Versailles
	6:30 p.m. - 7:15 p.m.	Town Meeting	Trianon
	9:30 p.m. - 10:30 p.m.	Vital Issues	Trade Room
Friday 12.2.05	7:30 a.m. - 8:30 a.m.	Early Career Achievement Award Committee Chair: Colin Harrison, <i>University of Nottingham</i>	Balmoral
	7:30 a.m. - 8:30 a.m.	Journal of Literacy Research Editorial Board	Sevilla
	7:30 a.m. - 8:30 a.m.	Edward B. Fry Book Award Committee Chair: Colin Harrison, <i>University of Nottingham</i>	Raphael
	Noon - 1:00 p.m.	Special Session: Federal Funding Opportunities Through IES	Theater
	12:15 p.m. - 1:00 p.m.	International Committee Chair: Sam Miller, <i>University of North Carolina, Greensboro</i>	Gusman
	4:45 p.m. - 6:00 p.m.	Plenary Address	Versailles
	6:00 p.m. - 7:00 p.m.	Yearbook, Journal of Literacy Research, and Publisher's Reception	Mezzanine East
	6:30 p.m. - 7:15 p.m.	Annual Business Meeting	Sevilla
	9:30 p.m. - 10:30 p.m.	Vital Issues	Trade Room
Saturday 12.3.05	7:00 a.m. - 8:30 a.m.	Program Area Chairs Breakfast	Sevilla
	8:00 a.m. - 1:00p.m.	Conference Registration	Registration Desk; Mezzanine
	10:30 a.m. - Noon	Annual Review of Research and Albert J. Kingston Award Presentation	Versailles
	Noon - 2:00 p.m.	Executive Board Meeting	Trade Room
	12:45 p.m. - 1:45 p.m.	Afternoon Research Keynote Address	Versailles
	2:00 p.m. - 5 p.m.	Board Meeting	Trade Room

8:30 A.M. – 10:00 A.M.
PAPER SESSION

ALHAMBRA

Issues of Phonology

Chair(s): Denise Johnson, *College of William & Mary*

1. Effects of Phonological Awareness Instruction on Typically Developing and At-risk Preschoolers

Lisa O. Guidry, *Florida State University*
Jill H. Allor, *Southern Methodist University*
Carol M. Connor, *Florida State University*

2. Examining Relations Among Lexical Access, Oral Language, and Decoding Skills

Kimberly D. McDowell, *Wichita State University*

3. Age and Homophone Effects in a Lexical Decision Task

Judith Wylie, *Queen's University Belfast*
Gerry Mulhern, *Queen's University Belfast*

8:30 A.M. – 10:00 A.M.
PAPER SESSION

BALMORAL

Strategies for Technology-Based Literacy Learning

Chair(s): Rachel A. Karchmer, *University of Delaware*

1. An Internet-Delivered, Individually Differentiated Reading Program: Effects on Students' Literacy Achievement and Technology Skills

Diane H. Tracey, *Kean University*
John W. Young, *Rutgers University*

2. Factors that Influence the Internet Inquiry Process: Strategies for Comprehending Web-based Texts

Maya B. Eagleton, *University of Arizona & Center for Applied and Special Technology, CAST*

3. Literacy by Design: A Universally Designed Reading Environment for Students with Severe Cognitive Disabilities

Bridget Dalton, *Center for Applied and Special Technology, CAST*
Peggy Coyne, *Center for Applied and Special Technology, CAST*

8:30 A.M. – 10:00 A.M.
ROUNDTABLE

BAYFRONT A

I. Preservice Teachers' Lived Experiences in a K-1 Reading/Arts/Science Interdisciplinary Program

Janet C. Richards, *University of South Florida*
Kim Shea, *University of South Florida*

II. Tutoring High School Students on Literacy Strategies: The Impact of Preservice Teachers on Student Achievement

Molly K. Ness, *University of Virginia*

III. Reflections on Being Biliterate: Lessons from Paraprofessionals

Susan J. Lenski, *Portland State University*

IV. Using DIBELS Data to Inform Literacy Instruction: Investigating Two Technology Tools

Alysia D. Roehrig, *Florida State University and Florida Center for Reading Research*
Staci Walton Duggar, *Florida State University and Florida Center for Reading Research*
Marsha Glover, *Leon County Schools*
Gayle Dove, *Leon County Schools*

V. Investigating the Pedagogical Content Knowledge of Middle School Language Arts Teachers

Nance S. Wilson, *University of Central Florida*

VI. Adolescent struggling readers' ability to use rhetorical patterns and content vocabulary as a result of direct text structure instruction

Sharon L. Russell, *University of Maryland*

VII. Critical Literacy in Multicultural Contexts

Debbie East, *Indiana University, Bloomington*

VIII. Promoting Reading Engagement and Comprehension Strategies of At-risk Adolescents: A Cross-Case Analysis

Mary K. Kallus, *Eastern New Mexico University*
Jeanne Swafford, *Mississippi State University*

IX. Assessing the Comprehension Processes of Good Decoding but Poor Comprehending Students

Thomas G. Gunning, *Central Connecticut State University*

X. Self-Correction in Beginning Reading

Georgia Nemeth, *Clemson University*
Susan King Fullerton, *Clemson University*

8:30 A.M. – 10:00 A.M.
PAPER SESSION

BAYFRONT B

Construct Validity and Assessment Tools: Reading Writing and Vocabulary

Chair(s): Brock Cynthia, *University of Nevada-Reno*

1. Genres of Academic Writing and of High-stakes Assessments: Exploring the Difference

Sarah W. Beck, *New York University*
Jill V. Jeffery, *New York University*

2. What do High Stakes Tests Fail to Measure?

Peter Afflerbach, *University of Maryland*

3. An Examination of Assessment Tasks and Constructs found in Frequently Cited Vocabulary Research

Judith A. Scott, *University of California, Santa Cruz*
Elfrieda H. Hiebert, *University of California, Berkeley*

8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION

DUPONT/TUTTLE

Professional Development in Reading First Schools: Perspectives from Three States

Chair(s): Rita M. Bean, *University of Pittsburgh*

Discussant(s): Timothy Shanahan, *University of Illinois at Chicago*

Presenters from three states will discuss research on professional development in Reading First schools. The focus will be on literacy coaches as providers of professional development, tasks that they undertake, and issues they face. Results will be discussed in relation to coaches' preparation, and in terms of what activities most influence effective reading instruction.

1. The Key Role of the Literacy Coach: Improving Classroom Instruction in Reading First Schools in Pennsylvania

Rita M. Bean, *University of Pittsburgh*
Naomi Zigmond, *University of Pittsburgh*
Aimee Morewood, *University of Pittsburgh*
Julie Ankrum, *University of Pittsburgh*
Sara Helfrich, *University of Pittsburgh*

2. Insights on Professional Development from Seventy Literacy Coaches in Georgia

Michelle Commeyras, *University of Georgia*
 Leslie Bottoms, *University of Georgia*
 Nancy A. Edwards, *University of Georgia*
 Ran Hu, *University of Georgia*
 Christine Mallozzi, *University of Georgia*
 Hilary Ruston, *University of Georgia*
 Kathleen Waugh, *University of Georgia*

3. A Time/Task Analysis of Coaching Activity in Reading First – Ohio Districts and Schools

Catherine A. Rosemary, *John Carroll University*
 Kathleen Roskos, *John Carroll University*

4. Discussion: Policy and Practice Implications

Timothy Shanahan, *University of Illinois at Chicago*

8:30 A.M. – 10:00 A.M.
PAPER SESSION

ESCORIAL

Sociocultural Perspectives on College Literacy Processes

Chair(s): Sharon Chubbuck, *Marquette University*

1. Participatory Dialogue and Participatory Learning in a Discussion-based Graduate Seminar

Wen Ma, *Le Moyne College*

2. Exploring Novice Writers' Journeys to Academic Discourse: A Social Constructivist Perspective

Julie M. Fenlon, *Joliet Junior College*

3. Assessing First-Year Law Students' Reading and Reasoning Skills

Dorothy H. Evensen, *Pennsylvania State University*
 James F. Stratman, *University of Colorado at Denver*

8:30 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT

GUSMAN

Practicing What We Teach: Building on Preservice Teachers' Life Experiences in Literacy

Chair(s): Nancy Flanagan Knapp, *University of Georgia*

Four literacy teacher educators briefly outline their practices and questions around using diverse teacher candidates' own experiences as a basis for developing empowered literacy teaching. Then, in small groups, participants will share dilemmas and strategies and jointly develop new ideas for practice and research related to each presenter's key question.

1. How can we better understand ALL our teacher candidates' life experiences and build on them toward a greater appreciation of individual literacies?

Mark W. Conley, *Michigan State University*

2. How can we honor and build on the literacy experiences of rural, low-SES teacher candidates, while enabling and encouraging them to develop empowering literacy instruction for students in their home areas?

Paula Costello, *East Carolina University*

3. How can we use the experiences of relatively privileged preservice teachers to help them develop empowering literacy practices for diverse students?

Nancy Flanagan Knapp, *University of Georgia*

4. How can we create literacy experiences in our own classrooms that allow teachers to experience empowering literacy instruction for themselves?

Deborah Litt, *Trinity University*

8:30 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT

HIB/STAR/PALM

Literacy Contexts for Culturally Responsive Pedagogy

Chair(s): Carolyn Colvin, *The University of Iowa*

Discussant(s): Joanne Kilgour Dowdy, *Kent State University*

Culturally relevant pedagogy asks that teachers and students engage in questioning "structural inequality, racism, and injustice" (Ladson-Billings, 1994, p. 128). To address academic achievement gaps, Ladson-Billings urges that instructional inequities, particularly in literacy instruction, undergo greater scrutiny. With these papers, we focus on contexts for literacy instruction framed by culturally responsive pedagogy.

1. Shifting Focus: An Historical Examination of Culturally Responsive Pedagogy

Valerie Nyberg, *The University of Iowa*

2. "We Make the Road by Walking": A Study of Exemplary Adult Education Teachers

Rebecca Ross, *Washington University in St. Louis*
 Mary Ann Kramer, *Adult Education and Literacy*

3. "You Have to Take It a Step Beyond": Student Teaching Through the Lenses of Social Justice

Margaret Finders, *Washington University in St. Louis*

4. Examining Our Assumptions: Culturally Responsive Pedagogy for Mexican-Origin Adults

Carolyn Colvin, *The University of Iowa*

8:30 A.M. – 10:00 A.M.
PAPER SESSION

MICHAELANGELO

Thinking and Rethinking the Contents of the Content Reading Course

Chair(s): Joan Erickson, *University of Nebraska - Lincoln*

1. Supporting Authentic Inquiry in a Content Area Reading Course for Preservice Teachers: Directions and Dilemmas

Adrian Rodgers, *The Ohio State University*

2. Shifting the Content Reading Paradigm: What Reading Professors Can Learn from Content Methods Instructors, and Why They Should.

Joel T. Jenne, *Salisbury University*
 Arlene F. White, *Salisbury University*
 Starlin D. Weaver, *Salisbury University*
 Randall E. Groth, *Salisbury University*

3. Comprehending the Dynamics of Content Area Literacy Instruction: A Transactional Model for Understanding Theory and Methods in Practice

Janine K Bixler, *College of Staten Island, CUNY*

**8:30 A.M. – 10:00 A.M. SANDRINGHAM
PAPER SESSION**

Methodological Tools for Exploring Situated Literacy Practices

Chair(s): Robert Fecho, University of Georgia

1. Unpacking Literacy Practices: Exploring the Learning Potential of Peer Interactions

Tasha Tropp Laman, University of South Carolina

2. Data We Need: What Spatial Data and Analysis Lends School Literacy Research

Margaret Sheehy, University at Albany

3. An Emergent Epistemological Ecosystem

Marylou M. Matoush, Western Carolina University

**8:30 A.M. – 10:00 A.M. SEVILLA
SYMPOSIUM SESSION**

Examining Discipline-Based Literacies in Students' Language and Literacy Development

Chair(s): Kathryn M. Ciechanowski, University of Michigan

Discussant(s): Donna E. Alvermann, University of Georgia

Academic literacy practices require specialized "ways with words" for skilled participation as a reader or writer. For students to perform high level literacy tasks, teachers need to make explicit the tacit reasoning processes, strategies, and discourse rules that shape reading and writing in the disciplines. This symposium will present distinct approaches to discipline-based literacy development and research. (Gee, 1999; Strauss, 1987)

1. Paper 1: Reading and Writing in Science: Multiple Text Types in Scientific Literacy Learning

Elizabeth Birr Moje, University of Michigan

LeeAnn M. Sutherland, University of Michigan

2. Disciplinary Dilemmas: What We Learn by Tracing the Professional Learning Opportunities of Subject Area Teachers to the Language and Literacy Practices of the Classroom and the Learner

Cynthia L. Greenleaf, Strategic Literacy Initiative/WestEd

3. Re-conceptualizing Disciplinary Literacies and the Adolescent Struggling Reader:

Carol D. Lee, Northwestern University

**8:30 A.M. – 10:00 A.M. THEATER
SYMPOSIUM SESSION**

Vocabulary Words Children K-6 Need to Be Using

Chair(s): Susan E. Israel, University of Dayton

Discussant(s): Edward Fry, Rutgers University, Professor Emeritus

Michael Pressley, Michigan State University

Participants and panel members Converse About (1) Words that need to be taught in primary and intermediate grades; (2) Enriching vocabulary instruction based on research findings; (3) Understanding the central issues related to vocabulary instruction in relationship to reading comprehension and reading achievement that need to be addressed in the future; (4) What are or ought to be effective measures of vocabulary assessment that can identify vocabulary strengths and weaknesses related to the issues raised.

1. Writing Words Needed by Primary Students

Susan E. Israel, University of Dayton

Edward Fry, Rutgers University, Professor Emeritus

Nancy L. Roser, University of Texas at Austin

2. Four Types of Essential Vocabulary Words: Effects of Instruction on Students' Reading Achievement

Cathy Collins Block, Texas Christian University

3. Vocabulary Instruction and Assessment Measures

Diane Lapp, San Diego State University

Douglas Fisher, San Diego State University

James Flood, San Diego State University

4. The Role of Flexibility in Moderating Effects of Vocabulary on Children's Reading Comprehension

Kelly B. Cartwright, Christopher Newport University

**8:30 A.M. – 10:00 A.M. TRADE ROOM
PROGRAM CHAIR INVITED SESSION**

Research Methodology Series: Researchers Think-Aloud about Designs

Chair(s): Kedrick James, University of British Columbia

I. Descriptive Studies

M. Cecil Smith, Northern Illinois University

II. Descriptive Studies

James Hoffman, University of Texas, Austin

**8:30 A.M. – 10:00 A.M. TRIANON
PAPER SESSION**

Becoming Agents of Change

Chair(s): Terry Deeny, University of Rhode Island

1. The Development of Literacy Instruction: From Undergraduate to 4th Year Teacher

Dixie D. Massey, Pacific Lutheran University

2. Becoming Agents of Change: New Teachers' Critical Literacy Inquiries

Katie P. Van Sluys, DePaul University

Amy Seely Flint, Georgia State University

3. Assessing Literacy Dispositions: Transformative Possibilities in the Graduate Literacy Practicum

Susan Voorhees, Dowling College

Albert Inserra, Dowling College

**8:30 A.M. – 10:00 A.M. WINDSOR
PAPER SESSION**

Implications of Critical Multiculturalism for Teacher Education and Literacy Research

Chair(s): Michelle Pierce, Salem State College

1. Navigating literacy between two landscapes: Implications for teacher education

Yvonne K. Lefcourt, University of IL at Urbana-Champaign

2. Creating and Managing Tension in a Graduate-level Literacy Course Focused on Multicultural Education

Lori Czop Assaf, Texas State University-San Marcos

Caitlin McMunn Dooley, Georgia State University

3. Critical Multiculturalism: An Investigation into the Critical in Multicultural Research in NRC

Jung Kim, University of Illinois—Chicago

Sana Ansari, University of Illinois—Chicago

10:15 A.M. – 11:45 A.M.
PAPER SESSION

ALHAMBRA

Literature-Based Discussions: Comprehension, Interpretation, Initiation, and Reluctance

Chair(s): Nora White, *Texas Woman's University*

1. **A Longitudinal Study of Comprehension, Interpretive Strategy Use, and Language Use Among Children in Grades 1-3**
Janice F. Almasi, *University of Kentucky*
Barbara M. Palmer, *Mount Saint Mary's University*
Keli A. Garas, *West Seneca Central School District*
Hyunhee Cho, *University at Buffalo, SUNY*
Wen Ma, *LeMoyne College*
Lynn Shanahan, *Daemen College*
Amy Augustino, *University at Buffalo, SUNY*
2. **"Big loud voice. You have important things to say." The nature of student initiations during one teacher's interactive read-alouds**
Beth Maloch, *University of Texas at Austin*
Denise Duncan, *University of Texas at Austin*
3. **Examining Reluctant Student Speakers' Perspectives on Literature-Based Discussions**
Kristy L. Dunlap, *George Mason University*

10:15 A.M. – 11:45 A.M.
ROUNDTABLES

BAYFRONT A

- I. **The Impact of Teacher Education on Teacher Candidates' Pedagogical Content Knowledge, Theoretical Orientation and Instructional Decisions: Yes, Colleges of Education Still Matter**
Lois K Haid, *Barry University*
Alice F. Snyder, *Kennesaw State University*
- II. **To What Extent Do Inservice Literacy Teachers Base Instructional Practices on their Beliefs about Knowing and Learning?**
Gaoyin Qian, *City University of New York*
Liqing Tao, *City University of New York*
- III. **How Do Kindergarten Practices Reflect the Principles Set Forth in the Finnish Language and Communication Core Curriculum?**
Riitta-Liisa Korkeamki, *University of Oulu*
Mariam Jean Dreher, *University of Maryland*
- IV. **Building Secondary Students' Literacy Self-Efficacy in Academic Content Areas: Strategies and Practices that Develop CIMS (Confidence, Independence, Metacognition, Stamina)**
Lauren Freedman, *Western Michigan University*
Holly Johnson, *University of Cincinnati*
Karen Thomas, *Western Michigan University*
Kathleen Crawford-Mckinney, *Wayne State University*
- V. **"It (spelling) is Learnable Now:" Voices of Two Adults Engaged in Word Study**
Donita J. Massengill, *University of Kansas*
Shelly McNerney, *University of Kansas*
- VI. **It's all about me: Adolescent girls' negotiating voice and social identity through elective writing**
Marva Cappello, *San Diego State University*
Margaret A. Gallego, *San Diego State University*
- VII. **Buying Into Social Class as We Read**
Ed Starkenburg, *Dordt College*

VIII. **Rules for Radical Literacy Educators: Fairclough Meets Habermas Meets Alinsky**

Leslie Patterson, *University of North Texas*
Ruth Silva, *University of North Texas*
Joan Parker Webster, *University of Alaska-Fairbanks*
Happy Carrico, *Denton (TX) ISD*
Dorleen Hooten, *Region 12 Educ. Service Cr - Waco, Texas*
Sunni Johnson, *Northwest (TX) ISD*
Tema Lambert, *Denton (TX) ISD*
Yasmin Lee, *Ft. Worth (TX) ISD*
Tamica McClarty, *Dallas (TX) ISD*
Debra Nockels, *University of North Texas*
Betty Reily, *University of North Texas*

IX. **Scientific Reasoning Included in Science Trade Books Recommended for Elementary Science Instruction**

Laura B. Smolkin, *University of Virginia*
Carol A. Donovan, *University of Alabama*
Erin McTigue, *University of Virginia*
Julianne Coleman, *University of Virginia*

X. **CVC Spelling Assessment: A Structured Invented Spelling Assessment and Scoring System for Tracking Student Understanding of the Alphabetic Principle**

Richard M. Oldrieve, *Bowling Green State University*

10:15 A.M. – 11:45 A.M.
SYMPOSIUM SESSION

DUPONT/TUTTLE

At the Edge of One's Comfort Zone: Facilitating Urban Teacher Change Within Higher Education

Chair(s): Deborah B. Eldridge, *Hunter College School of Education*
Discussant(s): Cathy Roller, *International Reading Association*

The symposium reports three dimensions of in-service teacher change in the context of preparing reading specialists for urban schools:

- 1) The development of an advanced program as facilitator of teacher change,
- 2) Raising student achievement through extensive interventions with struggling readers, and
- 3) Impacting performance through the examination of one's own practice.

1. **An Urban School of Education Commits to Change: Working at the Edge of One's Comfort Zone in Program Development.**

Deborah B. Eldridge, *Hunter College School of Education*

2. **Re-visioning the Diagnosis and Remediation Experience: Tutoring at the Edge of One's Comfort Zone.**

Jennifer Tuten, *Hunter College School of Education*
Deborah Jensen, *Hunter College School of Education*

3. **Reinvigorating and Reshaping the Teaching Lives: Learning and Teaching at the Edge of the Comfort Zone**

Yang Hu, *Hunter College School of Education*

10:15 A.M. – 11:45 A.M.
PAPER SESSION

ESCORIAL

Multiple Literacies

Chair(s): Tasha Tropp Laman, *University of South Carolina*

1. **The Legislative Game and the University Research Game: Influences and Discontinuities**

Peggy R. DeLapp, *University of Minnesota*

2. *They Answered with Their Lives: The Oral Histories of Two Tenured Reading Professors*

Cheryll I. Dennis, *Adjunct Professor, Texas Woman's University*

3. *Learning to Read Scientific Texts from Commercial Reading Programs: Reading as Inquiry versus Reading as Word Recognition and Information Location*

Linda M. Phillips, *University of Alberta*

Martha L. Smith, *University of Alberta*

Stephen P. Norris, *University of Alberta*

**10:15 A.M. – 11:45 A.M.
SYMPOSIUM SESSION**

FLAGLER

Midwestern Identities: Negotiating Culture and Literacies in a Red State

Chair(s): Loukia K. Sarroub, *University of Nebraska-Lincoln*

Discussant(s): Richard Beach, *University of Minnesota*

Our symposium is specifically concerned with “reading” and/or “literacy” as they are experienced by new populations of immigrants and refugees and mainstream American students who struggle with reading at all levels. Recent immigration from all parts of the world is a relatively new phenomenon in the Midwest and immigrants as well as their hosts are faced with new challenges to their values, norms, and sense of what it means to be a literate person, fully participating in a democratic community. We are also interested in teachers who, in today’s schools, must learn to become teachers of reading. The definitions that emerge from our papers and research reports carefully document the multiple layers of identity building and socialization that teachers and American, immigrant, and refugee youth negotiate.

1. *Reading the Midwest and Conceptualizing Literacy in Secondary Public Schools*

Loukia K. Sarroub, *University of Nebraska-Lincoln*

2. *Addressing the Literacy Needs of ELL Students With Limited Formal Schooling*

Cindy S. West, *Lincoln Public Schools*

3. *Examining Literacy Acquisition in Relationship to Language Experiences and Environment*

Kathy B. Phillips, *University of Nebraska-Lincoln*

4. *A Clash of Narratives: Rural Literacy Education in a Time of Change*

Guy Trainin, *University of Nebraska-Lincoln*

Kathleen M. Wilson, *University of Nebraska-Lincoln*

Virginia Laughridge, *University of Nebraska-Lincoln*

Joan Erickson, *University of Nebraska-Lincoln*

**10:15 A.M. – 11:45 A.M.
ALTERNATIVE FORMAT**

GUSMAN

A National Look at Teacher Preparation in Reading Clinic/Literacy Labs

Chair(s): Theresa A. Deeney, *University of Rhode Island*

Discussant(s): Penny Freppon, *University of Cincinnati*

This alternate session focuses on literacy labs/reading clinics as venues for preparation of literacy professionals. Educators from eleven universities discuss clinical instruction and assessment practices, and present results of a national survey of clinic graduates’ transfer of these practices to schools, and their perceptions of the clinic as a learning tool.

