

Dear NRC Colleges and Friends,

Welcome to Los Angeles and the 2006 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 program. Over the course of four short days (and evenings) in sunny California during the first week of December, we will greet old friends, meet new ones, share and critique research, suggest new ideas and directions for the profession, argue over theory and philosophies, and just ‘catch up’ with the ongoing pulse of literacy research, policy, and issues. What makes NRC special, however, is that we do this within a positive, collaborative spirit; we work together to generate research that will provide better support for literacy learners, more informed directions for public policy, and a richer understanding of literacy processes.

As Program Chair, I chose a focus for the conference that I believe is both timely and critical for us to collectively consider: The need to reflect on our rich traditions, embrace new directions, and the call to action. Toward this end, we have invited plenary and invited symposia speakers who can bring insightful and thoughtful discussions on this year’s conference theme. Vital Issues this year will provide the opportunity for you to continue your conversations and participate in several fun activities. With a start time of 9:30 P.M., you should find it possible to enjoy a great dinner in one of Los Angeles’ great restaurants and still attend Vital Issues with your friends and colleagues. We will have a cash bar until 10:30 P.M. at which time we will adjourn to the lobby bar. On Thursday, we bring you a special night of song and laughter, NRC’s version of **American Idol**. Also, on Thursday night, we will have the opportunity to participate in **Karaoke Night** and **Literacy Jeopardy**. Friday night we will not only discuss topics of interest to us, but we will dance the night away, and boogie down with sounds from the band “**Out of the Blues**.”

If this is your first conference, you are in for a treat! Here are just a few of the many highlights at this year’s conference:

Wednesday, November 29

- Study Group sessions begin on selected topics bright and early at 7:25 A.M.
- The Newcomers’ Luncheon provides graduate students and first-time attendees to NRC with lunch and mid-day conversation with other researchers from around the world.
- Invited Symposium: ***The Research Base for Accrediting Programs of Initial Teacher Preparation with a Focus on Reading: What’s Known? What’s Needed?***, Donald Compton, David Dickinson, Robert Jimenez, Kevin Leander, Victoria Risko, Deborah Wells Rowe, & Kim Youb, *Vanderbilt University*; James V. Hoffman, Diane Schallert, Jo Worthy, Beth Maloch, *University of Texas at Austin*, Colleen Fairbanks, *University of North Carolina—Greensboro*; Amy Flint, *Georgia State University*; Robert Rueda, *University of Southern California*; Cynthia Brock, *University of Nevada—Reno*; Rachel Karchmer-Klein, *University of Delaware*.
- Invited Session: ***Theoretical, Practical and Political Frontiers in Literacy Assessment***, Peter Afflerbach, *University of Maryland*, Peter Johnston, *SUNY—Albany*.
- The Research Methodology Series, organized by Marla Mallette, *University of Nevada, Las Vegas* and Nell Duke, *Michigan State University*, begins, focusing this year on ***Methodological Considerations in Research on Some Key Topics***. This is designed specifically for graduate students, but it is open to all. All sessions will take place in the Gold Room.
- ***Reading Methodology Series: Methodological Considerations in Research on or Involving Technology***, Jill Castek, Julie Coiro, Douglas K. Hartman, Laurie A. Henry, Athena R. Lentini, Donald J. Leu, & Lisa Zawilinski, *University of Connecticut*; Linda Labbo, Tammy Ryan, & Mary Susan Love, *University of Georgia*.
- ***Research Methodology Series: Methodological Considerations in Research on or Involving Teacher Education***, Cathy Roller, *International Reading Association*; Kathleen Roskos, *John Carroll University*.
- Victoria Purcell-Gates, *University of British Columbia*, gives the Presidential Address: ***What’s It All About? Literacy Research and Civil Responsibility***.
- Presidential Reception, following the Presidential Address, will be held in the Gold Room.
- We present the winner of this year’s Student Research Award.

Welcome to NRC 2006

Thursday, November 30

- Plenary Session: P. David Pearson, *University of California—Berkeley*, ***An Historical Analysis of the Impact of Educational Research on Policy and Practice: Reading as an Illustrative Case.***
- Invited Session: ***History, Theory, and Research in Pre-School Literacy and Resulting Practices Today***, Lesley M. Morrow, *Rutgers University*; Lea M. McGee, *Ohio State University*; Patricia A. Edwards, *Michigan State University*; Jennifer D. Turner, *University of Maryland at College Park*; Timothy Shanahan, *University of Illinois at Chicago*.
- ***Research Methodology Series: Methodological Considerations in Research on or Involving Social Class***, Deborah Hicks, *University of Cincinnati*.
- We present the National Reading Conference Early Career Award.
- Invited Session: ***Adolescent Literacy: Reviewing Research We Have, Promoting the Research We Need***, Tim Rasinski, *Kent State University*; Kathleen Hinchman, *Syracuse University*; Alfred Tatum, *University of Northern Illinois*; Elizabeth Moje, *University of Michigan*; Cathy Roller, *International Reading Association*; Mark Conley, *Michigan State University*.
- We announce this year's winner of the Oscar Causey Award.
- Annemarie S. Palincsar, *University of Michigan*, gives the Oscar Causey Address: ***RT82 to RT06: The Transformative Roles of Inquiry, Theory, and Representation in Instructional Research.***
- ***Research Methodology Series: Research Design Workshop***, back by popular demand, Nell K. Duke, *Michigan State University*; Marla H. Mallette, *University of Nevada, Las Vegas*.
- Invited Session: ***Michael Pressley: A Research Retrospective on his Contributions to the Field and a Vision for the Future***, Peggy N. Van Meter, *Pennsylvania State University*; Kelly B. Cartwright, *Christopher Newport University*; Janice F. Almasi, *University of Kentucky*; Rachel Brown, *Syracuse University*; Cathy Collins Block, *Texas Christian University*; Irene Gaskins, *Benchmark School*; Ruth Wharton-McDonald, *University of New Hampshire*; Lindsey Mohan, Kelly Reffitt, Katherine R. Hilden, Lauren Fingeret, Nell K. Duke, *Michigan State University*.
- The annual Town Meeting, where we come together to raise issues of concern, of celebration, and to relax after a long day of sessions and meetings!
- Vital Issues in the Gold Room, where will meet at 9:30 P.M. for NRC's version of ***American Idol***, ***Karaoke Night*** and ***Literacy Jeopardy***.

Friday, December 1

- Plenary Session: Pedro Noguera, *New York University*, ***Literacy and Youth Empowerment: Overcoming the Obstacles to Reading and Student Engagement.***
- Invited Session: ***A Research Synthesis Drawing on the Reports From the 2006 NRC Yearbook***, Gerald Duffy, *University of North Carolina—Greensboro*; Sheila Valencia, *University of Washington*; P. David Pearson, *University of California—Berkeley*; Richard Allington, *University of Tennessee, Knoxville*; James V. Hoffman, *University of Texas at Austin*; Jack Cassidy, *Texas A & M University, Corpus Christi*.
- Invited Session: ***What We Know About Accelerating the Development of Struggling Readers***, Patricia Cunningham, *Wake Forest University*; Richard Allington, *University of Tennessee, Knoxville*.
- ***Research Methodology Series: Methodological Considerations in Research on or Involving Instructional Interventions***, John Guthrie, *University of Maryland*; Barbara Taylor, *University of Minnesota*.
- Invited Session: ***New Models for Adult Literacy and ESL Language Learning***, Larry Mikulecky, *Indiana University, Bloomington*; Steve Reder, *Portland State University*; David Rosen, *Newsome Associates*.

- **Research Methodology Series: Methodological Considerations in Research on or Involving Race**, Stuart Greene, *Notre Dame University*.
- Last day of the Silent Auction! Get your bids in and buy your book!
- 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, we will not only discuss topics of interest to us, but we will dance the night away, and boogie down to the sounds from the band “**Out of the Blues.**”

Saturday, December 2

- Norman A. Stahl invites 2007 Area Chairs to the Program Area Chair’s Breakfast to begin work on next year’s conference.
- Invited Session: **Literacy in an Age of New Media**, Rand Spiro, Yong Zhao, & Mary Lundeborg, *Michigan State University*.
- Invited Session: **Improving Literacy Instruction**, Taffy E. Raphael, *University of Illinois at Chicago*; Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*; Barbara Taylor, *University of Minnesota*.
- We announce this year’s winner of the Albert J. Kingston Award.
- Barbara Rogoff, *University of California at Santa Cruz*, delivers the NRC Annual Research Address, **Learning Through Observation and Group Collaboration in Sociocultural Activities**.

We are confident you will have a wonderful time at the 2006 NRC Conference. We look forward to seeing you there!

Patricia A. Edwards,
Conference Chair

Norman A. Stahl
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 roundtable 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: nronline.org or visit the Web site at www.nronline.org.

Conference & Registration

The 2006 Conference will be held at the Millennium Biltmore Hotel, 506 S. Grand Avenue, Los Angeles, CA 90071.

Information on hotel accommodations can be found on our Web site at <http://www.nronline.org/conference/conf06.html>.

Registration for the Conference may be done online at <http://www.nronline.org/conference/conf06/registration.html> or by downloading the registration form.

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

**Mark your calendar for
NRC 2007
Austin, TX
November 28th–December 1st, 2007**



Major Addresses

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

What's It All About? Literacy Research and Civil Responsibility

Victoria Purcell-Gates, University of British Columbia
Canada Research Chair In Early Childhood Literacy



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

RT82 to RT06: The Transformative Roles of Inquiry, Theory, and Representation in Instructional Research

Annemarie S. Palincsar, University of Michigan, Jean and Charles Walgreen
Jr. Chair of Reading and Literacy



Plenary Session—Thursday, 4:45 P.M.–6:00 P.M., Bowl

Historical Analysis of the Impact of Educational Research on Policy and Practice: Reading as an Illustrative Case

P. David Pearson, University of California, Berkeley, Professor and Dean



Plenary Session—Friday, 4:45 P.M.–6:00 P.M., Bowl

Literacy and Youth Empowerment: Overcoming the Obstacles to Reading and Student Engagement

Pedro A. Noguera, Professor at the Steinhardt School of Education, New York University



NRC Research Review—Saturday, 10:30 A.M.–12:00 P.M., Bowl

Learning Through Observation and Group Collaboration in Sociocultural Activities

Barbara Rogoff, Foundation Professor of Psychology, University of California, Santa Cruz



Study Groups

Daily

7:25 A.M.–8:25 A.M.

Tiffany Room

STUDY GROUP 1—Preparing Preservice Teachers for Urban Classrooms

Julie K. Kidd, *George Mason University*

Althier M. Lazar, *St. Joseph's University*

STUDY GROUP 2—The Ever-Changing Terrain of Technology-Mediated Literacy Experiences: Where Have We Been, Where Are We Now, Where Are We Going, and How Are We Getting There?

Gregory W. Brooks, *St. John Fisher College*

David L. Lund, *Southern Utah University*

STUDY GROUP 3—Adult Literacy Study Group

Bill Muth, *Virginia Commonwealth University*

STUDY GROUP 4—Teacher Educator Research Study Group (TERSG)

Debra K. Wellman, *Rollins College*

Janet R. Young, *Brigham Young University*

STUDY GROUP 5—Acknowledging Alternatives: Examining Family Constructs in the Stories of Early Childhood

Anne E. Gregory, *Boise State University*

Jennifer Snow-Gerono, *Boise State University*

STUDY GROUP 6—Adolescent Literacy

Elizabeth G. Sturtevant, *George Mason University*

Victoria Gentry Gillis, *Clemson University*

Jill Lewis, *New Jersey City University*

STUDY GROUP 7—Preschool Literacy: Issues and Challenges in Early Reading First

Lea M. McGee, *Ohio State University*

Carol Vukelich, *University of Delaware*

STUDY GROUP 8—Graduate Students as Researchers

Sara B. McCraw, *University of Delaware*

STUDY GROUP 9—Enhancing Conversations in Preschool Classrooms Through Self-Reflection

David K. Dickinson, *Vanderbilt University*

STUDY GROUP 10—History of Literacy

Douglas K. Hartman, *University of Connecticut*

Norman A. Stahl, *Northern Illinois University*

E. Jennifer Monaghan, *CUNY-Brooklyn*

Richard D. Robinson, *University of Missouri—Columbia*

STUDY GROUP 11—Embracing Critical Understanding: Facilitated Conversations About Race, Culture, and Literacy Research

Lori C. Assaf, *Texas State University—San Marcos*

Caitlin McMunn Dooley, *Georgia State University*

STUDY GROUP 12—Reading Clinic/Literacy Lab Study Group

Cheryl Dozier, *SUNY—Albany*

Barbara Laster, *Towson University*

STUDY GROUP 13—Approaches to Critical Discourse Analysis

Samantha Caughlan, *California State University, Fresno*

Sandra L. Webb, *University of North Carolina—Greensboro*

STUDY GROUP 14—Learning to Read and Spell: Lexical, Alphabetic, and Phonological Processes

Donald Bear, *University of Nevada, Reno*

Shane Templeton, *University of Nevada, Reno*

Marcia Invernizzi, *University of Virginia*

Regina E. Smith, *University of Nevada, Reno*

Karen Carpenter, *University of Nevada, Reno*

David Smith, *University of Nevada, Reno*

STUDY GROUP 15—Doctoral Students as Researchers: The Journey to a Theoretical Perspective from the Viewpoint of Victoria Purcell-Gates, John O’Flahavan, and Michael McKenna

Katrin L. Blamey, *University of Delaware*

Sara B. McCraw, *University of Delaware*

Carla Kay Meyer, *University of Delaware*

Kristina Najera, *University of Delaware*

Megan K. Runk, *University of Delaware*

Book Display, Silent Auction & Exhibits

Wednesday–Friday
So. Galleria Foyer

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. The highest bid wins the book. Bidding closes at 3:30 P.M. on Friday. Names of the highest bidders will be circled on the bidding sheet. You may purchase books on Friday from 4:00 P.M.–7:00 P.M. and Saturday from 7:00 A.M.–11:00 A.M. Checks are to be made payable to NRC.

Vital Issues

Thursday–Friday
9:30 P.M.–10:30 P.M.
Gold Ballroom

Vital Issues this year will provide the opportunity for you to continue your conversations and participate in several fun activities. With a start time of 9:30 P.M., you should find it possible to enjoy a great dinner in one of Los Angeles’ great restaurants and still attend Vital Issues with your friends and colleagues. We will have a cash bar until 10:30 P.M. at which time we will adjourn to the lobby bar. On Thursday, we bring you a special night of song and laughter, NRC’s version of American Idol. Some of our esteemed colleagues have agreed to playing the part of Simon (**Colin Harrison, University of Nottingham**), Paula (**Diane Lapp, San Diego State University**), Randy (**Alfred Tatum, Northern Illinois University**), and Ryan (**Douglas K. Hartman, University of Connecticut**). **Patricia A. Edwards, and a group of graduate students from Michigan State are organizing a Karaoke Night.** Also, on Thursday night, we are going to play **Literacy Jeopardy** organized by **Jane Hansen and Marcia Invernizzi, University of Virginia.** Friday night we will not only discuss topics of interest to us, but we will dance the night away, and boogie down with sounds from the band **“Out of the Blues.”** Members include: **Frank Serafini, Professor, UNLV** (lead guitar and lead singer), **Thomas Bean, Professor, UNLV**, (rhythm guitar and vocals), **Tommy Girard, Elementary Teacher/Tennis Instructor**, (drums), and **Jose Sandoval, District Art Teacher** (bass).

Cyber Café

Wednesday–Friday
7:00 A.M.–7:00 P.M.
Saturday
7:00 A.M.–1:00 P.M.

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.

Schedule at a Glance

Time	Committee/Event	Room
Tuesday, November 28th		
8:00 A.M.–10:00 A.M.	Executive Committee Breakfast & Meeting	Bernard's
10:00 A.M.–12:00 P.M.	Executive Board Strategic Planning	Bernard's
12:00 P.M.–1:00 P.M.	Executive Board Lunch	Bernard's
2:00 P.M.–5:00 P.M.	Executive Board Meeting	Bernard's
3:00 P.M.–8:00 P.M.	Conference Registration	So. Galleria
Wednesday, November 29th		
7:00 A.M.–7:00 P.M.	Conference Registration	So. Galleria
7:00 A.M.–6:00 P.M.	Book Display / Silent Auction	So. Galleria
7:00 A.M.–7:00 P.M.	Cyber Café	Corsican
7:25 A.M.–8:25 A.M.	NRC Contrarians	Roman
7:25 A.M.–8:25 A.M.	Study Groups	Tiffany
12:00 P.M.–1:00 P.M.	Newcomers' / Graduate Student Luncheon	Crystal
4:45 P.M.–6:00 P.M.	Student Research Award Presentation Presidential Address—Victoria Purcell-Gates	Bowl
6:15 P.M.–7:30 P.M.	President's Reception	Gold
9:30 P.M.–10:30 P.M.	NRC Gathers to Remember...	Gold
Thursday, November 30th		
7:00 A.M.–7:00 P.M.	Conference Registration	So. Galleria
7:00 A.M.–6:00 P.M.	Book Display / Silent Auction	So. Galleria
7:00 A.M.–7:00 P.M.	Cyber Café	Corsican
7:25 A.M.–8:25 A.M.	NRC Contrarians	Roman
7:25 A.M.–8:25 A.M.	Study Groups	Tiffany
7:25 A.M.–8:25 A.M.	Oscar Causey Award Committee Chair: David Moore, <i>Arizona State University</i>	Cordoban
7:25 A.M.—8:25 A.M.	Field Council Chair: Rachel Karchmer-Klein, <i>University of Delaware</i>	Moroccan
7:25 A.M.–8:25 A.M.	Ethics Committee Chair: Janet Richards, <i>University of South Florida</i>	Athenian

Schedule at a Glance

7:25 A.M.–8:25 A.M.	Student Outstanding Research Award Committee Chair: Rebecca Rogers, <i>Washington University, St. Louis</i>	Florentine
7:25 A.M.–8:25 A.M.	Publication Committee Chair: Diane Barone, <i>University of Nevada, Reno</i>	Mediterranean
7:25 A.M.–8:25 A.M.	Ethnicity, Racism, Multilingualism Committee Chairs: Doris Walker-Dalhouse, <i>Minnesota State University Moorhead</i> ; Gwendolyn Thompson McMillon, <i>Oakland University</i>	Corinthian
10:15 A.M.–11:45 A.M.	Oscar Causey Award Presentation Oscar Causey Address—Annemarie S. Palincsar	Bowl
12:15 P.M.–1:00 P.M.	J. Michael Parker Award Chair: Erik Jacobson, <i>Montclair State University</i>	Moroccan
12:15 P.M.–1:00 P.M.	Technology Committee Chair: Linda Labbo, <i>University of Georgia</i>	Florentine
4:45 P.M.–6:00 P.M.	Early Career Award Presentation Plenary Address—P. David Pearson	Bowl
6:15 P.M.–7:00 P.M.	Town Hall Meeting	Crystal
7:15 P.M.–8:00 P.M.	Past Presidents Advisory Reception	Presidential Suite
9:30 pm.–10:30 P.M.	Vital Issues—American Idol—Literacy Jeopardy	Gold

Friday, December 1st

7:00 A.M.–7:00 P.M.	Conference Registration	So. Galleria
7:00 A.M.–3:30 P.M.	Book Display / Silent Auction	So. Galleria
7:00 A.M.–7:00 P.M.	Cyber Café	Corsican
7:25 A.M.–8:25 A.M.	NRC Contrarians	Roman
7:25 A.M.–8:25 A.M.	Study Groups	Tiffany
7:25 A.M.–8:25 A.M.	JLR Editorial Board Breakfast Chair: Douglas K. Hartman, <i>University of Connecticut</i>	Cordoban
7:25 A.M.–8:25 A.M.	Albert J. Kingston Award Committee Chair: Laura Smolkin, <i>University of Virginia</i>	Florentine
7:25 A.M.—8:25 A.M.	Distinguished Scholar Lifetime Award Committee Chair: Margaret Finders, <i>University of Wisconsin, LaCrosse</i>	Mediterranean
7:25 A.M.—8:25 A.M.	International Committee Chair: Samuel D. Miller, <i>University of North Carolina, Greensboro</i>	Moroccan
12:15 P.M.–1:00 P.M.	How to Write for JLR Douglas K. Hartman, Sally M. Reis, Mary Anne Doyle, Douglas K. Kaufman, Michael D. Coyne, Wendy J. Glenn, <i>University of Connecticut</i> ; Mileidis Gort, <i>University of Miami</i>	Moroccan

Schedule at a Glance

12:15 P.M.–1:00 P.M.	Policy and Legislative Committee Chair: Colleen Gilrane, <i>University of Tennessee</i>	Mediterranean
12:15 P.M.–1:00 P.M.	Early Career Achievement Award Committee Chair: Colin Harrison, <i>University of Nottingham</i>	Florentine
12:15 P.M.—1:00 P.M.	Edward B. Fry Book Award Committee Chair: Janice Strop, <i>Cardinal Stritch University</i>	Roman
4:00 P.M.–7:00 P.M.	Purchase of Silent Auction Books	So. Galleria
4:45 P.M.–6:00 P.M.	Edward B. Fry Book Award Presentation Plenary Address—Pedro A. Noguera	Bowl
6:15 P.M.–7:15 P.M.	Annual Business Meeting	Heinsbergen
9:30 P.M.–10:30 P.M.	Vital Issues—Out of the Blues	Gold

Saturday, December 2nd

7:00 A.M.–8:30 A.M.	Program Area Chairs Breakfast	Crystal
7:00 A.M.–1:00 P.M.	Conference Registration	So. Galleria
7:00 A.M.–1:00 P.M.	Purchase of Silent Auction books	So. Galleria
7:00 A.M.–1:00 P.M.	Cyber Café	Corsican
7:25 A.M.–8:25 A.M.	NRC Contrarians	Roman
7:25 A.M.–8:25 A.M.	Study Groups	Tiffany
10:30 A.M.–12:00 P.M.	Albert J. Kingston Award Presentation NRC Annual Research Address—Barbara Rogoff	Bowl
12:00 P.M.–2:00 P.M.	Executive Committee Lunch & Meeting	Boardroom
2:00 P.M.–5:00 P.M.	Executive Board Meeting	Boardroom

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

ATHENIAN

Critical Race Theory: Positioning the Researcher: Understanding Ourselves, Researching the Other: Race, Ethnicity and Multilingual Literacy Environments Sponsored by the Ethnicity, Race & Multilingualism Committee

Chair(s): Rachel G. Salas, *University of North Carolina—Greensboro*
Julie L. Pennington, *University of Nevada, Reno*

Discussant(s): Kathryn Prater, *University of North Carolina—Greensboro*
Khafilah Malik-McCurdy, *Southern Illinois University*

The purpose of this symposium is to generate active discussion and participation among and within the NRC research community about alternative perspectives in which to situate critical and analytical research on marginalized groups. This symposium is a call to researchers in the literacy and teacher education field to join the discourse on using a critical race theory perspective to critique the role of education in perpetuating or interrupting current hegemonic educational practices.

1. **The Need for a Critical Race Theory Perspective in Education**
Rachel G. Salas, *University of North Carolina—Greensboro*
2. **Whiteness as a Construct in Literacy Research**
Julie L. Pennington, *University of Nevada, Reno*
Kathryn Prater, *University of North Carolina—Greensboro*
3. **Critical Race Theory and Educational Practice**
Khafilah Malik-McCurdy, *Southern Illinois University*

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

BERNARD'S

Life after Reading Clinic/Literacy Lab: Teachers' Reflect on Practice

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

Building upon prior research: A large-scale survey of ten clinic sites focused on transfer of lab/clinic practices to literacy professionals' roles in schools. This study reports the findings from fifteen different sites at which university researchers/clinic supervisors conducted in-depth interviews of graduates of literacy lab/reading clinic programs (n= 40+) to further understand issues of transfer in five key areas of practice: assessment, instruction, coaching, leadership, and technology.

1. **Introduction**
Penny Freppon, *University of Cincinnati*
2. **Findings**
Theresa A. Deeney, *University of Rhode Island*
Cheryl Dozier, *University at Albany—SUNY*
Barbara Walker, *Oklahoma State University*
Jeanne B. Cobb, *Eastern New Mexico University*
Lillian McEnery, *University of Houston-Clear Lake*
Charline Barnes, *Andrews University*
Verlinda Angell, *Southern Utah University*
Stephanie McAndrews, *Southern Illinois University-Edwardsville*
Stephan Sargent, *North Eastern State University*
Lee Dubert, *Boise State University*
Dolores Gaunty-Porter, *Vanguard University*

Aimee Morewood, *University of Pittsburgh*
Tamby Allman, *St. Xavier University*
Barbara Laster, *Towson University*

3. **Discussion**
Penny Freppon, *University of Cincinnati*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BOARDROOM

Expository Text: Studies of Read Alouds, Vocabulary Acquisition, and Content Mediation

Chair(s): Amy M. Vetter, *University of Texas at Austin*

1. **The Effect of Interactive Teacher Read Alouds/Shared Readings of Expository Texts on the Comprehension of Struggling Intermediate, Middle and High School Readers**
Diane Lapp, *San Diego State University*
Douglas Fisher, *San Diego State University*
James Flood, *San Diego State University*
Kelly Moore, *San Diego Unified School District*
2. **From Passive to Active Control of Science Vocabulary: Acquisition Through Doing, Reading, Writing and Talking Science**
Marco A. Bravo, *San Francisco State University*
Gina Cervetti, *UC Berkeley Graduate School of Education*
Elfrieda H. Hiebert, *College of Education, University of California—Berkeley*
P. David Pearson, *University of California—Berkeley*
3. **Teaching with Science Text: Interplay of Mediating Informational Text, Science Content, and Scientific Reasoning**
Ellen Pesko, *Appalachian State University*

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

BOWL

ICT 4 TE: If You Don't Know What This Means, You've Got to be Here!

Chair(s): Karen E. Smith, *University of Manitoba*
Discussant(s): Susan D. Lenski, *Portland State University*

This session showcases positive and negative sides of the latest innovations in literacy teacher education programming in 4 US states and 1 Canadian province, particularly relative to new literacies, and concludes with a study of the long-term, lasting effects of ICT instruction in literacy teacher education.

1. **Innovations in Literacy Teacher Education**
Karen E. Smith, *University of Manitoba*
Susan D. Lenski, *Portland State University*
Nancy Farnan, *San Diego State University*
Dana L. Grisham, *San Diego State University*
Carol Wickstrom, *University of North Texas*
2. **How Can We Keep Up With Something that is Changing Every Day?**
Debra K. Wellman, *Rollins College*
Nancy Fordham, *Bowling Green State University*
Rachel Vannatta, *Bowling Green State University*

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

CORDOBAN

Teaching and Learning Through Online, Case-Based Environments: Recent Research from the CTELL Project

Chair(s): Discussant(s): Ruby Sanny, *Illinois State University*

1. ***Assessing Change in Pre-Service Teachers' Knowledge Structure and Elaboration Through Concept Webs and Narrative Assessments***
Charles K. Kinzer, *Teachers College, Columbia University*
Manu Kapur, *University at Singapore*
Sarah Lohnes, *Teachers College, Columbia University*
Dana Wilber-Cammack, *Montclair State University*
Selen Turkay, *Teachers College, Columbia University*
Dan Hoffman, *Teachers College, Columbia University*
2. ***Paths to Conceptual Change in an Internet-Based, Case Instructional Environment***
Charles K. Kinzer, *Teachers College, Columbia University*
Sarah Lohnes, *Teachers College, Columbia University*
Manu Kapur, *University at Singapore*
Dan Hoffman, *Teachers College, Columbia University*
Stavroula Kontovourki, *Teachers College, Columbia University*
Selen Turkay, *Teachers College, Columbia University*
3. ***Digital, Case-based Anchored Instruction and Pre-service Teachers' Knowledge and Insight about Teaching Reading***
Betty Hubbard, *University of Georgia*
Mimi Park Prior, *University of Georgia*
4. ***Instructors' Experiences Using Multimedia Anchored Instruction Cases in Pre-service Literacy Courses***
Mary Susan Love, *University of Georgia*
Tammy Ryan, *University of Georgia*
Achariya T. Rezak, *University of Georgia*

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

CORINTHIAN

The Anatomy of Retelling Evaluations: What These Evaluations Do (and Don't) Reveal about Readers and Readings

Chair(s): G. Pat Wilson, *University of South Florida*

Discussant(s): Debra Goodman, *Hofstra University*

The symposium will compare and contrast four retelling evaluation methods in the context of 13 second graders' retellings of three stories with similar and different features.