Participants:

Theresa A. Deeney, *University of Rhode Island*

Cheryl Dozier, *University at Albany*

Barbara Laster, *Towson University*

Verlinda Angell, *Southern Utah University*

Charlene Barnes, *Adelphi University*

Charlene Carter, *University of Houston-Clear Lake*

Jeanne Cobb, *Eastern New Mexico University*

Margaret Hill, *University of Houston-Clear Lake*

Stephanie McAndrews, *So. Illinois University-Edwardsville*

Lilian McEnery, *University of Houston-Clear Lake*

Stephan Sargent, *Northeastern State University*

Barbara Walker, *Oklahoma State University*

Penny Freppon, *University of Cincinnati*

1. *Literacy Labs/Reading Clinics: Venues for Teacher Learning*

2. *Literacy Labs/Reading Clinics: Building Informed Assessment Practices*

3. *From Clinic to School: Issues of Transfer and Sustainability of Practice*

4. *Teacher Voices: The Value of Clinic/Lab Experiences*

5. *One-on-One: Can We Afford the Luxury? Discussant's Response*

**10:15 A.M. – 11:45 A.M.
SYMPOSIUM SESSION**

MICHAELANGELO

Embodied and Socially Constructed Foundations For Reading Comprehension: Current Complements to Traditional Models

Chair(s) & Discussant(s): George G. Hruby, *Utah State University*

Four researchers will present papers on diverse but conciliatory aspects of how affect regulation and its development guides the acquisition and realization of reading comprehension in classrooms. A lively panel discussion will follow and enjoin the audience in critical evaluation of the authors’ premises and conclusions.

1. *The Structure and Function of Imagery and Affect in the Cognitive Act of Reading*

Karen A. Krasny, *York University*

2. *Neuroendocrinological Correlates to the Socio-emotional Foundations of Reading Comprehension*

George G. Hruby, *Utah State University*

3. *Developmental insights for understanding children's socially stimulated reading growth*

Ramona W. Matthews, *Georgia State University*

4. *Bridging the Gap Between Traditional Theories of Reading Comprehension and Theories of Popular Culture and Critical Media Literacy*

Margaret C. Hagood, *College of Charleston*

**10:15 A.M. – 11:45 A.M.
SYMPOSIUM SESSION**

SANDRINGHAM

Defining Language- and Print-Rich Classroom Environments for Preschoolers: Do They Make a Difference?

Chair(s): Richard G. Lomax, *University of Alabama*

Discussant(s): Richard G. Lomax, *University of Alabama*

Carol Vukelich, *University of Delaware*

This symposium examines characteristics of preschool language- and print-rich environments as suggested by research literature, the match between those characteristics and elements included in the Literacy Environment Checklist of the ELLCO (Smith & Dickinson, 2002), and the Literacy Environment Checklist's ability to predict differences in children's early

literacy outcomes in treatment classrooms (Early Reading First) compared to control classrooms.

1. Components and Characteristics of Language- and Print-Rich Environments: A Review of the Research

Lea M. McGee, *University of Alabama*
Lee Freeman, *University of Alabama*
Charlotte Pass, *University of Alabama*

2. Early Language and Literacy Classroom Observation Toolkit: Comparing the Literacy Environment Checklist to Classroom Environment Research

Renée M. Casbergue, *University of New Orleans*
April W. Bedford, *University of New Orleans*

3. Do Differences on the Literacy Environment Checklist Predict Differences in Early Literacy Achievement?

Lea M. McGee, *University of Alabama*
Renée M. Casbergue, *University of New Orleans*

**10:15 A.M. – 11:45 A.M.
SYMPOSIUM SESSION**

SEVILLA

Boys, Girls, and the Myths of Literacies and Learning

Chair(s): Roberta Hammett, *Memorial University*
Discussant(s): Donna Alvermann, *University of Georgia*

In this symposium participants will offer alternative responses to issues of gender bias and widespread pressure focused on making curriculum more "boy friendly." We will broaden gender and literacy discussions beyond boy-girl binarisms, and examine ways in which explorations of multi-literacies might change educational programs and curricula.

1. Gender Bias in Content Literacy Instruction: Adolescent Girls Speak Out

Barbara Guzzetti, *Arizona State University*

2. Safe Schools and Unsafe Spaces: Re-examining the Policies and Literacy Practices Aimed at "Helping the Boys"

Michael Kehler, *University of Western Ontario*

3. The Boys and Literacy Crisis: Interrogating Strategies to Engage Boys in the Language Arts Classroom

Wayne Martino, *University of Western Ontario*

4. Resistance Through New Literacies: Learning Through Videogame Play

Kathy Sanford, *University of Victoria*

**10:15 A.M. – 11:45 A.M.
SYMPOSIUM SESSION**

THEATER

Assessing Reading Fluency and Concomitant Abilities in Second-, Third-, and Fourth-grade Readers

Chair(s): Darrell Morris, *Appalachian State University*

In this symposium, we describe the first two years of a four-year longitudinal study whose dual purpose was a) to measure the development of children's reading fluency across grades 2 to 5, and b) to ascertain relationships existing between word recognition automaticity, reading fluency, and comprehension.

1. Developing a Reliable Test Battery for Assessing Reading Fluency

Beth Frye, *Appalachian State University*
Linda Kucan, *University of Pittsburgh*

2. Oral and Silent Reading Norms for Groups of Second, Third, and Fourth Graders

Janet Bloodgood, *Appalachian State University*
Linda Kucan, *University of Pittsburgh*

3. Using Word Recognition, Reading Fluency, and Comprehension Scores to Establish Reading Subtypes

Darrell Morris, *Appalachian State University*
Woodrow Trathen, *Appalachian State University*

**10:15 A.M. – 11:45 A.M.
PAPER SESSION**

TRADE ROOM

Conditions and Strategies for Early Literacy Learning

Chair(s): Denise Johnson, *College of William & Mary*

1. Size Matters: Small Classes and Early Literacy Instruction

Dawnene D. Hassett, *University of Wisconsin - Madison*
Kelly L. Hatch, *University of Wisconsin - Madison*

2. Does Body-Coda or Onset-Rime Blending Better Help Kindergartners Begin to Decode Words?

Bruce A. Murray, *Auburn University*
Edna G. Brabham, *Auburn University*
Timon Paleologos, *Auburn University*
Barbara Hall, *Auburn University*
Parichart Gaston-Thornton, *Auburn University*

3. The Use of Verbal Protocols to Understand the Relationship Between Reading Strategies and Language Resources in Developing Readers of Informational Text

Nancy L. DeFrance, *University of Michigan*
Annemarie S. Palincsar, *University of Michigan*
Susanna Hapgood, *University of Michigan*
Debi Khasnabis, *University of Michigan*

**10:15 A.M. – 11:45 A.M.
PAPER SESSION**

WINDSOR

Exploring Writing

Chair(s): Douglas Kaufman, *University of Connecticut*

1. Exploring informational writing in primary grade science units: Insights into the appropriation of scientific discourse

Sheryl L. Honig, *University of Illinois at Chicago*

2. The Power of "Address": Teacher-child Interactions Around Writing in the Preschool

Deborah Wells Rowe, *Vanderbilt University*

3. The Science Writing Heuristic (SWH) and the Young Literacy Learner: A Study of Language Development and Science Understanding for Elementary Students in SWH Classrooms

Lori A. Norton-Meier, *Iowa State University*
Brian Hand, *University of Iowa*

1:15 P.M. – 2:45 P.M.
PAPER SESSION

ALHAMBRA

Online Interactions: Collaborations and the Rules of Engagement

Chair(s): Marion H. Fey, *SUNY Geneseo*

1. Talking to Strangers: Security and Monitoring in Online Research with Young Adolescents and Adults

Jill K. McClay, *University of Alberta*
Joyce Purdy, *University of Alberta*
Joan Chambers, *University of Alberta*
Pam Chamberlain, *University of Alberta*

2. Inside Out: Academic Blogging and New Literacies, an Autoethnography

Julia Davies, *The University of Sheffield*
Guy Merchant, *Sheffield Hallam University*

3. Collaborating in Cyberspace: Listserv Participation That Scaffolds the Professional Development of Strategies-Based Teachers of Comprehension

Rachel Brown, *Syracuse University*
Wendy Bunker, *Syracuse University*

4. The Role of Politeness in Facilitating and Limiting the Social Construction of Knowledge in an Online Classroom Discussion

Ming-Lung Yang, *University of Texas at Austin*
Yu-Jung Chen, *University of Texas at Austin*
Minseong Kim, *University of Texas at Austin*
Yi-Fan Chang, *University of Texas at Austin*
An-Chih Cheng, *University of Texas at Austin*
Yangjoo Park, *University of Texas at Austin*

1:15 P.M. – 2:45 P.M.
PAPER SESSION

BALMORAL

Effective Schools, Effective Teachers, and Reform

Chair(s): Frank Serafini, *University of Nevada, Las Vegas*

1. A Literacy-Effective Elementary School

Michael Pressley, *Michigan State University*
Lisa M. Raphael Bogaert, *Michigan State University*
Lindsey Mohan, *Michigan State University*
Lauren Fingeret, *Michigan State University*

2. Communicating Motivational Goals That Support Engaging Literacy Instruction

Lisa M. Raphael Bogaert, *Michigan State University*
Michael Pressley, *Michigan State University*

3. Instructional-Level Needs vs. Grade-Level Expectations: An Urban Literacy Reform Effort

Kevin W. Flanigan, *West Chester University*
Tom Gill, *Temple University*

1:15 P.M. – 2:45 P.M.
ROUNDTABLES

BAYFRONT A

I. A Microanalysis of Intermediate Grade Students' Comprehension Strategy Use During Peer-led Discussions of Text: An Initial Inquiry

Kathleen F. Clark, *Marquette University*
Jennifer I. Berne, *National Louis University*

II. An Exploration of Teacher Efficacy and Equity Pedagogy in Early Reading Intervention for Diverse Learners

Sherry Powers, *Western Kentucky University*
Deneese Jones, *University of Kentucky*
Angie Cox, *University of Kentucky*

III. Vygotsky's Zone of Proximal Development: Where is the Zone?

Tina Tsai, *University of Southern California*
Karen Orellana, *University of Southern California*
David B. Yaden, *University of Southern California*
Kim Fields, *University of Southern California*
Karla Colorado, *University of Southern California*
Julie Reese, *University of Southern California*
Young-Mi Park, *University of Southern California*

IV. Keepers of the Texts: Literate Identities for "Teachers" and "At-risk" Students Within a Service Learning Context

James R. King, *University of South Florida*
Jenifer Schneider, *University of South Florida*

V. Oral Reading Fluency in Upper Elementary and Middle Grade Readers: Investigating the Roles of Automaticity, Rate, and Prosody: Research in Progress

Gwynne Ellen Ash, *Texas State University, San Marcos*

VI. Developing and Sustaining Effective Elementary Literacy Teachers: Perspectives on Professional Development from the Teachers Themselves

Ruth M. Wharton-McDonald, *University of New Hampshire*
Shannon B. Ward, *University of New Hampshire*

VII. Elementary School Children's Written Scientific Explanations: An Examination of Developing Abilities

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

VIII. A Comparative Analysis of Psychometric Properties of Early Literacy Assessment Measures

Stacy Hughey Surman, *The University of Alabama*
Lea M. McGee, *The University of Alabama*

IX. Self-efficacy and Reading: Struggling Readers Talk About Competence

Carolyn A. Groff, *Rutgers University*

1:15 P.M. – 2:45 P.M.
SYMPOSIUM SESSION

BAYFRONT B

Familiarity with Different Genres/Registers and Literacy Achievement

Chair(s): Beverly E. Cox, *Purdue University*

Discussant(s): Charles Elster, *Sonoma State University*

This symposium explores the impact of familiarity with different genre and register structures on literacy achievement and performance with both print and electronic materials. It examines how students of different ages and cultural backgrounds vary in their knowledge of written genres and registers and how that interacts with literacy achievement.

1. The Impact of Genre and Register Knowledge on First Grade Reading

Beverly E. Cox, *Purdue University*
Jackie Covault, *Purdue University North Central*
Christine Ekaitis, *Purdue University*

2. Language and Literacy in Science: What do Intermediate Grade Students Know About the Scientific Register?

Zhihui Fang, *University of Florida*

3. Digital Genres
George Font, *Purdue University*

4. Genre, Literate Register Cohesion, and Literacy Achievement in Bilingual/Multicultural Upper Elementary School Students
Arndt J. Jeni, *American International School of Mozambique*

1:15 P.M. – 2:45 P.M. DUPONT/TUTTLE
SYMPOSIUM SESSION

Assessing Change in Teacher Content Knowledge

Chair(s): Kathleen Roskos, *John Carroll University*
Discussant(s): Geoffrey Phelps, *University of Michigan*

This symposium presents research on different tools and strategies for assessing teacher change in a professional development context and lays groundwork for the design and testing of reliable and valid measures. All three studies were conducted in a statewide initiative that aims to improve teaching and learning in K-3 classrooms.

1. Assessing Change in Teachers' Conceptual Knowledge

Catherine A. Rosemary, *John Carroll University*
Kathleen Roskos, *John Carroll University*

2. Assessing Literacy Content Knowledge Through Teacher Work Samples

Eileen Carr, *University of Toledo*
Penny Freppon, *University of Cincinnati*
Patricia Grogan, *University of Dayton*
Kathryn Kinnucan-Welsch, *University of Dayton*
William Smith, *Ohio University*

3. Assessing Literacy Coaches' Content Knowledge Through Video Lesson Analysis

Angela Sangeorge, *The Ohio State University*
Therese Longo, *John Carroll University*
Catherine A. Rosemary, *John Carroll University*

1:15 P.M. – 2:45 P.M. ESCORIAL
PAPER SESSION

Literature and Diversity

Chair(s): Elizabeth K. Noll, *University of New Mexico*

1. Bringing Children's Literature with Asian American Representations Into Graduate School Classrooms

Nadjwa E.L. Norton, *City College*

2. Issues of Authenticity: Children's Picture Books with Gay and Lesbian Characters

Janine M. Schall, *University of Texas-Pan American*

3. A Content Analysis of the Coretta Scott King Award Winning Picture Books

Khafilah Abdel-Malik, *Southern Illinois University*

1:15 P.M. – 2:45 P.M. FLAGLER
PAPER SESSION

Issues in Literacy Research Methodology

Chair(s): Jill Castek, *University of Connecticut*

1. Outcomes of Two Even Start Family Literacy Programs: Do the Programs Make a Difference?

Laurie A. Elish-Piper, *Northern Illinois University*

2. That's a Lot to Digest: Exploring Methodological Issues in Multimodal Analysis of Competent Communication in an Elementary School Classroom

Eli Tucker-Raymond, *University of Illinois at Chicago*
Christine C. Pappas, *University of Illinois at Chicago*
Maria Varelak, *University of Illinois at Chicago*

3. Case Methods as an Evaluation Tool for Graduate Reading Programs

Peggy D. Cuevas, *University of Miami*
Mary Avalos, *University of Miami*
Ana Pazos-Rego, *University of Miami*
Susan Massey, *University of Miami*

1:15 P.M. – 2:45 P.M. MICHAELANGELO
PAPER SESSION

Theories and Models: Past, Present, and Future

Chair(s): Colleen P. Gilrane, *University of Tennessee*

1. A Literacy Christmas Carol: Reflecting on the Models of Literacy - Past, Present and Future(?) in Australia

Katrina I. Zammit, *School Of Education, University of Western Sydney*

2. Kindergarten Practice and the Shifting Political, Theoretical, and Pedagogical Scene

Haley Woodside-Jiron, *University of Vermont*
Kristin Gehsmann, *University of Vermont*
Patricia Gallant, *University of Michigan - Flint*

3. Toward a Theory of Semiotically-Mediated Instruction

James R. Gavelek, *University of Illinois at Chicago*

1:15 P.M. – 2:45 P.M. RAPHAEL
PAPER SESSION

Teacher Dialogues About Reading Instruction

Chair(s): Cynthia Brock, *University of Nevada, Reno*

1. How Teacher Preparation Affects Teaching and Learning A Case Study Examining the Effects of the Teacher Preparation and Reading Tutors within Small Group Settings

Jennifer B. Wick, *The University of Texas at Austin*
Thea Woodruff, *The University of Texas at Austin*

2. Enhancing Reading Comprehension Instruction in a Clinical Setting through Peer Coaching and Video Feedback

Pamela Ross, *San Diego State University*
Sharan Gibson, *San Diego State University*
Cynthia McDaniel, *San Diego State University*

3. Am I Teaching Reading Comprehension? Questions and Challenges as Teachers Move Toward More Dialogically Organized Reading Instruction

Maren S. Aukerman, *University of Pennsylvania*
Monica A. Belfatti, *University of Pennsylvania*
Diane M. Santori, *University of Pennsylvania*

1:15 P.M. – 2:45 P.M.
SYMPOSIUM SESSION

THEATER

Exploring Adolescents' Unofficial Lives: Literacy, Networked Technologies, and Popular Culture

Chair(s): Jennifer C. Stone, *University of Washington*
Discussant(s): Donna Alvermann, *University of Georgia*

This symposium addresses relationships among adolescent literacy, technology, and popular culture. Each paper examines a context in which adolescents engage in unofficial literacies: online fanfiction writing, anime-inspired literacies, and popular websites. We explore how these literacies can be used to build instruction that is relevant and helpful for contemporary youth.

1. **Digital Resources: English Language Learners Reading and Reviewing Online Fanfiction**
Rebecca Black, *University of Wisconsin*
2. **Anime Affiliation and Classroom Learning: Connecting Millennial Youth**
Mary K. Thompson, *University at Buffalo, SUNY*
3. **Popular Websites in Adolescents' Out-of-School Lives: Critical Lessons on Literacy**
Jennifer C. Stone, *University of Washington*
4. **Discussant Comments**
Donna Alvermann, *University of Georgia*

1:15 P.M. – 2:45 P.M.
PROGRAM CHAIR INVITED SESSION

TRADE ROOM

Research Methodology Series: Researchers Think-Aloud About Designs

Chair(s): Kristen Perry, *Michigan State University*

- I. **Discourse Analysis Studies**
Rebecca Rogers, *Washington University in St. Louis*
- II. **Discourse Analysis Studies**
Suzanne Wade, *University of Utah*

1:15 P.M. – 2:45 P.M.
PAPER SESSION

WINDSOR

New Developments in Early Literacy Instruction

Chair(s): Melissa Mosley, *Washington University in St. Louis*

1. **Impacting Preservice Teachers' Beliefs About Effective Elementary Teaching Practices Through Guided Field Observations**
Alysia D. Roehrig, *Florida State University and Florida Center for Reading Research*
Lisa O. Guidry, *Florida State University*
Yasar Bodur, *Florida State University*
Michael Pierce, *Flagler College at Tallahassee*
Ying Guo, *Florida State University*
Qun Guan, *Florida State University*
2. **Changes in Early Literacy Teacher Education After a Statewide Mandate**
Devon Brenner, *Mississippi State University*
Terry B. Jayroe, *Mississippi State University*
Susan Dillard, *Mississippi State University*
Janet McCarra, *Mississippi University for Women*
Kevin Dupre, *Athens State University*

3. **Connections across Literacy and Science Instruction in Early Childhood Education: Interweaving Disciplines in Pre-Service Teacher Education**

Karla J. Möller, *University of Illinois Urbana-Champaign*
Barbara Hug, *University of Illinois Urbana-Champaign*

3:00 P.M. – 4:30 P.M.
PAPER SESSION

ALHAMBRA

Learning with Books: Talk and Print

Chair(s): Wendy Glenn, *University of Connecticut*

1. **Preschoolers' Visual Attention to Print When Looking at Storybooks**
Laura M. Justice, *University of Virginia*
Lori Skibbe, *University of Virginia*
Chris Lankford, *ERICA, Inc.*
2. **Patterns of Parents' Talk During Storybook Sharing With Preschool Children: A Replication of a Cluster Analysis Study**
Lisa A. Hammett, *University of North Carolina*
3. **Patterns of Parents' Talk During Book Sharing with Preschool Children: A Comparison Between Storybook and Expository Book Conditions**
Lisa A. Hammett, *University of North Carolina*
Anne van Kleeck, *University of Texas at Dallas*

3:00 P.M. – 4:30 P.M.
SYMPOSIUM SESSION

BALMORAL

Reading Writing and Genre Knowledge in the Early Elementary Grades

Chair(s): Marilyn L. Chapman, *The University of British Columbia*

This symposium focuses on literacy and genre knowledge, with three papers representing different dimensions of genre knowledge in contexts of use: information book writing and understandings of genre (first grade), ESL children's home and school genres (second grade), and metacognitive strategies during reading of narrative and information genres (fourth grade).

1. **First Graders' Information Book Writing and Understandings of Genre**
Marilyn L. Chapman, *The University of British Columbia*
Margot J. Filipenko, *The University of British Columbia*
2. **ESL Children's Written Genres at Home and School**
Marilyn L. Chapman, *The University of British Columbia*
3. **Metacognitive Strategies During Engagement with Reading Narrative and Informational Genres: A Case Study of a Fourth Grade Reader**
Marianne E. McTavish, *The University of British Columbia*
4. **Reading Writing and Genre Knowledge: Implications**
Jon Shapiro, *The University of British Columbia*

3:00 P.M. – 4:30 P.M.
ROUNDTABLE

BAYFRONT A

- I. **Verbal Protocols of Readers' Responses to Postmodern Picture Books**
Frank Serafini, *University of Nevada, Las Vegas*
- II. **A Study of Middle School Students' Self-Selection of Vocabulary from Expository Texts**
Janis M. Harmon, *University of Texas at San Antonio*
Wanda B. Hedrick, *University of North Florida*
Karen D. Wood, *University of North Carolina—Charlotte*

III. Professional Development of Literacy Teaching and Learning of Novice Teachers

Linda S. Wold, *Loyola University Chicago*

IV. Outcomes for English Language Learners in an Early Intervention

Patricia R. Kelly, *San Diego State University*
Francisco X. Gomez-Bellenge, *National Data Evaluation Center*
Jing Chen, *The Ohio State University*
Melissa Schultz, *University of Cincinnati*

V. Developing Expertise as Reflected in Pre-service and Novice Teachers' Observations and Professional Judgments

Patricia A. Gallant, *The University of Michigan-Flint*
Robert M. Schwartz, *Oakland University*

VI. Literacy as Transformative Practice: Teachers' Inquiry into Social Justice

Anne E. Gregory, *Boise State University*
Jennifer L. Snow-Geroni, *Boise State University*
Mary Ann Cahill-Rowley, *Boise State University*

VII. Making-meaning During Small Group, Peer-led Discussions of Narrative and Informational Texts: A Case Study

Vanessa B. Morrison, *Oakland University*

VIII. Writer's Workshop as Playground

Judith T. Lysaker, *Butler University*
Jennifer Wheat, *Butler University*
Emily Combs, *Butler University*

IX. Literature Discussion Groups: A Teacher's Version, the Students' Translation

Mary F. Roe, *Washington State University*

X. "This Old Lady Wanted a Soup Bone": Exploring Comprehending and Retelling Processes

Karen M. Feathers, *Wayne State University*

**3:00 P.M. – 4:30 P.M.
ALTERNATIVE FORMAT**

BAYFRONT B

Transformative Professional Development: Findings from a Three-Year Statewide Reading Initiative

Chair(s): Diane Stephens, *University of South Carolina*

The South Carolina Reading Initiative (SCRI) is a three-year statewide professional development model with 1800 teachers and administrators participating in school-based study groups facilitated by literacy coaches. The goal is to broaden and deepen teachers' understandings of the reading process to help children become better readers. Findings related to changes in teachers' beliefs and practices, changes in children's proficiency and text levels, and the role of the coach in the change process will be presented. Participants will hear an overview of the entire project and explore two segments of the project via choices of round table conversations.

1. Changes in Teachers' Beliefs and Practices

Diane Stephens, *University of South Carolina*
Amy Donnelly, *University of South Carolina*

2. Changes in Children's Proficiency and Text Reading Levels

Diane DeFord, *University of South Carolina*
Jennifer Young Hubbard, *University of South Carolina*

3. Uncovering the Role of the Coach

Denise Morgan, *Kent State University*

**3:00 P.M. – 4:30 P.M.
PAPER SESSION**

DUPONT/TUTTLE

Research in Early Bilingual/Biliteracy Development

Chair(s): Mileidis Gort, *University of Connecticut*

1. Young Latino Students' English Reading Growth in All-English Classrooms

Steve Amendum, *University of North Carolina-Chapel Hill*
Jill Fitzgerald, *University of North Carolina-Chapel Hill*
Karren Guthrie, *University of North Carolina-Chapel Hill*
Paul Neufeld, *Simon Fraser University*

2. Bilingual Children's Language and Literacy Skills in English and Spanish from Preschool to First Grade

Mariela M. Paez, *Boston College*
Lisa M. Lopez, *University of South Florida*

3. A Bilingual's Academic Achievement Across Two Different Learning Environments

Eurydice B. Bauer, *University of Illinois at Urbana-Champaign*
Mariana Alvayero, *University of Illinois at Urbana-Champaign*

**3:00 P.M. – 4:30 P.M.
PAPER SESSION**

ESCORIAL

What's on the Screen? Why Does It Matter?

Chair(s): Bridget Dalton, *Center for Applied and Special Technology, CAST*

1. Revolution, Evolution, and Reclamation: An Exploration of the Multiliteracies Concept

Jung Kim, *University of Illinois at Chicago*
Christina Madda, *University of Illinois at Chicago*

2. Two Weeks of Television: Portraits of Print Literacy in Children's Programming

Annie M. Moses, *Michigan State University*

3. A Comparison of Teachers' Enactment of Reciprocal Teaching in a Print vs Digital Reading Environment

Soledad Concha, *Center for Applied Special Technology*
Bridget Dalton, *Center for Applied Special Technology*
Kristin Robinson, *Center for Applied Special Technology*

**3:00 P.M. – 4:30 P.M.
SYMPOSIUM SESSION**

FLAGLER

Out of Bounds: Some Social, Psychological and Pedagogical Implications of New Literacies for Young People's Learning Lifeworlds and Social Futures

Chair(s): Julie Coiro, *University of Connecticut*
Discussant(s): Cynthia Lewis, *University of Iowa*

This symposium reports research into three quite diverse practices involving new literacies. Analysis focuses on identity, multimodality, social spaces, and the production and transmission of cultural ideas. The research outcomes raise issues that challenge existing conceptual and activity "boundaries" within literacy education. Some key implications of these issues for literacy pedagogy are discussed.

1. Blurring and Breaking Through the Boundaries of Narrative, Literacy and Identity in Adolescent Fan Fiction

Angela Thomas, *University of Sydney*

2. "You Won't be Needing Your Laptops Today": Wired Bodies in the Wire-less Classroom

Kevin Leander, *Peabody College, Vanderbilt University*

3. Memes and Affinities: Cultural Replication and Literacy Education

Michele Knobel, *Montclair State University*
Colin Lankshear, *James Cook University, Cairns Campus*

4. Discussion

Cynthia Lewis, *University of Iowa*

**3:00 P.M. – 4:30 P.M.
PAPER SESSION**

GUSMAN

Issues in Learning to Read

Chair(s): Beth Dobler, *Emporia State University*

1. Phonological Awareness Acquisition in Children with Coexisting Mental Retardation and Behavioral Disorders

Monica Gordon Pershey, *Cleveland State University*
Julie A. Celek, *Lake County Educational Service Center*

2. Just Knowing How to Read Isn't Enough! What Teachers Need to Know About the Content of Reading

Geoffrey C. Phelps, *University of Michigan*

3. Bridging the Gap: Helping At-Risk Third Grade Students Become Successful Readers

Kathleen M Wilson, *University of Nebraska, Lincoln*
Malinda Murphy, *University of Nebraska, Lincoln*
Guy Trainin, *University of Nebraska, Lincoln*
Joan L. Erickson, *University of Nebraska, Lincoln*

**3:00 P.M. – 4:30 P.M.
ALTERNATIVE FORMAT**

HIB/STAR/PALM

Exploring Dimensions of Third Space Theory

Chair(s): Discussant(s): Pamela J. Dunston, *Clemson University*

This three-part session begins with discussion of third space theory. Then, findings from research conducted within a middle-school literacy program and implications for incorporating third space theory in reading clinics, prisons, and other fields will be shared. We conclude with a discussion focusing on theory, research, and practice.

1. Third Space Theory: Perceived Space, Conceived Space, and Lived Space

Pamela J. Dunston, *Clemson University*
Kathy N. Headley, *Clemson University*
Margaret C. Hagood, *College of Charleston*
Leslie S. Rush, *University of Wyoming*

2. Exploring Dimensions of Spatiality, Identity, Power, and Practice in a Middle School Literacy Intervention Classroom

Brenda A. Shearer, *University of Wisconsin, Oshkosh*
Martha R. Ruddell, *Sonoma State University*
MaryEllen Vogt, *California State University, Long Beach*

3. Exploring Third Space Within a Federal Prison

William R. Muth, *Federal Bureau of Prisons*

4. Making Third Space Connections: Multimodality, Design, and Other Fields

Leslie S. Rush, *University of Wyoming*

5. Exploring Third Space in University-based Reading Clinic Experiences

Sharon M. Pitcher, *Towson University*
Pamela J. Dunston, *Clemson University*
Kathy N. Headley, *Clemson University*

6. Conversations and Discussions

Victoria G. Ridgeway, *Clemson University*

**3:00 P.M. – 4:30 P.M.
SYMPOSIUM SESSION**

MICHAELANGELO

Investigations Into the Real-and-Imagined Geographies of Adolescents and Adults in American, Indian, and Spanish Education Systems

Chair(s): Margaret Sheehy, *University at Albany*

The four papers in this session are reports of qualitative inquiries conducted in Spain, India, and America. Each paper uses the geography concept of "real-and-imagined space" to theorize literacy practices in institutional settings. The papers explore the materiality of observable literacy practices along with the ideational spaces of representation connected with them.

1. Pens as Pathways and Papers as Seals

Nancy Hayes, *Grinnell College*

2. The Literacy Myth as Geography

Margaret Sheehy, *University at Albany*

3. Landscapes of Possibility

Mark Jury, *University at Albany*

4. Hole in the Wall/holes of Hope

Urvashi Sahni, *Study Hall, Lucknow, India*
Glynda A. Hull, *University of California, Berkeley*
Michael Angelo James, *Digital Underground Storytelling for Youth*

**3:00 P.M. – 4:30 P.M.
PAPER SESSION**

RAPHAEL

Textual Analysis and Middle School

Chair(s): Linda M. Phillips, *University of Alberta*

1. Reading Aesthetically in Upper Grades Mathematics Classrooms

Faith H. Wallace, *Kennesaw State University*
Karen K. Clark, *University of Colorado, Denver*

2. Violence in Young Adult Literature: A Textual Analysis

Elizabeth K. Noll, *University of New Mexico*
Judith K. Franzak, *Montana State University*

3. Weaving Color Into White Landscapes: Critical Literacy and Out of the Dust.

Lisa A. Simon, *City College - City University of NY*

**3:00 P.M. – 4:30 P.M.
SYMPOSIUM SESSION**

SANDRINGHAM

Current Complexities with Writing Instruction

Chair(s): Discussant(s): Cindy Brock, *University of Nevada, Reno*

1. Children's Construction of Genre Through Multigenre Writing Projects

Suzette Youngs, *University of Nevada, Reno*

2. "Thirty-one Bodies on the Floor in Front of Me": Problematising Interactive Writing in a Second Grade Classroom

Julie Pennington, *University of Nevada, Reno*
Kara Moloney, *University of Nevada, Reno*

3. High Stakes Assessment and Writing Instruction

Diane Barone, *University of Nevada, Reno*

**3:00 P.M. – 4:30 P.M. SEVILLA
AREA 4 – INVITED SYMPOSIUM**

Educational Policy: Implications for Teacher Education and Literacy

Chair & Discussant: Gerald G. Duffy, *University of North Carolina at Greensboro*

This session features two speakers who will discuss educational policy and its impact on teacher education in literacy. Beverly Young will speak to these issues, focusing on the Western United States, and Cathy Roller will speak, focusing on the Eastern U.S. Gerald Duffy, as Discussant, will synthesize and critique the two perspectives.

I. Teacher Education Policy in California: The Systemic CSU Response

Beverly Young, *California State University*

II. What's Coming Out in Teacher Preparation? And What Does It Mean for Children, Teachers, Teacher Educators, and Policy Makers?

Cathy Roller, *International Reading Association*

**3:00 P.M. – 4:30 P.M. THEATER
SYMPOSIUM SESSION**

Student Achievement: Realities of Policy, Practice and Reading Outcomes in Florida

Chair(s): Anne McGill-Franzen, *University of Tennessee*
Discussant(s): Richard L. Allington, *University of Tennessee*

This symposium provides close examination of the intersection between policy and practice and how they relate to Florida's reading outcomes. For many students, these reading outcomes result in retention in grade or failure on the FCAT.

1. Examining the Fit between Core Reading Programs and FCAT Achievement

Anne McGill-Franzen, *University of Tennessee*
Katie Solic, *University of Tennessee*
Jacqueline Love Zeig, *University of Florida*
Danielle Mathson, *University of Tennessee*

2. Support for At-Risk Students, Retention and Time: How Do They Relate to Florida Principals?

Courtney C. Zmach, *American Institutes for Research*

3. The Relationship between Retention Decision-Making Processes and Student Reading Gains

Alysia D. Roehrig, *Florida State University and Florida Center for Reading Research*

**3:00 P.M. – 4:30 P.M. TRIANON
SYMPOSIUM SESSION**

Cultural Modeling as an Ecological Framework for Understanding the Social and Cultural Contexts of Literacy Learning and Teaching

Chair(s): Carol D. Lee, *Northwestern University*
Discussant(s): Kris Gutierrez, *University of California Los Angeles*

This symposium offers studies of complex ecologies influencing opportunities to learn academic literacies among minority youth. Papers document everyday literate practices, how these can be taken up to support academic literacy, and how teachers' knowledge of reading in their lives and of reading within a domain influence pedagogical decisions regarding minority youth.

1. Cultural Modeling as an Ecological Framework

Carol D. Lee, *Northwestern University*

2. Mediation and Contestation: Bilingual Linguistic Practices and Power among Minority Youths in Germany and the United States

Julia Eksner, *Northwestern University*
Marjorie Orellana, *University of California Los Angeles*

3. An Ecological Perspective on Teacher Knowledge

Malayna Bernstein, *Northwestern University*

4. How Content and Cultural Knowledge Are Taken Up in Pedagogical Practices

Anika Spratley, *Northwestern University*

**3:00 P.M. – 4:30 P.M. WINDSOR
SYMPOSIUM SESSION**

Unraveling the Word and the World: Issues of Social Justice in the Classroom

Chair(s) & Discussant(s): Kathy G. Short, *University of Arizona*

Students of all ages are capable of reading, responding, and interacting with social justice texts. Yet interacting with literature about social justice issues can be difficult and uncomfortable for students. This symposium examines the use of social justice texts in three different classroom contexts.

1. Children's Talk about Issues of Racism and Agency

Jeanne G. Fain, *Arizona State University-Main*

2. Discussing Critical Social Issues with Five Young Latinas: *Eso me paso a mi*

Julia M. Lopez-Robertson, *Tucson Unified School District*

3. Finding Ways In: Exploring Social Justice Issues with Preservice Teachers

Janine M. Schall, *University of Texas-Pan American*

**4:45 P.M. – 6:00 P.M. VERSAILLES
PRESIDENTIAL ADDRESS**

Chair(s): Patricia Edwards, *Michigan State University*

I. Student Research Award Presentation

Rebecca Rogers, *Washington University, St. Louis*

II. Introduction of the Speaker

Lea M. McGee, *University of Alabama*

III. Presidential Address

New Literacies, Reading Research, and the Challenges of Change: A Deictic Perspective of Our Research Worlds

Donald J. Leu, *University of Connecticut*

8:30 A.M. – 10:00 A.M.
PAPER SESSION

ALHAMBRA

Adolescent Literacy Learning Across Contexts

Chair(s): Kathleen A. Hinchman, *Syracuse University*

1. Reading Our Worlds: Implications for Critical Literacy with "At Risk" High School Students Engaged in a Literacy Club

Mellinee K. Lesley, *Texas Tech University*
Pamela Halsey, *Texas Tech University*
Chasidy Harp-Woods, *Texas Tech University*

2. Case Study of a Middle School Reader Attending a Separate Reading Class

Amy A. Wilson, *Oquirrh Hills Middle School*
Roni Jo Draper, *Brigham Young University*

3. The effects of a summer literacy program on the learning of at-risk adolescents: A multimethod approach from multidimensional perspectives

Marla H. Mallette, *Southern Illinois University*
James Schreiber, *Duquesne University*
Crystal Shelby-Caffey, *Southern Illinois University*
Tina Carpenter, *Southern Illinois University*
Martha Hunter, *Marissa Elementary School*

8:30 A.M. - 10:00 A.M.
PAPER SESSION

BALMORAL

Gender Performances and Voice

Chair(s): April W. Bedford, *University of New Orleans*

1. Student Perceptions of Gender Issues in Peer-Led Discussions

Heather J. Sandquist, *University of Victoria*
Sylvia J. Pantaleo, *University of Victoria*

2. Girl Reads World: Understanding Relationships Among Critical Literacy Practices and Identity

Leticia R. Martinez, *The University of Texas-Austin*

8:30 A.M. – 10:00 A.M.
ROUNDTABLE

BAYFRONT A

I. Literate Register Cohesion Harmony Analysis: A Method for Coding Lengthy, Complex Texts

Jeni James Arndt, *American Int'l School of Mozambique*

II. Examining Gender Differences Among Dyslexic Children's Literature Characters Who do not Participate in Activities

Jennifer L. Altieri, *The Citadel*

III. Teacher Scaffolding of First Graders' Literary Understanding during Readalouds of Fairytale Variants

Lawrence R. Sipe, *University of Pennsylvania*
Anne E. Brightman, *Baker Elementary School, Moorestown, NJ*

IV. Using an Interactive Singing Program with Struggling Middle School Readers: A Comparison Study of Reading Progress

Susan P. Homan, *University of South Florida*
Marie C. Biggs, *University of South Florida*
Robert Dedrick, *University of South Florida*

V. Storytelling as a Classroom Literacy Event: A Cherokee Storyteller in a Multicultural First-Grade Setting

L. Marie Lavallee, *University of Louisville*

VI. Building Coalitions to Craft & Develop a Statewide Literacy Agenda

Deborah R. Dillon, *University of Minnesota*
Eva L. Boehm, *University of Minnesota*
Peggy DeLapp, *University of Minnesota*

VII. Middle School Literacy Teachers' Pedagogy: The Challenges of Recognizing and Responding When Students Do Not Understand During Instruction

Mark D. Vagle, *University of Minnesota*

8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION

BAYFRONT B

New Literacies for Learning

Chair(s): Donald J. Leu, *The New Literacies Research Team at the University of Connecticut*

Discussant(s): Jonna M. Kulikowich, *Pennsylvania State University*

We present a collaborative research project, evaluating instruction in the new literacies of the Internet on reading comprehension and learning. Using the Internet and project-based learning, we explored the effects of instruction in new literacies on reading comprehension and science learning. The theoretical perspective, design, methodologies, and results are presented.

1. New Literacies for Classroom Learning Contexts: A Theoretical Perspective and the Design of the Study

Donald J. Leu, *New Literacies Research Team at the University of Connecticut*

2. A Methodology for Studying the New Literacies of Online Reading Comprehension

Laurie A. Henry, *New Literacies Research Team at the University of Connecticut*

3. The Effects of Internet Reciprocal Teaching on Science Learning

Jill Castek, *New Literacies Research Team at the University of Connecticut*

4. The Effects of Internet Reciprocal Teaching on Online Reading Comprehension

Douglas Hartman, *University of Connecticut*
Elizabeth Fogarty, *New Literacies Research Team at the University of Connecticut*

5. Psychometric Properties of Two Instruments Designed to Measure Online Reading Comprehension and Correlations with a Measure of Traditional Reading Comprehension

Julie Coiro, *New Literacies Research Team at the University of Connecticut*

8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION

DUPONT/TUTTLE

Reconsidering 'Mind' and 'Consciousness' in Literary Engagements

Chair(s): Dennis J. Sumara, *University of Alberta*

Discussant(s): Elizabeth Moje, *University of Michigan*

This symposium will review recent literatures related to 'mind' and 'consciousness' and will explore what these suggest for literacy research and teaching. The opening paper will offer an overview of these literatures, with particular attention to mapping the relationships among different conceptions of mind and consciousness with various theories of literary engagement. The next two papers apply these insights to data collected from adolescent and adult users of hypertext. The symposium will conclude with a discussion of what a theory of 'embodied consciousness'

contributes to the field of reader response theory, with particular attention to digital literary engagements.

1. Toward a Theory of Embodied Consciousness

Dennis J. Sumara, *University of Alberta*
 Tammy Iftody, *University of Alberta*
 Brent A. Davis, *University of Alberta*

2. Ergodic Literature: The Work of Digital Texts

Rebecca J. Luce-Kapler, *Queen's University*

3. In Media Res: Usability and the Digital Artifact

Teresa Dobson, *University of British Columbia*

4. Discussant Comments

Elizabeth Moje, *University of Michigan*

8:30 A.M. – 10:00 A.M.

ESCORIAL

PAPER SESSION

The Role of Language and Literacy in the Education for Culturally and Linguistically Diverse Students

Chair(s): Eurydice Bauer, *University of Illinois at Urbana-Champaign*

1. The Association Between Language Streaming and the Educational Pathways and Outcomes of Language Minority Students

Fatima Pirbhai-Illich, *University of Massachusetts, Amherst*

2. High Performing Elementary Schools in South Africa

Misty W. Sailors, *University of Texas at San Antonio*
 James V. Hoffman, *University of Texas at Austin*

3. The Role of Literacy in Intergenerational Heritage Language Transmission

M. Kristiina Montero, *Syracuse University*

8:30 A.M. – 10:00 A.M.

FLAGLER

PAPER SESSION

Innovations in Comprehension Instruction

Chair(s): Jeanne Swafford, *Mississippi State University*

1. Readers Theater: Its Impact on Oral Reading Fluency, Comprehension, and Motivation in First Graders

Susie Leahy, *Radford University*

2. Retelling Development: Analysis of Children's Growth in Retelling

Pat Wilson, *University of South Florida*
 Janice Eitelgeorge, *University of South Florida*

3. Semiotic Interventions: The Struggling Reader's Ability to Comprehend Text

Kay W. Cowan, *The University of Tennessee at Chattanooga*

8:30 A.M. – 10:00 A.M.

GUSMAN

SYMPOSIUM SESSION

Teaching Children to become fluent readers-Year 4

Chair(s): Carolyn Groff, *Rutgers Graduate School of Education*

Discussant(s): Michael C. McKenna, *University of Virginia*

1. Promoting Fluent Reading in the Classroom: An Overview

Melanie R. Kuhn, *Rutgers Graduate School of Education*
 Deborah G. Woo, *New Jersey City University*
 Carolyn Groff, *Rutgers Graduate School of Education*

2. Scaling Up: Year Two

Paula Schwanenflugel, *University of Georgia*
 Beth Meisinger, *University of Georgia*
 Rebecca Gara, *Rutgers Graduate School of Education*
 Tara Benton, *Rutgers Graduate School of Education*

3. Scaling-Up: Implications for Research

Katherine A. D. Stahl, *University of Illinois at Urbana-Champaign*
 Barbara Bradley, *University of Kansas*
 Barbara Bradley, *University of Kansas*
 Diane Nielsen, *University of Kansas*

4. A Teacher Survey: How Does Research Affect Practice?

Lesley Morrow, *Rutgers Graduate School of Education*

5. Building a Theory of Oral Reading Fluency

Justin Miller, *University of Georgia*

8:30 A.M. – 10:00 A.M.

HIB/STAR/PALM

ALTERNATIVE FORMAT

The Transformation of Teacher Education through Technology Integration

Chair(s): Gary Moorman, *Appalachian State University*

During the symposium we present theoretical perspectives and research on how literacy professors weave technology into the curriculum. Next, a panel of seven professors will share how technology integration is transforming teacher education. Lastly, the panel members will meet in small groups with NRC participants for sharing and questioning.

The panel consists of the following professors:

Marino C. Alvarez, *Tennessee State University*
 Terry Atkinson, *East Carolina University*
 Erika C. Boling, *Rutgers University*
 Dana L. Grisham, *San Diego State University*
 Linda Labbo, *The University of Georgia*
 Charles K. Kinzer, *Teachers College, Columbia University*
 Victoria J. Risko, *Peabody College, Vanderbilt University*

1. The Transformation of Teacher Education through Technology Integration

Rebecca S. Anderson, *The University of Memphis*
 Gary Moorman, *Appalachian State University*
 Laura Roehler, *Michigan State University*

8:30 A.M. – 10:00 A.M.

MICHAELANGELO

PAPER SESSION

Print Literacies and Beyond: Teacher Education Programs Do It All

Chair(s): Robert Fecho, *University of Georgia*

1. Using Writing Across the Curriculum workshops to Scaffold Portfolio Development

Lori N. Elliott, *Georgia State University*
 Nancy Lee Daily, *Georgia State University*
 Lori Fredricks, *Georgia State University*
 Meadow Sherrill Graham, *Georgia State University*

2. To Ignore, To Abhor, or To Score: Examining Grammar and Usage Instruction in Teacher Education and in Public School Classrooms

Linda C. Pacifici, *Appalachian State University*
 Ellen Pesko, *Appalachian State University*
 Janet W. Bloodgood, *Appalachian State University*

3. The Computer Literacy of Early Pre-service Teachers: How Does That Correlate to Their Inclinations to Use Computers in Their Future classrooms?

Mary A. Horne, *University of Georgia*

**8:30 A.M. – 10:00 A.M.
PAPER SESSION**

RAPHAEL

Narrative Text Understanding Among Adolescent and Adult Readers

Chair(s): Lisa Stevens, *Boston College*

1. Reading for Pleasure: The Contrasting Qualities of Immersion and Engagement

Margaret Mackey, *University of Alberta*

2. Reading Abstract Literary Concepts with Adolescents

Paula M. Wolfe, *University of Wisconsin-Madison*

**8:30 A.M. – 10:00 A.M.
PAPER SESSION**

SANDRINGHAM

Exploring Multimodal Aspects of Literacy

Chair(s): Laura B. Smolkin, *University of Virginia*

1. Writing Mathematics: Linguistic Features as a Device to Gain and Demonstrate Desired Levels of Understanding

Jingzi Huang, *Monmouth University*
Bruce Normandia, *Monmouth University*

2. Images of Literacy in a Rural Ugandan Community

Shelley Jones, *University of British Columbia*
Maureen Kendrick, *University of British Columbia*

3. Examining Fourth Graders' Attention to Audience: Constructing and Publishing Electronic Text for a Classroom Webpage

Rachel Karchmer Klein, *University of Delaware*
Megan Runk, *University of Delaware*

**8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION**

SEVILLA

Closing the Reading Achievement Gap: Are Current Policies Working?

Chair(s): Susan B. Neuman, *University of Michigan*

This symposium examines current policies for closing the reading achievement gap for poor and minority children. It challenges current policy assumptions about funding, curricular standardization, and access to print, and suggests that equity across economically disparate populations will not improve until we begin to level, then unlevel the playing field. That is, given the powerful influences of social class characteristics on achievement factors, it might be reasonable to provide additional resources, above and beyond 'leveling the playing field' to bring about significant improvements for low-income children.