Results on the strengths and weaknesses of each method will be shared.

1. ***Description of Four Retelling Evaluation Methods Applied to Flossie***
G. Pat Wilson, *University of South Florida*
2. ***Readers' Profiles Across Two Similar Stories, Precious and Flossie***
Poonam Arya, *Wayne State University*
3. ***Retelling Profiles With Contrasting Stories: Cherries, Precious and Flossie***
Prisca Martens, *Towson University*

4. ***Evaluating the Evaluations: What Does Each Method Reveal and Not Reveal About Children's Understanding of Narratives?***
Lijun Jin, *Towson University*

5. ***Discussion***
Debra Goodman, *Hofstra University*

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

CRYSTAL

Creating New Identities Through Critical Language Study

Chair(s): Christine H. Leland, *Indiana University*

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

This session provides a theoretical framework for critical language study that focuses on real world texts like those found in the media, in non-academic spaces like museums and in children's literature. Examples of analyses that go beyond surface features to explore deeper sociocultural meanings and identities will be shared and interrogated.

1. ***Speaker 1: No Text is Neutral***
Christine H. Leland, *Indiana University*
2. ***Speaker 2: Cultural Models***
Mitzi Lewison, *Indiana University*
3. ***Speaker 3: Framing***
Jerome C. Harste, *Indiana University*
4. ***Discussant***

8:30 A.M.–10:00 A.M.
PAPER SESSION

EMERALD

Social Software and Multimedia for Literacy Instruction

Chair(s): Naomi Hupert, *Education Development Center*

1. ***OMG!! I'm LOL :-D j/k Got 2 go ttyl: Literacy Messages Within Teenagers' Instant Messages***
Pamela J. Dunston, *Clemson University*
Donna E. Alvermann, *University of Georgia*
2. ***The Changing Face of Weblogs: What Happens When Blogging is a Course Requirement***
Carol J. Delaney, *Southern Illinois University*
3. ***Supporting Digital Literacy Skills in the Classroom: Findings from the Skills for the 21st Century Project***
Naomi Hupert, *Education Development Center*
Cornelia Brunner, *Education Development Center*
Shelley Pasnik, *Education Development Center*

8:30 A.M.–10:00 A.M.
PAPER SESSION

FILM

Oral Read: Knowledge of Prosodic Features and Students' Prior Knowledge

Chair(s): Robert Berdan, *California State University, Long Beach*

1. ***Gains in Elementary Students' Prior Knowledge Through Content-Rich Read-Alouds***
Katherine R. Hilden, *Michigan State University*
Lauren Fingeret, *Michigan State University*

2. **Oral Reading Fluency: Underlying Prosodic Features**
Robert Berdan, *California State University, Long Beach*
Carol Lord, *California State University, Long Beach*
Michael Fender, *California State University, Long Beach*
3. **Using a Fluency and Phrasing Rubric to Develop Teachers' Knowledge of Prosodic Features of Oral Reading**
Carol Hopkins, *Purdue University*
Salli Forbes, *Purdue University*
Carol Hopkins, *Purdue University*
Maribeth Cassidy Schmitt, *Purdue University*
Sarah Mahurt, *Purdue University*

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

Studies of Scripted Reading Programs and Reading First Classrooms

Chair(s): Jill Hermann-Wilmarth, *Western Michigan University*

1. **Eyes on the Page: Understanding Time Spent Reading in Mississippi's Reading First Classrooms**
Devon G. Brenner, *Mississippi State University*
Jeanne W. Holland, *Mississippi University for Women*
Monica Riley, *Mississippi University for Women*
Renarta Tompkins, *Mississippi State University*
Elfrieda H. Hiebert, *College of Education, University of California—Berkeley*
Robin Miles, *Mississippi Department of Education*
2. **The Influence of Scripted Reading Programs on the Curricular Thinking of Teachers and Students**
Kathy G. Short, *University of Arizona*
Gloria Kauffman, *Clavis International School, Mauritius*
3. **Self-Reported and Observed Reading Instruction Practices in Reading First Classrooms**
Alysia D. Roehrig, *Florida State University & Florida Center for Reading Research*
Mary T. Brownell, *University of Florida*
Ciana B. Clarke, *Florida Center for Reading Research*
R Daniel Warren, *Florida State University*
Zhu Liu, *Florida State University*
M Keli Swearingen, *Florida State University*
Kyle Freedman, *Florida State University*
Ying Guo, *Florida State University*

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

Research Methodology Series: Methodological Considerations in Research on or Involving Technology

Chair(s): Linda D. Labbo, *University of Georgia*

1. **Thinking about Thinking: Methods for the Study of Online Reading Comprehension**
Jill Castek, *University of Connecticut*
Julie Coiro, *University of Connecticut*
Laurie A. Henry, *University of Connecticut*
Douglas K. Hartman, *University of Connecticut*
Athena R. Lentini, *University of Connecticut*

Donald J. Leu, *University of Connecticut*
Lisa Zawilinski, *University of Connecticut*

2. **Continuity and Change: Framing the Classroom Complexities of Literacy and Technology**
Linda D. Labbo, *University of Georgia*
Tammy Ryan, *University of Georgia*
Mary Susan Love, *University of Georgia*

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

Issues of Identity and Gender in Literacy

Chair(s): Margaret Finders, *University of Wisconsin, La Crosse*

1. **The Reading Gap: It Is In How We Define Literacy?**
Adnan Salhi, *Henry Ford Community College*
Cynthia Salhi, *Cass Technical High School*
2. **"I Don't Know Why": Elementary Students' Perceptions about Literacy, Gender and Art**
Peggy Albers, *Georgia State University*
Kay Cowan, *University of Tennessee, Chattanooga*
3. **Reading Identities Over Time and Space: A Longitudinal Collective Case Study**
Catherine F. Compton-Lilly, *University of Wisconsin—Madison*

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

Agency in Classroom and School Literacy Practices

Chair(s): Margaret A. Gallego, *San Diego State University*

1. **Children Writing Trauma in an Urban Elementary Classroom**
Elizabeth Dutro, *University of Colorado at Boulder*
2. **Agents of Change in Schools and Communities: What Do Case Studies Tell Us?**
Mary Beth Hines, *Indiana University*
Janet Johnson, *Educational Studies*
3. **"It Was Our Right to Choose": Multimodal Texts as Resources for Challenging Inequities**
Lisa A. Simon, *City College of New York, CUNY*

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

Literacy on the Cutting Edge

Chair(s): Mary Beth Hines, *Indiana University*

1. **Examining Student Responses to Multimodal Assignments Within a Multiliteracies-Oriented Secondary Language Arts Classroom**
Sheila Benson, *West Virginia University*

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

ROMAN

Going Multimodal: Negotiating Identities, Literacies and Contexts in Fanfiction Writing

Chair(s): Mary K. Thompson, *SUNY—Buffalo*
Discussant(s): Mary McVee, *SUNY—Buffalo*

This symposium explores the relationships among adolescent literacy, new technologies, popular culture, and schooling. Each paper looks at how English language learners are actively engaged in digital technologies and popular culture in out-of-school spaces and how these multimodal literacy practices can bridge students' identities inside our classrooms.

- I. *Hybridizing Digital Text: Fanfiction as a Study of Authentic Writing***
Eunim Bok, *SUNY—Buffalo*
- 2. *"Happy Ever After": Romance Genre, Fanfiction and Identity Work***
Mary K. Thompson, *SUNY—Buffalo*
- 3. *Digital Savvy Millennials: Bridging the Multimodal Gap Inside our Classrooms***
Mary K. Thompson, *SUNY—Buffalo*
Mary McVee, *SUNY—Buffalo*

8:30 A.M.–10:00 A.M.
ROUNDTABLE

TIFFANY

- I. *"I Stuck in a Little Bit of Everything and It Backfired!": Preservice Teachers' Understandings of Literacy as Meaning Making Through Multiple Semiotic Systems***
Janet C. Richards, *University of South Florida*
- II. *Doing, Being, and Becoming: Disrupting Preservice Teacher's Cultural Models, Ideologies, and Identities***
Debbie East, *Indiana University, Bloomington*
- III. *"It's All About the Kinds of Questions I Ask!": Supporting Reading Teacher Learning Through a Model of Intensive Professional Development***
Misty Sailors, *University of Texas at San Antonio*
- IV. *Teachers' Self-Knowledge of Strategy Use and the Influence on Instruction***
Elizabeth Dobler, *Emporia State University*
- V. *What Literacy Course Experiences Help Finnish Preservice Teachers Gain the Knowledge Which Will Support Them in Implementing the National Core Curricula?***
Riitta-Liisa Korkeamäki, *University of Oulu*
Mariam Jean Dreher, *University of Maryland*
- VI. *But Are We Really Teaching Reading: The Role of Literature Circles in Supporting Literacy Development***
Cyndi Giorgis, *University of Nevada, Las Vegas*
Christine Jordan, *University of Nevada, Las Vegas*
Marie LeJeune, *University of Nevada, Las Vegas*

VII. *Assessment and Instruction vs. Scientifically-based Research, Legislation, and Public Perception: Do We Work with Children or Programs?*

David M. Lund, *Southern Utah University*
Stacy Hurst, *South Elementary School*

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

ATHENIAN

From Archie Comics to CSI Comics: Elementary and Secondary Students Construct Identity and Developing Literacy Knowledge through Everyday Texts

Chair(s): Eliane Rubinstein-Avila, *University of Arizona*
Discussant(s): Ernest Morrell, *University of California—Los Angeles*

The purpose of this symposium is to explore how elementary and secondary students interact with everyday texts (i.e., comic books/strips) in constructing their identity (e.g., gender) and developing literacy knowledge. Three studies presented here will offer the research and pedagogical implications and challenges for literacy researchers and teacher educators.

- 1. *Mixed Messages: Archie Readers Talk About Gender, Desire, and Sexuality***
Lyndsay Moffatt, *University of British Columbia*
Bonny Norton, *University of British Columbia*
- 2. *Comic Strips as a Textual Tool in Supporting Students' Content Area Reading and Writing***
Shelley H. Xu, *California State University, Long Beach*
- 3. *The Impact of a Literacy-Based Forensics Unit Incorporating Popular Culture Texts***
Barbara Guzzetti, *Arizona State University*

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

BERNARD'S

Actions that Create, Actions that Destroy: Middle School Students' Thoughts on Reading Self-Efficacy and In-School Practices

Chair(s): Holly Johnson, *University of Cincinnati*
Discussant(s): Lauren Freedman, *Western Michigan University*

This symposium presents one aspect of a study addressing the following reading self-efficacy elements: Confidence, Independence, Metacognition, and Stamina. Comparing data between middle school participants who described themselves positively to those who described themselves negatively, researchers discuss classroom practices that the two groups report influence their reading self-efficacy.

- 1. *What a Difference Confidence Makes***
Holly Johnson, *University of Cincinnati*
- 2. *Actions that Create Independent Readers***
Kathleen Crawford-McKinney, *Wayne State University*
- 3. *Making Metacognition Matter***
Karen Thomas, *Western Michigan University*
- 4. *Creating Reading Stamina—What Teachers Can Do***
Lauren Freedman, *Western Michigan University*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BOARDROOM

Alternatives in Literacy

Chair(s): Jerrell C. Cassady, *Ball State University*

- 1. *Teaching Through the Title: Understanding the History of and Opportunities for Teaching Reading Within Title I of No Child Left Behind (2001)***
Tanya Marie Dwight, *University of Georgia*
- 2. *Promoting Reading Skills with a Coordinated Community-Based After-School Program***
Jerrell C. Cassady, *Ball State University*
Michael Putman, *Ball State University*
Lawrence L. Smith, *Ball State University*
Molly M. Jameson, *Ball State University*
- 3. *Literacy in a Christian Faith-Based School***
A. Jonathan Eakle, *The Johns Hopkins University*

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

BOWL

Invited Session: *The Research Base for Accrediting Programs of Initial Teacher Preparation with a Focus on Reading: What's Known? What's Needed?*

Chair(s): Rebecca K. Shankland, *Michigan State University*
Kathleen Moxley, *Michigan State University*
Discussant(s): Donald Compton, *Vanderbilt University*
David K. Dickinson, *Vanderbilt University*
Robert Jimenez, *Vanderbilt University*
Kevin Leander, *Vanderbilt University*
Victoria J. Risko, *Vanderbilt University*
Deborah Wells Rowe, *Vanderbilt University*
Kim Youb, *Vanderbilt University*

The symposium will be organized around four topical areas. Teacher Education; Socio-Cultural and Linguistic Diversity; Classroom Practice; and Technology/New Literacies.

- 1. *New Directions in Reading Research: NRC Yearbook Editors***
James V. Hoffman, *University of Texas at Austin*
Diane L. Schallert, *University of Texas at Austin*
Jo Worthy, *University of Texas at Austin*
Beth Maloch, *University of Texas at Austin*
Colleen M. Fairbanks, *University of North Carolina—Greensboro*
- 2. *Advances in Understanding Teacher Education***
Amy S. Flint, *Georgia State University*
Robert Jimenez, *Vanderbilt University*
- 3. *Advances in Understanding Issues of Socio-Cultural and Linguistic Diversity***
Robert Rueda, *University of Southern California*
- 4. *Advances in Classroom Practice***
Cynthia Brock, *University of Nevada, Reno*
- 5. *Advances in Understanding Technology and New Literacies***
Rachel Karchmer-Klein, *University of Delaware*

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

CORDOBAN

Using Cultural Models as an Analytic Tool for Uncovering Conflict, Contradiction, and Underlying Assumptions in the Policy and Practice of Teaching Literature

Chair(s): Amanda Haertling Thein, *University of Pittsburgh*
Discussant(s): Samantha Caughlan, *California State University, Fresno*

This session considers the usefulness of cultural models as an analytic tool that can uncover conflict, contradiction and underlying assumptions regarding literature and reading exhibited by state agencies, teachers attempting to resolve competing cultural models from both curriculum requirements and their own training and beliefs, and students negotiating in-school and out-of-school literacies.

- 1. *Competing Cultural Models of Literature in State Content Standards***
Samantha Caughlan, *California State University, Fresno*
- 2. *Uncovering Contradictory Cultural Models for Literature Learning in Two Urban Classrooms***
Amanda Haertling Thein, *University of Pittsburgh*
- 3. *Competing Cultural Models Shaping Middle School Students' Identity Construction***
Richard Beach, *University of Minnesota*
David O'Brien, *University of Minnesota*
Cassie Scharber, *University of Minnesota*

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

CORINTHIAN

Principled Practices for Adolescent Literacy: Next Steps for Schools and Researchers

Chair(s): Elizabeth G. Sturtevant, *George Mason University*
Discussant(s): Fenice Boyd, *SUNY—Buffalo*

This alternative format session will include participants in small and large group discussions of principles for adolescent literacy developed through an extensive review of literature and observations in content area classrooms across the U.S. Future research directions will be discussed. Presenters were involved in a collaborative project that spanned 3 years.

- 1. *Overview of the Project and the 8 Principles***
Elizabeth G. Sturtevant, *George Mason University*
- 2. *Group 1: Contexts for Learning That Support Adolescent Literacy***
Gay Ivey, *James Madison University*
Thomas W. Bean, *University of Nevada, Las Vegas*
- 3. *Group 2: Instructional Practices That Support Adolescent Literacy***
Fenice Boyd, *SUNY—Buffalo*
Donna E. Alvermann, *University of Georgia*
- 4. *Group 3: Adolescent Literacy Through Connections Between Life and Literacy In and Out of School***
Josephine Peyton Marsh, *Arizona State University*
Guofang Li, *Michigan State University*

5. **Group 4: School Structures That Support Adolescent Literacy**
David W. Moore, *Arizona State University*
William G. Brozo, *George Mason University*

6. **Reconvene as Whole Group; Discuss Future Research Directions**
Kathleen Hinchman, *Syracuse University*
Patricia L. Anders, *University of Arizona*

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

Teaching the Whys, Whats, and Wheres of Teacher Reflection: Using Urban Field Experiences to Challenge Pre-service Teacher Thinking About Adolescent Literacies

Chair(s): Mark Conley, *Michigan State University*
Discussant(s): Elizabeth Moje, *University of Michigan*

Teacher reflection is commonplace through university coursework and field experiences, yet the use of reflection to build on pre-service teachers' backgrounds and dispel misconceptions and stereotypes is little understood. This symposium will present three different approaches to teacher reflection about adolescents and their literacies in urban middle schools.

1. **Knowing Students, Knowing Ourselves: Developing Pre-service Teachers' Reflective Stances About Adolescents**
Deborah M. Vriend VanDuinen, *Michigan State University*
2. **"How Can I Teach When (S)he Can Barely Read?" When Pre-service Secondary Teachers Grapple With Dysfluency**
Kristine A. Gritter, *Michigan State University*
3. **From Private to Public: Using Blogs to Support Social Forms of Reflection About Adolescents and Their Literacies**
Joseph R. Freidhoff, *Michigan State University*

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

Technology for Early Literacy Acquisition and Instruction

Chair(s): Peggy A. Coyne, *CAST*

1. **Fighting for the Right to be Multiliterate in Kindergarten: A Case Study of One Girl's Engagement with Literacy and Technology**
Stephanie Schmier, *Teachers College, Columbia University*
Grace Enriquez, *Teachers College, Columbia University*
Marjorie Siegel, *Teachers College, Columbia University*
2. **Teachers' Technology Uses In 1st—2nd Grade Literacy Instruction: A Multi-Case Study Of Exemplary Literacy Instruction**
Mary K. Johnson, *Monmouth College*
3. **E-Merging Literacy: Assisting Parents to Scaffold the Emerging Literacy Skills of their Preschool Aged Children**
Peggy A. Coyne, *CAST*

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

Literacy, Social Class, Race, & Ethnicity

Chair(s): Ernest Morrell, *University of California—Los Angeles*

1. **Talking Race: The Influence of Race on Literature Circle Discussions**
Lane W. Clarke, *Northern Kentucky University*
2. **Dispelling the "Lack of Literacies" Myth: A Preschooler Constructs the Big Picture of Literacy in a Working Class Home**
Marianne McTavish, *The University of British Columbia*
3. **Choose Your Words Carefully: Power, Discourse, and Literacy Instruction**
Leslie Patterson, *University of North Texas*

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

Developing Observational Rubrics for Literacy Coaches

Chair(s): Emily M. Rodgers, *Ohio State University*
Discussant(s): Anthony Bryk, *Stanford University*

1. **Designing a Sustainable Evidence-Based Model for Professional Development**
Patricia Scharer, *Ohio State University*
2. **Developing a Rubric to Follow Change in Literacy Practice**
Gay Pinnell, *Ohio State University*
3. **What Matters to Literacy Coaches? Understanding How Coaches Analyze Teaching**
Emily M. Rodgers, *Ohio State University*
Carrie Hung, *Ohio State University*
4. **Establishing the Reliability and Validity of the Observation Rubrics**
David Kerbow, *University of Chicago*

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

Expanding Perspectives in Early Literacy Classrooms

Chair(s): Carolyn R. Frank, *California State University, Los Angeles*

1. **A Kindergarten Teacher's Narrowing of Literacy Curriculum from Multimodal to Verbocentric**
Cynthia B. Leung, *University of South Florida St. Petersburg*
2. **Kindergarten in the Age of Accountability: Listening to Teachers About Literacy Assessment**
Ann Bates, *National-Louis University*
3. **Influences on Story Attachments in a Kindergarten Classroom**
Keren M. Joshi, *Wilsonville Public Library*

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

HEINSBERGEN

Investigating Digital Environments Designed to Support Fifth Graders' Learning from Graphics and Prose

Chair(s): Annemarie Palincsar, *University of Michigan*
Discussant(s): Michael L. Kamil, *Stanford University*

This symposium presents three investigations of the use of technology to support struggling and typically achieving 5th grade readers. Participants read challenging science text that required integration of graphics and prose. Text-to-speech, glossary, a text-diagram integration tool, diagram manipulation, and/or animated pedagogical agents within the digitized text supported their learning.

1. ***Investigating the Differential Effects of Three Versions of a Digital Reading Environment Featuring an Array of Interactive Support Features***
Bridget Dalton, *Center for Applied Special Technology*
Patrick Proctor, *Boston College*
Annemarie Palincsar, *University of Michigan*
Shirley Magnusson, *California Polytechnic State University*
Nancy DeFrance, *University of Michigan*
2. ***Children's Experiences in Digital Reading Environments With Illustrated and Interactive Informational Texts: Exploring the Role of Pedagogical Agents in Facilitating Learning***
Debi Khasnabis, *University of Michigan*
Annemarie Palincsar, *University of Michigan*
3. ***Struggling Readers Learning From Science Text: The Effects of Text-Diagram Integration Animation vs. Manipulable Diagrams***
Nancy DeFrance, *University of Michigan*
Annemarie Palincsar, *University of Michigan*
Susanna Hapgood, *University of Toledo*
Debi Khasnabis, *University of Michigan*

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

Invited Session: What We Know About Accelerating the Development of Struggling Readers

Chair(s): Doris Walker-Dalhouse, *Minnesota State University, Moorhead*

Much attention has been focused on closing the reading achievement gap by state and federal policy makers. However, the achievement gap has remained persistently stable even after five years of federal policy (NCLB) specifically targeted to eliminating the gap. This session provides both data-driven and theory-driven analyses of how policy might be refocused to more successfully ameliorate the reading achievement gap.

1. ***Successful High-Poverty Schools: How They Beat the Odds***
Patricia Cunningham, *Wake Forest University*
2. ***The Five Missing Pillars of Scientific Reading Instruction***
Richard L. Allington, *University of Tennessee, Knoxville*

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

MOROCCAN

Interpreting and Comparing Sociopolitical Factors Across Three Literacy Communities

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

Young children and adolescents are positioned in a sociopolitical and sociocultural world. As they interact with texts such as children's literature they choose a position that is determined within the talk they create during literature discussions. Children need literacy experiences that facilitate learning and that create an opportunity to critically and collaboratively examine texts.

1. ***Children's Talk about Access to Privilege in Sociopolitical and Sociocultural Worlds***
Jeanne G. Fain, *Arizona State University*
2. ***Creating a Context: "Disadvantaged" Students' Use of Stories to Create Meaning***
Julia M. Lopez-Robertson, *University of South Carolina*
3. ***Peer-Led Literature Circles and Being Middle Class: Literacy as Affiliation with Business and Schools***
Tracy L. Smiles, *Western Oregon University*

10:15 A.M.–11:45 A.M.
PAPER SESSION

ROMAN

Reading and Writing on the Internet and in Discussion Forums

Chair(s): Brian Morgan, *SUNY—Geneseo*

1. ***"Look Who's Talking": Patterns of Interaction and Quality of Postings in an Online Discussion of Comprehension Strategies Instruction***
Rachel Brown, *Syracuse University*
Kathryn E. Bailey, *Syracuse University*
2. ***What Reading Demands Does Searching on the Internet Require? A Review of the Literature***
Laurie A. Henry, *University of Connecticut*
3. ***The Possibility of Asynchronous Literature Discussion: Identity, Goals, and Situated Literacy in E-mail Discussion***
Brian Morgan, *SUNY—Geneseo*

10:15 A.M.–11:45 A.M.
ROUNDTABLE

TIFFANY

- I. *Connecting Reading, Technology, and the Creative Arts: Preservice Teachers' Concerns, Achievements, and Subjective Realities***
Janet C. Richards, *University of South Florida*
Kim Shea, *University of South Florida*
Deborah Kozdras, *University of South Florida*
Melissa Gray, *University of South Florida*
- II. *What Middle School Teachers Want to Know About Teaching Vocabulary and What the Professional Literature Is Telling Them***
Wanda B. Hedrick, *University of North Florida*
Jean Vintinner, *University of North Carolina—Charlotte*
Patricia Hill-Miller, *University of North Carolina—Charlotte*
Janis M. Harmon, *University of Texas at San Antonio*
Karen Wood, *University of North Carolina—Charlotte*
- III. *Poetry Across Reading Instruction***
Diane Carver Sekeres, *University of Alabama*
Madeleine Gregg, *University of Alabama*
- IV. *Preservice Teachers' Readiness to Teach Reading Comprehension***
Kathleen A. Mohr, *University of North Texas*
Mary Beth Allen, *East Stroudsburg University*
- V. *Young Children's Meaning-Making from Picturebook Peritexts***
Lawrence R. Sipe, *GSE University of Pennsylvania*
Caroline E. McGuire, *GSE University of Pennsylvania*
- VI. *Exploring Effective Elementary Writing Instruction***
Linda C. Golson, *Georgia College & State University*
- VII. *A 3-Year Study of Adolescent Literacy Coaching and Content Reading Strategies***
Melissa D. Reed, *Emporia State University*
Gary E. Rice, *Emporia State University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

ATHENIAN

Collaborative Topographies: Examining Middle School Literacy Practices through the Strategic Education Research Partnership

Chair(s): Lowry Hemphill, *Wheelock College*
Discussant(s): Kris Gutierrez, *School of Education, University of California, Los Angeles (UCLA)*

In 2003, the National Research Council called for developing 'Strategic Research Partnerships' (SERP) between researchers, teachers, and policymakers to collaborate on problems of urgent concern. This symposium reports on the first such project, a collaboration between the Boston Public Schools and literacy researchers focused on improving middle school literacy achievement.

- I. *Using Assessment to Support Whole-School Change in Middle School Literacy Instruction***
Claire E. White, *Strategic Education Research Partnership*
Sarah Meacham, *Strategic Education Research Partnership*

- 2. *A Collaborative Literacy and Civics Initiative for English Language Learners***
Lowry Hemphill, *Wheelock College*
Lori J. Collins, *University of Massachusetts, Boston*
- 3. *A Joint Practitioner/Researcher Examination of the America's Choice Curriculum in a Middle School Classroom***
Sarah Meacham, *Strategic Education Research Partnership*
Julie Sloan, *The John W. McCormack School*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

BERNARD'S

Invited Session: Theoretical, Practical and Political Frontiers in Literacy Assessment

Chair(s): Angie Tanis, *Michigan State University*

This collaborative presentation will examine in a somewhat interactive format, the theoretical, practical and political challenges currently being faced (or not faced) in literacy assessment. Actions and options will be considered.

Peter Afflerbach, *University of Maryland*
Peter Johnston, *SUNY—Albany*

1:15 P.M.–2:45 P.M.
PAPER SESSION

BOARDROOM

Literacy in Home, School and Community Context

Chair(s): Guofang Li, *Michigan State University*

- 1. *Home Environment and Literacy Engagement:***
Guofang Li, *Michigan State University*
- 2. *Parallel Lines: Literacy in Home, School and Community Contexts***
Ken Cruickshank, *Faculty of Education*
- 3. *Creating a Video Story of Emergent Literacy in Urban and Suburban Homes***
Mary Jo Finney, *University of Michigan—Flint*

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

BOWL

A Framework for Advancing New Literacies Research: Beginning the Conversation

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

This alternative session, using small groups, a panel, and interactive discussion, presents several chapters from the forthcoming Handbook of Research on New Literacies (Authors, in press). By reviewing the research on new literacies from multiple perspectives (Labbo & Reinking, 2000), the chapters presented at this session take advantage of the complexity that defines this emerging area of research.