1. The Knowledge Gap: Implications of "Leveling the Playing Field" for Low-income and Middle-income Children

Susan B. Neuman, *University of Michigan*

2. Challenging the Efficacy of Mandated Core Programs for Low-Achieving Readers

Anne McGill-Franzen, *University of Tennessee*
Jacqueline Love, *University of Florida*
Katie Solic, *University of Florida*
Courtney Zmach, *University of Florida*

3. Addressing Summer Reading Loss Among High Poverty Children

Richard Allington, *University of Tennessee*
Anne McGill-Franzen, *University of Tennessee*

**8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION**

THEATER

Motivating and Developing Struggling Readers: Teacher Researchers' Studies of Children of Poverty

Chair(s): Elizabeth C. Rightmyer, *University of Louisville*
Discussant(s): Janice F. Almasi, *University of Kentucky*

This symposium will share findings from four teacher research studies with a common theme: motivating and developing struggling readers in high poverty schools. Using qualitative research methods (interviews, recorded literature discussions, surveys, work samples), the teachers closely examined student participation and achievement and modified their teaching practices based on emerging results.

1. Teacher Research as a Tool for Understanding Literacy Processes

Elizabeth C. Rightmyer, *University of Louisville*
Ellen McIntyre, *University of Louisville*

2. What Motivates Struggling Readers to Read?

Deborah Anderson-Morton, *Southern Leadership Academy Middle School*

3. Connecting Literacy Curriculum to Students' Interests

Sonya Burton, *Old Mill Elementary School*

4. Engaging the Disengaged through Literature Discussion Groups

Anna Sharp, *Roby Elementary School*

5. Teacher Support of Responses in Literature Discussion

Kristen Rodgers, *McFerran Preparatory Academy*

8:30 A.M. – 10:00 A.M.

TRADE ROOM

PROGRAM CHAIR INVITED SESSION

Research Methodology Series: Researchers Think-Aloud About Designs

Chair(s): Alison K. Billman, *Michigan State University*

I. Correlational Studies

Darrel Morris, *Appalachian State University*

II. Mixed Methods Studies

James Baumann, *University of Georgia*

**8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION**

TRIANON

Integrating Reading with Science: Processes, Issues, and Impacts

Chair(s): Zhihui Fang, *University of Florida*
Discussant(s): Rose Pringle, *University of Florida*

This symposium describes how a team of university reading educators worked with middle school science teachers to infuse reading and reading instruction into their science curriculum and the impact of this integration on students' attitude and achievement in reading and science.

1. Integrating Reading Instruction in a Middle School Science Curriculum

Jennifer D. Patrick, *University of Florida*
Jennifer Sanders, *University of Florida*
Sara Charbonnet, *School Board of Alachua County*
Zhihui Fang, *University of Florida*

2. Establishing a Home Reading Program for Middle School Science

Courtney C. Zmach, *University of Florida*
Linda L. Lamme, *University of Florida*
Melissa Henkel, *School Board of Alachua County*
Hakan Dedeoglu, *University of Florida*

3. The Effect of Reading/Science Integration on Middle School Students' Attitude and Achievement in Reading and Science

Zhihui Fang, *University of Florida*
Rose Pringle, *University of Florida*
Meral Hakverdi, *University of Florida*

**8:30 A.M. – 10:00 A.M.
PAPER SESSION**

WINDSOR

Motivation and Intentionality

Chair(s): Diane D. Anderson, *Swarthmore College*

1. Enacting Literacy Learning Goals: How Teachers Guide Student Intentionality

Cynthia McCallister, *New York University*
Sarah Beck, *New York University*

2. Study Skills for the Twenty-First Century: Demographic Group Differences

Valerie J. Robnolt, *Virginia Commonwealth University*
Joan A. Rhodes, *Virginia Commonwealth University*
Judy S. Richardson, *Virginia Commonwealth University*

3. An Instrument for Measuring Elementary Students' Volition in Reading

Yonghan Park, *Michigan State University*
Nell K. Duke, *Michigan State University*

**10:15 A.M. – 11:45 A.M.
PAPER SESSION**

BALMORAL

Integrating Adolescent Literacies and Bridging the Gaps

Chair(s): Kendra Sisserson, *University of San Diego*

1. Literacy Development of African American Adolescent Males

Alfred W. Tatum, *Northern Illinois University*

2. Mediating Discourse-Specific Literacy Acquisition in Two Urban Middle Schools: Understanding Register and Genre in Mathematics Literacy

Codruta F. Temple, *Syracuse University*
Kathleen A. Hinchman, *Syracuse University*
Kelly Chandler-Olcott, *Syracuse University*

3. Adolescents and Literacies in the Art Museum

A. Jonathan Eakle, *The University of Georgia*

10:15 A.M. – 11:45 A.M.

VERSAILLES

OSCAR CAUSEY AWARD PRESENTATION AND ADDRESS

Chair(s): Donald J. Leu, *University of Connecticut*

I. Oscar Causey Award Presentation for 2005

David Moore, *Arizona State University/West*

II. Introduction of the Speaker

Robert Calfee, *University of California, Riverside*

III. 2005 Oscar Causey Address

What Does Culture Have to Do With It?
Victoria Purcell-Gates, *University of British Columbia*

1:15 P.M. – 2:45 P.M.

ALHAMBRA

PAPER SESSION

Writing Ideologies: Re-Inscribing Social Identities

Chair(s): Jerome C. Harste, *Indiana University, Bloomington*

1. Writing Within/Against the Feminine and Masculine Dualism: Third-grade Students' Gender Performance During a Writing Workshop

Jeonghee Choi, *Alfred University*

2. "Thank You for Giving Me Some of Your Time": Children's Persuasive Letters and the Reproduction of Social Class

Diane D. Anderson, *Swarthmore College*

3. Construction of Gender in an Asian-American Young Adolescent Girl's Writing

Tina Tsai, *University of Southern California*
Laurie MacGillivray, *University of Southern California*

1:15 P.M. – 2:45 P.M.

BALMORAL

PAPER SESSION

Research on Literacy Instruction in Multilingual Classrooms

Chair(s): Youb Kim, *Vanderbilt University*

1. Teaching Non-Native English Speakers to Read: A Comparative Study of Identity and Agency in Highly and Minimally Successful Teachers of Struggling First-grade Readers

Cynthia McCallister, *New York University*

2. Preaching and Teaching the Gospel of Literacy: Forces of (Re)standardization in a "Mainstream" Multilingual Classroom

Lara J. Handsfield, *Illinois State University*

3. Instructional Revolution: Implementing Small Group Instruction in Two Secondary ESOL Classrooms

Mary A. Avalos, *University of Miami*
Peggy D. Cuevas, *University of Miami*

1:15 P.M. – 2:45 P.M.

BAYFRONT A

ROUNDTABLE

I. Coaching Struggling First Grade Readers

Karen A. Reese, *Oakland University*

II. E-Merging Literacy: Assisting Parents to Scaffold the Emerging Literacy Skills of their Preschool Aged Children Through the Use of Electronic Storybooks

Peggy Coyne, *Center for Applied and Special Technology, CAST*

III. Integrating Trade Books in Middle School Science Classrooms: An Exploration of Teacher Choices and Scientific Accuracy

Wayne M. Linek, *Texas A&M University-Commerce*
 Mary Beth Sampson, *Texas A&M University-Commerce*
 Patricia E. Linder, *Texas A&M University-Commerce*
 Crystal D. Torti, *Texas A&M University-Commerce*
 Ceretha Levingston, *Texas A&M University-Commerce*
 Joel Palmer, *Texas A&M University-Commerce*
 Karyn Gomez, *Texas A&M University-Commerce*

IV. Tapping the Linguistic Resources of Spanish/English Bilinguals: The Role of Cognates in Science and Science Texts

Marco Bravo, *UC Berkeley*

V. Sports Literacy Book Club: A Promising Practice for African-American and Caribbean-American Adolescent Readers

Linda L. Wise, *Montclair State University*

VI. Early Literacy Instructional Beliefs and Practices: A Case Study of A Monolingual Kindergarten Teacher in a Multicultural Setting

Sunita Singh, *University of Illinois at Urbana-Champaign*
 Rosalinda B. Barrera, *Texas State University - San Marcos*

VII. Literacy, Technology, and the New Literacies in K-8 Classrooms: The Role of the Language Arts Teacher

Julia Kara-Soteriou, *University of Bridgeport*
 Catherine Kurkjian, *Central Connecticut State University*
 Patricia I. Mulcahy-Ernt, *University of Bridgeport*

VIII. Making Sense of Visual Data in Literacy Research: Discovering Preservice Teachers' Developing Perceptions in Reading Methods Courses

Janet C. Richards, *University of South Florida*

1:15 P.M. – 2:45 P.M.

BAYFRONT B

AREA 8 – INVITED SYMPOSIUM

Understanding the Variation in Reading Performance among English Language Learners

Chair(s): Mileidis Gort, *University of Connecticut*

Discussant(s): Heriberto Godina, *Texas Tech University*
 Flora Rodriguez-Brown, *University of Illinois/Chicago*

This presentation combines sociocultural and socio-cognitive perspectives on literacy to examine the type of variation that occurs in the English reading performance of elementary-age English language learners from several different language groups. Instructional contexts as well as students' performance on reading measures and tasks will be discussed.

Understanding the Variation in Reading Performance Among English Language Learners

Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*

1:15 P.M. – 2:45 P.M.

DUPONT/TUTTLE

SYMPOSIUM SESSION

Searching On the Internet: An Exploration of Internet Inquiry Process in Grades 3-9

Chair(s): Elizabeth Fogarty, *University of Connecticut*

Discussant(s): Colin Harrison, *University of Nottingham*

This symposium focuses on studying Internet inquiry processes with students in grades 3-9, with an emphasis on the middle grades. Elements of scaffolded learning environments, the effects of prior content knowledge and topic interest, as well as information space will be discussed. Assessment procedures engaged students in authentic Internet-inquiry tasks.

1. Internet Inquiry: The Role of Prior Knowledge and Topic Interest When Searching for Information with Middle School Students

Laurie A. Henry, *University of Connecticut*

2. Highlighting the Path: Scaffolding Fifth-graders' Subject Knowledge During Internet Inquiry

Kathleen Guinee, *Harvard Graduate School of Education*

3. Knowledge QUEST: A Model for the Internet Inquiry Process

Maya B. Eagleton, *The University of Arizona and Center for Applied and Special Technology, CAST*

1:15 P.M. – 2:45 P.M.

ESCORIAL

PAPER SESSION

Mediating Multiple Literacies

Chair(s): Patricia Alexander, *University of Maryland*

1. Electronic Literacy and Global English in the Lives of Immigrant Youth in the U.S.

Wan Shun Eva Lam, *Northwestern University*

2. Title: Struggling Middle School Students' Multimediating Countering Institutionally Defined Notions of Incompetence

David O'Brien, *University of Minnesota, Twin Cities*
 Richard Beach, *University of Minnesota, Twin Cities*
 Cassandra Scharber, *University of Minnesota, Twin Cities*
 Brock Dubbels, *University of Minnesota, Twin Cities*

3. Collaborative Research in Multiliteracies Classrooms: "Se hace camino al andar"

Jill K. McClay, *University of Alberta*

1:15 P.M. – 2:45 P.M.

FLAGLER

PAPER SESSION

Literacy Coaching Knowledge, Tools, and Politics

Chair(s): Sunday Cummins, *University of Illinois at Urbana-Champaign*

1. The Voices of Literacy Coaches in Wisconsin and Future Licensure Implications

Melissa L. Stinnett, *University of Wisconsin-Oshkosh*

2. Models of Literacy Coaching and Their Political Implications

Cathy A. Toll, *Toll and Associates*

3. Mentoring Literacy Coaches: Facilitating the Development of Knowledge, Observation Tools, and Effective Coaching Techniques

Susan K. L'Allier, *Northern Illinois University*

1:15 P.M. – 2:45 P.M.

GUSMAN

SYMPOSIUM SESSION

Still Point in the Turning World: Literacy Teaching in the Context of Reform

Chair(s): Susan Florio-Ruane, *Michigan State University*

Cheryl Rosaen, *Michigan State University*

Discussant(s): Taffy Raphael, *University of Illinois at Chicago*

Teachers working in reform contexts are often not recognized as the center of the dance called schooling. Instead, they are viewed as one stakeholder within the dancing process. The studies in this session illuminate the work of urban classroom teachers who are trying to find that still point in the center of their own practice.

1. Experienced Teachers' Management of Literacy Materials

Nina Hasty, *Michigan State University*

2. Beginning Teachers Learn to Teach Writing: Finessing Teaching Context Shapes Evolving Practice

Laura Pardo, *Hope College*

3. Teacher Talk: Exploring Collaboration, Power/Empowerment and Resistance Through Various Contexts and Discourses

Jodene Kersten, *Pomona College*

4. A Grade 7 Teacher's Enactment of Literature-based Instruction in an Affluent, Suburban Context

Kirsten Dara Hill, *Michigan State University*

5. Response and Discussion

Taffy Raphael, *University of Illinois at Chicago*

**1:15 P.M. – 2:45 P.M.
SYMPOSIUM SESSION**

HIB/STAR/PALM

The Interface of Science and Literacy Learning and Instruction: Examining Text Features and Effects

Chair(s): Discussant(s): Annemarie Palincsar, *University of Michigan, Ann Arbor*

As science and literacy researchers have collaborated in developing an inquiry- and text-based science and literacy program, numerous questions about the kinds of texts that support science content and literacy processes have arisen. The three studies in this symposium represent responses to the tensions that have arisen in this science and literacy interface.

1. The Impact of Text Genre on Students' Acquisition of Key Science Concepts

Gina Cervetti, *University of California, Berkeley*
P. David Pearson, *University of California, Berkeley*
Marco A. Bravo, *University of California, Berkeley*

2. Learning of Complex Vocabulary in a Science and Literacy Program

Elfrieda H. Hiebert, *University of California, Berkeley*
Diana J. Arya, *University of California, Berkeley*
P. David Pearson, *University of California, Berkeley*

3. Balance within the Borders of Text: Syntactic Complexity and Vocabulary Load in Science Texts

Diana J. Arya, *University of California, Berkeley*
Elfrieda H. Hiebert, *University of California, Berkeley*
P. David Pearson, *University of California, Berkeley*

**1:15 P.M. – 2:45 P.M.
PAPER SESSION**

MICHAELANGELO

Cultural Beings: Preservice Teachers, Literacies, and Identity Work

Chair(s): Carolyn Colvin, *The University of Iowa*

1. Changing Minds, Hearts, and Literacy Practices: Insights Into the Development of Culturally Responsive Dispositions and Literacy Teaching Practices

Julie K. Kidd, *George Mason University*
Sylvia Y. Sanchez, *George Mason University*
Eva K. Thorp, *George Mason University*

2. "I Don't Plan on Stirring the Pot:" Pre-service Teachers' Struggles with 'Difficult Topics' in Picture Books

Joyce M. Bainbridge, *University of Alberta*
Rochelle M. Skogen, *University of Alberta*

3. The Agency of Teacher Education Students in an Anti-Racist Literacy Program

Melissa Mosley, *Washington University in St. Louis*

**1:15 P.M. – 2:45 P.M.
PAPER SESSION**

RAPHAEL

Spelling and Writing: Exploring Instructional Approaches

Chair(s): Wendy M. Smith, *Loyola College in Maryland*

1. Surrounded by text: The literacy environments of exemplary writing teachers

David Coker, *University of Delaware*

2. Exploring the Instruction of an Effective Elementary Writing Teacher

Linda C. Golson, *The University of Alabama*

3. A Comparison of Three Different Approaches to Spelling Instruction: Rule-Driven, Basal-Like, and Word Sorting

Marcia A. Invernizzi, *University of Virginia*
Kathy Ganske, *Rowan University*

**1:15 P.M. – 2:45 P.M.
PAPER SESSION**

SANDRINGHAM

Conversations About Writing Workshops and Peer Discussions

Chair(s): Sarah McCarthey, *University of Illinois at Urbana-Champaign*

1. Dialogue on Dialogue: Teacher Conversations to Fine-Tune Primary Writing Workshops

Beverly Bruneau-Timmons, *Kent State University*

2. Exploring How Teachers Learn from One Another: Analysis of Discourse among Writing Project Teachers

Leslie Patterson, *University of North Texas*
Carol Wickstrom, *University of North Texas*
Joan Curtis, *University of North Texas*
Janelle Mathis, *University of North Texas*
Terisa Pearce, *University of North Texas*

3. Learning "to be there, but not there": In-service teachers' development as facilitators of peer discussion

Barbara M. Palmer, *Mount St. Mary's University*
Janice F. Almasi, *University of Kentucky*

**1:15 P.M. - 2:45 P.M.
PAPER SESSION**

TRIANON

Studies in College and Adult Literacy Processes

Chair(s): Joan Parker Webster, *University of Alaska-Fairbanks*

1. A Case Study of Literacy Acquisition in an Adult with Developmental Disabilities

Monica Gordon Pershey, *Cleveland State University*
Thomas W. Gilbert, *Northeast Care Center*

2. Investigating the Modality Effect through the Comparison of Listening and Reading Comprehension Abilities with College Students

Jennifer B. Wick, *The University of Texas at Austin*
Kate Hardin, *The University of Texas at Austin*
Michael Mayrath, *The University of Texas at Austin*
Dan Robinson, *The University of Texas at Austin*

3. Setting Evidence-Based Performance Levels for the National Assessment of Adult Literacy

Larry J. Mikulecky, *Indiana University School of Education*

1:15 P.M. – 2:45 P.M.
ALTERNATIVE FORMAT

SEVILLA

First Graders' Responses to the Dynamic Indicators of Basic Early Literacy Skills

Chair(s): Kenneth S. Goodman, *University of Arizona*
Discussant(s): Yetta M. Goodman, *University of Arizona*

Explores the Nonsense Word portion of the DIBELS using a case study design and indepth analysis of both test and responses of bilingual (Spanish, English) and monolingual (English) first grade subjects. We examine the claims that the test is in fact a scientifically sound assessment and that the scores do in fact represent reading development.

- 1. Overview and Research Methodology**
Kenneth S. Goodman, *University of Arizona*
Yetta M. Goodman, *University of Arizona*

- 2. Roles in Data Collection**
Maria Perpetua U. Liwanag, *University of Arizona*
Mary Fahrenbruck, *University of Arizona*
Yoshitomo Yamashita, *University of Arizona*

- 3. Discussion and Implications**
Marge Knox, *University of Arizona*

1:15 P.M. – 2:45 P.M.
PAPER SESSION

WINDSOR

Studies of Adolescent Readers and Writers

Chair(s): Patricia L. Anders, *University of Arizona*

- 1. The Relationship between Adolescents' Self-Reported Strategy Use and Reading Achievement**

Susan C. Cantrell, *University of Kentucky — CCLD*
Janis C. Carter, *University of Kentucky — CCLD*
Hannah K. Hughes, *University of Kentucky — CCLD*

- 2. Adolescents' Reading During Writing: Eye Movements and Sex Differences**

Scott F. Beers, *Seattle Pacific University*
Thomas Quinlan, *Seattle Pacific University*

- 3. Adolescents Who Struggle with School-based Literacies: One Size Does NOT Fit All**

Gwynne Ellen Ash, *Texas State University, San Marcos*
Deborah Knight, *Atlanta Speech School*
Ximena Uribe-Zarain, *University of Delaware*

3:00 P.M. – 4:30 P.M.
PAPER SESSION

ALHAMBRA

Social Contexts of Literacy

Chair(s): Eliane Rubinstein-Avila, *University of Arizona*

- 1. What do Parents Think? Middle-Class Chinese Immigrant Parents' Perspectives on Literacy Learning, Homework, and School-Home Communication**

Guofang Li, *University at Buffalo, SUNY*

- 2. Parents', Teachers' and Principals' Perspectives on Roles of Families in Supporting ESL Students' Literacy Learning**

Shelley Peterson, *University of Toronto*
Mary Ladky, *University of Toronto*

- 3. Intertextuality and the Social Construction of Meaning**

Joanne McKay, *University of Oklahoma*

3:00 P.M. – 4:30 P.M.
PAPER SESSION

BALMORAL

Third Space Discourses

Chair(s): Rebecca Rogers, *Washington University in St. Louis*

- 1. Literate Youth Discourses: Negotiating the Third Space of Service-Learning**

Steven M. Hart, *University of South Florida*

- 2. Navigating the third space: Positioning and being positioned in classroom discourse**

Sandra M. Webb, *University of North Carolina- Greensboro*

- 3. Struggling for Intersubjectivity in the Third Space**

Kris D. Gutierrez, *University of California Los Angeles*

1:15 P.M. – 2:45 P.M.
AREA 1 – INVITED SYMPOSIUM

THEATER

Preparing Beginning Literacy Teachers to Teach All Students: Studies of New Practices

Chair(s): Margaret Finders, *Washington University in St. Louis*

Grounded in the practices and language of teachers, teacher educators, and pre-service teachers, the panel will share the challenges and practices of new teachers as they learn to teach. Offering richly textured research of practice, the presenters offer implications for new literacy practices and further studies in the shared work of preparing teachers who are scholars, democratic citizens, and advocates for all students.

- 1. Reading and Discussing Multicultural Literature: Preparing to Teach in a Diverse World**

Junko Yokota, *National-Louis University*

- 2. Acts of Advocacy: Beginning Teachers Promoting Equity In and Beyond Classrooms**

Steven Z. Athanases, *University of California Davis*

- 3. Insiders and Outsiders: Preservice Teacher Education and Preparing Black, Female, Literate Citizens**

Joanne Kilgour Dowdy, *Kent State University*

1:15 P.M. – 2:45 P.M.
PROGRAM CHAIR INVITED SESSION

TRADE ROOM

Research Methodology Series: Researchers Think-Aloud About Designs

Chair(s): Marianne McTavish, *University of British Columbia*

- 1. Ethnographic and Case Studies**

Linda Labbo, *University of Georgia*
C. Compton-Lilly, *University of Wisconsin*

**3:00 P.M. – 4:30 P.M.
ROUNDTABLE**

BAYFRONT A

- I. *The Culture-Based Model: Discovering an Intercultural Instructional Design Framework***
Patricia A. Young, *University of Maryland Baltimore County*
- II. *Establishing Relationships With Teachers to Support Their Professional Development: A School District-based Study of Literacy Coaching***
Sharon Daley, *MSD Lawrence Township*
- III. *“The illustrations will tell us what he’s up to”: Teacher Mediation of Picturebooks with Sparse Verbal Texts during Whole-Class Readalouds***
Maria P. Ghiso, *University of Pennsylvania*
Caroline E. McGuire, *University of Pennsylvania*
Stephanie Guerra, *University of Pennsylvania*
- IV. *A Year-long Study of One Supplemental Reading Program and Teacher’s Perceptions from Evaluating the Program***
Sandra K. Goetze, *Oklahoma State University*
Barbara J. Walker, *Oklahoma State University*
- V. *Pre-service Teachers’ Reading Habits: Are Our Future Teachers Readers?***
Sharon S. McKool, *Rider University*
- VI. *Integrating Visual Art and Reading and Writing in a University-Based Reading Tutoring Program***
Carolyn A. Walker, *Ball State University*
- VII. *Young Teens’ Responses to Magazine Advertising***
Roberta Linder, *Northern Illinois University*
- VIII. *Born Too Soon: What Can We Expect? The Nature of Home Literacy Experiences for Children With Very Low Birth Weight***
Gisele Ragusa, *University of Southern California*

**3:00 P.M. – 4:30 P.M.
ALTERNATIVE FORMAT**

BAYFRONT B

School Improvement Models in Literacy: Supporting Responsible School Change

Chair(s): Cathy M Roller, *International Reading Association*
Discussant(s): Peggy Mueller, *Chicago Community Trust*
P. David Pearson, *University of California at Berkeley*

This alternative session creates a forum for exchanging ideas about school reform efforts conducted by university consortium members dedicated to improving literacy teaching and learning. Following an overview are repeated roundtables. Central issues include developing and sustaining research-based reform efforts in multiple contexts and taking reform efforts ‘to scale’.