- 1. *New Literacies as Contested Territory: Exploring Multiple Perspectives***
Julie Coiro, *University of Connecticut*
Donald J. Leu, *University of Connecticut*
Colin Lankshear, *James Cook University*
Michele Knobel, *Montclair State University*

2. ***Toward a Connective Ethnography of Online/Offline Literacy Networks***
Kevin Leander, *Vanderbilt University*
3. ***Experimental Methods in the Study of New Literacies***
Jonna M. Kulikowich, *Penn State University*
Peggy N. Van Meter, *Penn State University*
Heidi Van Middlesworth, *Penn State University*
4. ***Understanding Understanding in a New Literacies Digital Space: Changing the Relationship of Text, Reader, and Activity in Service of Improving Diverse Learners' Comprehension and Engagement***
Bridget Dalton, *Center for Applied Special Technology*
Patrick Proctor, *Boston College*
5. ***People, Purposes, and Practices: Insights From Cross-disciplinary Research Into Instant Messaging***
Gloria Jacobs, *St. John Fisher College*
6. ***College Students and New Literacy Practices***
Dana Wilber-Cammack, *Montclair State University*
7. ***Teaching Popular Culture Texts in the Classroom***
Richard Beach, *University of Minnesota*
David O'Brien, *University of Minnesota*
8. ***Cognition and Literacy in Massively Multiplayer Online Games***
Constance A. Steinkuehler, *University of Wisconsin—Madison*
9. ***Assessing New Literacies in Science and Mathematics***
Edys S. Quellmalz, *Center for Technology in Learning, SRI*
Geneva D. Haertel, *Center for Technology in Learning*
10. ***Multi/intermodal Reading and Comprehension in Online Environments***
Claire Wyatt-Smith, *Griffith University*
John Elkins, *Griffith University*
Kelly Freebody, *Griffith University*

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

CORDOBAN

Studying School-Level Literacy Reforms: Methods and Results

Chair(s): Sharon Walpole, *University of Delaware*
Discussant(s): Timothy Shanahan, *University of Illinois at Chicago*

This symposium reports three studies that employ different methodologies and participants to investigate factors associated with effective implementation of two recent federal reform initiatives in reading. An array of quantitative and qualitative approaches ground designs that acknowledge the complexity of school change and the interaction of factors leading to growth.

1. ***Characteristics of High- and Low-Impact Reforms***
Sharon Walpole, *University of Delaware*
Katrin L. Blamey, *University of Delaware*
David Kaplan, *University of Delaware*
Carla K. Meyer, *University of Delaware*
2. ***Characteristics of Schools Successfully Implementing Reading First***
Michael C. McKenna, *University of Virginia*
Ken Proctor, *Georgia Department of Education*
Beth Kyle, *Georgia Department of Education*
Julie Morrill, *Georgia Department of Education*
Michelle Picard, *University of Virginia*

3. ***Understanding the Complexity of Change in Reading First Schools***
Naomi Zigmond, *University of Pittsburgh*
Rita M. Bean, *University of Pittsburgh*

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

CORINTHIAN

Critically Reading and Evaluating Web sites: A Conceptual Synthesis and an Empirical Investigation

Chair(s): James S. Damico, *Indiana University*

This symposium contributes conceptual and empirical understandings to what we know about web-based reading in schools. The first paper offers a conceptual synthesis of perspectives in literacy and disciplined inquiry in social studies, a review of key models, and an examination of existing web-based resources and tools to develop a 'four lens' model of critical web reading. The following papers are case studies of students in two secondary school classrooms working in pairs or groups of three to analyze, interpret, and evaluate web sites.

1. ***Integrating Literacy, Technology and Disciplined Inquiry for Web-Based Reading: The Development of a Conceptual Model***
James S. Damico, *Indiana University*
Gerald Campano, *Indiana University*
2. ***Exploring Relationships Between Students' Literacy Practices and Subject Matter Understanding in a Social Studies Inquiry Unit***
Mark Baildon, *National Institute of Education, Singapore*
3. ***Learning to Challenge Extremist Content on the Web***
Michelle Honeyford, *Indiana University*

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

EMERALD

Synthesizing Three Elements of Reading Comprehension Instruction

Chair(s): Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*

Discussant(s): P. David Pearson, *University of California—Berkeley*

This symposium focuses on the third year of a federal grant, in which we worked with teachers in low-income elementary schools to pilot an integrated reading comprehension approach that synthesized two experimental instructional treatments (cognitive strategy instruction and responsive engagement instruction) with a treated control (vocabulary).

1. ***Theoretical and Practical Rationales and Research Design***
Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*
2. ***Student Assessments and Preliminary Student Findings***
Barbara Taylor, *University of Minnesota*
Monica Marx, *University of Minnesota*
Michelle Chein, *University of Minnesota*
3. ***Starting with Responsive Engagement***
Eurydice B. Bauer, *University of Illinois at Urbana-Champaign*
Pamela Nielsen, *University of Illinois at Urbana-Champaign*

4. **Starting With Strategy Instruction**
Teresa M. Bray, *University of Illinois at Urbana-Champaign*
Raul A. Mora, *University of Illinois at Urbana-Champaign*
Mariana Ricklef, *University of Illinois at Urbana-Champaign*
Dulce Baca, *University of Illinois at Urbana-Champaign*
Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*
5. **Adapting the Synthesized Approach to Mandated Curriculum**
P. David Pearson, *University of California—Berkeley*
Vicki Benson, *University of California—Berkeley*
JuliAnna Avila, *University of California—Berkeley*
R. Sareh Rokhsareh, *University of California—Berkeley*
6. **Working With Primary Teachers to Implement the Synthesized Approach**
Katherine D. Stahl, *New York University*
Shalonda D. Carr, *University of Illinois at Urbana-Champaign*

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

Issues in Preparing Teachers of Adolescent Students

Chair(s): Amy S. Johnson, *University of Georgia*

1. **Promoting Preservice Teachers' Reflective Practice Through Digital Video and Critical Incident Analysis in Secondary English Education**
Dana L. Fox, *Georgia State University*
Laurie Brantley-Dias, *Georgia State University*
Brendan Calandra, *Georgia State University*
2. **Examining Teachers' Literacy Stories: Pursuing Critical Narrative and Multimodal Approaches**
Amy S. Johnson, *University of Georgia*
Melissa Mosley, *Washington University, St. Louis*
3. **Theorizing Arts/Multimedia as Critical Literacy Practices Across Disciplines in Secondary and Pre-service Classrooms**
Theresa Rogers, *University of British Columbia*
Anne-Marie LaMonde, *University of British Columbia*

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

Arts and Literacy: A Gallery of Connections

Chair(s): Guy Trainin, *University of Nebraska—Lincoln*
Discussant(s): Robert Horowitz, *Teachers College, Columbia University*

The arts are multisensory: visual, auditory and kinesthetic. Hearing or reading about the arts can tell only part of the story; thus in this alternative format session, we propose to create a gallery of student artifacts—visual artwork, creative plans, student texts, dramatic presentation, and musical interpretations.

1. **VIEW; Visual Integration to Enhance Writing**
Nancy L. Andrzejczak, *University of California—Riverside*
Robert Horowitz, *Teachers College, Columbia University*
2. **Readers Theatre: Building Fluency and Comprehension**
Guy Trainin, *University of Nebraska—Lincoln*

3. **ArtsConnection**
Carol Morgan, *ArtsConnection*
Robert Horowitz, *Teachers College, Columbia University*

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

Research Methodology Series: Methodological Considerations in Research on or Involving Teacher Education

Chair(s): Christine Jordan, *University of Nevada, Las Vegas*
Cathy Roller, *International Reading Association*
Kathleen Roskos, *John Carroll University*

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

Text Genres in Literature

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

1. **Poetry and Its Teaching in English Journal, 1912-2005: Tracing Formalist and Populist Discourses in One Journal**
Mark Dressman, *University of Illinois at Urbana-Champaign*
Mark Faust, *University of Georgia*
2. **Multimodal Hero vs. Anti-Comprehension Villain: Opposing Views of the Educative Value of Graphic Novels**
William Boerman-Cornell, *University of Illinois at Chicago*
3. **An Examination of Text Genres Found in Recent California Basal Readers**
Barbara Moss, *San Diego State University*
Mary O'Shea, *San Diego City Schools*

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

Embodiment and the Science of Consciousness: Implications for Reading and Writing

Chair(s): Discussant(s): Karen A. Krasny, *York University*

New possibilities for empirically investigating philosophical theories of mind and body challenge the computational view that the mind uses abstract amodal propositions to symbolically represent the world. The authors explore how understanding embodiment and the development of human consciousness can account for a wide range of mental phenomena associated with the acts of reading and writing.

1. **Embodied Consciousness and Empathetic Identification: Animating Moral Imagination in the Act of Reading**
Karen A. Krasny, *York University*
2. **Educating Consciousness Through Literary Experiences**
Dennis Sumara, *University of British Columbia*
Rebecca Luce-Kapler, *Queen's University*
Brent Davis, *University of British Columbia*
3. **Philosophical and Theoretical Background of Embodied Literacy**
Mark Sadoski, *Texas A&M University*
4. **Reading and Visualization in Embodied Brains**
George Hruby, *Utah State University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

MEDITERRANEAN

Every Teacher Educator a Literacy Teacher Educator: Seeking Ways to Promote Content-Area Literacy Across Teacher Education and Development

Chair(s): Roni Jo Draper, *Brigham Young University*

Teacher educators from various content areas (e.g., art, history, mathematics, music, science, theatre) will discuss the formation of a study group that worked to reconceptualize content-area texts, literacies, and instructional strategies. They will share the ways they sought to prepare secondary teachers to support the literacy growth and development of adolescent students.

1. ***Beginning and Sustaining the Dialog: The Content-Area Literacy Study Group***
Roni Jo Draper, *Brigham Young University*
Nancy Wentworth, *Brigham Young University*
2. ***Reconceptualizing Content-Area Texts, Literacies, and Instructional Strategies***
Marta Adair, *Brigham Young University*
Diane Asay, *Brigham Young University*
Paul Broomhead, *Brigham Young University*
Merrell Hansen, *Brigham Young University*
Scott Hendrickson, *Brigham Young University*
3. ***Changing Practices in Teacher Education and Development***
Amy Jensen, *Brigham Young University*
Gloria Nance, *Nebo School District*
Jeffery Nokes, *Brigham Young University*
Duane Merrell, *Brigham Young University*
Sunya Osborn, *Nebo School District*

1:15 P.M.–2:45 P.M.
PAPER SESSION

MOROCCAN

Boundaries of Literacy: A Critical Analysis of Adolescent Literacy

Chair(s): Cynthia L. Greenleaf, *WestEd*

1. ***From Storybooks to Games, Comics, and Song-writing: A Middle Class Boy's Appropriation of Literacy Practices***
Kimberly Lenters, *University of British Columbia*
2. ***Negotiating Boundaries of Adolescent Literacy: Textual Production in the English Classroom***
David Gallagher, *Mount Saint Mary College*
3. ***A Multiple Case Study of Chinese American Adolescents' Literacy Practices Across In and Out-of-School Contexts***
Ellen Wang, *Northwestern University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

ROMAN

Teacher Expertise As Intervention: A Practice-Based Model of Learning for Teachers & Extra Support for At-risk Kindergartners

Chair(s): Deborah A. Wooten, *The University of Tennessee, Knoxville*

Discussant(s): Richard L. Allington, *University of Tennessee, Knoxville*

This symposium presents a longitudinal study designed to improve the achievement of at-risk kindergartners and the knowledge and skills of their teachers. This model includes: study and implementation of curriculum-based observational tools; monitoring of students' learning; intensive instruction of a small number of kindergartners; collaborative problem-solving among teachers. Analyses of student gain scores and teachers' knowledge-building discourse is presented.

1. ***Capacity-Building for Teachers: Gain Scores for Kids***
Katie Solic, *The University of Tennessee, Knoxville*
Anne McGill-Franzen, *University of Tennessee, Knoxville*
2. ***Deeper Knowledge of Early Literacy, More Elaborated Talk About Development***
Danielle V. Mathson, *The University of Tennessee, Knoxville*
Anne McGill-Franzen, *University of Tennessee, Knoxville*
3. ***Modeling Teacher-to-Teacher Computer-Mediated Talk***
Rebecca Payne, *University of Tennessee, Knoxville*
Anne McGill-Franzen, *University of Tennessee, Knoxville*

1:15 P.M.–2:45 P.M.
ROUNDTABLE

TIFFANY

- I. ***Technology Integration In Doctoral-Level Coursework: An Exploratory Analysis of Sample Syllabi***
Ewa McGrail, *Georgia State University*
- II. ***Through Characters' Eyes: How Drama Helps Young Readers Understand Stories from the Inside Out***
Donna Sayers Adomat, *The College of New Jersey*
- III. ***Multimodal Literature Response: Exploring Critical Practices with Pre-service & In-service Teachers***
Cheryl A. Kreutter, *SUNY—Albany*
Sharon M. Peck, *SUNY—Geneseo*
- IV. ***The Negotiation of Wordless Picturebooks by a Small Group of Second-Graders***
Caroline E. McGuire, *University of Pennsylvania GSE*
- V. ***Code Crackers and Meaning Makers: An Exploration of Comprehension Instruction in Kindergarten***
Mary Ann Cahill, *Boise State University*
Anne E. Gregory, *Boise State University*
- VI. ***Changing Teachers/Changing Cultures***
Victoria Gentry Gillis, *Clemson University*
Kathy N. Headley, *Clemson University*
Pamela J. Dunston, *Clemson University*
- VII. ***Teachers: The Critical Element in Reading Gains***
Patricia McCarthy, *Loyola College in Maryland*
Wendy Smith, *Loyola College in Maryland*

3:00 P.M.–4:30 P.M.
PAPER SESSION

ATHENIAN

Research and Instruction for English Language Learners

Chair(s): Karen A. Jorgensen, *University of Kansas*

1. *Writing in Support of Dual Language Instruction: Young Bilinguals' Biliteracy Trajectories*
Marco A. Bravo, *San Francisco State University*
2. *Tutoring and Two Oral Languages: Spontaneous Biliteracy in a Young Bilingual*
Karen A. Jorgensen, *University of Kansas*
3. *Sense-Making During Literacy Instruction in a Dual Language Classroom: Case Studies in Accessing the Floor*
P. Zitlali Morales, *University of California—Los Angeles*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

BERNARD'S

Understanding Pre- and In-Service Teachers' Knowledge of Beginning Reading

Chair(s): Terry Salinger, *American Institutes for Research*
Discussant(s): Barbara Kapinus, *National Education Association*

A multidisciplinary team of researchers have developed a framework for explaining teacher knowledge about beginning reading and have used it to create the Teacher Knowledge Survey of Student Content Engagement to measure that knowledge. Their work will be described, along with subsequent adaptation of the tool for use with pre-service teachers.

1. *Developing the Student Content Engagement Framework*
Terry Salinger, *American Institutes for Research*
2. *Moving From Framework to Measurement Tool*
Tracy Costigan, *American Institutes for Research*
3. *Listening to Teachers Talk About Their Practice*
Courtney C. Zmach, *American Institutes for Research*

3:00 P.M.–4:30 P.M.
PAPER SESSION

BOARDROOM

Studies of Student Engagement, Academic Tasks, and the Role of the Teacher

Chair(s): Diane L. Schallert, *University of Texas at Austin*

1. *The Effects Academic Tasks Have on Student Motivation and Understanding*
Amy W. Thornburg, *Queens University of Charlotte*
Richard Mihans, *Elon University*
2. *Student Engagement in Literacy and Academic Tasks*
Brenda A. Shearer, *University of Wisconsin Oshkosh*
Martha Rapp Ruddell, *Sonoma State University*
3. *Palpable Absence: The Role of the Teacher in Comprehension Research*
Anne S. Ticknor, *University of Iowa*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

CORDOBAN

Resisting Racial Labeling: Re-theorizing Locally-Enacted Racial Identities in Literacy Experiences

Chair(s): Amanda Haertling Thein, *University of Pittsburgh*
Discussant(s): Amanda Godley, *University of Pittsburgh*

This session examines the ways that locally enacted racial identities affect students' engagement with literacy practices. In understanding identities as fluid, we theorize that racial identities cannot be understood as broad demographic or discursive categories. Rather, racial identities are intensely local and must be considered at such a level if we are to understand their impact on students' literacy experiences.

1. *Standard or African American English: Understanding Literacy Learners' Racialized Linguistic Identities*
Amanda Godley, *University of Pittsburgh*
2. *Improvising Responses to Literature through Competing Local Identities*
Amanda Haertling Thein, *University of Pittsburgh*
3. *Reading Multicultural Literature With White Students: Toward a Local, Rhetorical Conception of Race and Racism*
Jennifer Trainor, *Santa Clara University*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

CORINTHIAN

Preserving the Integrity of Tutoring

Chair(s): Kathleen M. Heubach, *University of West Florida*
Discussant(s): Douglas Fisher, *San Diego State University*

Given NCLB mandates for tutoring and the demand for reading interventions, maintaining high-quality tutoring is essential. The purpose of this symposium is to provide a forum for understanding the vulnerability of literacy tutoring programs and to discuss specific examples of effective tutoring at the elementary, middle, and high school levels.

1. *An Analysis of Approved SES Provider Applications*
Kathleen M. Heubach, *University of West Florida*
2. *Complexities of Tutoring Programs that Rely on Teacher Expertise: Examples from Elementary, Middle & High Schools*
Gay Ivey, *James Madison University*
Kathleen M. Heubach, *University of West Florida*
Patricia Kelly, *Chesterfield County Schools*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

CRYSTAL

Turning Points in Standards-Based Change: Examining Initial Process of School-wide Literacy Reform

Chair(s): Kathryn Au, *University of Hawaii*
Discussant(s): Taffy E. Raphael, *University of Illinois at Chicago*

This symposium describes and tests a conceptual model for large-scale urban literacy reform. Using qualitative research methods, the symposium considers patterns of turning points in early phases of school-wide literacy reform using the Standards-Based Change Process.

1. Unpacking the Standards-Based Change Process for School Literacy Reform: Initial Steps in Creating a Professional Learning Community

Kathleen Mooney, *University of Illinois at Chicago*
Christina Madda, *University of Illinois at Chicago*
Kathryn Glasswell, *University of Illinois at Chicago*

2. Shared Leadership to Promote School Literacy Reform: A Case Analysis of One K-8 School

Ji Yon Kim, *University of Illinois at Chicago*
Taffy E. Raphael, *University of Illinois at Chicago*
Caroline E. Vengazo, *University of Illinois at Chicago*

3. The Literacy Coordinator as Agent of Change: The "Eye" in the Storm of Reform

Christine A. Carriere, *University of Illinois at Chicago*
Catherine M. Weber, *University of Illinois at Chicago*
Hongmei Dong, *University of Illinois at Chicago*
Susan Goldman, *University of Illinois at Chicago*
MariAnne George, *University of Illinois at Chicago*

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

EMERALD

Creating Identity and Community Through Reading and Writing: Insights from Citation Analysis

Chair(s): James R. King, *University of South Florida*
Discussant(s): James R. King, *University of South Florida*

Identity in written discourse results, in large part, from connections that writers make with other writers social ties that are sometimes marked by citations. The studies reported in this symposium employed citation analysis to examine (1) individuals' identity construction through reading and writing and (2) the shared identities of entire discourse communities

1. Tracing Students' Use and Crediting of Sources: Decontextualization and Recontextualization

Rosalind Horowitz, *University of Texas at San Antonio*

2. Louise Rosenblatt: Her Impact as Revealed in Citations by Reading Educators

Allison Martinez Schaum, *Texas A&M University-Corpus Christi*

3. Discourse Synthesis Revisited: Questions of Identity, Community, and Originality

Nancy Nelson, *Texas A&M University-Corpus Christi*

**3:00 P.M.–4:30 P.M.
PAPER SESSION**

FILM

Literacy Topics in Science Education

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

1. An Analysis of the Assessment of Scientific Literacy in Commercial Reading Programs

Linda Phillips, *University of Alberta*
Martha L. Smith, *University of Alberta*
Stephen P. Norris, *University of Alberta*

2. Crossing Bridges: Applying Reader Response Theory to Science Education

William J. Straits, *California State University, Long Beach*

3. Challenges To Sexual Health Literacy For Adolescent Girls in Uganda

Shelley K. Jones, *University of British Columbia*
Harriet Mutonyi, *University of British Columbia*
Bonny Norton, *University of British Columbia*

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

FLORENTINE

Differentiating Instruction for Diverse Literacy Learners: An Action-Based Professional Development Project

Chair(s): Nancy Flanagan Knapp, *University of Georgia*
Discussant(s): Jennifer Le'Shay Harper, *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 further investigate their choice of two out of four teachers' projects, including summary results, student products, and audiotaped reflections by each teacher

1. Project Overview and Small Group Investigations

Nancy Flanagan Knapp, *University of Georgia*
Jennifer Le'Shay Harper, *University of Georgia*

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

GOLD

Studying the New Literacies of Online Reading Comprehension Among Adolescents At Risk to Become Dropouts

Chair(s): Donald J. Leu, *University of Connecticut*
Discussant(s): Annemarie Palincsar, *University of Michigan*

This alternative format session presents the initial results from a three-year, IES, reading comprehension research grant. The project is designed to: (1) identify online reading comprehension skills, strategies, and dispositions and (2) evaluate the effects of online reading comprehension instruction among diverse adolescent youth.

1. Developing Internet Comprehension Strategies Among Adolescent Students at Risk to Become Dropouts: A Three-Year IES Research Grant

Donald J. Leu, *University of Connecticut*

2. A Survey of Internet Usage and Online Reading in School and Out-Of-School Settings

Amy Carter, *Clemson University*
Laurie A. Henry, *University of Connecticut*
Caroline Mills, *Clemson University*

3. Patterns of Effective Strategy Use Among Adolescent Online Readers

Julie Coiro, *University of Connecticut*
Jacquelyn Malloy, *Clemson University*
Angie Rogers, *Clemson University*
Athena R. Lentini, *University of Connecticut*

4. Exploring Internet Reciprocal Teaching: A Formative Experiment to Investigate What Works When Teaching Online Reading Comprehension

Jill Castek, *University of Connecticut*
David Reinking, *Clemson University*

3:00 P.M.–4:30 P.M.
PAPER SESSION

GRECIAN

Family and Family Literacy

Chair(s): Catherine F. Compton-Lilly, *University of Wisconsin—Madison*

1. *What's Critical about Family Literacy? A Descriptive Study of Critical Pedagogical Practices in Family Literacy Programs*
Sophie C. Degener, *National-Louis University*
2. *Parent-Teacher Journals: The Relationship Built on Words*
Amy M. Kay, *University of Georgia*
3. *Text Discussion as Bricolage: Investigating How One Teacher Practices Culturally Relevant Teaching Through Talk*
Laura May, *University of Texas at Austin*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

HEINSBERGEN

Critical Race Theory: Taking Action With Youth Literature in Elementary and Secondary Classrooms

Chair(s): Alfred Tatum, *University of Northern Illinois*
Discussant(s): Julie L. Pennington, *University of Nevada, Reno*

Critical Race Theory calls for action in our schools and society. These symposium papers demonstrate that changes can occur in classrooms and schools through children and young adult literature. Attitudes and values were transformed with an eye on race and culture.

1. *Beyond "I Think This Book is Cute"... Interrogating the Works of Tom Feelings to Engage Rural Preservice Teachers in Critical Race Theory Within Children's Literature*
Khafilah Mialik-McCurdy, *Southern Illinois University-Carbondale*
2. *Reading The Land by Mildred Taylor: Using Critical Race Theory to Examine Reader and Text-Based Constructions and Ideologies of Race and Racism*
Wanda Brooks, *Temple University*
3. *Critical Race Theory and Culturally Relevant Pedagogy: Using Youth Literature to Promote Home/School Community Collaboration*
Patricia Schmidt, *Le Moyne College*

3:00 P.M.–4:30 P.M.
PAPER SESSION

MEDITERRANEAN

Understanding How Students Make Sense: Problem-Solving, Metacognition, and Strategies in Content Area Comprehension

Chair(s): Kathleen Moxley, *Michigan State University*

1. *Content Literacy: Exploring the Effects of Communicating Mathematical Thinking, Strategies, and Processes in Problem Solving*
Vanessa Rutherford, *George Mason University*
2. *The Developmental Nature of Metacognitive Knowledge and Regulation*
Maribeth Cassidy Schmitt, *Purdue University*
Shuying Sha, *Purdue University*

3. *Exploring the Effect of Knowledge-Based Reading Strategies on Science Content-Area Comprehension and Learning in Grade 5*

Nancy R. Romance, *Florida Atlantic University*
Michael R. Vitale, *East Carolina University*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

MOROCCAN

Using Technology in Early Reading Instruction: The Effectiveness of Headsprout Early Reading

Chair(s): Melinda Sota, *Florida State University*
Discussant(s): Melinda Sota, *Florida State University*

Headsprout Early Reading was examined to determine its effects on the oral language and reading skills of at-risk preschool students, kindergarten students, and first-grade students. Students who participated in the program showed significant gains. Factors influencing the program's effectiveness and suggestions for implementing technology-based early reading programs will be discussed.

1. *Headsprout Early Reading: The Role of Scientific Formative Evaluation in Program Development*
Joe Layng, *Headsprout*
Janet Twyman, *Headsprout*
2. *Headsprout Early Reading: Effect on Reading Outcomes for Kindergarten and First Grade Students*
Janet Twyman, *Headsprout*
Joe Layng, *Headsprout*
3. *Headsprout: Effects on the Early Reading and Oral Language of At-Risk Preschool Students and Their Teachers' Perceptions*
Mary Huffstetter, *Literacy Launchers, Inc.*

3:00 P.M.–4:30 P.M.
PAPER SESSION

ROMAN

Instructional Strategies and Reading and Writing Development

Chair(s): Cheryl A. Kreutter, *SUNY—Albany*

1. *Guided Writing Lessons: Investigating Second Grade Students' Development for Writing Informational Text*
Sharan A. Gibson, *San Diego State University*
2. *Relating First- and Second-Grade Students' Instructional Reading Level to Key Reading Instructional Characteristics*
Steve Amendum, *University of North Carolina—Chapel Hill*
Yongmei Li, *University of North Carolina—Chapel Hill*
Jill Fitzgerald, *University of North Carolina—Chapel Hill*
3. *The Impact of the Project-Based Approach to Building Informational Literacy (PABIL) on Informational Reading and Writing Development*
Nell K. Duke, *Michigan State University*
Katherine R. Hilden, *Michigan State University*
Alison K. Billman, *Michigan State University*
Juliet L. Halladay, *Michigan State University*
Julia Reynolds, *Aquinas College*
Shenglan Zhang, *Michigan State University*
Yonghan Park, *Michigan State University*

3:00 P.M.–4:30 P.M.

TIFFANY

ROUNDTABLE

- I. *Sampling and Analyzing Young Writers' Invented Spelling***
Donald J. Richgels, *Northern Illinois University*
- II. *Learning to Read and Write Literary Genres Across Grades***
Angie Zapata, *Austin Independent School District*
Heidi Herold, *Round Rock Independent School District*
Nancy L. Roser, *University of Texas at Austin*
Monica Gonzalez, *Austin Independent School District*
Miriam Martinez, *University of Texas at San Antonio*
Beth Maloch, *University of Texas at Austin*
Janis Harmon, *University of Texas at San Antonio*
Kathleen McDonnold, *University of Texas at Austin*
Denise Duncan, *University of Texas at Austin*
Peggy Semingson, *University of Texas at Austin*
- III. *Disrupting Perspectives: The Picturebook as Interpretive Space for Multimodal Literacies***
Frank Serafini, *University of Nevada, Las Vegas*
Sophie Ladd, *University of Nevada, Las Vegas*
- IV. *"I Never Knew There Were So Many Books About Us!" Parents and Children Reading African American Children's Literature Together***
Jonda C. McNair, *Clemson University*
- V. *Can Machines Read?***
John E. McEneaney, *Oakland University*
- VI. *"What Do You Think? Let's Read to Find Out": Teacher Scaffolding Fluent Comprehension in Second Grade Guided Reading Groups***
Denise Duncan, *University of Texas at Austin*
- VII. *Exploring Chinese English as a New Language (ENL) Students' Identity Construction and Language/Literacy Development***
Xiaoning Chen, *Purdue University*

4:45 P.M.–6:00 P.M.