- 1. *The School Change Framework: A Professional Development Program for REA and Reading First***
Barbara M. Taylor, *University of Minnesota*
Debra S. Peterson, *University of Minnesota*
Monica Marx, *University of Minnesota*
Michelle Chain, *University of Minnesota*
- 2. *Standards Network of Hawaii (SNOH)***
Kathryn H. Au, *University of Hawaii*
- 3. *Partnership READ: Lasting Change Through Ongoing School-Based Processes***
Taffy Raphael, *University of Illinois at Chicago*

Susan Goldman, *University of Illinois at Chicago*
Kathryn Glasswell, *University of Illinois at Chicago*
Kimberly Gomez, *University of Illinois at Chicago*
Eleni Katsarou, *University of Illinois at Chicago*
Kathleen C. Mooney, *University of Illinois at Chicago*
Nance Wilson, *University of Illinois at Chicago*
Catherine Weber, *University of Illinois at Chicago*
Kristi Madda, *University of Illinois at Chicago*
Sarah Williams, *University of Illinois at Chicago*
Hongmei Dong, *University of Illinois at Chicago*
Ji Yon Kim, *University of Illinois at Chicago*
Sana Ansari, *University of Illinois at Chicago*

4. *The Bridging Project: Literacy Improvement in Grades 3-6*

Marjorie Y. Lipson, *University of Vermont*
James Mosenthal, *University of Vermont*
Ellen Thompson, *University of Vermont*
Sue Biggam, *Vermont Reads at UVM*
Nancy Woods, *Vermont Reads at UVM*
Catherine White, *Vermont Reads at UVM*

5. *Elements of Scaling Up: School-wide Implementation of an Early Intervention Program*

M. Trika Smith-Burke, *New York University*

6. *Four Blocks: Supporting School and Teacher Change Through a Framework for Balanced Literacy*

Patricia Cunningham, *Wake Forest University*

**3:00 P.M. – 4:30 P.M.
ALTERNATIVE FORMAT**

DUPONT/TUTTLE

High School Literacy Reform: Professional Development for the “Inner Circle” in Teacher Education

1. *Problem Identification and Response*

Dana L. Grisham, *The California State University*
MaryEllen Vogt, *California State University, Long Beach*
Nancy Brynelson, *California State University*

2. *The Single Subject Reading Task Force*

Denise Fleming, *California State University East Bay*

3. *Core Principles and Resource Binder*

Norman Unrau, *California State University Los Angeles*

4. *Professional Development for Reading Faculty*

Nancy Farnan, *San Diego State University*

**3:00 P.M. – 4:30 P.M.
PAPER SESSION**

ESCORIAL

Digital Discoveries in Literacy Learning

Chair(s): Kathy Sanford, *University of Victoria*

1. *Photography as Discovery and Alternative Literacy Assessment*

Lee E. Freeman, *University of Alabama*
Charlotte L. Pass, *University of Alabama*

2. *Robbie’s Game Boy Adventures: A Semiotic Analysis of the Influence of Computer Games on a Kindergartner’s Multimodal Journal Productions*

Cynthia B. Leung, *University of South Florida St. Petersburg*

3. Literacy Blends: Examining Social Practices of Digital Storytelling

Paige Ware, *Southern Methodist University*

**3:00 P.M. – 4:30 P.M.
PAPER SESSION**

FLAGLER

Reading Instruction: Practice and Achievement

Chair(s): Jodi Welsch, *Frostburg State University*

1. Lasting effects: The Effects of 3 Methods of K Vocabulary Instruction in 1st Grade

Rebecca D. Silverman, *Harvard Graduate School of Education*

2. Using Enrichment Pedagogy to Increase Reading Fluency and Achievement in Urban Elementary Students

Sally M. Reis, *University of Connecticut*
Elizabeth Fogarty, *University of Connecticut*

3. Primary Grade Teachers' Small Group Reading Instructional Practices

Timothy G. Morrison, *Brigham Young University*
Brenda Sabey, *Brigham Young University*

**3:00 P.M. – 4:30 P.M.
SYMPOSIUM SESSION**

GUSMAN

Social Constructions in New Literacy Environments

Chair(s) & Discussant(s): Charles K. Kinzer, *Teachers College, Columbia University*

With the rise of the concept of “new literacies,” literacy is increasingly acknowledged as including participation in broadly defined communities of practice. Concurrently, literacy has become influenced by new technologies, which incorporate their own social practices. The symposium examines the social literacies surrounding one of these electronic environments: video games.

1. Digital Literacies and Massively Multiplayer Online Games

Constance A. Steinkuehler, *University of Wisconsin-Madison*

2. Agency and Authority: Social Practices in Interactive Storytelling

Jessica Hammer, *Teachers College, Columbia University*

3. Playing the Digital Divide: Video-game-related literacy practices and SES

Gillian Andrews, *Teachers College, Columbia University*

3:00 P.M. – 4:30 P.M.

HIB/STAR/PALM

AREA 6 – INVITED SYMPOSIUM

Problematising Adolescent Multiliteracies

Chair(s): Mark Dressman, *University of Illinois at Urbana-Champaign*

Discussant(s): Kevin Leander, *Vanderbilt University*
Elizabeth Birr Moje, *University of Michigan*
Donna Alvermann, *University of Georgia*

This session will raise critical issues related to the complexities as well as the potential of working with adolescents in multiple genre and digital literacy environments. Based on several “instances” from research studies, the presenters and respondents will explore the challenges and paradoxes of adolescent multiliteracy research and practice.

I. Instance One: “Struggling” Adolescents’ Multimediating Countering the Institutional Construction of “Incompetence”

David O’Brien, *University of Minnesota*

II. Instance Two: Kevin’s Three-Year Journey: The Power and Peril of Infusing Arts/Multimedia Into an Alternative Youth Literacy Program

Theresa Rogers, *University of British Columbia*
Andrew Schofield, *Newton Learning Center*

III. Instance Three: Multiliteracies Meet Special Education

Gay Ivey, *James Madison University*

IV. Instance Four: Problems and Complexities of the Internet for Struggling Readers

Phillip Wilder, *University of Illinois/Central High School, Champaign, IL*

3:00 P.M. – 4:30 P.M.

MICHAELANGELO

PAPER SESSION

Evaluating Professional Development in Multiple Contexts

Chair(s): Katherine A. D. Stahl, *University of Illinois at Urbana-Champaign*

1. Balancing the Evidence: Measuring the Effects of an Induction/Mentoring Academy

Catherine K. Zeek, *Lasell College*
Carole Walker, *Texas A&M University - Commerce*

2. Evaluation of Reading Excellence: Teacher Professional Development and Child Achievement

Diane E. Kern, *Rhode Island College*
Diane M. Horm, *University of Rhode Island*

3. Interpreting Outcome Data of Professional Development School Collaboration: The Importance and Impact of Context

Adriana Medina, *University of Miami*
William Blanton, *University of Miami*
Anne Hocutt, *University of Miami*
Jeanne Schumm, *University of Miami*

3:00 P.M. – 4:30 P.M.

RAPHAEL

PAPER SESSION

Orientations to Literary Response: Attitudes and Processes

Chair(s): Gail Pritchard, *University of Alabama*

1. Enhancing Young Children’s Response to Literature in the Computer Center

Linda D. Labbo, *University of Georgia*

Mary S. Love, *University of Georgia*
 Miri Park, *University of Georgia*
 Betty Hubbard, *University of Georgia*
 Ryan Tammy, *University of Georgia*

2. ***Orientations to Literary Response: Attitudes and Processes***
 Sarah W. Beck, *New York University*
3. ***When Teachers Need Information on Enhancing Students' Content Area Literacy, Which Journals Would Provide It?***
 Janine Kaste Bixler, *College of Staten Island, CUNY*

3:00 P.M. - 4:30 P.M. SANDRINGHAM PAPER SESSION

Children Responding to Literature

Chair(s): Jonda C. McNair, *Clemson University*

1. ***Nonlinear Narratives in Contemporary Picture Books***
 Sylvia J. Pantaleo, *University of Victoria*
 Heather Sandquist, *University of Victoria*
2. ***A Closer Look at Preschool Children's Poetry Preferences***
 Diane Jackson Schnoor, *University of Virginia*
3. ***Outside, Inside, and All Around the Story: Struggling First-Grade Readers Construct Literary Understanding through Dramatic Response to Literature***
 Donna Adomat, *University of Pennsylvania*

3:00 P.M. - 4:30 P.M. SEVILLA PROGRAM CHAIR INVITED SYMPOSIUM SESSION

Latina Scholars Working Within and Across Paradigms in Biliteracy and Bilingual Education

Chair(s): Victoria Purcell-Gates, *University of British Columbia*

This symposium presents the work of three Latina scholars examining Spanish-speaking English Language Learners' literacy development from different theoretical perspectives: cognitive, sociocultural, and critical approaches. Their research agenda illustrates the potential for establishing a dialogue within and across paradigms to contribute to a richer understanding of ELLs' literacy learning and development.

- I. ***Understanding the Role of First Language Transfer on the English Development of Spanish Speaking Children***
 Maria Carlo, *University of Miami*
- II. ***Bilingual Children's Interpretations of Texts in Two Languages: A Vygotskian Perspective***
 Carmen M. Martinez-Roldán, *Arizona State University*
- III. ***Critical Literacies through the Arts: Intersections between Identities, Social Imaginations and Language***
 Carmen Medina, *University of British Columbia*

3:00 P.M. - 4:30 P.M. THEATER SYMPOSIUM SESSION

Enhancing the Oral Language and Literacy of Preschool Children: Findings from Two Professional Development Grants

Chair(s): Barbara A. Bradley, *University of Kansas*
 Discussant(s): Lesley Morrow, *Rutgers University*

This symposium presents findings of two federally funded early childhood

professional development grants. While both programs supported teachers in creating literacy-rich classrooms, one program emphasized language and the other preliteracy skills. This symposium contributes to our understanding of preschoolers' language and literacy abilities and teachers' perception of professional development.

1. ***The Effects of a Professional Development Program on the Language Development of Preschool Children***
 Diane C. Nielsen, *University of Kansas*
 Shelly McNeerney, *University of Kansas*
 Phyllis L. Clay, *Youth Policy Research, Inc.*
2. ***Teachers' Perceptions of the PreKTL Professional Development Program***
 Shelly McNeerney, *University of Kansas*
 Diane C. Nielsen, *University of Kansas*
 MaryLynn Hamilton, *University of Kansas*
3. ***PAVED for Success: Changes in Children's Preliteracy Knowledge and Subsequent Impact on the Development of Early Decoding Skills***
 Paula J. Schwanenflugel, *The University of Georgia*
 Claire E. Hamilton, *University of Massachusetts*
 Stacey Neuharth-Pritchett, *The University of Georgia*
 M. Adelaida Restrepo, *Arizona State University*
4. ***PAVED for Success: Changes in Teachers' Knowledge and Practice***
 Stacey Neuharth-Pritchett, *The University of Georgia*
 Claire E. Hamilton, *University of Massachusetts*
 Janneke Counts, *The University of Georgia*
 Hilary Ruston, *The University of Georgia*
5. ***Teachers' Perceptions of PAVED for Success***
 Barbara A. Bradley, *University of Kansas*
 Stacey Neuharth-Pritchett, *The University of Georgia*
 Hilary Ruston, *The University of Georgia*
 Janneke Counts, *The University of Georgia*

3:00 P.M. - 4:30 P.M. TRADE ROOM SYMPOSIUM SESSION

Researching and Writing Historical Biography: The Search for Relevant Research on Early Reading Pioneers

Chair(s): Susan Israel, *University of Dayton*
 Dixie Massey, *Pacific Lutheran University*
 Discussant(s): Edward Fry, *Rutgers University*

In this symposium, the researchers provide an overview for participants including descriptions of the process of historical research in reading and overviews of selected reading pioneers. Participants will be given opportunities to understand the process of historical research and reading pioneers in more detail through poster presentations. Presenters will address common questions and themes through a panel discussion.

1. ***Historical Research in Reading***
 Susan Israel, *University of Dayton*
 E. Jennifer Monaghan, *Brooklyn College of CUNY*
 Allen Berger, *Miami University*
 Joseph Zimmer, *St. Bonaventure University*
 Douglas Kaufman, *University of Connecticut*
 Dixie Massey, *Pacific Lutheran University*
2. ***Poster Presentations: Selected Reading Pioneers***
 Arlette Ingram Willis, *University of Illinois at Urbana-Champaign*
 Lou Ann Sears, *University of Pittsburgh at Greensburg*
 Richard Meyer, *University of New Mexico*
 Jolene Reed, *Rio Rancho Public Schools*
 Jiening Ruan, *University of Oklahoma*

Priscilla Griffith, *University of Oklahoma*
Arlene Barry, *Reading Pioneers*
Karla J. Möller, *University of Illinois at Urbana-Champaign*
Marta Albert, *University at Albany-SUNY*
George Kamberelis, *University at Albany-SUNY*

3. Discussion of Historical Research and Pioneers

Edward Fry, *Rutgers University*

3:00 P.M. – 4:30 P.M.
ALTERNATIVE FORMAT

TRIANON

The Simple View of Reading is Probably Too Simple

Chair(s): Nell K. Duke, *Michigan State University*

Discussant(s): Michael Pressley, *Michigan State University*
Katherine R. Hilden, *Michigan State University*
Debbie Golos, *University of Colorado at Boulder*
Juliet Halladay, *Michigan State University*
Shenglan Zhang, *Michigan State University*
Lauren Fingeret, *Michigan State University*
Yonghan Park, *Michigan State University*
Julia M. Reynolds, *Michigan State University*

The Simple View of Reading postulates that reading comprehension can be predicted by decoding and listening comprehension and it has been highly influential in the field of reading research. This session presents evidence culled from a wide-ranging review of relevant literature suggesting that the simple view is too simple.

1. Overview of the simple view of reading

2. Processes Involved in Reading Comprehension That Do Not Have Parallels in Listening Comprehension

Shenglan Zhang, *Michigan State University*

3. Other Constructs That May Directly Predict Reading Comprehension

Juliet Halladay, *Michigan State University*
Lauren Fingeret, *Michigan State University*

4. Cases That are Unexplained by the Simple View

Debbie Golos, *University of Colorado at Boulder*
Nell K. Duke, *Michigan State University*

5. Instructional Implications of the Simple View

Julia M. Reynolds, *Michigan State University*

3:00 P.M. – 4:30 P.M.
PAPER SESSION

WINDSOR

In the Field: Research on Preservice Teachers Beyond the University Classroom

Chair(s): Alfred W. Tatum, *Northern Illinois University*

1. Preservice Teachers' Decision Making While Tutoring Primary Grade Children

Beverly Bruneau-Timmons, *Kent State University*
Denise N. Morgan, *Kent State University*
Maria Shaheen, *Kent State University*

2. Describing the Influence of Cooperating Teachers on the Reading Instruction of Student Teachers

Doug Hamman, *Texas Tech University*
Kathryn Button, *Texas Tech University*
Arturo Olivarez, *Texas Tech University*
Mellinee Lesley, *Texas Tech University*
Yoke-Meng Chan, *Texas Tech University*

Robin Griffith, *Texas Tech University*
Katy Woods, *Texas Tech University*

3. Learning to Teach Literacy during an Initial Field Experience

Sara E. Dolezal, *Michigan State University*

4:45 P.M. – 6:00 P.M.
PLENARY SESSION

VERSAILLES

Literacies Across Cultural Contexts: Implications for Pedagogy and Curriculum

Chair: Erik Jacobson, *American Institutes for Research*

I. Announcements

Victoria Purcell-Gates, *University of British Columbia*

II. Early Career Award Presentation

Colin Harrison, *University of Nottingham*

III. Introduction of Speaker

Erik Jacobson, *American Institutes for Research*

IV. Plenary Address

Brian Street, *Kings College, London*

8:30 A.M. – 10:00 A.M.
PAPER SESSION**ALHAMBRA*****Promises and Perils of Integrating Technology for Literacy***Chair(s): Shelly Xu, *California State University at Long Beach***1. *The Development of Writing through Computer-Mediated Collaboration: A View from the Schools***Marion H. Fey, *SUNY Geneseo***2. *"I'm not sure how (media literacy education) fits with my program:" The Perils of Adding a Required Media Literacy Course to a Reading Masters Program***Debby Deal, *Loyola College in Maryland*
Stephanie Flores-Koulis, *Loyola College in Maryland***3. *From Compost to Computers: Promoting Thoughtful Literacy with Web-Based Inquiry Learning***Chinwe H. Ikpeze, *University at Buffalo***8:30 A.M. – 10:00 A.M.**
ALTERNATIVE FORMAT**BALMORAL*****Reading Power: Redirecting the Normalizing Gaze***Chair(s) & Discussant(s): JoBeth Allen, *University of Georgia*

We examine how educators redirect the "normalizing gaze" through questions, dialogue, reading, and writing about social and educational forces of normalization in schools positioning readers as "disabled," society positioning literature about gay and lesbian families as unacceptable, and society positioning war as acceptable. Participants create dialogue poems redirecting the gaze.

1. *Living under the Gaze: Power and the Learning Disabled Label*Teri Holbrook, *University of Georgia***2. *"It Comes From Both Sides": Religion, Homosexuality, and Power in Teacher Education***Jill Hermann-Wilmarth, *Western Michigan University***3. *"Come, Peace, Come": Exploring Issues Related to War with Young Children***Terry Burns, *Gwinnett County Public Schools***8:30 A.M. – 10:00 A.M.**
ROUNDTABLE**BAYFRONT A****I. *A Comparison of Students' Use of Surveying, Predicting, and Setting Purposes for Reading as a Reading Comprehension Strategy in Linear Text and Hypertext***Eric C. MacDonald, *Benchmark School***II. *"I am in my head and it gave me an example.": How kindergarten and first grade children comprehend text***Linda E. Martin, *Ball State University*
Sherry Kragler, *Ball State University***III. *Teaching Reading and Teaching the Program: Stance and Submission***Carole Janisch, *Texas Tech University*
Andrew Huddleston, *Lubbock ISD*
Amma Akrofi, *Texas Tech University*
Xiaoming Liu, *Texas Tech University***IV. *Young Children's Comprehension of Expository Text: Examining the Effectiveness of Comprehension Instruction***Kendra M. Hall, *Brigham Young University***V. *Metaphors of Literacy***Donita J. Massengill, *University of Kansas***VI. *Situated Vocabulary Teaching and Learning: Preservice Teachers, Third Graders, and Word Consciousness***Nancy L. Williams, *University of South Florida*
Kim Shea, *University of South Florida*
Deborah A. Kozdras, *University of South Florida***VII. *Guided Action Research Projects Enhance Induction-Year Teachers' Content Literacy Instruction in the Secondary Classroom***Laveria Hutchison, *University of Houston*
Emma Schorzman, *University of Houston***VIII. *A Tale of Two Pedagogies: High-stakes Versus Critical, Biliterate Education***Jessica M. Mejia, *University of Texas***IX. *Preservice Secondary Teachers' Conceptions of Adolescents, Teaching for Understanding and Literacy within Content Areas***Julia M. Reynolds, *Michigan State University***8:30 A.M. – 10:00 A.M.**
ALTERNATIVE FORMAT**BAYFRONT B*****Urban Dean's Network: A Study to Improve Preparation of Teachers of Reading in Urban Settings: A Project of the International Reading Association***Chair(s): Heather Casey, *Rutgers University*Lesley M. Morrow, *Rutgers University*Discussant(s): Louise C. Wilkinson, *Syracuse University*

Preparing beginning teachers in the United States to teach reading well must be a top priority (Hoffman, Edwards, O'Neal, Barnes, & Paulissen, Hoffman & Pearson). Some beginning teachers have extensive preparation; others have just a few courses. Better prepared teachers who are competent to teach reading are essential if national and state goals for closing the reading achievement gap are to be realized (IRA Position Statement, 2003). In this alternative format presentation, the chair of the session will describe the purpose of the Urban Dean's Network, the work of the group in the past and the design of the session. The goal of the Urban Dean's Network, a task force of the International Reading Association, is studying how to improve the preparation of teachers of reading in urban settings.

Lesley M. Morrow, *Rutgers University*Victoria Chou, *University of Illinois*Linda Gambrell, *Clemson University*Lionel R. Meno, *San Diego State University*Louise C. Wilkinson, *Syracuse University*Karen Wixson, *University of Michigan***8:30 A.M. – 10:00 A.M.**
ALTERNATIVE FORMAT**DUPONT/TUTTLE*****Mentoring in the Political and Cultural World of Academia: An Exploration of the Experiences of Literacy Educators***Chair(s): Joyce E. Many, *Georgia State University*Discussant(s): Gertrude Tinker Sachs, *Georgia State University*Ewa McGrail, *Georgia State University*Yan Wang, *Georgia State University*Mona Matthews, *Georgia State University*

This session will begin with presentation of themes which have emerged in a yearlong study of mentoring in lives of literacy researchers-teacher educators. These themes will then be used to stimulate participants' reflection and analysis of the mentoring they have encountered in their careers.

1. The Research Inquiry: An Overview

Joyce E. Many, *Georgia State University*

2. Mentoring in the World of Academia: Reflections from Literacy Educators

Dana L. Fox, *Georgia State University*

3. Mentoring Conversations Continued: Small Group Discussions

Mark Cobb, *Georgia State University*
 Dana Fox, *Georgia State University*
 Joyce E. Many, *Georgia State University*
 Mona Matthews, *Georgia State University*
 Ewa McGrail, *Georgia State University*
 Donna L. Taylor, *Georgia State University*
 Gertrude Tinker Sachs, *Georgia State University*
 Faith H. Wallace, *Kennesaw State University*
 Yan Wang, *Georgia State University*

4. Breadth and Depth of Mentoring Experiences: Reflections on Intercultural Perspectives

Gertrude Tinker Sachs, *Georgia State University*
 Ewa McGrail, *Georgia State University*
 Yan Wang, *Georgia State University*

5. Juxtaposing Our Experiences: Analysis of Mentoring Across Our Careers

Mona Matthews, *Georgia State University*

**8:30 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT**

ESCORIAL

Vocabulary Bookmark Technique: Examining Primary Students' Word Choices in Second and Third Grade

Chair(s) & Discussant(s): MaryEllen Vogt, Professor Emerita, *California State University, Long Beach*
Presenter & Leader: Maureen McLaughlin, *East Stroudsburg University of Pennsylvania*

In this alternative session, a review of the current research on vocabulary instruction will be followed by the presentation of the results of a new primary grade vocabulary study. In addition, participants will examine primary-level student artifacts, actively engage in Vocabulary Bookmark Technique with primary level texts, and discuss their bookmarks in small group settings.

1. *Review of Current Research on Vocabulary Instruction*
2. *Vocabulary Bookmark Technique: The Primary Study*
3. *Examining Primary Students' Artifacts*
4. *Demonstration of and Participation in Vocabulary Bookmark Technique*

**8:30 A.M. – 10:00 A.M.
PAPER SESSION**

FLAGLER

Teaching and Learning Literacy in Language-Diverse Settings

Chair(s): Mileidis Gort, *University of Connecticut*

1. *Creating Access to Learning Opportunities for Culturally and Linguistically Diverse Students Across Three Reading Response Activities*
 Sandra M. Webb, *University of North Carolina- Greensboro*

2. Patterns of Classroom Talk, Vocabulary, Articulation and Reading Acquisition in Two Language Groups of Second Grade English Learners

Theresa Roberts, *California State University, Sacramento*

3. Everyday and Disciplinary Discourses: Bilingual Third Graders' Language and Literacy Practices in Science and Social Studies

Kathryn McIntosh Ciechanowski, *University of Michigan*

**8:30 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT**

HIB/STAR/PALM

Issues in Fluency: Competing theories, Elementary-to-Adult Research, and Conversations about Instructional Implications

Chair(s) & Discussant(s): Elfrieda M. Hiebert, *University of California Berkeley*

This alternative session will bring together university researchers and practitioner researchers studying different ways of both theorizing and developing fluency and an interested audience to discuss and debate these issues, K-12. We hope to generate some insights into assessing what we know so far and where we need to go.

1. *Theoretical Views of Fluency with Implications for Further Research*
 Sandra Hollingsworth, *San Jose State University*
 John Shefelbine, *California State University, Sacramento*
2. *A Large Urban High School Studies a Fluency Intervention Across the Curriculum.*
 Rose Miller, *University of Florida*
 Tania Seale, *Miami Senior High School*
 Victor Lopez, *Miami Senior High School*
 Sandra Hollingsworth, *San Jose State University*
3. *The Difficulty of "Easy Reader" Trade Books according to Phonic Patterns and Irregular Sight Words*
 Johanna M. Kirkman, *Freeport Elementary School, Sacramento*
 John M. Shefelbine, *California State University, Sacramento*
4. *Reading Specialists Investigate a Fluency Intervention*
 Brooke M. Ahrens, *John Muir Middle School*
 Sandra Hollingsworth, *San Jose State University*

**8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION**

MICHAELANGELO

Coaching As Site-Based Professional Development

Chair(s): Richard Allington, *University of Tennessee*
Discussant(s): Anne McGill-Franzen, *University of Tennessee*

Many reading initiatives have called for a stronger focus on professional development. More states are incorporating reading coaches as the core of their reading professional development. The research reported in this symposium is intended to provide information that will be useful in the design and implementation of literacy coaching programs.

1. *Relationship of Teacher Change to Frequency of Teacher Interaction with a Reading Coach*
 Evan Lefsky, *Florida Department of Education*
2. *The Importance of Negotiated Discourse in Literacy Coaching*
 Rhonda Nowak, *Loyola University*

**8:30 A.M. – 10:00 A.M.
PAPER SESSION**

RAPHAEL

New Directions in AssessmentChair(s): Susan Gooden, *University of Southern Illinois***1. *The Gender Gap In Text Recall: Should We Change Our Definition of Literacy?***Adnan Salhi, *Marygrove College***2. *Using Writing Samples to Measure the Effects of a Summer Literacy Program for Low SES Elementary Students***John S. Burgin, *University of Arkansas at Little Rock*
Gail H. Weems, *University of Arkansas at Little Rock***3. *Assessing Informational Comprehension in the Primary Grades***Nell K. Duke, *Michigan State University*
Katherine R. Hilden, *Michigan State University***8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION**

SANDRINGHAM

Writing to Enhance Comprehension in Low-Performing Urban Elementary SchoolsChair(s): James L. Collins, *University at Buffalo*
Discussant(s): Mary McVee, *University at Buffalo*

This symposium reports the design and initial results of a three-year project testing the effectiveness of using writing during reading to enhance comprehension. The purpose of the session is to describe the theoretical background for the study, pilot implementation of the intervention, and the assessment design and initial outcomes.

1. *Bringing Together Reading and Writing for the Purpose of Improving Reading Comprehension*James L. Collins, *University at Buffalo***2. *The Development of Interactive Thinksheets to Bring Reading and Writing Together***Timothy Madigan, *University at Buffalo***3. *Assessing the Effectiveness of the Writing Intensive Reading Comprehension Intervention***Jaekyung Lee, *University at Buffalo***8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION**

SEVILLA

Blogging the World: Analyzing Online Literacy Practices Using Multiple Modes and a Variety of SpacesChair(s): Discussant(s): Michele Knobel, *Montclair State University*

Blogs are a type of website that are comprised of posts – often highly multimodal, combining dense textual messages with hyperlinks, images, and sound, and displayed in reverse chronological order – and a comment function that affords online readers the opportunity to discuss the content of the blogs. A significant number of students are using blogs, and for the most part, they are being used outside of school. A growing body of research on blogging is beginning to shed light on blog-related literacy practices, particularly around motivation and identity. The literacy practices drawn upon by blogging, as well as the multiple spaces in which blogs are created and consumed, are the focus of this symposium.

1. *Why Choose One? Multimodality, Identity, and Literacy Practices of LiveJournal Bloggers*Achiyra Rezak, *University of Georgia*
Donna Alvermann, *University of Georgia***2. *Blogging Within the System: Examining Undergraduates' Literacy Practices in School-sanctioned Blogging***Sarah Lohnes, *Teachers College, Columbia University***3. *Multiple Modes, One Life: A Semiotic Analysis of a Blog and its Blogger***Dana Cammack, *Teachers College, Columbia University***8:30 A.M. – 10:00 A.M.
SYMPOSIUM SESSION**

THEATER

Literacy Coaches: Proliferation, Problems, and PromiseChair(s): Sharon Walpole, *University of Delaware*
Discussant(s): Cathy Roller, *International Reading Association*

The role of Literacy Coaches in school-change efforts is growing. Surveys of Reading First directors document the importance of LCs, but review of the literature indicates research is scant. Regardless, LCs are defining their own roles. The research community has a responsibility to examine and support these efforts.

1. *Literacy Coaches: What Research Says and Does Not Say*Sebastian Wren, *Southwest Educational Development Laboratory***2. *Defining Their Roles: Literacy Coaches' Perspectives***Katrin Blamey, *University of Delaware*
Sharon Walpole, *University of Delaware***3. *Taking a Stand: Who is Responsible?***Michael C. McKenna, *University of Virginia*
Sharon Walpole, *University of Delaware*
Kenneth M. Proctor, *Georgia Department of Education***8:30 A.M. - 10:00 A.M.**

TRADE ROOM

PROGRAM CHAIR INVITED SESSION***Research Methodology Series: Researchers Think-Aloud About Designs***Chair: Tina Carpenter, *Southern Illinois University***1. *Experimental Studies***Joanna Williams, *Teachers College, Columbia State University*
Nell K. Duke, *Michigan State University*
James Schreiber, *Michigan State University***8:30 A.M. – 10:00 A.M.**

TRIANON

SYMPOSIUM SESSION***Building Sociocritical Literacies in Times of Persistent Inequality***Chair(s): Kris D. Gutierrez, *University of California Los Angeles*
Discussant(s): Allan Luke, *National Institute of Education, Singapore***1. *The Demography of Inequality: Historical Trajectories and New Beginnings***Nathalia Jaramillo, *University of California Los Angeles*
Anne-Marie Nunez, *University of California Los Angeles*
Paola Morales, *University of California Los Angeles***2. *Autobiography as Mediating Tool for Social Transformation***Octavio Estrella, *University of California Los Angeles*
Jevon D. Hunter, *University of California Los Angeles*
Shirin Vossoughi, *University of California Los Angeles*
Althea Nixon, *University of California Los Angeles*

3. *Migrant Youth and the Development of Sociocritical Literacies: Rethinking Critical Pedagogy*

Miguel Zavala, *University of California Los Angeles*

4. *Teatro del Oprimido: Using Public Problem Solving as new tool for literacy development*

Kris D. Gutierrez, *University of California Los Angeles*

**8:30 A.M. – 10:00 A.M.
PAPER SESSION**

WINDSOR

Popular Culture and Critical Literacies

Chair(s): Mitzi Lewison, *Indiana University, Bloomington*

1. *Analyzing Children's Social Positioning and Struggles for Recognition in a Classroom Literacy Event*

Jessica C. Zacher, *California State University, Long Beach*

2. *An Analysis of "Broadband" vs. "Simple" Theories of Early Literacy Acquisition: A Comparison of Underlying Assumptions, Empirical Support and Explanatory Power*

David B. Yaden, Jr., *University of Arizona*

3. *The Critical Literacies and Identities of African American Youth*

Iris Taylor, *Teachers College, Columbia University*

**10:15 A.M. – 11:45 A.M.
PAPER SESSION**

ALHAMBRA

Gender, Identity, and Multiliteracies

Chair(s): Lee Gunderson, *University of British Columbia*

1. *"Guys Like Us": Explorations of Identity, Agency, and Culturally Informed Practice In an All-Boys Book Club*

William G. Brozo, *George Mason University*

2. *Negotiating the Real in Fantasy: Girls' Performance Discourse Styles in a Community Theater Workshop*

Stephanie L. Hodde, *University of Illinois at Chicago*

3. *Addressing the Retention of Latina Students in Alternate, Community-Based English Language Learner Programs through Critical, Feminist, and Ethno-Feminist Theory*

Charmaine Lowe, *Vanderbilt University*

**10:15 A.M. – 11:45 A.M.
SYMPOSIUM SESSION**

BALMORAL

Complex Analyses of Evidence-Based Research: Internalization and Transfer of Comprehension Processes

Chair(s): Cathy Collins Block, *Texas Christian University*

Discussant(s): Michael Pressley, *Michigan State University*

Symposium extends 2004 preliminary report, providing additional in-depth quantitative analyses that reveal new layers of understanding and broad qualitative analyses that demonstrate impacts of strategies on teachers and students. Principal investigators explain effects of enriched instructional models that significantly increase students' comprehension, use of informational text, and motivation to read.

1. *Internalization and Transfer of Comprehension Processes: Integrated Strategies Using Bookmarks and Post-It Notes—Impact on Instruction, Learning, and Motivation*

Cathy Collins Block, *Texas Christian University*

2. *Internalization and Transfer of Comprehension Processes: Integrated Strategies Using the GO-Chart! Impact on Instruction, Learning and Motivation*

Carrice Cummins, *Louisiana Tech University*

3. *Internalization and Transfer of Comprehension Processes: Qualitative Impact of Informational Text and Comprehension Strategies Instruction on Teachers and Children*

Margaret T. Stewart, *Louisiana State University*

**10:15 A.M. – 11:45 A.M.
ROUNDTABLE**

BAYFRONT A

I. *A young adolescent learns to read: A case study*

Jeanne W. Holland, *Mississippi State University*

Jeanne Swafford, *Mississippi State University*

II. *An Exploration of the Impact of Teachers' Reflections about Language, Race, and Diversity on Personal Beliefs and Classroom Practices*

Beth Morton Christian, *Tennessee State University*

III. *The Application of Digital Anchored Instruction to the Preparation of Preservice Teachers*

Lina L. Chiappone, *University of Miami*

Jodi C. Marshall, *University of Miami*

Maryann E. Tatum, *University of Miami*

**10:15 A.M. – 11:45 A.M.
SYMPOSIUM SESSION**

BAYFRONT B

Phonics-Based or Literature-Based: Findings from 2nd and 5th Grade

Chair(s): Barbara Laster, *Towson University*

Discussant(s): John O'Flahavan, *University of Maryland*

These studies examined the reading strategies, students' perceptions of reading, and classroom discourse of fifth graders at two schools: one a literature-based school and one a Direct Instruction school. The same schools, plus two others, were the basis of an in-depth look at the reading strategies of the children at second grade.

1. *Perceptions and Metacognitions of Reading by 5th Graders as Compared to 2nd Graders.*

Nancy Wiltz, *Towson University*

Barbara Laster, *Towson University*

2. *Fluency: Differences Across Reading Programs?*

Bess Altwerger, *Towson University*

Nancy Jordan, *Towson University*

Nancy Shelton, *Towson University*

3. *Classroom Discourse of 5th Graders*

Steve Mogge, *Towson University*

**10:15 A.M. – 11:45 A.M.
ALTERNATIVE FORMAT**

DUPONT/TUTTLE

Online Access to Literacy Scholarship: ERIC and Beyond

Chair(s) & Discussant(s): David Reinking, *Clemson University*

This alternative session addresses the past, current, and future access of literacy scholarship online, specifically the following: (a) the role of ERIC, (b) the role of online search engines, (c) access through research libraries and (d) models for creating an online database of literacy research in collaboration with professional organizations including NRC, NCTE, IRA, and RRCNA. In the first half of the session, panel members will

summarize and discuss the findings of an NRC ad hoc committee charged to investigate these issues and to make recommendations. In the second half, members of the audience will be invited to share their experiences and views related to online access and to comment on the committee's preliminary findings and recommendations. This session will allow the committee to gain input from members of the literacy research community and to refine its findings and recommendations accordingly.

David Reinking, *Clemson University*
 Richard Beach, *University of Minnesota*
 Norm Stahl, *Northern Illinois University*
 M. Trika Smith-Burke, *New York University*
 Debbie East, *Indiana University*
 Caroline Mills, *Clemson University*

10:15 A.M. – 11:45 A.M. PAPER SESSION

ESCORIAL

What I Think: Research on Novice Literacy Teachers' Beliefs and Practices

Chair(s): Alfred W. Tatum, *Northern Illinois University*

1. An Examination of Preservice Teachers' Initial Beliefs About and Use of Instructional Scaffolding

Joyce E. Many, *Georgia State University*
 Donna L. Taylor, *Georgia State University*
 Yan Wang, *Georgia State University*
 Gertrude Tinker Sachs, *Georgia State University*
 Heidi Schreiber, *Peachtree Charter Middle School*

2. From Pre-service to In-service: The Evolution of Literacy Teaching Practices and Beliefs in Novice Teachers

Michelle Pierce, *Salem State College*
 Francesca Pomerantz, *Salem State College*

3. Toward Dialogic Approaches to Narrative Research in Literacy Teacher Education

Amy Suzanne Johnson, *University of Georgia*

10:15 A.M. – 11:45 A.M. SYMPOSIUM SESSION

GUSMAN

Doing Single-Case Experimental Research In Literacy

Chair(s) & Discussant(s): Adnan Salhi, *Marygrove College*

This session will detail steps and ways of doing single case experimental research in the field of literacy. This session is beneficial for experienced as well as the novice researchers.

1. History and Aim of Single-Case Experimental Research

Lisa Midcalf, *Oakland University*

2. Measures of the Study and Analyzing the Data

Salhi Adnan, *Marygrove College*
 Lidong Li, *Oakland University*
 Linda Houser, *Indiana University*

3. Measures of the Study and Analyzing the Data

Salhi Adnan, *Marygrove College*
 Lidong Li, *Oakland University*

10:15 A.M. – 11:45 A.M.

HIB/STAR/PALM

AREA 10 – INVITED SYMPOSIUM SESSION

Gender Issues in Post-Typographic Texts and Talk: Past, Present, and Future

Chair(s): Barbara Guzzetti, *Arizona State University*
Discussant(s): Donna Alverman, *University of Georgia*
 Suzanne Wade, *University of Utah*
 Thomas Angela, *University of Sydney*

A teacher-researcher offers insights into the role of gender when students collaborate through post-typographic text. Through computer collaboration, the teacher-researcher aimed to shift from traditional hierarchical instruction to student-centered learning that encourages the development of voice. The collaborations provided local, national, and international contexts for learning.

Gender Issues in Post-Typographic Texts and Talk: Past, Present, and Future

Marion Fey, *State University of New York at Geneseo*

10:15 A.M. – 11:45 A.M.

MICHAELANGELO

PAPER SESSION

Facilitating Professional Development Through Multiple Means

Chair(s): Judy A. Abbott, *West Virginia University*

1. Online Collaboration: Group Dynamics and Interactions in a Computer-Mediated Teacher Education Research Seminar

Chinwe H. Ikpeze, *University at Buffalo*

2. Teacher Initiated Staff Development on Developmental Spelling Instruction

Donita J. Massengill, *University of Kansas*
 Julie L. Grecian, *Pleasant Ridge Elementary School*

3. Meeting the demands of "Reading First": "The Reading Cadre" as a Professional Development Model

Judy A. Abbott, *West Virginia University*
 Cathy Thompson, *West Virginia Department of Education*
 Beverly Kingery, *West Virginia Department of Education*

10:15 A.M. – 11:45 A.M.

RAPHAEL

SYMPOSIUM SESSION

Power and Identity in New Language/Literacy Acquisition

Chair(s): Beverly Cox, *Purdue University*
Discussant(s): Charles A. Elster, *Sonoma State University*

This symposium explores social and cultural identity issues in relation to English Language Learners' (ELL) oral and written interactions in academic and non-academic social settings. Students' identity construction is linked to the issues of power, new language acquisition, and heritage language maintenance.

1. A Critical Discourse Analysis of Classroom Interactions: Gender, Ethnicity, and Power in an ELL Class

Xiaoning Chen, *Purdue University*

2. Oral Language Use and Social/Cultural Identity Construction: A Case Study of a Young Trilingual ELL Student

Olha Tsarykovska, *Purdue University*

3. What Hinders Language Learning?: Diary of a Japanese Exchange Student

Reiko Habuto Ilejji, *Purdue University*

**10:15 A.M. – 11:45 A.M. SANDRINGHAM
SYMPOSIUM SESSION**

The Impact of Text Characteristics on Second Graders' Readings and Retellings of Texts with Contrasting Story Structures

Chair(s): Prisca Martens, *Towson University*
Discussant(s): Yetta Goodman, *University of Arizona*

The purpose of this symposium is to report an in-depth analysis of the impact of text characteristics (i.e., linguistic features, plot structures, illustrations, etc.) on second graders' readings and retellings of children's literature texts with contrasting story structures. The relationship between children's readings, retellings, and text characteristics will be examined.

1. The Contrasting Characteristics of Texts

Lijun Jin, *Towson University*

2. Text Characteristics, Miscue Patterns, and Retellings

Poonam Arya, *Wayne State University*
Pat Wilson, *University of South Florida, Sarasota*
Prisca Martens, *Towson University*

3. The Relationship Between Retellings, Text Characteristics, and Children's Readings of Texts with Contrasting Structures

Prisca Martens, *Towson University*

analyzed to document teacher educators' and preservice teachers' changing knowledge and practice.

Deborah R. Dillon, *University of Minnesota*
David O'Brien, *University of Minnesota*
Vicki Olson, *Augsburg College*
Lori Helman, *University of Minnesota*
Rebecca Rapport, *University of Minnesota*
Judith Davison-Jenkins, *St. Cloud State University*
Mary Jacobson, *Augsburg College*
Karen Jorgensen, *University of Kansas*
Mark Vagle, *University of Minnesota*
Bonnie LaDuca, *College of St. Catherine*
Peggy DeLapp, *University of Minnesota*

**10:15 A.M. – 11:45 A.M. TRADE ROOM
ALTERNATIVE FORMAT**

Preparing Teachers for Urban Classrooms: Changing Attitudes, Building Understandings

Chair(s) & Discussant(s): Patricia Schmidt, *LeMoyne University*

This alternative session addresses issues of preparing preservice teachers for urban classrooms. Papers address the out-of-school literacies of African American children, pre-service teachers' interpretations of culturally responsive literacy teaching, pre-service teachers' understandings about children as a result of their study of cultural diversity issues and immersion in urban schools.

1. A Presentation of the Research

Althier M. Lazar, *Saint Joseph's University*
Patricia Schmidt, *LeMoyne University*
Patricia A. Edwards, *Michigan State University*
Gwendolyn M. Thompson McMillon, *Oakland University*
Jennifer D. Turner, *University of Maryland at College Park*
Mark Conley, *Michigan State University*

2. Participant Discussion

Althier Lazar, *Saint Joseph's University*

**10:15 A.M. – 11:45 A.M. WINDSOR
PAPER SESSION**

Literacy Teacher Preparation: Tools for Teacher Educators

Chair(s): George Kamberelis, *University at Albany-SUNY*

1. Moving and Shaking Literacy Teacher Preparation: Reports on Web-based Video Case Use from Literacy Professors Across Midwestern, Northeastern, and Southeastern United States

Ruby Sanny, *University of Illinois at Chicago*
William H. Teale, *University of Illinois at Chicago*

2. Diverse Constructivist Approach: Scaffolding Pre-Service Teachers' Media-based Literacy Instruction

Elaine P. Roberts, *University of West Georgia*
Cathleen Doheny, *University of West Georgia*
Donna Harkins, *University of West Georgia*

3. Developing A Tool for Assessing Pre-service Teachers' Understandings of Reading Comprehension Processes as Revealed in Written Think Alouds

Susan K. Villaume, *Auburn University*
Edna G. Brabham, *Auburn University*
Parichart Gaston-Thornton, *Auburn University*
Melinda Johnson, *Auburn University*
Connie Buskist, *Auburn University*

**10:15 A.M. – 11:45 A.M. SEVILLA
AREA 2 – INVITED SYMPOSIUM SESSION**

Literacy Coaching

Chair: Carole S. Rhodes, *Queens College, CUNY*

Literacy coaching is gaining in popularity across the country. What does the research suggest about this professional development model? What models of literacy coaching have been developed and tested? This session focuses on the emerging role of literacy coaches.

I. Literacy Coaches

Cathy Roller, *International Reading Association*

II. Models of Literacy Coaching

Rita Bean, *University of Pittsburgh*

III. Selecting the Peer Coach: Lessons from a Large Urban District

Douglas Fisher, *San Diego State University*
Diane Lapp, *San Diego State University*
Nancy Frey, *San Diego State University*
James Flood, *San Diego State University*

IV. Literacy Coaching and Schoolwide Supports in Secondary Schools

Gay Ivey, *James Madison University*
Douglas Fisher, *San Diego State University*

**10:15 A.M. – 11:45 A.M. THEATER
SYMPOSIUM SESSION**

Redesigning Literacy Preservice Education at Four Institutions: A Three-Year Collaborative Project

Chair(s): Deborah R. Dillon, *University of Minnesota*
Discussant(s): David O'Brien, *University of Minnesota*

This study presents the results of a project designed to strengthen literacy teacher preparation at four institutions of higher education. Teacher educators worked for three years to co-develop a new conceptual framework for literacy teachers; they also redesigned syllabi and developed common assessments and scoring rubrics. Data were collected and

Shannon Henderson, *Auburn University*
 Nancy Steinen, *Auburn University*
 Teri Prim, *Troy University*
 Judy Dye, *Troy University*

4. Show and Tell: The Effect of Modeling Instruction on the Potency of Pre-service Reading Instruction

Teri B. Prim, *Troy University*
 Bruce Murray, *Auburn University*
 Judith F. Dye, *Troy University*
 Edna Brabham, *Auburn University*

2. Risk, Literacy, and Youth Development in Work-Oriented Learning

Marta Albert, *University at Albany-SUNY*

3. Teachers' Exploration of Cultural Practices and Situated Literacies: Creating Rich Spaces in the Context of International Learning Experiences

Maria Luiza Dantas, *University of San Diego*

**1:15 P.M. – 2:45 P.M.
 ROUNDTABLE**

BAYFRONT A

**NOON – 1:00 P.M.
 PROGRAM CHAIR INVITED SESSION**

THEATER

Federal Funding Opportunities Through IES

Chair: Victoria Purcell-Gates, *University of British Columbia*

Information regarding opportunities and procedures, tips for proposal writing, and more is provided in this session, featuring Institute of Educational Sciences officer, Elizabeth Albro. NRCrs who have successfully applied for funding through IES will also be present to provide insights and to answer questions from audience members interested in applying for research funding from the U.S. Department of Education.

I. Funding Opportunities for Reading Research and Evaluation at IES

Elizabeth R. Albro, *National Center for Education Research, Institute of Education Sciences, U.S. Department of Education*

II. Q&A Panel of NRC Recipients of IES Funding

Georgia Garcia, *University of Illinois at Urbana-Champaign*
 Donald J. Leu, *University of Connecticut*
 Joanna Williams, *Teachers College, Columbia University*

**1:15 P.M. – 2:45 P.M.
 PAPER SESSION**

ALHAMBRA

Literacy in Communicative Contexts

Chair(s): Carol Lloyd, *University of Omaha*

1. Building Strength Together: Women Learning in Different Adult Education Contexts

Christopher Worthman, *DePaul University*

2. Parent Involvement in Children's English Language Learning

Trinidad J. Lewis, *California State University, Long Beach*

3. A Critical Discourse Analysis of Teachers' Talk about Literacy, Work, and Play

Karen E. Wohlwend, *The University of Iowa*

**1:15 P.M. – 2:45 P.M.
 PAPER SESSION**

BALMORAL

Situated Literacies

Chair(s): Dana Cammack, *Teachers College, Columbia University*

1. Integrative Review of Research on Reading in Kenyan Primary Schools

Hellen N. Inyega, *University of Georgia*
 Michelle Commeyras, *University of Georgia*

I. World War II and Beyond: How Middle School Students Use Inquiry as a Tool for Developing Critical Literacy Skills

Carol J. Delaney, *Southern Illinois University*

II. Exploring Teacher Explicitness: How to Scaffold Urban 5th Grade Students in an Integrated, Technology-Infused Science-Literacy Unit on Simple Machine

Christine C. Pappas, *University of Illinois at Chicago*
 Louanne I. Smolin, *University of Illinois at Chicago*
 Katrina Pavlik, *University of Illinois at Chicago*

III. The Effects of First and Second Language Instruction in South African Schools

Misty Sailors, *University of Texas at San Antonio*
 P. David Pearson, *University of California at Berkeley*

IV. Belief Development in Pre-service Teachers Learning to Teach Writing

Karen S. Kelley, *University of South Florida*

V. Engaged Literacies: A Model for Examining Teachers' Assignments and Students' Work in Secondary English/Language Arts Classrooms

Kendra Sisseron, *University of San Diego*
 Carmen Manning, *University of Wisconsin*
 David Jolliffe, *DePaul University*
 Annie Knepler, *University of Illinois*

VI. Preservice Secondary Teachers' Conceptions of Adolescents, Teaching for Understanding and Literacy Within Content Areas

Julia Reynolds, *Michigan State University*

**1:15 P.M. – 2:45 P.M.
 ALTERNATIVE FORMAT**

BAYFRONT B

Finding Ways to Make Knowledge Critical and Transformative: Organic Intellectuals

Chair(s): Peter Johnston

Public education has been under review for 35 years. Federal task forces and panels have studied our schools, students, programs and scores. We are being held to national standards and those who don't make the 'grade' are 'left behind.' The purpose of this session is to reconsider our roles as Gramsci's 'organic intellectuals' - those actively involved in struggles of change.