BOWL

PRESIDENTIAL ADDRESS

Chair: Patricia A. Edwards, *Michigan State University*

- I. *Student Research Award Presentation***
Rebecca Rogers, *Washington University, St. Louis*
- II. *Introduction of the Speaker***
Nell Duke, *Michigan State University*
- III. *Presidential Address***
What's It All About? Literacy Research and Civil Responsibility
Victoria Purcell-Gates, *University of British Columbia*
Canada Research Chair in Early Childhood Literacy

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

ATHENIAN

Configuring the Adolescent Body in Young Adult Literature

Chair(s): Helen Harper, *University of Nevada, Las Vegas*

In this symposium we will explore how the adolescent body is named and organized in a selection of young adult literature in the context of teaching Language Arts/English Studies in middle and secondary schools.) The literature included a wide range of novels featuring characters and plots in which the body was in some way central to the narrative through disability, pregnancy, gender, race, ethnicity or social class.

1. *The Able/Disabled Body in Young Adult Literature*
Elysha O'Brien, *University of Nevada, Las Vegas*
2. *Beyond Social Stigma: The Pregnant Teenaged Body in Young Adult Literature*
Marie LeJeune, *University of Nevada, Las Vegas*
3. *Studying Masculinities in Books about Girls*
Helen Harper, *University of Nevada, Las Vegas*
4. *Virtual Body meets Textual Body in "Touching Spirit Bear"*
Benita Dillard, *University of Nevada, Las Vegas*

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

BERNARD'S

Children as Interpretive Authorities in the Middle Elementary Years

Chair(s): Maren Aukerman, *University of Pennsylvania GSE*

Discussant(s): Maren Aukerman, *University of Pennsylvania GSE*

When invited to exercise interpretive authority, students do so in remarkably diverse ways, and some choose not to take on that authority. Drawing on data from a multi-year, multi-site study of literature discussion circles, we ask: What does interpretive authority mean to different children, across different contexts?

1. *Children's Individual Response Styles Across Participation Structures*
Diane Santori, *University of Pennsylvania GSE*
Caroline E. McGuire, *University of Pennsylvania GSE*
2. *Silence and Textual Risk-Taking Among Students who Seek Immediate Validation When Interpreting Texts*
Maren Aukerman, *University of Pennsylvania GSE*
Monica Belfatti, *University of Pennsylvania GSE*
Diane Santori, *University of Pennsylvania GSE*
3. *But Are They Really Listening to Each Other?*
Maren Aukerman, *University of Pennsylvania GSE*
Caroline E. McGuire, *University of Pennsylvania GSE*
Monica Belfatti, *University of Pennsylvania GSE*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BOARDROOM

Text in the Lives of Young Children

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

1. *The Role of Text in the Reading of Young Children*
Yetta M. Goodman, *University of Arizona*

Wendy J. Goodman, *Tucson Unified School District*
Kenneth S. Goodman, *University of Arizona*
Nancy L. Roser, *University of Texas*

2. *Multiliteracies: a Critical Examination of Privilege Across Modes and Mediums of Communication*
Tammy E. Everett, *Graceland University*
3. *The Selection and Acquisition of Read-Alouds in Rural, K-6 Ohio Public School Classrooms*
Patricia E. Bandre', *University of Arkansas—Little Rock*

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

CORDOBAN

Reading Comprehension Instruction in Five Basal Reading Programs

Chair(s): Peter Dewitz, *Capital School District*

Discussant(s): Cathy Collins Block, *Texas Christian University*

Comprehension instruction in five contemporary basal reading programs was examined to determine how they conformed to current research recommendations. The programs were examined from three perspectives. What skills and strategies are being taught? How closely do the basal programs adhere to the release of responsibility model? How well are research-based strategies like self-questioning, summarizing, narrative structure, main idea and making inferences taught in basal programs compared to original research studies?

1. *Delores Durkin Revisited: What Has Changed in Comprehension Instruction?*
Jennifer Jones, *Radford University*
2. *Does Comprehension Instruction in Basal Programs Conform to the Release of Responsibility Model?*
Susie Leahy, *Radford University*
3. *How Closely Does Instruction in Basal Programs Mirror the Original Research Studies: An Examination of Five Critical Strategies*
Peter Dewitz, *Capital School District*

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

CORINTHIAN

Higher Tech: College Students, New Literacies, and Technology Practices

Chair(s): Dana Wilber-Cammack, *Montclair State University*

Discussant(s): Kevin Leander, *Vanderbilt University*

College age students comprise a significant demographic group that is often described collectively as 'early adopters' of new technology developments and key figures in shaping how these new technologies are taken up, changed, modified, and reworked to suit a range of social and literacy practices. Studying college-age students' current new technology and literacy practices offer researchers and educators valuable insights into future trends and patterns of use, practice and literacy and technology development.

1. *"Buddy System": An Ethnographic Study of the New Literacies of a College Student Network*
Dana Wilber-Cammack, *Montclair State University*

2. *To IM or Not: Exploring the Contexts of Undergraduates' Literate Engagement With Technology on Campus*
Sarah Lohnes, Teachers College, Columbia University
3. *Exploring the Acquisition of New Literacies in Technologically-Literate College Students*
Charles K. Kinzer, Teachers College, Columbia University

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

Invited Session: History, Theory, and Research in Pre-School Literacy and Resulting Practices Today

Chair(s): Rochelle Dail, University of Alabama

Going back to the influence of Rousseau, Froebel, Pestalozzi, and then to Piaget, Dewey, Vygotsky, Montessori, constructivist and behaviorist, this presentation will illustrate how these theories and philosophies influenced preschool literacy programs. Also included will be the influence of Reading Readiness, Family Literacy, Language Experience Approach, Head Start, High Scope, Emergent Literacy, No Child Left Behind, the National Reading Panel Report, the National Early Literacy Panel Report, and Early Reading First.

1. *Theory and Philosophies That Have Influenced Preschool Literacy Development*
Lesley M. Morrow, Rutgers University
2. *Defining Systematic, Explicit Instruction for Emergent Readers and Writers*
Lea M. McGee, Ohio State University
3. *Influence of Family Literacy Programs on Preschool Literacy Development: Issues, Concerns, Future Directions*
Patricia A. Edwards, Michigan State University
Jennifer D. Turner, University of Maryland at College Park
4. *The National Early Literacy Panel: What Research Does a Review of Research Recommend*
Timothy Shanahan, University of Illinois at Chicago

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

Reading Comprehension Strategies in Content Areas

Chair(s): Rebecca K. Shankland, Michigan State University

1. *Cognitive Comprehension Strategies Explicated in Three 8th Grade Social Studies Textbooks*
Dana R. Korin, Rutgers University
2. *A Measure of Attitudes About Content Area Literacy for Teachers of Striving Readers*
Patricia A. Watson, Texas Tech University
Doug Hamman, Texas Tech University
Arturo Olivarez, Texas Tech University
Mellinee Lesley, Texas Tech University
Chiu Yin Wong, Texas Tech University
3. *The Frequency of Reading Comprehension Strategy Instruction in Secondary Content-Area Classrooms*
Molly Ness, Fordham University

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

Technology for Adolescent Literacy Acquisition & Instruction

Chair(s): Erica C. Boling, Rutgers University

1. *“PowerPoint Is So Middle School”: Preparing Adolescents for a Digital Society*
Erica C. Boling, Rutgers University
2. *Exploring Changes to Reading Comprehension on the Internet: Paradoxes and Possibilities for Diverse Adolescent Readers*
Julie Coiro, University of Connecticut
3. *Adolescents Composing Fiction in Print and Digital Game Formats: Tense and Intents*
Jill K. McClay, University of Alberta
Margaret Mackey, University of Alberta
Mike Carbonaro, University of Alberta
Duane Szafron, University of Alberta
Jonathan Schaeffer, University of Alberta

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

Extending Reciprocal Teaching and Concept Oriented Reading Instruction to Support Struggling Readers' Reading, Viewing, and Learning in Multimedia Digital Environments

Chair(s): Colin Harrison, University of Nottingham
Discussant(s): Theresa A. Deeney, University of Rhode Island

1. *“There’s Just No Rabbits On the Internet”: Identifying and Supporting Struggling Readers Through Integrated Multimedia Instruction*
Bernadette Dwyer, St. Patrick’s College
Colin Harrison, University of Nottingham
2. *Internet Reciprocal Teaching: An Examination of Instructional Strategies that Foster Strategic Online Reading Comprehension*
Jill Castek, University of Connecticut
3. *Struggling Readers, Scaffolds, and Transfer in Digital Multimedia Environments*
Bridget Dalton, Center for Applied Special Technology

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

Research Methodology Series: Methodological Considerations in Research on or Involving Social Class

Deborah Hicks, University of Cincinnati

Introduction by:
Gwendolyn Thompson McMillon, Oakland University

8:30 A.M.–10:00 A.M.
PAPER SESSION

GRECIAN

Young Adult Literature: Trends and Research

Chair(s): Melanie D. Koss, *University of Illinois at Chicago*

1. *Gossiping Girls, Insider Boys, and Landing a Spot on the A-List: A Critical Examination of Recent Young Adult Novels Consumed by Conspicuous Consumption*
Wendy J. Glenn, *University of Connecticut*
2. *Current Trends in Books for Young Adults: A Content Analysis*
Melanie D. Koss, *University of Illinois at Chicago*
William H. Teale, *University of Illinois at Chicago*
3. *Representations of Digital Communication in Young Adult Literature*
Melanie D. Koss, *University of Illinois at Chicago*
Eli Tucker-Raymond, *University of Illinois at Chicago*

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

HEINSBERGEN

What We Know and Need to Know about Literacy Coaching: One Synthesis, Two Professional Development Models, and Three Perspectives

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

Discussant(s): Richard L. Allington, *University of Tennessee, Knoxville*
Cathy Roller, *International Reading Association*
Ronald Gallimore, *University of California—Los Angeles*

The aim of this symposium is to present the results of a critical review of the research and literature available on literacy coaching and then to present results of research about large-scale professional development models in two states in which coaching is an integral part of the models. The presentations are followed by a panel in which 3 researchers will discuss implications, issues, and directions for future research.

1. *Literacy Coaching: A Synthesis of the Research and Literature*
Rita M. Bean, *University of Pittsburgh*
Kathleen Roskos, *John Carroll University*
Victoria J. Risko, *Vanderbilt University*
Catherine Rosemary, *John Carroll University*
Elizabeth Belcastro, *University of Pittsburgh*
Jennifer I. Hathaway, *Vanderbilt University*
2. *Increasing Teachers and Coaches' Knowledge and Skills Through Year Long Professional Development in Reading First-Ohio Schools*
Catherine Rosemary, *John Carroll University*
Kathleen Roskos, *John Carroll University*
3. *Using Online Instruction to Provide Professional Development in Reading First Schools: A New Role for Literacy Coaches?*
Rita M. Bean, *University of Pittsburgh*
Julie Ankrum, *University of Pittsburgh*
Natalie Heisey, *University of Pittsburgh*
Aimee Morewood, *University of Pittsburgh*
Naomi Zigmond, *University of Pittsburgh*
Helen Ezell, *University of Pittsburgh*

4. *Panel Perspectives*

Richard L. Allington, *University of Tennessee, Knoxville*
Cathy Roller, *International Reading Association*
Ronald Gallimore, *University of California—Los Angeles*

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

MEDITERRANEAN

Discourse as a Noun, Modifier, and Verb: Re-Searching the Discourse Analysis of Literacy Events in Classrooms

Chair(s): Beth Christian, *Tennessee State University*

Discourse analysis allows researchers to get a dynamic view of what people actually do in literacy events in classrooms. The purpose of our session is to re-position the discourse analysis of literacy events in a way that opens up the research imagination to considering traditional topics of study in new ways. By framing discourse a noun, a modifier, and a verb, we argue that epistemology is closely connected to how we use language to frame our research and the logics-of-inquiry that guides the decisions we make about data collection, data analysis, and interpretation.

1. *Discourse as a Noun*
Beth Christian, *Tennessee State University*
2. *Discourse as a Verb*
David Bloome, *Ohio State University*
3. *Discourse as a Modifier: An Interactional Sociolinguistic Perspective*
Mandy Smith, *Ohio State University*
4. *Discourse as a Modifier: A Perspective from Black Feminist Theory*
Stephanie Carter, *Indiana University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

MOROCCAN

Professional Development: Conversations and Connections

Chair(s): Lillian McEnery, *University of Houston-Clear Lake*

1. *Moving Beyond Superficial Conversations: Mentoring Beginning Teachers in Teaching Literacy in Urban Elementary Schools*
Karen T. Ames, *Michigan State University*
Randi N. Stanulis, *Michigan State University*
Dawn VanZee, *Lansing School District*
2. *Middle and High School Content Area Teachers' Beliefs About Literacy Teaching and Learning*
Susan C. Cantrell, *University of Kentucky*
Leslie Burns, *University of Kentucky*
Patricia Callaway, *University of Kentucky*
3. *Teachers Connecting Literacy Research to their Teaching: Reflections and Adaptations*
Carol V. Rozansky-Lloyd, *University of Nebraska at Omaha*

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

ROMAN

Grappling With Graphics: Views From Four Studies

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

Discussant(s): Laura B. Smolkin, *University of Virginia*
Carol A. Donovan, *University of Alabama*

This symposium seeks to shed light on the impact of graphics today in elementary and middle school settings. The four papers employ a range of research methodologies, including survey research, content analysis, and experimental studies to answer questions on teachers' practices, current textbook content, revised materials, and instructional support.

1. **Setting the Stage: Elementary Teachers' Practices**
Julianne M. Coleman, *University of Virginia*
2. **Graphics in Social Studies Textbooks**
Ellen O. Shrum, *University of Virginia*
3. **Graphics in Science Texts: A Look at Design and Comprehension**
Erin M. McTigue, *University of Virginia*
4. **Social Studies Texts in Play: Graphic Organizers and Text Revision to Improve Comprehension**
Montana K. McCormick, *University of Virginia*
5. **Discussant**
Laura B. Smolkin, *University of Virginia*
Carol A. Donovan, *University of Alabama*

8:30 A.M.–10:00 A.M.
ROUNDTABLE

TIFFANY

- I. **Writing Instruction for English Learners: From Planning and Implementation to Student Success**
Eugenia R. Mora-Flores, *University of Southern California*
- II. **Repetitions and Reading Fluency: A Retrospective Miscue Analysis Perspective**
James V. Hoffman, *University of Texas at Austin*
Misty Sailors, *University of Texas at San Antonio*
Laura May, *University of Texas at Austin*
- III. **Instruction and Reading Achievement in Scripted and Non-Scripted Reading Models in the Early Grades**
Ellen McIntyre, *University of Louisville*
Elizabeth Rightmyer, *University of Louisville*
- IV. **Comprehension: Making Models of Meaning**
P. David Pearson, *University of California—Berkeley*
Monica S. Yoo, *University of California—Berkeley*
Helen O. Min, *University of California—Berkeley*
- V. **Secret Languages and the Gender Order: Performing and Transgressing Masculinities in Kindergarten Literacy Lessons**
Marjorie Siegel, *Teachers College, Columbia University*
Jaime Lynn Quackenbush, *Teachers College, Columbia University*

VI. **Guided, Balanced and Interactive Writing in a Multilingual Setting: Improving the Writing Skills of Deaf Students**
Kimberly A. Wolbers, *Michigan State University*

VII. **Outsiders Becoming Insiders: Presevice Teachers' Reflections on Developing Culturally Sensitive Pedagogy About Native American Culture**
Ida Maduram, *North Park University*

VIII. **Book Selection Decisions for Emergent Readers within a Transactional Framework**
Alyson S. Bass, *Middle Tennessee State University*

10:15 A.M.–11:45 A.M.

BOWL

OSCAR CAUSEY AWARD PRESENTATION AND ADDRESS

Chair: Norman A. Stahl, *Northern Illinois University*

- I. **Oscar Causey Award Presentation for 2006**
David Moore, *Arizona State University/West*
- II. **Introduction of Speaker**
Linda Kucan, *University of Pittsburgh*
- III. **2006 Oscar Causey Address**
RT82 to RT06: The Transformative Roles of Inquiry, Theory, and Representation in Instructional Research
Annemarie S. Palincsar, *University of Michigan*, Jean & Charles Walgreen Jr. Chair of Reading and Literacy

1:15 P.M.–2:45 P.M.

ATHENIAN

SYMPOSIUM SESSION

A New Course: Theoretical Foundations

Chair(s): Stephanie Flores-Koulish, *Loyola College in Maryland*
Discussant(s): Patricia C. Paugh, *University of Massachusetts Amherst*

We will begin by describing the theoretical foundation of a required Media Literacy course and how we situated it as a meaningful component in a reading masters program. Next, three elementary teachers, who conducted action research, will share their findings and discuss the challenges and rewards for teachers and students.

1. **A New Course: Theoretical Foundations**
Debby Deal, *Loyola College in Maryland*
Stephanie Flores-Koulish, *Loyola College in Maryland*
2. **Teacher Voices**
Katie McCarthy, *Howard County Public School System*
Jane McGuigan, *Baltimore County Public Schools*
Betsy Rosebrugh, *Calvert School*

1:15 P.M.–2:45 P.M.

BERNARD'S

SYMPOSIUM SESSION

Current Uses of Technology in Literacy Research.

Chair(s): Roger H. Bruning, *University of Nebraska—Lincoln*
Discussant(s): David Reinking, *Clemson University*

These papers exemplify how technology is employed in literacy research. Using different research methods (qualitative, experimental, survey, and mixed methods) and different student populations (middle

school students, middle school students with LD, high school students, and college students) the studies demonstrate the influence of technology on research.

1. ***Differences Among High- and Low-Achieving High School Students' Note-taking Engagement with Online Text: Mixed Methods Evidence of Encoding and Processing***
Brent Igo, *Clemson University*
Roger H. Bruning, *University of Nebraska—Lincoln*
2. ***How Middle School LD Students Should Approach Note Taking from Web-based Text: A Mixed Methods Study***
Paul Riccomini, *Clemson University*
Brent Igo, *Clemson University*
3. ***Using Email as a Method of Literature Response in a Middle School Language Arts Classroom***
Wanda Calvert, *Clemson University*
4. ***Use of a Visual Display in Learning From Digital Text***
Matthew McCrudden, *University of North Florida*
5. ***Tools for Developing and Administering Online Surveys About Literacy***
Amy Carter, *Clemson University*
David Reinking, *Clemson University*

1:15 P.M.—2:45 P.M.
PAPER SESSION

BOARDROOM

Reforming and Supplementing Instruction

Chair(s): Sharon M. Peck, *SUNY—Geneseo*

1. ***The Effectiveness of a Supplemental Literacy Program in England***
Roger F. Beard, *University of London*
2. ***A Longitudinal Study of an Urban District's Reform of Instruction: Effect on Student Achievement in Reading***
Diane Corcoran Nielsen, *University of Kansas*
Laurie Leiker Winter, *University of Kansas*
Clarissa Jackson, *University of Kansas*
Kristin M. Kwasny, *University of Kansas*
3. ***Why Jane and John Couldn't Read—And How They Learned: A New Look at Striving Readers***
Rosalie P. Fink, *Lesley University*

1:15 P.M.—2:45 P.M.
SYMPOSIUM SESSION

BOWL

Invited Session: Adolescent Literacy: Reviewing Research We Have, Promoting the Research We Need

Chair(s): Kristine A. Gritter, *Michigan State University*

The purpose of this symposium will be to present a series of research based reviews of adolescent literacy and then involve the audience in a discussion of the issues. Each speaker will present a look back and a look forward at adolescent literacy research from different vantage points, focusing specifically on issues related to adolescent literacy achievement.

1. ***Fluency Instruction for Adolescents***
Tim Rasinski, *Kent State University*

2. ***Intervening with Struggling Readers***
Kathleen Hinchman, *Syracuse University*
3. ***The Literacy Development of African American Males***
Alfred Tatum, *University of Northern Illinois*
4. ***Responsive Literacy Teaching***
Elizabeth Moje, *University of Michigan*
5. ***Literacy Coaching***
Cathy Roller, *International Reading Association*
6. ***Strategies to Improve Learning with Texts***
Mark Conley, *Michigan State University*

1:15 P.M.—2:45 P.M.
SYMPOSIUM SESSION

CORDOBAN

Reading, Writing, and Speaking School with Urban Adolescents

Chair(s): Colleen M. Fairbanks, *University of North Carolina—Greensboro*

Discussant(s): Audrey Appelsies, *University of Minnesota*

The studies that make up this symposium draw upon different methods and contexts, but each illustrates urban students' reading, writing, or speaking as a means to name and define their experiences in contemporary American high schools. Through this process, they also come to understand themselves within the context of a social world, whether it be to compose a poem about their school lives, engage in a discussion of racism in school, or reflect on the expectations for the English language arts at their high school. These studies also explore students' agency the potential to raise their voices in their education.

1. ***Writing School and Society: Symbolic Creativity of Urban Teen Poets***
Korina Jocson, *Stanford University*
2. ***"The Big Guys Have to Listen": High School Students Making Sense Out of Education***
Amy M. Vetter, *University of Texas at Austin*
3. ***Reading School Differently: Two Latinas' Talk About Schooled Identities***
Colleen M. Fairbanks, *University of North Carolina—Greensboro*
Mary Ariail, *Georgia State University*

1:15 P.M.—2:45 P.M.
SYMPOSIUM SESSION

CORINTHIAN

Language Policy in Literacy Education: What US Educators and Policy Makers Can Learn from the Africa Experience

Chair(s): Rosalinda Barrera, *Texas Sate University*

Discussant(s): Richard Ruiz, *University of Arizona*

We argue in this symposium that the issues surrounding language policy are not only important to the continent of Africa, with over 2000 languages spoken (UNESCO, 2004), but also to the United States where the number of languages spoken and the number of people who do not speak English as a first language is on the rise. Since 1981, 22 states have adopted various forms of Official English legislation, in addition to four that had already done so. Does an 'English only' policy provide the necessary support for individuals with a linguistically diverse background? Does an 'English only' policy support the interests of a country moving into a global economy? What other positions could be more supportive on both accounts?

1. **Language Policy and Literacy Outcomes in High Performing South African Schools Serving Low-Income Communities**
Misty Sailors, *University of Texas at San Antonio*
James V. Hoffman, *University of Texas at Austin*
2. **The Challenges of Multilingualism and Instructional Innovation in a World of Limited Print: The Ghana and Tanzania Experiences**
Marjorie Lipson, *University of Vermont*
Karen Wixson, *University of Michigan*
Susan Biggam, *Vermont Reads Institutes*
3. **Beyond Chalk and Talk: An Exploratory Teacher Development Project in Kenya and Ghana**
Anne McGill-Franzen, *University of Tennessee, Knoxville*
Katie Solic, *University of Tennessee*
Danielle V. Mathson, *The University of Tennessee, Knoxville*

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

Exploring the Interface of Literacy and Inquiry in Science Teaching and Learning

Chair(s): Cynthia L. Greenleaf, *Strategic Literacy Initiative WestEd*
Discussant(s): P. David Pearson, *University of California—Berkeley*

The presentations in this session derive from three collaborative research and development initiatives working to improve the teaching of science reading, writing, and reasoning. A key premise that unifies these programs is that science inquiry and literacy practices share properties that make the integration of literacy and science particularly powerful.

1. **Promoting Transformational Literacy Instruction Through Science**
Robert C. Calfee, *University of California—Riverside*
Roxanne G. Miller, *Chapman University*
2. **Metacognitive Inquiry Tools for Science, Reading, and Professional Development**
Cynthia L. Greenleaf, *Strategic Literacy Initiative WestEd*
Cindy Litman, *Strategic Literacy Initiative WestEd*
Christy Kim Boscardin, *UCLA CSE/CRESST*
3. **Text as an Integral Component of Inquiry-Based Science: Lessons Learned in Building and Validating a Integrated Science-Literacy Curriculum**
Gina Cervetti, *Lawrence Hall of Science*
P. David Pearson, *University of California—Berkeley*
Jacqueline Barber, *Lawrence Hall of Science*
Elfrieda H. Hiebert, *College of Education, University of California—Berkeley*
Diana J. Arya, *University of California—Berkeley*
Jen Tilson, *Lawrence Hall of Science*

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

The Challenge of More Light: Lessons Learned in Exploring the Education of Literacy Professionals

Chair(s): Virginia Goatley, *The University at Albany—SUNY*
Discussant(s): Susan Florio-Ruane, *Michigan State University*

Questions abound about ways to prepare literacy teachers to provide effective reading and writing instruction in increasingly complex educational contexts. The four papers in this symposium explore different facets of our roles as literacy teacher educators and the ways in which we prepare literacy teachers to foster the learning of their students.

1. **Stories of Literacy Teaching and Learning: Reflections From Karen and the Reefer Dealers and Bridget the ‘Cracker Girl’**
Mary McVee, *SUNY—Buffalo*
2. **Exploring Literacy Teachers’ Understandings of Race, Culture, and Linguistic Diversity**
Cynthia Brock, *University of Nevada, Reno*
Julie L. Pennington, *University of Nevada, Reno*
Elavie Ndura, *George Mason University*
3. **But I’m Just a Teacher. Who Wants to Know What I think: Nudging Teachers to Join the ‘Conversation on the Wall’**
Jenny Denyer, *The University of Toledo*
4. **Assessing Graduates of a Literacy Specialist Degree for TEAC Accreditation**
Virginia Goatley, *The University at Albany—SUNY*

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

Preservice Teachers’ Inquiries: Realities & Challenges

Chair(s): Kathleen Moxley, *Michigan State University*

1. **Preparing Teacher Candidates To Teach Reading In the Content Areas**
Adnan Salhi, *Henry Ford Community College*
Cynthia Salhi, *Cass Technical High School*
2. **The Information Literacy Project With Pre-Service Teachers: A Program Analysis**
Margot Filipenko, *University of British Columbia*
Elizabeth A Lee, *Queen’s University*
Jo-Anne Naslund, *University of British Columbia*
Keith McPherson, *University of Victoria*
3. **Teaching for the Test and Beyond: The Challenges of Teacher Preparation in an Era of Accountability**
Susan D. Martin, *Boise State University*
Mary Ann Cahill, *Boise State University*

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

Selling Out? What Happens When Market Forces Entice the University Into a Partnership With Voyager U?

Chair(s): Beth Berghoff, *Indiana University/Purdue University at Indianapolis*

Discussant(s): Mary Beth Hines, *Indiana University*

The Reading First Act stipulated that funds for professional development could only be spent with vendors promoting ‘scientifically-based’ reading instruction. As a result, our university literacy team was forced into partnership with Voyager U. This session will examine our opposing frameworks, the role of technology, the experiences of the teachers, and new possibilities. Participants will join the discussion.

1. **Competing Definitions of Reading**
Beth Berghoff, *Indiana University/Purdue University at Indianapolis*
2. **The Changing Role of the University in Professional Development**
Joy Seybold, *Indiana University/Purdue University at Indianapolis*
3. **The Role of Technology in Reading Professional Development**
Jennifer Conner, *Indiana University/Purdue University at Indianapolis*
4. **Voices From the Field**
Gerald Campano, *Indiana University*
5. **Working Within and Against: Teachers as Agents of Change**
Mary Beth Hines, *Indiana University*
Rani Parks, *Indiana University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

GOLD

Research Methodology Series: Research Design Workshop

Chair(s): Nell K. Duke, *Michigan State University*
Marla H. Mallette, *University of Nevada, Las Vegas*

Back by popular demand, graduate students interested in advice regarding the design of a study are welcome to an informal workshop where many of the methodology series speakers and other NRC researchers will be available for individual consultation. First come first served.

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

GRECIAN

A Professional Development Model for Ensuring Quality in Early Literacy Programs

Chair(s): Judy M. Wallis, *Spring Branch School District*

Because early childhood literacy education sits in a context of competing views, it has never been more important to support teachers in developing a belief system to inform their classroom practices. This session presents a thoughtful professional development model to support teachers' growth.

1. **Supporting Teacher Growth**
Judy M. Wallis, *Spring Branch School District*
John O'Flahavan, *University of Maryland at College Park*

1:15 P.M.–2:45 P.M.
PAPER SESSION

HEINSBERGEN

Examinations of Writing Research, Theoretical Analyses, and Practice

Chair(s): Deborah Wells Rowe, *Vanderbilt University*

1. **Expanding the Agenda for Early Writing Research: A Review and Theoretical Analysis of Research from 1990 to 2005**
Deborah Wells Rowe, *Vanderbilt University*
2. **Teaching the Craft of Writing Through Interactive Writing**
Paige Furgerson, *Texas Tech University*

3. **When Writing Leads: An Activity-Theoretic Analysis of the Literate Activity of First Graders Stronger at Writing Than Reading**
Randy Bomer, *University of Texas at Austin*

1:15 P.M.–2:45 P.M.
PAPER SESSION

MEDITERRANEAN

Autism, At-Risk Preschoolers, and Collaboration: Investigations into Supports for Special Needs Children

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

1. **Double Coverage or Double Vision: A Study of the Challenges and Student Outcomes When Special Educators and Reading Specialists Share Common Approaches to Reading Instruction**
Francine C. Falk-Ross, *Northern Illinois University*
Eileen Williams, *Illinois School District 153*
Mary Iverson, *Illinois School District 153*
2. **At-Risk Preschool Children: How Do We Determine Who Is At Risk? What is the Consequence?**
Lea M. McGee, *Ohio State University*
Renee Casbergue, *The University of New Orleans*
April Bedford, *The University of New Orleans*
Stacy H. Surman, *The University of Alabama*
Lesley M. Morrow, *Rutgers University*
3. **"Mother's Voice Was the Main Source of Learning": Parents' Role in Supporting the Literacy Development of Students With Autism**
Kelly Chandler-Olcott, *Syracuse University*
Paula M Kluth, *Independent Consultant, Chicago, IL*

1:15 P.M.–2:45 P.M.
PAPER SESSION

MOROCCAN

Preservice Teacher Knowledge and Beliefs

Chair(s): Laura Pardo, *Hope College*

1. **Old Eyes, New Eyes: Professors Collaborating to Understand the Literacy Knowledge of Pre-Service Teachers Through Metaphorical Concept Mapping**
Laura Pardo, *Hope College*
Richard J. Mezeske, *Hope College*
2. **Teaching Literacy is a Staircase: Metaphors as a Third-Space for Discussing Beliefs About Teaching**
Donita J. Massengill, *University of Kansas*
Richard M. Oldrieve, *Bowling Green State University*
William Edwards, *Missouri Southern State University*
3. **Preservice Teachers' Content Knowledge and Efficacy for Teaching Reading: A Mixed Methods Study**
Elizabeth M. Leader-Janssen, *University of Nebraska—Lincoln*
Joan L. Erickson, *University of Nebraska—Lincoln*

1:15 P.M.–2:45 P.M.

ROMAN

PAPER SESSION

Examining the Role of Teachers in Effective Instruction

Chair(s): Bogum Yoon, Texas Woman's University

1. *"¡Eso, eso, eso!" That's it!: The Role of the Teacher in the Literary Transactions of Young Mexican-Origin Children With Mexican American-Themed Picture Storybooks*
Ruth E. Quiroa, National-Louis University
2. *New Considerations of Literacy Teachers' Roles and Pedagogical Approaches for the Positioning of English Language Learners in the Mainstream Classroom*
Bogum Yoon, Texas Woman's University
3. *The Impact of Teacher Language Choice and Literacy Talk on the Early Literacy Development of Spanish-Speaking ELL Prekindergarten Children*
Margaret Freedson-Gonzalez, Montclair State University

1:15 P.M.–2:45 P.M.

TIFFANY

ROUNDTABLE

- I. *Pedagogical Learning in Content Area Literacy: Perceptions, Beliefs, and Mediating Tensions*
Patricia A. Watson, Texas Tech University
Mellinee Lesley, Texas Tech University
Walter L. Doue', Texas Tech University
- II. *Studying the Chinese Reading Process: The Chinese Taxonomy of Reading Miscues Adapted from the Goodman Taxonomy of Reading Miscues*
Shaomei Wang, The University of Arizona
- III. *Living a Literate Life in the "Third Bubble": A Case Study of a High School Dropout in Solitary Confinement in a Maximum Security Prison*
Jeanne B. Cobb, Eastern New Mexico University
Rebecca J. Cobb, Vanderbilt University
- IV. *Going Straight to the Source: Struggling Readers Talk About Feelings of Competence*
Carolyn A. Groff, Rutgers, the State University of New Jersey
Melanie R. Kuhn, Rutgers, the State University of New Jersey
- V. *When is a Program Not a Program? Creating a Systematic, Sustainable Change Model of Literacy in Schools*
Tania Mertzman, University of Wisconsin—Milwaukee
Ruth Short, University of Wisconsin—Milwaukee
- VI. *Narrative Knowledge and Social Action Through Digital Storytelling*
Jason F. Lovvorn, Vanderbilt University

3:00 P.M.–4:30 P.M.

ATHENIAN

ALTERNATIVE FORMAT

Students & Faculty; An Exploration of Giving Productive Critique in Academic Writing

Chair(s): Nancy Anderson, Texas Woman's University

Discussant(s): Margaret Compton, Texas Woman's University

1. *A Framework for Interaction "Shared Organized Academic Response" (SOAR)*

Nancy Anderson, Texas Woman's University

Sharla Snider, Texas Woman's University

2. *Graduate Student's Voices*

Marlene Montgomery, Texas Woman's University

Southerland Carol, Texas Woman's University

3. *New Directions and Possibilities for Research on Faculty/ Graduate Student Interactions Around Academic Writing*

Nancy Anderson, Texas Woman's University

3:00 P.M.–4:30 P.M.

BOARDROOM

PAPER SESSION

Orthographic Development of First and Second Language Learners

Chair(s): Lori A. Helman, University of Minnesota

1. *Research-In-Progress: The Development of Letter-Name Knowledge*

Sherri L. Horner, Bowling Green State University

2. *How Do the Spellings of English Learners Inform an Established Model of Orthographic Development in English?*

Lori A. Helman, University of Minnesota

Donald Bear, University of Nevada, Reno

3. *Measuring Students' Grapheme-Phoneme Associations with a Spanish Names Test*

Diane S. Kaplan, Texas A&M University

Sharolyn D. Pollard-Durodola, Texas A&M University

3:00 P.M.–4:30 P.M.

CORDOBAN

SYMPOSIUM SESSION

Redefining Literacy Assessment Practices: Learning From/With Families

Chair(s): Maria Luiza Dantas, University of San Diego

Discussant(s): Carol Dixon, University of California—Santa Barbara

This symposium examines the role of home visits and family stories in opening spaces to re(connect) with families, make visible the diverse nature of intellectual and sociocultural capital as resources for academic and social action, and create opportunities for more meaningful connections between teachers and their students and families.

1. *Broadening our Literacy Lenses: Opportunities Available Within Home Visits*

Maria Luiza Dantas, University of San Diego

Michelle Coleman, Richardson Independent School District, Dallas, Texas

Mayumi Kearns, National City School District, San Diego

2. *Building Connections Between Home and Schools*

Melissa Schulz, University of Cincinnati

3. *Fostering Academic Identities: Contextualizing Parents' Roles*

Lilia Monzó, University of California—Los Angeles

4. *Families and Their Schools: Families as Resources for Academic and Social Action*

Ralph Cordova, Southern Illinois University Edwardsville

Beth Yeager, University of California—Santa Barbara

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

CORINTHIAN

Organization and Management of Language Arts Instruction: Achievement Benefits, Behavior Benefits, and Teacher Practices and Attitudes

Chair(s): Dana R. Korin, *Rutgers University*
Discussant(s): Linda B. Gambrell, *Clemson University*

Organization and Management of the Language Arts Program presents three studies with three different research designs. The studies include a research synthesis, a survey, and a qualitative investigation. The studies deal with grouping to differentiate instruction, rules and routines, and designing the classroom environment.

- 1. Study 1: Research Synthesis Concerning the Organization and Management of Language Arts Programs**
Ray Reutzal, *Utah State University*
- 2. Study 2: Small Group Practices in the Teaching of Reading: Teacher Practices and Attitudes Toward the Practice**
Lesley M. Morrow, *Rutgers University*
- 3. Study 3: Conceptualizing the Organization and Management Systems of Effective Seventh Grade Language Arts Teachers Across Contents**
Heather Casey, *Rutgers University*

3:00 P.M.–4:30 P.M.
PAPER SESSION

CRYSTAL

Examining Preservice Teachers' Growth Through Video Case Analysis

Chair(s): Ruby Sanny, *Illinois State University*

- 1. Moving and Shaking Literacy Teacher Preparation II: Pre-service Teachers and Their Use of Web-based Cases in Literacy Methods Courses**
Ruby Sanny, *Illinois State University*
William H. Teale, *University of Illinois at Chicago*
- 2. Noticing Noticing: How Does Investigation Of Video Cases Change How Teachers Reflect On Their Experiences?**
Cheryl L. Rosaen, *Michigan State University*
Mary Lundeberg, *Michigan State University*
Marjorie Cooper, *Michigan State University*
Suzanne Kauer, *Michigan State University*
- 3. Multimedia Case-Based Instruction: Pedagogy, Effectiveness, and Perceptions**
Elizabeth A. Baker, *University of Missouri*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

EMERALD

The Reading Skill and Reading Strategy Definition Problem

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

The terms 'reading skill' and 'reading strategy' are central to how we conceptualize reading. Despite their importance, the terms are not well defined. This symposium describes the lack of clarification of the terms, examines the history of use of the terms, analyzes the use of the terms in

reading research and provides definitions of the terms that clarify both their differences and their relations.

- 1. The Use of the Terms "Reading Skill" and "Reading Strategy" in Professional Discourse**
Peter Afflerbach, *University of Maryland*
- 2. An Historical Account of the Use of "Reading Skill" and "Reading Strategy" in Reading Instruction**
P. David Pearson, *University of California—Berkeley*
- 3. "Reading Skill" and "Reading Strategy:" An Account From Educational Psychology**
Scott Paris, *University of Michigan*
- 4. Defining Skill and Strategy, Their Relationships and Implications for Theory and Practice**
Peter Afflerbach, *University of Maryland*
P. David Pearson, *University of California—Berkeley*
Scott Paris, *University of Michigan*

3:00 P.M.–4:30 P.M.
PAPER SESSION

FILM

Collaboration in the School Community: Links to Improved Literacy Instruction

Chair(s): Susan K. L'Allier, *Northern Illinois University*

- 1. A Multi-Year Collaborative Urban University/School District Reading Improvement Initiative**
Carole S. Rhodes, *Queens College, City University of New York*
Jacqueline Darvin, *Queens College, City University of New York*
- 2. Building a Community in Which Everyone Teaches, Everyone Learns, and Everyone Reads**
Colleen P. Gilrane, *The University of Tennessee*
Melba Roberts, *Blount County Schools*
Lisa A. Russell, *Blount County Schools*
Sonya Freeman, *Blount County Schools*
- 3. Literacy Instruction Improvement through Classroom Teacher, Literacy Coach, and Principal Collaboration: How Can this Triadic Coaching Model Be Successful?**
Pauline F. Moley, *University of Arkansas—Little Rock*
Jan L. Robbins, *University of Arkansas—Little Rock*
John E. George, *University of Missouri—Kansas City*

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

FLORENTINE

Meeting the Literacy Needs of Multiple Audiences: Reading Clinics Struggles and Triumphs

Chair(s): Sharon M. Pitcher, *Towson University*
Discussant(s): Dorsey Hammond, *Salisbury University*

This session shares the struggles in four diverse reading clinic programs to create instructional settings that lead interns to understand and internalize metacognitive instructional approaches, support reflection and peer coaching, and meet new standards of the International Reading Association. Attendees will be invited to share in the dialogue.

- 1. Introduction and Overview**
Sharon M. Pitcher, *Towson University*

2. **Clemson University Reading Clinic**
Pamela J. Dunston, *Clemson University*
Kathy N. Headley, *Clemson University*
3. **Towson University Reading Clinic**
Sharon M. Pitcher, *Towson University*
Elizabeth Dicembre, *Towson University*
4. **Salisbury University Reading Clinics**
Dorsey Hammond, *Salisbury University*
John T. Wolinski, *Salisbury University*
5. **SUNY Geneseo Reading Clinic**
Sharon M. Peck, *SUNY—Geneseo*
6. **Discussion**
Dorsey Hammond, *Salisbury University*

2. **Self-Correction in Beginning Reading: A Comparison of Deaf and Hearing Readers**
Susan K. Fullerton, *Clemson University*
Georgia Nemeth, *Clemson University*
Maryann McBride, *Clemson University*

**3:00 P.M.—4:30 P.M. HEINSBERGEN
ALTERNATIVE FORMAT**

Literacy Development and Instructional Practices in International Contexts

Chair(s): Colin Harrison, *University of Nottingham*
Discussant(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 three different 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. **Strategies for Enhancing Emergent Literacy in Chinese Preschools**
Nancy Pine, *Mount St. Mary's College*
Zhenyou Yu, *China Women's University*
2. **Bumpy Journeys and Mixed Feelings: An Ethnographic Case Study of One Chinese Student's Literacy Development from the Parent's Perspective**
Wen Ma, *Le Moyne College*
3. **Learning to Read in China and India**
Lijun Jin, *Towson University*
Jiening Ruan, *The University of Oklahoma*
Poonam Arya, *Wayne State University*
4. **Investigating Writing Attainment in Elementary School Children in the United Kingdom**
Roger F. Beard, *Institute of Education*

**3:00 P.M.—4:30 P.M. MEDITERRANEAN
SYMPOSIUM SESSION**

Leading With the Heart: Cross-Cultural Comparisons of Literacy Teaching

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

This symposium addresses cross-cultural differences around the value of caring, relationship, and values in educational theory, curriculum development, and teaching. Each study is situated within a different cultural and social context: (a) Japan; (b) an immigrant Latino community in the U.S.; and (c) Costa Rica. Implications for the teaching and learning of literacy across cultural contexts will be considered.

**3:00 P.M.—4:30 P.M. GOLD
SYMPOSIUM SESSION**

Invited Session: Michael Pressley: A Research Retrospective on his Contributions to the Field and a Vision for the Future

Chair(s): Nell K. Duke, *Michigan State University*
Janice F. Almasi, *University of Kentucky*

This symposium will feature an overview of some of Michael Pressley's many contributions to the field of literacy research, and it will provide a vision from former students and colleagues related to future research endeavors that extend his work. The session will conclude with a discussion among speakers and audience participants.

1. **Research on Memory and Mnemonic Imagery**
Peggy N. Van Meter, *Pennsylvania State University*
Kelly B. Cartwright, *Christopher Newport University*
2. **Research on Comprehension and Transactional Strategies Instruction**
Janice F. Almasi, *University of Kentucky*
Rachel Brown, *Syracuse University*
Cathy Collins Block, *Texas Christian University*
Irene Gaskins, *Benchmark School*
3. **Research on Effective Teachers and Schools**
Ruth Wharton-McDonald, *University of New Hampshire*
Lindsey Mohan, *Michigan State University*
Kelly Reffitt, *Michigan State University*
4. **Other Current Projects**
Katherine R. Hilden, *Michigan State University*
Lauren Fingeret, *Michigan State University*
Nell K. Duke, *Michigan State University*

**3:00 P.M.—4:30 P.M. GRECIAN
PAPER SESSION**

Understanding Literacy Development: Intertextuality, Self Correction, and Conceptions of Print

Chair(s): Dawnene D. Hassett, *University of Wisconsin—Madison*

1. **Concepts About Print in Early Literacy: The Governance of "Natural" and "Appropriate" Reading Development**
Dawnene D. Hassett, *University of Wisconsin—Madison*

1. **“More Than Reading and Writing”: Empathy and Adult Literacy Instruction in Japan**
Erik Jacobson, *Montclair State University*
2. **Drawn in by Relationship: Promoting Effective Adult ESL Instruction With Mexican Mothers**
Robin Waterman, *Harvard Graduate School of Education*
3. **Values and Beliefs as the Educational Compass: A Costa Rica Case Study**
Victoria Purcell-Gates, *University of British Columbia*
Ingrid Bustos, *Ministerio de Educacion Publica*

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

Preparing and Submitting a Paper for the Student Outstanding Research Award

Chair(s): Roni Jo Draper, *Brigham Young University*
Discussant(s): Rebecca Rogers, *Washington University, St. Louis*

Past recipients along with current award reviewers will discuss how to prepare and submit papers for consideration for the Student Outstanding Research Award.

1. **Preparing and Submitting a Student Research Paper**
Roni Jo Draper, *Brigham Young University*
Rebecca Rogers, *Washington University, St. Louis*
2. **What Reviewers Are Looking for in an Outstanding Student Research Paper**
Douglas Fisher, *San Diego State University*
Roni Jo Draper, *Brigham Young University*
3. **Advice for Preparing an Outstanding Student Research Paper From Past Recipients**
Rebecca Silverman, *Harvard Graduate School of Education*
Rebecca Rogers, *Washington University, St. Louis*

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

Preservice Teachers and Culturally Relevant Pedagogy

Chair(s): Julie K. Kidd, *George Mason University*

1. **Teachers’ Learning about Culturally Relevant Literacy Pedagogy: Going Beyond Transformative Agendas**
Caitlin McMunn Dooley, *Georgia State University*
2. **Promoting 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*
3. **Faculty Education for Change: Infusing Issues of Cultural and Linguistic Diversity in the Mainstream Teacher Education Curriculum Through a Collaborative Faculty Study Group**
Mileidis Gort, *University of Miami*
Wendy J. Glenn, *University of Connecticut*

3:00 P.M.–4:30 P.M. TIFFANY ROUNDTABLE

- I. **Exploring Pre-service Teachers’ Ideologies Regarding Social Class through Literature Response**
Cheryl A. Kreutter, *SUNY—Albany*
- II. **Exploring Fourth Graders’ Navigation of Postmodern Picture Books**
Elizabeth A. Swaggerty, *East Carolina University*
- III. **Oral Reading Fluency in Upper Elementary and Middle Grade Readers: Investigating the Roles of Automaticity, Rate, and Prosody**
Gwynne Ellen Ash, *Texas State University*
- IV. **Assessing Exemplary Literacy Teacher Educators: A Survey to Align Research and Practice**
Janet R. Young, *Brigham Young University*
Linda S. Wold, *Loyola*
Victoria J. Risko, *Vanderbilt University*
- V. **Recent Research on Children’s Literature: Positioning Readers as Community Members**
Janelle B. Mathis, *University of North Texas*
Sunni Johnson, *University of North Texas*
Shelley Blackburn, *University of North Texas*
Laurie Youngblood, *University of North Texas*
Aime Sarker, *University of North Texas*
Cheryl Taliaferro, *University of North Texas*
Karen Walker, *University of North Texas*
- VI. **Acts of Inquiry in Integrated Science-Literacy Units: Teaching that Promotes Urban First-Graders’ Reasoning in Talk, Writing, and Drawing**
Christine C. Pappas, *University of Illinois at Chicago*
Maria Varelas, *University of Illinois at Chicago*
Tamara Ciesla, *University of Illinois at Chicago*
Sharon Gill, *Andrew Jackson Language Academy*
- VII. **CVC Spelling Development in Kindergarten Students**
Richard M. Oldrieve, *Bowling Green State University*
Eileen Pasquerette, *Bowling Green State University*

4:45 P.M.–6:00 P.M. BOWL PLENARY SESSION

Chair: Jane Hansen, *University of Virginia*

- I. **Announcements**
Patricia A. Edwards, *Michigan State University*
- II. **Early Career Award Presentation**
Colin Harrison, *University of Nottingham*
- III. **Introduction of the Speaker**
Taffy Raphael, *University of Illinois, Chicago*
- IV. **Plenary Address**
Historical Analysis of the Impact of Educational Research on Policy and Practice: Reading as an Illustrative Case
P. David Pearson, *University of California, Berkeley, Professor and Dean, Graduate School of Education*

8:30 A.M.–10:00 A.M.
PAPER SESSION

ATHENIAN

Inquiring About Preservice Teacher Growth

Chair(s): Rebecca K. Shankland, *Michigan State University*

- 1. Case Studies of Preservice Literacy Teachers' Development of Instructional Scaffolding**
Joyce E. Many, *Georgia State University*
Donna L. Taylor, *Georgia State University*
Deborah Dewberry, *Georgia State University*
Kim Coady, *Georgia State University*
- 2. Preservice Teachers' Funds of Knowledge: What Do They Bring and How Will It Affect Their Teaching?**
Jewell E. Cooper, *University of North Carolina—Greensboro*
Samuel D. Miller, *University of North Carolina—Greensboro*
Jean P. Rohr, *University of North Carolina—Greensboro*
Rachel G. Salas, *University of North Carolina—Greensboro*
- 3. Four Case Studies of Future Teacher Learning and Change within a Redesigned Literacy Preservice Education Program**
Deborah R. Dillon, *University of Minnesota*
Mark D. Vagle, *University of Georgia*
Karen A. Jorgensen, *University of Kansas*

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

BERNARD'S

Invited Session: A Research Synthesis Drawing on the Reports From the 2006 NRC Yearbook

Chair(s): Cathy Roller, *International Reading Association*

Discussant(s): Gerald Duffy, *University of North Carolina—Greensboro*
Sheila Valencia, *University of Washington*
P. David Pearson, *University of California—Berkeley*

The symposium will support the development of a research base for an IRA initiative in teacher education. The IRA Board has formed a committee to design and pilot a process of voluntary program accreditation at the initial certification level. This session will focus more on the knowledge base (research) that would inform a framework than on the "processes" to be followed. What research exists on the learning outcomes and program characteristics that would be the basis for an accreditation framework? What research is needed? How can this effort be used as a process for gathering data that would inform the knowledge base?

- 1. Voluntary Program Accreditation in Reading: Why**
Richard L. Allington, *University of Tennessee, Knoxville*
- 2. The Learning Outcomes and Program Features Associated with Effective Elementary Teacher Preparation in Reading: A Framework for Research that Exists and Research that is Needed.**
James V. Hoffman, *University of Texas at Austin*
Jack Cassidy, *Texas A&M University, Corpus Christi*

8:30 A.M.–10:00 A.M.
PAPER SESSION

BOARDROOM

Analyzing Literacy Perspectives

Chair(s): Tanya Marie Dwight, *University of Georgia*

- 1. How Good Teachers May Have Become Law Breakers: A Synthesis of the Legislative History of Title I of No Child Left Behind (2002) and Its Impact on Reading Instruction**
Tanya Marie Dwight, *University of Georgia*
- 2. Resisting the 'Already Said': Two Case Studies**
Connie L White, *California State University, Northridge*
Geraldine van de Kleut, *Lambton Kent Public School*
- 3. Research in the Eye of the Beholder: An Inter-Paradigmatic Perspective**
Margaret A. Gallego, *San Diego State University*
Marva Cappello, *San Diego State University*

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

CORDOBAN

Multimodality, Adolescence and New Meanings

Chair(s): Eli Tucker-Raymond, *University of Illinois at Chicago*

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

We focus on the meaning making potential of the use of multimodal sources in adolescents' in and out of school literacies. Our papers address how multimodalities are enacted in different youth genres resulting in a synergism of meanings not realized from analytical frames that focus on typical unimodal texts.

- 1. Multimodal Meaning-Making in Graphic Novels**
William Boerman-Cornell, *University of Illinois at Chicago*
- 2. Multimodality, Popular Culture and History Instruction**
Michael Manderino, *University of Illinois at Chicago*
- 3. Hip Hop In and Out of School**
Jung Kim, *University of Illinois at Chicago*

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

CORINTHIAN

Motivation and Self-Efficacy in Literacy Learning and Teaching

Chair(s): Kathleen M. Wilson, *University of Nebraska—Lincoln*

Discussant(s): Roger H. Bruning, *University of Nebraska—Lincoln*

This symposium explores motivation as a determinant in whether individuals engage in and benefit from participation in academic tasks in general, and literacy tasks in particular. The studies explore the role of motivation in literacy teaching and learning from the perspectives of preservice teachers, inservice teachers and children.

- 1. How Does Preservice Teachers' Efficacy Change as Their Content Knowledge Increases?**
Elizabeth M. Leader-Janssen, *University of Nebraska—Lincoln*
- 2. The Influence of Teacher Ethnicity, SES, and Gender on Children's Literacy Self-Perceptions**
Kathleen M. Wilson, *University of Nebraska—Lincoln*

3. **Teacher Collective Self Efficacy in an Age of Literacy Reform: Lessons From the Reading First Initiative**
Guy Trainin, *University of Nebraska—Lincoln*
4. **Increasing Teaching Efficacy for Literacy Teaching: A Qualitative Study of the Role of Professional Development in Becoming “Highly Qualified”**
Joan L. Erickson, *University of Nebraska—Lincoln*

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

Power, Performance, and Perspective in a Preservice Teacher/Elementary Student Collaborative Research/Teaching Project

Chair(s): Jenifer Jasinski Schneider, *University of South Florida*
James R. King, *University of South Florida*

Discussant(s): Susan Constable, *Otterbein College*

Our project placed preservice teachers and elementary children in small-group collaboratives to create multi-genre research reports. Using readers’ theater, we share an analysis of data that highlights the philosophical shifts, discoveries, and choices of participants thereby examining the interpersonal dynamics, levels of communication, and manifestations of power that occurred.