1. Education Matters: Teacher Education and the Struggle Against Nihilism

David Gabbard, *East Carolina University*

2. Using Social Software and Collaborative Inquiry to Help Interns Walk with Public Intellectuals

Todd Finley, *East Carolina University*

3. *Moving Beyond AR: Fostering Change Within A Rural School District*

Terry Atkinson, *East Carolina University*

4. *What Is at Stake in Current Federal Policies*

Paula Costello, *East Carolina University*

**1:15 P.M. – 2:45 P.M.
ALTERNATIVE FORMAT**

DUPONT/TUTTLE

Articulating a Theory of Critical Literacy Instruction

Chair(s): Mitzi Lewison, *Indiana University, Bloomington*

Discussant(s): Jerome C. Harste, *Indiana University, Bloomington*

The purpose of this session is to present an interactional model of critical literacy instruction. Participants will try out the efficacy of the model by using it as a tool to identify the personal and cultural resources, the critical social practices, and the critical stances taken on by teacher researchers and their students.

1. *Using Personal and Cultural Resources as an Entrée into Critical Literacy*

Chris Leland, *Indiana University, Indianapolis*

2. *Using Critical Social Practices to Enact a Critical Literacy Curriculum*

Mitzi Lewison, *Indiana University, Bloomington*

3. *Critical Stance as the Foundation of Critical Literacy Instruction*

Jerome C. Harste, *Indiana University, Bloomington*

4. *Morning Meeting Contradictions and Possibilities*

Lee Heffernan, *Childs Elementary and Indiana University*

5. *Providing Spaces in the Margins for Children of Migrant Workers*

Gerald Campano, *Indiana University, Bloomington*

**1:15 P.M. – 2:45 P.M.
PAPER SESSION**

ESCORIAL

Making Sense of Literacy Teaching: Teachers' Responses to Political, Cultural, and Contextual Factors

Chair(s): Robert Jimenez, *Vanderbilt University*

1. *Pleasure in Teaching: Carving Out Livable Spaces Through Narrative*

Renita R. Schmidt, *Furman University*

2. *Natalie: A Case Study of a Literacy Teacher Who Quit*

C. Stephen White, *George Mason University*
Debby Deal, *Loyola College in Maryland*

3. *Early Literacy Instruction in Mexico: Finding Congruence Between Theory and Practice*

Diane Sharken Taboada, *Berkely Unified School District*
Jill Kerper Mora, *San Diego State University*
Sofia Vernon, *Universidad Autonoma de Queretaro*

**1:15 P.M. – 2:45 P.M.
SYMPOSIUM SESSION**

FLAGLER

Negotiation, Reproduction, and Transformation Across Literacy Landscapes: Case Studies of Home/Community and School Transactions in Practices of Literacy

Chair(s): Kristen H. Perry, *Michigan State University*

Most research concerning literacy as social practice has taken place outside of formal schooling contexts. This symposium therefore presents four case studies that illustrate the meaningful ways in which participants negotiate, reproduce and/or transform the literacy practices that are available to them across home/community and school landscapes.

1. *Navigating Academic Literacy: Perspectives from Students within a 9th Grade English Classroom*

J. David Gallagher, *Michigan State University*

2. *Making Sense of Literacy Landscapes: A Case Study of a Sudanese Refugee Child's Literacy Practices in America*

Kristen H. Perry, *Michigan State University*

3. *Family Literacy Practices of Two Muslim Families in Malaysia: Language Patterns and the Three-Magnet Problem*

Maimunah Othman, *University of Nottingham*
Colin Harrison, *University of Nottingham*

**1:15 P.M. – 2:45 P.M.
SYMPOSIUM SESSION**

GUSMAN

Understanding Online Literacy Transactions: Studies of Reader Stance, Note-Taking, and Navigation

Chair(s): Lidong Li, *Oakland University*

The session presents four research papers that focus on different aspects of recent studies in efferent/esthetic reading and online transaction. Reports consist of theoretical and practical perspectives in the areas of transactional theory, hypertext reading, and online literacy, with discussion on limitations and implications of the studies.

1. *The Aesthetic-Efferent Continuum in Hypertext Literacy*

Lizabeth A. Guzniczak, *Oakland University*

2. *Understanding Reader Stance through Note-Taking during Online Reading*

Lidong Li, *Oakland University*

3. *Visualizing Online Reading Transactions*

John E. McEaney, *Oakland University*

4. *Case Studies: Effects of Reader Stance on Navigation, Note-Taking, and Essay Contents*

Kristine Allen, *Oakland University*

**1:15 P.M. – 2:45 P.M.
SYMPOSIUM SESSION**

HIB/STAR/PALM

A Model for the Organization and Delivery of a Distance Education Literacy Master's Program

Chair(s) & Discussant(s): Donald R. Bear, *University of Nevada, Reno*

Four papers describe the organization of a distance education Master's program that served 130 teachers in 24 schools at 12 sites. The papers highlight the activities in several courses, study the qualities of the interactions online, and examine how students shared their work in projects and culminating experiences.

1. The Development and Organization of a Distance Education Master's Program

Donald R. Bear, *University of Nevada, Reno*
 Gay Neuberger, *University of Nevada, Reno*
 James L. Middlebrooks, *University of Nevada, Reno*
 Reed Scull, *University of Nevada, Reno*

2. The Impact of a Distance Education Teacher/Researcher Methods Course on the Perceptions and Classrooms Practices of Literacy Teachers

Bob Ives, *University of Nevada, Reno*
 Cynthia Brock, *University of Nevada, Reno*

3. Reading Clinics through Distance Education: How Master's Students Put Their Learning into Practice in Mentored Tutoring Contexts

Lori Helman, *University of Minnesota*
 Donald R. Bear, *University of Nevada, Reno*
 Karen Carpenter, *University of Nevada, Reno*
 Carol Godwin, *University of Nevada, Reno*
 Sarah Negrete, *University of Nevada, Reno*
 Darl Venner, *University of Nevada, Reno*

4. Sharing Our Learning: Developing Online Interactions and Bringing Research and Practice together through a Culminating Project

Shane Templeton, *University of Nevada, Reno*
 Mike Patch, *University of Nevada, Reno*
 Judith Wilson, *University of Nevada, Reno*
 David L. Smith, *University of Nevada, Reno*
 Regina E. Smith, *University of Nevada, Reno*
 Connie Poulton, *University of Nevada, Reno*

1:15 P.M. – 2:45 P.M.
PAPER SESSION

MICHAELANGELO

Diverse Responses in an Era of Mandates

Chair(s): Maureen McLaughlin, *East Stroudsburg University of Pennsylvania*

1. Designing an Authentic Early Literacy Skills Assessment to Measure Progress in Economically, Geographically, and Culturally Diverse Preschool Populations

Andrea DeBruin-Parecki, *High/Scope Early Reading Institute*
 Marijata Daniel-Echols, *High/Scope Early Reading Institute*
 ZongPing Xiang, *High/Scope Early Reading Institute*

2. Hispanic students and the Phonological Awareness Literacy Screening (PALS): Trends in performance 1997-2005

Karen L. Ford, *University of Virginia*

3. Policy and The Reading Teacher: A Content Analysis of Policy Discourse in Four Practitioner Journals

Julie Ellison Justice, *Vanderbilt University*

1:15 P.M. – 2:45 P.M.
ALTERNATIVE FORMAT

RAPHAEL

Expanding Reflective Literacy Practices Through Digital Video Tools

Chair(s): Karen E. Smith, *University of Manitoba*

Studies of 4th graders using digital video tools to analyze their language development, and of first year interns analyzing their pedagogy provide the basis for an Analyst's ongoing critical commentary and extended audience discussion of the claims and warrants shared for the use of digital video in literacy pedagogy.

1. The Role of Digital Video in Promoting Self-Evaluation and Student Growth: 4th Graders

Ronald D. Kieffer, *The Ohio State University, Lima*

2. The Development of Critical Pedagogy Through Authoring Digital Video: Secondary English Teachers

Jamie Myers, *Pennsylvania State University*

3. Critical Analysis of the Video Cases

Karen E. Smith, *University of Manitoba*

1:15 P.M. – 2:45 P.M.
PAPER SESSION

SANDRINGHAM

Textual Practices

Chair(s): Jennifer Danridge-Turner, *University of Maryland at College Park*

1. "I Can't Ask Them to Curl Up With a Passage, Can I?"

Lori Czop Assaf, *Texas State University*
 Caitlin McMunn Dooley, *Georgia State University*

2. Multiliteracies: Exploring Intersections of Context, Activity, and Participants

Lisa Patel Stevens, *Boston College*

3. Exploring the Potential of Arts-based Instructional Contexts to Support Students' Acquisition of Disciplinary Literacies

Kathleen M. Collins, *University of San Diego*
 Breeanna Murphy, *University of San Diego*
 Melissa Showman, *Finney Elementary School*
 Dawne Miller, *Rogers Elementary School*
 Arman Sustal, *Hilltop Elementary School*

1:15 P.M. – 2:45 P.M.

PROGRAM CHAIR INVITED SESSION

SEVILLA

Writing for Teachers: Points from the Publishers

Chair: Susan L'Allier, *Northern Illinois University*

Literacy researchers are often frustrated when their findings never seem to be reflected in classrooms. Translating research into practical discourse for the classroom teacher is difficult. In this invited symposium, senior editors from 4 major publishers who market to teachers share suggestions and guidelines for writing for practitioners.

I. Ray Coutu/Scholastic Teaching Resources

II. Chris Jennison/Guilford Publications

III. Brenda Power/Stenhouse Publishers

1:15 P.M. – 2:45 P.M.

**DISTINGUISHED SCHOLAR AWARD
 RECIPIENT PRESENTATION**

THEATER

Chair: William Teale, *University of Illinois/Chicago*

The focus of emphasis in reading comprehension teaching seems to swing between "what readers bring to the text" and "what's in the text itself." With examples from recent programs, I will argue that, once again, principled integration is the best design.

Reading Comprehension in Classroom Discourse

Courtney Cazden, Charles William Eliot, Professor of Education, Emerita; *Harvard Graduate School of Education*

1:15 P.M. – 2:45 P.M.
ALTERNATIVE FORMAT

TRIANON

A Critical Analysis of Research on Learning to Teach Reading

Chair(s): Cathy Roller, *International Reading Association*

In 2003, the Board of Directors of IRA formed the Teacher Education Task Force that was charged with focusing the Association's efforts on teacher preparation. The Task Force will report the findings of a research synthesis on teacher preparation for reading instruction integrates the findings from both qualitative and quantitative studies.

1. *A Critical Analysis of the Research Literature on Learning to Teach Reading*

Cathy M. Roller, *International Reading Association*
Victoria J. Risko, *Peabody College of Vanderbilt University*
Rita Bean, *University of Pittsburgh*
Cathy Collins Block, *Texas Christian University*
Patricia L. Anders, *University of Arizona*
Carrice Cummins, *Louisiana Tech University*
James Flood, *San Diego State University*
MaryEllen Vogt, *International Reading Association*

1:15 P.M. – 2:45 P.M.
ALTERNATIVE FORMAT

WINDSOR

Multiple Forms of Reflective Practice in Reading Clinic Internships

Chair(s): Sharon M. Pitcher, *Towson University*
Discussant(s): Sharon M. Peck, *SUNY Geneseo*

This session explores how multiple types of reflection are used in reading clinic settings. Reflection strategies shared include Behind the Glass peer-evaluations, reflection logs, analyzing assessments, and focus groups. Participants will have the opportunity to participate in a discussion on the role reflection plays in teaching and learning.

1. *Behind the Glass Peer-Evaluation and Reflection*

Pamela J. Dunston, *Clemson University*
Kathy N. Headley, *Clemson University*

2. *Using Reflection Logs for Personal and Professional Growth*

Elizabeth Dicembre, *Towson University*

3. *Assessments and Evaluations: What Do They Suggest to Us*

Sharon M. Pitcher, *Towson University*

4. *What Was Learned From Project Urban Outreach*

Sarah Pasko, *Towson University*

3:00 P.M. – 4:30 P.M.
PAPER SESSION

ALHAMBRA

ESOL Learning in the Classroom

Chair(s): Monica Gordon Pershey, *Cleveland State University*

1. *"So that you'll be good readers": ESL teachers' classroom discourses about reading*

Megan Madigan Peercy, *Rice University*

2. *Delivery of Oral Language and Reading Instruction in an ESOL Classroom*

Millicent I. Kushner, *University of Maryland at College Park*
Seunghyun Baek, *University of Maryland at College Park*
Min-Tun Chuang, *University of Maryland at College Park*

3. *Using a Spanish Names Test for Phonics Assessment*

Diane S. Kaplan, *Texas A&M University*

3:00 P.M. – 4:30 P.M.
SYMPOSIUM SESSION

BALMORAL

Patterns of Orthographic Development Among Older Learners, Grades 8 and 10

Developmental spelling investigations undertaken since Read's (1971) seminal study have overwhelmingly focused on elementary-age children. Developmental researchers have extended the frontiers of the stage model through investigations with older students. Theoretical underpinnings, orthographies, and statistical approaches to isolate these upper stages patterns are discussed.

1. *Upper-Level Word Knowledge and Spelling Development: Theoretical Underpinnings*

Donald R. Bear, *University of Nevada, Reno*

2. *Charting the Orthographic Knowledge of Older Learners, Grades 8-10*

William L. Edwards, *Missouri Southern State University*

3. *Lessons Learned: A Statistical Perspective*

David F. Richards, *Northeastern State University*

4. *Future Directions of Developmental Spelling Tasks with Older Learners*

Shane Templeton, *University of Nevada, Reno*

3:00 P.M. – 4:30 P.M.
ROUNDTABLE

BAYFRONT A

I. *Writing Instruction for English Learners*

Eugenia R. Mora-Flores, *University of Southern California*

II. *A Study of Elementary Schools Preparing Grade Three Students for Success on the Florida Comprehensive Assessment Test in Reading*

Gwyn E. Lightsey, *University of South Florida St. Petersburg*
Brianna L. Reck, *University of South Florida St. Petersburg*

III. *The Impact of Field Experience upon Online Method Courses*

Martha H. Dillner, *University of Houston Clear Lake*

3:00 P.M. – 4:30 P.M.
ALTERNATIVE FORMAT

BAYFRONT B

Cognitive Strategy Instruction vs. Responsive Engagement Instruction, Year 2: Implementation of a Quasi-Experiment

Chair(s) & Discussant(s): Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*

This symposium focuses on the implementation of a quasi-experiment testing elementary teachers' implementation of cognitive strategy, responsive engagement, and vocabulary instruction (the treated control) with students in low-income schools. Panel members will report on the quasi-experiment, followed by break-out sessions on site implementation in California, central Illinois, Chicago, and Minnesota.

1. *Purpose and Theoretical Framework*

Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*

2. *Research Design and Student Assessments*

Katherine A. D. Stahl, *University of Illinois at Urbana-Champaign*

3. *Professional Staff Development and Instructional Implementation*

Eurydice B. Bauer, *University of Illinois at Urbana-Champaign*

4. Comparative Findings on Student Performance and Teacher Implementation

Barbara M. Taylor, *University of Minnesota*

5. Methodological Issues related to Implementation of a Quasi - Experiment

P. David Pearson, *University of California, Berkeley*

6. Breakout Session—California

Vicki L. Benson, *University of California, Berkeley*
 JuliAna Avila, *University of California, Berkeley*
 Jessica Zacher, *University of California, Berkeley*
 P. David Pearson, *University of California, Berkeley*

7. Breakout Session—Central Illinois

Eurydice B. Bauer, *University of Illinois at Urbana-Champaign*
 Kay A. D. Stahl, *University of Illinois at Urbana-Champaign*
 Pamela Nielsen, *University of Illinois at Urbana-Champaign*

8. Breakout Session—Chicago

Teresa Mendez Bray, *University of Illinois at Urbana-Champaign*
 Laura Engel, *University of Illinois at Urbana-Champaign*
 Mariana Alvayero, *University of Illinois at Urbana-Champaign*
 Raul Mora, *University of Illinois at Urbana-Champaign*
 Kim Garley, *University of Illinois at Urbana-Champaign*
 Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*
 Joan Primeaux, *University of Illinois at Urbana-Champaign*

9. Breakout Session—Minnesota

Monica Marx, *University of Minnesota*
 Ceil Critchley, *University of Minnesota*
 Michelle Botkin, *University of Minnesota*
 Barbara M. Taylor, *University of Minnesota*

**3:00 P.M. – 4:30 P.M.
 ALTERNATIVE FORMAT**

DUPONT/TUTTLE

Through the Looking Glass: Viewing Adolescent Literacy through Multiple Lenses and Multiple Literacies

Chair(s): Victoria Gentry Ridgeway, *Clemson University*

Discussant(s): Rebecca D. Hunt, *Marygrove College*
 Sharon Pitcher, *Towson University*
 Stephen Mogge, *Towson University*
 Sharon M. Peck, *SUNY Geneseo*
 Pamela J. Dunston, *Clemson University*
 Kathy N. Headley, *Clemson University*
 Lettie K. Albright, *Texas Woman's University*
 Carol J. Delaney, *Southern Illinois University*
 Nancy T. Walker, *University of La Verne*
 Krishna Seunariningsih, *University of the West Indies*
 Elizabeth G. Sturtevant, *George Mason University*

The purpose of this Alternative Format session is to explore findings from a qualitative analysis of adolescents' responses to the Conversational Interview portion of the Adolescent Motivation to Read Profile. Themes that emerged from the data will be presented and discussed in order to generate new questions for inquiry.

1. Conceptions and Practices: What Counts as Literacy?

Victoria Gentry Ridgeway, *Clemson University*
 Rebecca D. Hunt, *Marygrove College*
 Sharon Pitcher, *Towson University*
 Stephen Mogge, *Towson University*

2. In- and out-of-school literacies: How can third space inform our work with adolescents?

Sharon M. Peck, *SUNY Geneseo*
 Pamela J. Dunston, *Clemson University*

Kathy N. Headley, *Clemson University*
 Lettie K. Albright, *Texas Woman's University*

3. Convergence: Who and/or what motivates adolescents to read?

Carol J. Delaney, *Southern Illinois University*
 Nancy T. Walker, *University of La Verne*
 Krishna Seunariningsih, *University of the West Indies*
 Elizabeth G. Sturtevant, *George Mason University*

**3:00 P.M. – 4:30 P.M.
 SYMPOSIUM SESSION**

FLAGLER

We're NOT Reading "Too Much" into the Books: The Application of Critical Theories within the Context of Children's Literature

Chair(s): Lawrence Sipe, *University of Pennsylvania*

One contentious debate that takes place within the context of children's literature revolves around the inclusion or exclusion of political dimensions in addition to aesthetic concerns (Harris, 1999). We assert that children's literature is indeed political and that the application of critical theories can provide valuable insights for teachers, teacher educators as well as authors, reviewers and scholars of children's literature. In this session Scholastic book club order forms and children's literature will be analyzed through the lens of critical discourse analysis, critical race theory and feminism.

1. "Someday somebody's going to come along and knock this old fence down": A Critical Discourse Analysis of the Construction of White Allies in Children's Literature

Gretchen Lee, *Washington University in St. Louis*
 June Christian, *Washington University in St. Louis*
 Rebecca Rogers, *Washington University in St. Louis*

2. Innocent Though They May Seem . . . : A Critical Race Theory Analysis of Firefly and Seesaw Scholastic Book Club Order Forms

Jonda C. McNair, *Clemson University*

3. Ophelia, Interrupted: Reading Women's Memoir as Young Adult Literature

Elizabeth Marshall, *University of Maryland, College Park*

**3:00 P.M. – 4:30 P.M.
 ALTERNATIVE FORMAT**

GUSMAN

Differentiating Instruction for Diverse Literacy Learners: An Action-Based Professional Development Project

Chair(s): Nancy Flanagan Knapp, *University of Georgia*

Following an overview of an innovative professional development project that supported teachers in developing, implementing and assessing action plans to enhance literacy learning for diverse students in their own classrooms, participants will investigate their choice of five teachers' plans, including summary results, student products, and audiotaped reflections by each teacher.

1. Project Overview

Nancy Flanagan Knapp, *University of Georgia*
 Meca R. Williams, *University of Georgia*

2. Small Group Investigations of Teacher Projects

Meca R. Williams, *University of Georgia*
 Nancy Flanagan Knapp, *University of Georgia*

3:00 P.M. – 4: 30 P.M.
AREA 9 INVITED SYMPOSIUM

ESCORIAL

Reader Response and Critical Stances

Chair: Sarah Beck, *New York University*
Discussants: Pat Enciso, *Ohio State University*
Larry Sipe, *University of Pennsylvania*

This session addresses issues associated with research on readers' constructions of text meaning; the influences of race, class, and gender differences on readers' responses, particularly in diverse classroom settings; instructional methods for fostering critical stances in literary response; and the influence of testing on the literature curriculum and instruction.

I. Studying Dialogic Tensions in the Constructions of Text and Lived Worlds as Mediated by Narratives, Genres, and Language

Richard Beach, *University of Minnesota*

II. Increasing Opportunities for Literary Engagement and Critical Stances: Issues of Access for All Students in the Age of NCLB

Karla Möller, *University of Illinois at Urbana-Champaign*

3:00 P.M. – 4:30 P.M.
SYMPOSIUM SESSION

HIB/STAR/PALM

Adolescent Literacy: Curricular Intersections of Research, Practice, and Policy

Chair(s): Lisa Patel Stevens, *Boston College*
Discussant(s): Donna E. Alvermann, *University of Georgia*

The discourses of accountability and measurement are prevalent throughout education, and quite specifically towards literacy education. While much attention, discussion, and articulation has taken place within the field of literacy education for young readers, a predictable but unsatisfactory gap exists in a concurrent exploration of literacy curriculum and pedagogy for older readers. In this symposium, we explore the most pressing issues, challenges, and trends currently facing conceptualizations of secondary literacy. The presentations in this symposium will draw from the more traditional areas of secondary literacy research, including content area literacy and support for struggling readers, as well as more recent areas of inquiry, such as multi-mediated literacies and critical literacy.

1. New Literacies, Enduring Problems?: Comparing Under- and Over-Capitalized Adolescent Readers' Internet Practices

Phillip Wilder, *Champaign Central High School*
Mark Dressman, *University of Illinois at Urbana Champaign*

2. Adolescent Literacy and Citizenship in New(er) Times

Helen Harper, *University of Nevada Las Vegas*
Thomas W. Bean, *University of Nevada Las Vegas*

3. Young People and Literacy: Locating Generative Policies

Lisa Patel Stevens, *Boston College*

4. Adolescent Literacy as a Domain of Study, Practice, and Policy

Elizabeth Birr Moje, *University of Michigan*

3:00 P.M. – 4:30 P.M.
PAPER SESSION

MICHAELANGELO

Literacy Practices In and Out of School

Chair(s): Gerald Camano, *Indiana University*

1. An Exploration of Chinese American High School Students' In- and Out-of-School Literacy Practices

Ellen C. Wang, *Northwestern University*

2. Valuing Family Literacy: What Do Parents Think?

James Anderson, *University of British Columbia*
Fiona Morrison, *Langley School District*

3. Literacy Outside of School: Case Study of a Sudanese Family's Access and Use of Print Materials in Everyday Practices

Guofang Li, *University at Buffalo, SUNY*

3:00 P.M. – 4:30 P.M.
ALTERNATIVE FORMAT

RAPHAEL

What Research Needs to be Conducted to Discover What Issues in Preschool Age Children Impact the Successful Acquisition of Reading in School?