1. **Telling Participants’ Stories**
Jenifer Jasinski Schneider, *University of South Florida*
James R. King, *University of South Florida*
Mary Virginia Feger, *University of South Florida*
Vanessa Minick, *University of South Florida*
Deborah Kozdras, *University of South Florida*
Antoinette Kirby, *University of South Florida*
2. **Negotiating Understanding: The Interplay of Power, Language, Voice, and Role**
Mary Virginia Feger, *University of South Florida*
Deborah Kozdras, *University of South Florida*
3. **Instructive Complications**
Vanessa Minick, *University of South Florida*
Antoinette Kirby, *University of South Florida*

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

Issues in Research and Authorship

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

1. **Memories of Literacy Education and the Construction of Teachers’ Identities Through Oral Histories**
Marilyn McKinney, *University of Nevada, Las Vegas*
Christine Jordan, *University of Nevada, Las Vegas*
Marie LeJeune, *University of Nevada, Las Vegas*
Elysha O’Brien, *University of Nevada, Las Vegas*
Char Moffit, *University of Nevada, Las Vegas*
Benita Dillard, *University of Nevada, Las Vegas*
2. **Analysis of Mixed Methods in Literacy Research: A 10 Year Review**
Diane Truscott, *Georgia State University*
Caitlin McMunn Dooley, *Georgia State University*
Mona W. Matthews, *Georgia State University*
Flo Thornton-Reid, *Georgia State University*

3. **Traditional, Collaborative, and Mixed Forms of Authorship: A Comparative Study**
Jessica Hammer, *Teachers College, Columbia University*

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

Teachers Examining and Observing Their Teaching to Improve Student Learning

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

1. **Applying a Model of Expert Noticing to Teacher Observations During Paired Tutoring of Struggling Readers**
Pamela Ross, *San Diego State University*
Sharan A. Gibson, *San Diego State University*
2. **Transcript Analysis and Teacher Study Group: Improving Comprehension Instruction**
Connie J. Buskist, *Auburn University Montgomery*
Edna G. Brabham, *Auburn University*
Susan K. Villaume, *Auburn University*
3. **Listening for a Change: Teachers’ Perspectives on Shifts in Student/Teacher Participation during Literature-Based Discussions**
Kristy L. Dunlap, *George Mason University*

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

Middle School Literacy Practices: Language and Content

Chair(s): Leigh A. Hall, *University of North Carolina, Chapel Hill*

1. **Methodology is not Enough: Transactions Between Content Area Teachers, Struggling Readers, and Text in Content Area Classrooms**
Leigh A. Hall, *University of North Carolina, Chapel Hill*
2. **The Read-Write Cycle Project: Toward Affecting Teacher Change in Content Area Literacy in the Upper Elementary Grades**
Roxanne G. Miller, *Chapman University*
Robert C. Calfee, *University of California—Riverside*
Kimberly White-Smith, *Chapman University*
Sally O. Thomas, *Chapman University*
3. **Choice Words: A Case Study of Culturally Grounded Vocabulary Teaching and Learning with African American Students in an Eighth Grade Language Arts Class**
Elizabeth Carr Edwards, *Georgia Southern University*

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

Research Methodology Series: Methodological Considerations in Research on or Involving Instructional Interventions

Chair(s): Benita Dillard, *University of Nevada, Las Vegas*
John Guthrie, *University of Maryland at College Park*
Barbara Taylor, *University of Minnesota*

8:30 A.M.–10:00 A.M.
PAPER SESSION

GRECIAN

Examining Classrooms as “Spaces”

Chair(s): Heriberto Godina, *Texas Tech University*

- 1. *Who Are They? A Snapshot of Asian Students’ Cross-Cultural Experiences and Identity Development in the U.S. School System***
Xiaoning Chen, *Purdue University*
Reiko H. Ileleji, *Purdue University*
- 2. *Technology Integration as Space: Supporting English Language Learners’ Language and Literacy Development***
Catherine McBride, *Avalon School*
Shelley H. Xu, *California State University, Long Beach*
- 3. *An Ethnographic Portrait of Korean American Identity in the Elementary Literacy Classroom***
Heriberto Godina, *Texas Tech University*
Jeonghee Choi, *Alfred University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

HEINSBERGEN

Issues of Policy and Practice in ELL

Chair(s): Sheila Valencia, *University of Washington*

- 1. *Exploring Universals in English Literacy Learning***
Lee Gunderson, *University of British Columbia*
- 2. *English Language Learners Caught in the Middle***
Sheila Valencia, *University of Washington*
Tom Stritikus, *University of Washington*
- 3. *An Analysis of Lexical and Cognitive Elements in Two Spanish Basal Readers: Exploring Grade Level Characteristics for Grades 1-3***
Karen L. Ford, *University of Virginia*

8:30 A.M.–10:00 A.M.
PAPER SESSION

MEDITERRANEAN

Literacy Events, Discussion, and the Teacher’s Role

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

- 1. *Interpretive Strategy Use and Conversational Development Among Children in Grades K-3 During Peer Discussions of Text***
Janice F. Almasi, *University of Kentucky*
Barbara Palmer, *Mount St. Mary’s College*
Keli Garas-York, *West Seneca Central Schools*
Wen Ma, *Le Moyne College*
Hyunhee Cho, *Taega National University of Education*
Lynn Shanahan, *SUNY—Buffalo*
- 2. *Reading Comprehension as the Creation of a Motivated Text***
Maren Aukerman, *University of Pennsylvania GSE*
- 3. *Defining a Literacy Event: Establishing Event Boundaries, Creating a Robust Taxonomy, Monitoring Intentionality and Reporting Reliability.***
Colin Harrison, *University of Nottingham*
Katerina Papanikolopoulou, *University of Nottingham*

8:30 A.M.–10:00 A.M.
PAPER SESSION

MOROCCAN

Theory and Research on Grade Level

Chair(s): Jennifer L. Howell, *University of Virginia*

- 1. *Instructional-Level Needs vs. Grade-Level Expectations: Preliminary Results from an Urban Literacy Reform Effort***
Tom Gill, *Temple University*
Heather Warley, *Temple University & University of Virginia*
Gwinyai Muzorewa, *Temple University*
- 2. *Oral Reading Rates: An Examination by Grade Level, Instructional Level, and Age***
Jennifer L. Howell, *University of Virginia*
Timothy J. Landrum, *University of Virginia*
E. Allison Drake, *University of Virginia*
- 3. *Naturalizing Grade Level: a Critical Analysis of “Grade Level” in Literacy Policy***
Julie Ellison Justice, *Vanderbilt University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

ROMAN

Sociocultural & Sociolinguistic Inquiries

Chair(s): Maureen E. Kendrick, *University of British Columbia*

- 1. *Performing (and Deforming) Participant Structures: A Rhizoanalysis of a Literacy Lesson in a Multilingual Classroom***
Lara J Handsfield, *Illinois State University*
- 2. *Linguistics, Texts, and Science Learning for Diverse Populations: An Agenda for Teacher Education***
Lisa Patel Stevens, *Boston College*
Julian Jefferies, *Boston College*
- 3. *Health Literacy in a Rural Ugandan Community***
Maureen E. Kendrick, *University of British Columbia*
Judith Eiyoy, *University of British Columbia*

8:30 A.M.–10:00 A.M.
PAPER SESSION

TIFFANY

Studies on Vocabulary, Diction Development, and Phonological Distinctness

Chair(s): Kelly B. Cartwright, *Christopher Newport University*

- 1. *Finding the “Just-Right” Word: A Case Study of Diction Development in a Fifth-Grade Reading-Writing Classroom***
Christine A. Mallozzi, *University of Georgia*
Donna Ware, *Athens-Clarke County, Georgia*
James F. Baumann, *University of Georgia*
- 2. *Interactions between Vocabulary and Phonological Distinctness: Impact on Phonological Awareness***
Kimberly D. McDowell, *Wichita State University*
Deborah Hamm, *Wichita State University*
Dennis J. Kear, *Wichita State University*
Shirley Lefever-Davis, *Wichita State University*

3. *The Role of Flexibility in Moderating Effects of Vocabulary on Children's Reading Comprehension: Two Years Later*
 Kelly B. Cartwright, *Christopher Newport University*
 Timothy R. Marshall, *Christopher Newport University*
 Marisa C. Isaac, *Christopher Newport University*
 Melinda D. Hodgkiss, *Christopher Newport University*

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

ATHENIAN

Different Faces of Marginality: Cross-Cultural Explorations

Chair(s): Victoria Purcell-Gates, *University of British Columbia*
Discussant(s): Ernest Morrell, *University of California—Los Angeles*

This session will examine the construct of 'marginality,' using multimedia, traditional data, and insights from several research studies in order to problematize our understandings of marginality and its effects, roles, and relationships with literacy learning in schools. How do these manifestations of marginality reflect the nature of literacy instruction?

1. *Marginality Within Literacy Classrooms: Young Sudanese Refugee Children*
 Kristen H. Perry, *Michigan State University*
2. *Landscapes of Marginality*
 Victoria Purcell-Gates, *University of British Columbia*
3. *Marginalization and Outsider Literacies: A Case Study at the Linguistic Margins*
 Kedrick James, *University of British Columbia*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BERNARD'S

Uses of Literature: Examinations of Phonics and Literature Based Instruction

Chair(s): Denise Duncan, *University of Texas at Austin*

1. *Phonics-Based or Literature-Based: Reading Strategies of 2nd and 5th Graders*
 Barbara Laster, *Towson University*
 Bess Altwerger, *Towson University*
 Steve Mogge, *Towson University*
2. *Expanding the Zone of Possibilities in Literature-Based Reading Instruction With Web-Based Learning*
 Chinwe H Ikpeze, *St. John Fisher College*
3. *Teaching Phonics Through Literature or Spelling: Does it Matter?*
 Theresa Roberts, *California State University, Sacramento*
 Anne Meiring, *California State University, Sacramento*

10:15 A.M.–11:45 A.M.
PAPER SESSION

BOARDROOM

Children Negotiating Literacy Experiences With Their Families and With a Mandated Curriculum

Chair(s): Jacqueline Lynch, *York University*

1. *Collaborating With Inner City Aboriginal Preschool Children and Their Families: A Pathway to Literacy*
 Jodi L. Streelasky, *University of British Columbia*

2. *Parent-Child Print Literacy Activities and Young Children's Knowledge About Print*
 Jacqueline Lynch, *York University*
3. *Making Room for His Own Literacies: A Kindergartner's Negotiations Within a Mandated Literacy Curriculum*
 Stavroula Kontovourki, *Teachers College, Columbia University*
 Marjorie Siegel, *Teachers College, Columbia University*

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

BOWL

Making Literacy Theory More Meaningful and Understandable: A Session for Professors and Graduate Students

Chair(s): Diane H. Tracey, *Kean University*
 Lesley M. Morrow, *Rutgers University*

The purpose of this alternative session is to examine how to make literacy theory more meaningful and understandable for literacy researchers and practitioners. Brief summaries of the major theoretical strands that have affected literacy research will be presented. Experts on each theoretical orientation will discuss the highlights of the perspective and ways in which the theories can be meaningfully taught and applied in college and university classrooms.

1. *Making Literacy Theory More Meaningful and Understandable*
 Diane H. Tracey, *Kean University*
 Lesley M. Morrow, *Rutgers University*
 Linda B. Gambrell, *Clemson University*
 John Guthrie, *University of Maryland*
 Richard L. Allington, *University of Tennessee, Knoxville*
 P. David Pearson, *University of California—Berkeley*
 Patricia A. Edwards, *Michigan State University*
 Jennifer D. Turner, *University of Maryland at College Park*

10:15 A.M.–11:45 A.M.
PAPER SESSION

CORDOBAN

Critical Experiences in Preservice Teacher Programs

Chair(s): Rebecca K. Shankland, *Michigan State University*

1. *Learning to Teach Literacy during an Initial Field Experience*
 Sara Dolezal, *UCLA*
2. *Using Book Clubs to Develop Understandings of Socio-Cultural Theories in Education with Pre-Service Teachers*
 Leigh A. Hall, *University of North Carolina, Chapel Hill*
 Nicki Galloway, *University of North Carolina, Chapel Hill*
3. *Student Resistance in Adolescent Literacy and Teacher Preparation Courses*
 Kelly Estrada, *Sonoma State University*
 Karen Grady, *Sonoma State University*
 Susan Hirsch, *Sonoma State University*
 Martha Rapp Ruddell, *Sonoma State University*

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

CORINTHIAN

Teacher Education Effectiveness and the Development of Thoughtfully Adaptive Teachers of Literacy

Chair(s): Samuel D. Miller, *University of North Carolina—Greensboro*

Discussant(s): James V. Hoffman, *University of Texas at Austin*

This symposium describes a set of studies designed as a foundation of a longitudinal effort to establish that teacher education effectiveness is tied to the development of teachers who are thoughtfully adaptive when teaching literacy. An overview describes the rationale and three papers present foundational aspects of this research effort.

1. **Overview of the Symposium**
Samuel D. Miller, *University of North Carolina—Greensboro*
2. **The Conceptual Basis of Thoughtfully Adaptive Teaching**
Seth A. Parsons, *University of North Carolina—Greensboro*
Gerald Duffy, *University of North Carolina—Greensboro*
3. **Thoughtfully Adaptive Teaching: Preservice Teachers Inform Our Definition by Their Understandings and Literacy Practices During Internship Experiences in a High-Poverty Professional Development School (PDS)**
Sandra M. Webb, *University of North Carolina—Greensboro*
Samuel D. Miller, *University of North Carolina—Greensboro*
4. **Thoughtfully Adaptive Teaching: First Year Teachers Inform Our Definition by Their Understandings and Literacy Practices as They Strive to Create a Text Rich Environment**
Roya Q. Leiphart, *University of North Carolina—Greensboro*
Kathryn A. Kear, *University of North Carolina—Greensboro*

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

CRYSTAL

The Design and Validation of Measures of Teachers' Pedagogical Content Knowledge for Teaching Informational Text Comprehension

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

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

This symposium addresses the assessment of teacher knowledge regarding text comprehension instruction. Drawing upon pedagogical content knowledge as a framework, we present a constructed response measure and a video viewing/description measure, describing the psychometric properties as well as the significance of these measures in supporting professional development.

1. **Introduction**
Annemarie Palincsar, *University of Michigan*
2. **Paper 1: The Theoretical and Empirical Rationale For the Design of CoLTS and the Video Viewing Task**
Linda Kucan, *University of Pittsburgh*
Annemarie Palincsar, *University of Michigan*
3. **Paper 2: Examining Pedagogical Content Knowledge for Reading Comprehension Instruction: Results From the Comprehension and Learning From Text Survey (CoLTS)**
Susanna Hapgood, *University of Toledo*
Linda Kucan, *University of Pittsburgh*
Annemarie Palincsar, *University of Michigan*

4. **Paper 3: Examining Pedagogical Content Knowledge for Reading Comprehension Instruction: Initial Results from a Video Viewing Task**

Annemarie Palincsar, *University of Michigan*

Linda Kucan, *University of Pittsburgh*

Debi Khasnabis, *University of Michigan*

Ching-I Chang, *University of Michigan*

5. **Paper 4: Exploring Teachers' Instructional Responses Using Item Response Theory**

Steve Schilling, *University of Michigan*

Susanna Hapgood, *University of Toledo*

10:15 A.M.–11:45 A.M.
PAPER SESSION

EMERALD

Explorations of Student Voice and Choice in Curriculum

Chair(s): Peggy Semingson, *University of Texas at Austin*

1. **Toward an Agent-Based Literacy Curriculum**
John E. McEneaney, *Oakland University*
2. **Negotiating the Literacy Block: Voice, Choice and Design as Conventions for Equity and Inclusion in a Second Grade Classroom**
Patricia C. Paugh, *University of Massachusetts Amherst*
Jane Carey, *University of Massachusetts Amherst*
3. **Exploring Students' Text Selection Strategies**
Juliet L. Halladay, *Michigan State University*

10:15 A.M.–11:45 A.M.
PAPER SESSION

FILM

Teacher Transitions: Changing Practices and Beliefs

Chair(s): Dolores Gaunty-Porter, *Vanguard University*

1. **Teachers as Readers: How Personal Reading Influences Strategy Awareness and Classroom Instruction**
Dixie D. Massey, *University of Puget Sound*
2. **Race, Class, Religion, and Sexual Orientation: Teachers Learning and Teaching About Differences**
Ellen McIntyre, *University of Louisville*
3. **Changes in Literacy Beliefs and Practices of a Kindergarten Teacher: A Three-Year Longitudinal Study**
Sunita Singh, *University of Illinois at Urbana-Champaign*

10:15 A.M.–11:45 A.M.
PAPER SESSION

FLORENTINE

Literacy Coaching: Practices and Effects

Chair(s): Douglas Fisher, *San Diego State University*

1. **An Initial Examination of the Effects of Literacy Coaching on Student Achievement in Reading in Grades K-3**
Susan K. L'Allier, *Northern Illinois University*
Laurie Elish-Piper, *Northern Illinois University*
2. **Situated Identities: Inside the Practices of Three Literacy Coaches in New Jersey**
Kristin N. Rainville, *Teachers College*

3. *Coaching the Literacy Coach: A Case Study*
Cathy Toll, *Indiana University School of Education at IUPUI*

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

GOLD

Advances in Technology Use for Literacy Educators

Chair(s): Laura Roehler, *Michigan State University*
Discussant(s): Rebecca S. Anderson, *The University of Memphis*

Building on previous research, this alternative symposium provides opportunities for participants to hear from and interact with groups of researchers who are working together to keep abreast of technology advances. Participants will choose one of the following breakout sessions: 1) video cases and clips, 2) teaching online, and 3) blogs.

1. *Presenters*

Rebecca S. Anderson, *The University of Memphis*
Laura Roehler, *Michigan State University*
Marino C. Alvarez, *Tennessee State University*
Terry Atkinson, *East Carolina University*
Erica C. Boling, *Rutgers University*
Mark Conley, *Michigan State University*
Linda D. Labbo, *University of Georgia*
Charles K. Kinzer, *Teachers College, Columbia University*
Victoria J. Risko, *Vanderbilt University*

10:15 A.M.–11:45 A.M.
PAPER SESSION

GRECIAN

Measurement and Instruction in Literacy

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

1. *The Inquiry-based Instruction Observation Protocol System: A Tool for Measuring Inquiry and Literacy Practices in the Classroom*
Alison K. Billman, *Michigan State University*
2. *An Analysis of Student Performance on Basic and Higher-Level Comprehension Questions: An Exploratory Study*
Thomas G. Gunning, *Central Connecticut State University*
3. *Standardized vs. Informal Assessment: Differential Predictive Value?*
Kimberly D. McDowell, *Wichita State University*
Robyn A. Ziolkowski, *Pueblo Public Schools*

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

HEINSBERGEN

Constructing and Interpreting Multimodal Texts: Portraits of Classroom Practice From Elementary, Secondary, and University Settings

Chair(s): Mary McVee, *SUNY—Buffalo*
Discussant(s): Donna E. Alvermann, *University of Georgia*

These papers examine the relationship between theories of multimodal and classroom-based literacy practices at the elementary, secondary, and university level. In each context teachers and students take up the challenge of creating meaning through multiple modes (e.g. spatial, visual, auditory) rather than relying on monomodal approaches (e.g., print-based modes) that often dominate school settings.

1. *Acid Rain on the Brain: Metacognitive Awareness of Design Elements in Creation of Content-Area Multimodal Texts*
Lynn Shanahan, *SUNY—Buffalo*
2. *Spiderman Meets Walt Whitman: Using Digital Media to Interpret Poetry*
Mary McVee, *SUNY—Buffalo*
3. *Lights! Camera! Action! ...Talk! Write! Draw!: Using Multimodality to Mediate Dialogic and Student-Centered Practices in a Secondary English Classroom*
Nancy Bailey, *Canisius College*

10:15 A.M.–11:45 A.M.
PAPER SESSION

MEDITERRANEAN

Adolescents and Literacy Beyond School Contexts: Gender, Popular Culture, and Service Learning

Chair(s): Amy S. Johnson, *University of Georgia*

1. *“Teenage Addiction”: Adolescent Girls Drawing Upon Popular Culture Texts as Mentors for Writing in an After-School Writing Club*
Emily N. Skinner, *College of Charleston*
2. *My Boys and My Books: Using Book Clubs to Engage African American Young Men in Emancipatory Reading*
Kimberly N. Parker, *University of Illinois at Urbana Champaign*
3. *Service-Learning: An Instructional Model for Literacy Engagement*
Steven M. Hart, *California State University, Fresno*

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

MOROCCAN

The Development and Assessment of Early Literacy Skills in Young Spanish-Speaking Children: Home, School and Community Influences

Chair(s): Sandra Barrueco, *The Catholic University of America*
Discussant(s): Michael Lopez, *Center for Latino Child/Family Research*

The U.S. preschool Spanish-speaking population is growing rapidly. The number of Latino/Hispanic children in preschools as of 2001 exceeded 40%. Many speak little or no English when entering preschool. Yet, they may have developing concepts about literacy’s uses, functions, and forms not tapped by current curricula, testing and assessment practices.

1. *Family and Community Influences on the Early Literacy Development of*
Claude Goldenberg, *California State University, Long Beach*
Leslie Reese, *California State University, Long Beach*
2. *Inside the Latino Home: The Effect of Home Literacy Environment on Preschool Language Skills*
Lisa Lopez, *University of South Florida*
3. *Assessing the Developing Early Literacy Skills of Spanish-Speaking Children Using a Realistic Storybook Tool: La Aventura de Violeta/El Cambio en Dante*
Andrea DeBruin-Parecki, *High/Scope Early Reading Institute*

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

ROMAN

Exploring the Social Embedded Nature of Youths' Technoliteracies

Chair(s): Eliane Rubinstein-Avila, *University of Arizona*
Discussant(s): Donna E. Alvermann, *University of Georgia*

Although 17 million children and youth are Internet users (Frechette, 2005), little is known about their use (Dresang, 1999). These papers draw from the New Literacy Studies to present data on populations that have been underrepresented in the technoliteracy research (girls, elementary school age children, and Latinas).

1. ***Identities and Technoliteracies***
Barbara Guzzetti, *Arizona State University*
2. ***Popular Websites as Sites for Literacy Learning:***
Jennifer Stone, *University of Washington*
3. ***Exploring Young Latinas' Internet Multimodal Use:***
Eliane Rubinstein-Avila, *University of Arizona*

10:15 A.M.–11:45 A.M.
ROUNDTABLE

TIFFANY

- I. ***Teaching, Learning and Demonstrating Literacy Through and With Commonplace Computer Software, the Internet, and Other ICTs in Second Grade***
Gregory W. Brooks, *St. John Fisher College*
- II. ***The Effects of Inquiry-Based and Inquiry-Plus-Reading Science Curricula on Middle School Students' Science Achievement and Attitude***
Zhihui Fang, *University of Florida*
Rose Pringle, *University of Florida*
Michelle Klosterman, *University of Florida*
Youhua Wei, *University of Florida*
Charlotte Mundy, *University of Florida*
- III. ***First Graders' Individual Literary Response Styles During Picturebook Readalouds***
Anne E. Brightman, *Baker Elementary School, Moorestown, NJ*
Lawrence R. Sipe, *University of Pennsylvania GSE*
- IV. ***Interest and Concern: Teacher Responses to the Idea of Using Students' Multiple Literacies in Schools***
Heather K. Sheridan-Thomas, *Binghamton University*
Jennifer Ro, *Binghamton University*
- V. ***An Examination of the Knowledge and Implementation of Content Reading Strategies by Preservice Teachers in the Primary Grades***
Mary Beth Sampson, *Texas A&M University-Commerce*
I. LaVerne Raine, *Texas A&M University-Commerce*
Wayne M. Linek, *Texas A&M University-Commerce*
Susan Szabo, *Texas A&M University-Commerce*
- VI. ***A Psychogenetic Analysis of Spanish-Speaking Preschoolers' Emergent Writing***
Joan M. Tardibuono, *University of Southern California*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

ATHENIAN

Invited Session: New Models for Adult Literacy and ESL Language Learning

Chair(s): Larry Mikulecky, *Indiana University, Bloomington*
Discussant(s): Larry Mikulecky, *Indiana University, Bloomington*

Recent research has revealed useful information on how adults successfully move from very basic English literacy and language to higher levels of mastery. Participants will present new ideas and approaches being considered by the National Institute for Literacy and others as alternatives to the "classes only" approach to providing instruction and support for adult literacy and ESL learning.

1. ***Why New Approaches to Adult Literacy and ESL Instruction and Support are Needed***
Larry Mikulecky, *Indiana University, Bloomington*
2. ***Giving Literacy Away, Again: New Concepts of Promising Practice***
Steve Reder, *Portland State University*
3. ***Developing a Seamless System of Adult Education and Literacy***
David Rosen, *Newsome Associates*
4. ***A Spiraling System of Literacy and Language Learning Classes, Supports, Assessments, Monitoring, and Guidance***
Larry Mikulecky, *Indiana University, Bloomington*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

BERNARD'S

Literature Cyberlessons in K-12 Classrooms

Chair(s): Julia Kara-Soteriou, *Central Connecticut State University*
Discussant(s): Helen R. Abadiano, *Central Connecticut State University*

A Literature Cyberlesson is a technology-based instructional framework that focuses on the study of literature and the development of reading comprehension along with the use of new technologies. This symposium will present studies on the development and/or implementation of literature cyberlessons by pre-service and in-service teachers in K-12 classrooms.

1. ***Pre-service Teachers' Use of Literature Cyberlessons with K-6 Students***
Julia Kara-Soteriou, *Central Connecticut State University*
2. ***The Development and Implementation of Literature Cyberlessons by Inservice Teachers***
Catherine Kurkjian, *Central Connecticut State University*
3. ***Critical Literacy and the Use of Literature Cyberlessons in an Urban Classroom***
Cara M. Mulcahy, *Central Connecticut State University*

1:15 P.M.–2:45 P.M.
PAPER SESSION**BOARDROOM****Written Expressions of Internet, Audience, and EFL****Chair(s):** Elizabeth A. Baker, *University of Missouri***1. Translating Instruction: Teaching Fourth Graders to Write for Internet Publication**Rachel Karchmer-Klein, *University of Delaware*
Megan K. Runk, *University of Delaware***2. Effects of Content and Audience Awareness Goals for 5th and 8th Grade Students' Argumentative Essays**Priti Haria, *University of Delaware*
Ekaterina Midgette, *University of Delaware*
Charles A. MacArthur, *University of Delaware***3. Exploring a Korean Student's Learning to Write in English**Keonghee T. Han, *University of Nevada, Reno***1:15 P.M.–2:45 P.M.**
SYMPOSIUM SESSION**BOWL****Toward a Less Simple View of Reading****Chair(s):** Nell K. Duke, *Michigan State University*

The simple view of reading posits that reading comprehension is a product of decoding and listening comprehension (Gough & Tunmer, 1986). The three studies in this symposium suggest the need for additions to this view, although the authors differ in how significant they believe their additions to be.

1. The Contribution of Phonological-Semantic Flexibility to Comprehension: Cognitive Developmental Implications for a Less Simple View of ReadingKelly B. Cartwright, *Christopher Newport University***2. Morphological Awareness and the Simple View of Reading**William Nagy, *Seattle Pacific University*
Virginia Berninger, *University of Washington*
Robert Abbott, *University of Washington***3. The Simple View of Reading as Psycholinguistic Nucleus**Patrick Proctor, *Boston College***1:15 P.M.–2:45 P.M.**
PAPER SESSION**CORDOBAN****Promoting Literacy in Middle and Secondary Schools****Chair(s):** Dixie D. Massey, *University of Puget Sound***1. Co-Constructing the Implementation of Multi-Level Texts in Middle School Science Classrooms**Danielle V. Mathson, *The University of Tennessee, Knoxville***2. The Middle School Literacy Coach: Roles, Contexts, and Connections to Teaching**Antony T. Smith, *University of Washington, Bothell***3. The Benefits and Difficulties of Providing Professional Development in Secondary Literacy for Colleagues: The Perceptions of Content Area Teachers in the Republic of Macedonia**Elizabeth G. Sturtevant, *George Mason University*
Wayne M. Linek, *Texas A&M University-Commerce***1:15 P.M.–2:45 P.M.**
ALTERNATIVE FORMAT**CORINTHIAN****A Dialogue About Resisting Commercial Threats to Literacy Scholarship****Chair(s): Discussant(s):** David Reinking, *Clemson University*

This session is aimed at opening up a dialogue about how commercial interests, of which literacy scholars are often unaware, represent an increasing threat to the dissemination of and access to independent scholarship. The intent is to inform NRC members about the dimensions of that threat, to define more precisely the issues it implies, and to discuss possible courses of action and their implications. The session is structured to maximize audience participation and open discussion.

1. A Dialogue About Resisting Commercial Threats to Literacy ScholarshipDavid Reinking, *Clemson University*
Richard Beach, *University of Minnesota*
Debbie East, *Indiana University*
Anne Fullerton, *International Reading Association*
Peter Johnston, *SUNY—Albany*
Caroline Mills, *Clemson University*
Trika Smith-Burke, *New York University*
Norman A. Stahl, *Northern Illinois University***1:15 P.M.–2:45 P.M.**
SYMPOSIUM SESSION**CRYSTAL****Envisioning New Possibilities: Preparing Literacy Teachers for Culturally and Linguistically Diverse Classrooms****Chair(s):** Jennifer D. Turner, *University of Maryland at College Park***Discussant(s):** Gerald Duffy, *University of North Carolina—Greensboro*James V. Hoffman, *University of Texas at Austin*

The purpose of this symposium is to describe innovative teacher preparation practices that improve literacy teachers' capacity to develop culturally responsive literacy instruction for multi-ethnic elementary classrooms. Each of the four papers examines pedagogical strategies and activities that enhance literacy teachers' awareness and understanding of cultural diversity and enable them to translate their multicultural knowledge and competencies into culturally appropriate instruction. Implications for literacy teacher education research and practice are also discussed.

1. Paper PresentationsJennifer D. Turner, *University of Maryland at College Park*
Patricia Schmidt, *Le Moyne College*
Gwendolyn Thompson McMillon, *Oakland University*
Patricia A. Edwards, *Michigan State University*
Althier M. Lazar, *St. Joseph's University*
Gerald Duffy, *University of North Carolina—Greensboro*
James V. Hoffman, *University of Texas at Austin*

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

EMERALD

Vocabulary Instruction: Moving Between Theory and Practice

Chair(s): Camille Blachowicz, *National-Louis University*
Judith A. Scott, *University of California—Santa Cruz*

In this alternative session, researchers will address questions from the classroom as they share current work on vocabulary connected to such topics as writing, word choice, syntax, high school instruction, metacognitive processes, maximum benefit instruction, and read-alouds. The session will be interactive, with two sets of small group presentations followed by a panel and participant interaction.

1. **Teachers' Questions About Vocabulary Instruction**
Camille Blachowicz, *National-Louis University*
Jennifer Berne, *National-Louis University*
2. **Characteristics of Primary Tier 1, Tier 2, and Tier 3 Word Meanings**
Andrew Biemiller, *Educational Researcher and Consultant*
3. **What Teachers Need to Know About Words and Word Learning**
William Nagy, *Seattle Pacific University*
4. **Words with Mileage and a Road Map for Instruction**
Margaret G. McKeown, *University of Pittsburgh*
Isabel Beck, *University of Pittsburgh*
5. **Vocabulary Instruction with High School Students**
Linda Kucan, *University of Pittsburgh*
Woodrow R. Trathen, *Appalachian State University*
William J. Straits, *California State University, Long Beach*
6. **Children in Charge! A Multifaceted Metacognitive Approach to Vocabulary Instruction**
Shira Lubliner, *California State University, East Bay*
7. **Vocabulary and Syntax: New Insights Into Old Constructs**
Diana J. Arya, *University of California—Berkeley*
P. David Pearson, *University of California—Berkeley*
Elfrieda H. Hiebert, *University of California—Berkeley*
8. **Vocabulary Visits: Developing Content Reading in First Grade**
Camille Blachowicz, *National-Louis University*
Connie Obrochta, *Evanston-Skokie District 65*
9. **Vocabulary Learning Through Writing: Research and Practice in Grade 4**
Judith A. Scott, *University of California—Santa Cruz*
Katherine Davies Samway, *San Jose State University*
Susan Flinspach, *University of California—Santa Cruz*

1:15 P.M.–2:45 P.M.
PAPER SESSION

FILM

Phonological Awareness and Early Literacy Development Among Second Language Learners

Chair(s): Youfu Wei, *University of Missouri—Kansas City*

1. **Transfer of Phonological Awareness from Thai to English for Grade Three Students in Thailand**
Youfu Wei, *University of Missouri—Kansas City*

2. **Exploring Early Literacy Development of ELL and English Only Students: Does Full and Half-day Kindergarten Make a Difference?**

Gary E. Bingham, *Brigham Young University*
Kendra M. Hall, *Brigham Young University*

3. **The Development of Emergent Bilinguality in Preschool Children**

Iliana Reyes, *University of Arizona*
Lucinda Soltero, *University of Arizona*

1:15 P.M.–2:45 P.M.
PAPER SESSION

FLORENTINE

Engaging Students With Multimodal Texts

Chair(s): Kevin Leander, *Vanderbilt University*

1. **Finding Space for the Visual: Making Sense of the Relationship Between Text and Image in K-12 Literacy Instruction**
Dawnene D. Hassett, *University of Wisconsin—Madison*
Melissa B. Schieble, *University of Wisconsin—Madison*
2. **Secondary Classrooms as Shared Subjective Space: A Multi-Case Study of Teachers' and Students' In and Out of School Practices**
Lisa Patel Stevens, *Boston College*
3. **From Practice to Performance: Understanding Literacy as Lived, Embodied, and Multimodal**
Lalitha Vasudevan, *Teachers College, Columbia University*
Stavroula Kontovourki, *Teachers College, Columbia University*

1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION

GOLD

Research Methodology Series: Methodological Considerations in Research on or Involving Race

Stuart Greene, *Notre Dame University*

Introduction by:
Kathryn Au, *University of Hawaii*

1:15 P.M.–2:45 P.M.
PAPER SESSION

GRECIAN

College and Adult Literacy: Pedagogies and Practices

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

1. **No More Sage on the Stage: Giving Up Control in a Two-Year College Classroom**
Jody A. Fernandez, *University of South Florida*
2. **Now I Understand! Adults With Limited Literacy Proficiency Engage in Word Study**
Donita J. Massengill, *University of Kansas*
Margaret Berg, *University of Kansas*
3. **"Difficulties Bring you out of Anything": Influences on Reading Practices of Adult Literacy Learners**
Alisa Belzer, *Rutgers University*

**1:15 P.M.–2:45 P.M.
PAPER SESSION****HEINSBERGEN****Research on Second Graders' Reading Comprehension, Motivation, and Fluency****Chair(s):** Kathleen Moxley, *Michigan State University*

- 1. An Examination of the Causal Relationship Between Motivation to Read and Reading Fluency Skill in Second Grade Students**
Matthew P. Quirk, *California State University, Long Beach*
- 2. Second Grade Students' Awareness of Oral Reading Fluency**
Barbara A. Bradley, *University of Kansas*
Diane Corcoran Nielsen, *University of Kansas*
Lisa Dinner, *University of Kansas*
Brenna O'Brien, *University of Kansas*
- 3. Verbal Protocols: A Window into Second Graders' Reading Comprehension of Narrative Texts**
Katherine R. Hilden, *Michigan State University*

**1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION****MEDITERRANEAN****Emerging Themes for Teacher Effectiveness and Literacy Instruction: Deep in the Heart of Texas****Chair(s):** Jeonghee Choi, *Alfred University***Discussant(s):** Tom Friedrich, *University of Minnesota*

The purpose of this symposium is to explore some recent concerns and issues for literacy instruction that has had a direct bearing on teacher effectiveness in public schools in Texas. The data collected for this symposium has been drawn from both preservice and inservice teacher experiences. These various topics share a common theme in how they have been drawn from educator's experiences across the state of Texas. Frequently, bell-weather states, such as Texas and California, foreshadow issues and concerns that resonate with teacher effectiveness in other states, so the innovation of this symposium will be to highlight problems and concerns that have been generated since the advent of NCLB mandates that had a historical precedent in Texas through standardized testing initiatives. Thus, educators in Texas have had time to mature with the existing policies, as well as grapple with problems that are beginning to reverberate in other parts of the country.

- 1. Positioned to Teach Reading in Texas: Policies, Programs, and Personal Practices**
Carole Janisch, *Texas Tech University*
Ammu Akrofi, *Texas Tech University*
Andrew Huddleston, *Lubbock Independent School District*
Xiaming Liu, *Penn State University*
- 2. Literacy Coaches in Texas: An Insider Perspective on Reading First**
Paige Furgerson, *Texas Tech University*
- 3. Generating Empathy for English Language Learners**
Heriberto Godina, *Texas Tech University*
Tom Friedrich, *University of Minnesota*
- 4. Literacy Narratives and the Literacy Identities of Secondary Preservice Teachers**
Mellinee Lesley, *Texas Tech University*

**1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION****MOROCCAN****Doctoral Student Research: Searching, (Re)searching, Musing, and Decision Making****Chair(s):** James F. Baumann, *University of Georgia*Donna E. Alvermann, *University of Georgia***Discussant(s):** James F. Baumann, *University of Georgia*Donna E. Alvermann, *University of Georgia*

In this symposium, doctoral students relate how they identified and selected dissertation methodologies and approached the dissertation literature-review process. Paper 1 addresses a genealogical approach to reviewing literature; Paper 2 considers philosophical issues involved with identifying qualitative methodologies; and Paper 3 concerns the process of selecting pragmatic research methodologies.

- 1. The Genealogy: Expanding Possibilities in Research Literature**
Harriett A. Allison, *University of Georgia*
Achariya T. Rezak, *University of Georgia*
- 2. The Qualitative Paradigm: Hypothesis-Generating Research**
Kathleen Tuthill Waugh, *University of Georgia*
Ran Hu, *University of Georgia*
- 3. Bridging Theory to Practice: Exploring Pragmatism in Methodological Decision-Making**
Nancy Edwards, *University of Georgia*
Tammy Ryan, *University of Georgia*
Lee Williams, *University of Georgia*

**1:15 P.M.–2:45 P.M.
SYMPOSIUM SESSION****ROMAN****At-Risk Students: Monitoring Progress, Informing Instruction, Providing Support****Chair(s):** Evan B. Lefsky, *Florida Department of Education***Discussant(s):** Evan B. Lefsky, *Florida Department of Education*Richard L. Allington, *University of Tennessee, Knoxville*

- 1. Exploring the Instructional Utility of DIBELS as a Screening and Progress Monitoring Measure**
Anne McGill-Franzen, *University of Tennessee, Knoxville*
Katie Solic, *University of Tennessee, Knoxville*
Rebecca Payne, *University of Tennessee, Knoxville*
Danielle V. Mathson, *The University of Tennessee, Knoxville*
- 2. Using DIBELS Data to Inform Instruction: A Model of Florida Reading First Teachers' and Coaches' Experiences With the Phenomenon**
Alysia D. Roehrig, *Florida State University & Florida Center for Reading Research*
Staci Walton Duggar, *Florida State University & Florida Center for Reading Research*
- 3. Florida's "Left Behind" Year: Support for Students At-Risk for Retention (or Already Retained)**
Courtney C. Zmach, *American Institutes for Research*

1:15 P.M.–2:45 P.M.
ROUNDTABLE

TIFFANY

- I. Empowerment Through Challenge and Engagement in Pedagogical Discourse Communities: How Adolescent Struggling Readers Claimed Control of their Literacy Successes**
Sharon L. Russell, *University of Maryland*
- II. Secondary English-Language Learners: Literacy, Positive Life Attitude and Cognitive Flexibility**
Suzanne Langford, *University of Redlands*
- III. Fingerprint-Reading, Phonemic Awareness, and Beginning to Read**
Lea M. McGee, *Ohio State University*
Lee E. Freeman, *The University of Alabama*
Sally Heineke, *The University of Alabama*
Charlotte L. Pass, *The University of Alabama*
Sandra L. Pugh, *Birmingham Public Schools*
Angela R. Williams, *The University of Alabama*
- IV. Encouraging Critical Reading Through Responsive Pedagogy: Two Illustrative Cases Across Diverse Populations**
Heather A. Ruetschlin, *University of Maryland at College Park*
Sharon L. Russell, *University of Maryland at College Park*
Peter Afflerbach, *University of Maryland at College Park*
- V. A Time to Assess, Four Decades Later, Finally: A Multi-Phase Study of The Challenges and Successes of an Urban University's Graduate Reading Program, Phase Two**
Lois K. Haid, *Barry University*
Joyce Warner, *Barry University*
Nancy Maszta, *Barry University*
Joanna Marasco, *Barry University*
- VI. A Multiliteracies Model for the Middle Grades**
Penelope L. Saurino, *University of West Georgia*
Dan R. Saurino, *University of West Georgia*
- VII. Exploring 3rd and 4th Grade Economically Disadvantaged Black Boys' Book Selections**
Lunetta M. Williams, *University of North Florida*
- VIII. "I Don't Stand up for the Pledge.": Native American Students' Literary Reflections on Identity**
Ida Maduram, *North Park University*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION

ATHENIAN

Word Study in the Classroom, School, and District: Studies of Professional Development for Differentiated Phonics, Vocabulary and Spelling Instruction

Chair(s): Donald Bear, *University of Nevada, Reno*
Discussant(s): Shane Templeton, *University of Nevada, Reno*

This presentation focuses on the implementation of professional development programs in word study. After the first paper provides an overview of the developmental model and the components of word study, the second and third papers report the results of longitudinal studies of district- and school-wide word study professional development.

- 1. An Overview of Developmental Word Knowledge and Spelling and the Fundamentals of Word Study**
Donald Bear, *University of Nevada, Reno*
Shane Templeton, *University of Nevada, Reno*
Marcia Invernizzi, *University of Virginia*
- 2. Implementing a Developmental Word Study Approach at the District, School, and Classroom Level: Results for Year 1 of a Longitudinal Study**
Kristin Gehsmann, *Essex Junction School District*
Regina E. Smith, *University of Nevada, Reno*
David L. Smith, *University of Nevada, Reno*
Karen Carpenter, *University of Nevada, Reno*
- 3. Investigating the Implementation of a Differentiated Word Study Program Through Professional Development, a Virginia Model**
Latisha Hayes, *University of Virginia*
Sonia Cabell, *University of Virginia*
Margaret Dubeck, *University of Virginia*

3:00 P.M.–4:30 P.M.
PAPER SESSION

BERNARD'S

Academic Content: Mediated Communications and Interactions

Chair(s): Jennifer Stone, *University of Washington*

- 1. Are a Thousand Words Worth a Picture? Protocol Similarities in Cognitive Processing of Video and Text Cases in Science**
Katherine R. Hilden, *Michigan State University*
Michael Phillips, *Michigan State University*
Mary Lundeberg, *Michigan State University*
Matt Koehler, *Michigan State University*
- 2. Seeking Self-Organization in Classroom Computer-Mediated Discussion Through a Complex Adaptive Systems Lens**
Michelle Jordan, *The University of Texas at Austin*
Diane L. Schallert, *University of Texas at Austin*
The D-Team, *The University of Texas at Austin*

3:00 P.M.–4:30 P.M.
PAPER SESSION

BOARDROOM

Issues of Disability or Diversity in Literature

Chair(s): Kirsten D. Hill, *Michigan State University*

- 1. The Portrayal of Schooling in Children's Literature Containing Dyslexic Characters**
Jennifer L. Altieri, *The Citadel*
- 2. Literature-Based Instruction and Multicultural Literature that Posits Critical Literacy: A Grade 7 Teacher's Negotiation of Practices in a Detroit Suburb**
Kirsten D. Hill, *Michigan State University*
- 3. Nonfiction Award-winning Children's Literature for Primary Grade Students: How Does It Represent Diversity?**
Jeanne Swafford, *Mississippi State University*
Amma Akrofi, *Texas Tech University*
Robyn Rhodes, *Bushland Independent School District, TX*
Emily Mulhollen, *Mississippi College*

3:00 P.M.–4:30 P.M.
PAPER SESSION**CORDOBAN***Literacy and Pop Culture***Chair(s):** Mark Dressman, *University of Illinois at Urbana-Champaign*

1. *Linking Mapping, Life Contexts, Emotions, and Hip-Hop*
Nadjwa E.L. Norton, *City College of New York, CUNY*
2. *Let the Rhythm Hit 'Em: Literacy Acquisition and the Narrative Construction of Self in Hip-Hop Production*
Katherine D. Whittington, *Las Casas High School*
Simeon Viltz, *Street-Level Youth Media*
3. *Literacy Beyond The Standards: The Politics of Friendship, Technology and Popular Culture*
Jolene Malavasic, *SUNY Cortland*
Donna Mahar, *Syracuse University*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION**CORINTHIAN***You Can Judge a Book: Studies of Children's Book Selections***Chair(s):** Deborah Wells Rowe, *Vanderbilt University***Discussant(s):** Deborah Wells Rowe, *Vanderbilt University*

This symposium addresses book selection from three different perspectives: parents, teachers, and children. The three studies reported demonstrate the importance of multiple perspectives and theoretical lenses for conceptualization of book selection. Specific factors that influence how parents, teachers, and students select books are identified with implications for further study.

1. *Mothers' Library Book Selections for Their Children*
Alanna Rochelle Dail, *The University of Alabama*
2. *A First Grade Teacher's Book Selections for Emergent Readers*
Alyson S. Bass, *Middle Tennessee State University*
3. *Children's Science Trade Book Selections*
Carol Donovan, *The University of Alabama*
Laura B. Smolkin, *University of Virginia*

3:00 P.M.–4:30 P.M.
SYMPOSIUM SESSION**CRYSTAL***Writing Intensive Reading Comprehension, Year 2: What the WIRC Data Tell Us About Reading-Writing Connections***Chair(s):** Jim Collins, *SUNY—Buffalo***Discussant(s):** Fenice Boyd, *SUNY—Buffalo*

This symposium reports findings from Year 2 of the Writing Intensive Reading Comprehension (WIRC) study of the effectiveness of using writing to enhance reading comprehension in low-performing urban schools. Reports include a large experimental study and related observational and discourse analytic studies. The emphasis throughout is on reading-writing connections.

1. *How the WIRC Intervention Works: Evaluating Evidence from the First Large Scale Experiment*
Jaekyung Lee, *SUNY—Buffalo*
Jim Collins, *SUNY—Buffalo*
Jeff Fox, *SUNY—Buffalo*

2. *A Model and a Method for Analyzing Reading-Writing Connections*

Janina Brutt-Griffler, *SUNY—Buffalo*Jim Collins, *SUNY—Buffalo*Jaekyung Lee, *SUNY—Buffalo*

3. *Patterns of Reading and Writing Connections in WIRC Thinksheets and Between Thinksheets and Literature*

Timothy J. Madigan, *SUNY—Buffalo*Jim Collins, *SUNY—Buffalo*Janina Brutt-Griffler, *SUNY—Buffalo*Pavithra Babu, *SUNY—Buffalo*Jaekyung Lee, *SUNY—Buffalo*

4. *Patterns of Reading and Writing Connections Between Thinksheets and Classroom Discourse*

Sean Turner, *SUNY—Buffalo*Jim Collins, *SUNY—Buffalo*Janina Brutt-Griffler, *SUNY—Buffalo*Jaekyung Lee, *SUNY—Buffalo*

5. *Discussant*

Fenice Boyd, *SUNY—Buffalo***3:00 P.M.–4:30 P.M.**
ALTERNATIVE FORMAT**EMERALD***Talking the Talk and Walking the Walk: A Conversation With African American Scholars on the Literacy Achievement Gap***Chair(s):** Jennifer D. Turner, *University of Maryland at College Park***Discussant(s):** Gwendolyn Thompson McMillon, *Oakland University*

The purpose of this panel discussion is to initiate a conversation about the literacy achievement gap with three distinguished African American literacy scholars. In so doing, this session provides a unique opportunity for audience members to (a) develop new understandings about African American students and the literacy achievement gap, (b) to challenge misconceptions and assumptions about the nature of the literacy achievement gap and its implications for the literacy education of African American students, and (c) to engage in critical dialogue about ways that literacy education practices can be transformed to improve the literacy achievement of African American students. Equally important, this session will help audience members identify "next steps" and develop action plans for closing the literacy achievement gap in the schools and communities where they work.

1. *Panel Discussion*

Gwendolyn Thompson McMillon, *Oakland University*Patricia A. Edwards, *Michigan State University*Carol Lee, *Northwestern University*Arlette Willis, *University of Illinois at Urbana-Champaign*Jennifer D. Turner, *University of Maryland at College Park*

2. *Small Group Conversations*

3:00 P.M.–4:30 P.M.
PAPER SESSION**FILM***Inside the Multiple Roles of Reading Specialists/Literacy Teachers***Chair(s):** Cheryl Dozier, *SUNY—Albany*

1. **Doing Justice: Graduate Literacy Teachers at the Crossroads of Critical Pedagogy and Truancy Intervention**
Lori N. Elliott, *Georgia State University*
Nancy Lee Daily, *Georgia State University*
Wanda Clark, *Georgia State University*
Jessica Pennington, *Truancy Intervention Project*
Janelle Gardner, *Georgia State University*
2. **Reconceptualizing Reading Specialists as Teacher Leaders: A Distributed Perspective**
Jennifer I. Hathaway, *Vanderbilt University*
Victoria J. Risko, *Vanderbilt University*
Kay McClain, *Vanderbilt University*
Lori E. Tyler, *Vanderbilt University*
3. **Developing Reading Specialists as Cultural Interpreters**
Nicola Williams, *George Mason University*

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

Meaningful Literacy Instruction

Chair(s): Gerald Campano, *Indiana University*

1. **Meaningful Literacy Instruction for English Language Learners (ELLs): A Case Study With First Grade Korean Students**
Sang-Eun K Dyer, *Corban College*
2. **Doing the Work of Social Theorists: 5th Graders Enact Epistemic Privilege**
Gerald Campano, *Indiana University*
James Damico, *Indiana University, Bloomington*
3. **A Critical Ethnographic Look at Teaching English Language Learners Literacy Through the Lens of a Novice Kindergarten Classroom Teacher**
Rachel G. Salas, *University of North Carolina—Greensboro*

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

Perspectives on Secondary Literacies

Chair(s): Theresa Rogers, *University of British Columbia*

1. **Fixing a New Literacy Lens on Three Popular Secondary Reading Reform Initiatives**
William G. Brozo, *George Mason University*
Douglas Fisher, *San Diego State University*
Nancy Frey, *San Diego State University*
2. **Frameworks for Literacy in Three Disciplines**
Cynthia R. Shanahan, *University of Illinois at Chicago*
Timothy E. Shanahan, *University of Illinois at Chicago*
Cynthia Misischia, *University of Illinois at Chicago*
3. **The Role of Content Knowledge in Writing About History and Literature: Insights From Students' Retrospective Accounts**
Sarah W. Beck, *New York University*
Jill V. Jeffery, *New York University*

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

Teaching Children to Become Fluent Readers: Theory to Practice

Chair(s): Lesley Mandel Morrow, *Department of Teaching and Learning, Rutgers University*

Discussant(s): Sheila Valencia, *Department of Language, Literature, and Culture, University of Washington*

Fluent reading is traditionally defined as reading text with speed, accuracy, and proper expression. Moreover, fluency provides a crucial bridge to comprehension. Thus, children's long-term academic performance is partly dependent upon their ability to become fluent readers. The purpose of the session is to explore classroom practices and theoretical issues related to the development of reading fluency in young children.

1. **Teaching Children to Become Fluent Readers: An Overview**
Melanie R. Kuhn, *Department of Teaching And Learning, Rutgers University*
Carolyn A. Groff, *Department of Teaching and Learning, Rutgers University*
2. **Teaching Children to Become Fluent Readers: An Analysis of a Multi-Site Study**
Paula Schwanenflugel, *Department of Educational Psychology, University of Georgia*
Barbara A. Bradley, *Department of Teaching and Leadership, University of Kansas*
3. **Fluency and English Language Learners**
Elfrieda H. Hiebert, *College of Education, University of California—Berkeley*
4. **The Role of Prosody in Reading Fluency**
Justin Miller, *Department of Educational Psychology, University of Georgia*
Patricia Foels, *Department of Educational Psychology, University of Georgia*
5. **The Myth and Reality of the Word Caller: Teachers' Concepts of Fluency and Comprehension**
Elizabeth Meisinger, *Dallas Independent School District*
6. **Motivation to Read and the Development of Reading Fluency**
Matthew P. Quirk, *Teacher Education, California State University—Long Beach*

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

Young Children: Literacy, Learning, and Identity

Chair(s): Laura May, *University of Texas at Austin*

1. **Constructing Literacy Identities in Young Children**
Marla H. Mallette, *University of Nevada, Las Vegas*
2. **Nexus of Learning: A Mediated Discourse Analysis of Literacy, Play, and Design**
Karen E. Wohlwend, *The University of Iowa*
3. **Books as Lexical Reservoirs: What Kinds of Vocabulary Learning Opportunities Do They Offer Three-Year Olds?**
Heidi Anne E. Mesmer, *Oklahoma State University*

3:00 P.M.–4:30 P.M.
PAPER SESSION

MOROCCAN

Professional Development that Works: Correlations to Teacher Change

Chair(s): Barbara Laster, *Towson University*

1. *Professional Development in Early Literacy: Identifying Aspects that Foster Teacher Change and Promote Student Achievement*
Susan Keehn, *University of Texas at San Antonio*
Sebastian Wren, *Southwest Educational Development Lab*
Davis Catherine, *Round Rock Independent School District*
2. *The National Board Certification Process as Professional Development: The Potential for Changed Literacy Practice*
Tracy L. Coskie, *Western Washington University*
Nancy A. Place, *University of Washington—Bothell*
3. *Transfer of Knowledge from Reading Professional Development to Classroom Practice*
Angela M. Madden, *University of Kentucky*
Janice F. Almasi, *University of Kentucky*

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

ROMAN

Coaxing Theory Out of Identity in Literacy Events With Future English Teachers

Chair(s): Jamie Myers, *Penn State University*

Seven teachers of English methods analyze how classroom literacy events connect theory, practice, and identity. Small break out groups illustrate literacy as socially constructed practices involving multi-modal texts, learning as inquiry into these social practices, and teaching as intentional language events that engage critical reflection on identities, relationships, and values

1. *Constructing Theory and Practice Through Identity*
Jamie Myers, *Penn State University*
2. *Theories of Teacher Identity: Constructing Awareness of the Shift From the Student to the Teacher Self*
Shanetia Clark, *Penn State University*
3. *Theories of Discourse: Awareness of Our Own Situated and Constructed Identities*
Leticia Ortega, *Penn State University*
4. *Theories of Social Justice: Awareness of Teaching as a Cultural Activity With Emancipatory Consequences*
Donna King, *Penn State University*
5. *Theories of Representation: Awareness of Tensions Between the Self and the Other in Media Representations*
Sunyoung Park, *Penn State University*
6. *Theories of Agency and Voice: Awareness of Constructing Our Self Through Writing and Negotiating Competing Discourses*
Mike Bates, *Penn State University*
7. *Theories of Critical Media Literacies: Awareness of How Messages are Constructed to Frame Particular Perspectives and Politics*
Nalova Westbrook, *Penn State University*

8. *Theories of Engagement: Awareness of the Students We Teach in the Lessons We Design*

Alison R. Hobbs, *Penn State University*

3:00 P.M.–4:30 P.M.
ROUNDTABLE

TIFFANY

- I. *Literacy Talks: Conversations to Distinguish Preservice, Novice, and Veteran Teachers*
Mary F. Roe, *Washington State University*
- II. *Harnessing the Power of Community Volunteers for Literacy Intervention: The Poetry Academy*
Lori G. Wilfong, *Kent State University*
- III. *Strategies That Support the Development of Literacy Coaches and Literacy Leaders*
Linda L. Ellis, *Sam Houston State University*
Len Breen, *Sam Houston State University*
Mary E. Robbins, *Sam Houston State University*
Debra P. Price, *Sam Houston State University*
Joyce McCauley, *Sam Houston State University*
Betty Higgins, *Sam Houston State University*
Melinda Miller, *Sam Houston State University*
- IV. *What Preservice Teachers Learn in the Field: Literacy Policy or Literacy Practices?*
Carol Wickstrom, *University of North Texas*
Dorleen Hooten, *University of North Texas*
- V. *Preschool Teacher Strategies During Whole Group Reading of Fiction and Non-Fiction Texts*
Betsy Watson, *Peabody College of Vanderbilt University*
- VI. *“Words Can Really Change the World”: Persuasive Writing About Real-World Issues in a First-Grade Classroom*
Maria P Ghiso, *University of Pennsylvania GSE*
- VII. *Completing the Circle: A Culturally Relevant Curriculum for American Indian Children*
Sally O. Thomas, *Chapman University*
Sandra Fox, *Educational Consultant*

4:45 P.M.–6:00 P.M.
PLENARY SESSION

BOWL

Chair: Jennifer D. Turner, *University of Maryland at College Park*

- I. *Announcements*
Patricia A. Edwards, *Michigan State University*
- II. *Edward B. Fry Book Award Presentation*
Janice Strop, *Cardinal Stritch University*
- III. *Introduction of the Speaker*
Jennifer D. Turner, *University of Maryland at College Park*
- IV. *Plenary Address*
Literacy and Youth Empowerment: Overcoming the Obstacles to Reading and Student Engagement
Pedro A. Noguera, *Professor at the Steinhardt School of Education, New York University*

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

ATHENIAN

The ABCs Of Single Case Experimental Research In Literacy

Chair(s): Adnan Salhi, *Henry Ford Community College*

Discussant(s): Adnan Salhi, *Henry Ford Community College*

This symposium will focus on planning and doing single case experimental research in literacy. The presenters will deal with the main components of this promising experimental research design that is new to the field of literacy. They will explain the aim of this design, how it is different from the case study, the methods for selecting the literacy problem and the ways of establishing baseline data appropriate for the problem, and the different methods of analyzing the data and presenting the results in the single case experimental research in literacy.