Chair(s): Alan Farstrup, *International Reading Association*
Discussant(s): Richard Long, *International Reading Association*

Research done to evaluate the benefits of preschool have found that children who have high quality pre-kindergarten experiences with an emphasis on language auditory are more likely to acquire strong language and literacy skills that translate into achievement in the early grades and throughout schooling. If a child does not have the appropriate language development at age three, he or she is not likely to succeed in school. With quality preschool, a child can catch up and go on to be successful. The benefits of having a preschool education are found across economic backgrounds, although children from families with the least formal education and lowest incomes appear to benefit the most.

Understanding Early Literacy Through Current Large-scale Studies

Lesley M. Morrow, *Rutgers University*
Alan Farstrup, *International Reading Association*
Richard Long, *International Reading Association*
Tim Shanahan, *University of Illinois*
Patton Tabors, *Harvard Graduate School of Education*
Cathy Roller, *International Reading Association*

3:00 P.M. – 4:30 P.M.
SYMPOSIUM SESSION

SANDRINGHAM

Conceptions of Narrative in Non-Traditional Environments

Chair(s): Charles K. Kinzer, *Teachers College, Columbia University*
Discussant(s): Kurt D. Squire, *University of Wisconsin-Madison*

New environments are redefining literacy and literacy practices. However, while non-traditional environments incorporate the visual elements in traditional print materials, they still may be categorized as either narrative or expository. This symposium looks at various non-traditional environments to explore the question of narrative construction and definition.

1. Considering Narrative in New Environments

Charles K. Kinzer, *Teachers College, Columbia University*

2. Examining Narrative as Sequential "Sense" in Comics

Jonathan Bresman, *Teachers College, Columbia University*

3. Narrative Strategies in Improvisational Storytelling

Jessica Hammer, *Teachers College, Columbia University*

3:00 P.M. – 4:30 P.M. SEVILLA
**TECHNOLOGY COMMITTEE
 INVITED SYMPOSIUM**

Chair(s): Mary S. Love, *University of Georgia*

Reading Laboratory: How Hypertext Opens the Black Box of Reading
 Jane Yellowlees Douglas, *University of Florida*

The author reports on research that uses work on hypertext and new brain imaging technologies to examine what makes for highly readable, efficient prose.

3:00 P.M. – 4:30 P.M. THEATER
SYMPOSIUM SESSION

Discourses of gender and literacy

Chair(s): Kim Lenters, *University of British Columbia*

This symposium offers critical insights into how gender, gendered literacy practices and gender inequality are being reproduced and resisted in a diverse range of texts and contexts. Time will be allocated for members concerned with these issues to reflect on and discuss current research findings, implications and directions.

1. *Advising for Inequity: Mothering gender and literacy*

Suzanne Smythe, *University of British Columbia*

2. *Boys' and Girls' Actual and Perceived Reading Preferences in First and Second Grade*

Marilyn Chapman, *University of British Columbia*
 Margot Filipenko, *University of British Columbia*
 Marianne McTavish, *University of British Columbia*
 Jon Shapiro, *University of British Columbia*
 Celine Sze, *University of British Columbia*

3:00 P.M. – 4:30 P.M. WINDSOR
SYMPOSIUM SESSION

Key Issues in Teaching and Learning of Literature: Exploring Understanding of Text and Response, Diversity and Access, Pedagogy and Testing in an Evolving Field

Chair(s): Pat Enciso, *Ohio State University*

This session addresses issues associated with research on readers' constructions of text meaning; the influences of race, class, and gender differences on readers' responses, particularly in diverse classroom settings; instructional methods for fostering critical stances in literary response; and the influence of testing on the literature curriculum and instruction.

1. *Key Issues in Teaching and Learning of Literature: Exploring Understandings of Text and Response, Diversity and Access, Pedagogy and Testing in an Evolving Field*

Karla J. Möller, *University of Illinois at Urbana-Champaign*
 Richard Beach, *University of Minnesota*

2. *Increasing Opportunities for Literary Engagement and Critical Stances: Issues of Access for All Students in the Age of NCLB*

Karla J. Möller, *University of Illinois at Urbana-Champaign*

4:45 P.M. – 6:00 P.M. VERSAILLES
PLENARY SESSION

Chair: Nell K. Duke, *Michigan State University*

I. *Announcements*

Victoria Purcell-Gates, *University of British Columbia*

II. *Edward B. Fry Book Award Presentation*

Janice Strop, *Cardinal Stritch University*

III. *Introduction of the Speaker*

Nell K. Duke, *Michigan State University*

IV. *Plenary Address*

How the Mind Meets the Brain in Literacy: New Perspectives from Reading Science

Charles Perfetti, University Professor of Psychology; Senior Scientist & Associate Director, Learning Research & Development Center, *University of Pittsburgh*

8:00 A.M. – 10:00 A.M. ALHAMBRA
ALTERNATIVE FORMAT

Scaffolding Readers on the Web: Customizing Comprehension and Assessment Experiences for Diverse Learners

Chair(s): Bridget Dalton, *Center for Applied and Special Technology, CAST*

This alternative symposium brings together researchers from three projects that are investigating how students learn and communicate on the Internet, with a focus on how both online and offline supports and instruction may scaffold diverse learners to ensure full participation and productive learning for all.

1. *Internet Reciprocal Teaching: Connecting Print and New Literacies in a Science Inquiry Project*

Jill Castek, *University of Connecticut*

2. *Scaffolding Strategic Reading and Viewing of Multimedia Websites*

Bridget Dalton, *Center for Applied and Special Technology, CAST*
 Patrick Proctor, *Center for Applied and Special Technology, CAST*
 Naomi Hupert, *Center for Learning and Technology*

3. *Scaffolding Readers on the Internet: Pairing Assessment and Instruction of Online Reading Comprehension*

Julie Coiro, *University of Connecticut*

8:00 A.M. – 10:00 A.M. BALMORAL
ALTERNATIVE FORMAT

Multiple Perspectives on Multiliteracies: An Examination of Two Multiliteracies-Oriented Classrooms

Chair(s): Sheila Benson, *The University of Iowa*
Discussant(s): Margaret Finders, *Washington University*

This session presents findings from two longitudinal studies of multiliteracies-oriented classrooms. The researcher and classroom teacher from each site will present their findings, followed by a tracing of pedagogical implications and a discussion about how a multiliteracies perspective in literacy classrooms can improve students' literacy development.

1. *"A Restart of what Language Arts is": Using Multiliteracies to Re-vision Secondary Language Arts Instruction*

Sheila Benson, *The University of Iowa*
 Michael Ayers, *The University of Iowa*

2. *Multiliteracies in Early Childhood Education*

Tammy Everett, *The University of Iowa*
 Julie Elliott, *Lamoni Community School*

8:00 A.M. – 10:00 A.M. BAYFRONT B
SYMPOSIUM SESSION

"Ain't I a woman": Female Literacy Educators Talk About Balancing Career, Families, Children, and Personal Lives

Chair(s): Doris Walker-Dalhouse, *Minnesota State University Moorhead*
Discussant(s): Jennifer Danridge Turner, *University of Maryland at College Park*
 Mary McVee, *State University at Buffalo*

In 1827, Sojourner Truth, a former Negro slave, asked the question, "Ain't I a Woman?" in a speech which fueled the women's suffrage movement. This symposium will bring together a panel of distinguished women scholars in literacy to respond to the challenges that women face in

balancing careers, families, children and personal lives during their journey toward the academic milestone of tenure in research institutions.

Moderator: Gwendolyn Thompson McMillon, *Oakland University*

Panelists: Barbara M. Taylor, *University of Minnesota*
 Elizabeth Birr Moje, *University of Michigan*
 Susan Florio-Ruane, *Michigan State University*

8:00 A.M. – 10:00 A.M. DUPONT/TUTTLE
SYMPOSIUM SESSION

Fostering Institutional Critique and Change in Readers' Stances through Responding to Multicultural Literature

Chair(s): Richard Beach, *University of Minnesota*
Discussant(s): Loukia Sarroub, *University of Nebraska*

This symposium focuses on readers' development of institutional critique in response to multicultural literature in two different settings. The results presented indicate that, in adopting discourses of class, race, and gender, readers move towards critique of larger institutional forces operating in texts. They also shift in their stances through participation in dialogic tensions in discussions.

1. *Theoretical Perspectives on Fostering Systemic Critique of Institutional Forces and Systems Operating in Literary Texts*

Richard Beach, *University of Minnesota*

2. *Rethinking Race and Identity: Discussions of Multicultural Literature in a Teacher Study Group*

Cynthia Lewis, *University of Iowa*

3. *Impacts of Social Negotiations on Girls' Willingness to Engage in Institutional Critique Related to Multicultural Literature*

Amanda Thein, *University of Minnesota*

8:00 A.M. – 10:00 A.M. ESCORIAL
SYMPOSIUM SESSION

Examining Children's Literary Responses through the Perspective of Response Styles

Chair(s): Kathy G. Short, *University of Arizona*
Discussant(s): Carmen Martinez Roldán, *Arizona State University*

This symposium highlights studies that analyze children's responses to literature through creating profiles of particular children or literature discussion groups to identify the "response style" of that child or group. Children orchestrate their talk to create a particular response style/approach that frames how that group or child thinks and talks about literature.

1. *Children Transact with Nonfiction: Reader Response Styles of Elementary School Children*

Mary Starrs Armstrong, *University of Arizona*

2. *Young Latinas' Response Styles: Personal Life Stories as Tools for Meaning-Making*

Julia Lopez-Robertson, *Tucson Unified School District*

3. *Engagement with Literature and Peers: Thought Styles within Peer-Led Literature Circles*

Tracy Smiles, *Western Oregon University*

**8:00 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT**

FLAGLER

Answering Ourselves: Imagining Bakhtinian Literacy Classrooms

Chair(s): Bob Fecho, *University of Georgia*

The facilitators of this alternative session—all teacher educators who have used Bakhtin to theorize their work—will deliver their visions of such literacy theory as it might transact with elementary, middle school, and high school learners. The remainder of the session will be a dialogue among participants—first in focus groups and then in the large group—in order to examine possibilities for such literacy frameworks.

1. ***Bakhtin and Literacy Classrooms***
Bob Fecho, *University of Georgia*
2. ***Bakhtin and Elementary Literacy Classrooms***
Eurydice Bauer, *University of Illinois*
3. ***Bakhtin and Middle School Literacy Classrooms***
Stergios Botzakis, *University of Georgia*
4. ***Bakhtin and High School Literacy Classrooms***
Cynthia Greenleaf, *WestEd*

**8:00 A.M. – 10:00 A.M.
SYMPOSIUM SESSION**

GUSMAN

Contemporary Theory and Research on Multiple Texts in Secondary Classrooms

Chair(s): Nancy T. Walker, *University of La Verne*
Discussant(s): David O'Brien, *University of Minnesota, Twin Cities*

This symposium investigates teachers and students' practices with multiple texts in secondary classrooms. The presenters draw on Alexander's Model of Domain Learning, Craft Knowledge and Activity Theory to illuminate the possibilities of textual experiences in the classroom and the impact on professional and principled practices.

1. ***Secondary Students' Views of Multiple Text Use in English and Social Studies***
Nancy T. Walker, *University of La Verne*
Thomas W. Bean, *University of Nevada, Las Vegas*
Benita Dillard, *University of Nevada, Las Vegas*
Deborah Whitt, *University of Nevada, Las Vegas*
Julia Reynolds, *Michigan State University*
Cynthia Hynd Shanahan, *University of Illinois at Chicago*

**8:00 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT**

HIB/STAR/PALM

Reading First: Cornerstone, Headstone, or Milestone?

Chair(s): Sandra J Moore, *Radford University*
Discussant(s): Elizabeth Barber, *Radford University*

Graduates of our teacher education programs face complex issues regarding literacy instruction. This session examines literacy preservice teacher preparation within a social, political and economic context; presents issues faced and lessons learned regarding Reading First from multiple perspectives; and generates possibilities for changing literacy preservice teacher education to one that assumes a more critical stance.

1. ***Introduction to Alternative Format Session***
Sandra J Moore, *Radford University*

2. *Reader's Theatre – The Complexities of Literacy Instruction in a Social, Political, and Economic Context*

Donald Langrehr, *Radford University*
Robert McCracken, *Radford University*
Susan Gummere, *Radford University*
Kim Poindexter, *Burnt Chimney Elementary School*
Jessica Wilkerson, *Falling Branch Elementary School*
Debora Bays, *Radford University*
Jennifer Jones, *Radford University*

3. *Personal Narratives of Educators*

Robert McCracken, *Radford University*
Susan Gummere, *Radford University*
Kim Poindexter, *Burnt Chimney Elementary School*
Jessica Wilkerson, *Falling Branch Elementary School*
Debora Bays, *Radford University*
Jennifer Jones, *Radford University*
Donald Langrehr, *Radford University*

4. *Small Group Discussion*

Sandra Moore, *Radford University*

5. *Final Reflections*

Elizabeth Barber, *Radford University*

**8:00 A.M. – 10:00 A.M.
SYMPOSIUM SESSION**

MICHAELANGELO

Transforming Our Worlds: Urban Educators and Students (Re)frame Audio and Visual Images Through Critical Intertextual Practices

Chair(s): Nadjwa E.L. Norton, *City College*
Discussant(s): Iris Taylor, *Teachers College*

This symposium will examine how urban educators and students utilize critical intertextual practices to challenge marginalizing and negative constructions. The centerpiece will be the analysis of audio and visual texts that (re)frame urban identities by constructing urban people as knowledge producers and activists with a vast array of literacies practices.

1. ***A Pre-adolescent Girl's Stories About Injustice and Inequity***
Lisa A. Simon, *City College - City University of New York*
2. ***Critical Intertextuality and the Transformation of Cultural Texts***
Charles Malone, *City College - City University of New York*
3. ***Children Constructing Their Spiritual Identities***
Nadjwa E.L. Norton, *City College - City University of New York*

**8:00 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT**

RAPHAEL

Online Literature Discussions: Perceptions of History, Race, and Class

Chair(s): Joan M. Zaleski, *Hofstra University*

The session describes an online literature discussion involving two demographically different groups of teacher candidates. Researchers from each site represent the experiential positions taken by suburban White and urban Black and Latina participants as they talked to one another on line and off.

1. ***What is Normal Prejudice?***
Sally A. Smith, *Hofstra University*
Judith Y. Singer, *Long Island University Brooklyn Campus*
Joan M. Zaleski, *Hofstra University*
2. ***I'm Glad Things Aren't Like That Now***
Sally A. Smith, *Hofstra University*

8:00 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT

SANDRINGHAM

Mediating Teachers' Learning About Discussion and Comprehension through Transcript Analysis

Chair(s): Linda L. Kucan, *University of Pittsburgh*
Discussant(s): Annemarie S. Palincsar, *University of Michigan*

This session provides teacher educators with information about transcript analysis as an activity that can support teachers in learning how to plan for discussions that support students in making sense of text ideas. Specific tools and approaches for supporting teachers in analyzing and reflecting on their transcripts will be shared.

1. **Overview**

Linda L. Kucan, *University of Pittsburgh*
Theresa A. Deeney, *University of Rhode Island*
Annemarie S. Palincsar, *University of Michigan*

2. **Transcripts as Data**

Linda L. Kucan, *University of Pittsburgh*

3. **Tools for Mediating Transcript Analysis**

Linda L. Kucan, *University of Pittsburgh*

4. **Transcript Excerpts as Sites of Critical Inquiry**

Theresa A. Deeney, *University of Rhode Island*

5. **Straight Talk from Teachers who Transcribed and Survived**

Linda L. Kucan, *University of Pittsburgh*
Theresa A. Deeney, *University of Rhode Island*

8:00 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT

THEATER

Researching the New Literacies: Reflections on and Projections for Inquiry

Chair(s): Elaine Rubinstein-Ávila, *University of Arizona*

1. **Gender and the New Literacies**

Kathy Sanford, *University of Victoria*

2. **Resistance Through New Literacies: Changing Knowledge, Research and Practice**

Guy Merchant, *Sheffield Hallam University*

3. **Implications of the New Literacy Studies for Instruction and Teacher Education**

Shelley Hong Xu, *California State University*

4. **New Literacy Studies in an Accountability-Driven Climate**

Michele Knobel, *Montclair State University*

5. **Good, Bad and Whatever: The Research Implications of Affinity Spaces, Trustworthiness and New Literacy Practices**

Donna Alvermann, *University of Georgia*

6. **Juxtaposing Research on New Literacies in an Atmosphere of Scientifically-Based Research**

Barbara Guzzetti, *Arizona State University*

8:00 A.M. – 10:00 A.M.
ALTERNATIVE FORMAT

TRIANON

International Perspectives: Literacy Development and Instructional Practices in International Contexts

Chair(s): Colin Harrison, *University of Nottingham*

Sponsored by the NRC International Committee, in this poster session, presenters will share their literacy work in international contexts. The posters will include descriptive information about the current literacy context in six countries, as well as discussions of research findings from projects being completed in these countries. Participants will be invited to peruse the various posters and visit with the presenters, who will informally discuss their experiences and research. Summaries of the research papers will be made available to participants.

1. **Listen to the Children: Reflecting on Chinese Literacy Instruction**

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

2. **Pre-Literacy Development in China**

Nancy Pine, *Mount St. Mary's College*

3. **Exploring our International Perspectives on Testing Implications for Literacy**

Amma Akrofi, *Texas Tech University*
Robin Griffith, *Texas Tech University*
Carole Janisch, *Texas Tech University*
Mellinee Lesley, *Texas Tech University*
Xiaoming Liu, *Texas Tech University*
Shobha Sinha, *Delhi University, India*
Sribhagyam Srinivasan, *Texas Tech University*

4. **Approaches to Teacher Empowerment in Hong Kong**

Gertrude Tinker Sachs, *Georgia State University*

5. **Context of Education in Ugandan Primary Schools**

Jill Jenkins, *George Mason University*

6. **Student Learning Through Cross-Cultural Pen-Pal Letters**

Mary Alice Barksdale, *Virginia Tech*
Carol Watson, *West Virginia State University*
Eun Soo Park, *Virginia Tech*

8:00 A.M. – 10:00 A.M.
SYMPOSIUM SESSION

WINDSOR

Debunking the Deficit Perspective: A New Look at Literacy Learning in Multilingual Play Contexts

Chair(s): Susi Long, *University of South Carolina*
Discussant(s): Eve Gregory, *University of London*

This presentation shares findings from three cross-cultural studies of children learning language and literacy through sociodramatic play. A syncretic lens is used to counter deficit perspectives by highlighting children's expertise in drawing from multiple linguistic and cultural worlds to create new arenas for learning and teaching.

1. **An American Child Plays with Icelandic Peers**

Susi Long, *University of South Carolina*

2. **Siblings As Teachers and Learners in London's East End**

Eve Gregory, Goldsmiths College, *University of London*

3. **Puerto Rican Children's Collaborative Symbolic Play at Home**

Dinah Volk, *Cleveland State University*

**8:30 A.M. – 10:00 A.M. TRADE ROOM
PROGRAM CHAIR INVITED SESSION**

Research Methodology Series: Researchers Think-Aloud About Designs

Chair(s): Nell K. Duke, *Michigan State University*
Marla H. Mallette, *Southern Illinois University*

Series presenters will be available at round tables to answer questions and provide advice for graduate students and others who are designing their own studies.

Workshop on Research Design

James Baumann, *University of Georgia*
Nell K. Duke, *Michigan State University*
Linda Labbo, *University of Georgia*
Darrel Morris, *Appalachian State University*
Rebecca Rogers, *Washington University in St. Louis*
James Schreiber, *Michigan State University*
M. Cecil Smith, *Northern Illinois University*
Suzanne Wade, *University of Utah*
Joanna Williams, *Teachers College, Columbia University*

**10:30 A.M. – NOON VERSAILLES
NRC ANNUAL RESEARCH REVIEW**

Chair: Jan Hare, *University of British Columbia*

I. Albert J. Kingston Award Presentation

Laura Smolkin, *University of Virginia*

II. Introduction of the Speaker

Jan Hare, *University of British Columbia*

***III. 2005 NRC Research Address Review
Critical Action Research and Literacy Education: A Review of
the Literature***

Ernest Morrell, *University of California, Los Angeles*

**12:45-1:45 P.M. VERSAILLES
AFTERNOON RESEARCH KEYNOTE ADDRESS**

***Why Are So Many Minority Students in Special Education?
Understanding Race and Disability in Schools***

Janette Klingner, *University of Colorado*

Leveling the Playing Field for English Language Learners

Program Committee: Leveling the Playing Field for English Language Learners

Chair: Patricia A. Edwards, *Michigan State University*

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Angela Tanis, *Michigan State University*
Mary Tomczyk, *Michigan State University*
Kim Wolbers, *Michigan State University*
Shenglan Zhang, *Michigan State University*

Saturday 12.03.04 Schedule	7:30 – 8:00 A.M.	Early Bird Registration
	8:00 – 10:00 A.M.	Early Bird Research Sessions (see pp. 46-49)
	9:30 – 10:30 A.M.	Registration/Coffee
	10:30 – Noon	2005 NRC Research Review
	Noon – 12:45 P.M.	Lunch (on your own)
	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

NRC Annual Research Review

Versailles
10:30 A.M. – Noon

2005 NRC Research Review

Critical Action Research and Literacy Education: A Review of the Literature
Ernest Morrell, *University of California, Los Angeles*

Afternoon Research Keynote Address

Versailles
12:45 P.M. – 1:45 P.M.

Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools

Janette Klingner, *University of Colorado*

Leveling the Playing Field for English Language Learners

Breakout Session A

2:00 – 3:00 P.M.

The Knowledge Gap: Implications for Early Literacy Development (Sandringham/Windsor)

Susan Neuman, *University of Michigan*

Chair and Introduction: Annie Moses, *Michigan State University*

Literacy Learning In and Out of School Among ELL Students (Balmoral)

Loukia Sarroub, *University of Nebraska-Lincoln*

Cindy West, *Lincoln Public Schools; Lincoln, NE*

Chair and Introduction: Kathleen Moxley, *Michigan State University*

School Change to Promote Literacy Achievement: Lessons Learned in Hawaii and Chicago (Michelangelo/Raphael)

Kathy Au, *University of Hawaii*

Taffy Raphael, *University of Illinois at Chicago*

Chair and Introduction: Rebecca Shankland, *Michigan State University*

Teaching English to Speakers of Other Languages: Successful K-8 Literacy Strategies for Monday Morning (Escorial/Alhambra)

Patricia Ruggiano Schmidt, *Le Moyn College*

Chair and Introduction: Alison Billman, *Michigan State University*

Breakout Session B

3:15 – 4:15 P.M.

Developing New Literacies Among Multilingual Learners in Grades K-12: Globalized Principles and Classroom Applications (Sandringham/Windsor)

Mileidis Gort, *University of Connecticut*

Jill Castek, *University of Connecticut*

Chair and Introduction: David Gallagher, *Michigan State University*

Reading Strategies that Paraprofessionals Love (Michelangelo/Raphael)

Susan Lenski, *Portland State University*

Chair and Introduction: Katherine Hilden, *Michigan State University*

Exploring Texts, Languages and Imaginations with Latino/a Bilingual Children (Escorial/Alhambra)

Carmen Martinez-Roldan, *Arizona State University*

Carmen Medina, *University of British Columbia*

Chair and Introduction: Angela Tanis, *Michigan State University*

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