1. History and Aim of Single Case Experimental Research

Adnan Salhi, *Henry Ford Community College*

Cynthia Salhi, *Cass Technical High School*

2. Measures of the Study and Analyzing the Data

Cynthia Salhi, *Cass Technical High School*

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

BERNARD'S

Improving the Preparation of Teachers of Reading in Urban Settings: A Project of the International Reading Association Task Force: LLUTE: Literacy Leaders for Urban Teacher Education

Chair(s): Lesley M. Morrow, *Rutgers University*

Vicki Chou, *University of Illinois at Chicago*

Louise Wilkinson, *Syracuse University*

Discussant(s): P. David Pearson, *University of California—Berkeley*

Best practice for training urban reading teachers is discussed. This Task Force for International Reading Association's: Literacy Leaders for Urban Teacher Education, presents survey results, which deal with this topic and findings from meetings with Dean's, Teacher Education Directors, and Professors about work they believe must be done.

1. Literacy Leaders in Urban Teacher Education (LLUTE Survey)

Lesley M. Morrow, *Rutgers University*

Vicki Chou, *University of Illinois at Chicago*

Louise Wilkinson, *Syracuse University*

2. Literacy Leaders for the Improvement of Urban Teacher Preparation

Vicki Chou, *University of Illinois at Chicago*

Jill Lewis, *New Jersey State University*

3. Literacy Leaders for the Improvement of Urban Teacher Preparation

Vicki Chou, *University of Illinois at Chicago*

Cathy Roller, *International Reading Association*

Jill Lewis, *New Jersey City University*

Richard Long, *International Reading Association*

Susan Davis Lenski, *Portland State University*

Louise Wilkinson, *Syracuse University*

4. Effective Preparation of Teachers of Reading in Urban Settings

Cynthia R. Shanahan, *University of Illinois at Chicago*

Richard L. Allington, *University of Tennessee, Knoxville*

James Flood, *San Diego State University*

Lionel Meno, *San Diego State University College of Education*

Linda B. Gambrell, *Clemson University*

Lesley M. Morrow, *Rutgers University*

5. Key Resources for Teacher Educators

Lesley M. Morrow, *Rutgers University*

Karen Wixson, *University of Michigan*

Patricia L. Anders, *University of Arizona*

Mary Ellen Vogt, *California State University, Long Beach*

Diane Barone, *University of Nevada, Reno*

Louise Wilkinson, *Syracuse University*

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

CORDOBAN

Critical Issues in Early Literacy Development: Young Children Read and Write

Chair(s): Prisca Martens, *Towson University*

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

Through presentations and roundtable conversations this session will raise critical issues related to how young children come to know literacy; the influence of ethnic, linguistic and cultural variations on literacy development; and, ways of supporting the literacy development of young children in their homes, schools and communities.

1. Reading Research: Complementary and Contradictory Perspectives

Denny Taylor, *Hofstra University*

2. Early Biliteracy: Identity, Ideology and Learning to Read and Write in Multiple Languages

Bobbie Kabuto, *Hofstra University*

3. The Literacy Stories of Tang-Tang and Tien-Tien

Wenyun Lin, *Tamkang University*

4. Effective Beginning Readers

Alan Flurkey, *Hofstra University*

Debra Goodman, *Hofstra University*

5. Critical Issues in Early Foreign Language Literacy Instruction: Taiwan Experience

Yueh-Nu Hung, *National Taichung University*

6. Text Characteristics, Readings, and Retellings

Prisca Martens, *Towson University*

G. Pat Wilson, *University of South Florida*

Poonam Arya, *Wayne State University*

7. Biliteracy as Social Practice in Schooling

Barbara Flores, *California State University, San Bernardino*

8. Monolingual Teachers Fostering Emergent (bi)Literacy in the United States

David Schwarzer, *University of Texas at Austin*

9. The Complexity of Cultural Authenticity in Children's Literature

Kathy G. Short, *University of Arizona*

10. Parents and What They Want for Their Children: A Longitudinal Study

Linda Phillips, *University of Alberta*

11. *Critical Issues in Early Literacy*
Yetta M. Goodman, *University of Arizona*

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

CORINTHIAN

Invited Session: Literacy in an Age of New Media

Chair(s): Shenglan Zhang, *Michigan State University*

This symposium explores the kinds of literacy possible in an age of new media, how this new media has the capacity to expand horizons, deepen comprehension, engage students in discourse about important world problems, and redefine what skills are valuable for living and leading in the global and digital “worlds.” Also addressed will be new approaches to advanced professional development for reading teachers enabled by affordances of digital media.

1. *New Media for a New Cognitive and Instructional Message in Reading Comprehension*
Rand Spiro, *Michigan State University*
2. *Digital Citizenship: Literacy in the Global Virtual World*
Yong Zhao, *Michigan State University*
3. *The World is a Global Village: Problem-based Multimedia Journeys in Literacy*
Mary Lundeberg, *Michigan State University*

8:30 A.M.–10:00 A.M.
PAPER SESSION

FILM

Research on the Reading Process & Skills of English Language

Chair(s): Sheila Valencia, *Department of Language, Literature, and Culture, University of Washington*

1. *The Effects of Language Proficiency and Word Imagery on English Learners’ Sight Word Acquisition Rates*
Lori A. Helman, *University of Minnesota*
Matthew Burns, *University of Minnesota*
2. *Cross-Language Transfer: Strategic Reading Process of Chinese Bilingual Readers*
Min-Tun Chuang, *University of Maryland at College Park*
3. *Oral Reading Fluency and ELL Students*
Sheila Valencia, *University of Washington*
Anne Reece, *University of Washington*
Antony T. Smith, *University of Washington*
Heather Newman, *University of Washington*
Min Li, *University of Washington*

8:30 A.M.–10:00 A.M.
PAPER SESSION

FLORENTINE

Literacy Standards and Achievement

Chair(s): Robert Rueda, *University of Southern California*

1. *The Impact of No Child Left Behind on Teachers’ Writing Practices*
Sarah J. McCarthy, *University of Illinois at Urbana-Champaign*
Yeon Sun (Ellie) Ro, *University of Illinois at Urbana-Champaign*

2. *Images of the Struggling Reader: A Review of Mainstream Media Sources*
Karla Scornavacco, *University of Colorado at Boulder*
3. *Literacy Instruction in an Age of Conflicting Standards*
Brenda J. Overturf, *University of Louisville*

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

GRECIAN

Adolescents’ Motivation to Read and Teachers’ Motivation to Motivate: The Research Continues

Chair(s): Carol J. Delaney, *Southern Illinois University*

Discussant(s): Sharon M. Pitcher, *Towson University*

For this study, we designed a tool to explore teachers’ use of motivational strategies for reading and redesigned an adolescent survey on motivation to read. Both surveys incorporate current understandings about adolescent literacy and were based on the revised Adolescent Motivation to Read Profile by Author (in press).

1. *Teachers’ Motivation to Motivate Profile (TMMP)*
Carol J. Delaney, *Southern Illinois University*
Victoria Gentry Gillis, *Clemson University*
Rebecca D. Hunt, *Marygrove College*
Nancy T. Walker, *University of La Verne*
Pamela J. Dunston, *Clemson University*
Kathy N. Headley, *Clemson University*
Sharon M. Peck, *SUNY—Geneseo*
2. *Revision of the AMRP Survey*
Sharon M. Pitcher, *Towson University*
Lettie K. Albright, *Texas Women’s University*
Stephen Mogge, *Towson University*
Krishna Seunariningsingh, *University of West Indies*
3. *Comparison of What was Learned*
Victoria Gentry Gillis, *Clemson University*

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

MEDITERRANEAN

Towards a Critical Framework for the Analysis of the Art Work Produced in Reading-Language Arts Classrooms

Chair(s): Julie Enyeart, *Redmond Washington School District*

Discussant(s): Beth Berghoff, *Indiana University/Purdue University at Indianapolis*

While visual representations in the reading-language arts classroom are commonplace, they continue to be treated superficially or ignored in reading and language arts research. Come, hear, try-out, and critique a visual discourse analysis procedure we have been developing based on our understanding of semiotics, functional grammar, art, and critical literacy.

1. *Analyzing Visual Data: A Functional Approach to the Development of a Semiotic Framework*
Jerome C. Harste, *Indiana University*
Mi-Hyun Chung, *Indiana University*
Sally Grant, *Indiana University*
2. *Visual Discourse Analysis: An Artist’s Perspective*
Peggy Albers, *Georgia State University*

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

MEDITERRANEAN

Invited Session: Improving Literacy Instruction

Chair(s): Barbara Taylor, *University of Minnesota*

The purpose of this symposium is to engage the NRC membership in a dialogue regarding Literacy Instruction. The 3 presenters will reflect on where the field has been, what challenges the field is confronting, and how the field needs to be moving to action in the areas of comprehension instruction, reading instruction and assessment for English learners, and school-wide improvement in reading. After the brief presentations, the presenters will ask for reactions and relevant ideas from the audience.

1. ***Where Have we Been, what Challenges are we Confronting, and How are we Moving to Action in Comprehension Instruction and Assessment?***
Taffy E. Raphael, *University of Illinois at Chicago*
2. ***Where Have we Been, what Challenges are we Confronting, and How are we Moving to Action in Comprehension Instruction and Assessment for English Language Learners?***
Georgia Earnest Garcia, *University of Illinois at Urbana-Champaign*
3. ***Where Have we Been, what Challenges are we Confronting, and How are we Moving to Action in Reading?***
Barbara Taylor, *University of Minnesota*

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

MOROCCAN

With College in Mind: Reading Institutes for Academic Preparation

Chair(s): Marcy Merrill, *California State University, Sacramento*

Discussant(s): Marcy Merrill, *California State University, Sacramento*

Participants in this session will learn about Reading Institutes for Academic Preparation (RIAP), a grant program funded by the California State University to improve both high school teachers' academic literacy teaching and the learning outcomes of students. Presenters will share the program components, results of case studies and an independent evaluation. Participants and presenters will engage in discussions about the program.

1. ***Defining the Problem: Readiness for College***
Nancy Brynelson, *California State University Office of the Chancellor*
2. ***The CSU Responds: Reading Institutes for Academic Preparation (RIAP)***
Denise Fleming, *California State University, East Bay*
3. ***Impacts on Teaching and Learning: Success for Teachers and Students***
Dana L. Grisham, *California State University Office of the Chancellor*

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

ROMAN

Discourses of Literacy and Learning: Disabling Learners in Research and Practice

Chair(s): Maureen E. Kendrick, *University of British Columbia*

Discussant(s): Theresa Rogers, *University of British Columbia*

Using theories of literacy as social practice and socio-cultural theories of learning this symposium offers insights into current debates about literacy, learning, dis/ability and the reproduction of social inequality. It is designed to critique, provoke and provide illustration of current theories as well as to provide data for further study.

1. ***(Dis)abling Readers: The Social Construction of "Reading Disability" in Peer Reviewed Journals 2000-2005***
Lyndsay Moffatt, *University of British Columbia*
2. ***Dis/ability in Contemporary Early Literacy Curricula: A Challenge to 'Biomedical Approaches'***
Luigi Ianacci, *Trent University*
3. ***Images, Words, and Community: An Example of an Asset-Oriented Curriculum and Its Fostering of Children's Multimodal Literacy***
Rachel Heydon, *University of Western Ontario*

10:30 A.M.–12:00 P.M.
NRC ANNUAL RESEARCH REVIEW

BOWL

Chair: Gwendolyn T. McMillon, *Oakland University*

- I. ***Albert J. Kingston Award Presentation***
Laura Smolkin, *University of Virginia*
- II. ***Introduction of the Speaker***
Alison K. Billman, *Michigan State University*
- III. ***2006 NRC Research Address Review***
Learning Through Observation and Group Collaboration in Sociocultural Activities
Barbara Rogoff, *UCSC Foundation Professor of Psychology, Department of Psychology, University of California, Santa Cruz*

Appendix I: NRC Leadership and Honorees

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Mark Condon

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Jo Worthy

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2006 NRC Committees & ICG Chairs

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Chair: Laura Smolkin (2004-07)

University of Virginia
lbs5Z@virginia.edu

Distinguished Scholar Lifetime

Achievement Award Committee

Chair: Margaret Finders (2006-08)

University of Wisconsin, LaCrosse
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Early Career Achievement Award Committee

Chair: Colin Harrison (2004-07)

University of Nottingham
colin.harrison@nottingham.ac.uk

Appendix I: NRC Leadership and Honorees

Edward Fry Book Award Committee

Chair: Janice Strop (2003-06)

Cardinal Stritch University
jstrop@stritch.edu

Ethics Innovative Community Group

Co-Chair: Allen Berger (2004-07)

Miami University
bergera@muohio.edu

Co-Chair: Janet Richards (2004-07)

University of South Florida
janetasm@aol.com

International Innovative Community Group

Chair: Samuel Miller (2003-06)

University of North
Carolina—Greensboro
sdmille2@uncg.edu

Ethnicity, Race, and Multilingualism Innovative Community Group

Co-Chair: Gwendolyn Thompson McMillon (2003-06)

Oakland University
mcmillon@oakland.edu

Co-Chair: Doris Walker-Dahlhouse (2003-06)

Minnesota State University Moorhead
walkerd@mnstate.edu

Oscar Causey Award Committee

Chair: David Moore (2004-07)

Arizona State University/West
david.moore@asu.edu

Policy & Legislative Innovative Community Group

Colleen P. Gilrane (2006-08)

University of Tennessee
cgilrane@utk.edu

Student Outstanding Research Award Committee

Chair: Rebecca Rogers (2004-07)

Washington University, St. Louis
rogers3948@aol.com

Technology Committee

Chair: Linda D. Labbo (2004-07)

University of Georgia
llabbo@uga.edu

NRC Award Recipients

Albert J. Kingston Award

Harry Singer (1985)
Irene Athey (1986)
Frank Greene (1987)
Thomas H. Estes (1988)
Michael L. Kamil (1989)
M. Trika Smith-Burke (1990)
Edward B. Fry (1991)
Patricia L. Anders (1992)
Jerry Harste (1993)
Jerome A. Niles (1994)
John E. Readence (1995)
Richard Robinson (1996)
Donna E. Alverman (1997)
Ronald P. Carver (1998)
Lea M. McGee (1999)
Lee Gunderson (2000)
Linda B. Gambrell (2001)
James V. Hoffman (2002)
Martha Ruddell (2003)
Peter Mosenthal (2004)
Colin Harrison (2005)

Distinguished Scholar Lifetime Achievement Award

Ann Brown (2000-2001)
Louise Rosenblatt (2002)
Marie Clay (2003)
Courtney B. Cazden (2004)

Early Career Achievement Award

Cynthia Brock (1999)
Joyce Many (1999)
Elizabeth Birr Moje (2000)
Lawrence R. Sipe (2001)
George Kamberelis (2002)
Nell K. Duke (2003)
Rebecca Rogers (2004)
Melanie R. Kuhn (2005)

Ed Fry Book Award

Elizabeth Barnhard (1995)
Sarah Warshauer Freedman (1996)
David Reinking (1999)
Michael McKenna (1999)
Linda D. Labbo (1999)
Ronald Kieffer (1999)
Sara Warshauer Freedman (2000)
Elizabeth Radin Simons (2000)
Julie Shallhope Kalnin (2000)
Alex Casareno (2000)
The M-Class Team (2000)
Susan Florio-Ruane (2001)
Cynthia Lewis (2002)
Dennis J. Sumara (2003)
Rebecca Rogers (2003)
Michael L. Kamil (2004)
Peter B. Mosenthal (2004)
P. David Pearson (2004)
Rebecca Barr (2004)
Elaine Richardson (2005)
Loukia K. Sarroub (2005)

Oscar Causey Award

Arthur S. McDonald (1967)
Albert J. Kingston (1968)
George D. Spache (1969)
George B. Schick (1970)
Homer L. J. Carter (1971)
Al Lowe (1975)
Paul C. Berg (1978)
Earl F. Rankin (1979)
Edward B. Fry (1980)
George R. Klare (1981)
J. Jaap Tuinman (1982)
Joanna P. Williams (1983)
Harry Singer (1984)
S. Jay Samuels (1985)
Philip Gough (1986)
Richard C. Anderson (1987)
Monte Penney (Citation of Merit 1987)
Isabel Beck (1988)
P. David Pearson (1989)
Ronald P. Carver (1990)
Linnea C. Ehri (1991)
John T. Guthrie (1992)
Kenneth S. Goodman (1993)
Shirley Brice Heath (1994)
Robert Ruddell (1995)
Keith E. Stanovich (1996)
Donna E. Alvermann (1997)
Kathryn H. Au (1998)
Rebecca Barr (1999)

Appendix I: NRC Leadership and Honorees

Michael Pressley (2000)
Patricia Ann Alexander (2001)
Connie Juel (2002)
Robert Calfee (2003)
Victoria Purcell-Gates (2004)
Steven Stahl (2004)
Annemarie Palincsar (2005)

Student Outstanding Research Award

Peter Afflerbach (1985)
Deborah Wells Rowe (1986)
Maribeth Cassidy Schmitt (1987)
Sally Hague (1988)
Joyce Many (1989)
Douglas K. Hartman (1990)
Joyce Holt Jennings (1990)
Sarah J. McCarthy (1991)
J. Michael Parker (1991)
Debra K. Meyer (1992)
Janice F. Almasi (1993)
Janet W. Bloodgood (1994)
Ann Watts Pailliotet (1994)
Jane West (1995)
Kathryn H. Davinroy (1996)
Susan J. Dymock (1997)
Lawrence R. Sipe (1997)
Josephine Peyton Young (1998)
Patrick Manyak (1999)
Emily M. Rodgers (1999)
Rebecca Rogers (2000)
Nancy A. Place (2001)
Kim Bobola (2002)
Yoon-Hee Na (2003)
Rebecca Deffes Silverman (2004)
Megan Madigan Peercy (2005)

Jerry Harste (1986-87)
M. Trika Smith-Burke (1987-88)
James Hoffman (1988-89)
Gerry Duffy (1989-90)
Robert J. Tierney (1990-91)
Donna E. Alvermann (1991-92)
Rebecca Barr (1992-93)
James Flood (1993-94)
Jane Hansen (1994-95)
Richard Allington (1995-96)
Kathryn H. Au (1996-97)
Martha R. Ruddell (1997-98)
Linda B. Gambrell (1998-99)
Taffy E. Raphael (1999-2000)
Peter B. Mosenthal (2000-01)
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Lea M. McGee (2003-2004)
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Albert Kingston (1964-65)
Paul Berg (1967-68)
Alton Raygor (1969-70)
Wendell Weaver (1971-72)
Earl Rankin (1972-74)
Edward Fry (1974-76)
Jaap Tuinman (1976-78)
Harry Singer (1978-80)
Frank Green (1980-82)
Irene Athey (1982-84)
Lenore H. Ringler (1984-85)
P. David Pearson (1985-86)

Appendix II: 2006 Area Chairs

General Program Chair: Patricia A. Edwards, *Michigan State University*

Assistant Chair: Norman A. Stahl, *University of Northern Illinois*

Area 1: Pre-Service Teacher Education in Literacy

Elizabeth Dutro, *University of Colorado—Boulder*

Althier Lazar, *Saint Joseph's University*

Jamie Myers, *Pennsylvania State University*

Julie Pennington, *University of Nevada—Reno*

Area 2: In-service Teacher Education/Professional Development in Literacy

Theresa A. Deeney, *University of Rhode Island*

Douglas Fisher, *San Diego State University*

Dolores Gaunty-Porter, *Vanguard University*

Area 3: Literacy Instruction and Literacy Learning

Elizabeth Baker, *University of Missouri—Columbia*

Beth Maloch, *University of Texas at Austin*

Rebecca Rogers, *Washington University, St. Louis*

Area 4: Literacy Assessment, Evaluation, and Public Policy

Dana Grisham, *San Diego State University*

Sharon Walpole, *University of Delaware*

Diane Tracey, *Kean University*

Area 5: Early and Elementary Literacy Processes

Andrea DeBruin-Parecki, *High/Scope Early Childhood Reading Institute*

Denise Johnson, *The College of William & Mary*

Elizabeth Noll, *University of New Mexico*

Jeanne Swafford, *Mississippi State University*

Area 6: Adolescent, College, and Adult Literacy Processes

Leigh Hall, *University of North Carolina—Chapel Hill*

Amy Johnson, *University of Georgia*

Theresa Rogers, *University of British Columbia*

Alfred Tatum, *University of Northern Illinois*

Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School

Maria Luiza Dantas, *University of San Diego*

Cynthia Greenleaf, *WestEd*

Lori Helman, *University of Minnesota*

Loukia K. Sarroub, *University of Nebraska*

Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings

Mileidis Gort, *University of Miami*

Guofang Li, *Michigan State University*

Mary McVee, *SUNY—Buffalo*

Jennifer D. Turner, *University of Maryland at College Park*

Area 9: Text Analysis/Children's, Young Adult & Adult Literature

Sarah Beck, *New York University*

Wanda Brooks, *Temple University*

Susan Browne, *Rowan University*

Area 10: Literacy, Technology, and Media

KaiLonnie Dunsmore-Englesman, *Calvin College*

Rick Ferdig, *University of Florida*

Barbara Guzzetti, *Arizona State University*

Linda Labbo, *University of Georgia*

Area 11: Study Groups

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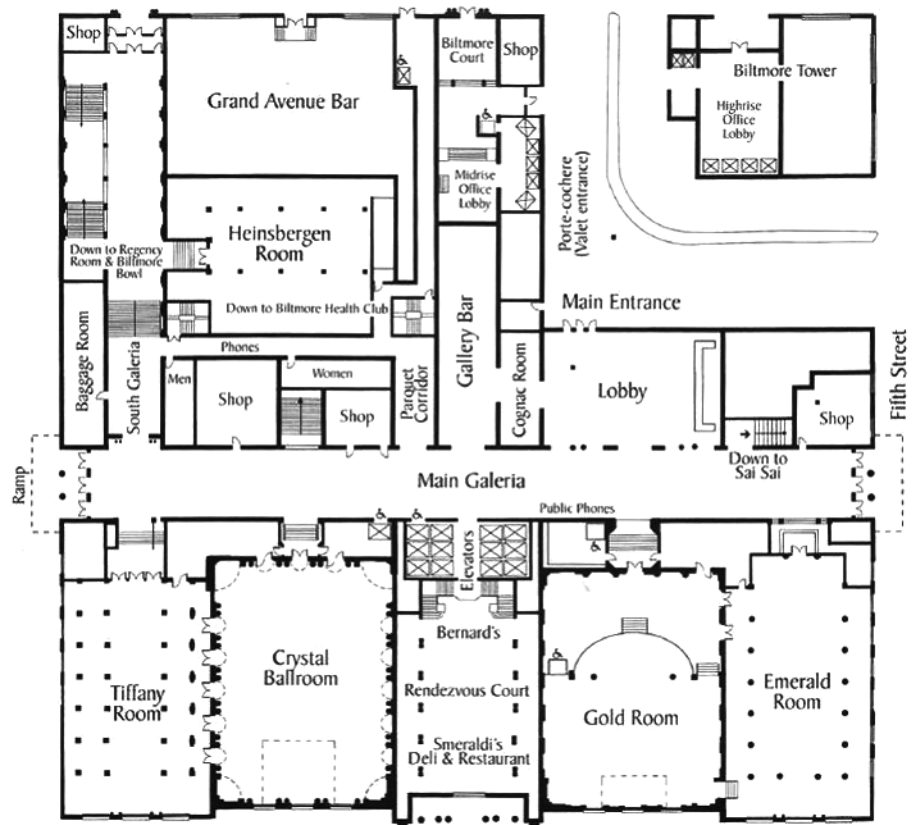
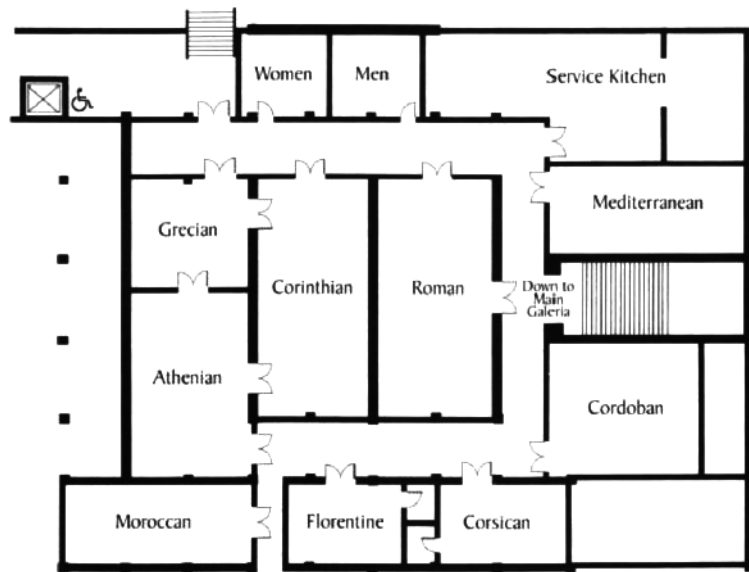
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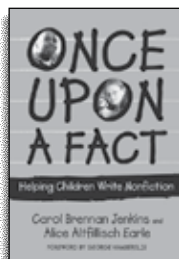
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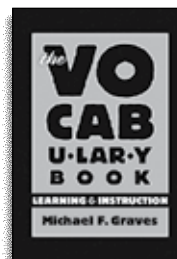


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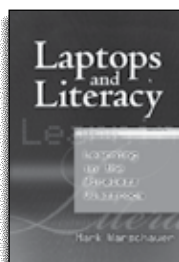
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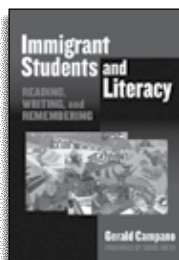
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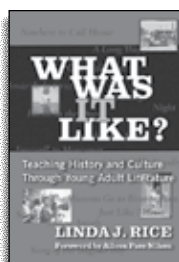
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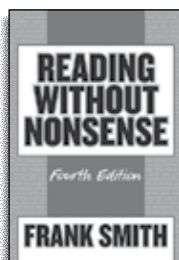
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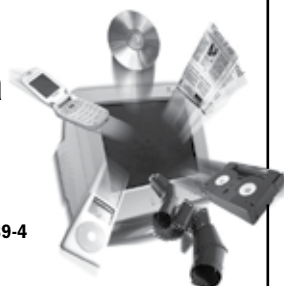
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